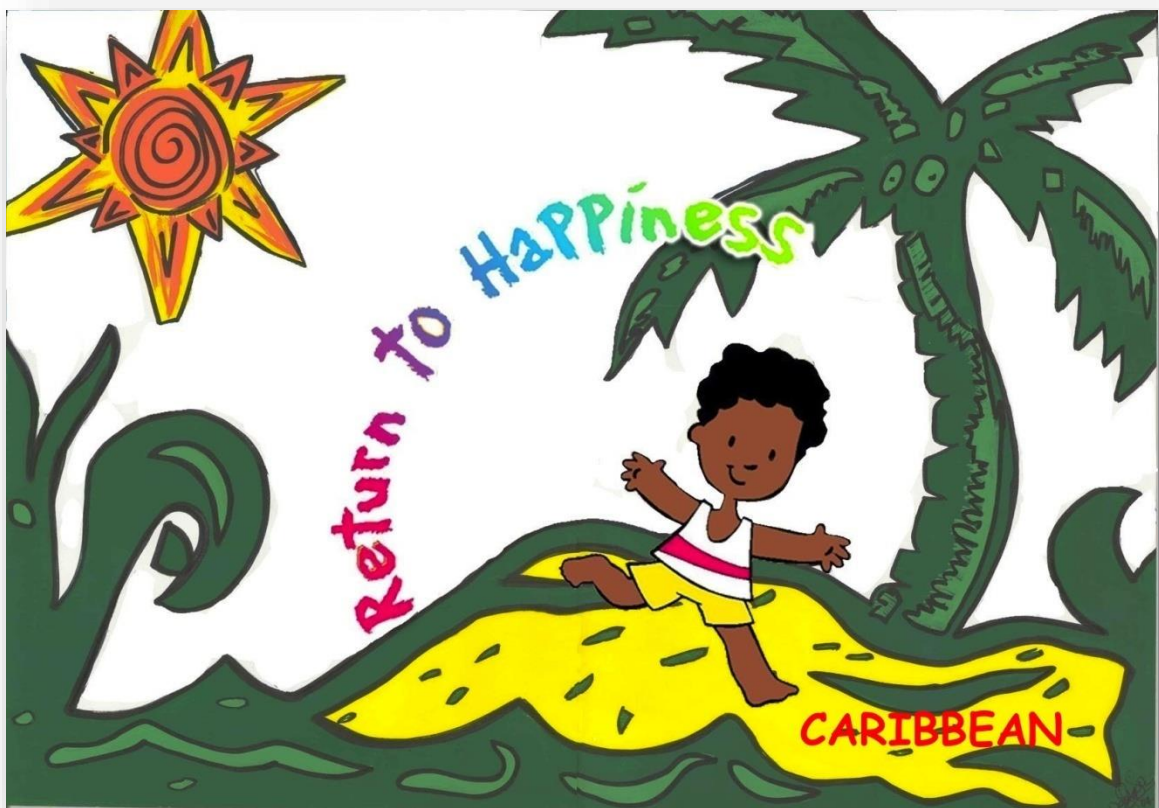


The Return to Happiness Program: *Caribbean*

FACILITATOR&ASSISTANT
FACILITATORMANUAL



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- Helping to Heal Volunteer Manual and Trainer's Manual
- Reference Centre for Psychosocial Support

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Introduction

The purpose of this Manual is to provide information and guidance to the Return to Happiness Facilitators and Assistant Facilitators on how to guide children through the activities related to the psychosocial recovery of boys and girls affected by natural or man-made disasters. All children affected by these phenomena need help, not only physically but also emotionally.

The contents include a description of the *Return to Happiness: Caribbean* program, along with the program schedule and the schedule for daily activities. It also provides a description of each activity that Facilitators/Assistant Facilitators are expected to lead during the implementation of the 3-week program. It is important to recognise that the Return to Happiness: Caribbean Program initially targeted children between the ages of 5 to 12 years of age; however, after the devastation from Irma and Maria two of the strongest Hurricanes ever recorded it was recognised that it needed to be revamped. UNICEF recognised the repercussions of such trauma on children of all ages and has reorganised the program to include Early Childhood Education, Special Needs and Adolescents. The manual also contains specific information to help Facilitators engage children; communicate effectively; as well as improve their own confidence and take care of themselves during the post-disaster period.

Facilitators and Assistant Facilitators should read this Manual carefully, as it is a comprehensive guide to implement the *Return to Happiness* program aimed at restoring happiness in the hearts of children who need special attention at this time.

All Facilitators and Assistant Facilitators MUST participate in the Return to Happiness Facilitator/Assistant Facilitator Training Session before attempting to implement this program.

GOOD LUCK!

Program Goal and Description

Program Goal

Although people respond in different ways to disaster situations, infants, children, adolescents and the differently-abled are usually most affected, and they respond differently than adults do. As a result, it is important for opportunities to be created for children to tell their stories, express their fears, concerns, hopes and wishes. Children can do so through a wide range of activities.

The goal of the *Return to Happiness Program: Caribbean* is to create opportunities for 0-18 year-old children, adolescents and the differently-abled who have experienced a natural or manmade disaster to process their experiences through a series of guided play activities for the purpose of reducing their post-disaster anxieties and begin to re-establish their sense of joy, happiness, security, and confidence in their environment.

Program Description

Return to Happiness is a psychosocial recovery program for children who have experienced the trauma of natural disasters, conflicts or violence. It has been implemented in many countries including Mozambique, Columbia, El Salvador, Venezuela and Belize. The program has also been implemented in the Caribbean in Grenada, St. Lucia, the Turks and Caicos Islands, St. Vincent, and the Virgin Islands.

The *Return to Happiness: Caribbean* program targets children, adolescents, and differently-abled aged 0-18 years, in the immediate period following their experience of trauma. The program now addresses the needs of infants who attend Early Childhood Education facilities and children who are differently-abled with special needs. For the ages of 0-5 years, we recommend the program run for 11 days over a 3 week period. Participants are exposed to a total of 8 hours of play therapy for 10 days with each session being 30 - 50 minutes long. We suggest facilities that attend to the needs of the differently-abled also follow the above outlined timeline as it may better accommodate the temperament of our most vulnerable. This is based on the willingness of the participants to accommodate the schedule. The original timetable remains the same for elementary and secondary students. It will maintain its 12 day, 3-week period. Specifically, an orientation day, 10 program days, and a culminating celebration Day. Depending on the magnitude of the disaster, the program can be implemented at a national

or community level. Under national disaster country protocols, Return to Happiness: Caribbean should be activated by the designated government ministry and executed through the school system. The Parent orientation must take place during each school's mandatory parent orientation before the opening of the upcoming school term or reopening post disaster.

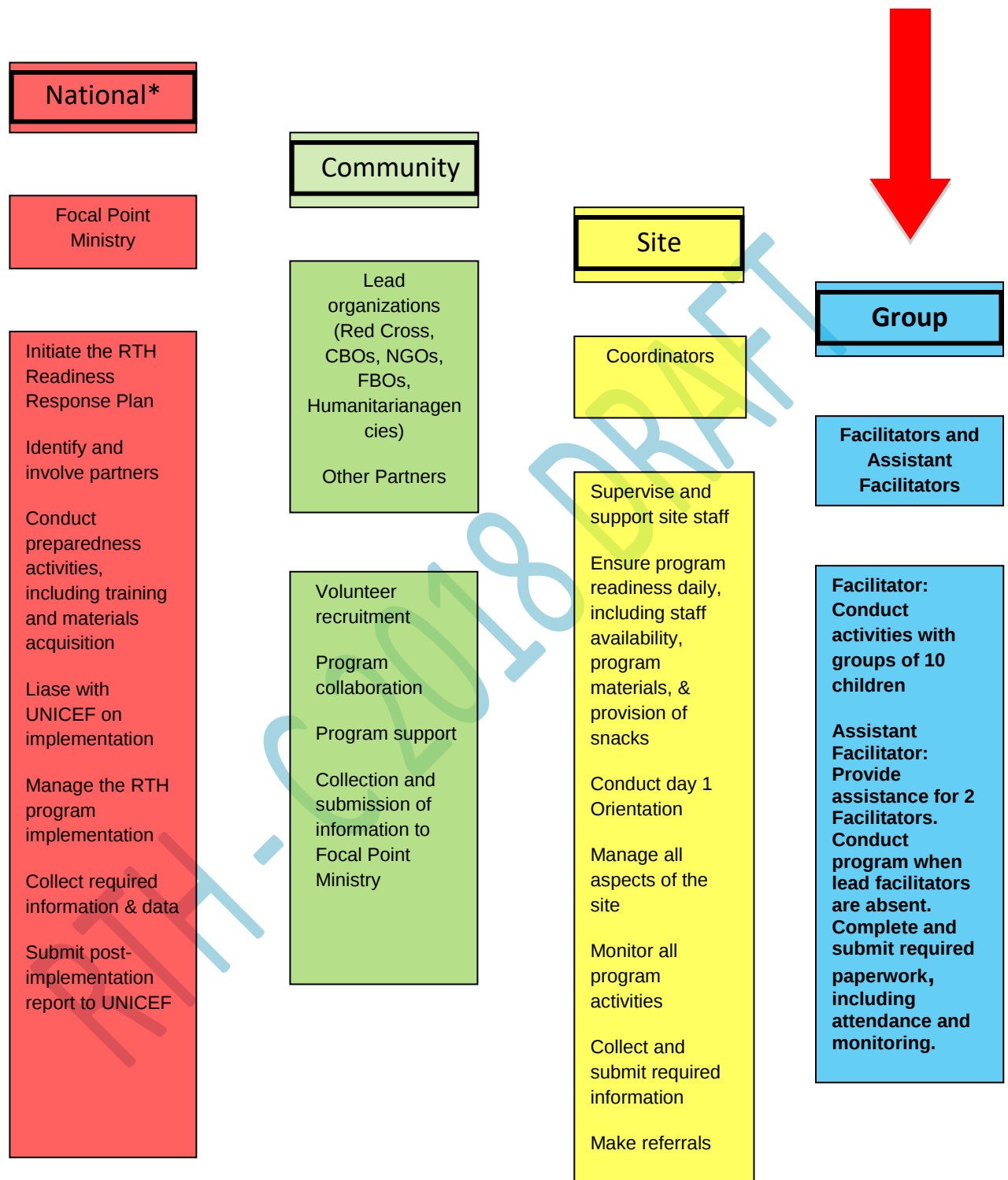
On contingent there is no national disaster Parents and children attend an Orientation session prior to the start of the program, during which the parental information package will be provided about the program and guidelines shared with parents to provide additional support and assistance for their children in the recovery process. Once the parental orientation is complete, the parental orientation assessment form is distributed to evaluate the understanding of the program by the attending parents. As part of the parental package your country would have adapted their parental consent form it is recommended that parents complete and return the consent form to the orientation facilitator. Facilitators explain the appropriate program plan for their institute as stated above.

Participants, based on their assessed needs are placed in groups of 10 and participate in activities such as drawing, storytelling, painting, modelling, cultural activities, puppetry and theatre. It is permissible, based on the head facilitator's assessment and based on the number of participants in the program; one on one sessions may be conducted. Through their involvement in these activities, participants have the opportunity to express their feelings, anxieties, fears and ideas, while also displaying their creative skills. They are guided through these activities using a process that allows them to relieve their anxieties and return to happiness. Upon completion of the 8 to 20 hours accordingly of guided activities, a celebration is held to exhibit the children's creative expressions. This culminating event is open to family, school, community, and stakeholders.

Government and non-Governmental stakeholders are encouraged to collaborate in implementing the program. At the site, the program is managed by trained Coordinators who are teachers, community members, humanitarian workers, social workers, guidance officers, counsellors, etc. The program activities are guided by trained Facilitators who are assisted by carefully selected and trained Assistant Facilitators. Facilitators and Assistants are recruited as volunteers through the National Red Cross Society, local Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs), and other relief/volunteer organizations.

This manual was developed to provide Facilitators and Assistant Facilitators with the information they will need to effectively implement the Return to Happiness Program: Caribbean.

The Program's Administrative Structure



* National Implementation may be supported by UNICEF, IFRC, or other development partners.

Background Knowledge for Facilitation

The Role of Facilitators/Assistant Facilitators

Facilitators and Assistant Facilitators are of paramount importance to the program. With their help, children can share their stories and experiences as it relates to the crisis situation that they have experienced. As a Facilitator, you are not merely providing a community service; you are in a position to change lives by providing care and compassion for the children with whom you work. It is the responsibility of the Facilitator to move children in the program through a (Before, During, and After) timeline of activities and events. Additionally, because of the trauma that children may have experienced as a result of the crisis event, it is important that you are observant, attentive and aware of children's feelings and sensitivities.

As a Facilitator or Assistant Facilitator, you are expected to:

- Treat children with respect and care
- Be knowledgeable and aware of different types of problems that children may experience in difficult situations (lack of sleep, privacy, essential facilities, etc.)
- Understand why children may experience the problems they do
- Have the skills to effectively work with children who may be experiencing problems
- Have the skills to communicate effectively with children
- Engage in fun, play activities with children
- Be skilled to use the tools of the program
- Be a good example and positive role model
- Enjoy interactions with children

The Importance of Confidence

It is important that you feel comfortable in your abilities to act as a volunteer to implement the RTH-C program.

What is confidence building?

- Confidence is belief in yourself and your ability to be resilient. It comes from within.
- You can build your self-confidence by:
 - Being well prepared.
 - Anticipating other people's behavior and preparing for it
 - Believing in yourself and having faith that your own abilities will ultimately work if you let them
 - Knowing that there are persons who will support you in the decisions that you make – you are never alone.

The Magic Within

Adapted from Richardo Keens-Douglas

- ✓ YOU have to have the passion for what you do
- ✓ YOU must love what you're doing
- ✓ YOU must have patience
- ✓ YOU must want to be with the children
- ✓ YOU must be stirred inside
- ✓ YOU must have the ability to use your imagination
- ✓ YOU must be free and willing to take risks
- ✓ YOU must not settle for mediocrity
- ✓ YOU must be sensitive and compassionate
- ✓ YOU must not be afraid
- ✓ YOU must try your best to know each child in the class/group as much as possible
- ✓ YOU must try and find ways to make magic within the child
- ✓ YOU must find that child's own voice
- ✓ YOU must be able to stir the child's imagination
- ✓ YOU must make learning fun and exciting
- ✓ YOU must make a positive space
- ✓ YOU must be enthusiastic about your work and theirs
- ✓ YOU must encourage cultural stories
- ✓ YOU must encourage parental participation
- ✓ YOU must pass on the positive. Gossip is the most destructive element in an establishment

***It is important for Facilitators to be present and in the moment with the Return to Happiness participants.**

Facilitators Care

We must not deny the sacrifices that facilitators make when volunteering to contribute in the psychosocial recovery of their community while implementing the Return to Happiness: Caribbean program.

Disaster and trauma, man-made or natural, strikes everyone at some point in our lives; we are affected either directly or indirectly. It is very difficult to see people we know and care for suffer. We want to do everything in our power to ease the suffering. Chances are that if you are reading this manual it is safe to assume you are someone who cares deeply for others and enjoys caretaking. This is to be commended, however, we must beware of our “Superhero Complex”.

A “Superhero Complex”, involves repressed feelings or desires to prove our importance and significance to others through an innate need to help others; at times taking unnecessary risks in an effort to be or appear helpful. These behaviours when dressed as being helpful puts a strain on you and your team members causing a counterproductive effect, costing the team valuable resources of time and personnel. Our “Superhero Complex” is often a disguise for us avoiding and addressing our personal challenges.

Superhero Complex clouds our judgement. As volunteers we are first humans with families, life experiences, and prejudices that at times prevent us from being equipped to give our best. We need to acknowledge when we need to step away from offering help and acknowledge as much as I am willing to assist, I can’t right now. Remember RTH is voluntary it is sometimes enough to be with your team in spirit rather than in person.

UNICEF RTH: Caribbean takes the above into consideration and during your coordinating and assessment meetings you will be asked by your lead coordinator to complete an RTH Assess Your Stress Form. Please, be truthful and honest when filling this form. The Coordinator will review these forms and assess who is coping well enough to be a Facilitator or Assistant Facilitator. We prohibit impaired volunteers being directly involved with the children. You may be best suited to assist with administrative or other just as valuable activities that support the cause.

Taking Care of Self: Managing Stress

It is important that all Return to Happiness Staff understand the importance of taking care of themselves before taking care of others. In post-disaster situations, emergency workers often become overwhelmed in their efforts to provide assistance to people who are affected. Often too, relief workers do not take care of themselves as they believe that service to others is more important at that particular time. Soon, they begin to experience physical and mental fatigue, which is usually labeled as stress. This section focuses on stress management. **All Program staff should read the information in this section carefully before the program begins.**

What is Stress

Stress is normal. It is the body's natural reaction in response to a physical and/or emotional challenge. Stress can be positive in activating a person's body, mind and energy. It can be defined as an individual's capacity to mobilize every resource the body has to react promptly and adequately to any given situation. However, if stress lasts too long, the body's resources will be exhausted and the person will develop harmful or negative forms of stress reactions.

Stress results from an accumulation of various factors such as a heavy workload, poor communications, the frustration of not being able to meet the beneficiaries' needs, having to cope with situations in which you feel powerless, lack of basic comforts, and inability to rest or relax.

Common Signs of Stress

The following reactions may be the effect of stress among group members:

- Anger towards managers
- Lack of initiative
- Clique formation (inner and outer "circle")
- Conflict between groups
- High turnover of personnel
- Negative attitude towards workplace
- Critical attitudes towards colleagues
- Scapegoat mentality

Individuals might exhibit the following types of behaviors when overly stressed.

Physical symptoms	overtiredness, diarrhea, constipation, headaches, abdominal and back pains, sleeping disorders, appetite changes.
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Emotional signs	anxiety, frustration, guilt, mood swings, undue pessimism or optimism, irritability, crying spells, nightmares, apathy, depression.
Mental signs	forgetfulness, poor concentration, poor job performance, negative attitude, loss of creativity and motivation, boredom, negative self-talk, paranoid thoughts.
Relational signs	feeling isolated, resentful or intolerant of others, loneliness, marriage problems, nagging, social withdrawal, anti-social behavior.
Behavioral changes	increased alcohol, drug and/or tobacco use, change in eating habits or sexual behavior, increase in risky behavior, hyperactivity, avoidance of situations, cynical attitudes.
Collapse of belief systems	feeling of emptiness, doubt in religious beliefs, feeling unforgiven, looking for magical solutions, loss of purpose of life, needing to prove self-worth, cynicism about life.

Stress Management Techniques

1. *Use your personal resources fully* – social network, sufficient leisure activities
2. *Know yourself* – your resources, your limits, your stress reactions (see questionnaire on stress)
3. *Share, communicate, be clear* – find someone to share your doubts, fears and disappointments with, express your needs (to head of delegation, colleagues), say “no” (for example, to unreasonable work demands).
4. *Support each other* – show that you care for your colleagues and listen to them, avoid criticizing or playing down their remarks, be alert to changes in behavior and propose action if necessary (e.g., take a long weekend off), In case of security incidents, take time to talk and share emotions.
5. *Ask for support* - from Coordinators, Program Administrators, local counselors (support by phone, e-mail, fax, or visit).

Some Tips

- Whenever possible, respect normal working hours. Avoid working on weekends, if possible.
- Allow sufficient time for rest, relief and relationships.
- Eat well-balanced meals at regular times. Avoid excessive alcohol.
- Keep your body fit. Do things that you enjoy.

Assess Your Stress

The short questionnaire on the next page can help you to evaluate your present stress level.

Assess Your Stress

Rate each of the following items on how often you experienced them within the last month.

	Never (Score 1)	Once a month (Score 2)	Often/Once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pains				
3. I am always tired, physically and mentally				
4. The smallest noise makes me jump				
5. My work no longer interest me				
6. I act impulsively and take a lot of risks				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty in sleeping				
12. Doing even routine things is an effort				
13. I am cynical or very critical				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work				
Column Totals				
Grand Total				

Add up your total score. See the next page for the interpretation of your score.

Score Interpretation

Under 20: Your state of stress is normal, given the working conditions.

From 21 – 35: You may be suffering from stress and should take it easy.
Discuss with someone and look for ways to reduce your stress level.

Above 36: You may be under severe stress. Ask for help from someone close to you and/or a professional (counselor, doctor).

The information in this section is extracted from *Managing Stress in the Field, 4th Edition, Red Cross and Red Crescent Societies, 2009*. More information from this document can be accessed at:

<http://www.ifrc.org/Global/Publications/Health/managing-stress-en.pdf>

Facilitator Burnout

Prior to the start of the program your stress levels were assessed; but what happens when the magnitude of the intervention becomes overwhelming? We ask that you be honest and report any challenges that prevent you from being an effective facilitator. Children often perceive changes in their caregivers and often become resistant to participating.

Below are warning signs of burnout that you should keep in mind as you give of yourself and your time.

RED FLAGS

During challenging times, we are our brothers' keeper and apart from your personal self-assessment our co-facilitators must also observe and assist us in recognizing when we are burned out. We must not be afraid to admit to burn out with ourselves or our colleagues especially with the sensitive nature of our collective mission. There is nothing shameful, or weak about admitting when you can no longer go forward. It is actually very brave, admirable and respectful to you, your colleagues and the program in saying "I too need help", "I need a break", or "I cannot give more". It shows that you are in tuned with yourself and engaged in self-care.

- ✱ A facilitator or coordinator exhibits irritated or impatient behaviors.
- ✱ A facilitator or coordinator is not eating or drinking enough water.

- ★ A facilitator or coordinator breaks out in a rash / hives.
- ★ A facilitator or coordinator refuses to take a break and over functions or under functions.
- ★ A facilitator or coordinator develops a cold, flu or infection.
- ★ A facilitator or coordinator is withdrawn or overly talkative.
- ★ A facilitator or coordinator is distracted or cannot focus on assigned tasks.
- ★ A facilitator or coordinator has frequent headaches, dizziness, or stomach aches

Facilitator Self-care:

In the aftermath of a man-made or natural disaster the finer luxuries of life for your grooming routine may not be accessible, and this is an opportunity to appreciate and indulge yourself in the simple creature comforts. Here are a few suggestions of stress relieving activities you can engage in to assist in relieving your stress level.

- Make time in your schedule to sit and have at least one meal
- Exercise, go for short walks and explore
- Get enough sleep
- Take time to engage in hobbies (reading, playing games, baking, dance, sing, coloring, etc.)
- Meditate
- Breathe deeply, take 5 minute breaks to breathe
- Sip a cup of warm/ hot tea
- Indulge in your favorite treat
- Groom your nails
- Facial care i.e. masks, shaves, haircuts
- Utilize your favorite toiletries
- Listen to the radio/ music
- Know your limits, set boundaries (say "NO")
- Ask for help
- Find something beautiful to focus on (nature)

Facilitator Assistance:

Once you have experienced a natural or man-made disaster your life is not as comfortable as you were accustomed. Or in some cases Coordinators and Facilitators are asked to volunteer in affected territories. Facilities, communication and utilities that we take for granted are not available. If they are available, they are not as abundant as prior to the disaster.

Apart from utilities and facilities very often governments are forced to implement curfews and retailers ration essential items. Unfortunately, as volunteer team members we get conscripted into service and are at times unable to replenish our personal supplies especially when we do not have the available support of our families. Coordinators must take these variables into consideration and support your team by facilitating the following with your focal point ministry.

Communication – In the event of a community affected disaster basic communication tools such as telephones, internet, etc. may not function. Effective ways of passing information are:

- Before the disaster coordinators need to call a meeting of all team members. During this meeting designate a location to meet after the disaster should there be no means of communication (the area hospital is best). Have a designated location and estimated date and time that you will meet after the disaster where all members of your team who are able to effectively participate meet.
- If the radio stations are functioning send messages to the team through this media form and alert them if there were any changes to the designated post disaster meeting location.
- If phone and internet service are functioning text messaging have proven most effective to communicate.

Access – In the event of a national disaster or emergency to reestablish order governments implement curfews. A curfew restricts the hours within which the public can leave their residence and move through the territory. We recommend that “curfew passes” be secured especially for your essential team members. If possible a pass or form of nationally recognized pass that allows them to receive immediate service at the following: gas stations, major supermarkets, laundry facilities, banks.

In addition to the above we recommend for larger groups such as teachers, social and essential workers that a date be arranged at the designated RTH facility for

representatives for insurance, banking, and relief aid be made available to assist team members with achieving their personal goals while performing their required duties.

Transportation –After a natural or man-made disaster reliable transportation is limited. It would be very valuable for the team members to have access to reliable transportation to facilitate visits to satellite or remote RTH programs. Also some volunteers rely on public transportation and are unable to assist because they are worried about how they will be transported to the program or home.

Psychological First Aid –Prior to beginning the RTH Program it is vital to have a debriefing retreat for your team. This does not have to be formal or fancy. However, it is most effective to increase productivity and reduce facilitator burnout. A small meeting with the team offering light refreshments where all team members can share their personal experiences, how or if they were affected. Include games or other team building activities to rally and encourage your team. Remember, it is important to have as much fun with your team as you will have with the children.

Now that we have taken care of ourselves and our team we can help the children who are going to benefit from Return to Happiness.

Basic Helping Skills

(adapted from IFRC Helping to Heal)

Supportive Communication

In times of crisis, “supportive communication” is the recommended communication style. This means communicating with empathy, concern, respect and confidence in the abilities of the affected person, as well as practical information.

Empathy – A helper must communicate an ability to see and feel from the affected child’s point of view. This usually includes a quality of personal warmth, as opposed to someone who is aloof or mechanical.

Respect– A helper must communicate sincere respect for the dignity and worth of the affected person.

Genuineness– In working with people who may find it difficult to trust others, the helper must be a very genuine person who can earn trust under difficult conditions. This means saying what you mean and meaning what you say. Anything less can lead to a sense of betrayal.

Positive Regard – A helper must demonstrate a sincere regard for the welfare and

worthiness of the affected child especially if s/he struggles with low self esteem. The helper's positive regard for him/her is often the seed of a renewed sense of self-esteem.

Non-judgmental stance –Children may feel that others think that they are to blame for the crises that they experience. A good helper can relieve this tension by carefully avoiding judging the child's reactions and responses. Otherwise, empathy, respect, and positive regard may be damaged.

Empowering– A helper is temporarily in the affected child's life. Therefore, it is crucial that you leave the child feeling more resilient and resourceful than when you first met him/her.

Mandatory Reporting–Children may share personal information with a helper that suggests that the child is being abused or harmed. Additionally, a helper might observe signs of abuse. In these instances, this information requires socially responsible action by the helper to protect the child. Therefore, the helper must report those types of situations to the authorities.

Ethical Conduct – Ethical codes of conduct vary from context to context. They also, however, have certain principles in common:

- Do no harm
- Be trustworthy and follow through on your words with appropriate deeds
- Never exploit your relationship
- Respect a person's right to make his/her own decisions
- Never exaggerate your skills or competence
- Be aware of your own biases and prejudices
- Confidentiality

Non-verbal Communication

The basic elements of physical attending or effective non-verbal communication can be summarized in the acronym SOLER:

- S = facing the person **squarely** can say that you are available to work with him/her.
- O = adopting an **open** posture can say that you are open to hearing what is being said.
- L = leaning toward the other at times can underscore your **listening** and responding and tell the other that you are with him/her. However, keep an appropriate distance: proximity reflects interest, but may also communicate intimacy, informality or pushiness.
- E = good **eye contact** that avoids staring can tell the other of your interest in him/her.

R = remaining relatively **relaxed** while being with the other fully can speak of your competence and help the other to also relax.

Open and Closed-Ended Questions

Asking questions is a strategy for learning specific information from a person or for better understanding the person's beliefs, concerns, and attitudes.

Open-ended questions provide an opportunity for the person to answer in various ways, to expand on feelings, explain concerns, beliefs and attitudes. Examples:

What are your concerns about this?
What do you hope happens?
How did you feel when...?
What do you think about ...?

Closed-ended questions require a brief, exact reply, usually "yes", "no", or "maybe". They are useful for obtaining basic factual information. Examples:

How many sisters and brothers do you have?
Was your house damaged?
Have you ever felt an earthquake?

Paraphrasing and Reflecting Feelings

Paraphrasing and reflecting feelings are important skills that are used to let the child know that he or she is being heard.

Examples:

1. *Sentence stem* – Use the child's mode of receiving information.
"I hear you saying that you....." "It sounds like you..."
2. *Feeling label* – Add a feeling/emotional word to the stem.
"Sandy, you seem happy about....." "I hear you saying that you were afraid...."
3. *Context or brief paraphrase* – Use the word *about*, *when* or *because* to add context.
"Sandy, you seem happy *about* the fact that your grandmother lives with you now."
4. *Check-out* – Check for accuracy. Ask a brief question for feedback.
"Am I hearing you correctly?"

If used skillfully and with good timing, reflection can be an important method of helping the child to tell his/her story. On the other hand, if it is overused or used clumsily, it can be counterproductive. This is a skill that requires practice.

Facilitators should practice during conversations with family or friends.

Communicating with Children

It is important to know that anyone, especially a child, who has experienced trauma and faced great difficulties, could manifest uneasiness when asked to talk about himself/herself in front of others. Being able to communicate about the problems frequently helps to overcome them, and this applies to children as well as adults. Through conversation we can;

- Better understand a child and his/her situation
- Provide support
- Encourage the child to tell us their thoughts and express what they feel.
- Help a child become comfortable in a new relationship

We transmit our feelings through our bodies and our words – by chatting, making gestures, using facial expressions, laughing, smiling, laughing loud or weeping – through drama, music, dance, stories, and other artistic expressions. Very young children, however, have not yet mastered spoken language, and so, frequently they express their feelings through play, theatre, songs or dance, and other forms of art.

To communicate with a child we can:

- Talk with them
- Tell stories and legends and encourage them to tell their own stories
- Motivate them to express their feelings through different artistic expressions (theatre, drawing, modelling, etc.)
- Lower yourself physically to their level by sitting down, bending down, or sitting on the floor
- Master the art of Socratic questioning. This means that instead of expressing facts or lecturing, ask an open-ended question to stimulate the child's own reasoning process
- Keep information age appropriate
- Be clear and concise
- Do not be afraid to say you don't know the answer to a question

Our duty is to gain children's confidence through friendly, supportive behaviour, showing them that if they talk, we will listen. Be a good listener.

During the conversation, it is important to;

- **Actively listen**
- Give the child the time to talk

- Not ask for replies the child does not want to give.
- Not disdain children's feelings by telling them: 'don't be sad', 'it's all over', 'forget it', 'it's nothing', etc.
- Show understanding towards the feelings of the child, saying for example: 'I understand that you are sad', or 'angry', 'we are here to help you.'
- Guide the conversation with phrases such as: 'and, what happened?' 'How did that make you feel?'
- Never lie or promise things you know are difficult to fulfil.
- Use a tone of voice that encourages the child to share; notes with your head showing the child you are aware of what he is telling you and smile when appropriate, so he will see that you are interested in listening and willing to understand him.
- Look at the child to see if he/she feels distressed or needs consoling and talk to him/her and try to provide what he/she needs. Do this in a way that makes the child feel welcomed and comfortable.

Expressing Distress and Trauma

The Return to Happiness Program is designed to encourage children to express the feelings, concerns, fears, desires, and hopes that they experience during and after a manmade or natural disaster. Many of their experiences might involve something unpleasant, negative, or traumatic. Facilitators must be aware of the behavioral signs that might indicate that a child is experiencing emotional distress.

When a child is experiencing emotional distress, some of the following signs may be evident:

- Difficulty playing or concentrating
- Staying isolated or without friends
- Showing retardation or speech difficulties
- Sleep disruptions, sleep loss, nightmares and night fears, sleepwalking, difficulty falling asleep
- Lack of appetite or poor appetite
- Fear in different situations, such as fear of strangers, water or rain, animals, darkness, fear of being alone, etc
- Intensified attachment to adults or special objects, for example a blanket, a special toy – being separated from his/her objects or loved ones could generate anxiety
- Frequently irritable or easily upset
- Excessively active or inactive
- Appears extremely distrustful, fearful, depressed, sad, or nervous
- Verbal or physical aggression towards others
- Self-destructive or risky behaviours
- Regression –Behaves like a younger child would behave
- Presents symptoms of sickness, apparently without real cause

RED FLAGS

Coordinators and Facilitators must be alert to these indicators of potentially serious problems. If any of these behaviors exists, the Facilitator should immediately inform the Coordinator, who will take the necessary steps (intervene, contact family, refer for professional help).

- ★ A child exhibits behaviors that are dangerous to him/her self or to others.
- ★ A child's behaviors constantly create problems in the group.
- ★ A child discloses information to you that suggests abuse.
- ★ A child has physical indicators of abuse on his/her body.
- ★ A child does not seem to be adjusting normally, compared with his/her peers.

How to Engage Children According to Their Age and Abilities

Originally the Return to Happiness Program targeted children between the ages of 5 and 12. The revised activities address ability and age-specific behavior for children 0-5 (Early Childhood Education), 6-12 (Elementary), 13-18 (High School) years of age, and children who are differently-abled. You will need to use different strategies for each of the groups, as indicated below.

Children between 0 to 5 years:

- Soft toy play
- Assemble large shaped puzzles together
- Hide and seek (person, object, or colour)
- Tracing textured alphabets or numbers
- Singing and clapping (mirroring activities)
- Exercise, stretching, or yoga
- Soothing talk
- Listen to music
- Watch movies

Children between 6 to 12 years:

- Encourage them with happy and rhythmic children's songs
- Let them express themselves through singing and dancing
- With supervision, allow them to run, jump, climb, exercise in different spaces, changing their speed.
- Play 'let's pretend' or 'tell a story',

- Encourage them to create stories; perform a play; use puppets or dolls.
- Allow them to individually and cooperatively create things through drawing, painting, arts and crafts, modeling with clay, building things.
- Play 'let's imagine', or 'let's get to know, 'how do you feel when'

Children between 13 to 18 years:

- Encourage them to express themselves through creating and performing songs, dances, plays, etc.
- Learn cultural dances
- Provide them with the opportunity to work collaboratively in groups giving service to the community (pick an area like a children's park for cleanup, give service to a community institution such as the elderly home)
- Play cultural competitive games (cricket, basketball, softball, netball, dominoes, etc)
- Charades
- Karaoke

Children who are differently abled with special needs:

- Sensory table
- Yoga (breathing, and movement exercises)
- Sense of smell game (use fruits, or other items for them to smell and guess what the item is)
- Play dough / modeling clay
- Bowling (using a ball or anything that can roll children can knock down other items)
- Seated obstacle race (using a straw participants blow a dried pea or other small object off a table, first person whose pea falls wins)

Facilitators and Assistant Facilitators must be prepared to work and have fun with any age group.

- Please note that it is during these sessions of play therapy that we observe and assess the participants for any unusual behaviour that may require follow-up. If a facilitator is uncomfortable by an observed behaviour after RTH during your daily briefing with your team, please report what you have observed. Make a plan to have your assistant or other senior facilitator observe questioned behaviour to either confirm or dispel your concerns. The referral system may be needed for the child to have follow up. Remember, some children are at times exposed to inappropriate adult behaviour. In this case, the child or children may need guidance that the behaviour is inappropriate for their age.

Special Considerations for Differently-Abled Children with Special Needs

Children with physical and mental challenges may not necessarily understand the magnitude of a disaster in their environment, but may also be most affected and neglected following these events. While neglect may not be intentional, scarcity of resources may limit caregivers from providing the required care for rehabilitation of children with special needs.

All Return to Happiness staff must understand the special needs of this group and provide care and support at a level that can also help in the healing process. When selecting team members to perform RTH with this group make sure they possess the most patience as the pace of this interaction may move slower than with other children.

Following is a list of strategies that should be considered to provide special care for children who are differently-abled.

1. Maintain their regular routine as best as possible
2. Understand the type and magnitude of the child's challenges
3. Use simple language (verbal and nonverbal) to help the child understand the disaster
4. Check that the child understands what you are communicating and correct misunderstandings
5. Be positive and express hope
6. Engage the child in as many activities as possible, such as play, storytelling, singing, etc.
7. Use whatever resources are available to meet the child's needs
8. Give special care and attention to the child
9. Do not subdue or ignore expressions of fear and anxiety. Help the child to relax and let them know what is being done to address the situation.

The Power of Silence

After a natural or man-made disaster there is a great deal of disorganized chaos as everyone struggles to get back to a new normal. It is not uncommon for children of all ages and abilities to feel overwhelmed. Depending on the disaster some children for the first time in their lives experience the passing of a loved one (parent, grandparent, pet, friend, toy, etc.) In adjusting to the loss children at times

withdraw into themselves; we must allow them space to grieve and process. During this adjustment time as facilitators we are trained to engage them, but at times a child just needs you to sit quietly in silence with them. A quiet moment where the only support needed is silence, a time where they do not have to talk, have to answer questions, have to pretend that everything is okay with them.

This form of time out or taking a break may be what a child needs before joining or returning to the group setting. However, if it persists they may need to be referred for follow up by a professional.

Remember that all children have rights!

The Rights of the Child

According to the UN Convention on the Rights of the Child (CRC), a child is defined as a person under the age of 18 years.

Children are easily the least listened to members of society, especially during times of crisis. While disasters often start suddenly, they almost never end suddenly, and during the long process of rehabilitation, recovery and, hopefully, preparedness, there is a need to ensure that there is space for children's voices. In an attempt to cope with crisis situations, children may not receive as much attention from adults as they need. Children are very sensitive to approval signals from adults around them, and therefore, suppressing their voices often makes children afraid of speaking up, making it more difficult to cope with trauma.

The Convention on the Rights of the Child is comprised of 54 Articles. UNICEF cites the key provisions of these articles as:

- * The right to a childhood (including protection from harm)
- * The right to be educated (including all girls and boys completing primary school)
- * The right to be healthy (including having clean water, nutritious food and medical care)
- * The right to be treated fairly (which includes changing laws and practices that discriminate against children)
- * The right to be heard (which includes considering children's views)

Facilitators are encouraged to observe these rights and treat children with respect at all times. Our goal is to help children heal following a disaster, and the Return

to Happiness Program is designed to provide a safe and fun environment in which children can feel comfortable expressing their thoughts and feelings.

For more information on the Convention on the Rights of the Child go to http://www.unicef.org/crc/files/Rights_overview.pdf

RTH-C-2018 DRAFT

The RTH-CProgram: Schedule, Activities, Plans

The 3-Week Program Schedule

MONTH / YEAR

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1					6	7
	Coordinator and Facilitator Resource and Assessment Meeting Before Program Roll Out					
	Visit to Program Site Prior to Orientation					14
	Orientation One day prior to intervention					21
	Intervention Week 1 5-days (Mon– Fri) Week 2 3-days (Mon, Wed, & Fri) Week 3 2-days (Mon & Wed)					28
2						

Visit to the Program Site

The Facilitators and Assistant Facilitators, along with the Coordinator(s), should arrange to meet at least 2 weeks before implementing the RTH Program in a designated safe location to allow for staging and preparation of designated sites and their program schedules. Based on the magnitude of the disaster experienced an assessment of the RTH team's resources must be done. The following points should be reported on as part of the meeting's agenda:

- **Communication** abilities (telephone, internet availability, radio station broadcasts)
- **Accessibility** (are the roads clear, has a curfew been implemented reducing the hours in which you can operate and prepare)
- **Transportation** (what is the designated way for the team to get around or to be transported to the program site location)
- **Personnel** (can your team be activated; how many members are available to implement RTH?)
- **RTH Kits** (were they and their replenishing stock safe through the disaster; do you need to replace kits, are the contents readily available on island;)
- **Catering** (after a disaster food resources are limited; confirm how your team will source snacks; if your RTH is being run through the education system the participant usually comes to school with snacks. If there are children who do not have snacks, arrangements must be made to assist these children) (Catering of lunch should also be secured for the RTH team as their focus is on the program.)
- **Site visit** (depending on the site location e.g. schools or shelters, a team needs to assess if any of the designated locations have not been damaged; do you need to consolidate sites; or adjust the schedules of the program. The site may need to be cleaned or cleared)
- **Facilities and Utilities** (as part of the site visit the availability of bathrooms, water, and electricity; can they facilitate the number of persons expected. Does the team need to make arrangements for water to be delivered?)

The Resource and Assessment meetings also allow the team to orient and familiarize themselves with the physical environment in which they will be working. The Coordinator(s) should review program requirements with the Facilitators and Assistant Facilitators, assign the Assistant Facilitators, allocate space, and also identify any potential problems. The site visit will be scheduled by the Coordinator(s) who will inform the Facilitators and Assistant Facilitators.

In addition to the above agenda the resource and assessment meeting is an opportunity for the team to debrief and share their own experiences if they were affected. The coordinators can take this time to have team members fill and return their Stress Assessment Forms. By doing this the coordinator now knows what personnel numbers are and how best to utilize who is available.

Orientation

Initially it was recommended that an Orientation session should be held on the first day of the program (one day before the actual intervention begins). The purpose of the Orientation is to introduce the program to the children and their parents; to share information with parents on how they can help their children in times of crisis or trauma; to register and assign the children to their groups; to introduce the Facilitators to the children in their groups; and to answer any questions regarding the program. This method works if you are initiating the program in a shelter, community center, or hospital. The challenge with this system is that parents are too busy working or in emergency recovery mode and are focused on restoring the basic necessities of the home. Unfortunately, very often they do not make themselves available for meeting and giving approval.

However, if your Return to Happiness is being carried out through your country's school system the introductory orientation for the program should be a regular inclusion to the back to school orientation day at the beginning of the school year. If your country does not have an orientation day we suggest the first (PTA) Parent Teacher meeting. We have found these scheduled meetings the most effective way of holding the parents' attention, presenting the parental package and getting their feedback and permission for their child's participation, as their orientation assessment forms are distributed and collected; the participation permission form is also filled and returned during this time.

By utilizing the school orientation to engage with parents we reduce the risk of them folding the forms, putting them away and never returning them.

Based on your country/territory's roll out approach the Orientation program should include the following:

Orientation by Coordinators

Participants: Children and parents

Registration	Distribution of Parental/Guardian Package
20 minutes	Introduction of Program Staff / Teacher
30 minutes	Program Introduction
30 minutes	Helping Parents to Help Children (see below)
	Collect Parental Orientation Form
	Collect Parental/Guardian Participant Permission Form
20 minutes	Assignment to Groups: Children meet Facilitators

Please note:

- If your orientation is included as part of your school orientation or Parent Teacher Meetings, please include the above topics as part of your presentations agenda.
- The time line suggested above may be adjusted based on the scheduled time for your orientation.
- During both alternatives to the parental orientation the Parental Package is to be distributed to all parents of guardians.

Helping Parents to Help Children

Following a disaster, parents may also be traumatized and unable to provide adequate assistance and support for children to recover. The resilience demonstrated by parents may be an important determinant for children's recovery, and therefore, it is important that parents improve their own abilities to support and assist their children to recover from trauma they may have experienced during a disaster. During orientation, parents have an opportunity to understand the purpose of the program and to receive useful information to improve their abilities to support children in the recovery process. Parents should be encouraged to take care of themselves and develop coping strategies so that they will be better prepared to assist their children. The following information can be presented to parents at the orientation session or at any other opportunity during the time of the program when parents seek information.

In helping children to recover, parents should;

- ❖ **Remain calm** – Children, particularly younger ones, take cues from parents. Remain calm and give children the sense that you are composed and in control of the situation that they are in.
- ❖ **Reassure children** – Communicate with children frequently, letting them know that you are there to support and assist them. Attend to children and assure them that they can depend on you.
- ❖ **Pay attention to children's needs**– During post disaster periods, children, especially young ones have greater psychosocial needs. Children's fears and anxieties are not always obvious. Observe and discuss with children their feeling and concerns. Let them know that their reactions in the situation are also normal. Make time to communicate, play, comfort and care for children as their needs demand. Parents should also seek help from professionals such as psychologists, counselors, social workers, if necessary, to assist children.
- ❖ **Encourage children to talk about their experience and hope for the future**– As part of recovery it is important for children to process their

experiences and their hopes for recovery. Provide a safe, accepting environment for children to share. Encourage children to share and listen attentively. Children may also be engaged in art, signing and drama as means to appropriately express themselves.

- ❖ **Promote positive coping and problem-solving skills**– Activities should teach children how to apply problem-solving skills to disaster-related stressors. Encourage children to develop realistic and positive methods of coping that increase their ability to manage their anxiety and to identify which strategies fit with each **situation through self-regulating activities**.
- ❖ **Emphasize resilience**– Focus on the positive qualities that children possess and help children to build in them to overcome their fears, anxieties and concerns and to cope with the situation. Help children to recollect experiences in their own life or in the lives of those around them when they demonstrated resilience and the positive outcomes.
- ❖ **Encourage friendship and peer support**–Children can support each other during difficult times. Encourage children to interact and support each other through sharing possessions, play, talking and doing activities together.

Intervention: Program Activities

The children will be assigned to groups of comprised of 10 participants (maximum). The program activities have been revised to include children from ages 0 – 18 years of age and also includes for participants who are differently able the program is now designed to address four groupings: Early Childhood Development 0 - 4 years of age, Elementary School 5 – 12 years of age, High School 13 - 18 years of age and finally differently-abled participants.

RTH Program kits or backpacks will contain the program materials. In some cases, Facilitators may have to share a kit/backpack. In these instances, the sharing Facilitators must confer to determine which materials will be used in their respective groups. It may be necessary to alternate the specific activities towards the abilities of your demographic in the daily plans.

In the event the Return to Happiness Program is implemented nationally the lead Ministry and Coordinators need to accommodate the number of kits for your territory and to include at least two kits in each age category per shelter. To calculate this number, it is concretely one kit for every 10 participants. In a national response the number of participants would be based on the number of registered children in the territory's school system, both public and private.

In the past UNICEF requested that each team member/volunteer assemble their own kits. However, your UNICEF territory representative along with your lead ministry and coordinators can facilitate your stock in kits.

Storage of RTH Kits

For each territory there needs to be a designated “disaster safe” location where all kits are stored. This could be a facility of your choice, however, the location should be on a middle floor away from the roof, lower level floors, in an effort to save them from water damage. A water sealed basement may be considered. The chosen room must not be damp or prone to water leakage; this avoids the items becoming moldy during storage. Vector control must be considered to avoid supplies from being eaten.

Distribution and Retrieval of Kits

After each kit has been created they are to be numbered and registered into the RTH Kit Log. To number the bags any word and letter stencil at a legible size can be used. The kits are numbered on the reverse sides of the straps and on the inside back of the bag.



In an effort to keep track of the RTH Kits and to retrieve them for future use a UNICEF RTH Kit Log has been created. This log allows the team to document the educational institute, the principal or manager, their signature, contact numbers, email address, and the kit number. This format allows for accurate tracking and communication with the necessary stakeholders. Please see example below. The size of your log will accommodate for the number of kits for your country.

As part of the distribution methods you can either have a kit depot (this is where the kits are stored). At the kit depot, the designated school representative (Principal) must come and sign for the kits. Upon completion of the program along with their report the kits are returned to the depot, logged back in, and the RTH Site Report can be delivered as well.

The other method, can be in an effort to assist the principals, members of the lead ministry and coordinating team are to secure transportation and deliver the kits to each school and learning facility. The retrieval process should also follow this method.

SCHOOL	PRINCIPAL	SIGNATURE	TEACHER	UNICEF RTH KIT NUMBER

Return to Happiness Basic Kit Contents

Your basic *Return to Happiness* Facilitator kit should contain the following materials. Given the post disaster context, equivalent substitutes in the creative arts supplies may need to be used.

- RTH Facilitator Manual
- RTH T- shirt (If and when available)
- Hand sanitizers
- RTH songs
- Legal note pad
- Small note pad
- 2 glue sticks
- 2 transparent scotch tape
- 2 blue pens
- 2 black pens
- 12" ruler
- Wooden craft sticks
- 6" ruler
- Eraser
- Foam sheets
- Construction paper
- 2 paper reams
- Pack of pencils with sharpener
- UNICEF Return to Happiness Volunteer Training Manual
- UNICEF Neighborly Love RTH Story Book
- UNICEF Friends Are Forever RTH Story Book

* Please note that some supplies may have to substitute or find similar products based on availability in your territory.

<u>Creative Arts Supplies</u> • Colored pencils • Crayons • Pencils and sharpeners • Paint (poster paint/water color paint) • Construction paper • Regular plain paper • Roll of paper for murals • Modeling clay • Safety scissors • Scotch tape • Glue • Masking tape • Markers • Puzzles • Picture Story Cards (or blank cards to create picture stories) • Locally made musical instruments (drums, maracas, etc.)	<u>Creative Play Materials</u> • Puppets • Doll families (at least mother, father, boy child, girl child) – may be locally made or purchased • Wooden and plastic vehicles like those used in post- disaster context - including trucks, construction vehicles, horses/donkeys with or without carts, airplanes, helicopters, emergency vehicles, police vehicles, military vehicles (no armed vehicles), boats, etc. • Other toys (some appropriate for 0 - 4 year olds, 5 – 12 years old, and others appropriate for 13 -18 year olds)
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The following are additions and augmentations that were made for the respective age groups and can be altered to accommodate what is culturally relevant in your territory. The contents of these kits also facilitated working with persons who are differently abled.

➤ **Early Childhood Education (Preschool) Ages 3mths – 4 years: :**

- Beginners Pencils
- 1 pk Washable kids paint
- Fubbles bubbles
- Play dough
- Spoon people
- 1 pk animals

➤ **Elementary Schools, Age 5 – 12 years:**

- 1 pk Washable markers
- 1 pk pompoms
- 1 pk wood craft female figures
- 1 pk wood craft male figures
- 1 roll motivational stickers
- 2 glitter
- 1 pk crayons
- 1 bottle of bubbles

- **High School, Ages 13 – 18 years:**

- 2 pks wonder foam
- 1 pk go fish game cards
- 1 pk large pompoms
- 2 pks large craft sticks
- 4 pks squishy foam
- 1 pk tissue paper
- 1 container mood mudd
- 1 pk pipe cleaners
- 1 yoyo
- 1 tin of dominoes
- 1 pk sequins & spangles
- 2 pks mini clay
- 1 pk sidewalk chalk

Over the course of the 10-day program, children should be given multiple opportunities to express themselves using various media and methods. To ensure that this occurs, Facilitators must follow the Daily Activity Plans provided in this Manual as closely as possible.

For each and every mode of expression, be it storytelling with puppets, paint, doll families, songs, murals, games, or toys, the activities must take children from the PAST, to the PRESENT and into the FUTURE.

This section will provide you with information that will help you be successful when engaging the children in the various Return to Happiness activities.

Facilitating Story Development

It is important that we understand how to develop and tell stories so that we can encourage and teach children using fun techniques to develop and tell their stories. Children can also express one or a series of events over time in a mural. A mural is artwork painted or applied on a wall, ceiling or other large surface.

Children communicate in different ways - through play, drawing, modelling, singing, cultural activities (heritage dances, dishes, or music), and theatre. Generally, they prefer these expressive ways of communicating because they:

- Have the opportunity to be play and be happy
- Can show their skills
- Can be creative
- Relieve tension and stress by being active
- Establish new relationships with other children
- Express their feelings and ideas in a safe place

The child should never **be forced**, but simply invited to participate in activities.

- The product of these activities should never be criticised because this inhibits the children's freedom to express themselves.
- Cultural activities and games should reflect the children's cultural and regional identity. We should learn these activities and games from the children themselves and from the adults of the region.
- Each activity should have a purpose.

Facilitating Story Development

- ✚ Take into consideration children's problem
- ✚ Always give hope in the end
- ✚ Make it teachable – how to prepare and act during a situation
- ✚ Give characters personalities and voices
- ✚ Develop a story skeleton by developing the beginning, middle and end then fill in the gaps
- ✚ Stories can be presented using different mediums, song, dance, acting, visual representations, etc
- ✚ Create characters that include people, things, animals, etc
- ✚ Make stories fun and exciting, by using sound effects, instruments, call & answer participation
- ✚ Create a setting. For example, the forest, village, the past, the future
- ✚ Know what the message is in the story
- ✚ Be age and language appropriate
- ✚ Use the five senses.

Types of Story Development

1.Using Pictures

Pictures can be used to tell stories that cannot be expressed in words. The same set of pictures can also be placed in any order to tell different stories. Pictures can be arranged by the children to express their thoughts about situations - how things were, how things are, and how they hope things will be in the future.

Materials: picture story cards

Give the children a pack of pictures and ask them to arrange the pictures to tell a story. There should be 3-5 children in a group.

2. Telling the story aloud

One of the greatest benefits of emotional healing is the opportunity for a person to tell his or her story aloud to someone who is not only reaching out, but who is not judging in any way. The person feels unconditional acceptance in a safe place. That is one way we can help the children who have gone through the shock and terror of a disaster or who have lost a loved one through death. Listen to them!

Instead of thinking that someone must be “over” their loss because “enough” time have passed, try reaching out to find out what pain still hovers deep within making each day a challenge. Be there with compassion and a listening ear! That is what heals.

Have the children tell a story about their experience before, during, and after the disaster. To start, you might ask them how they felt and let them share words that describe how they felt. Following this, ask them to tell each other a story about their experience (before, during, after) using some of the words that they shared.

OR

Ask one child to start the story and go around the group giving every child the opportunity to add something to the story. If no child is comfortable starting the story, then you, as Facilitator, should begin the story.

3. Acting the Story

Materials: toys, puppets, doll families

Using the toys and puppets in the backpack, have the children tell a story about an experience that happened during the disaster, using the toys, puppets, or dolls. Stress the importance of giving life/personality to each character.

OR

Have a narrator read a story and the children act out the parts as it is being read.

4. Drawing/Painting the Story, including Murals

Materials: Paints, Colored pens/pencils, Clay, Crayons

A picture is worth a thousand words. Pictures are used to communicate feelings. For a child who has experienced trauma or loss, it helps to externalize emotions and events too painful to speak out loud. This type of creative expression is sometimes one of the only means of expressing the complexities of painful experiences, repressed memories, or unspoken fears, anxieties, or guilt. Drawings and particularly the choice of colors used can sometimes bring issues to the surface.

Older children can work cooperatively to create a collective mural that tells their story. Allow the older children to plan their mural before beginning to create it. Guide them, if necessary, on sharing the opportunity to participate in the mural's actual creation, display, and presentation.

Singing/Creating Songs of Hope

Singing is a uniquely powerful way to express feelings and emotions. It is also an extremely effective method to express shared experiences. Engage the children in selected songs that are culturally and socially re-affirming. Ask the children to nominate songs that the group will sing. (Also check with the Coordinator for more songs.)

- (1) Sing from the list of songs developed. Sometimes the children should be allowed to choose the songs that they would like to sing. Other times, the Facilitator could teach them a song from the list that they do not yet know. Remember that these are songs that are fun to sing, but you must also ensure that some of the songs contain messages of hope.
- (2) Divide your group into smaller groups and ask them to make up songs about hope and happiness using ex-tempo, folk, soca, reggae or other rhythms. If instruments are available, allow them to use the instruments as well. Ask each group to sing their song.

Intervention: Daily Activity Plans

Facilitators must follow the daily activity plans for the age group to which they are assigned. Because assignments may change, the daily activity plans for **all** age groups are included in the Manual.

It is important to be mindful of the temperament of your group members and it is very important to be patient when carrying out the scheduled activities. Because of the many distractions taking place in a time of disaster we must understand that their interest may stray. At times you may have to do an activity to refocus the participants on the scheduled activity. Other times the participants may just need a break to refocus. Remember we are not there to force them to participate and may have to break from the schedule in an effort to keep the group engaged.

The following activity schedule has been adapted and modified based of the suggestions of the UNICEF Representative Anna Vohlnen.

Early Childhood Education (Pre – School) and Differently Abled

Week 1 Day 1

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator / Principal at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group / class (which should have already been formed during Orientation) - Take attendance and report to Coordinator - Greet each child as they enter the group - Reintroduce yourselves and ask the children to reintroduce themselves (the initial introductions should have taken	Facilitators/Asst. Facilitators

	place during Orientation or first day of school)	
30 minutes	• Presentations and a song and a game • Orientation – where is what (classroom / excursion) • Rules, special emphasis on hand washing before lunch/ break	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
10 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Songs of Hope	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 1 day 2

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator	Facilitators/Asst. Facilitators

	Greet each child as they enter the group	
15 minutes	- Presentations and a song and a game - How is here, how is everyone and what will happen today? - Refresher orientation (the children can show the places) - Rules, special emphasis on hand washing before lunch/ break	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	Rest	Facilitators
25 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Story telling using mimics	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 1 day 3

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator / Principal at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group / class (which should have already been formed during Orientation)	Facilitators/Asst. Facilitators

	- Take attendance and report to Coordinator - Greet each child as they enter the group	
30 minutes	- Singing and dancing - Rules, special emphasis on hand washing before lunch/ break	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	Rest	Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Songs of Hope	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 1 day 4

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator / principal at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group / class (which should have already been formed during Orientation) - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators

15 minutes	• Presentations and a song and a game • Discussion: Making friends, being a friend • Refresher orientation (the children can show the places) • Rules, special emphasis on hand washing before lunch/ break	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
25 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Art (using RTH Kits and other available supplies and media)	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 1 day 5

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators

15 minutes	• Presentations and a song and a game • Discussion: Making friends, being a friend continued. (To facilitate the children understanding why some of their friends may not be present)	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
25 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Art (using RTH Kits and other available supplies and media)	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 2 day 1

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators

15 minutes	• Presentations and a song and a game • Story telling	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
25 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Art (using RTH Kits and other available supplies and media)	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 2 day 2

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators
15 minutes	• Presentations and a song and a game • Story telling	Facilitators
15 minutes	BREAK & SNACK	
40 minutes		

	Rest	Facilitators
25 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Art (using RTH Kits and other available supplies and media)	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst. Facilitators

Week 2 day 3

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator / principal at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group / class (which should have already been formed during Orientation) - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
15 minutes	- Presentations and a song and a game - Story telling	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	Rest	Facilitators
25 minutes	Roll Call (for non-school locations, e.g. shelters etc.)	Facilitators/Asst. Facilitators

	• Art (using RTH Kits and other available supplies and media)	
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Week 3 day 1

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators
15 minutes	• Presentations and a song and a game • managing feelings	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
25 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Singing and dancing mimicking to practice moving	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished.	Facilitators/Asst Facilitators

	• Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	
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Week 3 day 2

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator / principal at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group / class (which should have already been formed during Orientation) • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators
15 minutes	• Presentations and a song and a game • managing feelings	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	• Rest	Facilitators
25 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • Singing and dancing mimicking to practice moving	Facilitators/Asst. Facilitators
At end of program	• Farewell (start inviting parents to the update meeting next week for locations other than schools; schools can discuss this during parent teacher conference) • Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator	Facilitators/Asst Facilitators

	Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	
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Elementary School ages 5 to 12 years

Week 1 - Day 1& {Week 2 - Day 1}

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
20 minutes	- Prayer - Convene your group (which should have already been formed during Orientation) - Take attendance and report to Coordinator - Greet each child as they enter the group - Reintroduce yourselves and ask the children to reintroduce themselves (the initial introductions should have taken place during Orientation)	Facilitators/Asst. Facilitators
30 minutes	Songs and ring games	Facilitators/Asst. Facilitators
10 minutes	Relaxation activities	Facilitators/Asst. Facilitators
15 minutes	BREAK & SNACK	
35 minutes	- Story telling with books {Story telling focus on during disaster, have children make up their story}	Facilitators/Asst. Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - End song (There may be a program song that all groups sing, or the song might be selected by the group. In either case, the song must be affirming, positive, and fun.)	Facilitators/Asst. Facilitators
At end of program	Clean-up group area and program site	Facilitators/Asst Facilitators

	- Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	
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Elementary School ages 5 to 12 years

Week 1 - Day 2

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Week 2 - Day 2

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
40 minutes	- Individual painting (the past, before the disaster) {Individual paintings (during, the disaster)}	Facilitators/Asst. Facilitators
15 minutes	BREAK & SNACK	
40 minutes	- Story telling with puppets, dolls, and toys (focusing on the past, before the disaster) {Story telling with puppets, dolls, and toys (focusing on during the disaster)}	Facilitators/Asst. Facilitators

10 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • End song(There may be a program song that all groups sing, or the song might be selected by the group. In either case, the song must be affirming, positive, and fun.)	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Elementary School ages 5 to 12 years

Week 1 - Day 3

&

Week 2 - Day 3

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators
40 minutes	• Modelling clay (the past, before the disaster) • Modelling clay (focusing on during the disaster)	Facilitators/Asst. Facilitators
15 minutes	BREAK & SNACK	

40 minutes	Outdoor games and songs	Facilitators/Asst. Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - End song(There may be a program song that all groups sing, or the song might be selected by the group. In either case, the song must be affirming, positive, and fun.)	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Elementary School ages 5 to 12 years

Week 1 - Day 4 & Week 3 - Day 1

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
30 minutes	Ring games	Facilitator
10 Minutes	Relaxation	

15 minutes	BREAK & SNACK	
40 minutes	Puzzles	Facilitator
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - End song (There may be a program song that all groups sing, or the song might be selected by the group. In either case, the song must be affirming, positive, and fun.)	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

Elementary School ages 5 to 12 years

Week 1 - Day 5

&

Week 3 - Day 2

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
40 minutes	Individual painting (the future, how they perceive it)	Facilitators/Asst. Facilitators

15 minutes	BREAK & SNACK	
40 minutes	• Story telling with puppets, dolls, and toys	Facilitators/Asst. Facilitators
10 minutes	• Roll Call (for non-school locations, e.g. shelters etc.) • End song (There may be a program song that all groups sing, or the song might be selected by the group. In either case, the song must be affirming, positive, and fun.)	Facilitators/Asst. Facilitators
At end of program	• Clean-up group area and program site • Return all materials to their proper place, making note of any missing items or materials that need to be replenished. • Complete all required paperwork and submit to the Coordinator • Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

High School ages 13 – 18 years

Week 1 - Day 1

&

Week 2 - Day 1

Time	Activity	Who
15 mins before program start time	• Report to the Coordinator at the site • Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	• Prayer • Convene your group • Take attendance and report to Coordinator • Greet each child as they enter the group	Facilitators/Asst. Facilitators
20 minutes	• Picture story cards	Facilitator
10 minutes	• Relaxation activities	Facilitator
15 minutes	BREAK & SNACK	

35 minutes	- Week 1 - Individual painting – the past/present - Week 2 – Plan a mural that will tell their collective story (past, present, future)	Facilitator
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - End Song	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

High School ages 13 – 18 years

Week 1 - Day 2 & Week 2 - Day 2

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
45 minutes	- Week 1- Create songs of hope - Week 2 - Begin to create the mural	Facilitators

15 minutes	BREAK & SNACK	
30 minutes	Games	Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Songs of Hope	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

High School ages 13 – 18 years

Week 1 - Day 3

&

Week 2 - Day 3

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
40 minutes	Week 1 – Subgroups create their own stories or plays to dramatize (past, before the disaster, present)	Facilitators

	Week 2 – Subgroups create their own stories or plays to dramatize (the future, how they perceive it)	
15 minutes	BREAK & SNACK	
35 minutes	Puzzles	
15 minutes	Relaxation activity	Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Songs of Hope	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

High School ages 13 – 18 years

Week 1 - Day 4

&Week 3 - Day 1

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators
10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
40 minutes	Week 1 – Subgroups tell the stories they created using drama (past before the disaster, present current conditions)	Facilitators/Asst. Facilitators

	Week 3 – Subgroups tell the stories they created using drama (future as they perceive it to be)	
15 minutes	BREAK & SNACK	
40 minutes	- Week 1 - Individual painting (future they perceive it to be) - Week 3 – Construct and post the mural	Facilitators/Asst. Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Songs of Hope	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

High School ages 13 – 18 years

Week 1 - Day 5

&

Week 3 - Day 2

Time	Activity	Who
15 mins before program start time	- Report to the Coordinator at the site - Check materials (If sharing a kit, decide who will do which activity)	Facilitators/Asst. Facilitators

10 minutes	- Prayer - Convene your group - Take attendance and report to Coordinator - Greet each child as they enter the group	Facilitators/Asst. Facilitators
45 minutes	- Week 1 – Plan a mural that will tell their stories (before, present, future of the disaster) - Week 3 – Plan and practice for the celebration (individual paintings, dramatize stories, mural, songs)	Facilitators
15 minutes	BREAK & SNACK	
40 minutes	- Week 1 - Outdoor games - Week 3 – Outdoor games, or continue practice for the celebration	Facilitators
10 minutes	- Roll Call (for non-school locations, e.g. shelters etc.) - Songs of Hope	Facilitators/Asst. Facilitators
At end of program	- Clean-up group area and program site - Return all materials to their proper place, making note of any missing items or materials that need to be replenished. - Complete all required paperwork and submit to the Coordinator - Inform the Coordinator of any problems observed or encountered during the session, making referrals as needed.	Facilitators/Asst Facilitators

At the End of Each Day.....

At the end of each daily session, Facilitators/Assistant Facilitators must do the following:

1. Submit the following forms to the Coordinator:

- Attendance
- The Daily Summary form (Activity ratings and daily attendance))

- The Behavioural Indicators Checklist, if required
 - The Anecdotal Evidence of Program Success form, if applicable
2. Clean area and leave it as you found it.
 3. Carefully gather the children's work and store it as directed by the Coordinator.
 4. Put materials back into the RTH kit, making note of missing items and/or materials that need to be replenished. Inform the Coordinator of any missing or needed items or materials.
 5. Briefly review the activities for the following session and ensure that the necessary materials are available.
 6. Participate in the Daily Debriefing Session convened by the Coordinator.

- ❖ Attendance
- ❖ Daily Summary
- ❖ Behavioral/Emotional Indicators Checklist
- ❖ Anecdotal Evidence of Success
- ❖ End of Program: Site Summary Report
(to be completed by the Coordinator)

RTH-C2018 DRAFT

Return to Happiness Programme

ATTENDANCE

SITE _____ FACILITATOR _____

	O	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	C	TOTAL DAYS ATTENDED
DATE													
NAME													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
TOTAL PRESENT													
Number of children who attended at least 9 days: _____ out of _____													

The Daily Summary

Instructions: The Facilitator/Assistant Facilitator should complete and submit this form at the end of each program day.

DATE: _____

NAME OF FACILITATOR _____ Site: _____

Rating scale for the quality of today's activities.

1 – Very Poor

2 – Poor

3 – Fair

4 – Good

5 – Excellent

Activities	Check (√) the activities that you did today	Rate each of the activities (1-5)	Your comments
Songs of Hope			
Story telling – paints, crayons			
Story telling – puppets, doll families, toys			
Story telling - murals			
Games			
Crafts			
General songs			
Crafts			
Other (_____)			

Number of Children Attending Today _____

The Behavioral/Emotional Indicators Checklist

Use this form when you see any **Red Flags**, such as:

- * A child routinely exhibits the behaviors listed below.
- * A child exhibits behaviors that are dangerous to himself/herself or to others.
- * A child's behaviors constantly create problems in the group.
- * A child discloses information to you that suggests abuse.
- * A child has physical indicators of abuse on his/her body.
- * A child does not seem to be adjusting normally, as compared with his/her peers.

Date _____ Child's Name _____

Site _____ Child's Age: _____ Child's Gender _____

Please check (√) the behaviour(s) that you have observed.

INDICATORS	(√)
Has difficulty concentrating or playing	
Stays isolated or without friends	
Still shows fear reactions to the disaster (e.g. heavy wind, rain, noise)	
Appears excessively active or inactive	
Acts depressed or sad most of the time	
Is physically or verbally aggressive with others	
Lacks an appetite	
Shows little or no emotion (does not smile or laugh)	
Cries or appears very upset when talking about the experience of the disaster	
Has frequent outbursts of anger, beyond what would normally be expected	
There is evidence of abuse	

Name of Facilitator _____ Name of Coordinator _____

Anecdotal Evidence* of Program Success

This table documents anecdotal evidence of the impact of the Return to Happiness program as perceived by key stakeholders, teachers, participants, parents etc. Please submit any anecdotes about the program whenever they become available to enrich our data collection process.

Name of Site	Source (Facilitator, parent)	Anecdotal evidence

* Evidence which consists of informal personal responses - Information derived from a subjective report, observation, or example that may or may not be reliable but cannot be considered scientifically valid or representative of a larger group or of conditions in another location.

END OF PROGRAM
SITE SUMMARY REPORT
(To be completed by the Coordinator)

Please complete both pages of this report.

Coordinator _____

Site _____

Country _____

Program Dates _____ to _____

Number of children registered: _____

Number of children present on the last day: _____

Number who attended at least 9 of the daily sessions: _____

	Strongly Disagree 1	Disagree 2	Not Sure 3	Agree 4	Strongly Agree 5
The Orientation was necessary and helpful to parents					
We had a sufficient number of Facilitators					
We had a sufficient number of Assistant Facilitators					
The facility and rooms where the program was housed were adequate					
The children's mood improved dramatically from day one					
	Never 1	Seldom 2	Often 3	Mostly 4	Always 5
Most sessions used the allocated time					
The Facilitators followed the daily plans					
Required materials were available					
The Facilitators were punctual					
The Facilitators did a good job implementing the program					
The Assistant Facilitators were punctual					
The Assistant Facilitators carried out their role very well					
The snacks were available on time					
The snacks were nutritious					

Products:

1. Take photographs of at least **six** of the children's artwork;
 - two depicting the past (the child's experience of the event)
 - two depicting the present
 - two depicting the future.
 - If possible, include photos from both the 5-8 age group and the 9-12 age group.
2. Label each of the photos with:
 - the child's age group
 - "past", "present", or "future"
 - Program site
 - Country
 - Program dates
3. Attach the photographs to this report and submit it to the appropriate program authority.

Thank you!