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# MORNING STAR

## MANUAL FOR CAREGIVERS OF CHILDREN AND YOUTH



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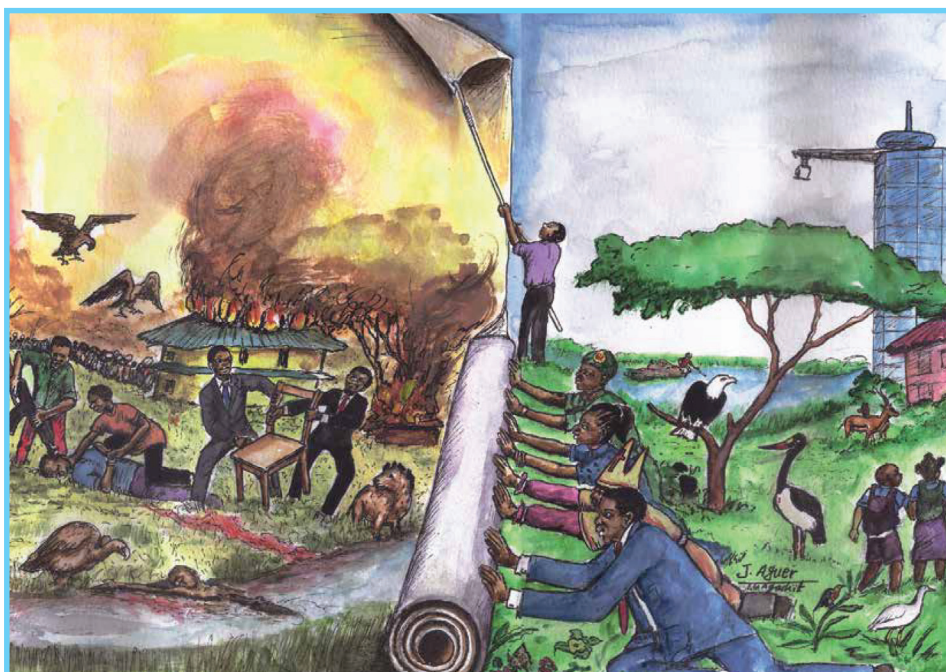
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## Introduction to Morning Star for Children and Youth

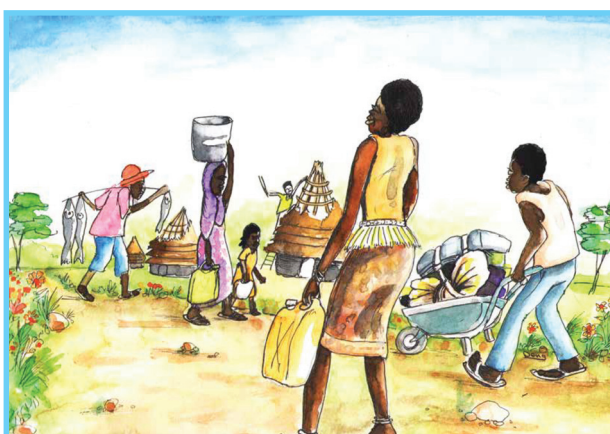
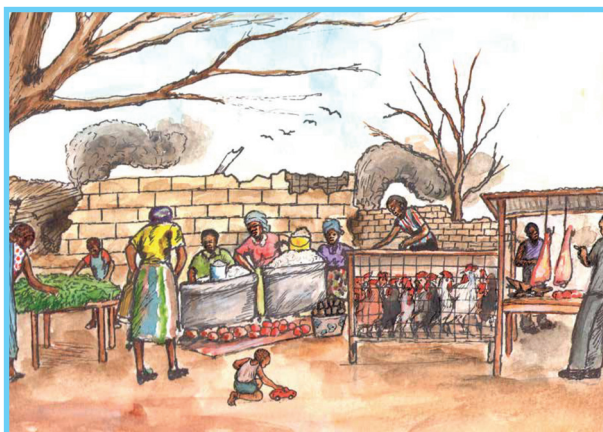
South Sudan has experienced periods of conflict for the past sixty years, exposing people to insecurity, poverty, violence, and general instability. After decades of war, internal conflict, displacement, migration, and the associated health challenges of long-term conflict, the median age of the people of South Sudan is now only 16 years. While the conflict of larger duration with Sudan was technically concluded in 2005, the continuing internal conflicts allow South Sudan to be effectively described as a “multiply wounded society” (Cabrera, 2015). In recognition of this and the need to address any potential impacts of both historic and ongoing trauma-producing conditions, VISTAS through its Morning Star initiative, has developed a trauma healing program which is designed for younger audiences and can be appropriately modified for young people ranging between the ages of eight and twenty (8-20) years. The Morning Star curriculum for Children and Youth (MSCY) is an interactive tool that can be used by caregivers (parents, teachers, civil society, and clergy) to help young people understand the impacts of trauma in their lives and relationships, appreciate the current status and conditions in their community and how those are shaped among many factors by trauma, and also to have the young people consider their opportunities to make a substantial contribution in rebuilding their country.

The Master Trainers (MTs) for the Morning Star program, all South Sudanese nationals, began their work in the field in January 2017 and have taught the Morning Star curriculum to several thousand South Sudanese people in cities, villages, churches, and in camps for Internally Displaced Persons (IDPs) and refugees. Many of the MTs have worked with groups of young people, and have offered invaluable insights into the strengths and issues that arise among the children and youth of the nation. The MTs shared both the contributions that the youth are making to their communities and the needs that are difficult to meet during the ongoing conflicts. Strengths include a desire for education and for employment, and an entrepreneurial spirit demonstrated in activities such as selling goods and services to earn money. There are other demonstrations that the children and youth are building community that can be seen when they set up sports games, fill the churches, and work for peace. Many of the young people have empathy for others and respect for their elders. Among the challenges the young people face are the need for schools, the need to support their families, boredom, limited opportunities to work, poverty, young marriages, especially forced marriages, cattle raids, and revenge killings. All of these challenges have the potential to lead to violence and additional trauma for the young people who are affected by them.



The Morning Star curriculum for children and youth seeks to assist community caregivers working with children and youth to effectively address these challenges by addressing the presence of trauma and trauma-producing conditions with the ultimate aim being to help young people become South Sudanese leaders in civil society and elsewhere. In furthering that goal, this booklet is written for South Sudanese parents, teachers, clergy, and other people who are working with youth and children. All citizens and most residents of South Sudan have been affected in a variety of ways and at many levels by violent conflicts since gaining independence first in 1956 and again in 2011. Children and youth are especially vulnerable to the impacts of the unrest, violence, and upheaval of war with resulting displacement and food insecurity. Some young people may experience trauma for a short time, and a smaller group may have longer-term impacts as a result of what they have been through. It is very important to work with the children while they are still young so they will not carry the impacts of war and unrest into their adulthood when they will be expected to lead in their communities; it is also important to start now to reduce the impact and likelihood of the multigenerational transmission of trauma-based thinking and acting.

This manual explores trauma: what is trauma? what are the signs of trauma in youth and children? what helps them heal? and what are specific actions that care givers and other adult supporters can take to alleviate their distress?



## Understanding Trauma

### What is trauma?

Trauma happens when individuals or communities are overwhelmed by events or conditions happening to, within, or around them especially when those circumstances or events are experienced as a threat to their safety or survival. Trauma, in many ways is like a physical wound, in that we have been hurt and need to heal. Some traumas are superficial and not very deep, but there are also traumas that are very deep and take a long time to heal. If a person or community experiences trauma as a result of one episode, their recovery is often faster and easier than if that person experiences multiple bad episodes or experiences continuous conditions that can contribute to the experience of overwhelming stress.

### Types of trauma

Traumatic, stressful events can produce trauma in **individuals** or in larger, **collective groups**. These conditions can be a **singular** event, **multiple** events, or the **cumulative** weight of several stressors.

Another way that trauma arises in some people is from exposure either through listening to or observing other people's distresses; this is called **secondary** trauma. Secondary trauma affects people in the same way that primary or direct trauma does, but it can be more difficult to recognize because the person may not be aware that they are feeling the effects of something they witnessed. Trauma can even be experienced by those people whose actions were the source of trauma for others; this is called **perpetration-induced** trauma stress or PITS (MacNair, 2005). In cultures where violence and the struggle for everyday life have been ongoing, people may develop **continuous, complex** trauma.



The seemingly endless cycle of violence can become overwhelming and disruptive in their lives to the extent that they are traumatized. It consists of the accumulation of many incidents that, taken alone, might not overwhelm a person, but added together without hope of ending soon, it can have a serious effect on how one is able to keep going. Continuous, complex trauma affects young people even more seriously because they are more vulnerable and dependent on others for the basic needs in life.

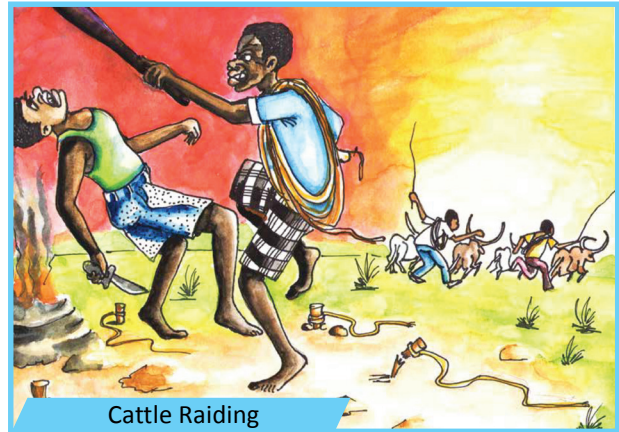
### Causes of Trauma

For the caregiver, here is a list of some of the causes of trauma. It can be helpful to know the sorts of events that can lead to trauma in some children, youth, and adults. A detailed discussion of the list is not necessary with children but it can be useful for some groups of youth. It is possible that some children will have questions about natural and human-caused events that have happened to people or places they know. Similarly, youth often are aware of recent events and of cultural and historical events that have affected people in their communities. It is best to answer their questions honestly.

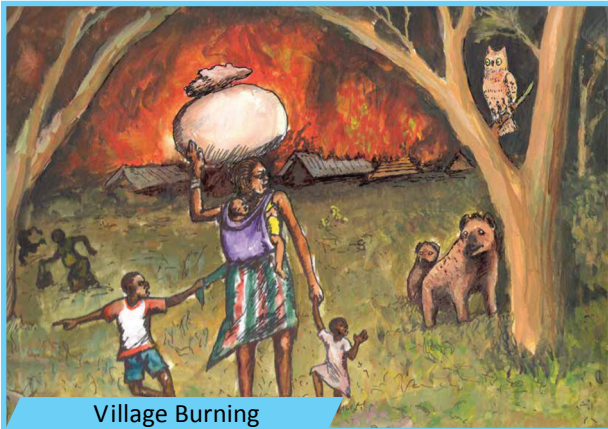




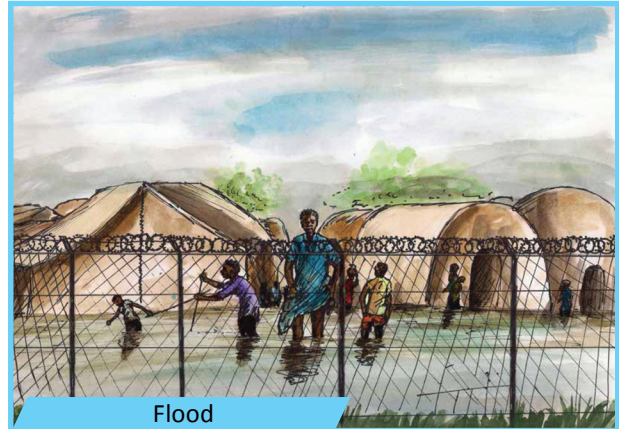
Domestic Violence



Cattle Raiding



Village Burning



Flood

### **Terror, war, and natural disaster:**

Terror, war and natural disaster can be causes of trauma. For many people including children and youth, natural disaster is often less complicated to heal because it may not have been preventable, the meaning making process is much simpler (because there's no one to blame) and the need for justice does not emerge. Natural disaster is also experienced as a community experience so there is often a sense of "we're all in this together." Terror and war, on the other hand, are man-made. This means that there are people who are responsible, and these events usually indicate that there is a sense of betrayal and someone to blame.

### **Generational trauma:**

There are two different ways that trauma can impact multiple generations. Sometimes, the trauma producing conditions like poverty, war and food insecurity last for many years and **directly impact** multiple generations. On other occasions, the personal and community reactions to trauma get passed on to the next generation through stories and song and in policies and laws such that while the later generations only have **indirect impact** of the trauma producing events or conditions, they learn to act and think and relate to others as though the sources of trauma are still present.

### **Sexual violence:**

There are a number of forms of sexual or gender-based violence. It refers to assaults on girls or boys by people who are older and take unfair advantage of their size or authority. Another type of sexual violence concerns trauma versus traditional cultural practices. Some practices are a historic part of a culture's traditions but may still have the effect of ongoing trauma over time. There is a continuing quest for groups to balance traditional values with the desire not to do harm.

### Domestic violence:

Sometimes violence happens at home when family members hurt one another in anger. Domestic violence is part of the acting in/acting out cycles in which the difficult feelings and frustration are inflicted on innocent and unsuspecting family members. Even if there is a reason to be upset, it can be handled better with words and discussion rather than physical abuse.

For young people, domestic violence and sexual violence can lead to insecurity about who will take care of them, mixed feelings about going home into the midst of a struggle, and a pattern of relating to others destructively that they may imitate when they are grown. In the moment, the young person may find it difficult to physically defend themselves or other family member against the violence and then experience guilt and shame.

### The impact of trauma on a person's life

When trauma-producing events and conditions ease or pass, there might be an expectation that the resulting trauma will (should) also pass, at least over time. In humans there are at least three different understandings of why trauma doesn't automatically pass: 1) the impact on the brain; 2) the human tendency to make meaning; 3) the presence of unmet needs that were either caused by or exposed through the presence of trauma.

The way people respond to difficult and stressful situations can best be understood by considering four areas: how the body responds, how the brain functions, how we make meaning of the event, and what needs we have that are not being met. These are discussed in more detail below:

### How trauma affects the brain and the body

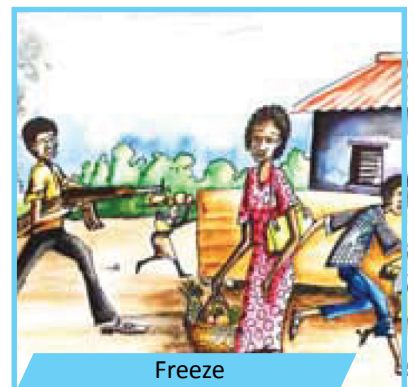
When a person has a stressful challenge that is potentially traumatizing, one part of the brain, the thinking brain, is not working. Two other parts of the brain, the emotional brain and the survival brain, take over the work of trying to keep the person safe. The body's reaction is usually to fight the current situation or to run away. This is commonly called **fight** or **flight**. There is a third response, called the **freeze** response which is seen in many people including children and youth. People freeze when the energy to fight or escape builds up in their bodies but there is no way to use the energy either in fight or flight. There may be no way to run and escape or to fight one's way out of the situation. This development of frozen energy can be especially difficult for children who are dependent on their family for protection and all their basic needs.



Fight



Flight

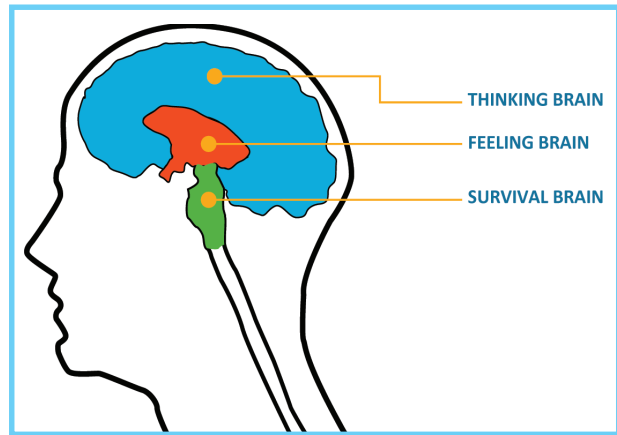


Freeze

The unused energy built up in response to stressful and traumatic events needs to be released for the physical, mental, and emotional health of the young person. Many activities in this program are designed to help youth and children get their bodies moving while healing the trauma they carry/feel. Besides restoring the body to healthy functioning, moving out of being frozen helps the thinking brain begin to work again. As a caregiver, you may have seen the energy of youth and children come out in both healthy and unhealthy behaviors. One goal is to help them use their energy in ways that do not further hurt themselves or others. There are physical activities in each module of the curriculum to help with physical and emotional release of energy trapped in the body.

## How Our Brains Work :

A non-technical description of the way the brain functions would be to say that the brain has three main parts thinking, feeling, and survival. The part of the brain that supports **survival** controls those bodily functions that generally require the least amount of thinking and conscious activity. This would include activities such as breathing, regulating body temperature, posture, and digestion. This survival part also reacts when a person is under overwhelming stress to automatically produce the hormones needed to activate the fight or flight responses. The survival portion of the brain provides “early warning” in the presence of danger but it does not register time nor does it hold ethics, values, or morals beyond the drive for survival.



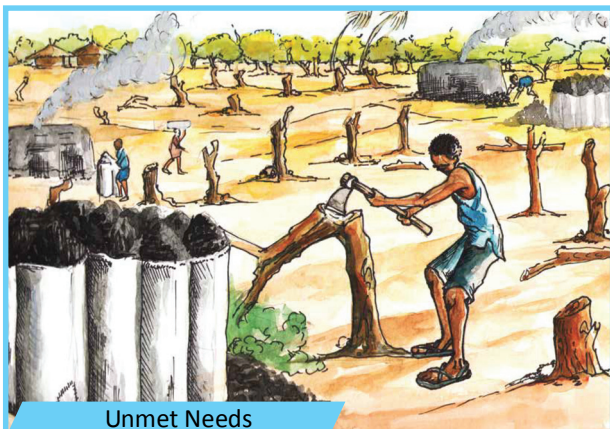
A second part of the brain – sometimes called the **feeling brain** - regulates emotions, stores memory, and cooperates with the survival portion of the brain during periods of high stress. Sometimes this feeling part of the brain is responsible for alerting the survival brain. The actions initiated by this part of the brain are, like the survival brain, quick and usually not considerate of consequences. Because this portion of the brain stores memories, memories are often distorted in response to trauma-producing and life disrupting events and conditions.

The third section of the brain, which is referred to as the **thinking brain**, provides the functions most often considered as the work of the brain: it makes plans, decides and chooses, and tells stories, understands time and consequences, and makes meaning.

During periods of overwhelming stress, when the survival and feeling brain are most active, the process of storing memories and organizing action is disrupted. This can later cause scattered memory, disrupted sense of time and other thinking patterns that are clear demonstrations of the presence of trauma.

## Unmet needs and meaning making :

In addition to the brain functions, there are two other issues that emerge for people who have been traumatized: unmet needs and meaning making (making sense of what they have been through). **Unmet needs** can include physical needs such as food and shelter, emotional needs such as security, belonging, and contact with loved ones, or psychological needs such as the needs for revenge more complete information, or justice. These needs may be present before the conflict or may be a result of the conflict. People may feel sadness, frustration, or anger over the difficulty in fulfilling their needs. They will take almost any action and will go to extreme measures to get what is missing in their lives.

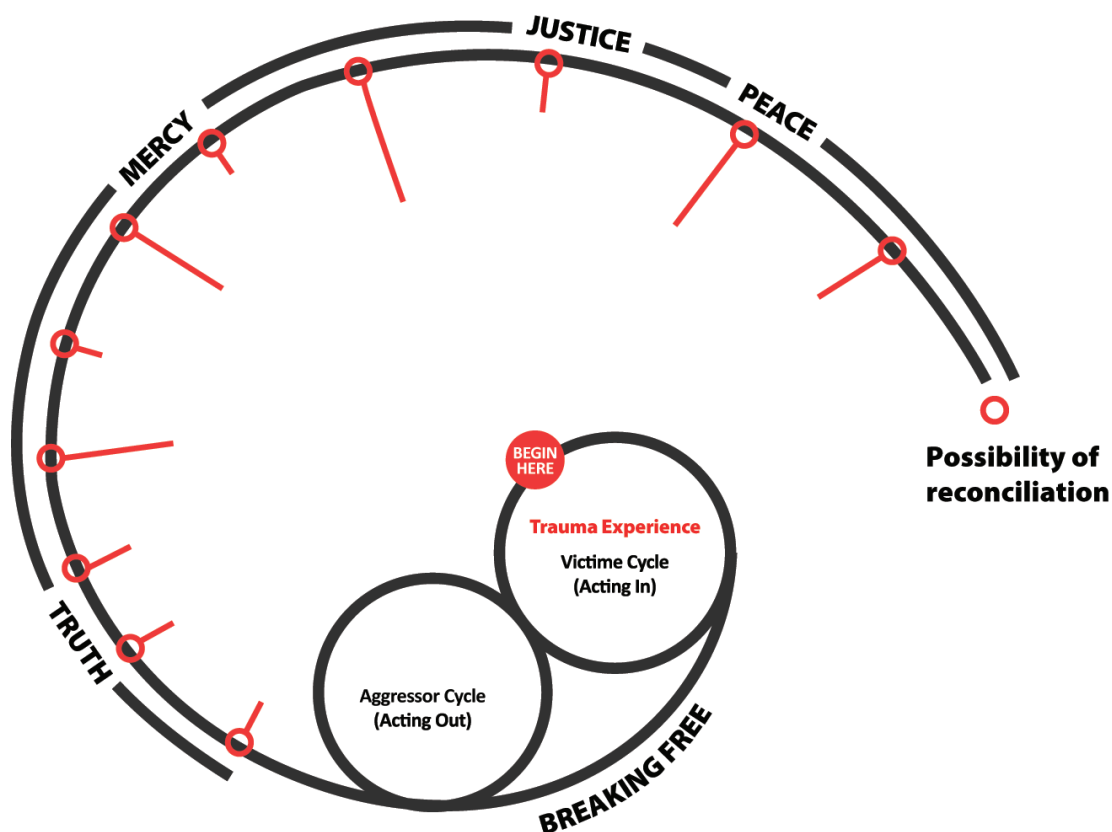


### Meaning making and Stories:

The way that people participate in community is by the stories that we share and the meanings that we make individually and as a community. Trauma-causing events often lead individuals and communities to question shared stories that have been told, such as ‘we are protected by divine order’ or ‘our leaders will take care of us.’ When stories have been challenged or disrupted by difficult and unexpected events, individuals and groups need to make meaning of what has happened. During periods of high stress and trauma production, people often can only focus on the details that are needed for survival. Over time, if they are not feeling stuck or frozen, they will remember more about what occurred. Part of the trauma response journey includes incorporating more details both facts and feelings and developing a different and often more positive view for their lives. If they are feeling stuck or frozen after a stressful event, there are approaches that can help them become aware of what has happened and be able to move and function again.

### How people respond to trauma:

People who are traumatized by violence may go into a cycle of violence. At first, the person who has been victimized will work to cope with what has occurred. Some of their thoughts, emotions and behaviors may include: shock, anger, fantasies of revenge, depression and withdrawal, substance abuse, and thought of suicide. These are “acting in” behaviors. For people who struggle over time with what has happened, they may also begin to “act out,” which might include getting into arguments and physical fights with others, domestic violence, and seeking revenge. These two sets of behavior set up cycles of violence where those who are victimized become perpetrators and create new victims who themselves go on to perpetrate and create new victims as seen in the diagram below.



## Trauma in Young People

The purpose of this manual is to create awareness of how trauma manifests in young people and to provide activities that help them get through it and continue their emotional growth. In this section, we explore how they grow and then how stressful events can affect them.



Most children have several episodes in their development when their brains grow rapidly. Two of those episodes occur in the young people for whom this book is written: when children are between 6-8 years old and when they are between 11-13 years old. It is helpful to know about young people's skills and potential at different ages so that we can choose the activities most likely to be successful with them.

With each of these spurts of brain growth the young people gain new abilities. One skill that develops between the ages of 5 or 6 to 10 years old is that they become more logical and organized. Another skill is that they can start to put information and patterns together into bigger ideas and principles. For example, they understand that there are many kinds of trees that fit into the category "tree," and many types of bugs that are in the category "insect." At this age, they don't grasp well abstract ideas or hypothetical situations that they can't see. They respond best to structure rather than open-ended questions.

Youth who are over 13 years old and over can think abstractly and reason through problems. They are thinking about moral, ethical, social, and political issues. They can reason through larger principles to examine specific information. They are able to plan for the future and use their imaginations creatively. During the next few years they will form their identity to decide what they will do as their life's work and whom they will marry. These are possible choices they have although many of their choices and decisions may be influenced by forces they may not be aware of.



With the presence of conflict in their families or communities, it may be more difficult to make these decisions about the future and follow through on them. For example, youth in Protection of Civilians camps may not have the same opportunities to learn or try out different kinds of life work but they can be encouraged to imagine work that interests them, so that they can be ready to participate when the possibilities are there.

In one of the activities in the Module 3 on Storytelling, young people are asked to think of their various identities; the activity's goal is to help them realize that they have several identities, some of which are set and others that can be changed. They can also choose which identities to emphasize over others. For example, they can choose their national identity as South Sudanese to be more important than their group or tribal identity. In Module 5, the youth are encouraged to think about their assets, that is, the abilities, skills, and personal strengths that they have to help them be leaders in their community.



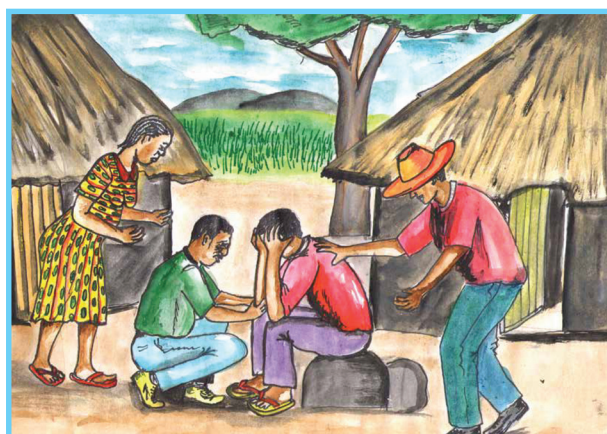
Young people can be impulsive and engage in actions that are fun and spontaneous. The thinking brain which we described in the earlier section on the brain is not yet fully formed, and it is not connected as well with the rest of the brain as it is when they are between 25-30 years old. Nevertheless, these years in their development are exciting and formative, not a burden. With impulsivity often taking precedence over reflection, they may participate in activities that have adverse consequences, but many of these events are opportunities for trial-and-error learning about good choices and the limits of their invulnerability.

## Signs of Trauma in Children and the Youth

If the lives of children and youth are disrupted by trauma-producing events or conditions, they may show a variety of responses or no obvious response at all. Immediately afterward, many young people will try to understand what has just happened and what it means for their lives. Most of them will return to their previous activities or will settle into the new pattern of life that the event has brought about. Some young people's lives may be disrupted by complex, continuous trauma. Even then they can often adapt, but they miss some of the opportunities to play and enjoy their childhood. If their return to regular life is delayed a long time or if the loss has been severe, then there may be some behaviors that indicate the young person is having trouble functioning well. Below is a list of behaviors that may appear in children and youth who have been through a stressful event and are not yet able to adjust. It is unlikely that any young person will show all these signs, but even a few of them can be difficult to manage. Stress and trauma that is addressed by caregivers through support and acknowledgement of their stories can be the springboard for resilience and growth in a young person.

Signs of trauma (these are cumulative, one sign alone does not indicate trauma) :

- ◆ fear
- ◆ anxiety
- ◆ withdrawal and constriction
- ◆ physiological reactivity (startle & hypervigilance)
- ◆ retelling and replaying trauma
- ◆ loss of pleasure in usual activities
- ◆ unwanted thoughts and images
- ◆ sleep disturbance
- ◆ nightmares
- ◆ personality changes
- ◆ aches and pains
- ◆ misinterpretation of cause and meaning of trauma
- ◆ accident prone, reckless
- ◆ bravado, false toughness
- ◆ anniversary reactions



These signs of trauma in young people are acting in and acting out. Some of these are similar to how adults respond to trauma. However, young people are affected differently by trauma than adults, because the connections in their brains are still forming and are not yet complete. The ongoing development and integration of their brains mean that they may lack the capacity to understand and make complete sense of what is going on around them in stressful times. Children and some youth are naturally more vulnerable, dependent, and defenseless than adults, and they will have a need for safety and assurance.

Young people who are traumatized may have experienced loss, too. They may have lost a loved one through death or absence, they may have lost something valuable, or they may have lost a belief about how life should be. It is helpful to work with their feelings of trauma first so that they are not feeling stuck or frozen in time. Then they can process their feelings of grief.

There are some young people who have been orphaned and are raising their own siblings. Many of them are doing it well in spite of financial and safety challenges, but it may be a heavy burden. They may long for a parent or relative to help them out. Young people in this situation may feel like they have missed out on part of their childhood and playful times. Still, they have the capacity to be playful, creative, and spontaneous. In addition, they are often incredibly responsible and reliable in filling expectations placed on them which means that they have great leadership potential.

## Dealing with trauma as the caregiver

As a caregiver, it is crucial for you to consider what has happened to you and how has it affected you. Young people have the capacity to recover well from most events and conditions that can cause trauma. How they respond is often affected by the caretaker's response. If the caretaker is able to stay present, calm, and reassuring, then young people will be less likely to feel overwhelmed themselves. They will take the cue that something out of the ordinary has happened but they will have a sense that there are ways to deal with the event.

Have you experienced trauma in your life and where are you in terms of taking care to resolve what you have been through? Trauma that has not been acknowledged and processed affects how effective a caregiver can be in working with young people. Sometimes people bury memories of what has happened only to have the memories come back when it is not expected. If one deals with their trauma from the past, they can be more assured that they will not do unintentional harm to the young people with whom they are working. Often people who have experienced stressful events and taken steps to heal are more effective in helping others who are in trauma because they know what the young people are experiencing. If you are concerned that you may be carrying some unprocessed stress or trauma inside, a trauma healing program such as Morning Star would be a good beginning step in taking care of your personal pain and recovery.

## Getting started

### Guidelines for the group

Caregivers can consider introducing a set of classroom/learning behavior agreements. Once the group adopts the behavioral standards, remind them that they are also responsible for managing the classroom/learning environment. An example of behavior agreements would be:

- ◆ Respect yourself. Respect others.
- ◆ Raise your hand to talk.
- ◆ Be safe, be kind, and be honest.
- ◆ Work hard. Try your best.
- ◆ Make our class a happy place.

### Getting to know each other – Group activity

For groups of young people who may not know each other well, a warm-up exercise can help introduce them to each other. Have the young people stand in a circle. Hold a ball in your hand and introduce yourself to the circle. Then call a young person's name and throw the ball to them. That young person will then call another name of someone in the group. Continue through several rounds of names and be sure that everyone is given the opportunity to participate.

If the children know each other already, the exercise can involve calling a child's name, tossing the ball to that child who then says their favorite color or favorite food and then calls another child's name and tosses the ball to that child. The game continues in the circle with names and then either their favorite color or favorite food.

### Materials Needed for Activities

The activities described in this manual and in the interactive booklet for young people require a few materials. These are listed below:

- ◆ A copy of the Morning Star Interactive Booklet for Young People (The caregiver will need their own copy)
- ◆ A ball for the 'Getting to Know You' activity
- ◆ Pens and/or pencils and paper for writing activities
- ◆ Markers, crayons, and colored pencils for art activities
- ◆ Chalk for drawing on the ground



## Introduction to the Five Modules

This rest of the manual is structured as five modules designed to address the challenges and explore opportunities for growth out of stress and trauma. Each module, as currently proposed, can be used either in a sequence or as the basis for a stand-alone session. The five modules are directly in response to the questions that youth face most often in the aftermath of trauma producing events or conditions.

**Figure 1. Challenges for young people who experience stress and trauma**

Module Title	Questions or major challenge youth face
Identifying emotions	What am I feeling? Why is my body, mind, heart reacting this way?
Self-regulation	How can I (we) cope? What will help in restoring individual and community balance?
Storytelling and making meaning	My world and thoughts and beliefs have changed as a result, so how can I talk about what happened?
Building a peaceable community	How can things be made right without making things worse?
Resilience - developing leaders	What resources do I (we) have to contribute to the healing and growth? How do we want things to be?

Figure 1.1. Challenges for young people who experience stress and trauma

In addition to the five modules, the facilitators' resources include additional information about both the human brain and emotional development of young people so that caregivers will be aware of approaches that may work best. A central theme throughout the manual, especially emphasized in the modules of leadership and resilience, will be an asset-based approach for helping youth to identify and build on assets and resources (particularly cultural resources) that they have personally and those that already exist in their communities.

# MODULE 1 - IDENTIFYING EMOTIONS

## Information for caregivers:

The activities in this module are aimed at helping children increase their vocabulary on feelings and emotions, appreciate their emotions without letting them “run the show” or takeover their responses, and to recognize and manage the complexity of multiple feelings. The ability to identify and label emotions that we are having is an essential step toward being able to tie together the variety of feelings we have about a situation into a story. Telling our story helps us regulate feelings, connect to others, and recover from trauma. If we can’t talk about or describe what has happened to us and how we are feeling then we will be stuck and unable to move forward after a difficult event.

We develop these abilities to understand what we are feeling over the course of our lives. As babies, we don’t have words, and our world consists of pleasure as when we are being fed and held and pain when we are hungry or have other needs that are not being met. As we grow older, we learn from our parents and other caregivers how to label those feelings and that we can have more than one feeling at a time. For example, if a parent gets a job that requires them to leave home to work, we can feel happy that the family will have support from the parent but also sad that the parent be away for some time. As children grow, their emotional vocabulary increases. Usually by the age of 12-13 years old, children have added a number of words such as love, justice, and peace, and they understand what these words mean; this helps them to describe their feelings more easily and to use words to describe complex events and how they have been affected. For example, younger children may know the name Nelson Mandela and where he lived, and youth will be able to speak well about who he is, what he accomplished and why his life was important. **The ability to know what we are feeling usually brings clarity to events that have happened to us and helps us plan our next steps.** The feelings may not be comfortable sometimes, but to acknowledge them is to be able to manage them and not have them take over our lives.

There are several activities below to help children and youth identify their feelings. These activities can increase their vocabulary about feelings and their awareness about what they are feeling in different situations. Each activity can be done in homes, schools, Sunday schools, and community gatherings as a group or individually. If the young people share their responses, the caregiver will want to be sure that they are respectful of one another’s answers and explanations.

### ACTIVITIES

#### WHAT DO I FEEL? (for younger children)

##### Objectives:

- 1) to be able to identify and talk about feelings
- 2) to increase vocabulary about feelings

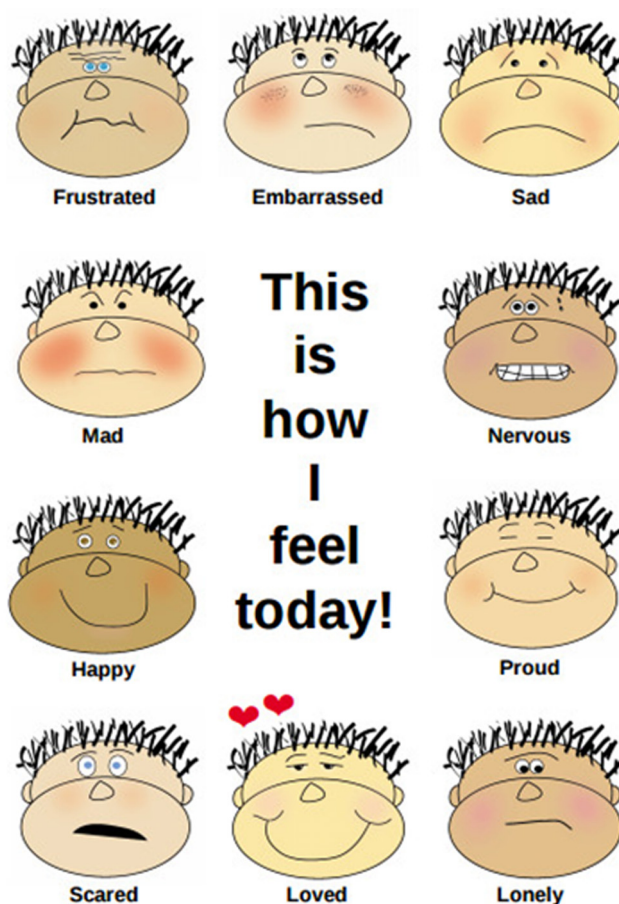
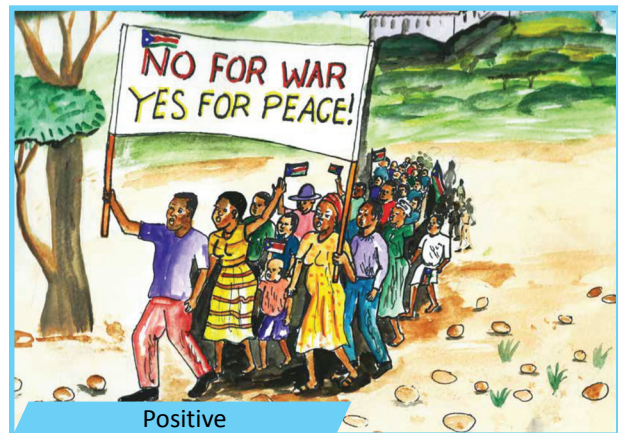
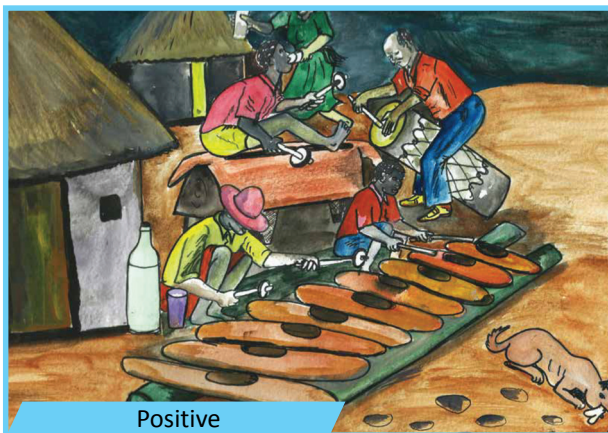
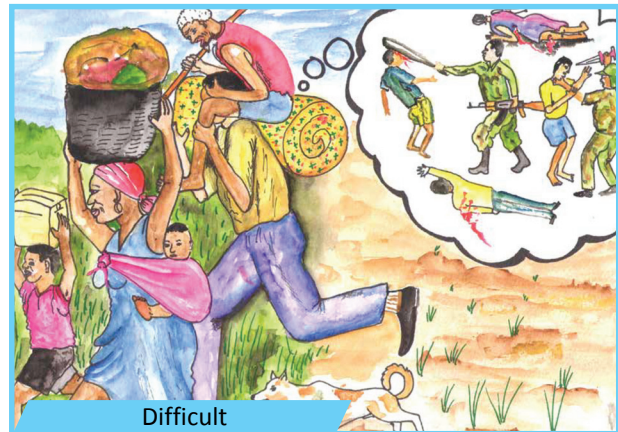
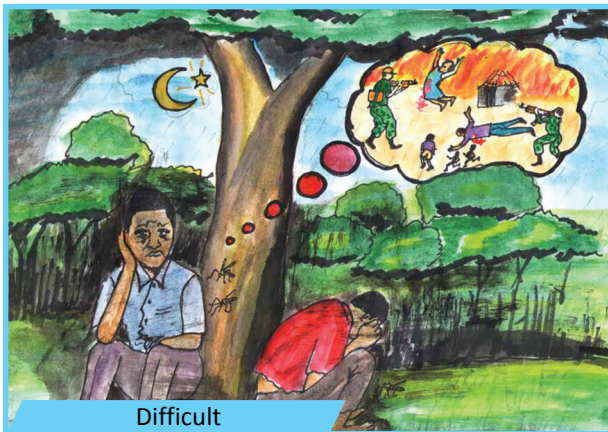


Figure 2 - Faces of many feelings

### Instructions:

Have children look at the Feelings Chart (Figure-2). Ask those who have had one of these feelings to raise their hand. Continue through the numbers up to the total number on the chart. Define the feelings if any of the children are unsure about what the words mean. Have them draw a picture of their favorite feelings and their least favorite feelings. The caregiver can take the opportunity to explain that even uncomfortable feelings are signals about what is going on inside us and around us. For example, it is difficult to feel sad, but it tells us that something has upset us and we are unhappy about it. Once we know that, we can take steps to try to relieve the sadness by talking to a caregiver or friend about what we are feeling and why.

Depending on the size of the group, it may be possible for them to divide into groups of 3, 4, or 5 and act out a **role play** of one of times they had a particular feeling. [can also explore if they have had two feelings at the same time – see explanation above in introduction to module]



### WHAT AM I FEELING? (for older youth)

#### Objectives:

- 1) Learn words to label feelings
- 2) Learn ways to express feelings to others

#### Instructions :

Ask the youth if they are familiar with the feelings on the chart below (Figure-3). Are there any feelings there they aren't sure about or would like to know more?

### Role Plays:

If possible, divide the large group into five smaller groups of 3-5 people, with each group assigned one of the five feelings at the top of the chart. It is also fine to use the first four categories, as talking about shame can be difficult in front of a group. Participants can then demonstrate a time when they have felt the feeling and how they let people know what they were feeling. For example, if the group is assigned the feeling “angry,” they would then act out an event when they felt one or several of the feelings listed below “angry” and show how the feeling affected what they said and did at that time. They might act out a time when something that they valued was stolen, and show what they did to let others know how they felt.

Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
<b>STRONG</b>	Excited Thrilled Fired Up	Depressed Hurt Hopeless	Furious Enraged Boiling	Terrified Fearful Scared stiff	Worthless Dishonored Disgraced
<b>MEDIUM</b>	Cheerful Good Satisfied	Heartbroken Lost Distressed	Upset Mad Frustrated	Frightened Threatened Uneasy	Unworthy Embarrassed Humiliated
<b>WEAK</b>	Glad Contented Pleased	Unhappy Upset Disappointed	Annoyed Uptight Irritated	Cautious Worried Anxious	Uncomfortable Regretful Guilty

Figure 3 Range of Feelings

### Telling others how we feel:

As part of this activity or as a separate activity, young people can also learn how to express feelings in ways that are clear and without blaming others. Our feelings are our own response to a situation; others don’t make us feel a certain way – it is a choice that we make. It can feel awkward at first, but have the youth practice choosing a feeling on the list and then say, “I feel \_\_\_\_\_ when \_\_\_\_\_.” For example, “I feel excited when I have things to do with friends” or “I feel frustrated when I cannot find a job” or “I feel hurt when I find out that you lied to me.” Here are some sentences that youth can fill in:

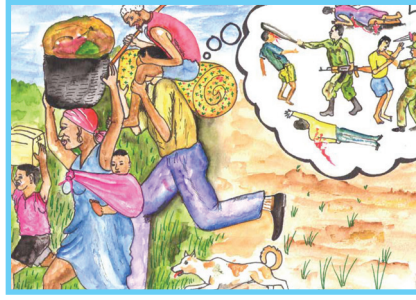
“I feel \_\_\_\_\_ when a friend forgets we were going to meet today.”

“I feel \_\_\_\_\_ when my favorite aunt comes to visit.”

“I feel \_\_\_\_\_ when someone calls me a bad name.”

“I feel \_\_\_\_\_ when my grandfather spends time with me and asks me about school.”

“I feel \_\_\_\_\_ when I hear loud noises nearby.”



## INSIDE/OUTSIDE (older young people)

### **Objective:**

To be aware that our idea about who we are can be different from what we show to other people in our lives. We may have feelings and wishes that we haven't spoken to other people about us. Some of those things we may want to share with others, and some of them we may choose to keep private.

### **Instructions:**

Draw a picture of how you think others see you on the outside. Then draw a picture of how you see yourself on the inside. Include feelings and thoughts, wishes and dreams. Write about the two pictures. What did you discover about yourself? How do the pictures differ? In what ways are they alike? Think about how you would like others to see you, and write a short statement. You can draw a picture of how you would like others to see you.

- adapted from Capaccione, *Creative Journal for Children*

## EMOTIONS AND THE BODY/BODY SCAN (all ages)

### **Objective:**

It is helpful to connect what we feel in our bodies with the emotions we are having. We learn that our bodies are often where we carry our feelings, and that the energy from our feelings is stored in our bodies. This will also be helpful when we learn about fight, flight, and freeze in the next module on Self-regulation.

### **Instructions:**

Think about where you hold tension and stress in your body. Take a moment and in your mind concentrate on each part of your body. What do you feel? Is there some tension and soreness or the experience of relaxation and ease? Starting from the top down (or bottom up) allow your mind to focus on each section and part of your body. When we experience stress and are traumatized the body carries some of that energy and tension. It helps to know where it is and to think about how to release it. There are often emotions associated with the tension such as fear, sadness, and anger. Take a look at the outline of a person below. Where would you mark your tension, and what color would you choose to represent the emotions that you have?

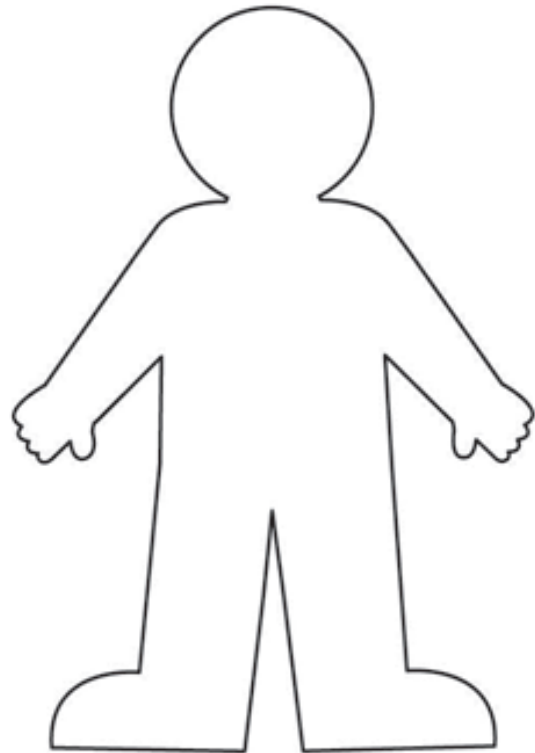


Figure 4 Outline for Body/Emotion Scans

## FEELINGS AND NEEDS VOCABULARY

### **Objective:**

To help young people expand their vocabulary so they can express their needs and feelings more easily. (This exercise can be used in this module and also in Module 3 on Storytelling.)

### **Instructions:**

Pass out the list of “feelings and needs” words (see the appendix at back of this manual) and invite children and youth to find words on the list when they are speaking, to help expand their vocabulary and to describe better for others what they are experiencing. When they are trying to tell a story give them extra time to look at their list of feeling words so they can use the one that best expresses what they want to say. If they use a word in the wrong way, help them to more accurately use the word but do not tell them there are better feelings or emotions! Allow them to choose the expression.

### **Takeaway for Module 1:**

When we are able to notice and express what we are feeling, we have the opportunity to resolve those feelings because we can talk about them and understand why they are there. They are no longer just an uncomfortable burden or a source of discomfort that we don’t understand. Identifying emotions is a building block for the other modules, because it helps us notice and be able to talk about what is happening and how we feel about it.

# MODULE 2 – SELF-REGULATION

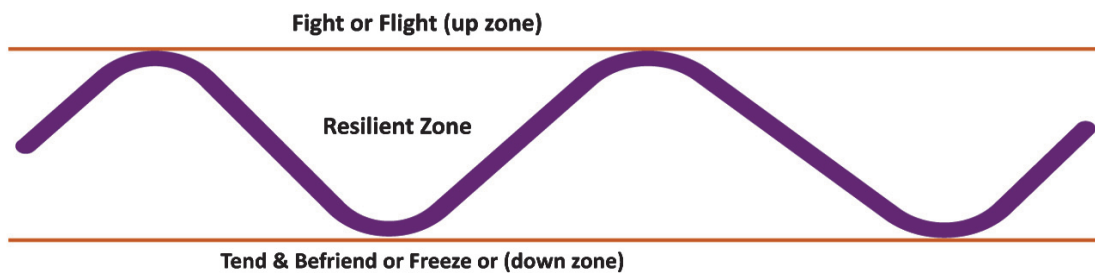
## Information for caregivers:

Self-regulation is the ability to find a sense of balance in our bodies and our minds even when upsetting events are going on around us. It is the way that we move from feelings of anxiety, distress, and stress-produced excitement to a sense of stability and calm, clear thinking. When we face danger, our whole body quickly gets ready for action. Often we don't have control over how we react and so we fight the danger, or we run away from it, or we are frozen and can't move. All of these are **normal** reactions that the body does automatically in order to survive. No matter how you react to threat, an enormous amount of internal energy is produced. Our thinking and our emotions are also affected. When we are stressed or threatened, we react quickly, instinctively, and, most often, without conscious thought.

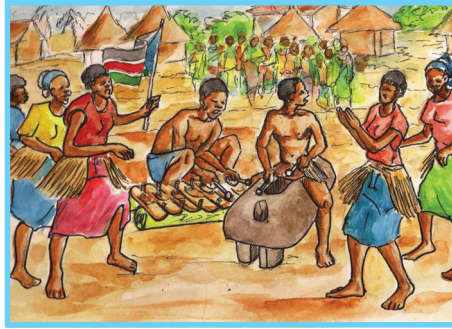


After a stressful event, there are natural ways that the body seeks to discharge the stress/trauma-produced energy. We may shake, tremble, or cry. These responses are helpful to the body and mind for recovery and resilience. If we let ourselves shake and tremble, we are helping our body release or use up the energy that has been accumulated during the freeze response.

There is a range of both excitement and calm where people are able to perform their best, think clearly, and feel in control of their thoughts, emotions, and bodily functions; this is called the **resilient zone**. Potentially trauma-producing events and conditions can move us out of the resilient zone. We describe these states as “up-zone” (shock, anxiety, flight or fight) and “down-zone” (frozen/numb). While this is a normal response under threatening and stressful circumstances, we want to be able to return to the resilient zone as soon as we are able, so that we do not continue to feel overwhelmed. Here is a picture of how we function most of the time. Our bodies and brains usually vary some but stay resilient shown by the wavy line. If we have to fight or run, then we are in the “up-zone,” and if we are frozen in fear and shock, we are in the “down-zone.”



## SELF-REGULATION OR RESILIENT ZONE



*Figure 5 Zone of Resilience and Self-Regulation*

Module 2 has a variety of activities for helping children discharge energy and return to their usual level of play and social connection. Children younger than 10 years old can learn about how to relax and calm their bodies and will often enjoy the activities that help them move about while they are settling down. Young people ages 10 or 11 and up can often understand how self-regulation works, and they can use that understanding to practice these activities when they are feeling "out of sorts." Almost any physical activity that uses energy such as walking, dancing, singing, or drumming can help them get back into a calmer rhythm of life.

In leading young people toward self-regulation, it is best to use activities that have clear guidelines but also encourage them to express themselves. It is important that the chosen activities do not stimulate violent urges; for instance, wrestling and fighting will use lots of energy but will also activate violent impulses. Similarly, certain songs encourage building community and others encourage fighting and separation. These latter types of activities are to be avoided when trying to encourage self-regulation.

The activities in this module are in three sections. The first section (A) addresses how to calm overactive young people and how to reach quiet, numb young people who have experienced stress and may be traumatized. The second section (B) offers a number of activities that can be used with most young people to practice relaxation. The third section (C) includes warm-up activities for both fun and healing.

### **Guidelines for achieving self-regulation**

#### **Guidelines for working with groups of active children and youth**

Keeping young people's attention in classroom and group engagements situations can be difficult. This challenge is made even bigger when the children have recently experienced or are living in the midst of trauma-producing conditions. Children who have experienced trauma-producing events and circumstances are likely to have lots of trapped energy. This energy is especially activated when children are being asked to process the sources of trauma.

When you invite them to tell stories or draw pictures or act out the trauma-producing events, as we do in several modules here, they will naturally have lots of energy trying to be released. To strictly control the expression of the child's energy is working against the natural healing processes. It is important for caregivers to remember that unresolved trauma results in energy that is stored up in the body and mind that needs creative and healthy opportunities for expression and release. There are many gentle and firm strategies to encourage the young people to participate in ways that allow for effective classroom or workshop management and healthy energy release at the same time. Here are a few strategies for using the extra energy of children and youth while effectively managing the learning environment.



**Create “go crazy times”.** Give the children the opportunity to dance and shout and jump around for 60-90 seconds. Have lots of fun with it, jump around with them. And then tell them that they can have another “go crazy time” in 20 minutes if they are contained in the meantime. Every time there is an outburst or someone speaks without raising their hands it puts the time for “go crazy” back by 5 minutes. This practice allows the youth to have some role in managing the class/workshop experience and for the group to be collectively responsible for each other’s’ actions.

**Breath management** – After the sharing of important and impactful experiences, develop the group practice of deep breathing – 5 breaths: breathe in through the nose to the count of five, breathe out through the mouth on the count of eight – remind the children/youth that deep breathing is a practice they can always use during stressful times especially away from the class and workshops. (Another breathing exercise is described below.)

**Clap and Repeat** - Ask the children to stop what they are doing whenever you clap out a sequence and then they repeat it back. Children soon learn to recognize the clapping sequence as a nonverbal cue to listen and pay attention. Clap and repeat has the added benefit of training attention.

**Slow Motion** – By deliberately slowing down and being more conscious of your movements, you cue children to do the same. Slow motion helps children develop attention and self-control as they become aware of what’s happening within and around them. Saying “Move slowly like an elephant” is a fun verbal cue that prompts children.

Provide children who are acting out with opportunities to redirect their energy in a helpful way such as giving them additional responsibilities or leadership roles.

### **Guidelines for Working with Quiet Children and Youth**

Caregivers should be aware that children and youth who are troubled do not always act out. Instead, they may be more quiet and withdrawn. “Children who are doing well on the outside may be suffering inwardly” (Monahan, 64). They need to have their inner pain recognized and accepted by their caregivers. In a large group, their apparent calmness may be appreciated by the caregivers as good behavior, but it is to remember that sometimes these young people may be carrying a burden of stress or trauma that has not been expressed, and instead weighs them down with sadness or anxiety. It can help to check in regularly with them, and ask how they are doing and how things are going in their lives. Even if they don’t open up and talk easily at that moment, they are aware that the caregiver is available and a person whom they can turn to when they are ready.

Helpful questions for quiet children (Listening activity):

- ◆ How are things going for you?
- ◆ Tell me some about your family.
- ◆ What are some things you like to do?
- ◆ If you could change anything in your life, what would it be?
- ◆ How can I help you?

Another approach for the quiet young person is to engage them in activities such as:

- ◆ Drumming
- ◆ Sports
- ◆ Relay games

These activities can help them to release energy in their bodies that has been frozen. Moving and having fun with others can help them later feel ready to tell their story and work through what has happened to them.

## RELAXING AND BEING PRESENT

### NOTICING

#### *Objective:*

To encourage young people to observe their current surroundings which can help them return to their resilient zone and be grounded after a stressful event. This exercise can calm them down or help them become alert after feeling numb.

#### *Instructions:*

One way to help children return the resilience zone is to encourage them to pay close attention to their surroundings. This is done by asking them a series of questions such as:

- Where are five places in the room where you see (a particular color)?
- How many windows (or tables or chairs) are in the room?
- Who is the tallest girl and the shortest boy? or what color is the tallest person and the shortest person wearing?
- (Outside) How many different kinds of trees/plants do you see?
- (Outside) Can you tell the direction that the wind is blowing?

The facilitator can ask any number of variations on these questions. Let them know that the activity is not a race and should be done slowly and deliberately. It challenges them to be present and to see what is around them. The young people may also want to suggest things to search for and notice.

### FOCUSED BREATHING

#### *Objective:*

To learn an easy and basic way to calm oneself

#### *Instructions:*

Breathing is very helpful for self-regulation. When we have been hyperactive to deal with a crisis or when we have become frozen by the crisis, breathing with purpose can help us restore our body to calm functioning. With young children, ask them to breathe in as if they are smelling a flower or their favorite food. Have them hold that breath for about four seconds and then breathe out as if blowing out a candle or blowing into a cooking fire. The best way to reach calm, resilient functioning is to have longer breaths out and shorter breaths in. Breathing out calms the heart rate, breathing in increases the heart rate.

### LADY BUG BODY SCAN (for younger children)

#### *Objective:*

To learn how to calm the body using one's imagination

#### *Instructions:*

1. Sit comfortably with your eyes closed. Breathe in and out, and notice the rhythm
2. Now picture a bright lady bug that's light as a feather. Take a moment and focus on your lady bug.
3. Pretend that the lady bug is flying quietly around us. The lady bug will rest on different parts of our bodies. When it lands, that part of our body feels relaxed and pleasant.
4. Let's start with our foreheads. Imagine your forehead feels relaxed when the lady bug lands on it.

5. Imagine the lady bug flies from your forehead and moves to one shoulder and rests. That shoulder relaxes.  
*Continue with the image of the lady bug resting on different parts of the body. Shoulders, arms, fingers, chest, stomach, legs, feet, toes.*
6. Relax your whole body and rest, feeling the steady rhythm of your breathing.
7. When you're ready, take a deep breath in and reach your hands to the sky. Lower your hands as you breathe out.

~ adapted from Greenland, *Mindful Games*



## PROGRESSIVE RELAXATION (for older youth)

### *Objective:*

to learn how to relax and calm the body

### *Instructions:*

Progressive relaxation is a simple, powerful method of deep muscle relaxation. Ask the young people to begin by sitting comfortably in a chair or lying down flat on their backs (if that is easily done in your setting). Read the following script to guide them through the relaxation, pausing briefly after each instruction.

### **Relax the legs**

- Raise your right leg a few inches from the floor.
- Flex your foot and tense the muscles in your leg. Pay attention to the tension in your leg muscles.
- Hold (for about 5 seconds) before relaxing (about 15 seconds). Pay attention to the difference between tension and looseness.
- Repeat these steps with the left leg.
- Now repeat with both legs at once.

### **Relax the Arms Neck & Shoulders**

- Make a fist with your right hand. Pay attention to the tension in your right forearm. Hold it and then relax. Pay attention to the difference between tension and looseness.
- Make a fist with your right hand and bend the arm at the elbow, to tighten your muscle in your upper arm (bicep). Hold it tense and then relax. Pay attention to the difference between tension and looseness.
- Repeat these two steps with the left arm.
- Now repeat with both arms at once.

- Hunch both shoulders up, and tense the neck and shoulders. Hold it and then relax. Pay attention to the difference between tension and looseness.

### **Relax the Face Muscles**

- Relax your face muscles in the same way.
- Raise your eyebrows up as high as you can. Imagine your forehead muscles becoming smooth and limp as they relax.
- Tense the muscles around your eyes by squeezing your eyelids shut. Relax.
- Now clench your jaw. Bite your teeth down. Relax.

### **Relax the Breathing**

- Focus your attention on your chest. Take a deep breath. Hold it. Feel the tension in your chest and stomach. Pause and then let go of the tension, exhale and relax.
- Imagine a wave of relaxation spreading slowly throughout your body, starting at your head and gradually going through every muscle down to your toes.
- Let your breathing gradually become more shallow. Let your breath to be as comfortable and natural as possible.

### **Relax the Mind**

- Pay attention to your eyes, allow them to relax and become unfocused. Soften the muscles around the eyes.
- Let the eyes become completely still.
- Count softly from 1 to 5. Repeat the count twice, softly and slowly. Do this several times, letting your voice fade out completely.
- Be still and do nothing. Pay attention to your mouth, tongue, throat, breathing muscles that help you speak.
- Let the muscles of your tongue and mouth become completely still. Be still in this position for about ten minutes.
- When you're finished, take a deep breath, stretch your arms, and slowly begin moving.

These exercises – the Breathing Exercise and the Progressive Relaxation Exercise – can be done by children and youth on their own as self-care and in a group.

## **Warm-Up Exercises**

### ***Objective:***

To use and awaken energy stored in the body

Many exercises that are used as warm-ups or energizers for groups work well for self-regulation. These include dances, songs, chants, and stretches. All of them help young people feel grounded in their bodies and discharge extra energy that is built up from stress and anxiety. Think about things that children and youth can do to get rid of the stress – breathing, dancing, walking, playing. Caregivers can share some of their favorites with the training group so that they each have a good set of exercises to choose from. If there is sufficient time, examples of games that help return to self-regulation for children include Hide and Touch and Hopscotch. A few simple ones are given below, but the possibilities are as wide as the group's imagination.

## DRUMMING

### *Objective:*

This is an activity for both energy release and self-regulation. The rhythm can be soothing and healing for young people.

### *Instructions:*

Have one young person use a drum, a table, or their own thighs to beat out a rhythm. It can be accompanied by a song or chant, or they can vary the tempo from fast to slow and back to fast. The other young people can respond to the chant and dance, or they may try to learn the same beat themselves. There are many ways to make this activity fun and invigorating, so feel free to be creative. For example, when a group of young people has gone through the same event (or a very similar one) that overwhelmed many of them, guided imagery can be used to allow them to beat the drum as they recall the event. Usually as the event is described when it's about to happen, as it is happening, and when it passes, the drummers are beating the drums to follow their heartbeats. There will likely be a crescendo as the event builds up and a calming when the event has passed, and people are feeling safer. This is also especially useful in response to natural disasters such as storms and earthquakes.



## STADIUM WAVE

### *Objective:*

This is an activity for both energy release and self-regulation. The rhythm can be soothing and healing for young people

### *Instructions:*

Begin on one side of the room and have the first person stand up and raise their hands over their head. As that person sits down the next one begins to stand up and do the same thing, and so on around the group in a circle. It can go several rounds in the same way, or people can add other movements in the same manner. For example, on one of the rounds the second person could wave their hands to the side or add in a different movement that the circle then imitates when their turn comes.

## HIDE AND SEEK GAME

### *Objective:*

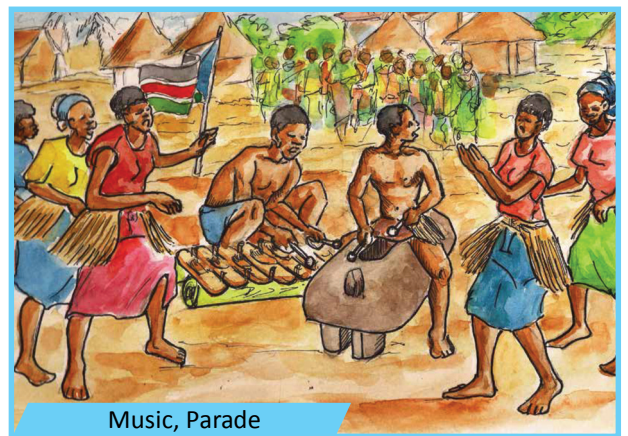
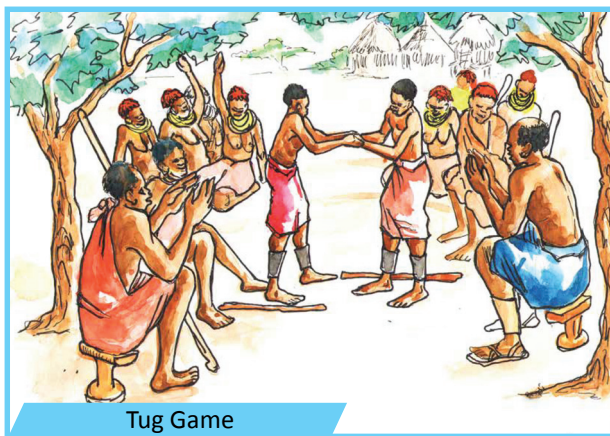
This is an activity for both energy release and self-regulation. The energetic release and sense of control of environment can be soothing and healing for young people

**Instructions:**

(Note to caregivers: be sure to tell the young people what the boundaries of the game will be so that no one will get lost either hiding or looking for the ones who are hiding. Also, no hiding in latrines, other people's homes, or dangerous places.)

Divide participants into two groups. (Those to hide and those to seek)

1. Close your eyes and open after one (1) minute. (This apply to only to the seeking group)
2. Participants go and hide (beware participants of dangerous places like latrines and bushes)
3. Seeking participants go seeking.
4. Name the person you are seeking (Each participant should know who he/she is seeking for)
5. If you are found, you can respond by laughing.
6. The found one assumes the responsibility to seek for the missing one.
7. If you found the person you are not seeking for, the person can't respond by laughing and you can't reveal the person to the other one.
8. The game can last for five (5) minutes only



**STEP GAME**(also known as Hopscotch)

**Objective:**

This is an activity for both energy release and self-regulation. The energetic release and sense of control of environment can be soothing and healing for young people

**Instructions:**

With a stick, draw a set of squares on the ground. Some of the squares may be double, and there is a half-circle at the end. This is the courtyard for the game. The young person then hops on the left foot in the squares one at a time on (except where there are two squares side-by-side in which case they use both feet). Once they reach the half-circle they turn around and return on the step game courtyard by hopping on the right foot. Then they toss a pebble or stone into the first square and on the next effort, they have to hop over that square. The game continues as they move the pebble the length of the courtyard, losing a turn if they hop in the wrong square or hop out of the lines. Several children can take turns and play the game together.

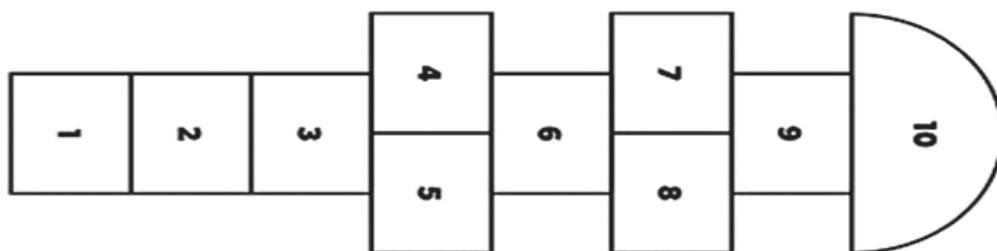


Figure 6 Step Game Layout

## MAKING AN ELEPHANT

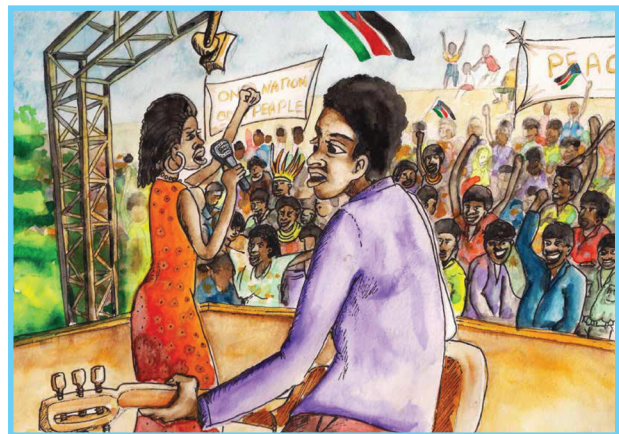
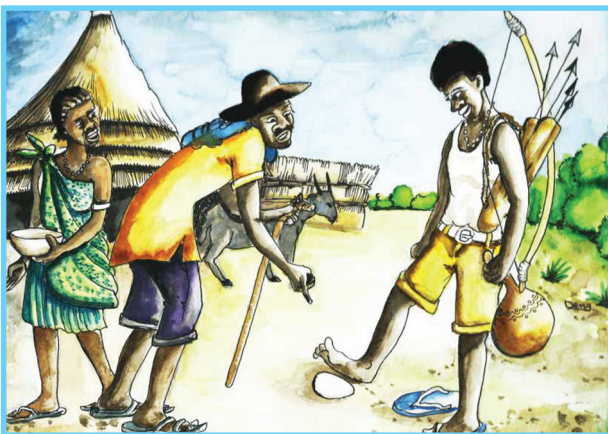
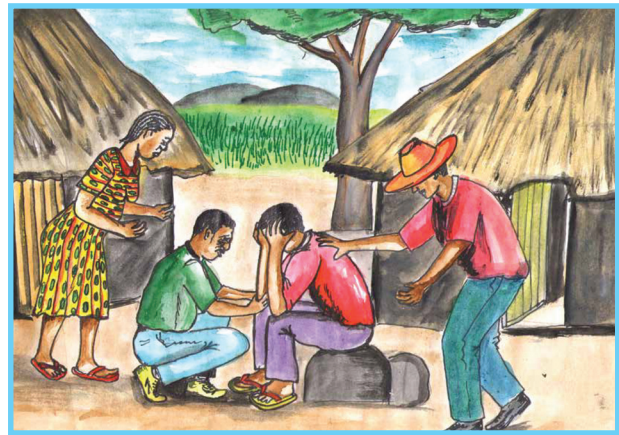
**Objective:** To help young people relax, laugh, and release stress and tension

### Instructions:

This game is best enjoyed with five or more young people.

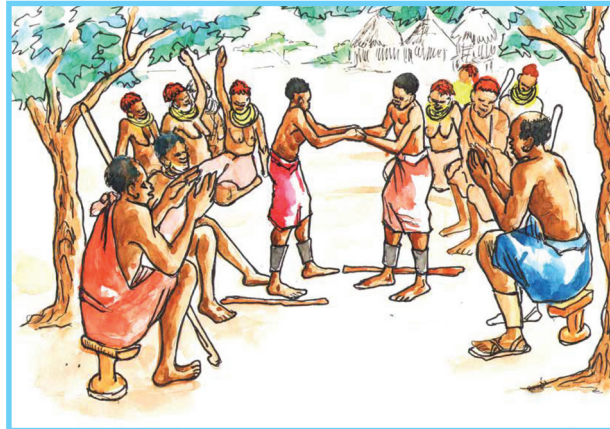
- ◆ Have participants stand in a circle with one participant in the middle as a leader
- ◆ The leader in the center calls “ELEPHANT” three times and points to a participant while calling him/her by name in the circle
- ◆ The participant chosen bends over and makes an elephant trunk with his/her arms
- ◆ The participants on either side lift arms to make his/her ears
- ◆ They have to do this as quickly as possible
- ◆ Then the “Elephant” swaps places with the participant in the center and he/she now chooses
- ◆ Play for long enough so that every participant is chosen as Elephant at least once

Note : Thank you to Ojja Godfrey, Kobulu Godfrey, Akulia Carlyne, and Kabacha Oleo for their contributions to the activities in this section.



## Other Activities for Young People

Young people have many healthy and inventive things that they can do to help themselves feel regulated after a time of being upset. Many sports and hobbies do just that. Activities such as football, fishing, working in crafts such as basketry and weaving are a few examples. It is helpful for young people to have healthy outlets for their energy and creativity. If they are able to cope and soothe themselves through physical exercise, sports, or creative activities, then they will not be tempted to turn to unhealthy practices that can give short-term relief but not long-term help. These activities help young people to manage their emotions so that they continue to grow emotionally and socially.



### Takeaway for Module 2:

After a stressful or traumatizing event, it is normal for our bodies to react quickly and then have a hard time either settling down or getting active again. The activities in this section help settle the body and mind so that we can function at our best. Self-regulation is essential to take good care of ourselves and our communities. Otherwise, we may be acting out of anger, revenge, or numbness that can hurt ourselves and others. Breathing and relaxation exercises can be done individually or in a group, while the warm-up activities are most often done in groups. But anyone who feels like they need to warm-up on their own can do that: a stretch, a walk, a jog, or a dance by one's self (or with others) restore self-regulation any time.



## MODULE 3 - STORYTELLING

We are creatures of stories. Our stories help us make meaning of the events and conditions we experience. Stories are the main way that communities pass on knowledge, wisdom, and values. Stories are also significant in the process of restoring resilience and stability in response to trauma-producing conditions and events. All of us appreciate the opportunity to tell what happened to us to someone who is willing to listen openly and without judgment. When we have time and opportunity to reflect on stressful and trauma-producing circumstances or events, eventually our stories can include our more complete understanding of both facts and feelings. During trauma-producing circumstances and after such events people often get stuck with just one version of a story. This is very much the case when an entire community develops one version of events and forces everyone to accept and tell the community agreed upon version. Community-developed stories often have an agreed upon external enemy and a tendency to overlook any actions or shortcomings from within the community. If the story doesn't evolve over time, it is difficult for the person to better understand their own circumstances and equally difficult to have empathy for others who might also be impacted.

As caregivers, your job is to:

- Allow children to **tell the story** of the trauma they experienced, as they see it, so they can begin to release their emotions and make sense of what happened.
- **Respond calmly and compassionately**, but without displaying shock or judgment
- **Reassure** children that the adults in their life are working to keep them safe
- **Set boundaries** and limits with consistency and patience
- Remind them repeatedly how much you **care for them**
- Give them choices to regain a sense of control
- **Encourage and support** them as they tell their story

The activities presented below are intended to give caregivers tools to help children and youth tell their stories in ways that are sense-making and trauma healing. The activities also reinforce the fact that stories can be shared through many different approaches.

### ACTIVITIES–

#### LISTENING TO THE STORY

Listening is an essential skill in helping a young person begin to heal after a stressful or traumatizing event. A young person who is able to tell their story has the opportunity to remember essential pieces of what happened to them and to organize their understanding of what has happened from a chaotic account into a narrative. As listeners, we want to listen without being judgmental and to help the person experience acceptance, gentle curiosity, and concern.

#### LISTENING ACTIVITY – (40 mins)

##### *Objective:*

To learn how to listen and how it feels to have the opportunity to tell your story uninterrupted

##### *Instructions:*

Divide into pairs. Each one has 5 minutes to share about something that he/she is concerned or worried about. The person listening will just listen (NO questions, comments or interruptions). The listener will show that they are interested by listening carefully and using posture (sitting up straight) and eye contact that lets the speaker know that they have the listener's full attention. The listener will be careful not to make faces or react in ways that might make the speaker reluctant to share.

There may be some moments of silence as the speaker gathers their thoughts. After 5 minutes switch the listening and speaking roles.

Later reflect as a group on the following:

- ✓ What did it feel like when you were the speaker?
- ✓ How did you know you were listened to?
- ✓ What did it feel like when you were you experience as a listener?



## WHAT I LIKE ABOUT YOU

### Objective:

This activity helps young people appreciate attributes they have that they may not recognize, to see themselves through a different lens.

### Instructions:

Have the young people pair off with someone they don't know well and spend five minutes each talking about themselves, their dreams and their lives. Then have the listener write three strengths or good things on their partner's paper that they heard about who their partner is. Then the partner will be the listener and write what they heard in the same way.

Next, have the young people talk with their partner about what they heard and the three things they noted about the partner. Give time for each partner to tell what they heard and wrote, and for the receiver to respond if they want.

## TELLING THE STORY

Telling the story of what has happened is part of healing. Often people who have experienced stressful events need to tell their story many times. Over time, the story will evolve to include more facts and self-awareness about what happened and the role that they played. A story that heals is one that recognizes the assets, resilience, and new insights that are either present or emerging from the experience.

**Objectives** of the activities below:

1. To learn new ways to tell one's story
2. To increase self-awareness and explore identity
3. To discuss and debrief with the young people after the activity to see what they have learned.

## WHO I AM BECOMING

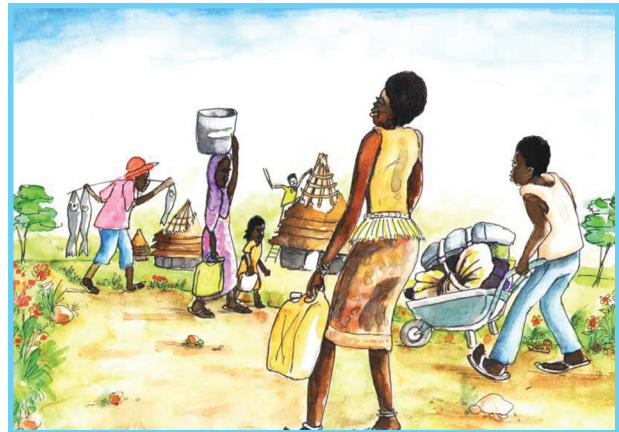
### Objectives:

To recognize how stories are constructed from the people and events that take place, to begin to understand that people are changed by what has happened to them, and to build resilience.

### Instructions:

Think about who you are: what do you like about yourself? What are your abilities and the parts of your personality that help you be someone who contributes to your community? What would you like to do with these attributes as far as the person you will become? You can focus on a skill or a talent or a quality that you have. Draw a picture of you doing something that illustrates this attribute, or a picture of how you will use it when you are an adult.

~ adapted from Capacchione, *Creative Journal for Teens*



## THIS IS YOUR LIFE ROLE PLAY

### Objectives:

To recognize how stories are constructed, to place their trauma experience within the whole view of their lives, and to begin to understand that people are changed by what has happened to them. Gaining perspective can help build resilience.

### Instructions:

Think of an important event or episode in your life. In a small group of 3-6 people choose one of the stories from your group and construct a role play of what happened. Who are the main characters? What experiences do they have? What challenges do they face? How do they change (become more tolerant, stronger, what do they learn?)

Or a future version: Construct a role play around something that you would like to happen in the life of your family or community. Who are the main characters and what happens? How do the people in the story change and how do you change?

In the debriefing after the role play, discuss with the young people the ways that they and their views of their experiences have changed. If they acted out a role play involving trauma, how do they see their lives being affected now? There is no right or wrong answer: some may be doing much better and others may still be affected.

## WHO AM I?

### **Objectives:**

To realize that each person has multiple roles and identities; young people can choose which one to emphasize depending on their situation.

### **Instructions:**

Reflect and make a list of your identities. Think about the different roles and ways that you act in each of those identities. Think about how choice comes into who you are. You can emphasize one identity over another; you are not trapped in one of these in ways so that you have to react without thinking about the consequences and making a choice.

In the debriefing that follows the activity, ask if the young people are surprised to see their many roles in life. Encourage them to recognize that they can choose which identity they want to be their main identity in a situation. For example, in deciding whether to go out with friends or celebrate a family member's birthday, they may choose being a sister/brother/son/daughter over their friends. Or they may choose to be a peacebuilder rather than participate in revenge in their community.

## GOOD MEMORIES

### **Objective and Note to Caregivers:**

This exercise is one that most young people enjoy. It is also an excellent recovery activity if someone is upset by a discussion, story, or role play that disturbed them or brought up difficult memories.

### **Instructions:**

Draw a picture of a memory of a time or an event that you enjoyed. It can be something you did with those you love, with good friends, or something that you did on your own. If the young people are comfortable in the group, have them talk with a partner about the memory they have drawn. In a small group, they can share with the whole group.

## IMPORTANT PEOPLE

### **Objective:**

This exercise helps young people be aware of their support system and that they are not alone even if they have experienced trauma.

### **Instructions:**

Draw a picture of the most important people in your life. You can draw one person or several people. These can be family, friends, teachers, clergy. Write a few thoughts or sentences about why you chose these people. Have the young people share with the group or in pairs if they are comfortable.

## SUPERPOWERS

### **Objective:**

This activity asks young people to name the gifts and talents that they can bring to help their community. It encourages creativity and resilience.

### **Instructions:**

Imagine that you are a super hero with super powers to help your community, family, and friends. What is your super power and how will you use it? Be creative – you may draw a picture, write a

short story about your super hero and your powers, or show your skills and talents with a role play. This activity can be healing and can help children imagine how they can lead in their community. It gives them a sense of control and choice that is often lost for a time when one has been traumatized.

## CURRENT CHALLENGES

### Objective:

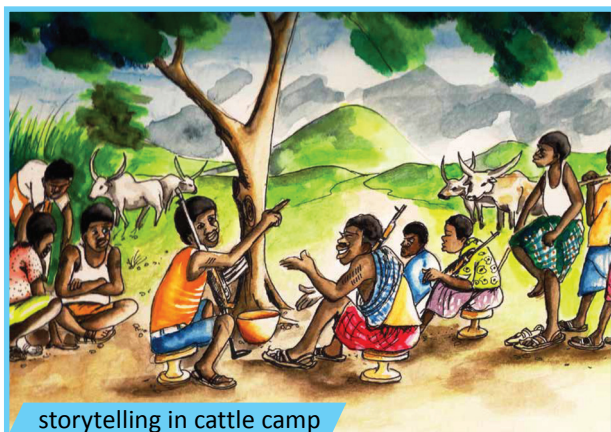
This activity encourages young people to see problems in their lives as workable, and to find ways to prepare to make a situation better. Challenges can be less overwhelming when approached in a thoughtful way.

### Instructions:

Draw a picture of a challenge or problem you are facing in your life right now. Write a script or role play that shows the person or problem; develop a conversation with that person or between yourself and a parent or friend about the problem. How would you like the situation to be? Draw a picture illustrating that.

After the exercise, ask young people to share with a partner (or with the group), if they are comfortable, about their challenge, how they might solve it, and how the activity helped them to see the choices they have.

~ adapted from Capacchione, *Creative Journal for Teens*



storytelling in cattle camp



## WRITING A POEM

### Objective:

To express feelings and tell a story using poems

Instructions: Tell the young people that poetry can be a fun and creative way to write about what has happened to them. Ask them to work in groups of three or four to write a poem about what they see and what they would like to see happen where they live. They can write as much as they like if there is time, and it will be best if they compose at least 8-10 lines of poetry. Rhyming is not necessary.

For children: Think about the community where you live: What do you like about it? What makes it a good place to live? Describe your favorite scenes and activities there. What changes do you think would make it better?

For youth: Think about South Sudan or about the community where you live. What has happened there that has affected your life and how has it affected it? What is happening now? Describe the successes and the problems. What will make South Sudan or your community a better place to live? What kind of future would you like to see?

## SEVEN HEALING QUESTIONS(for older youth)

### Objective:

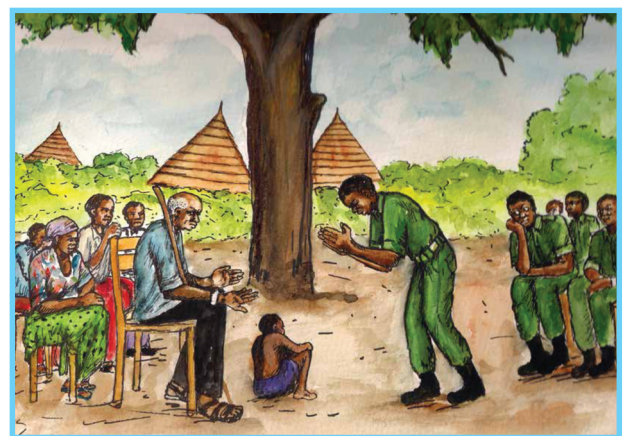
To approach trauma that a young person has faced in a holistic manner from multiple perspectives and to help recognize and build resilience.

### Note to caregivers:

An important aspect of storytelling is to invite children and youth to tell the story in ways that continue to reflect on what they are learning and how they are growing in the aftermath of the traumatic events and conditions. The practice of asking “Seven Healing Questions” introduced by Vanessa Jackson invites people to look back at the circumstances and to notice their growth, resilience, and current making-meaning activities. This approach is best used after there is some time and distance from the stressful events and not in the immediate period following the events that caused trauma. Although, in the midst of ongoing trauma, there might be an opportunity to look back at some lessons learned and growth achieved from an earlier stage or previous events and conditions that might prove to add wisdom for today’s challenge. In the case of chronic and ongoing stress, the questions should be phrased in the active present voice.

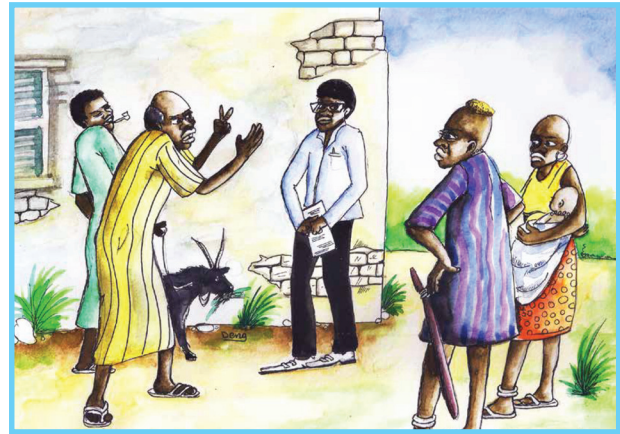
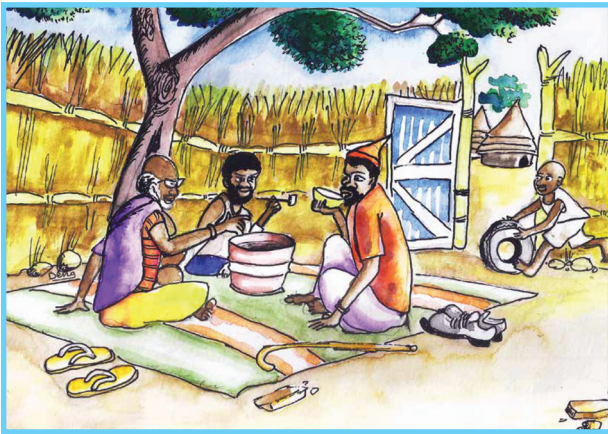
### Instructions:

Read through the questions with the young people to see if they understand and are clear about their meaning. Have them work on their answers individually (they can write and make notes in the interactive booklet). Then have them work in pairs or participate as a group (depending on the size of the group) and talk about the experience. Has their understanding of the events and themselves changed as they answered the Seven Healing Questions?



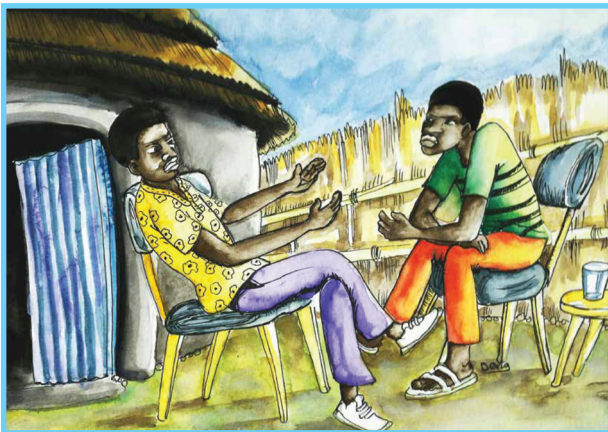
The **Seven Questions** are :

1. What happened to you?
2. How does what happened to you affect you now?
3. How, in spite of what happened, have you been able to prevail/continue/ thrive?
4. What are the factors that keep you from getting over your trauma (or personal and/or community sense of injury)?
5. In what aspect of your life do you need more healing?
6. What gift have you been able to bring forth from this experience? (what meaning does it have in your life?)
7. What wisdom or testimony can you share with others based on your experience with trauma and healing?



### **Takeaway for Module 3:**

Part of healing from overwhelming stress and trauma is to move from the experience of chaos to mental and emotional integration, empathy, and mercy. Storytelling is one of the most important tools to make this transition from pain to resilience, and there are many ways to tell one's story. Encouraging young people to think about what has happened and to tell their story, letting it expand and evolve, moves them toward reaching their potential to be leaders and strong contributors in their communities.



## MODULE 4 – BUILDING A PEACEABLE COMMUNITY – LIVING WELL WITH CONFLICT

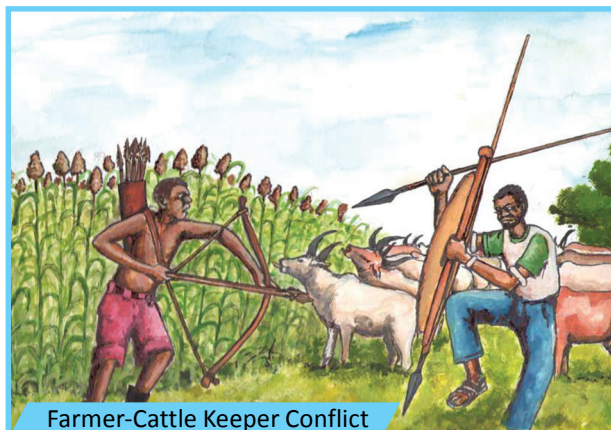
### General Information for the caregivers:

Conflict is best thought of very simply as “two ideas trying to share space.” Conflict itself is neither good nor bad, it is a normal occurrence in our everyday life and existence. In fact, much good change arises from conflict that is approached thoughtfully and equitably. For many people, however, the word ‘conflict’ brings up associations with war and violence. In South Sudan, there has been violence and war with a few episodes of peace for the past 60 years. Out of this conflict, many people have experienced injury, loss, and trauma.

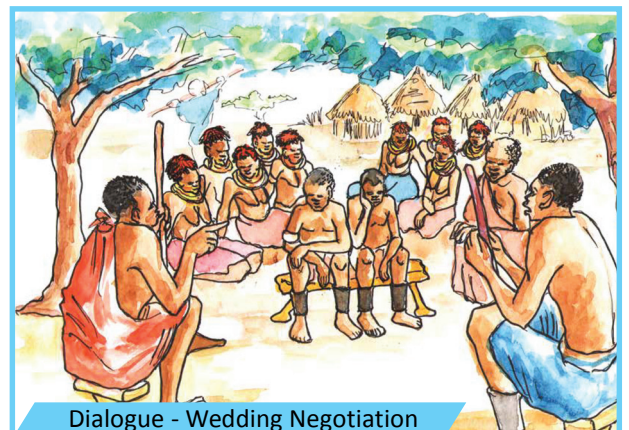
The purpose of this section is not to teach how to eliminate conflict but rather to be able to notice when conflict is occurring, name the specific causes of conflict, and develop approaches that are both helpful and non-violent. Among the typical responses to conflict are: 1) direct efforts to hear the problem from several points of view and work to create mutually acceptable responses (collaboration); 2) avoidance and denial; 3) accommodation and compromising, or 4) trying to achieve an outcome by force, which can lead to violence. In most instances, especially where there is not a life-threatening emergency, approaches to conflict that consider all viewpoints and try to build a mutually acceptable way forward are more likely to yield “good results.” When at all possible the sharing of alternative viewpoints and the effort to negotiate a way to an equitable solution is preferred. These approaches encourage people to recognize opportunities to extend mercy and to make intentional choices to improve their lives.

Children and youth in South Sudan have grown up in the midst of conflict in their nation and often in their communities and families as well. During extended periods of war and internal conflict it is likely that the children and youth have not had the opportunity to develop conflict transformation skills or to consider restorative justice as a viable alternative to the traditionally retributive approaches.

Restorative justice is one of the concepts introduced in this module, because it can help to build a peaceable community. Restorative practices make stronger relationships in the community because they try to understand what has happened and construct bridges in relationships that have been broken. Restorative justice asks “Who has been harmed?”, “what do they need to repair the harm done to them?”, and “what can be done to make the relationship right?” A process that involves all the people affected working together to make things right has proven to be effective in schools, community gatherings, and other settings.



Farmer-Cattle Keeper Conflict



Dialogue - Wedding Negotiation



## ACTIVITIES

### PRACTICING RESTORATIVE JUSTICE

#### *Objective:*

To teach young people how to apply the basic questions used in restorative justice in real-life situations

#### *Instructions to introduce restorative justice:*

Go over the restorative justice questions listed below with the young people. When asking what is the harm that was done, have them first discuss the problem presented. Next, ask them to think about other effects of the harm, to the victim's family, to the offender and the offender's family, and to the community. For children, these secondary questions may be difficult, but with youth the questions can increase their empathy and deepen their understanding of community situations.

Restorative justice asks:

- Who has been harmed (or what is the harm that was done)?
- Who are the stakeholders (all the people affected)?
- What are the needs of the people affected?
- What will make the situation right? (and who will be responsible for seeing that the terms to make it right are met?)

#### **Restorative justice examples for practice :**

**For younger children :**

- Peter takes John's bicycle (for younger children)

**For youth :**



### *Instructions for the activity:*

For each of these examples, have the young people answer the questions applied in restorative justice. From **restorative justice**: Who has been harmed, who are the stakeholders (the people affected), what does each of the people or groups need, and what will make it right and help all the people heal?

With older young people, it may also be helpful to have them to discuss in a circle the questions applied in retributive justice, so that they are able to understand how it differs from restorative justice. From **retributive justice** the questions are: What law or rule has been broken, who broke it, what punishment should happen to make it right?



### **ROLE PLAYS** (for youth)

Role plays about conflict and restorative justice can help young people understand what is needed for healing after trauma. A primary goal is to help the young people develop a set of skills to respond to conflict that is creative and nonviolent, that rely on developing approaches such as circle processes and dialogue to resolve differences. What is needed for healing after an injustice has happened (having a voice, acknowledgement and apology for harm, actions that prevent harm from happening again)? What is missing if only retributive justice is applied when an offense occurs (questions about how victims are doing, how do we address larger systems that inflict harm, what about the loss of people or things that can't be replaced)?

Create groups of 3-5 young people. Using the prompts in the Restorative Justice activity on the previous page, have the young people choose one of these to do a role play.

An alternative approach would be to have a larger group of 8-10 create a circle process to deal with an unjust incident. For example, one person in the circle would serve as the convener/facilitator, one or several people can be the victim and the victim's family, then there would be an offender and the offender's family, and several in the circle are community members who were affected. Have them discuss as a group how they will present their role play and resolve the issue. Then have them act it out for the larger group. Debrief afterward by asking each of the participants in the role play to talk about how they were feeling about their character as the role play was presented. Ask the larger group about things that they noticed as the group presented.

One observation that can help youth learn how to resolve conflict effectively is to encourage them to listen and to ask questions to understand better what is going on with others in the conversation. The opportunity to feel the other's concern and to hear an apology greatly reduces the traumatization that the victim may be experiencing in a conflict.

## TRADITIONS, CHANGE, AND EMPATHY

Some community conflicts involve questions about traditions that elders value and uphold. These conflicts can be productive or they can be very stressful. What characteristics can help young people to speak up and be heard while being respectful and empathetic towards others in their family and community? The three exercises that follow are ones that can help young people be empathetic, develop critical thinking and also preserve respect for the elders:

### IS IT HELPFUL?

#### *Objective:*

To help young people learn to choose the most effective way to express themselves to their parents and their elders. This activity encourages empathy and thinking about the impact of what we say on others. It also encourages young people to speak up about what concerns them and those around them.

#### *Instructions:*

Read the following questions to the young people. Give them 2-3 minutes to think about each question. If the group is too large to have a group discussion where most of them can participate, have them work together in smaller groups of 2, 3 or 4). It may help in #3 below to have them use the part of the question in brackets, as they are thinking about ways to strengthen peace in their community and their country.

1. Can you give an example of a complicated situation when it was hard for you to decide what was the right thing to do?

*After the young people offer examples, choose one of them.*

2. What do you think would be the best thing to do or say in this situation?

*After young people offer ideas, choose one of them.*

3. Let's ask three questions to see if this response is a wise choice.

- Is it helpful to me [and my family]?
- Is it helpful to other people [my community]?
- Is it helpful to planet [the country]?

~ adapted from Greenland, *Mindful Games*

## THREE GATES

#### *Objective:*

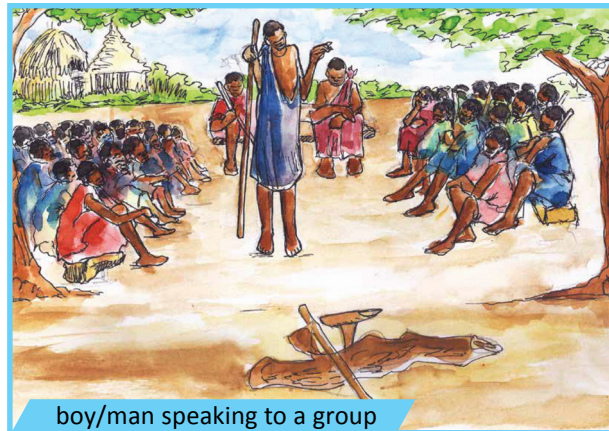
To help young people begin to embody a restorative/transformational approach in their lives that is constructive and not hurtful to others.

#### *Instructions:*

**Say to the young people: "We are going to do an activity that helps us be both kind and honest when we talk to others"? Have the young people sit in a circle so that they become familiar with the circle process where we can see one another and we support one another on equal terms.**

We ask ourselves three questions to check that something we are about to say is helpful and kind:

- Is it true? Do I know the origin or root of the information?
- Is it necessary?
- Is it kind?



boy/man speaking to a group

#### *Leading the discussion:*

1. Talking points: Sometimes we can hurt someone's feelings even if we don't mean to. How can we know if something we're about to say is respectful? What can we do if we accidentally hurt someone's feelings? When we have a concern, we want to speak up. When we are respectful of the other person's feelings, and in the case of our elders of their position, then we have a better chance of having our concerns be heard and considered.
2. Asking these three questions before we say something is one way to avoid hurting someone's feelings: Do I know the origin of this information (can I trust it)? Is it necessary? Is it kind?

*Give examples of things you might say, and ask young people to help you figure out whether they are kind and respectful by asking the three questions together.*

3. Talking points: When should we ask these questions? Do you ever get a feeling that what you're about to say might not be respectful?

*Share your personal experiences and ask young people to share theirs.*

4. Try asking yourself the three questions next time you get that feeling and tell me what happens.

#### *Tips*

1. Have older children ask a fourth question: Is it the right time?
2. Remind young people that they don't need to ask these questions every time they speak, only if they catch themselves feeling that what they're about to say may not be helpful or might be hurting or harmful.

~ adapted from Greenland, *Mindful Games*

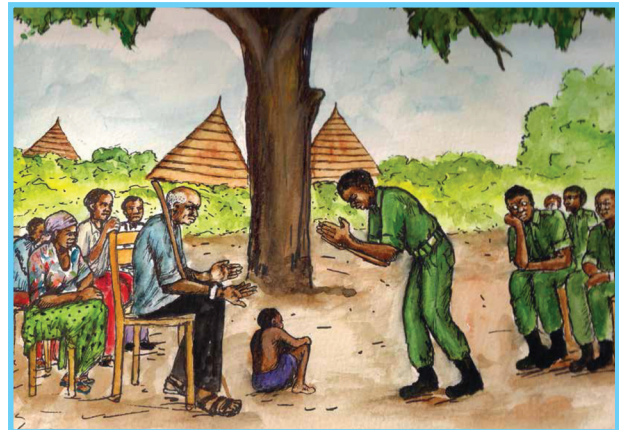
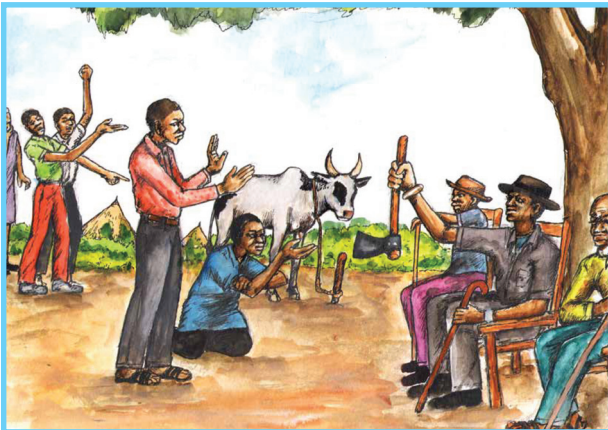
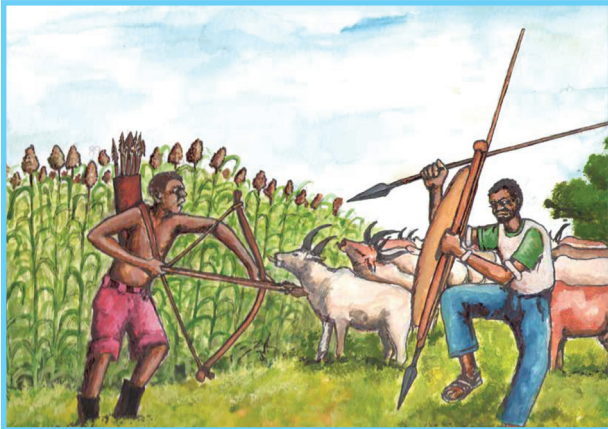
## FIVE WHYS

### Objective:

To question the deeper roots of how things happen and to develop critical thinking

### Instructions:

Show a DVD (e.g., BEAT THE DRUM, MUNYURANGABO, AN AFRICAN ANSWER, or PRAY THE DEVIL BACK TO HELL]. Then explore the activity below, “Five Whys,” with the group to encourage them to begin to think critically about why things are the way they are. The exercise can be a springboard to thinking of changes where they can raise questions and take a leadership role in improving their community. Often the questions can help young people begin to look at the systems that underlie both the helpful and the problematic assumptions about how we do things.



### Directions for the Five Whys

We ask the question “why?” five times to help us understand a problem and its solution,

Leading the game:

1. Reflect on the movie we watched. What are the challenges that you observed for the characters?
2. If you could be in the movie, which character would you want to play? Write one or two sentences about that character’s role in the situation.

Wait for young people to write their answers down (or to respond to their partners).

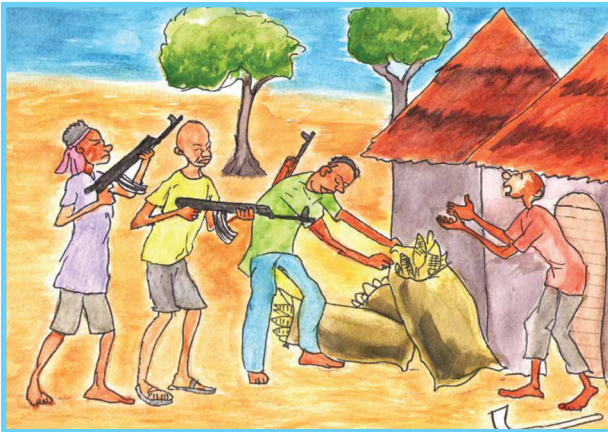
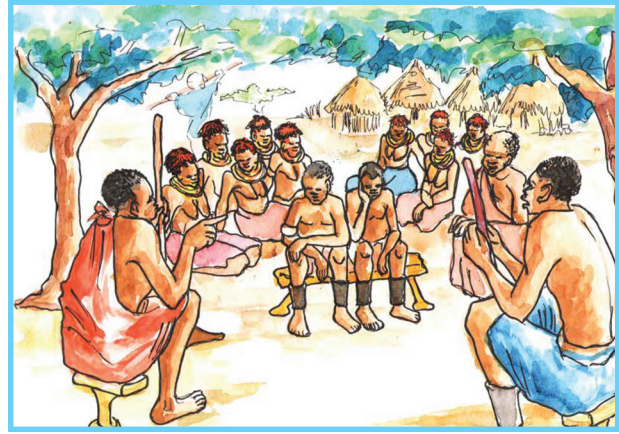
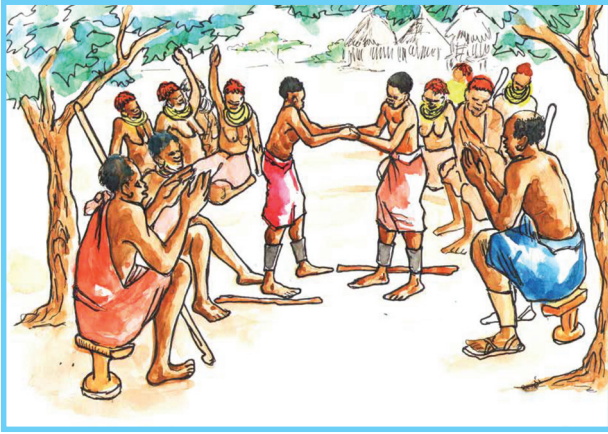
3. Now, turn your response into a “why” question. For instance, if your answer is “My role was to solve a problem,” ask, “Why was I responsible for solving the problem?” Then briefly answer.

Guide the youth in continuing to ask and answer “why” questions for as long as they find the questions helpful, but no fewer than five times.

Reframe the prompt to inquire about other people’s roles, and finally the system’s role in the situation. This might seem like a lot of questions, but asking and answering them moves quickly.

~ adapted from Greenland, *Mindful Games*





#### Takeaway for Module 4:

Approaching conflict as a neutral experience, without the loyalties that sometimes pull us, gives us the opportunity to see multiple viewpoints and stories that come together. It isn't always possible or advisable to be neutral but where we are able to do it, we make space for truth, mercy, and justice. We also create room for more of the story including root causes to be explored. For young people, the process may be new, but it can also help them to feel empowered being heard and understanding other points of view.

Learning about restorative justice allows young people to put their new understanding about nonviolent conflict into action. The questions posed in restorative justice can help build new relationships rather than focus on inflicting punishment. For some young people the restorative approach may be familiar and make sense to them. It is possible that they have seen it at work as a traditional practice in their communities. The more often young people can use the restorative justice approach, the more comfortable they will be in seeing conflict as a challenge and not a threat of violence.

## MODULE 5 – RESILIENCE – DEVELOPING LEADERS

### *Objectives and General background for the caregivers:*

Trauma happens when a present threat or a cumulative set of stressors overwhelm an individual's or community's capacity to respond. Resilience, on the other hand, is the capacity to draw on strengths and resources to respond to threats and establish safety, stability, and a sense of emotional and physical balance. Leadership is the practice of organizing people and their resources to address individual and community problems. The purpose of this module is to provide information and practices that might help both caregivers and the children locate resources that strengthen resilience, which can be helpful both to heal trauma and prevent future traumas. The asset-based approaches and practices to building resilience described in this module are also approaches to community leadership development.

### ACTIVITIES

#### ASSET INVENTORIES (for youth)

Conducting Asset inventories for individuals – The practice of taking asset/capacity inventories for individuals is intended to help individuals think about the personal resources and abilities they have both to contribute to solving their own issues and to help others in community building in the aftermath of trauma producing circumstances. When people have the ability and the opportunity to contribute to building community, this adds to the experience of purpose and that is part of healthy meaning making.

#### Activity:

Have young people pair up to interview each other:

The basic questions to be asked and expanded on are:

- **What are the skills they have that they can put to work?** Skills in a wide range of categories, including creative skills, office and retail skills, service-related skills, caregiving skills, maintenance and repair skills, construction skills, and many more. For younger children who are not expected to have developed “skills” yet, the proper question might be: what kinds of things do you do well? What do you like to do? What are some of the best ways that you are helpful?
- **What are the abilities and talents they can share with others?** • Abilities and talents including art, story-telling, crafts, gardening, teaching, sports, political interest, organizing, volunteering, and more.
- **What are the experiences from which they have learned?** • Experiences such as travel experiences, educational, or life experiences that give the individual a unique perspective to share.
- **What are the interests and dreams they would like to pursue?** • Interests such as the sharing of skills, enthusiasm for learning and exploring new ideas, participating in a new activity.

#### Conducting Asset inventories for communities

– in addition to discovering the individual assets in a community, it is important for asset-based leaders and those seeking to build community resilience to uncover to the greatest extent possible all of the other resources that are present in the community, many of which are regularly overlooked. In conducting a community asset inventory, young people should be asked about:

- a. Informal groups and associations – people who get together for a shared purpose but do not have offices or official membership requirements (women who collect water together for support and knowledge sharing, children playing football at the community field, elders who gather regularly for tea)



- b. Formal groups and associations – groups with a shared purpose that have organized to establish rules and usually establish officers and codes of conduct
- c. Institutions – hospitals, clinics, schools, places of worship, community and cultural centers, possibly local markets
- d. Cultural resources – ancestral sites, community gathering places, traditional ritual activities; and
- e. Natural resources – green spaces, water, forest, mountains, natural gathering spaces
- f. That they can draw on to build community and address community problems.

While individual assets are discovered by conducting interviews, community assets are typically discovered by making surveys and walking around the community in pairs or small groups and noticing what resources are present.

When resources are being used in service of community issues these resources are also called **capital**. Ask the young people to create an inventory of capital/resources available for resilience and leadership keeping in mind the following list of capitals should be considered:

- a. Human Capital: Skills, education, health
- b. Cultural Capital: Language, rituals, traditional, crops, dress
- c. Natural Capital: Air, soils, water (quality and quantity), landscape, biodiversity
- d. Financial Capital: Income, wealth, security, credit, investment
- e. Built Capital: Water Systems, sewers, utilities, health systems
- f. Political Capital: Inclusion, voice, power
- g. Social Capital: Leadership, groups, bridging networks, bonding networks, trust, reciprocity

After making the lists individually have them share their lists with a few others in the group.

### **Activity:**

Have children and youth walk around the community/camp/village and make lists of all of the capital and resources that they see. Ask them to notice what resources ARE being used to address community issues and what resources are present BUT NOT BEING USED or not being used fully.

Children should have older youth or adult accompaniment (but not supervision – allow the children to see whatever they see don't tell them what to see, maybe ask them a few questions along the way and make sure they are protected while doing their work. Youth can usually conduct community surveys independently of adult accompaniment or supervision.

Ask the youth to use their lists and describe ways to use the resources in the community to address current problems in community. (i.e. if certain people work with certain associations and use certain natural/cultural/institutional capital resources, what could we do in response to specific community problems. This type of activity causes the children and youth to activate their leadership thinking, while analyzing community problems, and it increases the level of empowerment to think that they are not without resources (i.e. not hopeless).

## THE TREE OF LIFE (for children)

### Objectives:

- The child has the opportunity to tell his or her story.
- The child is aware of his or her hopes, strengths, and the community support.

### Instructions:

Ask the children about trees they know: what kinds are there? what do trees bring to the world we live in? Then ask each child to draw a tree, and guide them to use their tree to tell their own story. Remind the children that the drawings are not to judge the artwork itself but are just a way for them to tell their stories.

**Roots:** where the child comes from, their family history, people who have taught them about life, a song or dance

**The ground:** where the child lives now and the activities of their daily life

**Trunk:** the child's skills, how they learned these skills, special memories

**Branches:** the child's hopes, wishes, and dreams, how long they've had these dreams and who are the significant people who inspired them

**Leaves:** people who are important to the child; fallen leaves represent those who are no longer around because of death or separation

**Fruits:** the child's gifts, including lessons, acts of kindness, abilities they have



**Fruits** - my gifts

**Leaves** – important people to me

**Branches** – my hopes, wishes, and dreams

**Trunk** – my skills and where I learned them

**Ground** – where I live now, what I do

**Roots** – where I come from, my family

Figure 7 - picture representing the tree of life drawing activity

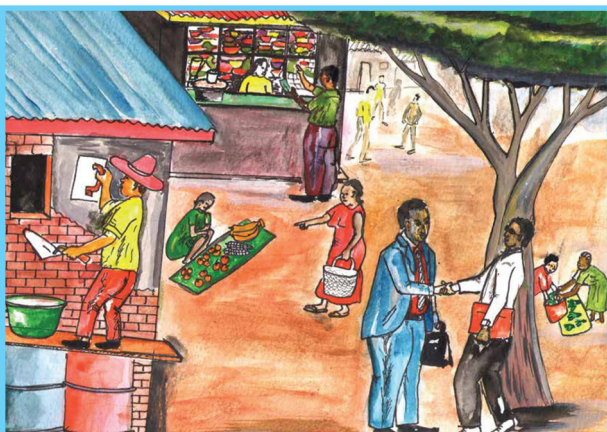
Next, ask the children to share their trees with others in small groups making sure they are taking turns and everyone has a good amount of time to share everything. Post them on a wall if possible, so that there is a forest of trees. They all belong to the same forest and support each other.

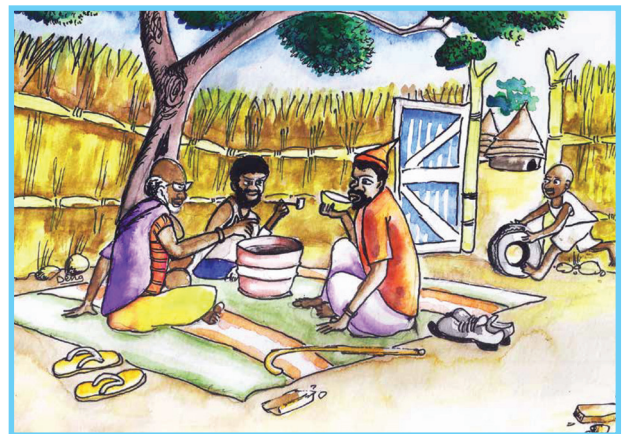
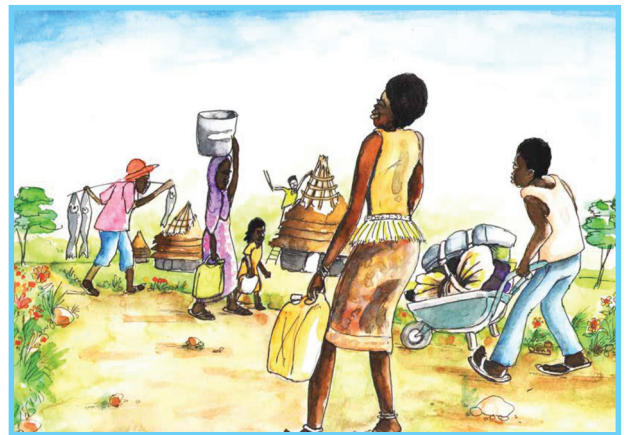
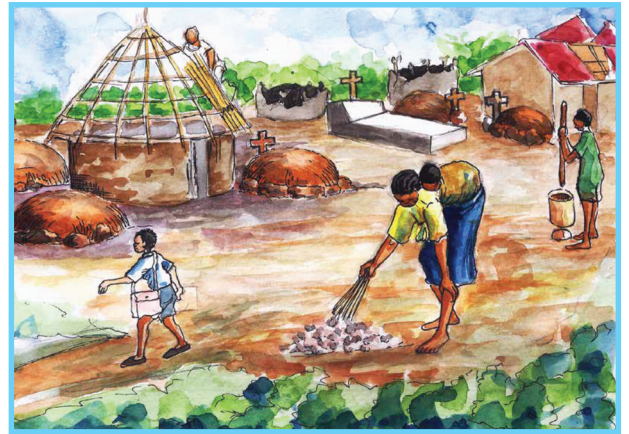
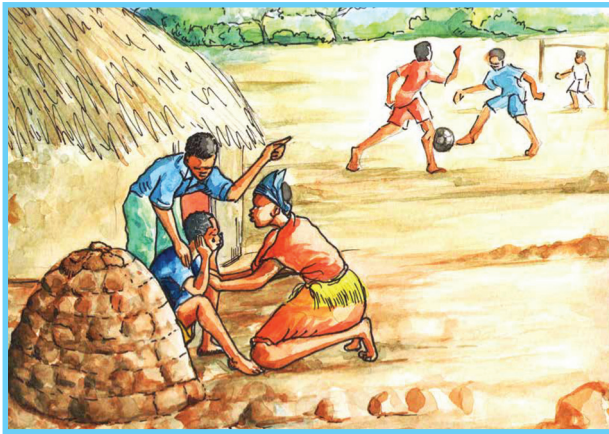
Tell the children that there are times when storms come to the forest and are difficult for the trees to withstand, but they do. Explore with the group what skills and knowledge they have that can help them respond. Be clear with the children that the storms they face (war, abuse, rape) are not their fault; they are not to blame for these problems. Ask them if storms are always present or are they sometimes without storms. What do they do when the storms have passed?

~ adapted from Ncazelo Ncube, "Tree of Life Project"

### Takeaway for Module 5:

Through the activities in this module, young people become aware of the skills and attributes they have that will help them contribute to the community where they live. By identifying individual and community assets, they are able to build resilience and a sense of hope that counters the violence and disruption that many of their communities have experienced. This knowledge also encourages them to think about how they and their friends can develop into future leaders in South Sudan.







## APPENDIX

### FEELINGS AND NEEDS INVENTORY

The following Feelings and Needs Inventory gives words that can help young people in all the Modules in this manual but especially those using Modules 1 (Naming Feelings) and 3 (Storytelling).

### FEELINGS INVENTORY

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The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

We also have [a list of needs that follows the feelings list below.](#)

### FEELINGS WHEN YOUR NEEDS ARE SATISFIED

#### **AFFECTIONATE**

compassionate  
friendly  
loving  
open hearted  
sympathetic  
tender  
warm

#### **ENGAGED**

absorbed  
alert  
curious  
engrossed  
enchanted  
entranced  
fascinated  
interested  
intrigued  
involved  
spellbound  
stimulated

#### **HOPEFUL**

expectant  
encouraged

optimistic

#### **CONFIDENT**

empowered  
open  
proud  
safe  
secure

#### **EXCITED**

amazed  
animated  
ardent  
aroused  
astonished  
dazzled  
eager  
energetic  
enthusiastic  
giddy  
invigorated  
lively  
passionate

#### **SURPRISED**

vibrant

#### **GRATEFUL**

appreciative

moved  
thankful  
touched  
INSPIRED  
amazed  
awed  
wonder

#### **JOYFUL**

amused  
delighted  
glad  
happy  
jubilant  
pleased  
tickled

#### **EXHILARATED**

blissful  
ecstatic  
elated  
enthralled  
exuberant  
radiant  
rapturous

thrilled

#### **PEACEFUL**

calm  
clear headed  
comfortable  
centered  
content  
equanimous  
fulfilled  
mellow  
quiet  
relaxed  
relieved  
satisfied  
serene  
still  
tranquil  
trusting  
**REFRESHED**  
enlivened  
rejuvenated  
renewed  
rested  
restored  
revived

## Feelings when your needs are not satisfied

### **AFRAID**

apprehensive  
dread  
foreboding  
frightened  
mistrustful  
panicked  
petrified  
scared  
suspicious  
terrified  
wary  
worried

### **ANNOYED**

aggravated  
dismayed  
disgruntled  
displeased  
exasperated  
frustrated  
impatient  
irritated  
irked

### **ANGRY**

enraged  
furious  
incensed  
indignant  
irate  
livid  
outraged  
resentful

### **AVERSION**

animosity  
appalled  
contempt  
disgusted  
dislike  
hate  
horrified

hostile

repulsed

### **CONFUSED**

ambivalent  
baffled  
bewildered  
dazed  
hesitant  
lost  
mystified  
perplexed  
puzzled  
torn

### **DISCONNECTED**

alienated  
aloof  
apathetic  
bored  
cold  
detached  
distant  
distracted  
indifferent  
numb  
removed  
uninterested  
withdrawn

### **DISQUIET**

agitated  
alarmed  
discombobulated  
disconcerted  
disturbed  
perturbed  
rattled  
restless  
shocked  
startled  
surprised  
troubled

turbulent

turmoil

uncomfortable

uneasy

unnerved

unsettled

upset

### **EMBARRASSED**

ashamed

chagrined

flustered

guilty

mortified

self-conscious

### **FATIGUE**

beat

burnt out

depleted

exhausted

lethargic

listless

sleepy

tired

weary

worn out

### **PAIN**

agony

anguished

bereaved

devastated

grief

heartbroken

hurt

lonely

miserable

regretful

remorseful

### **SAD**

depressed

dejected

despair

despondent

disappointed

discouraged

disheartened

forlorn

gloomy

heavy hearted

hopeless

melancholy

unhappy

wretched

### **TENSE**

anxious

cranky

distressed

distraught

edgy

fidgety

frazzled

irritable

jittery

nervous

overwhelmed

restless

stressed out

### **VULNERABLE**

fragile

guarded

helpless

insecure

leery

reserved

sensitive

shaky

### **YEARNING**

envious

jealous

longing

nostalgic

pinning

wistful

## NEEDS INVENTORY

The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

We have another list that might also be of interest to you: [a list of feelings](#).

<b>CONNECTION</b>	safety	<b>HONESTY</b>	<b>MEANING</b>
acceptance	security	authenticity	awareness
affection	stability	integrity	celebration of life
appreciation	support	presence	challenge
belonging	to know and be	PLAY	clarity
cooperation	known	joy	competence
communication	to see and be seen	humor	consciousness
closeness	to understand and	<b>PEACE</b>	contribution
community	be understood	beauty	creativity
companionship	trust	communion	discovery
compassion	warmth	ease	efficacy
consideration	<b>PHYSICAL</b>	equality	effectiveness
consistency	<b>WELL-BEING</b>	harmony	growth
empathy	air	inspiration	hope
inclusion	food	order	learning
intimacy	movement/exercise	<b>AUTONOMY</b>	mourning
love	rest/sleep	choice	participation
mutuality	sexual expression	freedom	purpose
nurturing	safety	independence	self-expression
respect/self-respect	shelter	space	stimulation
<b>CONNECTION</b>	touch	spontaneity	to matter
continued	water		understanding

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