

Return to Happiness

Teacher Manual



Acknowledgements

Forward

Introduction

Return to Happiness (RTH) is a psychosocial recovery program developed by UNICEF for children who have experienced trauma from disaster, conflict or violence. Children who participate in the Return to Happiness receive support which aims to help them process their stress and trauma and begin looking towards the future. RTH has been implemented in many countries including Mozambique, Columbia, El Salvador, Venezuela and Belize. In the Caribbean, the program has been implemented in Antigua and Barbuda, Grenada, St. Lucia, the Turks and Caicos Islands, St. Vincent, and the British Virgin Islands (BVI).

The previous RTH programmes have focused on children in the 6-12 age group. It has been found that there is a need to adapt the programme for younger (0-5) and older children (13-18) so that all children can benefit. It has also been recognized that there is a need for a school-based version of the RTH programme.

One of the reasons a school based version of RTH is needed is because children need psychosocial support, not just immediately after the disaster, but for a much longer periods since depression, anxiety and other symptoms can emerge many months later. The lengthy recovery process and ongoing stressors such as loss of parents' financial income, homes, and the loss of friends and family can lead to prolonged stress responses in children.

Apart from hurricanes, there are other adversities which children and adolescents face. As such there is a need to help them to build resilience and be fortified with the skills and attitudes that can help them to face adversity and bounce back.

Facilitators play a key role in the implementation of the RTH programme. In many cases, they themselves have been through the same crises their participants have encountered.

As such they need psycho-social support to effectively support children and to care for themselves in the process. This manual has sought to address their needs.

This manual incorporates the lessons learned from rolling out RTH in the Caribbean and provides guidelines for its institutionalization schools. It expands the program for children in the 0-5 age groups and 14-18 age groups, and, seeks to provide educators with a guide on how they can implement the RTH as a programme. A guide is also provided for they can incorporate Return to Happiness methodology into day-to-day classroom activities so that the building of resilience can continue after the programme has ended.

This manual provides information and guidance for caregivers, teachers, guidance counselors, and principals on how to restore happiness in the hearts of children, as well as develop their socio-emotional skills so they can be resilient whether they are facing a crisis or just going about their day to day lives.

What is return to happiness?

Program Description

Return to Happiness is a program that educators can use in schools to provide psychosocial support to children ages 0-18 both in the event of a crisis and in day to day life at school.

Goals

- To provide teachers/caregivers with tools to help children to be resilient and demonstrate positive coping behavior in the event of crisis or stress.
- To help teachers and caregivers to provide psychosocial support in the classrooms both in the event of a disaster or crisis and incorporated into daily lessons and activities.
- To provide parents with tools to partner with their child's teacher and caregivers in promoting their child's resilience.

Objectives

- To promote the development and strengthening of resilience
- To reduce symptoms of post-traumatic stress
- To build skills which enhance children's resilience
- To instill a sense of hope for the future
- To enhance students' coping skills
- To build peer, family and community support

Ultimately the RTH programme seeks to:

- Support learners' development of skills and knowledge through activities that focus on life skills and culturally appropriate coping mechanisms
- Enhance emotional wellbeing by promoting feelings of safety, trust in others, self-worth, and hope for the future
- Strengthen learners' social wellbeing through activities that build relationships with teachers, parents and peers; create a sense of belonging to a community; provide access to socially appropriate roles; and resume cultural activities and traditions. 1

Why is there a need for RTH at schools?

Children in the Caribbean cope with events in their lives that can lead to traumatic responses. Some of these events include natural disasters, experiencing abuse, poverty, witnessing domestic violence, losing a loved one and the incarceration of family members.

Every day students arrive at school with their backpacks – for some students there is more in their backpacks than school supplies. Some students arrive at school with traumatic responses such as emotions they find difficult to regulate, behavioural problems, and difficulty concentrating and relating to others appropriately at school. Research has shown that trauma can negatively impact a child's ability to learn, form healthy relationships, and function appropriately at school.

Schools are well-positioned to help students to cope with the impact of trauma. While we do not expect teachers to function as therapist, research has shown that schools can effectively help to moderate the effects of trauma. With the help of educators, children who have been traumatized can thrive despite their devastating experiences. This requires school environments that support staff, parents, and children, and that recognize and respond to the effects childhood trauma can have on children's learning and behavior. However, educators must be provided with the support they need in order to help them to address the impact of trauma on children in their classrooms.

RTH seeks to offer support to teachers not only by providing them with an approach to helping children who have experienced trauma but this RTH manual also aims to support them in improving their own wellness as educators. This manual provides guidance to teachers on how they can create supportive environments in which they intentionally incorporate play-based activities which are focused on helping students to thrive despite having experienced trauma. As such, the activities and approaches in the manual can also be used outside of the occurrence of traumatic experiences to build children's resilience.

Understanding Trauma and how it impacts children

Before we go into the content of the RTH program, it will be helpful to have a shared understanding of what trauma is, how the mental health of children and adults is affected after a crisis, what psychosocial support is and how teachers can use this information to better support themselves and their students.

Defining Trauma

There is much debate about the definition of trauma. In this manual we use the following definition:

Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening, and has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being (SAMHSA, 2014, p.7)

Simply stated, trauma then is any event that is more overwhelming than a person's ability to cope. Given this definition, we recognise that both students and teachers in the Caribbean may deal with the effects of trauma at some point in time.

Defining Stress

Stress is considered "a state of mental or emotional strain or tension resulting from adverse or demanding circumstances."² Therefore, trauma experienced will almost always cause stress.

"A **crisis** arises from events that alter people's lives and exceed their normal capacity to respond effectively to the events that happen to them. ³ Crises arise from difficult and painful situations that divide people's lives into 'before' and 'after.'" Examples can be 'after the hurricane,' but also 'after their parents divorces,' 'before the abuse,' 'before the loss of a loved one.'

Therefore, a trauma will cause stress, but it will not always become a crisis. Stress can, and must be, managed. A person is more likely to avoid crisis when they have positive coping skills and adequate support.

The RTH programme focuses on helping children develop the positive coping skills and provides support so that they can be resilient when faced with future traumatic events and stress, as well as they continue to heal and recovery from past traumas, as well as manage the stress they face every day.

Understanding how trauma impacts mental health

Traumatic experiences can initiate strong emotions and physical reactions. These reactions can persist long after the event and affect their daily lives. The following reactions may be manifested in adults:

Cognitive - Difficulty in: - o Thinking in an organized way - o Solving problems - o Projecting actions - o Focusing tasks - o Taking decision - o Incorporating new information - Problems of concentration - Re-experiencing the critical event	Relational (family, work, community, social): - Changes in the normal way of relating to people - Difficulty in reaching agreement - Superimposition or dilution of responsibilities - Emergency of latent conflicts - Discoordination in actions - Mutual blaming - Discrediting of the resources of others - Revival or prior conflicts - Circulation of rumors
Emotional: - Initial state of shock - Intense emotions (anger, sadness, fear) - Irritability - Sudden tearfulness - Emotional outburst - Emotional instability - Affective flattening - "Freezing" - Denial - Isolation - Overexposure - Agitation - Generalized anxiety - Apathy - Distress - Reliving the emotional effects	Physical and physiological: - Pains: - o Widespread and diffuse bodily pain - o Stomach and gastrointestinal pain - o Headaches and migraines - o Back and shoulder pain - Exhaustion - Gastric ailments - Dizziness and/or fainting - Tachycardia - Chest tightness - Sudden changes in blood pressure - Sleep disorders - o Insomnia, light sleeping, nightmares or sleeping excessively - Eating disorders: - o Lack of appetite or eating to excess
Behavioral: - Overexcitement or erratic behavior - Impulsiveness - Paralysis or inhibition of conduct - Avoidance behavior - Increased alcohol or drug consumption - Isolation - Reduced social life - Changes in sexual activity - Excessive attachment to protective figures	

Below are some of the reactions you may see in children:

Has difficulty concentrating or playing
Stays isolated or without friends
Still shows fear reactions to the crisis (e.g. loud noises, sudden movement)
Appears excessively active or inactive
Acts depressed or sad most of the time
Is physically or verbally aggressive with others
Lacks an appetite or eats excessively
Shows little or no emotion (does not smile or laugh)
Cries or appears very upset when talking about the experience of the trauma
Has frequent outbursts of anger, beyond what would normally be expected
There is evidence of abuse
Regressions to an earlier stage (particularly for 10 and under)
Lack of joy
Physical symptoms such as headaches and stomach aches

It is important to remember that these reactions are normal. It is also important to note that children will react in different ways to traumatic experiences, because they are all experiencing different circumstances, have various levels of coping mechanisms, as well as support. Some children are much less affected by their circumstances than others. Some children will experience no symptoms.

For most children, reactions such as the ones listed above will disappear on their own, especially when physical, social and emotional needs are met. In a small percentage of children, the reactions will not disappear on their own with the passage of time. These children will need additional support. These children are not mentally ill but simply need additional support to make sense of their experience.

Trauma and the developing brain

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How do children recover from traumatic experiences?

In the same way that trauma and adversity can undermine brain development, positive experiences – especially positive social and emotional experiences – can help it recover (Fisher, Gunnar, Chamberlain, & Reid, 2000). Building strong school communities is a key component of healing centred engagement (Ginwright, 2018).

Key components of recovery from trauma include:

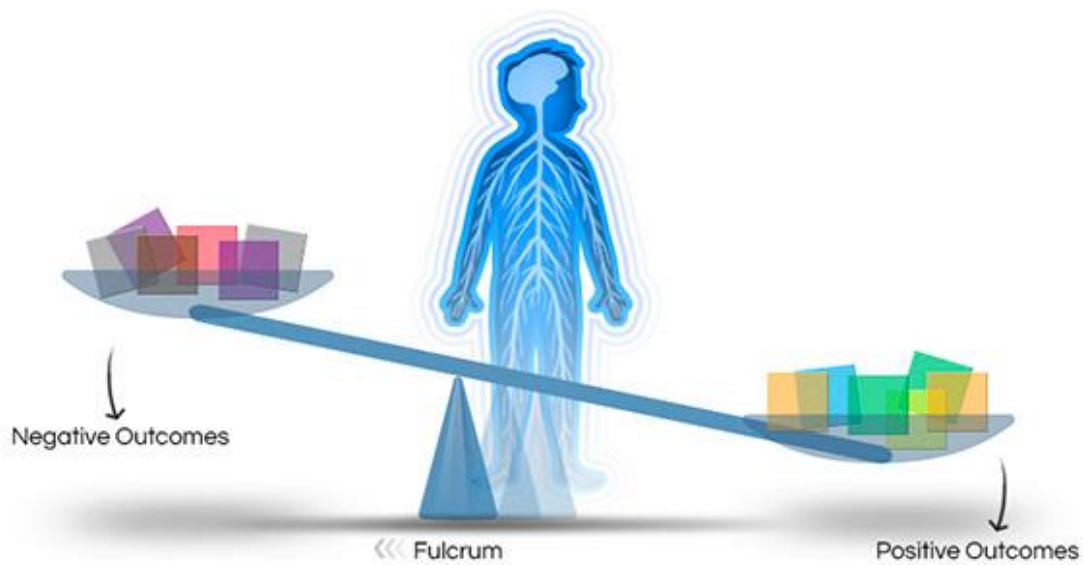
- Relaxation training
- Psychoeducation on trauma
- Helping children name their feelings
- A focus on coping skills
- Teaching social and emotional/life skills
- Social Support/Connecting with others
- Helping children tell their story

What is psychosocial support?

Psychosocial supports help individuals and communities to heal the psychological wounds and rebuild social structures after an emergency or a critical event. It can help change people into active survivors rather than passive victims. In other words, psychosocial support helps develop resilience, or the ability to overcome hardships, in children and ourselves.

Early support and adaptation process- which respect local customs in mental health or psychosocial healing- allow an affected population to cope better with a difficult situation.

According to the Harvard's The Developing Child initiative, children are resilient simply because they have "protective experiences and coping skills" that "counterbalance significant adversity."



According to The Developing Child Initiative, “The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.” These relationships, along with “adaptive skill building and positive experiences is the foundation of resilience.”

Children’s wellbeing is closely linked to the most important people in their lives, parents, siblings, friends, teachers, and others. Children’s psychosocial wellbeing is best supported through these day-to-day relationships. This places educators in a key position to being able to provide effective psychosocial support to children.

Return to Happiness, is about tipping the scale for children, to ensure they have the supportive and protective relationships through resourcing teachers and partnering with parents and becoming the supportive relationship children need. It is about helping them develop a strong sense of self-worth, strong relationships, and build skills they need to be resilient.

RTH in Schools

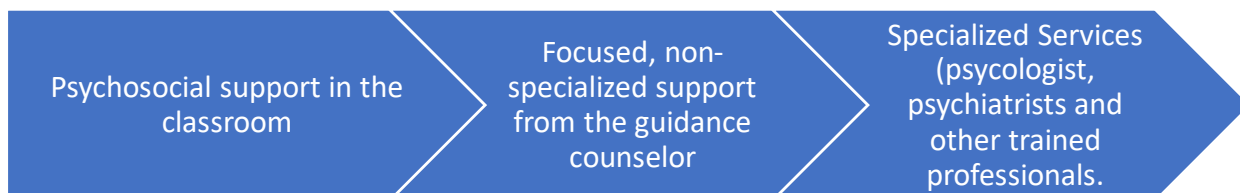
Crisis does not only occur as a result of natural disasters. Any given day, a child may be facing chronic stress from overcrowded living situations, hunger, abuse, the loss of a loved one, and so on. We encourage you to integrate the Return to Happiness in an ongoing manner in your schools.

The Design

In the event that students experience a crisis it is recommended that the 10 day RTH programme be implemented. Lesson plans for this programme are included for all age groups. Where possible, it is recommended that schools begin their RTH journey with this programme even if there has not been a disaster. After the program it is completed, it is recommended that RTH be integrated in classrooms on a day to day basis for children 0-18. In this way, teachers will create learning environments that infuse psychosocial support in daily lessons. Where it is not possible to begin with the programme, the day to day integration of RTH will reinforce the concepts and help children to build resilience and coping skills. This manual contains a guide for daily integration for those in the 0-18 age groups.

It is important that educators are able to identify when children require additional support from a guidance counselor, know how to refer students, and know how to partner with parents, other teachers, guidance counselors, and mental health practitioners to provide a support team for that child.

If specialized services are needed, the guidance counselor will refer the child, so that, the child can receive specialized support quickly and efficiently.



Underlying Concepts

RTH is based on our knowledge of:

1. The benefits of play
2. Trauma Integration
3. Resilience

Play

RTH is a play-based intervention. By virtue of the level of development children generally do not have the ability to express themselves with the range of words that adults do. This becomes more difficult when they are experiencing intense emotions. Direct verbalization is difficult and especially in the case of extremely emotionally laden issues-impossible at times. Play allows children to connect with their emotions and may act as a vehicle through which they can express them. Play can also be a source of enjoyment and can help ease some of the sadness that children may be feeling.

Trauma Integration

The key components of trauma integration were used to guide the selection and sequence of activities. The key stages of trauma integration are

1. Engagement, Relationship Building, Safety
2. Strengthening coping skills
3. Helping them to tell their story
4. Termination

Resilience

One of the adjustments in this revision of the original RTH programme is a stronger focus on building resilience skills in children. According to Maria Cristina Perceval, UNICEF Regional Director for Latin America and the Caribbean, “In a region impacted by hurricanes and climate vulnerabilities, building resilience is not just an option but a need, especially for vulnerable communities and even more so, children.”

For our purposes we will define resilience as the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands (APA Dictionary of Psychology, 2019).

A number of factors contribute to how well children adapt to adversities. Key factors include:

- a) the ways in which individuals view and engage with the world
- b) the availability and quality of social resources
- c) specific coping strategies

The RTH seeks to strengthen children's coping skills, build their social networks through enhancing friendship skills and building peer, family and community support. It also seeks to help children to see the world with hope.

Role and Responsibilities of Key Stakeholders

Role	Person Responsible	Responsibility/Action
Ministry of Education	RTH Coordinator	- Manage the RTH Program and implementation - Ensure Educators are trained in program implementation - Conduct preparedness activities, including provision of materials - Ensure referral system is functioning effectively - Ensure coordination with Social Development, Community Mental Health, Guidance Counselors, and School Psychologists that referred children are receiving adequate and timely support
School	Principal	- Prioritize and promote RTH in the classroom every day and in the event of a crisis - Ensure teachers and staff are trained - Ensure materials are utilized appropriately - Consider incorporating briefs for parents during PTA meetings on how they can provide psychosocial support to their children
	Guidance Counselors	• Provide additional support to teachers who need assistance with RTH in the classroom • RTH breakout groups as needed
	RTH Coordinators	• Work with guidance counselor to ensure teachers are trained in RTH and demonstrating use in the classroom

		• Answer questions and provide support to teachers regarding RTH implementation • Coordinate RTH activities within the school • Help teachers share RTH ideas for the classroom
	Teachers	• Incorporate RTH into classroom activities • Refer children who exist red flag behaviors to appropriate person
Home	Parents or caregivers	• Partner with educators to provide psychosocial support for your child

Your Role as a Facilitator of RTH

With your help, children can share their stories and experiences as it relates to the crisis that they have experienced. As you integrate of RTH in the day to day activities of the class, you are in a position to change lives by providing care and compassion for the children with whom you work. If you are facilitating the 10 day RTH programme you will be able to move children in the program through a timeline of activities and events. As you facilitate RTH in your classroom it is important that you are observant, attentive and aware of children's feelings and sensitivities.

As a facilitator of RTH it will be important for you to:

- Treat children with respect and care
- Be knowledgeable and aware of different types of problems that children may experience in difficult situations
- 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

Educator Care

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 teachers 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. Please discuss with your principal if you feel unable to assist.

Taking Care of Self: Managing Stress

It is important that all Return to Happiness practitioners 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.

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.
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 colleague exhibits irritated or impatient behaviors.
- ✳ A colleague is not eating or drinking enough water.
- ✳ A colleague breaks out in a rash / hives.
- ✳ A colleague refuses to take a break and over functions or under functions.
- ✳ A colleague develops a cold, flu or infection.
- ✳ A colleague is withdrawn or overly talkative.
- ✳ A colleague is distracted or cannot focus on assigned tasks.
- ✳ A colleague has frequent headaches, dizziness, or stomach aches

Teacher 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.

- Get enough sleep
- Eat regularly
- Find some time to exercise
- Take time to engage in hobbies
- Find time to have fun with friends and friendly
- Personal hygiene (do your nails, get your hair done, exchange shoulder massages with a friend)
- De-stressing activities (watch a good movie that would make you laugh, listen to uplifting music, yoga or stretching, coloring (don't have an adult coloring book? Borrow a child's)

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

Basic Helping Skills

(adapted from IFRC Helping to Heal)

While you are not expected to be a counsellor it will be important for you to understand and use basic helping skills as you integrate and facilitate RTH in your classroom. Key skills include supportive communication, understanding non-verbal communication, understanding how to use questions, know how to communicate with children and how to paraphrase and reflect feelings. Adhering to ethical standards including that of confidentiality will also be important.

Characteristics of a Helper

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

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. It also includes provided the affected persons with practical information that can help them to overcome or cope with the challenges they are facing.

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

Respect – Communicate sincere respect for the dignity and worth of the child.

Genuineness – It is important to be a very genuine person who can earn trust under difficult conditions. This means saying what you mean and meaning what you say.

Positive Regard – Demonstrate a sincere regard for the welfare and worthiness of the child. As you show positive regard for children it can be the seed of a renewed sense of belief in themselves.

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

Empowering – It is crucial that you leave the child feeling more resilient and resourceful than when you first met him/her. Providing opportunities for choice, instilling hope and listening to children and validating their feelings can be empowering experiences for children.

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

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- Be aware of your own biases and prejudices

Non-verbal Communication

Being a good listener is fundamental to the effective facilitation of RTH. 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 child's beliefs, concerns, and attitudes.

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

What are your worries 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. Some examples are included below for your guidance:

1. *Sentence stem* – Share what you think you have heard the child say.

“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. Try practicing this skill during conversations with family or friends.

Silence as a tool for Healing

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 period of adjustment, there will be times a child just needs you to sit quietly in silence with them. These 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 – can be healing.

Communicating with Children

Being able to frequently communicate about their problems can help children to overcome them. Through conversations 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

While conversations are an important aspect of the healing process, 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. 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. It is therefore important that we provide children with many non-verbal opportunities for expression.

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
- Be willing to say when 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:

- Give the child the time to talk
- Accept if a child is unwilling to respond to your questions
- Avoid minimizing and dismissing 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?'
- Avoid lying or making promises which you know are difficult to fulfil.
- Use a tone of voice that encourages the child to share; nod 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 behaviors
- Regression – Behaves like a younger child would behave
- Presents symptoms of sickness, apparently without real cause

RED FLAGS

Teachers must be alert to these indicators of potentially serious problems. If any of these behaviors exists, the teacher should immediately inform the parents/guardian and their principal, who will take the necessary steps (intervene, refer for professional help). In the case of suspected abuse follow the school's procedures. Contacting parents/guardians is not recommended if they are the ones suspected of abuse.

- ✱ 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.

5 Steps to integrating RTH in the Classroom

1. *Create a healing classroom environment*

Children who have experienced traumatic situations need help restoring a sense of normalcy and safety. Teachers can help children to recover over time by intentionally create a secure and nurturing environment in the classroom or nursery. Research has shown that caring and predictable school environments, along with consistent adult relationships can help the brain to develop in a healthy manner. Safe and nurturing learning environments have a positive and lasting impact on children's academic and social outcomes. In a healing classroom environment, teachers focus not only on academic skills but also on children's social and emotional growth. These skills are delivered in a manner that is student-centred by teachers who are consistently supportive and responsive to the needs of children.

2. *Attend to children's needs*

It is important to attend to children's needs. Our sensitivity and responsiveness to their needs provides them with a sense of trust in the adults around them as well provides a pathway to healthy social and emotional development. To attend to their needs, we must be observant and spend time getting to know them.

3. Provide opportunities for children to express themselves

Self-expression is important to children's development. It is also a critical aspect of the healing journey for those who have experienced trauma. When children experience trauma, they are sometimes reluctant to speak about it. However, they may be open to other modes of expression such as painting, drawing or singing. Providing multiple forms of self-expression is a central component of RTH.

4. Engage in activities which focus on fostering resilience and life skills

Providing opportunities for children to learn how to communicate, cope with strong emotions, and having hope for the future are important aspects of fostering resilience and life skills. Developing this skill is especially important when working with children who have experienced trauma

5. Partner with parents

Positive partnership benefits parents, teachers and students. Children tend to feel safer when they can see that their parents trust, respect and collaborate with their teachers. Gaining the trust and respect of your students' parents and inviting them to partner with you is essential.

In the following section we will provide a guide on how caregivers and teachers can incorporate these steps in their day to day activities in their nurseries and classrooms.

Return to Happiness for Ages 0-3

Babies 0-18 months need to develop secure and healthy attachment, which comes from a safe and nurturing relationship with primary caregivers. Additionally, your emotional state impacts the infant.

For toddlers, ages 18 months to 3 years, the brain develops at a rapid pace, so stimulation through the senses is required. Toddlers begin to develop independence and language skills. Their emotional state will be derived from that of their caregivers.

For babies and toddlers, Return to Happiness will be different than for other children, but just as important.

Steps to integrating Return to Happiness for in nurseries and preschools

1. Create a healing nursery

- **Remain calm:** Children, particularly younger ones, take their cue from you. Remain calm and give children the sense that you are composed and in control of the situation.
- **Serve and Respond:** When babies let you know they need something, give them what they need. If a baby interacts with you, interact back. Talk, sing, play. Let babies learn to trust you.
- **Routines:** Babies should have a routine. However, it is important to recognize that babies may not sleep one night because of teething or gas. All them to sleep longer the next day and so forth. This requires a partnership with parents to know how the baby is feeling, how she slept and ate.
- **A little extra attention:** During stressful times, be sure to give even more attention and affection, so the baby and toddler can be reassured.

2. Pay attention to Babies and Toddler's Needs

When you are observant and attentive to a baby or toddler's need you provide the foundation for healthy social and emotional development. Responding to a baby's needs is not a matter of spoiling them but rather a way of ensuring that their needs are met.

For babies and toddlers, be on the look-out for red flag behaviors:

Babies	Toddlers
✓ Does not point to objects ✓ Does not use simple gestures such as waving or shaking his or her head. ✓ Does not mimic facial expressions ✓ Does not exhibit moods with varied sounds and body movements ✓ Does not respond to their name ✓ Does not make eye contact ✓ Does not start social gestures ✓ Does not move arms to signal "pick me up" ✓ Does not turn head toward the speaker ✓ Does not show interest in surroundings (colours, toys, people) ✓ Persistent crying past the 5th month	✓ Failure to follow rules or listen to directions and is often argumentative with adults. ✓ Temper tantrums that last more than 5 to 10 minutes. ✓ Excessive anger through threats, hitting, biting, and scratching others, pulling hair, slamming/throwing objects, damaging property, and hurting others. ✓ Difficulty focusing and listening during transitions ✓ Extremely upset when having to transition from one activity to another. Before or during each transition, your child may cry excessively or have temper tantrums that last more than 5 to 10 minutes. ✓ Excessive anxiety related to being around new and/or familiar people/situations. ✓ Child freezes or moves towards you by approaching you backwards, sideways or hiding behind you. The child behaves this way in most situations and no matter how you support them, they continue to avoid interacting with others. ✓ Difficulty completing tasks and following directives on a daily basis.

	✓ Easily distracted and has difficulty concentrating or focusing on activities. ✓ Difficulty potty training and refuses to use the toilet. ✓ Refusing to eat, avoids different textures, or has power struggles over food ✓ Difficulty falling asleep, refuses to go to sleep, has nightmares or wakes several times a night. ✓ Extreme distress (crying, tantruming and clinging to you) when separating from you or knowing that they will be away from you. ✓ Little interest in playing with other children. ✓ Poor body awareness that impacts relationships with peers ✓ Failure to initiate or to participate in activities ✓ Difficulty making eye contact with others
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3. Communication with Babies and Toddlers

- Respond to your baby's gestures and sounds
- Narrate what you are doing as you go through the day
- Talk with and listen to them
- Sing and read with them daily
- Make your requests clear, simple, and appropriate for your child's age and ability.
- Respect and recognize your child's feelings
- Help them to build their language skills by introducing them to new words and explaining what they mean
- Teach them about non-verbal communication

4. Building resilience and life skills

- Allow babies ample mat time, including tummy time, to begin developing core strength and experience a sense of competence and mastery.

- For toddlers
 - Provide them with opportunities to solve problems,
 - Ask questions which cause them to think instead of telling
 - Help them to develop a feelings vocabulary and to name their feelings
 - Encourage healthy risk taking (e.g. trying something new).

5. Partnership with Parents

- Each morning when the parent or caregiver drops off the baby or toddler, ask about the child. How is the child doing this morning? How did she sleep? Gain information from the parent that will help you throughout the day. Know if you are dealing with a potentially tired, hungry or unhappy toddler or baby so you can help the child cope.
- Share with the parent or caregiver information about the child at pick up time. “Logan had a good nap, but didn’t eat any of his lunch,” for example, or “I noticed Shantel has some diaper rash. Let me tell you how we have been treating it, in case you want to do the same.”
- Be a kind, friendly support system for parents. Each morning and afternoon, be sure to smile, greet and warmly welcome parents. Give parents the opportunity to trust and share with you. We do not always know what parents or caregivers are dealing with. Try to be understanding of parents’ shortcomings and gently guide them to making more informed decisions.

Children in this age group are aware that there are issues, but still rely on adults for interpretation. At this stage, stress can delay emotional and intellectual development, so it is important to provide support to this age group.

1. Create a healing classroom

Constructive Classroom management.

- Establish routines: Maintain a consistent routine so that toddlers have a sense of control in their day. They will know when it is time for circle time, nap time, centers, and free play. However, be flexible with toddlers who may be having an off day.
- Go over the class schedule and lesson objectives
- Begin and end the same way

Use positive discipline:

- Have fair, consistent consequences. When students know what to expect it gives them a sense of control.
- Create peace corners, or calm down zones in the classroom where children can go when they need to calm down or step away. This is an excellent way to help children learn to self-regulate their emotions. The teacher may even say, "Why don't you go to the peace corner for a few minutes and come back when you are ready to participate."
- Allow for movement. Children in this age range are not meant to sit all day at a desk. At this age they learn through play. Some children have even more energy than others; sitting for long periods of time is very difficult. Those children should not be disciplined for not being able to sit still, they should be allowed ample time to run, play and move, not just at recess, but throughout the day. If you find that your students are sitting for more than 15 minutes at any given time, begin to incorporate more movement-oriented activities into the day.

Know your students:

- Help make children feel special by greeting them by name.
- Find out what they enjoy or do after school and ask them about it.
- Celebrate birthdays.

- Choose a leader of the day. Make sure everyone has an equal opportunity to be the leader. For example, do not always choose the best behaved or best performing student. Go alphabetically, instead, so everyone has a chance.

Create a sense of belonging

- Tell students: this is your school, this is your classroom, these are your bathrooms. Give them opportunities to care for their space through cleaning and tidying.

Let them know you care

- How do you let children know that you care for them? Tell them. Avoid teasing and making fun of them. Speak to them kindly and with respect.

2. Pay attention to children's needs

At this stage, stressful events can impact the intellectual or emotional development of a child. Caregivers can tell if the stressful event is affecting the child as the child may become clinging, aggressive or withdrawn.

As a teacher, in many cases you are with children as much or more than their own parents. Therefore, you are in the best position to determine if something is 'off' in a child. Of course, like adults, children have bad or 'off' days. Perhaps they are not feeling well or did not sleep well the night before. Perhaps they are running late and skipped breakfast. If you observe that a child is 'off' on any given day, make a mental note. If the child is back to his or her normal self the next day, then you do not have to worry. But if that child continues to be 'off', you want to continue to observe that child. You want to ask the child if everything is okay. Give the child a little extra attention.

For any Red Flag behavior, talk to the principal or proprietor immediately.

Has difficulty playing	
Stays isolated or without friends	
Still shows fear reactions to the event (e.g. rain, noise, sudden movement)	
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 more frequently than normally would be expected	
Has frequent outbursts of anger, beyond what would normally be expected	
There is evidence of abuse	
Demonstrates regressive behaviours (wets the bed, etc)	

3. Allow Children to Express themselves

As part of recovery and every day, it is important for children to process their experiences, both traumatic and daily life. Provide a safe, accepting environment for children to share their thoughts and experiences. Encourage children to share and listen attentively.

Remember, small children can be affected by the stressful event, but do not fully understand what happened. Story telling will allow them to process the event in a safe and creative way. Remember we are also setting the foundation for communication skills in the future. Therefore, it is important to create activities where children can express themselves in fun and creative ways. Allow children to express themselves through storytelling, art, singing, drama, and creative writing.

For all age groups, storytelling should focus on “**Past, present, future**” or “**Before, during, after**” structures. This structure can work for early childhood through adolescence. The activity must simply take the participants from the past to the present and then the future OR Before an event to during an event to the future or an event. It is important that we understand how to develop and tell stories using fun techniques so that we can encourage and teach children to develop and tell their stories.

Children express themselves in different ways: through play, drawing, modelling, singing, cultural activities and theatre. Generally, they prefer these creative ways to communicate, because they:

- Have the opportunity to 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 criticized 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 children themselves and from the adults of the region.
- Each activity should have a purpose and be processed through discussion

In the following sections, we will go through the various mediums of Storytelling, giving tips and sample activities for early childhood.

Story Telling Activities

- Tell a story using pictures
 1. 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.
 2. Give children a pack of pictures and ask them to arrange the pictures to tell a story.

Story Telling through Drama

- Using puppets
 1. Using toys and puppets, have children tell a story about an experience that happened during the traumatic event using the toys, puppets or dolls. Stress the importance of giving life/personality to each character. You can make puppets with the students or use store-bought ones.
- Narrator
 1. Have a narrator read a story and the children act out the parts as it is being read.

Storytelling through Art

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. This could be in the form of a mural or collage. All 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.

Story Telling through Music

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.

4. Building resilience and life skills

Dealing with emotions

- Breathing techniques:
 1. Zoom in on my senses: Notice 5 things I see, 4 things I feel, 3 things I hear, 2 things I smell, 1 thing I taste
- Peace Corner
 - Make a peace corner. Could be a cushion or corner, where children can go when they are feeling upset and need to calm down. As a teacher, you might ask the student to sit in the peace corner if they are feeling upset or agitated. This corner should be viewed as a relaxing and enjoyable place to chill out.
- Animal Poses
 - Have students do animal poses or stretches that look like animals. Have children focus on their breathing.
 - Cat and cow (hand on knees, arch and curl back)
 - Lion (breathe out with a roar)
 - Caterpillar (lie down on stomach, lift upper body with hands)

5. Partnership with Parents

Following a crisis, parents may also be struggling 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. Parents should be given general information about how to support their children during a difficult time during an orientation or parents' meeting. Parents of this age should be given specific information about their child. Try to talk frequently to parents – in person, or by phone or email. 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.

Return to Happiness Ages 6-12

Children in the 6-12 age group are rapidly developing the ability to understand, think for themselves, and navigate the outside world. In this stage, as children are beginning to understand the outside world, they may be more fearful than younger children as they begin to comprehend danger and loss. As teachers it is important to help children process stress and crisis through sharing information, letting them talk freely about their feelings, and give meaning to what is happening.

1. Create a healing classroom

Steps to create a healing classroom:

Constructive Classroom management.

- Establish routines
- Go over the class schedule and lesson objectives
- Begin and end the same way

Use positive discipline:

- Co-create expectations
- Have fair, consistent consequences. Knowing what to expect gives children a sense of control.

Know your students:

- Greet them by name
- Celebrate birthdays
- Find out what they enjoy or do after school and ask them about it

Create a sense of belonging:

Let them know you care

- Tell students you are there for them
- Don't tease or make fun of students

2. Pay attention to children's needs

As a teacher, in many cases you are with children as much or more than their own parents. You see them in circumstances that their parents cannot see, interacting with peers who

may or may not be in their friend group, handling challenging and stressful situations. You have the ability to observe a baseline mood and personality of the children in your classroom, even if only for one hour a day. Therefore, you are in a good position to determine if something is 'off' in a child.

Of course, like adults, children have bad or 'off' days. But if that child continues to be 'off', you want to continue to observe that student. You want to ask the child if everything is okay. Remind children that you are there for them if they have a problem or need to talk. If the behaviour continues, discuss with the child's parents and make the appropriate referrals.

As teachers, we are more concerned about our students as a whole, than simply their academic outcomes. We know that if that basic emotional and physical needs are not met, that child will never reach potential academically anyways. Therefore, we need to carefully observe our students.

If children exhibit any of the red flag behavior below, it is time to refer the child to the guidance counselor or principal.

INDICATORS	(v)
Has difficulty concentrating	
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 frequently	
Has frequent outbursts of anger, beyond what would normally be expected	
There is evidence of abuse	

Always follow-up with the guidance counselor and principal to make sure the child is receiving additional support and so you can learn how you might provide additional support in the classroom.

Self-Regulation:

There are a number of tools teachers already use to help students gauge how they are feeling that day, which gives teachers a heads up to provide a little extra attention or sensitivity to the child. Some examples include:

Thermometer: have students place a clip on the thermometer demonstrating where they are that day. Are they feeling good (high) are they feeling bad (low)? Be careful though, students who may have actual problems at home, who are experiencing abuse or depression, may try to mask this. Again, your observation skills are important.

Class chart: Similar to a thermometer, children can place a sticker on a chart showing how they are feeling that day.

More importantly, teachers must check in with students. Talk to them individually and as a class. "What happened at recess today? It seems that some of you are angry?"

3. Allow Children to Express themselves

As part of recovery and every day, it is important for children to process their experiences, both traumatic and daily life. Provide a safe, accepting environment for children to share their thoughts and experiences. Encourage children to share and listen attentively.

For many children and adolescents, simply sharing stories and experiences might be challenging or intimidating, especially if it is something they are not used to doing. Therefore, it is important to create activities where children can express themselves in safe and creative ways. Allow children to express themselves through storytelling, art, singing, drama, and creative writing.

These mediums can be therapeutic if following the "**Past, present, future**" or "**Before, during, after**" structures. This structure can work for early childhood through adolescence. The activity must simply take the participants from the past to the present and then the future OR Before an event to during an event to the future or an event. It is important that we understand how to use fun techniques to encourage children to develop and tell their stories.

Children express themselves in different ways: through play, drawing, modelling, singing, cultural activities and theatre. Generally, they prefer these creative ways to communicate, because they:

- Have the opportunity to 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 criticized 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 children themselves and from the adults of the region.
- Each activity should have a purpose.

The Storytelling Process

The Past: This can be interpreted in different ways and that is okay. You can ask children to express (through art, drama, or storytelling) what life was like BEFORE an event or an EARLIER time. Children can reflect what was life like before the Hurricane or who was I at the beginning of this year? As mentioned before, it is important to note when children 'remember' idealized versions of the past. While there is no wrong depiction, it is worth noting and asking open-ended questions, if the child allows.

The Present: Again, this can be interpreted in different ways. Who am I now? What do I have now? Who are my friends and family? Note how a child depicts the present. Is it dark, sad, scary?

The Future: What does my life look like in one year? In Five years? The general 'future.' Who do I want to be? What kind of person do I want to become?

As time goes on, it may be appropriate to focus on Present and Future. You are not eliminating the Past, but simply focusing on moving forward.

In the following sections, we will go through the various mediums of Storytelling, giving tips and sample activities for various age groups.

Story Telling

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 a trauma or who have lost a loved one.

Instead of thinking that someone must be 'over' their loss because 'enough' time has passed, try reaching out to find what pain still remains making each day a challenge. Be there with compassion and a listening ear. This can be healing for children.

Have the children tell a story about their experience before, during, and after the trauma. Note, this is different than Past, Present, and Future. Whereas Past Present and Future focuses on the present, where children are now in their lives, the story activity actually takes children back to the traumatic event. This is an activity that needs to be done, but not overdone.

Story Telling Activity Ideas:

- Story in Pictures:
 1. Think of a story. It can be true, about yourself or someone you know. It can be fictional.
 2. Think of six important scenes in the story, including the beginning and the end.
 3. Fold a paper into six squares. Draw the six important scenes in the box.
- Read a story and discuss:
 1. Read a story, depending on the age group, that has a before, During, and after format. Particularly a story where a character overcomes a traumatic Event. Discuss the different parts with the children. Ask how each of these parts relate to their own lives
- Tell stories in small groups or pairs
 1. If children are not ready to share with the entire group, have them tell the story to a partner or small group. Remember, no one should be forced to tell his or her story. These stories can be about a crisis or disaster or simply about something that happened over the weekend or a memorable time in their life.
- Circle Story:
 1. 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 should begin the story.

- Using Pictures:
 1. 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.
 2. Give children a pack of pictures (can be random, magazine pictures, print-offs from the internet, or actual picture cards that, when arranged, tell a story) and ask them to arrange the pictures to tell a story

Story Telling through Drama

- Drama through puppets
 1. Using toys and puppets, have children tell a story about an experience that happened during the traumatic event using the toys, puppets or dolls. Stress the importance of giving life/personality to each character.
 2. Bonus: make puppets
- Narrator
 1. Have a narrator read a story and the children act out the parts as it is being read.
- Create a play
 1. Have students create a play, drama or short film telling the story with three scenes of the traumatic event: Before, during and after.

Storytelling through Art

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.

Simply allow children to paint, draw, or sculpt. Allow time for free expression and also to express past, present and future.

Older children can work cooperatively to create a collective mural that tells their story. This could be in the form of a mural or collage. All 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.

Story Telling through Music

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.

Ideas for story telling through Music activities:

- Sing-a-long:
 1. Sometimes the children should be allowed to choose the songs that they would like to sing. Other times, the teacher should teach them a song they do not know. Ensure that some songs contain messages of hope.
- Make up new words to a song they already know
 1. Divide children into smaller groups and ask them to create new words to a song they already all know. If possible, they should follow the Before, During and After format.
- Create a new song
 1. Children should be divided in groups and asked to write new songs about hope and happiness using ex-tempo, fold, soca, reggae or other rhythms. If instruments are available, allow them to use the instruments as well. Ask each group to sing the song.
- Musical Band
 1. Participants will create musical instruments to play. They can use all of the materials available.
 2. Present the available materials
 3. Give participants time to create their instruments. They can do this individually or in groups.
 4. When the instruments are made, the teacher will conduct the orchestra. If she points to you, play the instrument.
 5. Next, have one person create a unique rhythm or sound pattern. Others will join in one at a time to create a unique song as a group.

Storytelling through writing

While it may seem that creative writing is the same or similar to telling stories out-loud, creative writing allows for participants to process their feelings and emotions in a private and thoughtful way.

Activity ideas about writing:

- Diary Day
 1. Create a notebook by folding pieces of blank paper in half and sewing them together along the folded edge.
 2. Decorate the front and back cover.
 3. Every day write the date at the top of the page of your diary. On that page, draw, or paste a mosaic about something you did, experienced or felt that day.
- One sentence journal
 1. Every day write one sentence about your day.
- Create an emotion story
 1. Have students choose an emotion (can draw from a hat as an option).
 2. Students should write a story about that emotion.
- Write a haiku
 1. Haiku poems have three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Haiku poetry can be about anything and they do not need to rhyme. Writing the poems allow us to make meaning out of seemingly insignificant moments. An excellent way to reflect or meditate.
- Creative writing
 1. Write a fictional story using the past, present, and future format. Be creative, write the future first.
- Write a memoir or a life story
 1. Have students write a story about their lives

4. Building resilience and life skills

As educations it is important to help children develop skills that will help them deal with stress and crisis. Key skills include communication, self-regulation, relationship building, decision making, and goal setting. The following skills should be included, but other should be included.

Communication Skills

Help children build communication skills such as sharing feelings and active listening.

Activity ideas about communication:

- Communicating without words
 1. Explain that there are different ways to communicate other than talking. What does Crossing my arms in front of me mean? What does rolling my

eyes mean to you? What other types of non-verbal communication can you think of?

2. Write a number of actions and emotions (depending on age group, make more complex) on small scraps of paper.
3. Divide the class into two groups.
4. One group at a time will play. One person from each group will draw a scrap of paper. Without words, that person will act out that action or emotion. For one timed minute, their group will guess what the person is acting out. If they get it, they get a point. If they do not get it, the other groups get one chance to guess. If they guess it, that group gets the point. Switch groups.
 - Emotions for children: Happy, sad, surprised, jealous, fear, etc.
 - Actions for children: Late for school, anxious about a test, happy to see a friend, a surprise birthday party
5. After charades, discuss with groups:
 - - Do they notice ways they communicate non-verbally?
 - - Do they think others notice?
 - - What is non-verbal communication that they want to be aware of? To stop? To do more of?

Self-Regulation Skills

Children need to be able to understand that their emotions can be expressed and sometimes need to be controlled. The following activities help children to calm down, know when to take a break, and remember gratitude.

Activity idea around self-regulation skills:

- Peace corner
 1. Make a peace corner. Could be a cushion or corner, where children can go when they are feeling upset and need to calm down. As a teacher, you might ask the student to sit in the peace corner if they are feeling upset or worked up, but do not need to go to Time out. This corner should be viewed as a relaxing and enjoyable place to chill out.
- Happiness Jar
 1. Gather positive message about life and happiness from books you have read or adults in the community. Add you're your creative ideas for positive messages.
 2. Write each message on a small piece of paper and put into a jar

3. Each morning or at the beginning of class, pull one quote from the jar and read it to the class.
- Animal Yoga
 1. Have students do poses or stretches that look like animals. Have children focus on their breathing. Make up as you go.
 - Cat and cow (hands and knees, arch and curl back)
 - Lion (breathe out with a roar)
 - Caterpillar (lie down on stomach, lift upper body with hands)

Relationship Building

Help students develop skills in empathy and team building.

Ideas for activities involving relationship building:

- Thank you notes
 1. Write a letter to someone who was helpful to you once but does not know how much they helped you.
 2. Decide whether to keep or send the letter.
- Inspiration bracelets
 1. Make a bracelet with found materials (string, ribbon, glue, etc.)
 2. Write an inspirational message on a strip of paper and glue it to the bracelet
 3. Tie the bracelet around the wrist of someone you want to encourage
- Team building games and relays
 1. Line up by height, birthday, name in alphabetic order without talking
 2. In groups, build the highest tower using only supplies given
 3. Class projects: have children work in groups to do class projects
- Weaving our web
 1. Participants make a circle.
 2. Participants will start with a ball of string. A participant will hold on to one end of the string, then throw the ball to another person in the circle. They can't throw it to the person on their left or right.
 3. The person who catches the string should say their name, age, and one thing they think is true about young people their age in the community.
 4. After the string is gone and everyone is holding the string, the facilitator should say that as young people we have many differences, but we come together in this circle to celebrate the things we have in common. If one person pulls on the string, we all can feel it.

Conflict Management

Hope for the Future

- Imagine a Better Place
 1. Choose a place in your community
 2. Imagine what would make it a better place for
 3. Draw a picture to show your vision.
- Letter for your future self
 1. Write a letter to your future self. This can be anytime in the future, but a great idea would be for the end of the school year. That way the teacher can hold onto the letter and give them out at the end of the year.
- Change the game
 1. Think of a game you and classmates know.
 2. Change one of the rules.
 3. Try to play the game with the new rule. Is it easier or harder to win? Is it more fun or less fun?
 4. Discuss how a time in their life may have felt like a rule was changed. When?
- Imagine and invention
 1. Think of a problem that you face every day. It can be a big problem or a small problem.
 2. Imagine an invention that would make the problem better or solve it
 3. Draw a diagram of the invention you imagined. Write an explanation so other people can understand how it would work.
- Instruction Manual
 1. Imagine someone your age visits you from a time in the past or a time in the future
 2. Write instructions for that boy or girl on how to pass a regular day in your community. Bonus points on tips for how to succeed!
- Recipes for Life
 1. Make a list of the positive things that you do for yourself and other people.
 2. Write instructions for how to do these positive things as if they were recipes. Include the ingredients needed and the steps to take.
 3. Make a recipe book to share.

5. Partnership with Parents

Following a crisis, parents may also be struggling 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. Parents should be given general information about how to support their children during a difficult time during an orientation or parents' meeting. Parents of this age should be given specific information about their child as parents talk frequently to parents or correspond with parents over the phone or email. 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.

Adolescents are going through rapid change physically with the onset of puberty and changes in appearance. It is also a time of rapid emotional growth, where adolescents must establish his or her own identity. Adolescents must question who they are and begin comparing and contrasting themselves and their families with others. During this period, friends and peer-groups become of utmost importance to adolescents, which can make them more susceptible to peer pressure or depressed if they sense being rejected from peer-groups.

During times of disaster or crisis, adolescents are often overlooked for the care of young children or pressing priorities. Adolescents have increased stress when their opportunity for gaining skills is limited and their community identity changes.

It must also be noted, that changes in adolescent behavior is being dramatically shifted due to the onset of technology. Social media, games and phones prevent adolescents from spending time with friends and relationship-building, because it appears they have access to friends online. However, studies show that the increase of time on devices, decreases happiness, possibly because relationship-building and friendships are limited. There is also a notable difference in the current generation and past generations, as adolescents become increasingly less independent, again due to spending too much time on devices.

As you can see, Return to Happiness techniques should be used daily in adolescent classrooms. The amount of stress adolescents face already simply in their physical and emotional development process, compounded with the increase use of social media and devices warrants additional support. When crisis happens through abuse, neglect, bullying, disaster, adolescents need support to help process their feelings and emotions and think through their actions to make better decisions.

The following steps promote RTH in the classroom:

1. Create a healing classroom

Steps to create a healing classroom:

Constructive Classroom management.

- Establish routines.
- Go over the class schedule and lesson objectives
- Begin and end the same way

Use positive discipline:

- Co-create rules
- Have fair, consistent consequences. Students know what to expect, which gives them a sense of control.

Know your students:

- Greet them by name
- Celebrate birthdays
- Find out what they enjoy or do after school and ask them about it

Create a sense of belonging

-

Let them know you care

- Tell students you are there for them
- Don't tease or make fun of students

2. Pay attention to adolescents' needs

As a teacher, in many cases you are with children as much or more than their own parents. You see them in circumstances that their parents cannot see, interacting with peers who may or may not be in their friend group, handling challenging and stressful situations. You have the ability to observe a baseline mood and personality of the children in your classroom, even if only for one hour a day. Therefore, you are in the best position to determine if something is 'off' in a child.

Of course, like adults, children have bad or 'off' days. Perhaps they are not feeling well or did not sleep well the night before. Perhaps they are running late and skipped breakfast. If you observe that a child is 'off' on any given day, make a mental note. If the child is back to his or her normal self the next day, then you do not have to worry. But if that child continues to be 'off', you want to continue to observe that student. You want to ask the child if everything is okay. Remind the child that you are there for him or her if they have a problem or need to talk.

As teachers, we are more concerned about our students as a whole, than simply their academic outcomes. We know that if that basic emotional and physical needs are not met, that child will never reach potential academically anyways. Therefore, we need to carefully observe our students.

There are resources and programs in BVI to support the whole child, including making sure children are not hungry, are safe, as well as providing mental health support.

For any Red Flag behavior, refer to the principal and guidance counselor. Be sure to follow up to see that support has been provided.

INDICATORS	(v)
Has difficulty concentrating	
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 or overeats	
Shows little or no emotion (does not smile or laugh)	
Cries or appears very upset frequently	
Has frequent outbursts of anger, beyond what would normally be expected	
There is evidence of abuse	

Teaching techniques to help observe (wrong title)

Thermometer: have students place a clip on the thermometer demonstrating where they are that day. Are they feeling good (high) are the feeling bad (low)? Be careful though, students who may have actual problems at home, who are experiencing abuse or depression, may try to mask this. Again, your observation skills are important.

Also, talk to your class try to get a glimpse of the 'behind the scenes.' Be able to be pro-active if someone is being bullied or is bullying. Ask questions. Find out if someone is taking drugs or

3. Allow Adolescents to Express themselves

As part of recovery and every day, it is important for children to process their experiences, both traumatic and daily life. Provide a safe, accepting environment for children to share their thoughts and experiences. Encourage children to share and listen attentively.

For many children and adolescents, simply sharing stories and experiences might be challenging or intimidating, especially if it is something they are not used to doing. Therefore, it is important to create activities where children can express themselves in safe and creative ways. Allow children to express themselves through storytelling, art, singing, drama, and creative writing.

These mediums can be therapeutic if following the “**Past, present, future**” or “**Before, during, after**” structures. This structure can work for early childhood through adolescence. The activity must simply take the participants from the past to the present and then the future OR Before an event to during an event to the future or an event. 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.

Children express themselves in different ways: through play, drawing, modelling, singing, cultural activities and theatre. Generally, they prefer these creative ways to communicate, because they:

- Have the opportunity to 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 criticized 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 children themselves and from the adults of the region.
- Each activity should have a purpose.

The Storytelling Process

The Past : This can be interpreted in different ways and that is okay. You can ask children to express (through art, drama, or storytelling) what life was like BEFORE an event or an EARLIER time. Children can reflect what was life like before the Hurricane or who was I at the beginning of this year? As mentioned before, it is important to note when children ‘remember’ idealized versions of the past. While there is no wrong depiction, it is worth noting and asking open-ended questions, if they child allows.

The Present: Again, this can be interpreted in different ways. Who am I now? What do I have now? Who are my friends and family? Note how a child depicts the present. Is it dark, sad, scary?

The Future: What does my life look like in one year? In Five years? The general ‘future.’ Who do I want to be? What kind of person do I want to become?

As time goes on, it may be appropriate to focus on Present and Future. You are not illuminating the Past, but simply focusing on moving forward.

In the following sections, we will go through the various mediums of Storytelling, giving tips and sample activities for various age groups. Story Telling

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 a trauma or who have lost a loved one. Practice listening (add box)

Instead of thinking that someone must be ‘over’ their loss because ‘enough’ time has passed, try reaching out to find what pain still hover deep within making each day a challenge. Be there with compassion and a listening ear. This is what heals.

Have the adolescents tell a story about their experience before, during, and after the trauma. Note, this is different than Past, Present, and Future. Whereas Past Present and Future focuses on the present, where children are now in their lives, the story activity actually takes children back to the traumatic event. This is an activity that needs to be done, but not overdone.

Activity Ideas to promote Storytelling:

- Tell stories in small groups or pairs

1. If adolescents are not ready to share with the entire group, have them tell the story to a partner or small group. Remember, no one should be forced to tell his or her story.

Story Telling through Drama

Have students create a play, drama or short film telling the story of the traumatic event: Before, during and after.

Storytelling through Art

A picture is worth a thousand words. Pictures are used to communicate feelings. For an adolescent 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.

Have adolescents paint, draw or sculpt. Have them build models using recycled materials. Trust that this process is allowing them to express themselves, even if you cannot see it clearly.

Adolescents can work cooperatively to create a collective mural that tells their story. This could be in the form of a mural or collage. All 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.

Story Telling through Music

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.

- Sing a song
 1. Have students sing songs that are uplifting
 2. Have students make up new words to a song they already know
 3. Have students write a new song about hope and happiness using ex-tempo, fold, soca, reggae or other rhythms. If instruments are available, allow them to use the instruments as well. Ask each group to sing the song.
- Create a musical band
 1. Participants will create musical instruments to play. They can use all of the materials available.

2. Present the available materials
3. Give participants time to create their instruments. They can do this individually or in groups.
4. When the instruments are made, the teacher will conduct the orchestra. If she points to you, play the instrument
5. Next, have one person create a unique rhythm or sound pattern. Others will join in one at a time to create a unique song as a group.

Storytelling through writing

While it may seem that creative writing is the same or similar to telling stories out-loud, creative writing allows for participants to process their feelings and emotions in a private and thoughtful way.

- Journal
 1. Have students write in a journal (let them make or decorate their own diary)
 2. Write a one-sentence journal: one sentence every day before class begins
 3. Draw in the journal
 4. Teach this is a technique that encourages free thought and privacy. Have students write in their diary as fast as they can without thought to what they are writing or how they are writing it. Writing can and should be illegible. This allows for free thought to be expressed in a safe way.
- Circular Story
 1. Sit in a circle. Every participant should have one piece of paper and a pen or pencil to write with.
 2. Write one sentence of a story at the top of your piece of paper, then, pass the paper to the person sitting to your right.
 3. Write the next sentence of the story on the piece of paper that was handed to you. Continue until everyone has written one sentence of each story.
 4. Read the stories out loud.
 5. For a nonsensical and hilarious alternative, fold down the paper before passing it to the person on your right, so that person can only see the last line of the story.
- Creative Writing
 1. Have everyone write a short story.
 2. Have everyone write a life story or memoir about their life
 3. Interview one another and write each other's stories
- Poetry

1. Write a haiku: Haiku poems have three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Haiku poetry can be about anything and they do not need to rhyme. Writing the poems allow us to make meaning out of seemingly insignificant moments. An excellent way to reflect or meditate.
2. Found poetry: Spend a day listening to the things you hear people around you say. Write down the words, phrases or sentences you overhear. Create a poem by putting the words, phrases or sentences together in any order you like.

4. Skill building:

Communication Activities

- Communicating without words
 1. Explain that there are different ways to communicate other than talking. What does Crossing my arms in front of me mean? What does rolling my eyes mean to you? What other types of non-verbal communication can you think of?
 2. Write a number of actions and emotions (depending on age group, make more complex) on small scraps of paper.
 3. Divide the class into two groups.
 4. One group at a time will play. One person from each group will draw a scrap of paper. Without words, that person will act out that action or emotion. For one timed minute, their group will guess what the person is acting out. If they get it, they get a point. If they do not get it, the other groups gets one chance to guess. If they guess it, that group gets the point. Switch groups.
 - Emotions for adolescents: Surprised, anxious, jealousy, shame, guilt
 - Actions for adolescents: Losing a basketball game, getting caught doing something wrong, etc.
 5. After charades, discuss with groups:
 - Do they notice ways they communicate non-verbally?
 - Do they think others notice?
 - What are non-verbal communication that they want to be aware of? To stop? To do more of

Dealing with Emotions

- Happiness in a Jar:
 1. Gather positive message about life and happiness from books you have read or adults in the community. Add you're your creative ideas for postive messages.
 2. Write each message on a small piece of paper and put into a jar

3. Each morning or at the beginning of class, pull one quote from the jar and read it to the class.

Conflict Management

- Different ways to handle conflict
 1. Ask participants to sit in six groups
 2. Explain: Conflict is a natural part of life. What are some negative things that come from conflict? What are some positive things that come from conflict? Today we are going to talk about different strategies for handling conflict and the different results- positive and negative- they can lead to. Have the following six strategies written on the marker board. Carefully explain each one:
 - *Aggression* means trying to force or intimidate someone to do things a certain way. Examples: physical fighting, yelling, insulting
 - *Compromising* means that both sides give up a little bit of what they want to try to find a middle point and solution.
 - *Giving in* means that one person lets the other person have things the way they prefer
 - *Avoiding* or delaying means pretending there is no problem.
 - *Appealing to an authority* means asking someone in a higher position such as a leader, a judge, a teacher or another adult to settle the conflict.
 - *Collaborating* means trying to find a solution together. Collaboration usually includes finding common goals and hopes, listening and understanding each other's point of view and suggesting creative ways forward.
 3. Let the participants ask questions to help each other to grasp the concepts. Make sure they have a clear and accurate understanding of each strategy.
 4. Assign one strategy to each group. Each group is to organize a role play focusing on one that strategy. Everyone will use the same conflict scenario. Use your group's strategy to help resolve the conflict.
 5. Conflict scenario (example): Amina and Mary both have younger brothers and sisters in primary school. Amina promises Mary that she will take Mary's younger brother home from school that afternoon when she goes to get her younger sister. This would give Mary time to meet with her study group to work on a school project. But when the afternoon comes, Amina tells Mary that she can't help after all, because she has to go home early to do her homework.

6. Give all of the groups time to practice and prepare for their role plays. Encourage them to keep their role plays short so that there is time for discussion afterwards.
7. Ask all of the groups to perform their role plays and then discuss which conflict strategies led to the best results.
 - What were the advantages and disadvantages of each strategy?
 - Explain: There is no right way to handle conflicts. However, some of the strategies can make conflicts better or worse.
 - Ask: Is there a conflict that you are facing? Think of the different strategies you might use to handle that conflict. Give students time to journal, scribble write their thoughts.

Relationship-Building

- Thank you notes
 1. Write a letter to someone who was helpful to you once but does not know how much they helped you.
 2. Decide whether to keep or send the letter.
- Cross the River Game (or other teambuilding games)
 1. Divide the group into two teams. Give each participant one sheet of paper
 2. Explain:
 - The two groups will work as teams. Each team's task is to get to the other side of the river. They will start and end at the same point.
 - The ground or floor between the start and end point is a river – they cannot touch it.
 - The piece of paper each person holds is a stepping stone. The stone can touch the water but a foot or hand must be on it at all times if a foot or hand is not touching a stone it will be washed away (and the facilitator picks it up)
 - Everyone on a team must cross the river and get to the end point.
 - The first team to get all teammates across wins
 3. Once teams are ready, give them the signal to begin. End the game when the first team gets all teammates across, or after 30 minutes.
 4. Discussion: Facilitator asks the following questions: How did you figure out a good way to get across? Did one person take the lead or did everyone work together? How did you communicate your ideas? What techniques could we try again if we are working on another activities or projects together.

Hope for the Future

- Letter for your future self
 1. Write a letter to your future self. This can be anytime in the future, but a great idea would be for the end of the school year. That way the teacher can hold onto the letter and give them out at the end of the year.
- Change the game
 1. Think of a game you and classmates know.
 2. Change one of the rules.
 3. Try to play the game with the new rule. Is it easier or harder to win? Is it more fun or less fun?
 4. Discuss how a time in their life may have felt like a rule was changed. When?
- Imagine and invention
 1. Think of a problem that you face every day. It can be a big problem or a small problem.
 2. Imagine an invention that would make the problem better or solve it
 3. Draw a diagram of the invention you imagined. Write an explanation so other people can understand how it would work.
- Instruction Manual
 1. Imagine someone your age visits you from a time in the past or a time in the future
 2. Write instructions for that boy or girl on how to pass a regular day in your community. Bonus points on tips for how to succeed!
- Recipes for Life
 1. Make a list of the positive things that you do for yourself and other people.
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 3. Make a recipe book to share.

5. Partnership with Parents

Following a crisis, parents may also be struggling 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. Parents should be given general

information about how to support their children during a difficult time during an orientation or parents' meeting. Parents of this age should be given specific information about their child as parents talk frequently to parents or correspond with parents over the phone or email. 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 adolescents to recover, parents should;

- ❖ Reassure children – Talk to adolescents. Let them know you are there to support them
- ❖ Pay attention to adolescents' needs– Observe the behavior of adolescents. Are they depressed or withdrawn? Are they over or undereating? Know when something is going wrong with your child and talk to them about it.
- ❖ Encourage children to talk about their experience and hope for the future–
- ❖ 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.

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 preform RTH with this group make sure they possess the most patience as the pace of this interaction may move slower that 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

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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.

RTH Lesson Plans

Guidance for Lesson Plans

1. Each session begins with a check in. During this time teachers will lead students in an activity where they share how they are feeling today and in relaxation activities to help them to settle into the session.
2. Each session ends with a reflection on the session. After students share their reflections, the teacher will lead students in a progressive muscle relaxation exercise where they catch any negative feelings, squeeze them out then shake them off. The session closes with the end song – a positive, fun, uplifting song.
3. Always process activities with students. Use listening skills such as paraphrasing, reflecting feelings and open-ended questions to do so. Recognise when it is time to be silent.
4. Be aware of children's distress levels. It is important to not call on them to talk about these feelings in front of others if they are not ready.
5. Observe students closely during activities. If you see any signs of distress, try to address them and refer the child through the appropriate mechanism
6. Each session has the following sequence of activities

3-5 age group

- Greeting/Check-in (5 minutes)
- Introduction (5 minutes)
- Activity #1 (15 minutes)
- Activity #2 (15 minutes)
- Wrap up (5 minutes)

6-9 age group

- Greeting/Check-in (10 minutes)

- Introduction (10 minutes)
- Activity #1 (30 minutes)
- Activity #2 (30 minutes)

10-13

- Greeting/Check-in (15 minutes)
- Introduction (10 minutes)
- Activity #1 (40 minutes)
- Activity #2 (40 minutes)
- Wrap up (10 minutes)

14-18

- Greeting/Check-in (15 minutes)
- Introduction (10 minutes)
- Activity #1 (45 minutes)
- Activity #2 (45 minutes)
- Wrap up (10 minutes)

Lesson Plans for 3-5 age group

DAY	One
TOPIC	Getting Know Me
AIM/OBJECTIVE(S)	At the end of the activity children should be able to: • Know what to expect in the sessions • Feel more comfortable sharing • Know behavioural expectations for group
MATERIALS	• Mr. Teddy • Pre-printed Name tags • Musical instruments • Crayons • Markers • Glitter • List of Hello/name songs • Materials to make journals/journals
Greeting/check-in	• Greet each child by name • Give a name tag to each child • Introduce Mr. Teddy (a stuff toy) as a visiting guest. • Tell children we are going to spend some time welcoming teddy and each other. Have children choose a musical instrument of choice • Teach children a greeting song • Continue with the greeting song using different children's names. Encourage children to dance and use musical instruments as they sing • If there is time, have children give suggestions of other greeting songs they know. Be prepared with other songs in the event they cannot offer suggestions.

INTRODUCTION /REINFORCEMENT	• Explain to children why they are here. Explain that the RTH session is there to help them to share how they are feeling and to help them to feel better. • Tell children that we will have to try to get along and listen to each other so that we can do what we are here to do. Work with children to develop a list of 3-5 expectations to guide behaviour during the sessions.
Activity #1	• Children decorate their journals to personalize them (with their favourite colours and things) • Provide the opportunity for children to share how they decorated their journals
	Break
Activity #2	Games (e.g. Get to know you ball toss; Duck Duck Goose)
Wrap Up	• Reflection (e.g. students do a movement to show how they feel about the session or draw a picture in their journal to show something about the session) • Relaxation (e.g. tell children to tense their bodies by tightening and squeezing them in, then tell them to relax and shake it out. Tell children that they may have had different feelings during the session. Ask them to shake off those feelings that don't feel good to them. Tell them they can shake those off and keep the good ones) • End song (An affirming, positive fun song which can be selected by you or chosen in collaboration with your students e.g. Hokey Pokey)
Transfer of Learning	• Give students a prompt and allow them to draw in their journals every day.
Evaluation-:	How was the activity received? Were the objectives met?

SESSION	Two
TOPIC	We all have feelings
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Name a basic range of feelings • Use breathing to calm down
MATERIALS	• Bubbles • Crayons • Paper • Glue • Pictures of children's faces showing different feelings • My Many Coloured Days (or another book about feelings)
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check in activity - Greeting song - Ask children to make an animal pose with a face to show how they are feeling today - Lead children in a breathing
INTRODUCTION /REINFORCEMENT	• Tell children that today we will be learning about feelings • Show children pictures of children's faces which have different feelings • Ask children what they think the children are feeling • Tell children that we all have feelings and that sometimes we have different feelings. Some feelings make us feel nice. Some do not feel nice. It can help to talk with someone we trust about how we are feeling. • Discuss who they can talk to about how they are feeling
Activity # 1	• Explain that sometimes when we feel sad, scared or angry it can help us to feel better when we take a deep breath.

	• Distribute bubbles (go outside is safe to do so) • Tell children to take a deep breath in through their nose and then let it out through their mouth to blow the bubble. Demonstrate, then let children practice blowing bubbles using this method • After a while encourage free play with the bubbles • Collect bubbles and return to classroom • Ask children to take 4 deep breaths in through their nose and out their mouths. • Let them know we will be doing this often during our sessions to practice calming down
	Break
Activity #2	• Storytelling with drama - Teacher reads a story about feelings such as “My Many Coloured Days” and children act it out
Wrap up	• Reflection (students draw a face in their journal to show how they feel about today’s session) • Relaxation – tell children to tense their bodies by tightening and squeezing them in, then tell them to relax and shake it out. Tell children that they may have had different feelings during the session. Ask them to shake off those feelings that don’t feel good to them. Tell them they can shake those off and keep the good ones. • End Song
Transfer of Learning	• Cue children to take deep breaths throughout the day • Help children to name their feelings throughout the day • Have children make faces in the mirror to represent their feelings or the feelings of the characters in the stories you read
Evaluation-:	How were the activities received? Were the objectives met?

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SESSION	Three
TOPIC	Before
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Talk about life before the disaster/distressing event
MATERIALS	• Finger Paint • Materials from nature such leaves, rocks, sticks or whatever materials available • Modelling clay
Greeting/Check-in	• Greet children as they enter • Review expectations • Greeting song and check in activity - Ask children to make an animal pose with a face to show how they are feeling today - Relaxation activity (take a few breaths)
INTRODUCTION /REINFORCEMENT	• Group children in pairs. • Give each group of children a plastic bag. • Inform children that we are going outside to collect some material to work with for this morning's activity • Take children outside to collect leaves, stones, sticks, and any other materials they need to work with. • Return to room • Tell children that today we will be making something with the objects we collected to show how things were before the disaster.

Activity # 1	• Allow children to work with their partner to create a model with the modelling clay and the objects they collected to depict how things were before the disaster • Ask students to share. Process sculptures with students by paraphrasing, reflecting feelings and asking clarifying questions • 5, 4, 3, 2, 1 grounding activity – - Students take 3 deep breaths in through their noses and out their mouths - Ask them to notice 5 things they can see, then 4 things they can touch, then 3 things they can hear, then 2 things they can smell, then 1 thing they can taste
	Break
Activity #2	• Songs and poems
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Practice deep breathing and the grounding technique with the students when you notice they are becoming anxious or restless
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Four
TOPIC	During
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Express their feelings about during the disaster
MATERIALS	• Plate • Split pin • Arrows to attach to feelings spinner plate • Puppet • Story of child in disaster • Paper • Crayons • Puzzles • Blocks
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - Give students a plate which is divided in 4 triangle parts. - Ask students to draw a happy face in one triangle, a sad face in another, an angry face in another and an excited face in another. - Attach pin and arrow to the students' plates - Ask them to place the arrow on the face that shows how they are feeling - Calming activity

INTRODUCTION /REINFORCEMENT	• Tell children that it is normal to have lots of different feelings when you go through a disaster. Today we are going to talk about how we were feeling during the disaster.
Activity # 1	• Ask children to draw themselves during the disaster/event • Ask students to share their drawings and process drawings with students by paraphrasing, reflecting feelings and asking clarifying questions • Relaxation activities
	Break
Activity #2	• Outdoor games and songs
Wrap Up	• Reflection • Relaxation • End song
Transfer of learning	• Allow time for students to write in their journals each day • Help students to name their feelings throughout the day • Make a feelings book
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Five
TOPIC	Bouncing Back (Resilience)
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: Express some hope for the future
MATERIALS	- Cups - Paint - Construction Paper - Glitter - Crayons - Paper - Markers
Greeting/Check-in	- Greet students at the door - Review expectations - Greeting song and check in activity - Students do an animal pose with a facial expression that shows how they feel today - Calming activity
INTRODUCTION /REINFORCEMENT	- Tell students that today they will be learning about bouncing back when things happen which make us feel sad or scared. Tell them that sometimes things happen which upset/make us feel sad but that as time goes by, we can bounce back and eventually begin to feel happy again. Tell them that being kind, having hope for the future and continuing to try when they feel like quitting are all important parts of what it means to bounce back. - Tell students that today they will be decorating cups of hope
Activity # 1	Decorating cups of hope

	- Tell students to think of the things and colours that make them feel happy and which cheer them up when they are feeling sad - Ask them to decorate a cup with some of these things - Ask students to share their cups and talk about what they decorated them with. - As they share, be sure to paraphrase and reflect their feelings. Ask clarifying questions. Thank them for sharing.
	Break
Activity #2	• Storytelling with drama (resilience theme)
	• Reflection • Relaxation • End song
Transfer of Learning	• Read books where characters show resilience • Stop and check how children are feeling at various points in the day. Lead children in deep breathing and allow time for them to move (e.g. action song, game) or draw to calm down or focus.
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	six
TOPIC	After
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Talk about how they want things to be in the future
MATERIALS	• Weather cards (pictures of rainy, sunny, cloudy weather) • Paint • Paper • Construction Paper • Glitter • Cups • Tissue • Water • Seeds • Gardening equipment
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - The weather report: Tell students that we will be using the cards to show how we are feeling. Show students the weather cards. Have a discussion about the feelings the cards may represent. Ask students pick the weather card which shows how they are feeling today. - Calming activity

INTRODUCTION /REINFORCEMENT	• Tell students that today they will be using paint to share their feelings and hopes for the future
Activity # 1	• Painting (After)
	Break
Activity #2	• Tree planting (if safe to go outside) • Planting a seed in cups if not safe to go outside
	• Reflection • Relaxation • End song
Transfer of learning	• Continue to help children to name their feelings • Cue students to take deep breaths during the day
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Seven
TOPIC	My future
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Talk about how they would like things to be in the future
MATERIALS	• Paper • Crayons • Markers • Pencil crayons • Construction Paper • Glitter
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - Students do an action to show how they feel today - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell students that today we will be talking about how we want things to be in the future
Activity # 1	• Drawing (Future)
	Break
Activity #2	• Indoor games and songs

	• Reflection • Relaxation • End song
Transfer of Learning	• Allow children to draw in their journals with prompts about their future
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Eight
TOPIC	Being a good friend
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Know how they can be a good friend • Know that friends help each other
MATERIALS	• Markers • Paint • crayons • Strips of Construction Paper • Glitter • Glue, stapler or tape
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - Students pose like a statue with a facial expression to show how they feel today - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell students that there are many things we can do to be a good friend. • Ask them to share how they think they can be a good friend. • Repeat some of the answers they gave (e.g. say kind things, help each other, share with each other). • Tell them that they can be a good friend by helping their friends when they are feeling sad or upset. • Tell them that today they will be working together to make a friendship chain to hang in the classroom to remind us to be good friends

Activity # 1	• Provide children with strips of construction paper and ask them to decorate them • Help students to link the strips of paper to create a paper chain • Hang friendship chain up in the classroom. Ask them to look at the chain and notice that each link is holding the hand of another link. Ask them to form a circle and link hands like the paper chain. Tell that that we will all get through this together by being good friends to each other
	Break
Activity #2	• Working in teams to fix puzzles and build with blocks
	• Reflection • Relaxation • End song
Transfer of Learning	• Ask children to draw one of their friends in their journal. Ask them to tell you when that person is their friend and write a sentence about it under the drawing. • Create a kindness wall where children can post acts of kindness they have seen or received in the classroom • Celebrate special occasions with children (birthdays, progress in areas they have struggled etc)
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Nine
TOPIC	Coping skills
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Identify the things they can do to feel better • Express some hope for the future
MATERIALS	• Paint • Paper • Equipment for outdoor games
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - The weather report: Tell students that we will be using the cards to show how we are feeling. Show students the weather cards. Discuss the feelings the cards may represent. Ask students pick the weather card which shows how they are feeling today. - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell students that the RTH sessions will be ending soon. Tell them that although the sessions will be ending we can continue to use what we learnt to help us feel better. Ask them to share some of the things that help them to feel better. • After they share tell them that we are going to make a Hope wall where we will place our handprints and things that make us feel better. Tell them that we will hang these in the classroom so we can always see them and remember what

	we can do to feel better. Tell them that we will work on the Hope Wall today and tomorrow. Today we will be making the handprints for the wall.
Activity # 1	• Painting – Creating a Hope Wall - Dip students hands in paint then place their hands on paper - Allow to dry - Cut the handprints out before the next session
	Break
Activity #2	• Outdoor games
	• Reflection • Relaxation End song
Transfer of Learning	• Ask students to remember to take a deep breath when they begin to feel frustrated, angry or sad. • Provide opportunities throughout the day for deep breathing and other relaxation activities.
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Ten
TOPIC	Celebration
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Have a tangible reminder of some of the things that can help them to feel better • Celebrate the time they spent together during the programme
MATERIALS	• Paper • Large sheet of paper • Markers
Greeting/Check-in	• Greet students at the door • Review expectations • Greeting song and check in activity - Animal poses with a facial expression to show how they are feeling today - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell students that today is the last session. Tell them that they have done a good job sharing their feelings about before, during and after the disaster. Tell them that we will continue to do some of the things we have learnt during these sessions. Tell them that today we will be celebrating what we have learnt during the time we have spent together doing the RTH sessions.
Activity # 1	Creating a Hope Wall – drawing things that help them feel better • Give students the handprints they created yesterday.

	• Ask them to draw things that make them happy on the handprints. • Allow students to stick the handprints on Bristol board • Hang in the classroom
	Break
Activity #2	• Celebration activities (e.g. singing, poems, certificates)
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Continue to add to the Hope Wall • Continue to practice deep breathing and other relaxation activities throughout the day with students • Encourage students to continue to draw in their journals • Refer to the integration section in this manual for ideas to continue to integrate RTH on a daily basis
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

Lesson Plans for the 6-9 Age Group

DAY	One
TOPIC	Introduction to the programme
AIM/OBJECTIVE(S)	1. To orient students to the programme 2. To establish behavioural expectations 3. To help children to get to know each other better 4. To build group cohesion
MATERIALS	• Pencils • Crayons • Markers • Glitter • Stickers • Materials to make journals (etc. paper, stapler, string, whole punch) • Bristol board
Greeting/Check-in	• Greet each child as they enter the classroom • Greeting song and check in activity - Students do a movement with their hands and bodies to show how they are feeling today - Lead students in taking three deep breaths
INTRODUCTION /REINFORCEMENT	• Explain that today they will be starting a programme called RTH which is here to help us all to feel better and to learn how to bounce back when bad things happen. Tell them that we will be playing games, singing songs and doing art activities to help us to talk about our feelings during our time in RTH sessions. Tell them that talking about our feelings can help us to feel better.

	• Tell students that it will be important for us to get along and pay attention during our sessions. Ask them to help you to set 3-5 behavioural expectations that you will all follow. Write the expectations and post them in the room. Discuss what each expectation “looks like” so that they can understand what behaviours are expected (e.g. being respectful looks like eyes on the person who is speaking and listening without speaking). • Thank students for their help setting the expectations and encourage them to follow them. • Tell students that the RTH session is a safe space where everyone is safe to feel and to participate.
Activity #1	• Children decorate journals to personalize them • Children create a “Magnificent Me!” page in their journals
	Break
Activity #2	• Creating songs of hope list • Creating a list of outdoor and indoor games - Work with students to compile a list of songs and games that give them a sense of hope (makes them feel good). Post the list to provide a reminder and for easy access. - Sing some of the songs from the list - Play a game from the list
Wrap Up	• Reflection: - E.g. Ask students to share their feelings about the session. They can share their feelings through actions, words, or other form of expression such as writing/drawing in their journals. • Relaxation • End song

	- An affirming, positive fun song which can be selected by you or chosen in collaboration with your students
Transfer of Learning	• Remind students of expectations throughout the day
Evaluation-:	How was the activity received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Two
TOPIC	Sharing my feelings
AIM/OBJECTIVE(S)	• Help children to name a basic range of feelings • Help children to use body cues to identify feelings • Help children to use breathing to calm down
MATERIALS	• Get to know you bingo • Bubbles • Crayons • Markers • Bristol board/Flip chart paper • Pictures of people's faces showing different feelings • Paper • Journals • bubbles
Greeting/Check-in	• Greet each child as they enter the classroom • Review the expectations • Greeting song and check in activity - Sing feelings song (see resource section) - Ask children to make a face to show how they are feeling today - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell children that today we will be learning about feelings • Show pictures of people's face • Ask children what they think the people are feeling • Ask them what the clues were to how the people were feeling • Tell children that - we all have feelings

	- we may not have the same feelings as others and that is ok. - our bodies give us clues about what we are feeling - there are lots of different feelings • Ask students to name the feelings they know. Create a word wall with the feelings they call. Add any age appropriate feelings words they may have missed. Refer to feelings list in resource section for ideas.
Activity # 1	• Give children their journals and ask them to draw a picture of how they are feeling today • Under the drawing ask them to write or dictate for you to write a sentence stating how they are feeling. • Ask children to share if they are comfortable doing so • As students share, thank them for sharing and tell them that that it takes courage to share our feelings
	Break
Activity #2	Outdoor play with bubbles to learn breathing technique • Explain that sometimes when we feel sad, scared or angry that it can help us to feel better when we take a deep breath. • Distribute bubbles (go outside is safe to do so) • Tell children to take a deep breath in through their nose and then let it out through their mouth to blow the bubble. Demonstrate, then let children practice blowing bubbles using this method • After a while encourage free play with the bubbles • Collect bubbles • Ask children to take 4 deep breaths in through their nose and out their mouths. Repeat a few times. • Let them know we will be doing this often during our sessions to practice calming down

Wrap up	• Reflection • Relaxation • End song
Transfer of Learning	• Continue to add to the feeling words list • Encourage to take deep breaths throughout the day
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Post the chart with the feeling words • Clean up

SESSION	Three
TOPIC	Before
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Talk about how they were feeling before the disaster/distressing event
MATERIALS	• Paint • Paint brushes • Toys • Puppets • Book for storytelling • Markers • Tape
Greeting/Check-in	• Greet students as they enter the room • Review expectations • Greeting song and check in: - “Today I feel charades” - Students use gestures and facial expressions to show how they are feeling. Their peers guess the feeling. Each child is offered a turn but not forced to participate. - Calming activity
INTRODUCTION /REINFORCEMENT	• Tell the children they did a good job using body cues to show and identify feelings. Tell them it takes courage to show feelings and to talk about their feelings. • Tell students that there are many ways they can share their feelings – drawing, painting, singing, dancing. Tell them that

	we will be doing lots of these activities over the next few days to help them to share their feelings. • Tell them that today we will creating paintings to talk about our feelings
Activity # 1	• Children use paint to create individual paintings of life before the disaster/event • Ask students who are comfortable sharing their paintings to do so. Ask them to tell you about their paintings. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Guide children in a relaxation activity. See list in the resource section for ideas.
	Break
Activity #2	• Storytelling with puppets, dolls, and toys
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Encourage students to share their feelings with a trusted adult • Cue students to take deep breaths throughout the day • Help students to name their feelings throughout the day
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Four
TOPIC	During
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Share about the disaster • Share about the feelings they had during the disaster
MATERIALS	• Ball • Modeling clay • Materials for the outdoors games you have selected (balls, bats etc.)
Greeting/Check in	• Greet students as they enter • Review expectations • Greeting song and check-in: - Feelings hot potato game: Pass a ball around while playing music. When the music stops, the person who is holding the ball has a turn to share a feeling word that shows how they are feeling today. Encourage students to use the list if they are having a difficult time naming their feelings. Give everyone a turn but they have the option not to share if they are not ready to do so. - Calming activity
INTRODUCTION /REINFORCEMENT	• It is normal to have different feelings when you go through a disaster. Today we are going to talk about how you were feeling during the disaster • Group children in pairs.

	• Give each group of children a plastic bag. • Inform children that we are going outside to collect some material to work with for this morning's activity • Take children outside to collect leaves, stones, sticks, and any other materials they need to work with. • Return to room • Tell children that today we will be making something with the objects we collected to show how it was for them during the disaster.
Activity # 1	• Ask students to use modelling clay and the materials they gathered to show how they were feeling during the disaster • Ask students who are comfortable sharing their sculptures to do so. Ask them to tell you about what they made. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Relaxation activity: 5,4, 3, 2, 1 grounding technique (see resource section)
	Break
Activity #2	Outdoor games and songs
Wrap Up	• Reflection • Relaxation • End song
Transfer of learning	• Encourage students to share their feelings with a trusted adult • Cue students to engage in deep breathing and other relaxation activities throughout the day • Help students to name their feelings throughout the day
Evaluation-:	How were the activities received? Were the objectives met?

Closure-:	• Put away all toys and materials • Clean up
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SESSION	Five
TOPIC	Resilience
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Express some hope for the future • Know that they can bounce back and be happy again in time
MATERIALS	• Cups • Paint • Paint brushes • Construction Paper • Glitter • Crayons • markers • Glue
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a colour that represents how they are feeling today - Relaxation activities: guided imagery, stretching, breathing
INTRODUCTION /REINFORCEMENT	• Tell students that today they will be learning about being resilient. Tell them that sometimes things happen which upset/make us feel sad but when we are resilient, we can eventually begin to feel happy again. Tell them that being kind, having hope for the future and continuing to try when

	they feel like quitting are all important parts of what it means to be resilient. • Tell students that today they will be decorating cups of hope
Activity # 1	• Decorating cups of hope - Tell students to think of the things that make them feel happy and which cheer them up when they are feeling sad - Ask them to decorate a cup with some of these things - Ask students to share their cups and talk about what they decorated them with. - As they share, be sure to paraphrase and reflect their feelings. Ask clarifying questions. Thank them for sharing.
	Break
Activity #2	• Storytelling using a book which in which the character shows resilience (see resource section for ideas)
	• Reflection • Relaxation • End song
Transfer of Learning	• Read more books that feature characters who show resilience • Ask students to keep their cups somewhere they can see them so they can remind themselves how they can be resilient • Sing songs with the theme of overcoming
Evaluation-:	How were the activities received? Were the objectives met?

Closure-:	• Put away all toys and materials • Clean up

SESSION	Six
TOPIC	After
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Talk about how they want things to be in the future
MATERIALS	• Paint • Paint brushes • Paper
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a movement that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Tell students that today they will be using paint to share their feelings and hopes for the future
Activity # 1	• Painting (The Future)
	Break
Activity #2	• Dramatization of what they would like to be in the future

Wrap Up	• Reflection • Relaxation • End song
Transfer of learning	• Ask students to draw or write in the journal about their hopes for the future
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Seven
TOPIC	Coping Skills
AIM/OBJECTIVE(S)	At the end of the activity children should be able to: • Identify coping strategies they can use now and when the sessions have ended
MATERIALS	• Balloon • Funnel/cut the bottom off a water bottle • Flour • Sharpie marker
Greeting/Check-In	• Greet each child as they enter • Review expectations • Greeting song and check-in - Each student is invited to share a colour that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Use balloon, funnel and flour to make a stress ball. Draw a face on the ball with a marker. Show the students that when you press the ball in it eventually returns to its original shape. Tell them that sometimes people use balls like these to cope with their feelings and to calm down. Pass the ball and let children squeeze and squish it. • Tell students that children who are resilient use coping skills when they are feeling sad, angry, scared or frustrated. These skills can help them to bounce back like the stress ball when it is squeezed • Tell them that today they will be talking about the things which they can do to help them to cope with their feelings.

Activity # 1	• Give children the outline of a shield or ask them to draw a shield which is divided into four sections at the front of the shield • Ask children to draw and colour four things which they can do to help them feel better. Before they begin, give them examples and ask them to share examples (e.g. talk to an adult, sing, play, dance, read). • Invite children to share their shields. Paraphrase and reflect the feelings you hear as they share. Ask clarifying questions as needed. Thank children for sharing.
	Break
Activity #2	• Songs of hope
Wrap up	• Reflection • Relaxation • End song
Transfer of Learning	• Cue students to breathe deeply throughout the day • Help students to name their feelings • Remind students that there are things they can do to help them to bounce back. Encourage them to do one of their coping strategies everyday
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Eight
TOPIC	My rights and my responsibilities
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Know that they have rights and responsibilities • Communicate their feelings respectfully
MATERIALS	• Paint • Crayons • markers • paper
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a movement that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Teach them how to form an "I" statement: "I feel _____ (insert feeling word) when _____ (share what caused this feeling)." Give examples. Share a few scenarios and ask the students to use "I" statements to express what the child in the scenario may be feeling and why (e.g. Your friend broke your toy – children would say "I feel sad because they broke my toy.") • Tell students that that using "I" statements is a good way to share their feelings respectfully. • Tell them that they have a right to express themselves and a responsibility to do so respectfully. Tell them that they also

	have a right to be safe and a responsibility not to harm others
Activity # 1	• Ask students to create posters showing their right/responsibility to express themselves and to be safe
	Break
Activity #2	• Games
Wrap up	• Reflection • Relaxation • End song
Transfer of Learning	• Ask students to practice using “I statements” • Remind them to use their coping strategies • Provide prompts for journal entries about their rights and responsibilities
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

SESSION	Nine
TOPIC	Reflecting on RTH sessions
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Looking the future with hope
MATERIALS	• Large sheets of paper • Tape • Crayons • Markers
Greetings/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share an animal pose that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Tell students that the RTH sessions will be ending soon. Tell them that although the sessions will be ending we can continue to use what we learnt to help us feel better. Ask them to share some of the things that help them to feel better. • After they share tell them that we are going to make a Hope wall where we will place our hopes and things that make us feel better. Tell them that we will keep this Hope Wall in the classroom so we can always see them and remember our hope for the future and what we can do to feel better.

Activity # 1	Cover a wall with large sheets of paper and ask children to work as a group to create a mural which shows their hopes for the future and things which they can do to help them feel better when they are feeling sad or scared in the future.
	Break
Activity #2	Practice for celebration day
Wrap Up	- Reflection - Relaxation - End song
Transfer of Learning	- Read stories with the theme of “hope” - Encourage children to look at the wall often and think about their hopes for the future - Support students in using their coping skills when they seem sad, frustrated or anxious
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	- Put away all toys and materials - Clean up

SESSION	Ten
TOPIC	Celebration
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Celebrate the time they spent together during the programme
MATERIALS	• Cups • Paint • Construction Paper • Glitter
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a movement that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Tell students that today is the last session. Tell them that they have done a good job sharing their feelings about before, during and after the disaster. Tell them that we will continue to do some of the things we have learnt during these sessions. Tell them that today we will be celebrating what we have learnt during the time we have spent together doing the RTH sessions.
Activity # 1	• Painting

	- Students create individual paintings to show what they learnt during the sessions or what they liked about the sessions or their favourite session - Ask them to share. Paraphrase and reflect their feelings as they share.
	Break
Activity #2	• Celebration
Wrap up	• Reflection • Relaxation • End song
Transfer of Learning	• Continue to practice deep breathing and other relaxation activities throughout the day with students • Encourage students to continue to write/draw in their journals • Refer to the integration section in this manual for ideas to continue to integrate RTH in classroom activities and lessons on a daily basis
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away all toys and materials • Clean up

Lesson Plans for 10-13 Age Group

DAY	One
TOPIC	Getting to Know Me
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Know more about their peers • Share more about themselves with their peers • Know what to expect in the sessions • Know behavioural expectations for group
MATERIALS	• Pencils • Crayons • Markers • Glitter • stickers • Glue • Bristol board • Materials to make journals • Magazines
Greeting/Check-In	• Greet each child as they enter the classroom • Greeting ritual and check in activity - Students develop a ritual they will use to greet each other at the beginning of each session - Students do a movement with their hands and bodies to show how they are feeling today - Ask children to take a few deep breaths to settle and get ready for session

INTRODUCTION /REINFORCEMENT	• Explain that today they will be starting a programme called RTH which is here to help us all to feel better and to learn how to bounce back when bad things happen. Tell them that we will be playing games, singing songs and doing art activities to help us to talk about our feelings during our time in RTH sessions. Tell them that talking about our feelings can help us to feel better. • Tell students that it will be important for us to get along and pay attention during our sessions. Ask them to help you to set 3-5 behavioural expectations that you will all follow. Write the expectations and post them in the room. Discuss what each expectation “looks like” so that they can understand what behaviours are expected (e.g. being respectful looks like eyes on the person who is speaking and listening without speaking). • Thank students for their help setting the expectations and encourage them to follow them. • Tell students that the RTH session is a safe space where everyone is safe to feel, express their feelings and to participate.
Activity #1	• Students decorate journals to personalize them • Students create a “All about me!” collage in their journals • Students invited to share about their collages with their peers
	Break
Activity #2	Outdoor play with bubbles to learn breathing technique • Explain that sometimes when we feel sad, scared or angry that it can help us to feel better when we take a deep breath. • Distribute bubbles (go outside is safe to do so) • Tell children to take a deep breath in through their nose and then let it out through their mouth to blow the bubble. Demonstrate, then let children practice blowing bubbles using this method • After a while encourage free play with the bubbles • Collect bubbles

	• Ask children to take 4 deep breaths in through their nose and out their mouths. Repeat a few times. • Let them know we will be doing this often during our sessions to practice calming down
Wrap Up	• Reflection (e.g. students do a movement to show how they feel about the session or draw or write in their journal) • Relaxation (e.g. tell children to tense their bodies by tightening and squeezing them in, then tell them to relax and shake it out. Tell children that they may have had different feelings during the session. Ask them to shake off those feelings that don't feel good to them. Tell them they can shake those off and keep the good ones) • End song (An affirming, positive fun song which can be selected by you or chosen in collaboration with your students)
Transfer of Learning	• Cue students to take deep breaths throughout the day • Provide prompts for students to write in their journals
Evaluation-:	How was the activity received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Two
TOPIC	We all have feelings
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Name a basic range of feelings • Use body cues to identify feelings • Use breathing to calm down
MATERIALS	• Crayons • Markers • Pencil crayons • Paper • Glue • Magazines • Pictures of people's faces showing different feelings • Equipment for games
Greeting/Check-In	• Greet each child as they enter the classroom • Greeting ritual and check in activity • Breathing activity
INTRODUCTION /REINFORCEMENT	• Tell children that today we will be learning about feelings • Show pictures of people's face • Ask children what they think the people are feeling • Ask them what the clues were to how the people were feeling • Tell children that - we all have feelings - we may not have the same feelings as others and that is ok. - our bodies give us clues about what we are feeling - there are lots of different feelings

	Ask students to name the feelings they know. Create a word wall with the feelings they call. Add any age appropriate feelings words they may have missed. Refer to feelings list in resource section for ideas.
Activity # 1	Storytelling with drama – students work together in groups to create a skit with a list of different emotions. - Break students into groups of 2-6 - Give each group a list of emotions with at least one emotion for each person in the group (e.g. excited, mad, happy, disappointed, frustrated, hopeful) - Give students 5 minutes to create a skit (no longer than 1 minute) showing all the emotions on their list. Each student in the group should have a role in the skit. - Each group presents their skit - At the end of each skit the students who were watching the skit are given the opportunity to guess the emotions the group acted out - Discuss - Is it easy for you to show your feelings? Why or why not? - Why is it important that we let others know how we are feeling? - Who can you share your feelings with? - What can you do to let others know how you are feeling? Tell the students they did a good job using body cues to show and identify feelings. Tell them it takes courage to show feelings and to talk about their feelings. Tell them that there are many ways they can share their feelings – drawing, painting, singing, dancing. Tell them that we will be doing lots of these activities over the next few days to help them to share their feelings.
	Break
Activity #2	Outdoor games
Wrap up	- Reflection - Relaxation - End song

Transfer of Learning	• Help students to name their feelings • Engage in relaxation activities like deep breathing at various points throughout the day • Create a space in the classroom where children can go to calm down
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Three
TOPIC	Before
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Talk about how they were feeling before the disaster/distressing event
MATERIALS	• Paint • Paint brushes • Paper
Greeting/Check-In	• Greet students as they enter the room • Review expectations • Greeting ritual and check in: - e.g. “Today I feel charades” - Students use gestures and facial expressions to show how they are feeling. Their peers guess the feeling. Each child is offered a turn but not forced to participate. • Breathing activity
INTRODUCTION /REINFORCEMENT	• Tell the children they did a good job using body cues to show and identify feelings. Tell them it takes courage to show feelings and to talk about their feelings. • Tell students that there are many ways they can share their feelings – drawing, painting, singing, dancing. Tell them that we will be doing lots of these activities over the next few days to help them to share their feelings. • Tell them that today we will be creating paintings to talk about before the disaster
Activity # 1	• Children use paint to create individual paintings of life

	before the disaster/event • Ask students who are comfortable sharing their paintings to do so. Ask them to tell you about their paintings. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Guide children in a relaxation activity. See list in the resource section for ideas.
	Break
Activity #2	• Songs
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Practice relaxation activities throughout the day • Provide students with prompts to write/draw in their journals • Help students to name their feelings
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Four
TOPIC	During
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Talk about their feelings during the event
MATERIALS	• Paper • Pencils • Markers • Crayons
Greeting/Check-In	• Greet students as they enter the room • Review expectations • Greeting ritual and check in activity • Breathing activity
INTRODUCTION /REINFORCEMENT	• It is normal to have lots of different feelings when you go through a disaster. Today we are going to talk about how we felt during the disaster
Activity # 1	• Individual painting (During) • Ask students who are comfortable sharing their drawings to do so. Ask them to tell you about their drawings. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Guide children in a relaxation activity. See list in the resource section for ideas.

	Break
Activity #2	Outdoor games and songs
Wrap Up	• Reflection • Relaxation End song
Transfer of learning	• Allow students to write/draw about their feelings in their journals • Help students to name their feelings • Encourage students to use the calm down space when are feeling frustrated, anxious or sad
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Five
TOPIC	Resilience
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Understand what resilience is • Know that they can bounce back and be happy again in time • Know positive things they can say to encourage themselves
MATERIALS	• Cups • Paint • Paint brushes • Construction Paper • Glitter • Crayons • markers • Glue
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a colour or movement that represents how they are feeling today - Relaxation activities: guided imagery, stretching, breathing
INTRODUCTION /REINFORCEMENT	• Tell students that today they will be learning about being resilient. Tell them that sometimes things happen which upset/make us feel sad but when we are resilient, we can eventually begin to feel happy again. • Ask them if they know what it means to be resilient

	• Give each child a rubber band and ask them to stretch it and watch what happens when they let go. Ask them to share their observations • Tell them that being resilient means being able to bounce back like the rubber band did after it was stretched • Tell them that being kind, having hope for the future and continuing to try when they feel like quitting are all important parts of what it means to be resilient. • Tell students that today we will be learning how to say kind and helpful words to ourselves as this can help us to be more resilient
Activity # 1	• Resilient children think in ways that make them feel like they can make it when they face challenges. How you think about things and what you say in your mind can help determine if you give up or if you overcome challenges. Positive self-talk can help when you are having a tough time. • Guided discussion on positive self-talk: - What kind words can you say to yourself to help you feel better and keep going? - What words can you say that will help you to problem solve and discover the best thing to do when you have a challenge? • Add some examples of positive self-talk to the words the children have given - I tell myself to slow down and take a breath when things don't go my way. - I can do this. I'll keep working and figure it out - I have people who care about me - I can handle this • Children create individual resilience posters with - images that represent resilience - kind words they can say to themselves
	Break
Activity #2	Games and songs
	• Reflection

	- Students write an affirmation they can say to themselves everyday • Relaxation • End song
Transfer of Learning	• Read books about characters who show resilience • Help students to speak positively to themselves and others
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Six
TOPIC	Hope for the Future
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: Express some hope for the future
MATERIALS	- Picture that captures hope - Story of Tia or another child that is hopeful despite a challenging situation - Paper - Crayons markers - Scissors - Cut out of a tree trunk - Glue
Greeting/Check-In	- Greet each child as they enter - Review expectations - Greeting ritual and check-in - Students share a colour or movement that represents how they are feeling today - Relaxation activities: e.g. guided imagery/ stretching/ breathing
INTRODUCTION /REINFORCEMENT	- Present a picture which captures hope to the group. - Guided discussion about the picture/story-e.g. - What is happening in the picture? - Why do you think the children look the way they look although their environment is damaged? - What gives you hope when things don't go the way you would like them to? - Having hope for the future can help us to be more resilient. Today we will be talking about our hopes for the future.

Activity # 1	• Storytelling with art • Tell story of a Tia or another child who learnt to be hopeful despite challenging situations Tia lived with her big family, in a small apartment, in a neighborhood in town where it was dangerous to wander the sidewalks or play outside after school. Tia's parents worked hard, but there were always many children, aunts, uncles and grandparents to take care of, so Tia's family often struggled financially. Although some of these things were challenges for Tia, Tia had hope. Tia first learned about hope from her grandmother. Tia's grandmother would tell stories about the cultures and traditions from other parts of the world. After telling these stories, the grandmother would ask the children about what they wanted for their own future. Then, the grandmother would encourage each child to always have hope. This hope allowed Tia to keep working hard against the challenges she faced. By finding hope like Tia, and Tia's grandmother, you can create hope for yourself and encourage others to be hopeful. • Give each student 3 sheets of paper with the outline of a leaf • Ask them to colour and cut out the leaves • Everyone writes one thing they are hopeful for on each of their leaves. • After students write on the leaves, attach leaves to the tree trunk and place on the wall. • Keep the tree up to remind students about their hopes.
	Break
Activity #2	• Tree planting
	• Reflection - Students write/draw entry in journal "My hopes for the future" • Relaxation • End song

Transfer of Learning	• Allow children to add more leaves with the students' hopes for the future • Provide opportunities for students to journal about their hopes for the future • Introduce students to more books where the characters find hope in challenging circumstances
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Seven
TOPIC	After
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Talk about how they want things to be in the future
MATERIALS	• Paint • Paper • Construction Paper • Glitter
Greeting/Check-In	• Greet each child as they enter • Review expectations • Greeting ritual and check-in - Students share a colour or movement that represents how they are feeling today • Relaxation activities: e.g. guided imagery/ stretching/ breathing
INTRODUCTION /REINFORCEMENT	• Tell students that today we will be thinking and talking about how we see ourselves in the future
Activity # 1	• Painting (The Future) - Ask students to make a drawing that shows how they see themselves in the future
	Break
Activity #2	• Storytelling with drama

	- Students work together in groups to create skits showing their hopes and dreams for their lives in the future
	• Reflection • Relaxation • End song
Transfer of learning	• Provide opportunities for students to journal about their goals and how they see themselves in the future • Cue students to engage in deep breathing at various points during the day • Help students to name their feelings
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Eight
TOPIC	Coping Skills
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Identify skills they can use to cope
MATERIALS	• Paper • Markers • Crayons • Pencil crayons
Greeting/Check-In	• Greet each child as they enter • Review expectations • Greeting ritual and check-in - Students share a colour or movement that represents how they are feeling today • Relaxation activities: guided imagery, stretching, breathing
INTRODUCTION /REINFORCEMENT	• Ask students to draw a picture of an adolescent who is taking a trip • Ask them to share their drawings • As they share draw attention to what they are taking or not taking with them on the trip • Tell students that healing is a journey and that it helps to pack certain things for the journey that can help us to feel better and to cope. One of the things it helps to pack is positive coping skills. • Today we will be talking about the positive things that can help us cope and creating a “Feel better kit”
Activity # 1	• Provide students with a folder, tote bag or box which they can use to create a “Feel better kit”

	• Ask students to decorate the folder, tote bag or box • Ask students to create a list of things that can help them to feel better and to cope (etc. people they can talk to, objects, cards or notes, quotations, scripture verses, songs, pictures, places they can visit, activities they can engage in, jokes, stories, goals, music, affirmations) • Ask them to take the “feel better kit” home and keep it filled with the things they identified that can help them to cope
	Break
Activity #2	• Songs and games
	• Reflection In their journals students write entry “To feel better I can...” • Relaxation • End song
Transfer of Learning	• Ask students to continue to add to the “Feel Better Kit” • Remind students to use the “Feel better Kit” • Create a class “Feel Better Kit” for the calm down corner
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

SESSION	Nine
TOPIC	Being a friend
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Know the characteristics of a good friend • Understand that being a friend to others can help them to feel better • Understand that helping others can bring happiness to them and to you
MATERIALS	• String • Beads • Paper • Markers • Crayons • Pencil • Pom pom balls • Googly eyes
Greeting/Check-In	• Greet each child as they enter • Review expectations • Greeting ritual and check-in - Students share a colour or movement that represents how they are feeling today - Relaxation activities: guided imagery, stretching, breathing
INTRODUCTION /REINFORCEMENT	• Tell students that there are many things we can do to be a good friend. • Ask them to share how they think they can be a good friend. • Repeat some of the answers they gave (e.g. say kind things, help each other, share with each other, notice and respond to their feelings, encourage them).

	• Tell them that they can be a good friend by helping others when they are feeling sad or upset. • Encourage them to cheer each other on and to encourage and support each other • Tell them that today they will be working to make something which we can share with someone to cheer them up
Activity # 1	• Give each student the choice of making: - Friendship bracelets with encouraging words or images on beads to share with others - Warm fuzzy cards (Ask children to think of people at home/school who would feel good about receiving a note of encouragement or appreciation. Write positive notes on pieces of paper (the size of an index card) Stick eyes on pom pom balls to make the warm fuzzies. Stick a warm fuzzy on each paper with the encouraging words - Postcard with encouraging words - Drawings to encourage and cheer up - Inspirational Poems
	Break
Activity #2	• Practice for celebration day (poems, songs, drama, dance)
	• Reflection • Relaxation • End song
Transfer of Learning	• Help students to reflect on their friendships in their journals
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials

	• Clean up
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SESSION	Ten
TOPIC	Celebration
AIM/OBJECTIVE(S)	At the end of the activity children will be able to: • Celebrate the time they spent together during the programme
MATERIALS	• Cups • Paint • Construction Paper • Glitter
Greeting/Check-in	• Greet each child as they enter • Review expectations • Greeting song and check-in - Students share a movement that represents how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	• Tell students that today is the last session. Tell them that they have done a good job sharing their feelings about before, during and after the disaster. Tell them that we will continue to do some of the things we have learnt during these sessions. Tell them that today we will be celebrating what we have learnt during the time we have spent together doing the RTH sessions.
Activity # 1	• Painting

	- Students create individual paintings to show what they learnt during the sessions or what they liked about the sessions or their favourite session - Ask them to share. Paraphrase and reflect their feelings as they share.
	Break
Activity #2	• Celebration
Wrap up	• Reflection - What are your feelings about the programme (what did they like/not like)? - How has the programme helped? - What are you taking from our time together that can help you to continue to cope and grow (if they have difficulty answering ask about lessons learnt, coping skills, their strengths)? • Relaxation • End song
	• Continue to practice deep breathing and other relaxation activities throughout the day with students • Encourage students to continue to write/draw in their journals • Refer to the integration section in this manual for ideas to continue to integrate RTH in classroom activities and lessons on a daily basis
Evaluation-:	How were the activities received? Were the objectives met?
Closure-:	• Put away materials • Clean up

Lesson Plans for the 14-18 Age Group

DAY	One
TOPIC	Getting Know Me
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Know more about their peers • Share more about themselves with their peers • Know what to expect in the sessions • Know behavioural expectations for group • Know at least one relaxation activity to calm themselves
MATERIALS	• Materials to make journals • Pencils • Crayons • Markers • Glitter • stickers • Glue • Bristol board • Materials to make journals • Magazines • Balloons
Greeting/Check-In	• Greet each student as they enter the classroom • Greeting ritual and check in activity - Students develop a ritual they will use to greet each other at the beginning of each session - Students do a movement with their hands and bodies to show how they are feeling today - Relaxation activity

INTRODUCTION /REINFORCEMENT	• Explain that today they will be starting a programme called RTH which is here to help us all to feel better and to learn how to bounce back when bad things happen. Tell them that we will be doing activities to help us to talk about our feelings during our time in RTH sessions. Tell them that talking about our feelings can help us to feel better. • Tell students that it will be important for us to get along and pay attention during our sessions. Ask them to help you to set 3-5 behavioural expectations that you will all follow. Write the expectations and post them in the room. Discuss what each expectation “looks like” so that they can understand what behaviours are expected (e.g. being respectful looks like eyes on the person who is speaking and listening without speaking). • Thank students for their help setting the expectations and encourage them to follow them. • Tell students that the RTH session is a safe space where everyone is safe to feel, express their feelings and to participate.
Activity #1	• Students create and decorate journals to personalize them • Students create a collage about themselves in their journals • Students invited to share about their collages with their peers
	Break
Activity #2	Belly Breathing • Explain that sometimes when we feel sad, scared or angry that it can help us to feel better when we take a deep breath. • Give each student a balloon and ask them to blow it up and then let the air out. • Tell them that you will teach them belly breathing today. When they breathe in their belly will fill with air like the balloon and when their bellies will “deflate” just like the balloon.

	• Ask them to place their hand on their belly, just under their ribs. • Tell them that they can close their eyes if they feel safe to do so. Take a deep breath in through their nose slowly while counting to four. • Tell them to pay attention to their belly expanding and filling with air like a balloon. • Then ask them to slowly let their breath out through their mouth as they count to five • Repeat • Tell them that this type of breathing, signals to our brains to calm down. Tense and Relax • Ask students to take three belly breaths. Then ask them to squeeze the muscles in their feet by tightening them. • Ask them to take a breath and then slowly release the muscles in their feet • Next ask them to take a breath and squeeze the muscles in their thighs for 5 count • Tell them to take a breath and slowly release the muscles in their thighs • Continue moving up the body tensing and relaxing Grounding Exercise: Ask children to take three belly breaths then focus on identifying what they can hear, see, feel, smell and taste. Ask them to take a breath before asking them to identify each thing. - 5 things they can hear - 4 things they can see - 3 things they can feel - 2 things they can smell - 1 thing they can taste
Wrap Up	• Reflection (e.g. students do a movement to show how they feel about the session or draw or write in their journal) • Relaxation (e.g. tell children to tense their bodies by tightening and squeezing them in, then tell them to relax and shake it out. Tell children that they may have had different feelings during the session. Ask them to shake off

	those feelings that don't feel good to them. Tell them they can shake those off and keep the good ones) • End song (An affirming, positive fun song which can be selected by you or chosen in collaboration with your students)
Transfer of Learning	• Ask students to use belly breathing throughout the day such as during transition times or before they begin an activity. This will help them to practice using the skill when they are calm so that they can be comfortable using the skill while stressed.
Evaluation-:	How was the activity received? Were the objectives met?

SESSION	Two
TOPIC	Emotional Awareness
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Name a basic range of feelings • Use body cues to identify feelings • Use breathing to calm down
MATERIALS	Bristol board Markers White Paper Equipment for outdoor games
Greeting/Check-In	• Greet each student as they enter the classroom • Greeting ritual and check in activity • Breathing activity
INTRODUCTION /REINFORCEMENT	• Tell students that having an awareness of what we are feeling can help us to better relate to ourselves and others. Tell them that awareness of our feelings is an important aspect of emotional intelligence. Ask if they know what emotional intelligence is. Summarise appropriate answers and tell them that emotional intelligence is the ability to recognise, manage and express our feelings and to be aware of the feelings of others. • Tell students that - we all have feelings - there are lots of different feelings - we may not have the same feelings as others and that is ok. - our bodies give us clues about what we are feelings

	Ask students to name the feelings they know. Create a word wall with the feelings they call. Add feelings words they may have missed. Refer to feelings list in resource section for ideas.
Activity # 1	- Ask each student to draw a circle on their paper and divide it into eight pies. - Ask students to write one experienced they have experienced in each pie and - Ask students to fill in each pie with a corresponding color or images that match his/her idea of what the emotion in that pie means to him/her. - Discuss the students' drawings as a group: - What does each image mean to you? - What made you choose those particular colors or images to represent that emotion? - When do you experience this emotion? - What emotion is do you feel the most in recent days? - What emotion is the hardest to handle? What makes it difficult? - What helps? - Tell students that sometimes talking about emotions can help us but sometimes it may cause some distress. Tell them that there are things we can do to calm down like our breathing and grounding activities. Lead students in breathing and grounding activities.
	Break
Activity #2	- Indoor games including: Mirror Image - Ask students to pair with someone - Tell them that one of them will be acting out a scenario that you will read out (e.g. you forgot your homework at home; You're cellphone is not working; you have just received a gift; someone hurt your feelings, you are a doctor treating someone with a broken arm). Ask students to make sure they convey what the person in the scenario may be feeling as they act out the scenario. Their partner will mirror the body

	movements and facial expressions, without using words - Read out another scenario. The second child will act out the scenario and the first child will mirror her/ his movements. - Children are asked to find a new partner. The game will be repeated in the new pairs. - When the game is finished ask students what it was like to mirror their partner. Ask them to name the feelings they noticed in each scenario and ask them to reflect on how they were able to convey these feelings with their bodies. Useful questions include: 1. What were the main nonverbal cues of the emotion your partner was showing? 2. How did you feel while acting? 3. Did anybody have difficulties acting any of the scenes (if so, why)? 4. Ask them what they usually do when they feel ____ (insert an emotion of your choice) 5. What do you usually do when you recognize somebody feels ____ (insert emotion of your choice)? - Tell students that paying attention to body cues can help us to better understand how others are feeling. If we understand how they are feeling, then we will better know how to respond.
Wrap up	• Reflection • Relaxation • End song
Transfer of Learning	• Ask students to pay attention to the facial and body cues of others throughout the week • Help students to name their feelings and to recognise the feelings of others • Cue students to breathe deeply at various points in the day
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Three
TOPIC	Before
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Talk about how they were feeling before the disaster/distressing event
MATERIALS	• Paint • Paint brushes • Paper
Greeting/Check-In	• Greet students as they enter the room • Review expectations • Greeting ritual and check in: - e.g. “Today I feel charades” - Students use gestures and facial expressions to show how they are feeling. Their peers guess the feeling. Each child is offered a turn but not forced to participate. • Breathing activity
INTRODUCTION /REINFORCEMENT	• Tell the students they did a good job using body cues to show and identify feelings. Tell them it takes courage to show feelings and to talk about their feelings. • Tell students that there are many ways they can share their feelings – drawing, painting, singing, dancing. Tell them that we will be doing lots of these activities over the next few days to help them to share their feelings.

	• Tell them that today we will be creating drawings to talk about before the disaster
Activity # 1	• Students create individual drawings of life before the disaster/event • Ask students who are comfortable sharing their drawings to do so. Ask them to tell you about their drawings. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Guide students in a relaxation activity. See list in the resource section for ideas.
	Break
Activity #2	• Songs
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Cue students to breathe deeply throughout the day • Help students to name their feelings
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Four
TOPIC	During
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Talk about their feelings during the event
MATERIALS	• Paint • Paint brushes • Equipment for outdoor games
GREETING/CHECK-IN	• Greet each student as they enter the classroom • Greeting ritual and check in activity • Breathing activity
INTRODUCTION /REINFORCEMENT	• It is normal to have lots of different feelings when you go through a disaster or a difficult time. Today we are going to talk about how we felt during the disaster
Activity # 1	• Individual painting (During) • Ask students who are comfortable sharing their paintings to do so. Ask them to tell you about their paintings. As they share, be sure to paraphrase and reflect their feelings so that they can feel heard and understood. Thank them for sharing. • Guide children in a relaxation activity. See list in the resource section for ideas.
	Break

Activity #2	Outdoor games and songs
Wrap Up	• Reflection • Relaxation • End song
Transfer of learning	• Provide opportunities for students to write/draw their feelings in their journals • Cue students to take deep breaths during the day • Remind students to pay attention to body cues
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Five
TOPIC	Hope
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Express some hope for the future • Develop positive messages to encourage others
MATERIALS	• Cellphones • Tablets • Portable wifi devices • Paper • pencils • Crayons • Markers
Greeting/Check in	• Greet each child as they enter the classroom • Greeting ritual and check in activity • Breathing activity
INTRODUCTION /REINFORCEMENT	• Having hope for the future can help us to be more resilient. Today we will be talking about our hopes for the future.
Activity # 1	• Have students group themselves in groups of three • Distribute paper to each group • Have students draft a message of hope on the paper • Have students share their messages for feedback • If devices and wifii are available, students will then post their messages on social media

	Break
Activity #2	• Tree planting
	• Reflection • Relaxation • End song
Transfer of Learning	• Encourage students to post their messages somewhere they can see them • Cue students to breathe deeply throughout the day • Help students to name feelings
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Six
TOPIC	Resilience
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Understand what resilience is • Know that they can bounce back and be happy again in time • Know positive things they can say to encourage themselves
MATERIALS	• Rubber bands • Uncooked spaghetti • Tape • Playdough • Bristol board • Markers
Greeting/Check-in	• Greet each student as they enter • Review expectations • Greeting ritual and check-in - Students share how they are feeling today - Relaxation activities: guided imagery, stretching, breathing
INTRODUCTION /REINFORCEMENT	• Tell students that today they will be learning about being resilient. Tell them that sometimes things happen which upset/make us feel sad but when we are resilient, we can eventually begin to feel happy again. • Ask them if they know what it means to be resilient • Give each student a rubber band and ask them to stretch it and watch what happens when they let go. Ask them to share their observations

	• Tell them that being resilient means being able to bounce back like the rubber band did after it was stretched • Tell them that being kind, having hope for the future and continuing to try when they feel like quitting are all important parts of what it means to be resilient. • Tell students that today we will be learning how being compassionate to ourselves and saying kind and helpful words to ourselves can help us to be more resilient
Activity # 1	• Resilient individuals think in ways that make them feel like they can make it when they face challenges. How you think about things and what you say in your mind can help determine if you give up or if you overcome challenges. Positive self-talk can help when you are having a tough time. • Guided discussion on positive self-talk: - What kind words can you say to yourself to help you feel better and keep going? - What words can you say that will help you to problem solve and discover the best thing to do when you have a challenge? • Add some examples of positive self-talk to the words the students have given. Stick the poster up in the classroom - I tell myself to slow down and take a breath when things don't go my way. - I can do this. I'll keep working and figure it out - I have people who care about me - I can handle this • Students create posters with - images that represent resilience - encouraging words and phrases they can say to themselves everyday
	Break
Activity #2	Games – Building a resilience tower • Students given spaghetti, tape and play dough to construct the tallest tower which stands without falling

	• Reflection - Students will dip a finger in paint and place fingerprint on poster to indicate their willingness to practice positive self-talk. - Students select something from the poster and commit to saying it everyday • Relaxation • End song
Transfer of Learning	• Ask students to post their positive self-talk poster somewhere visible and repeat the words there everyday • Ask students to practice pairing positive self-talk with their breathing exercises
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Seven
TOPIC	Setting and achieving goals
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Know how to set SMART goals • Verbalise some of their goals
MATERIALS	Bristol board Markers Paint Markers Paper Journals
Greetings/Check-in	• Greet each student as they enter • Review expectations • Greeting ritual and check-in - Students share how they are feeling today - Relaxation activities: Pairing breathing with positive self-talk
INTRODUCTION /REINFORCEMENT	• Tell students that we have talked about our hopes for the future. Tell them that today we will be going one step further and learning how to set goals for the future. Ask them why they think it is important set goals for the future. • Record their answers • Tell them that setting goals helps us to believe in ourselves, helps us to clarify what is important to us, clarifies the steps we need to take to make our hopes for the future a reality, helps us to be more responsible and helps us to make better decisions. • Review the SMART (specific, measureable, achievable, realistic, timely) goal setting method on the board

	• Give examples of goals and have students use the SMART criteria to assess these goals as a group • Ask students to write one SMART goal • Invite students to share their goal
Activity # 1	• Painting (Students visualize and paint one of their goals for the future)
	Break
Activity #2	• Storytelling with drama - Students work together in groups to create skits showing their goals for the future and the steps they need to take to achieve them
	• Reflection (e.g. students draw or write a reflection on their goals in the journal) • Relaxation activity • End song
Transfer of learning	• Provide students with opportunities to write in their journals about their goals for the future
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Eight
TOPIC	Coping Skills
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: • Identify skills they can use to cope when they feel sad, angry, worried or frustrated
MATERIALS	• Paper • Markers • Crayons • Pencil crayons • Chalk • Folder/tote bag/box
Greeting/Check-in	• Greet each student as they enter • Review expectations • Greeting ritual and check-in - Students share how they are feeling today - Relaxation activities: Pairing breathing with positive self-talk
INTRODUCTION /REINFORCEMENT	Tell students that today we will be identifying things we can do to feel better when we are upset, worried, frustrated or sad.
Activity # 1	• Ask students to draw a picture of an adolescent who is taking a trip • Ask them to share their drawings

	• As they share draw attention to what they are taking or not taking with them on the trip • Tell students that healing is a journey and that it helps to pack certain things for the journey that can help us to feel better and to cope. One of the things it helps to pack is positive coping skills. • Ask students to create a list of things that can help them to feel better and to cope (etc. people they can talk to, objects, cards or notes, quotations, scripture verses, songs, pictures, places they can visit, activities they can engage in, jokes, stories, goals, music, affirmations) • Provide students with a folder, tote bag or box which they can use to create a hope kit • Give students time to decorate the folder, tote bag or box • Ask them to take it home and keep it filled with the things they identified that can help them to cope
	Break
Activity #2	• Sidewalk art - Students will use coloured chalk to do side walk art to create a group mural with “I am affirmations” and images
	• Reflection • Relaxation Activity • End song
Transfer of Learning	• Encourage students to use their coping skills
Evaluation-:	How were the activities received? Were the objectives met?

SESSION	Nine
TOPIC	Being a Friend - Supporting Each Other
AIM/OBJECTIVE(S)	At the end of the activity students will be able to • Identify and demonstrate ways to support others (e.g. listening, helping, showing compassion, empathy and saying kind words) • Understand the importance of responding to their friends' needs.
MATERIALS	• The "Wright Family" Script • A deck of cards • Markers • Portable WIFI • Computers • Beads • Thread • Glue • Paint • Paint brushes • Paper • Sculpting clay
Greeting/Check-In	• Greet each student as they enter • Review expectations • Greeting ritual and check-in • Relaxation activities
INTRODUCTION /REINFORCEMENT	• Begin with the activity "The Wright Family" (see resource section) • Ask students why it is important to respond to our friends' needs and to support one another. • Ask students to share how they can support each other. • Summarise what they have shared. • Tell students that active listening is an important aspect of supporting each other. Tell them that when we are actively

	listening to each other, we listen not only for the words others say but also listen for their feelings. • Tell them that one way we can practice listening is by paraphrasing what people say to us and spending some time trying to identify what they may be feeling. Give an example. • Ask students to work in pairs. Give one student in each pair a scenario which they are to talk about to their partner. The partner who is listening then paraphrases what their partner said and shares what they think the partner was feeling. • Discuss as a group
Activity # 1	• Give each student the choice of: - Making friendship bracelets with encouraging words or images on beads to share with others - Designing postcards with encouraging words - Developing positive messages to post on their friends' social media pages - Creating a piece of artwork – sculpture, drawing or painting to encourage and cheer up someone - Writing an inspirational poem
	Break
Activity #2	• Practice for celebration day (poems, songs, drama, dance)
	• Reflection • Relaxation • End song
Transfer of Learning	• Ask students to look for opportunities to support each other throughout the day • Celebrate events like birthdays and improvements as a class • Have a well wishes chart in the class • Hold regular class meetings • Introduce the Bucket Filling series and use some of these strategies in your classroom

Evaluation-:

How were the activities received? Were the objectives met?

SESSION	Ten
TOPIC	Celebration Day
AIM/OBJECTIVE(S)	At the end of the activity students will be able to: - Recall the strategies they learnt during the sessions - Celebrate the time they spent together during the programme
MATERIALS	- Paint - Paint brushes - Paper - Construction Paper - Paper - Pens - Pencils - Markers - Materials for celebration (e.g. certificates, food)
Greeting/Check-In	- Greet each student as they enter - Review expectations - Greeting ritual and check-in - Students share how they are feeling today - Relaxation activities
INTRODUCTION /REINFORCEMENT	Tell students that today is the last session. Tell them that they have done a good job sharing their feelings about before, during and after the disaster. Encourage them to continue doing some of the things we have learnt during these sessions. Tell them that today we will be celebrating what we have learnt during the time we have spent together doing the RTH sessions.

Activity # 1	• Ask students to create their own paper mailbox. Ask them to decorate the mailbox with images of things they learnt or enjoyed during the sessions. • Then, each person, including the teacher writes a short note to three other members of the group (Names pulled from a bag). • For ideas on what to write ask them to write something that they may have gained or learnt from that person during the programme, a strength they can identify in that person, an encouraging message or thought. • The notes are then placed in the mailboxes of each student • Give students a few minutes to read their mail • Discuss - What are your feelings about the programme (what did they like/not like)? - How has the programme helped? - What are you taking from our time together that can help you to continue to cope and grow (if they have difficulty answering ask about lessons learnt, coping skills, their strengths)?
	Break
Activity #2	• Celebration party with showcasing of songs and skits
Wrap Up	• Reflection • Relaxation • End song
Transfer of Learning	• Continue to practice deep breathing and other relaxation activities throughout the day with students • Encourage students to continue to write/draw in their journals • Refer to the integration section in this manual for ideas to continue to integrate RTH in classroom activities and lessons on a daily basis
Evaluation-:	How were the activities received? Were the objectives met?

