

One-Minute Resilience Building Interventions

FOR TRAUMATIZED CHILDREN AND ADOLESCENTS

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She is an internationally acclaimed speaker and trainer, and is the instructor for many Starr courses, including *Children of Trauma and Resilience* and *Structured Sensory Interventions II*. She received her doctorate in clinical psychology at California Southern University, where she received the 2013 CalSouthern President's Award.

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INTRODUCTION

One-Minute Resilience Building Interventions for Traumatized Children and Adolescents is a comprehensive collection of over 200 age-specific, sensory-based and resilience-focused intervention activities to use with children and adolescents ages 3-17 years old when time is limited. All intervention activities take less than 15 minutes to complete, and many can be done in 5-10 minutes, which make them practical to use in any child-caring setting. Activities in this resource do not need to be implemented by a licensed mental health professional. In fact, the activities can be used by parents; caregivers; residential direct care staff; educators; paraprofessionals; and hospital, clinic, and agency child-caring professionals.

The intervention activities are categorized into age-specific, sensory-based categories that address all themes of trauma and include resilience-focused activities to help nurture and foster survivor thinking and relaxation. New to this resource are activities that highlight and allow children exposure to the four most important protective factors for all youth to experience; belonging, mastery, independence and generosity. These activities can be used alone or integrated into other Starr SITCAP® model programs.

Each activity includes directions and a reproducible worksheet, and utilizes drawing activities accompanied by specific questions that target major sensations associated with trauma and resilience themes. This intervention approach aligns with research that supports activities with traumatized children must be sensory-based rather than cognitive-focused and grounded in safety and control (regulation).

Benefits of *One-Minute Resilience Building Interventions for Traumatized Children and Adolescents*:

- Helps children experience safety in the presence of a caring adult. This is critical to relieving overwhelming experiences and taking in new experiences associated with resilience.
- Experiences are not stored in the memory unless they are sensory-based. Cognitive processes such as logic, reason, and problem-solving are not accessible during stress and trauma.

- Experiences must be repeated. It is only through repetition that a child will truly believe they are safe and connected, and can indeed manage their overwhelming sensations of hurt, fear, worry, or anger.
- Body awareness and control leads to self-regulation.
- Increasing a child's time devoted to art, play, and creativity are excellent strategies to help reduce stress while engaging sensations of calm and goodness.
- Safe experiences strengthen and build brain connections. In time, these repetitive experiences will replace unsafe sensory memories.
- Coloring and drawing provide children with an opportunity to be an active participant in their healing process by:
 - Helping them focus on their internal resources.
 - Re-working and managing overwhelming sensations.
 - Engaging them in positive experiences.

Activities for Ages 3-5

SAFETY

Keep this Kitten Safe!

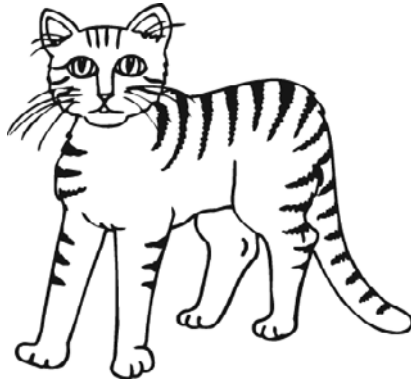
Directions:

Ask the child to draw what this kitten needs to feel safe. If the child needs help getting started, suggest that the kitten might like to have a blanket or toy near them.

Reframing:

All of us have certain things or people in our lives that make us feel safe. This kitten needs _____ to feel safe. What things or people do you need to help you feel safe? Why do those things make you feel safe? Why does that person make you feel safe? Listen and acknowledge their responses.

Keep this kitten safe!



SAFETY

Safe Place

Directions:

Ask the child to draw a picture of their safe place. If the child needs help getting started suggest certain places that may feel safe to them (e.g. bedroom, grandma's house, school.) Encourage them to draw all of the things about that place that makes it feel safe.

Reframing:

Yes, we all have certain places where we feel most safe. It is a good feeling to feel safe, isn't it? Feeling safe makes us feel happy. If you can't go to your safe place, you can always draw a picture of your safe place to remember what it feels like to be there!

My safe place:

SAFETY

Safe Places in My Neighborhood

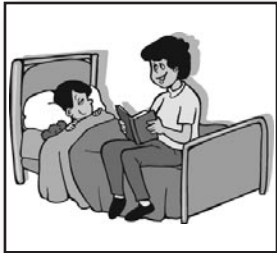
Directions:

Ask the child to circle or color in the pictures that represent the safe places in their neighborhood.

Reframing:

It is important to know where in your neighborhood you feel safe. Now that you know where you feel safe you can go to those places and not worry. And, you can ask your parent/caregiver not to take you to the places where you don't feel safe.

Safe places in my neighborhood:



Home



Dad's House



Grandparent's House



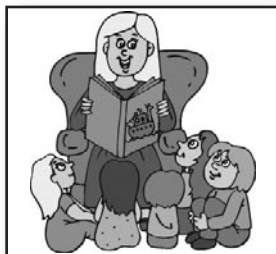
Babysitter's House



Stoop



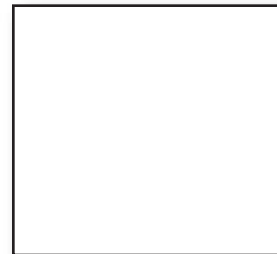
Playground



School



Police Station



Other

SAFETY

Note to My Safe Person

Directions:

Help the child write a note to one of their safe persons.

An Example:

Dear _____, Will you be my safe person? If I need you, can I call you or come over to your house? From: _____


Reframing:

Now that you have written your safe person a note, give it to them. I'm sure they will be happy that you picked them as your safe person. You can count on them to be there if there is ever a time when you don't feel safe. Being close to our safe person makes us feel better.

Write a post card to one of your safe persons:

POSTCARD

To:



SAFETY

Backpack

Framing:

We all have things that make us feel safe. Grownups carry purses and wallets with their things in them. Just like purses and wallets, kids can carry backpacks with their special things inside.

Directions:

Ask the child what they need to feel safe? As each thing or person is identified, help the child draw or write them down on the backpack.

Reframing:

Yes, all of those things are good things to help you feel safe. Now that you know what makes you feel safe, you can make sure that you bring things with you wherever you go that help you feel safe!

Draw what you need to feel safe on the backpack:



SAFETY

Sand Castle

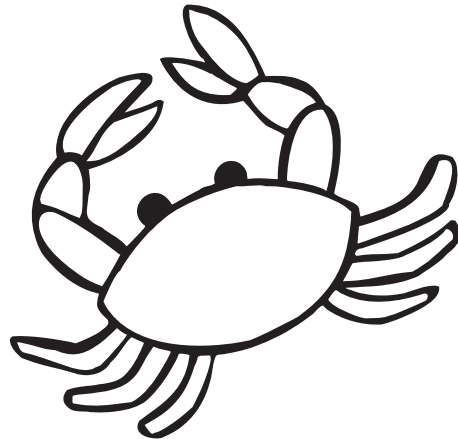
Directions:

This little crab needs you to build him a sand castle so that he is protected from the waves. What kind of castle do you think he wants you to build? Is there anything special that you think he wants inside or outside of his castle? Draw a castle for the crab to live in. Add in anything you think your crab may need to help him feel safe inside or outside of the castle.

Reframing:

Sometimes we need a place to make us feel safe. Where do you go when you want to feel safe? What are the things about your safe place that help you to feel safe?

Build a sand castle to protect the crab from the waves:



SAFETY

What Do You Take to Bed?

Directions:

Ask the child to draw themselves during bed time. Ask the child to think about what they take to bed to help them feel safe. If the child needs help getting started, suggest if they like to have a certain blanket, stuffed animal, etc.

Reframing:

All of us have things or people in our lives that help make us feel safe. You need _____ to help you feel safe. What about those things help you to feel safe? Do any people help you feel safe? Listen and acknowledge their responses.

*This activity may be activating for victims of sexual assault. Know the background history of the child before using this intervention.

Draw yourself at bedtime:



SAFETY

Keep These Eggs Safe!

Framing:

These eggs don't have anyone to keep them safe. What do you think they need to keep them safe?

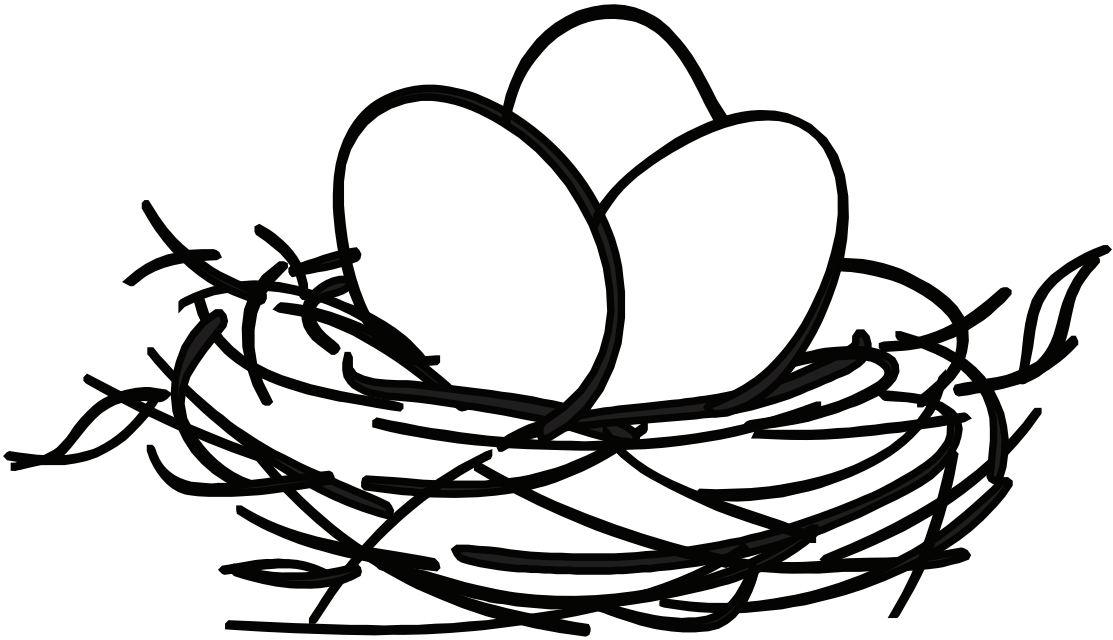
Directions:

Ask the child to draw what these eggs need to feel safe. If the child needs help getting started, suggest that the eggs might like to have something to keep them warm.

Reframing:

All of us have certain things or people in our lives that make us feel safe. These eggs need _____ to feel safe. What things or people do you need to help you feel safe? What is it about those things that make you feel safe? What is it about that person makes you feel safe? Listen and acknowledge their responses.

Draw what you think these eggs need to feel safe:



SAFETY

Kangaroo Pouch

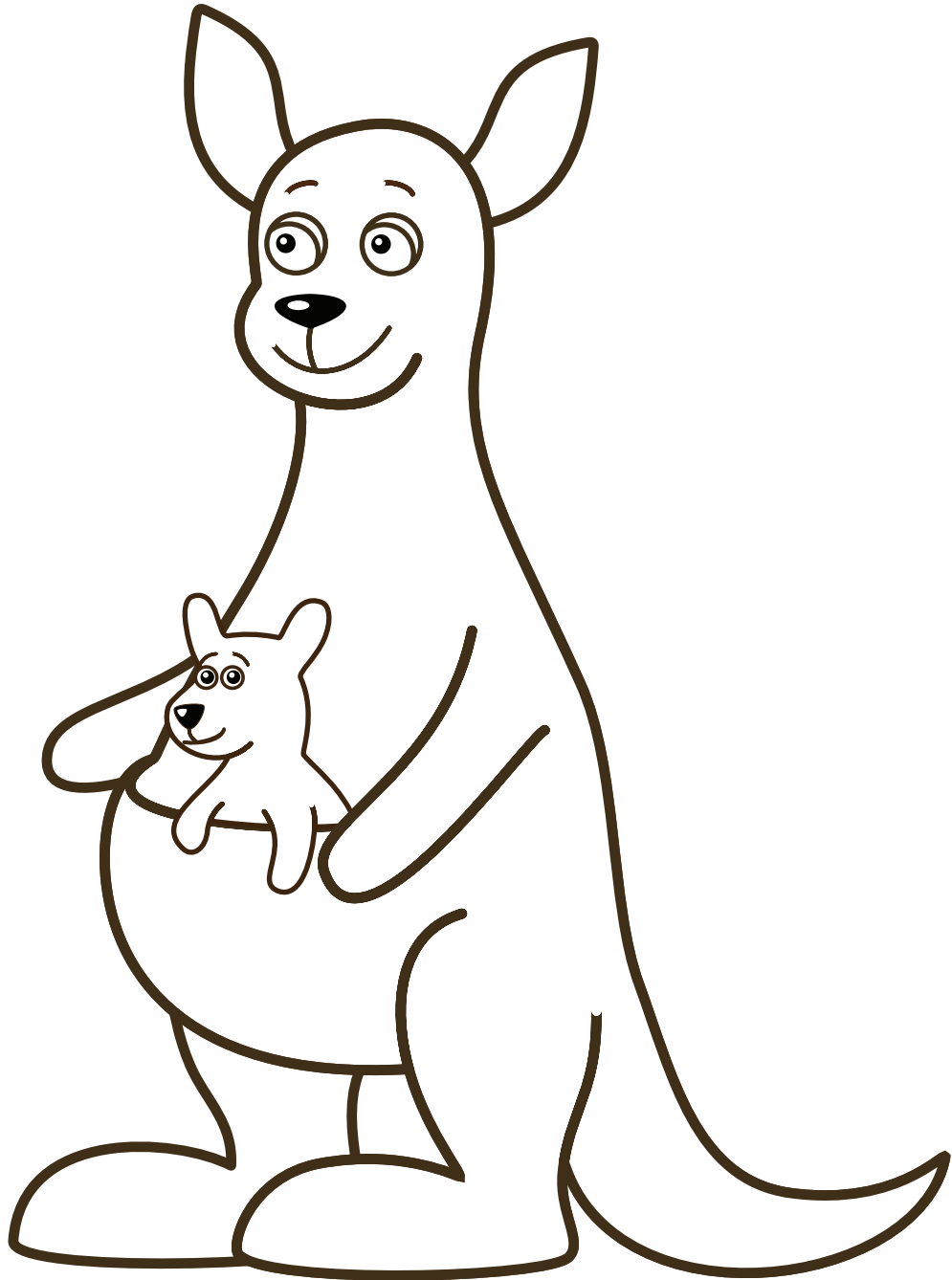
Directions:

This joey loves riding around in his mama kangaroo's pouch. What about being in his mama's pouch do you think he likes so much? On the mama kangaroo's pouch, draw symbols or write words about being in her pouch. Is it soft? Warm? Does he have any snacks, toys, or other special things inside of the pouch? How does his heart feel when he is in his mama's pouch? Color in his heart now. Who makes you feel safe?

Reframing:

When we are safe, we feel (enter feeling) and (enter feeling), just like when you are with (enter name of safe person). When you are feeling afraid, you can always go to your safe person to feel better.

Why does little joey like riding around in his mama's pouch:



SAFETY

Dog House

Directions:

This dog loves his doghouse because it makes him feel safe. What do you think his doghouse should look like? What does he have on the inside of his doghouse to make him feel safe?

Reframing:

Just like people, dogs like to feel safe, too, and they need certain things in their dog house to help them feel safe just like we do. When you are feeling afraid, you can always try to surround yourself with the things that make you feel safe.

Draw a doghouse to keep this doggy safe:



WORRY

Zebra

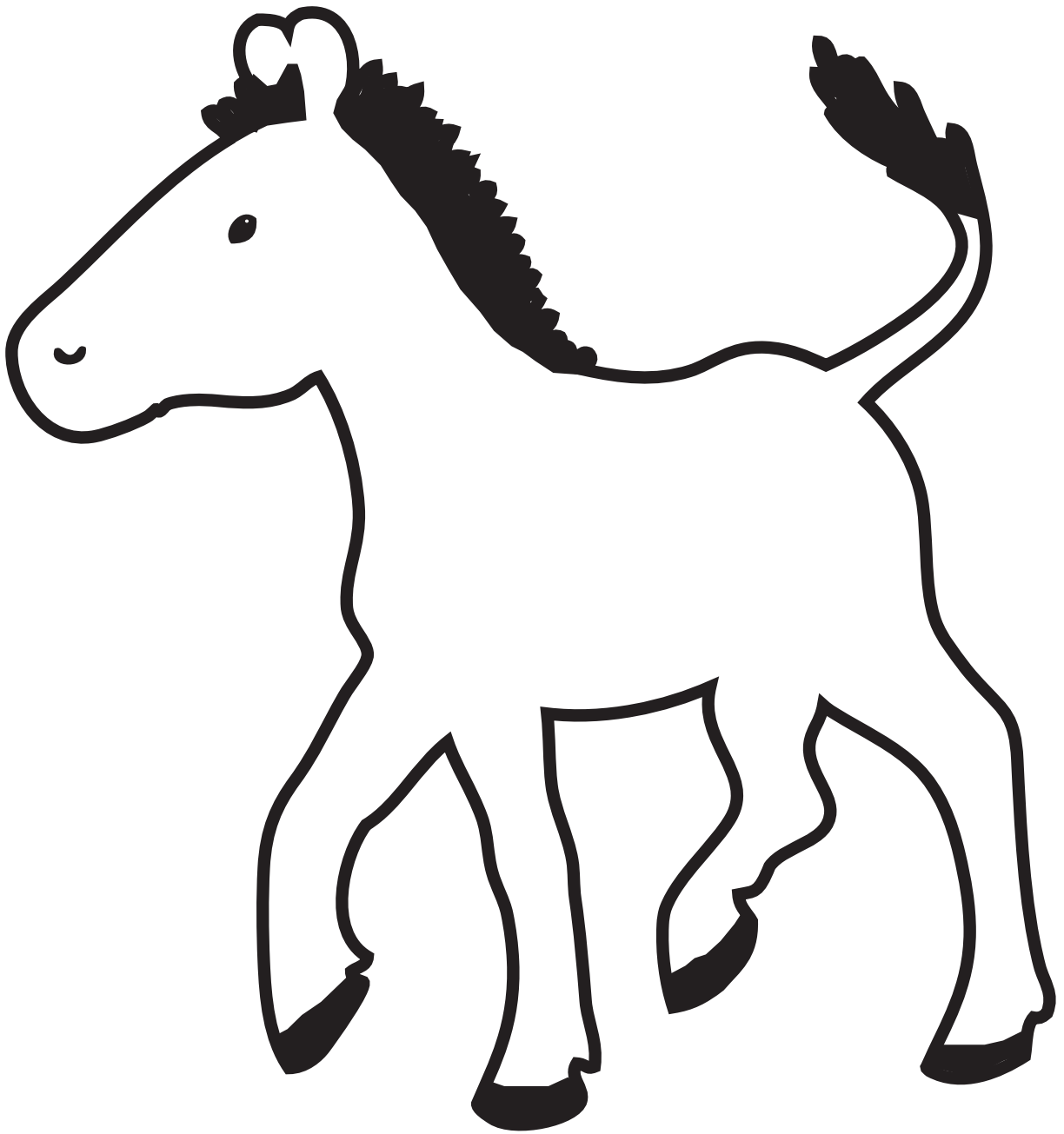
Directions:

This zebra is very worried because he lost his stripes! He likes all kinds of stripes. They don't have to be black and white; he just wants stripes!

Reframing:

Ask the child, "Can you help this zebra put his stripes back on?" "What color stripes do you think he would like?" "Do his stripes go up and down, or sideways?" Color the stripes in any way you want to.

Draw the stripes back on this zebra:



WORRY

There is an Elephant Living in My House!

Framing:

Sometimes when we are really worried about something it can feel like that worry is as big as an elephant.

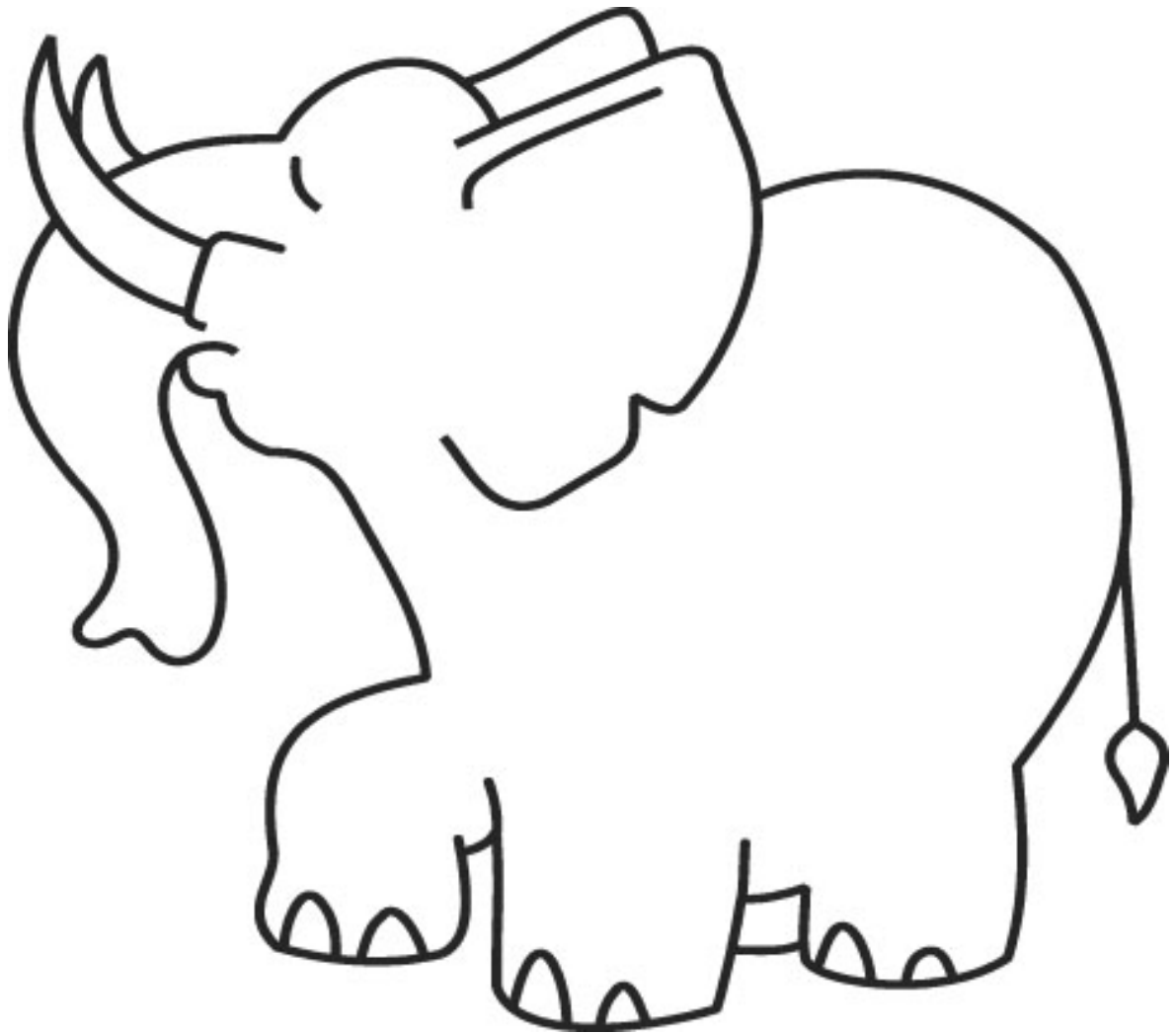
Directions:

Ask the child to draw a picture or have you write a word on the elephant that represents their worry. Ask the child to color the elephant in.

Reframing:

I bet it is hard to ignore that worry because it seems so big, and an elephant is really big huh? Well, remember that even though your worry seems like it is as big as an elephant, you can still do things to help you worry less. Brainstorm with the child on things he can do to help them worry less – (e.g., call or be with their safe person, play with a special toy.)

Write a word in the elephant that describes your worry:



WORRY

My Worry is as Big as...

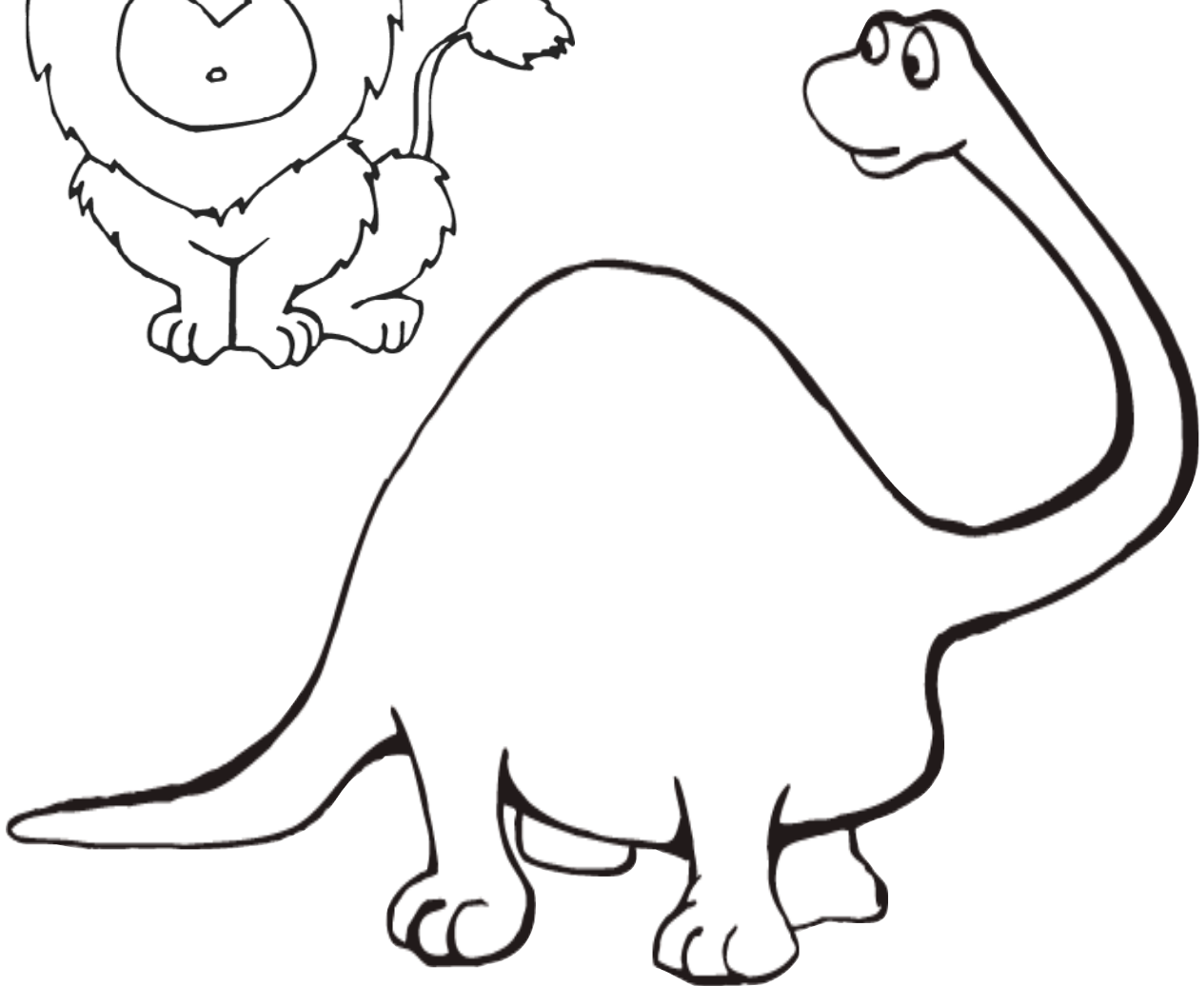
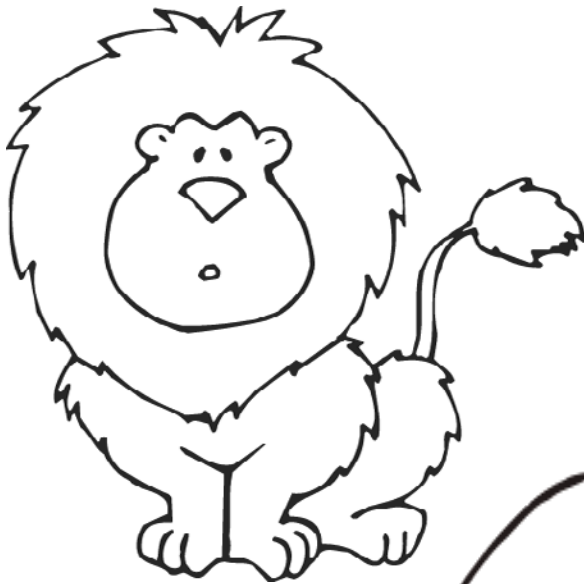
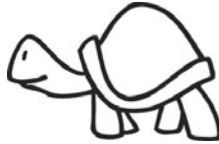
Directions:

Ask the child to color in the image that represents how big their worry is.

Reframing:

When it rains it doesn't rain forever, does it? NO. Worries don't last forever either. Some worries seem like there is nothing we can do to change them or stop them. We can't do anything to stop the rain either, but it stops doesn't it? YES. When it rains, don't we usually find something to do until it stops? Sure we do.

This is how big my worry is:



WORRY

The Worry Song

Directions:

Teach the child the Worry Song, which you can sing to the tune of the song, “When You’re Happy and You Know it, Clap Your Hands.” Give the child a copy of the words to The Worry Song.

If I’m worried and I know it, it’s okay.

If I’m worried and I know it, it’s okay.

If I’m worried and I know, it’s okay to even show it.

I tell my worried part that it will be okay.

Reframing:

When you are worried about something you can sing this song to help make you feel a little bit better.

The Worry Song

Sing to the tune of the song
“When You’re Happy and You Know It, Clap Your Hands”

If I’m worried and I know it, it’s okay.

If I’m worried and I know it, it’s okay.

If I’m worried and I know it,

it’s okay to even show it.

I tell my worried part that it will be okay!



WORRY

What Do You Worry About?

Directions:

Ask the child, “What do you worry most about yourself?” “What do you worry most about your parents?” “What do you worry most about your neighborhood?” Have the child draw pictures of each on the paper.

Reframing:

Yes, we all have things that we worry about. Sometimes our worries are about ourselves, and sometimes they are about other people or about where we live. It helps to let someone know what you are worried about. Many times that person will be able to do something for you to help you worry less. Who do you think you could talk to about your worry? Brainstorm with the child about people they could talk to about their worries.

What do you worry about?

WORRY

Worry Bubbles

Framing:

Worries can feel like big and little bubbles in our minds. Sometimes, they even make our heads or our tummies hurt or feel funny inside.

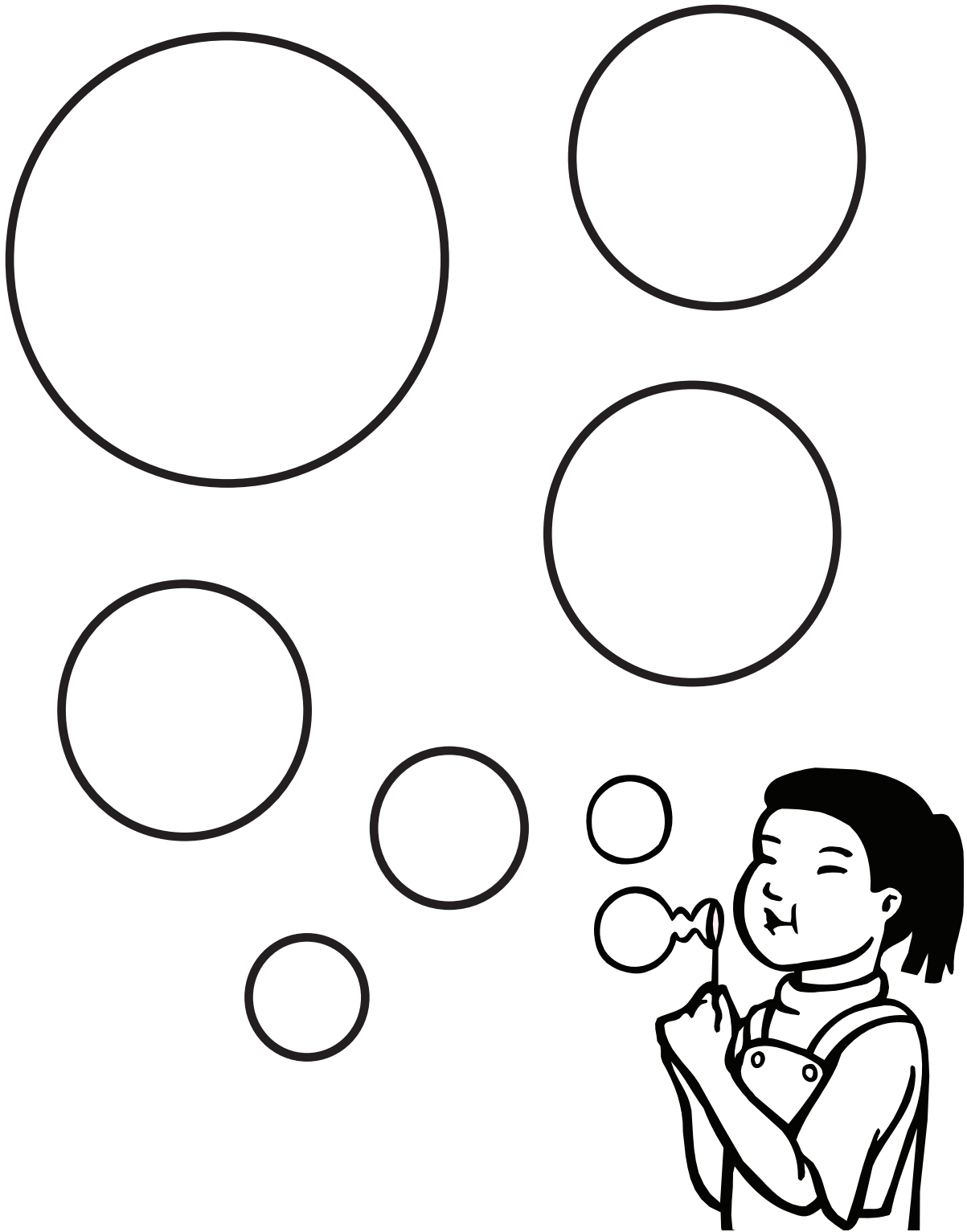
Directions:

On this paper, write down some of your worries inside of the bubbles. You can use as many bubbles as you want. Now, I want you to take a deep breath, think about your worries one by one and blow the bubbles away. Once you think they have blown away, color in that bubble.

Reframing:

You know that when you worry, if you take a deep breath in and blow out just like you pretended to blow these bubbles away, that your body gets more relaxed. You can even do this activity with real bubbles!

Draw your worries in the bubbles:



WORRY

Could Your Worry Lift this Elephant?

Framing:

Sometimes when we are really worried, it can feel like something really heavy.

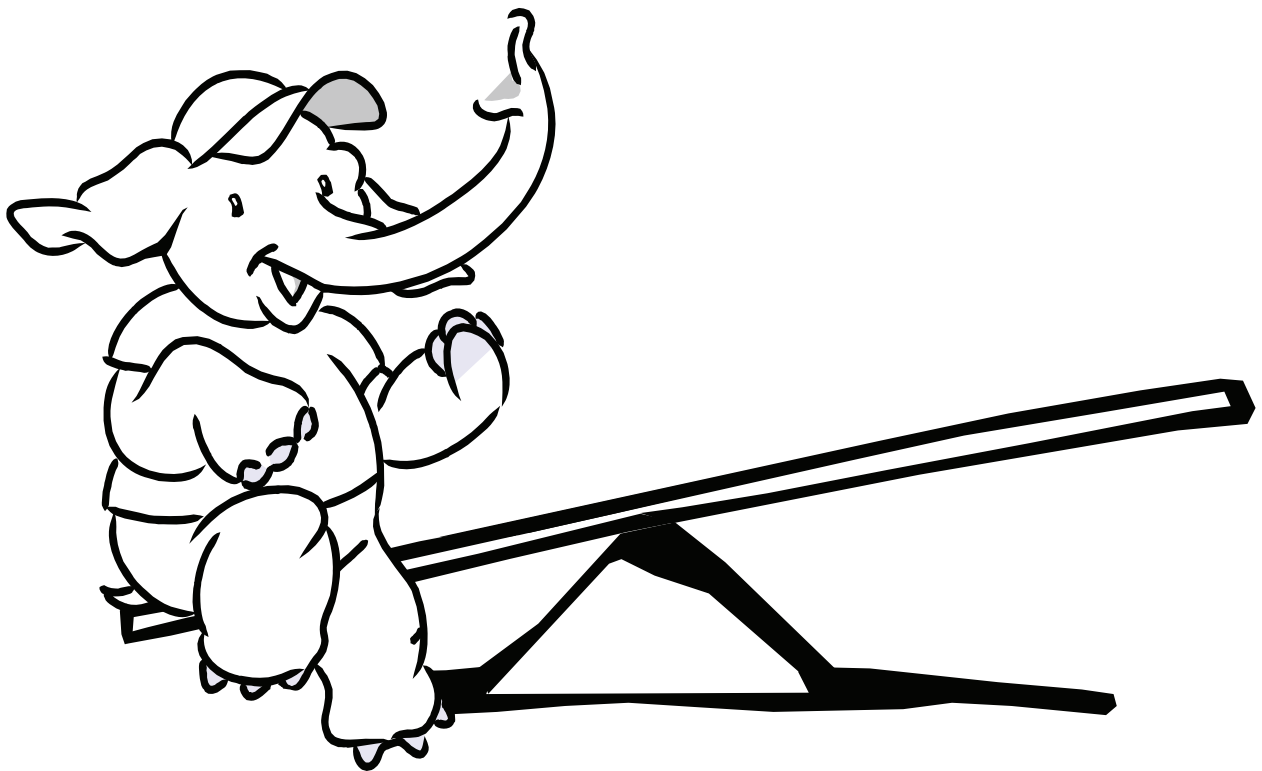
Directions:

Ask the child to draw a picture on the teeter totter of the animal that represents their worry across from the elephant. Is their worry heavy enough to lift the elephant? Ask the child to also color in the elephant.

Reframing:

I bet it is hard to ignore worry when it is so big, and something bigger than an elephant is really big huh? Well, remember that even though your worry seems like something bigger than an elephant, you can still do things to help you worry less. Brainstorm with the child on things they can do to help them worry less (e.g. call or be with their safe person, play with a special toy.)

Draw a picture of your worry on the teeter totter.



WORRY

Animals Worry, Too!

Framing:

Here are three animals. They are each worried about something different.

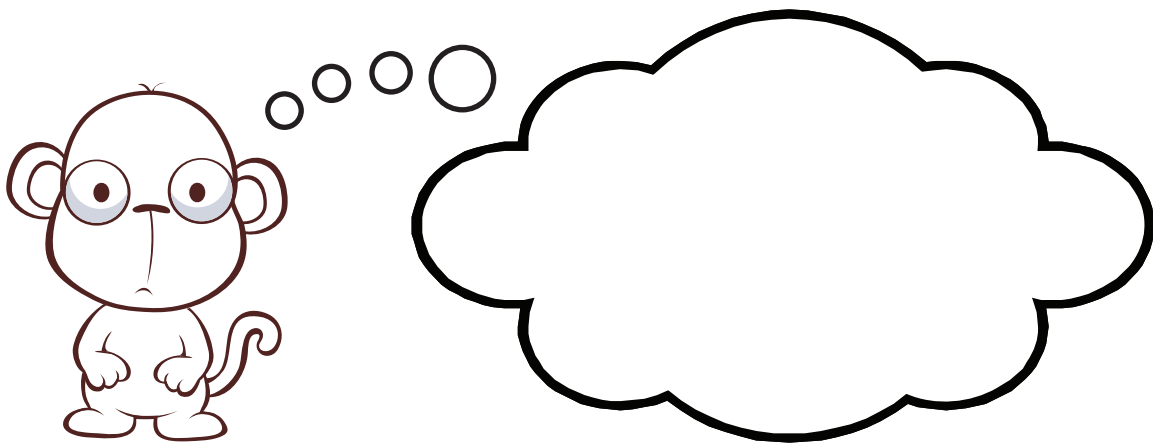
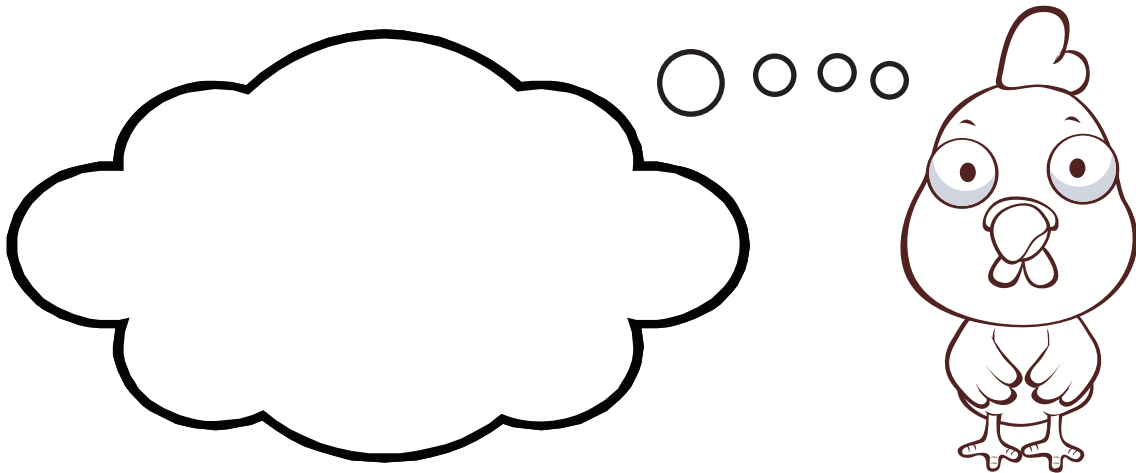
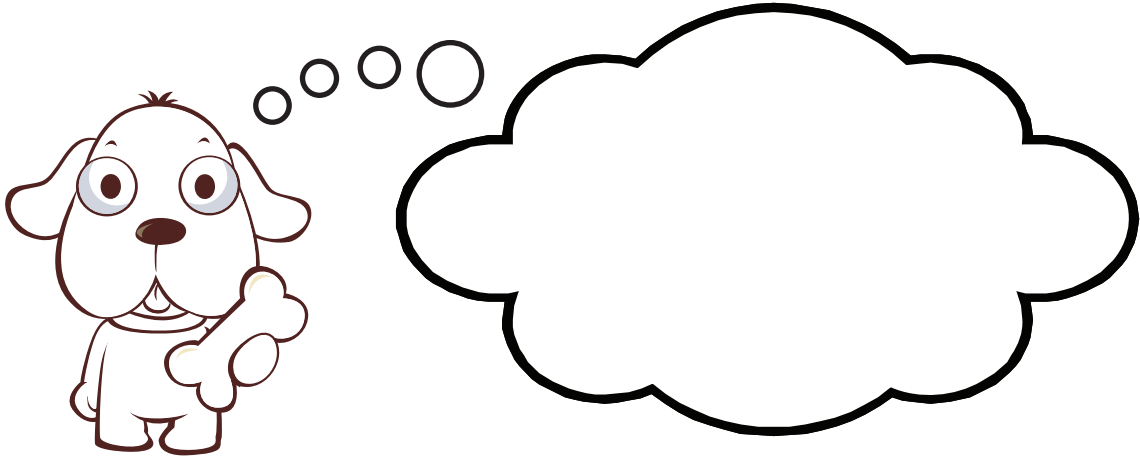
Directions:

What do you think the bunny is worried about? What about the chicken? And the monkey? OK, now what do you think you could tell them to help them to worry less?

Reframing:

Even animals get worried about things like you described. Sometimes it helps if we tell someone our worry, and then they can help us think of things we can do to feel less worried

What do you think they are worrying about?



WORRY

Butterflies in Your Stomach

Framing:

This girl feels very worried. When she worries, she gets a fluttery feeling in her tummy like there are butterflies fluttering around in there.

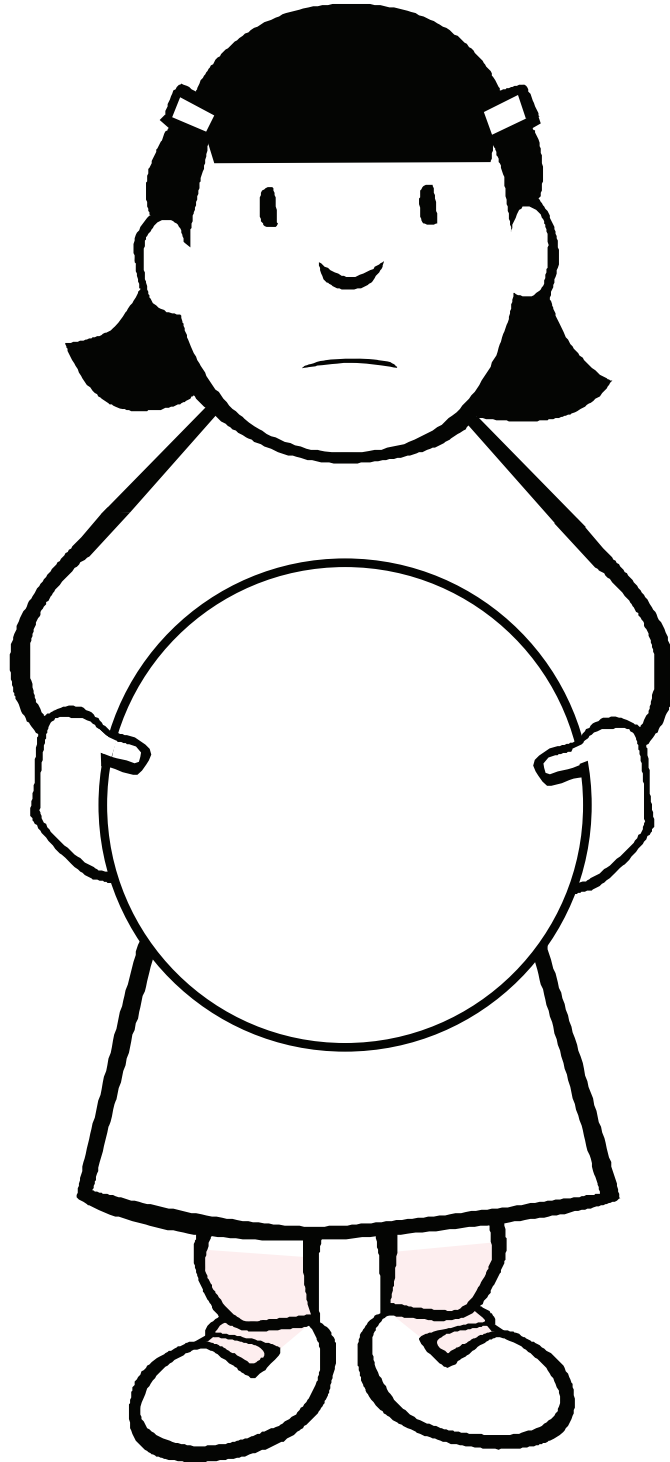
Directions:

Ask the child to draw the butterflies in the girl's stomach. What is the girl so worried about? How many butterflies are in her tummy, just a few or are there many more? Then, ask the child if they ever feel like they have butterflies in their tummy? How do butterflies get in their tummy?

Reframing:

There really aren't real butterflies in your tummy, are there? But sometimes when we worry it can feel like there are lots of butterflies fluttering around in our tummies. I bet it is hard to ignore those worries when you get that nervous fluttery feeling, huh? I want you to know that the fluttery feeling in your tummy is a normal feeling when you get nervous or when you worry. Even grown-ups get butterflies in their stomach. Remember that even though even though it's hard to ignore your worries, there are still things you can do to worry less. Brainstorm with the child on things they can do to help them worry less.

Draw a butterfly in this girl's stomach for each worry you have:



WORRY

Somebody's House

Framing:

This is a picture of somebody's house. From the outside, everything looks like it is okay doesn't it? Well even though things are mostly OK, the little kid that lives inside this house is really worried.

Directions:

What do you think the child that lives in this house is worried about? Help the child to write or draw on the house what the child that lives in the house is worried about. They can also color or decorate the rest of the house.

Reframing:

Sometimes things look like they are okay from the outside, but there are really things on the inside that are causing worry. Sometimes people don't know we are worried unless we tell them we are. Make sure if you feel worried that you tell someone you trust or feel safe with about your worry.

What do you think this child is worried about?



WORRY

Worry Dolls

Framing:

Worry dolls are small dolls that can take your worries away. All you have to do is tell the dolls about your worry each night before you go to bed.

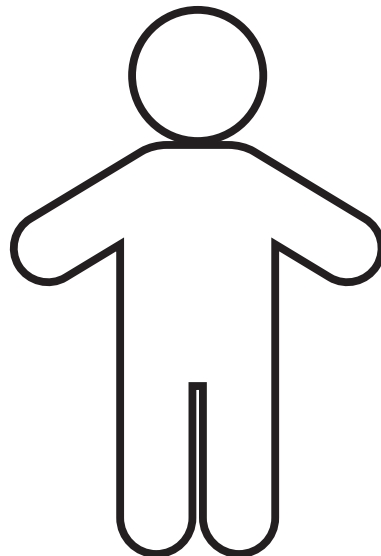
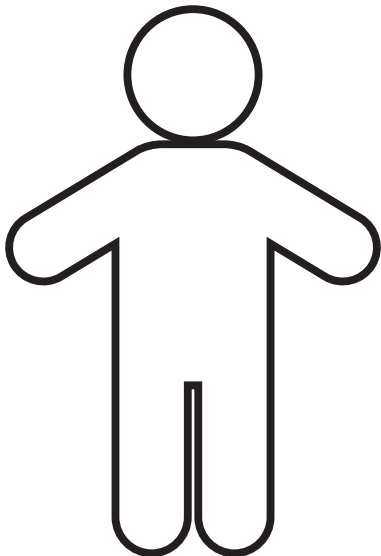
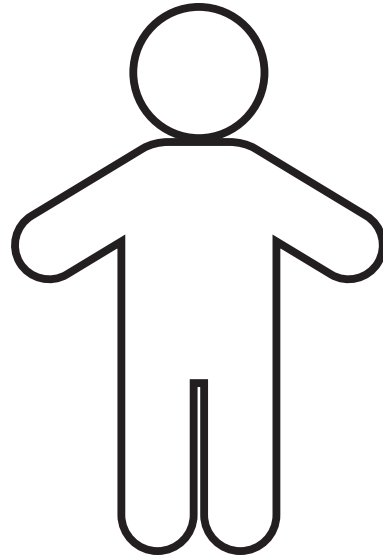
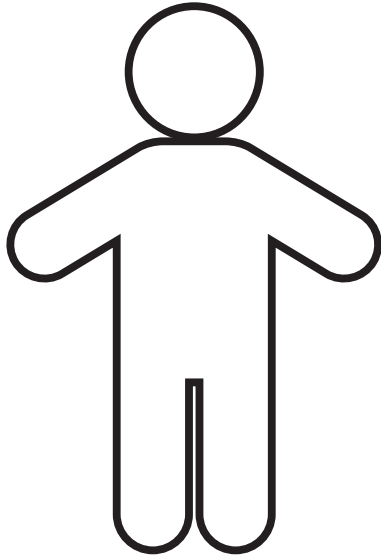
Directions:

Ask the child to color and decorate their worry dolls however they would like. Help the child cut them out.

Reframing:

Now that you have made your own worry dolls, you can tell each of them a worry at night before you go to sleep. Once you tell them your worry, set them next to where you are sleeping, then while you sleep, they will take your worries away!

Make your own worry dolls:



HURT

This is a Picture of My Hurt

Framing:

Sometimes our hurt looks like the thing that caused us to hurt, and other times our hurt looks like a shape or may even look like a color. Everyone's hurt is different. When I hurt it looks like there is a big rainstorm in my stomach.

Directions:

Ask the child to draw a picture of what their hurt looks like to them.

Reframing:

Sometimes our hurt looks like a picture of what caused us to hurt (e.g. an illness, person who hurt us, etc.), and other times the hurt we feel is deep inside of us so it doesn't always look like a hurt does when we cut or scrape our knees when we fall. Everyone has a different way to draw their hurt. Anyway that you draw your hurt is okay.

This is what my hurt looks like:

HURT

Cherry Blossom Hugs

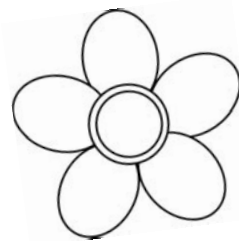
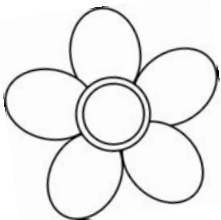
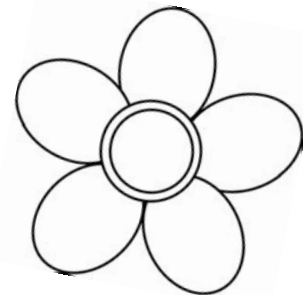
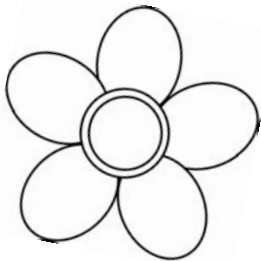
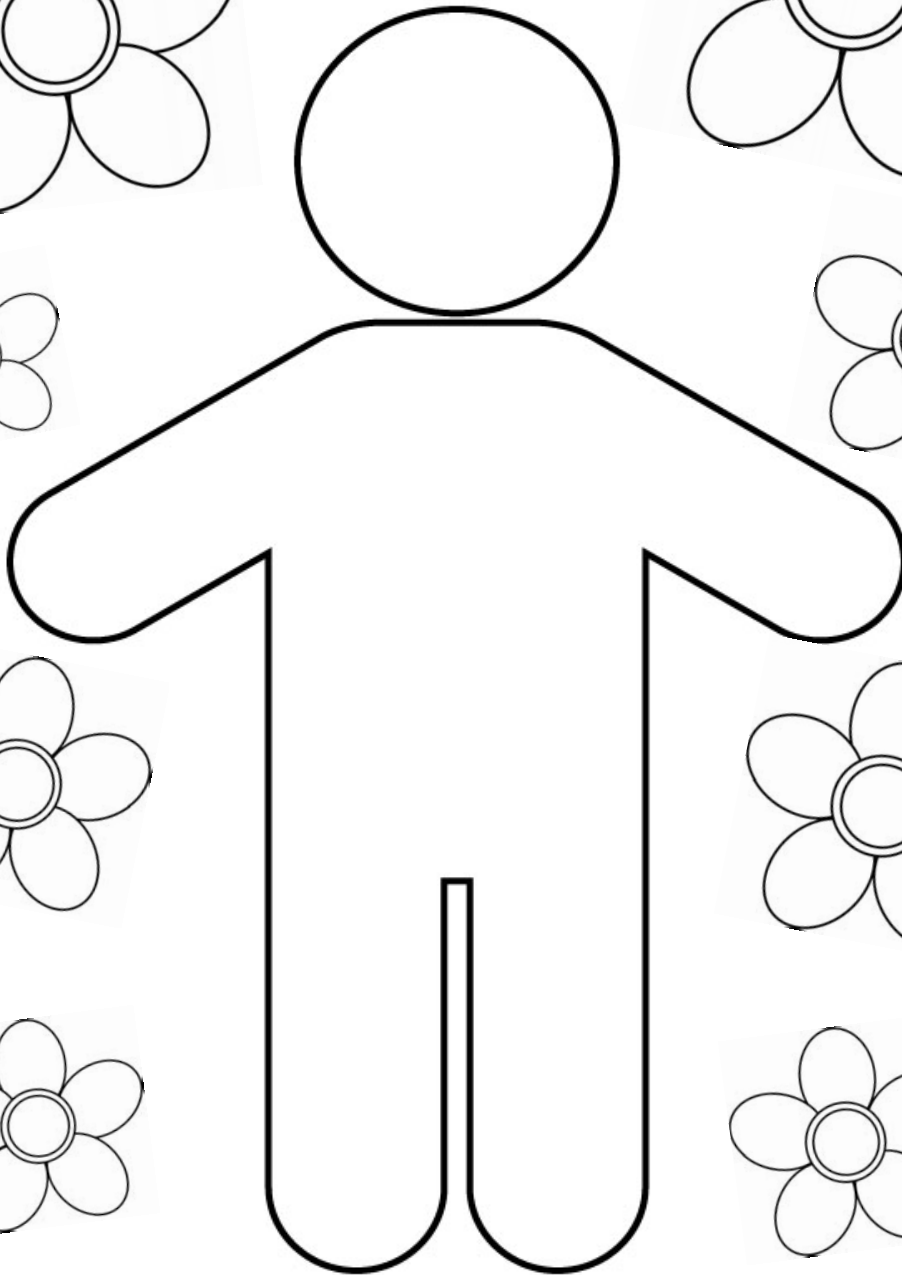
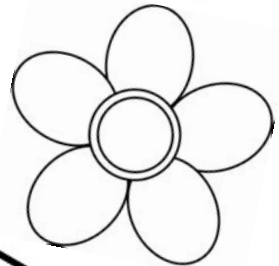
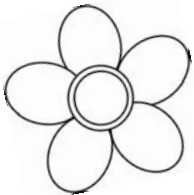
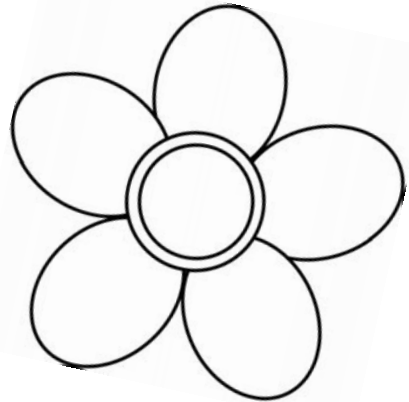
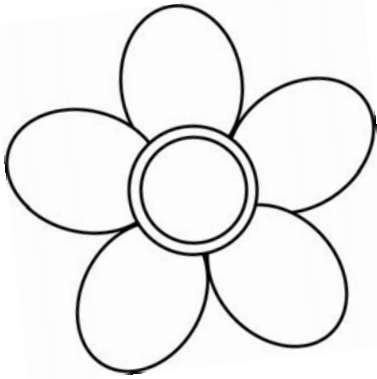
Directions:

Ask the child to color in the part of their body that feels their hurt.

Reframing:

Sometimes when we feel hurt we feel it inside of our bodies. Even though this kind of hurt might not look like a bruise or cut or scrape, it sure feels like we are bruised or cut or scraped on the inside. What does your hurt feel like? Yes, that is definitely what a hurt can feel like. Well you can always give yourself a “cherry blossom” hug to make that hurt feel better on the inside. And, no one will even know you are doing it. I’ll teach you how. Take your arms and stretch them out wide, now cross your arms so that your hands go around towards your back. Now, tap your fingers on your sides. That is a cherry blossom hug!

This is where I feel the hurt in my body:



HURT

This is a Band-Aid for My Hurt

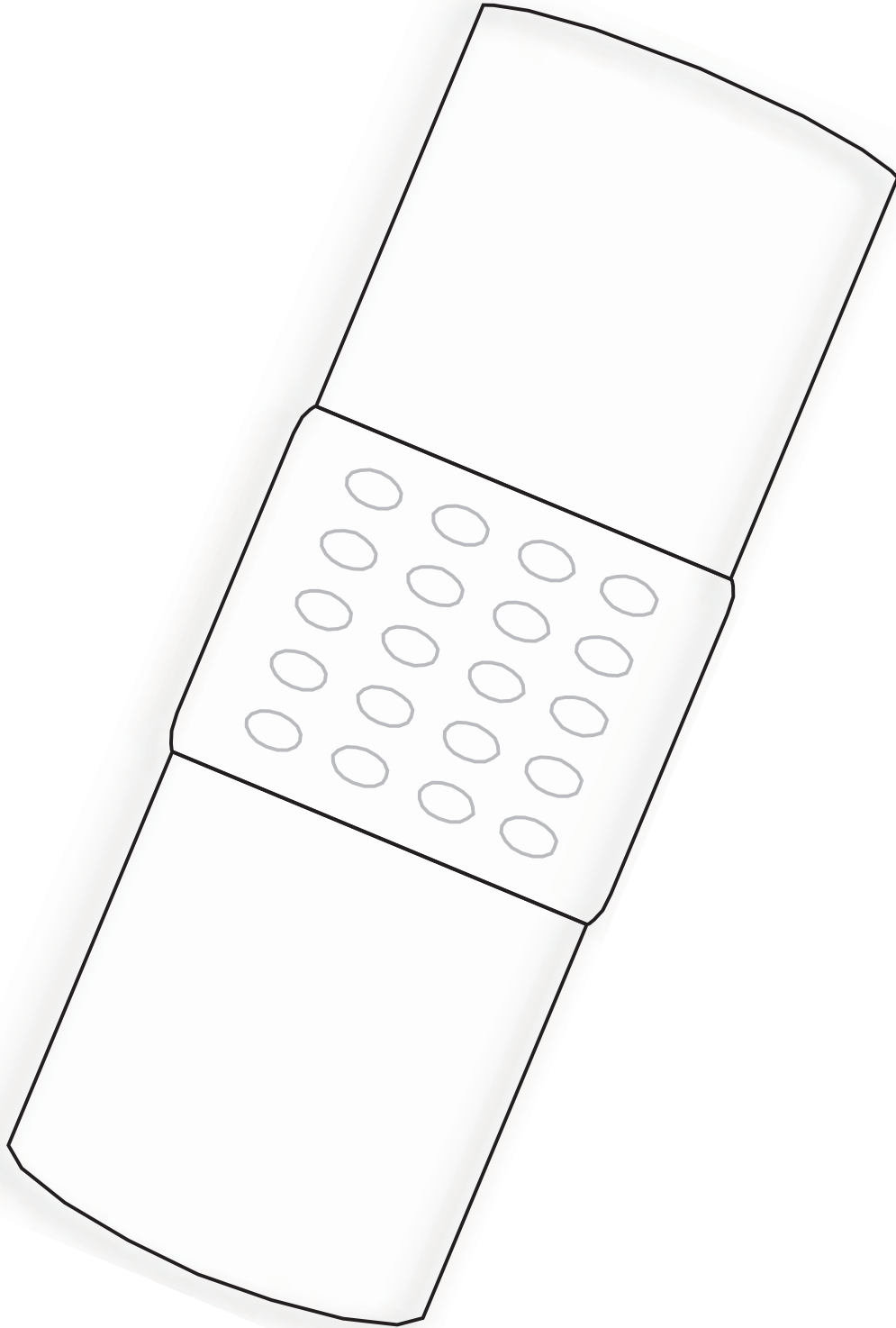
Directions:

Ask the child to decorate this band-aid for their hurt.

Reframing:

When we get a cut or a scrape when we fall down, it helps us feel better to put a band-aid on it. A band-aid protects our cuts and scrapes. When we hurt inside we can pretend like we are putting a big band-aid on our hurt like this one you just decorated to help our hurt feel better.

Decorate this band-aid for your hurt.



HURT

Cookies and Milk

Framing:

When this doggie has a boo-boo, he eats cookies and drinks milk because that makes him feel better.

Directions:

Ask the child to draw or have you write in the things or people that make their hurt feel better.

Reframing:

This doggie drinks milk and eats cookies when he is hurt. Remember, when you feel hurt you can do one of the things or talk to one of the people that you drew or listed here. Doing things we enjoy or being with people we like makes our hurt feel smaller.

What makes me feel better:



HURT

Bucket Fillers

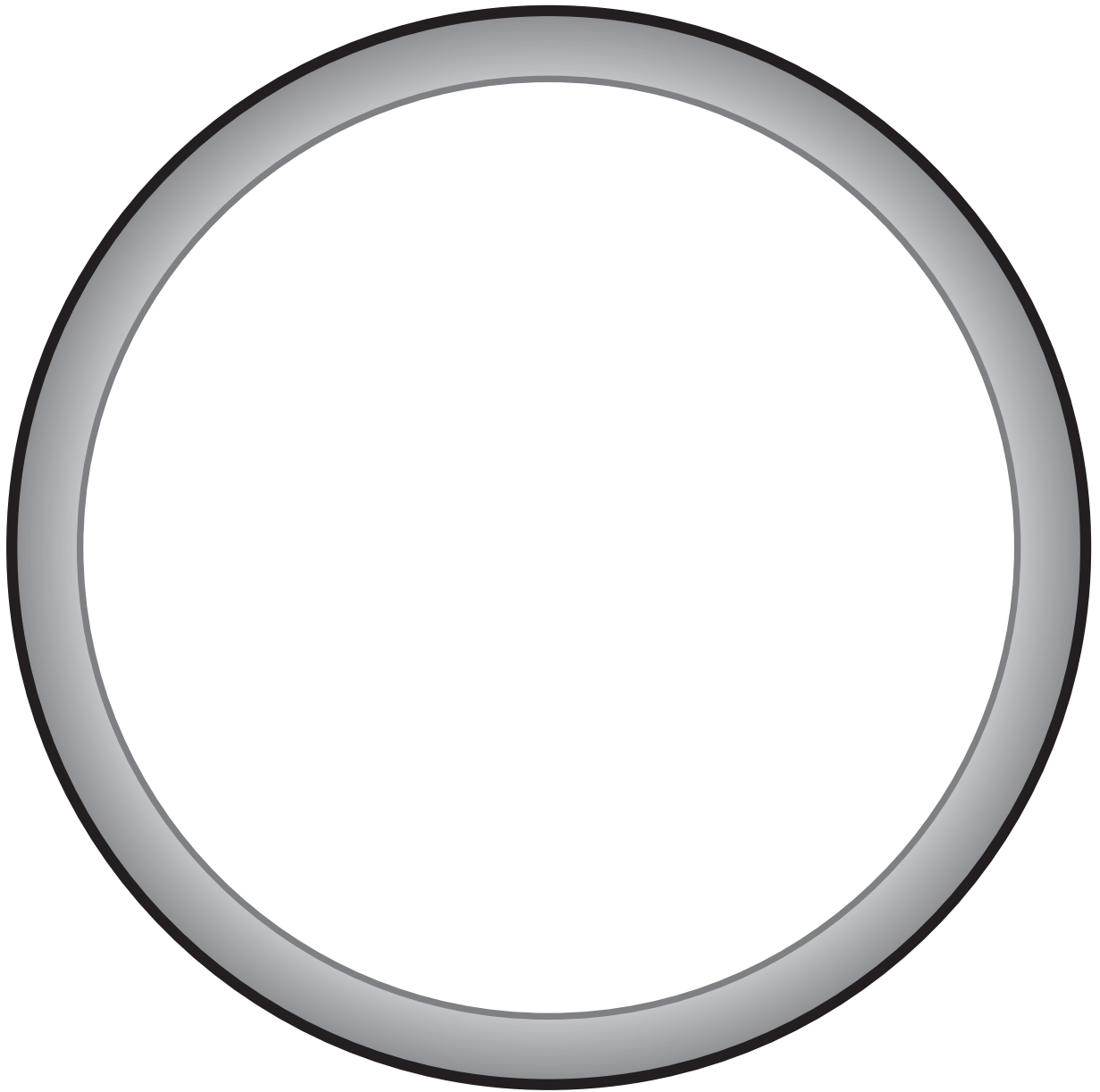
Directions:

Ask the child to draw their friends or the things that make them feel good in their bucket. They can also write/draw in nice things that people have said to them or how someone has helped them.

Reframing:

Did you know that everyone walks around with an invisible bucket, and its purpose is to hold good thoughts and feelings? When buckets are full, there is happiness. When buckets are empty, there is sadness or hurt. You fill a bucket when you show love to someone, when you say or do something kind, or even when you give someone a smile. Now you know what fills your bucket.

In your bucket, draw things or people that make you feel good:



HURT

Put Bandages on the Parts that Hurt

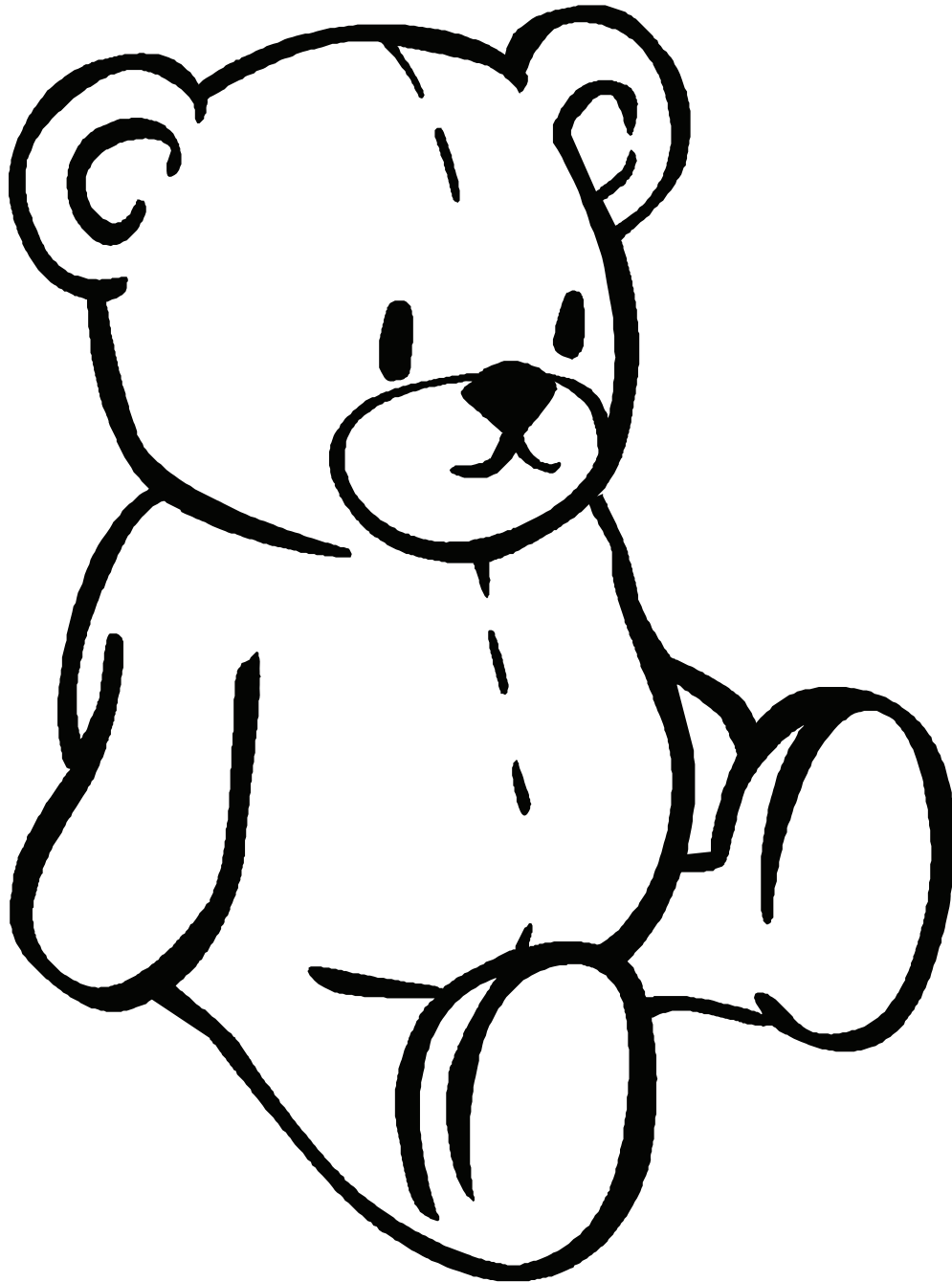
Directions:

Ask the child to decorate the teddy bear, and draw how they would bandage the different parts of the teddy bear that hurts. Ask the child about what makes each part hurt. Tell the child they can decorate the bandages if they would like.

Reframing:

Sometimes when we get cut, scraped, or fall down, it helps to put bandages on it. This helps us feel better. When we hurt inside, we can pretend like we are putting bandages on our hurt like this one you just decorated to help our hurt feel better.

Put bandages on this teddy bear where he is hurt:



HURT

How Big Is Your Hurt?

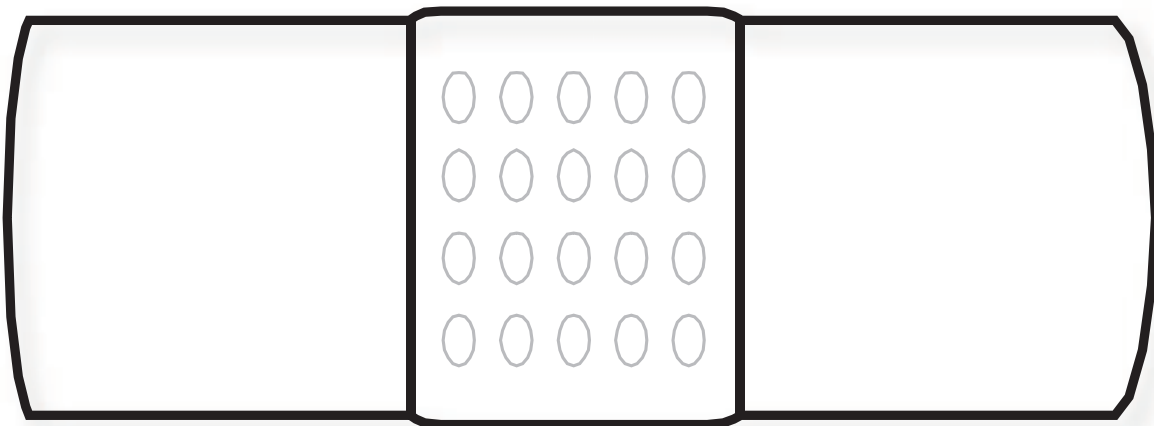
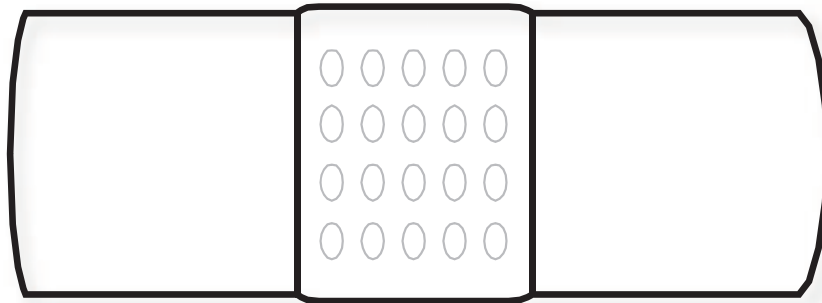
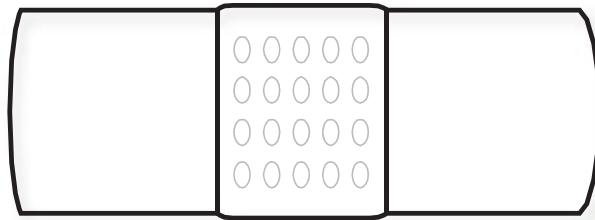
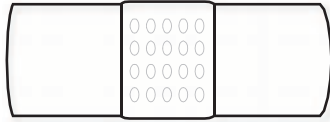
Directions:

Ask the child to color in the bandage that represents how big their hurt is.

Reframing:

When it rains, it doesn't rain forever, does it? NO. Hurt doesn't last forever either. Some worries seem like there is nothing we can do to change them or stop them. But we can't do anything to stop the rain either, but it stops, doesn't it? YES. When it rains, don't we usually find something to do until it stops? Sure we do.

This is how big my hurt is:



HURT

First-Aid for Your Hurt

Framing:

This is a first-aid box to use when people get hurt. Usually a first-aid box has things in it like bandages for hurts that you can see on your body. But sometimes our hurts are inside of us, and we need other things for first-aid like hugs, smiles, and special toys or blankets.

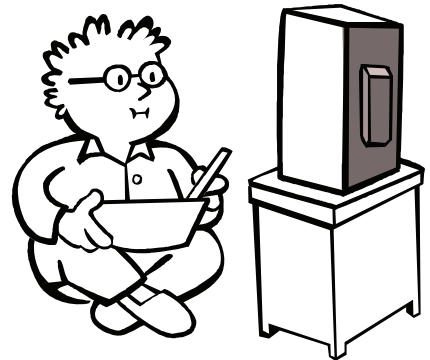
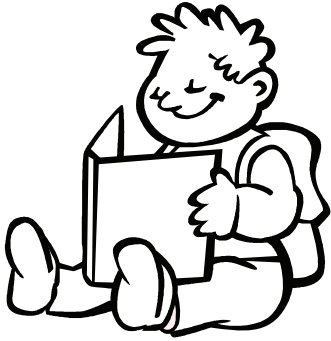
Directions:

What is your biggest hurt? What kinds of first-aid things help to make your hurt feel better. Color the pictures of things that make you feel better when you feel hurt. If there are any things that are not in the first aid box that help the child feel better, have them draw them in or help the child write them in.

Reframing:

Yes, all of those things are very comforting. They make us feel better when we are feeling hurt.

Color the things that make you feel better when you are hurt:



HURT

Dinosaur Hurt

Framing:

This is a big teardrop that is from a dinosaur that is feeling very hurt.

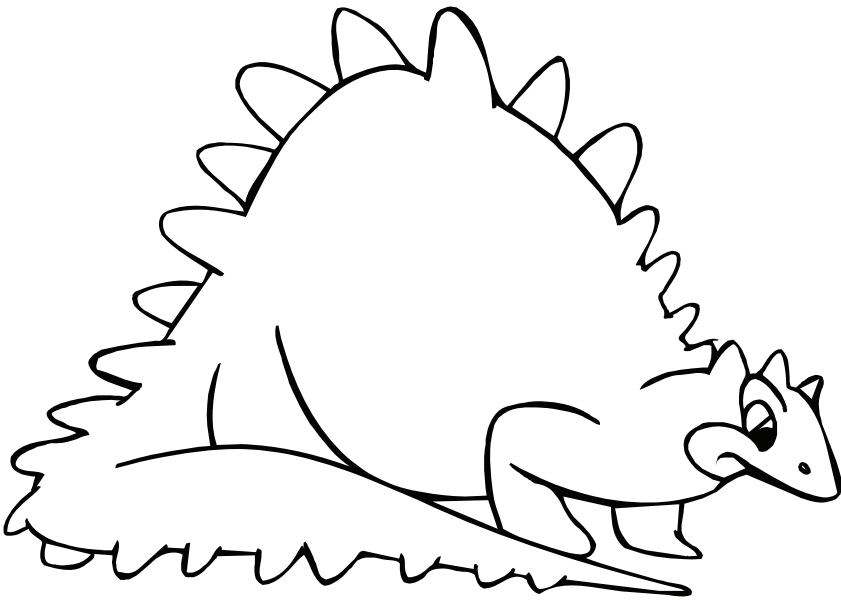
Directions:

If this dinosaur could have one thing to feel better, what do you think that he would want? Draw a picture of this thing under this big teardrop.

Reframing:

Yes, when we are hurt there are some things that make us feel better. What are some things that make you feel better when you are feeling hurt? Discuss these with the child.

What do you think this dinosaur needs to feel better?



HURT

Hurt Song

Directions:

Teach the child the Hurt Song, which you can sing to the tune of the song, “B-I-N-G-O.”
Give the child a copy of the words to the song.

Reframing:

When you are hurt, you can sing this song to help make you feel a little bit better.

Hurt Song

(sing to the tune of B-I-N-G-O)

**There was a boy who had a hurt,
Ouchie ouchie boo boo.**

**You couldn't see it but it was there,
Ouchie ouchie boo boo.**

**Ouchie ouchie here and ouchie ouchie there,
Ouchie ouchie boo boo.**

**He wanted something for his hurt,
Ouchie ouchie boo boo.**

**What does he need? What does he need?
Ouchie ouchie boo boo.**

(Pause)

**Someone came up with a great big hug....
(Open your arms up and hug yourself)
NO MORE ouchie ouchie boo boo!
YAY!**

FEAR

This is a Picture of Someone Who is Scared

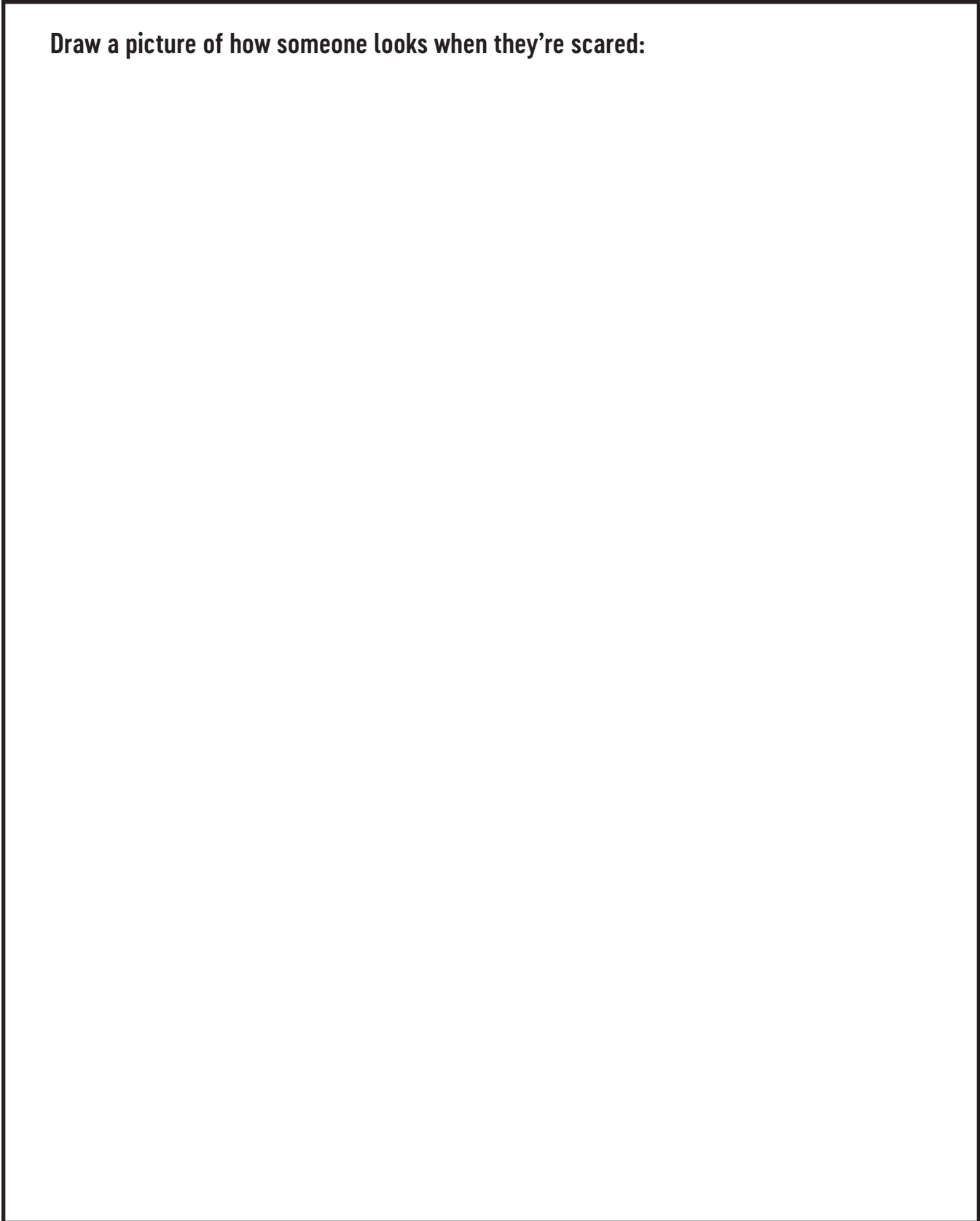
Directions:

Ask the child to draw a picture of how someone looks who is really scared.

Reframing:

Wow, that person does look scared. Tell me about their face and how you know they are scared. Is that how you look when you are scared? How do you look when you are not scared anymore?

Draw a picture of how someone looks when they're scared:



FEAR

A Scary Monster in My Closet Looks Like...

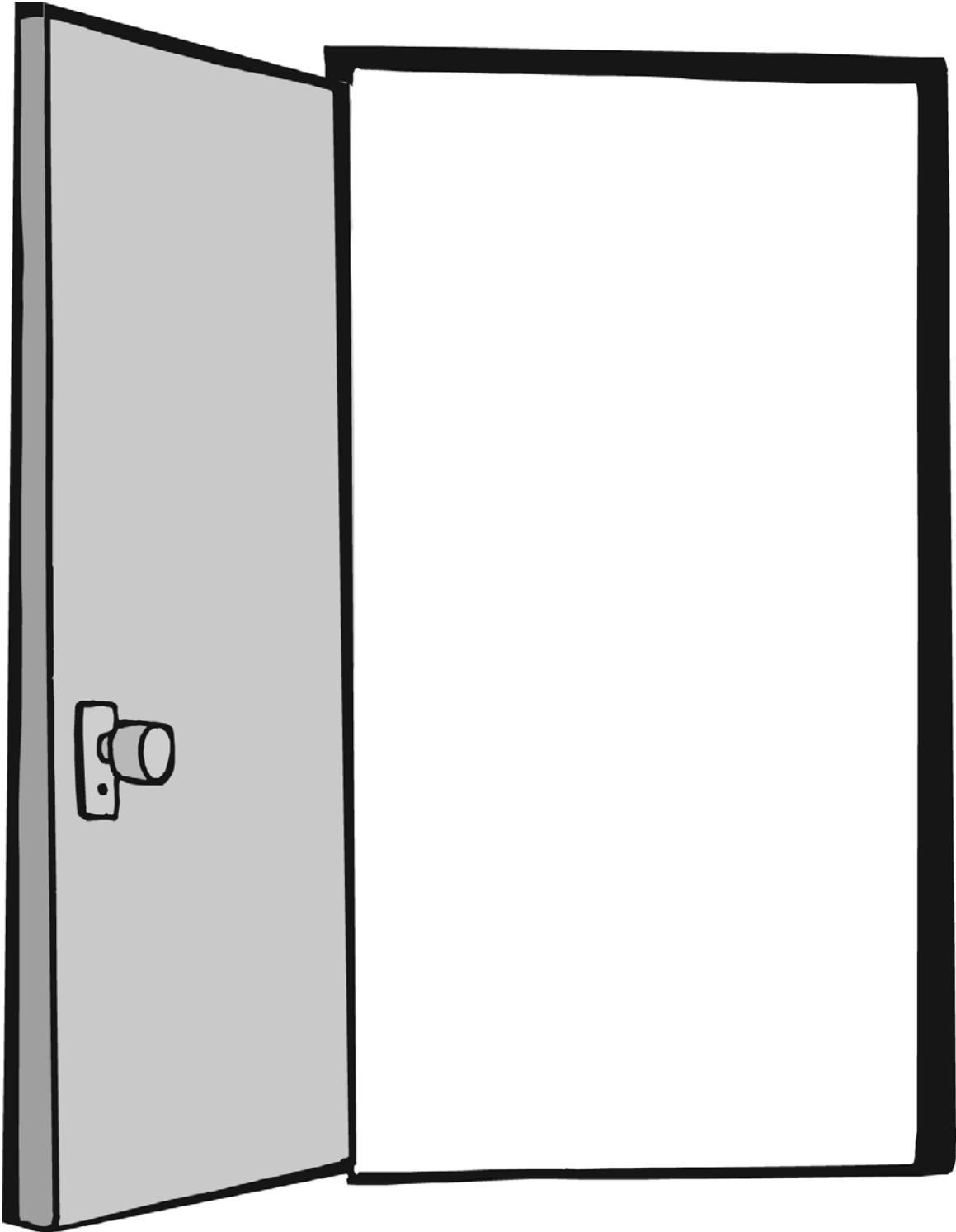
Directions:

Ask the child to draw a picture of what the monster in their closet looks like. Then, ask the child what they would like to do to the monster that scares them. Have them draw that in as well. You can also ask the child to draw how the monster would look if he weren't scary looking anymore.

Reframing:

See, you can change how the scary monster in your closet looks, just like you did here on your paper. Whenever you start to feel scared, try to draw how it would look if you weren't scared anymore.

This is what the monster in my closet looks like:



FEAR

A Monster Under the Bed Looks Like...

Directions:

If there was a monster under this bed, what do you think it would look like? Is it scary? Then ask the child what they would like to do to the monster. Have them draw that in as well. You can also ask the child to draw how the monster would look if it wasn't a scary monster.

Reframing:

When we feel afraid, sometimes we think about scary things that are not really there, like this monster under the bed. We know it's not really there, but it still can make us feel scared. Did you know that you can change your thoughts that are scary? Just like how you did here on your paper with this monster under the bed, whenever you start to feel scared, try to think about how it would look if it were not so scary anymore.

Draw the monster under your bed:



FEAR

Frog Lily Pad

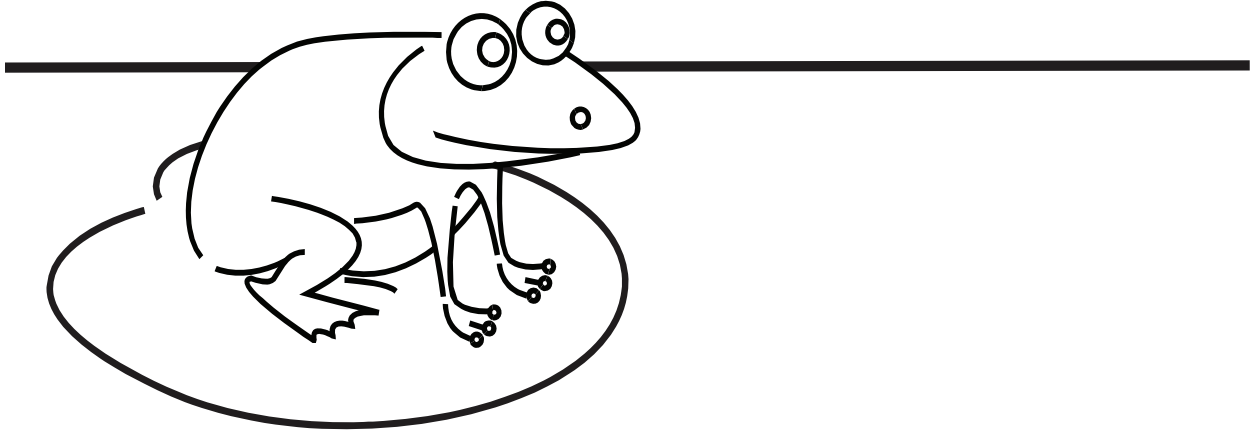
Directions:

This frog is sitting quietly on his lily pad, but there are some things underneath the water that scare him. What do you think might be underneath the water that is scary? Have the child draw that in. What are some things that scare you? Discuss with the child what things scare them.

Reframing:

Even when we are sitting quietly and look like we are doing OK, we might still feel afraid of some things. Just because we look like we aren't afraid on the outside, we might still feel scared.

Draw the things underneath the water that the frog is scared of:



FEAR

Jack-in-the-Box

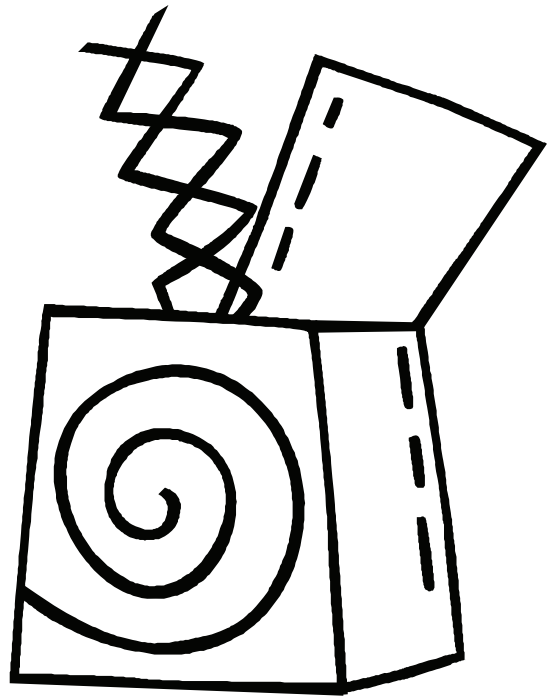
Directions:

There is a jack-in-the-box inside this box. All you have to do is turn the handle three times and he will POP out. What do you think the jack-in-the-box will look like when he pops out? Will it be an animal, a monster, a clown, a child? Draw him into your picture now.

Reframing:

Sometimes it is scary when we don't know what to expect, or when we don't know what is happening next. Once we know what to expect, it makes us feel less scared, and we can feel better if it happens again because we know what to expect.

Draw the jack-in-the-box:



FEAR

Balloons Popping

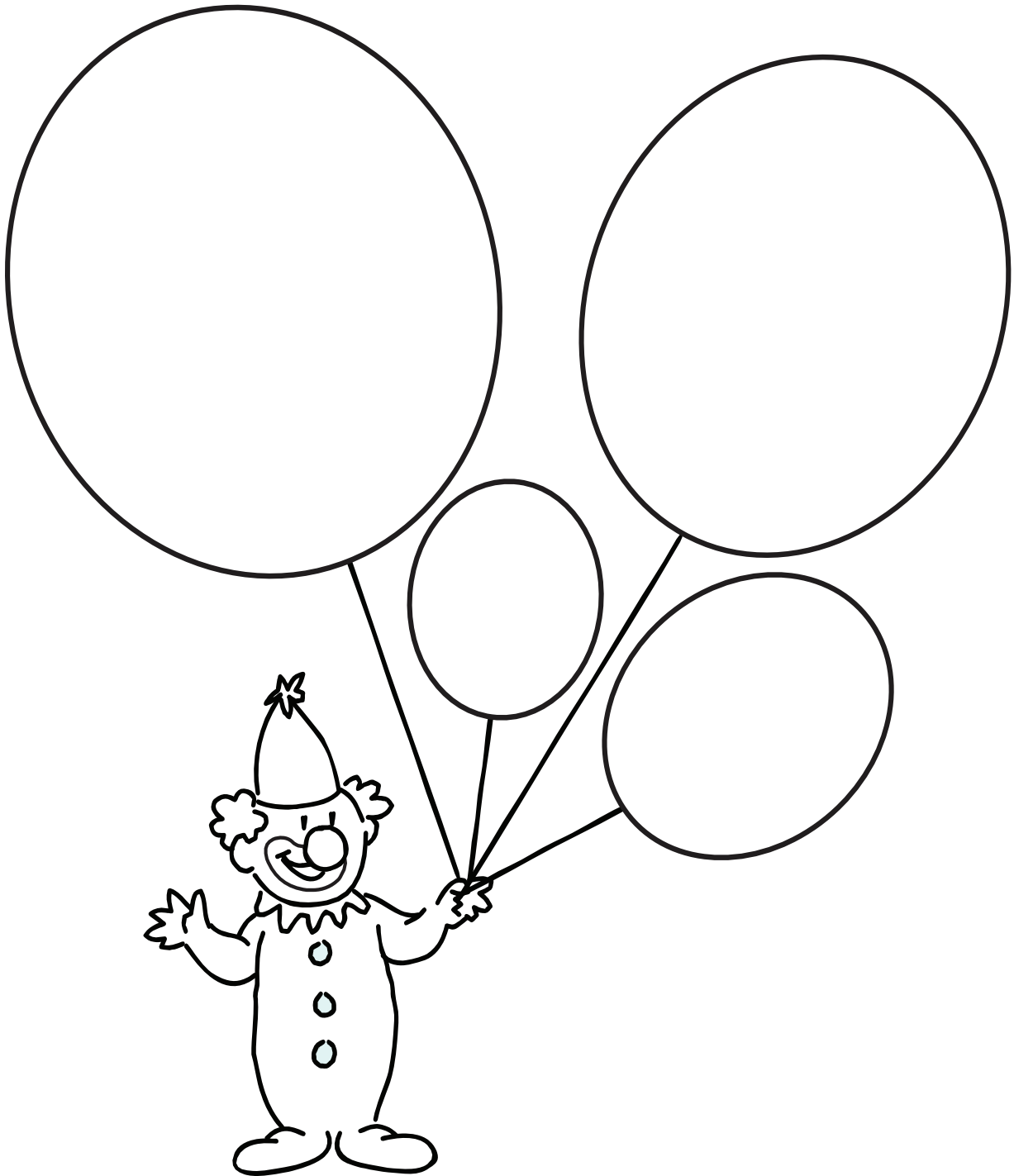
Directions:

Write or draw the things that you are afraid of on this clown's bunch of balloons. Some of his balloons are big, and some are small. Select the balloons that fit each fear. You don't have to write on every balloon, and if you need more balloons than this clown is holding, you can draw in your own balloons. After you label the balloons, take your pencil or pen, and tell me what makes the different fears go away. If you can think of something that would make that fear go away, let's pretend that we are popping that balloon, and that fear, by writing the word POP on that balloon in big black letters.

Reframing:

Wow, you were able to think of some good things that might help your fears go away. Doesn't it feel good to POP away those fears? Now there are less fears than when you started!

Draw the things that you are afraid of in the balloons:



FEAR

Duckling and Egg

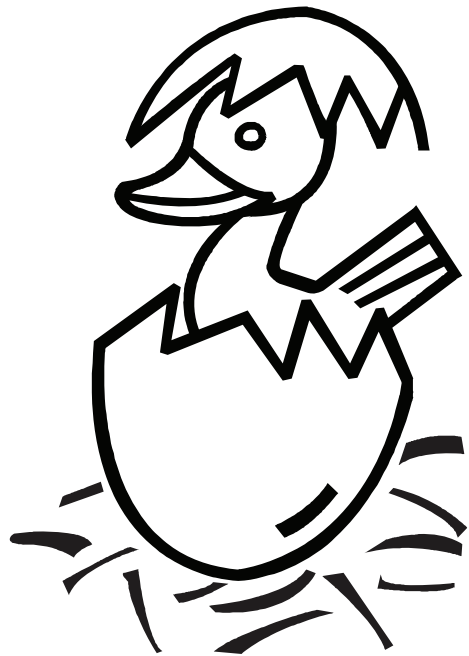
Directions:

There is a little duck peeking out of this egg. He wants to break out of his shell, but he is afraid of what might be on the outside. Why do you think this ducky might be scared? What kinds of things do you think might be making him scared? Let the child answer. Then say, “OK, what do you think this ducky would like to see when he comes out of his shell that would make him feel less scared?” Draw those things, people, or other animals into the picture now.

Reframing:

We are all afraid sometimes when we don't know what we can expect to see, or when we don't know what is going to happen next. But usually we can think of a few people or things to do that help us to feel not so afraid.

Why do you think this duckling is scared to come out of his shell?



FEAR

Mouse Trap

Directions:

This mouse was just walking around trying to find his cheese, when all of the sudden a mouse trap fell over his whole body. He feels stuck and scared. What do you think you could do to help this mouse get out of his trap? Once the mouse is free, what will make him feel better? Draw in how you would help him escape and what things, people, or other mice might make him feel better?

Reframing:

There are certainly times when we feel stuck and afraid that bad things are never going to stop happening to us. Have you felt that way before? Was there anything or any person that helped you feel less stuck and not so afraid?

Can you help this mouse get out of his trap and make him feel better?



FEAR

Turtle in its Shell

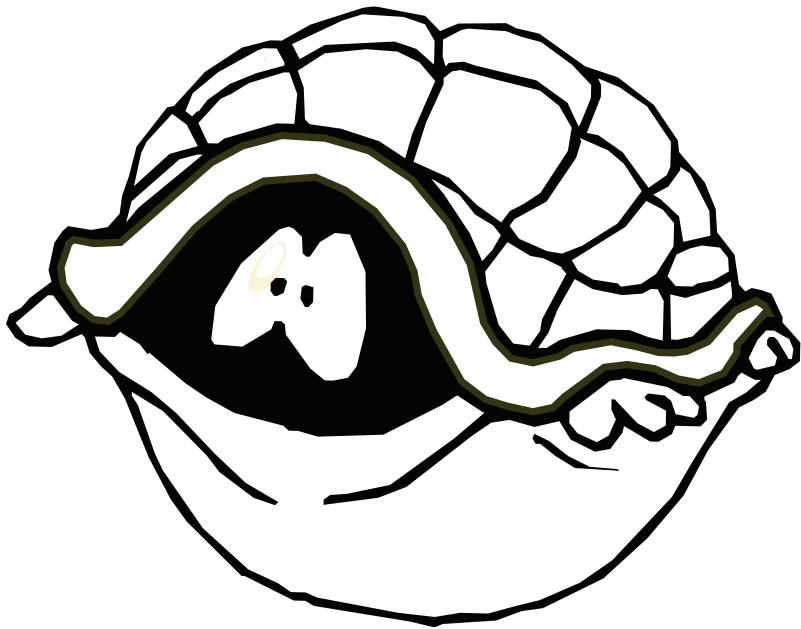
Directions:

This turtle is feeling scared. He doesn't want to come out of his shell. Why do you think he is so frightened? Draw in what you think he is afraid of. What does this turtle's body feel like when he is scared? What things are you afraid of? How does your body feel when you are afraid? Does anything make you feel less afraid? Color in the turtle when you are finished.

Reframing:

We all are afraid of something. That is normal. When your body tells you it is afraid, it is telling you to slow down and find someone safe that you can talk to or who can keep you company.

Why do you think this turtle is afraid to come out of his shell?



ANGER

This is How My Face Looks When I am Mad

Directions:

Ask the child to draw a picture of what their face looks like when they get really mad.

Reframing:

Wow that does look like a mad face. When you get really mad, sometimes it helps to make us feel better when we can draw a picture of what that looks like.

This is what I look like when I get really mad:

ANGER

When I'm Mad the Animal I am Most Like is a...

Directions:

Ask the child to draw a picture of the animal they are most like when they are mad.

Reframing:

When we get really mad, sometimes we don't act like ourselves. It is certainly okay to get mad and to imagine things we'd like to do because of our anger. But, remember it is never okay to hurt ourselves or hurt other people when we are mad.

This is the animal I am most like when I'm mad:

ANGER

When I am Mad it Helps to...

Directions:

Ask the child to circle or color in the pictures that represent things they can do when they are mad.

Reframing:

So now you have lots of things to choose from to do when you get really mad. Next time you get mad, try doing one of the things you circled.

Here are some things I can do when I'm mad:



ANGER

Make a Loud Bang

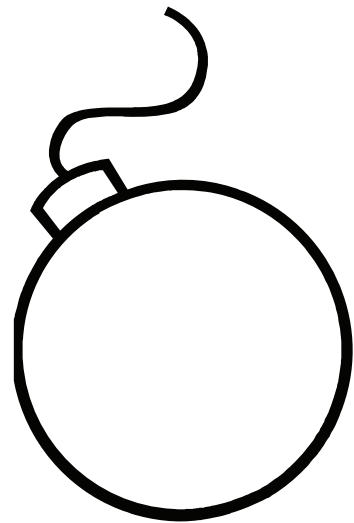
Directions:

Ask the child to draw what would happen to the bomb if they were angry.

Reframing:

Sometimes when we get really mad, it feels like we could explode! It is certainly okay to get mad and to imagine things we would like to do because of our anger. But remember, it is never okay to hurt ourselves or hurt other people when we are angry.

What would happen to this bomb if it was angry?



ANGER

Angry Whale

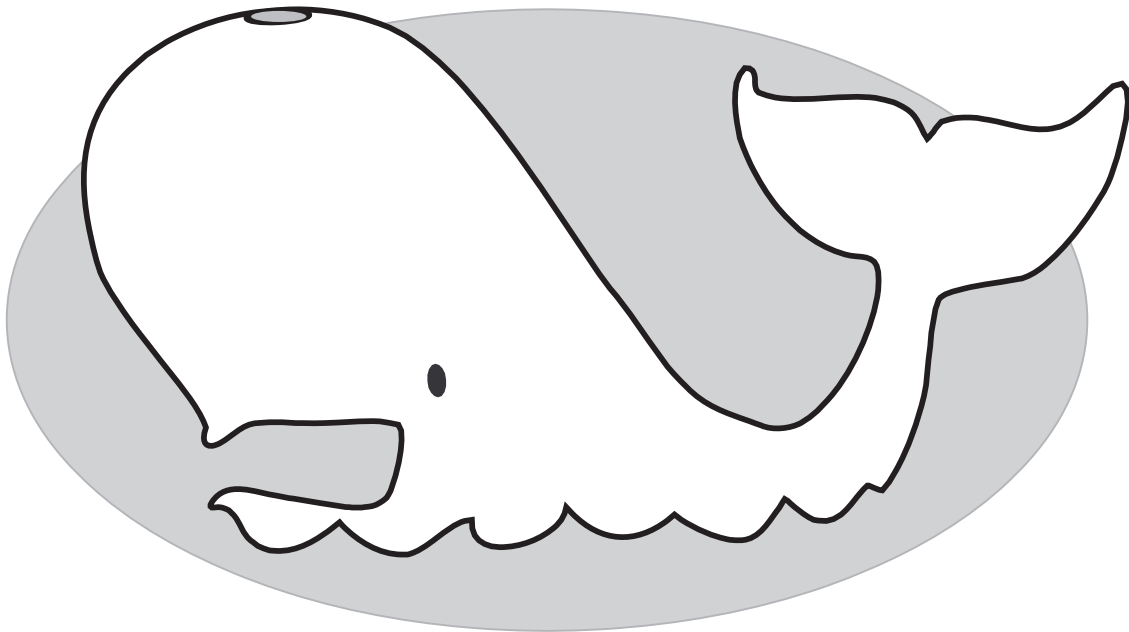
Directions:

This whale needs to blow off some steam! What do you think is making the whale so angry? How much water do you think would come out of the whale? Draw that in now.

Reframing:

Just like whales, we need to blow off steam when we are angry. Once we are able to do that, we feel better. What kinds of things make you want to blow off some steam? Discuss with the child appropriate ways to release some of their anger.

How angry do you think this whale is? Draw the anger coming out of his blow hole.



ANGER

Lion's Roar

Framing:

This is a mighty lion that needs to let out a big roar. He doesn't roar all the time, just when he feels really, really mad.

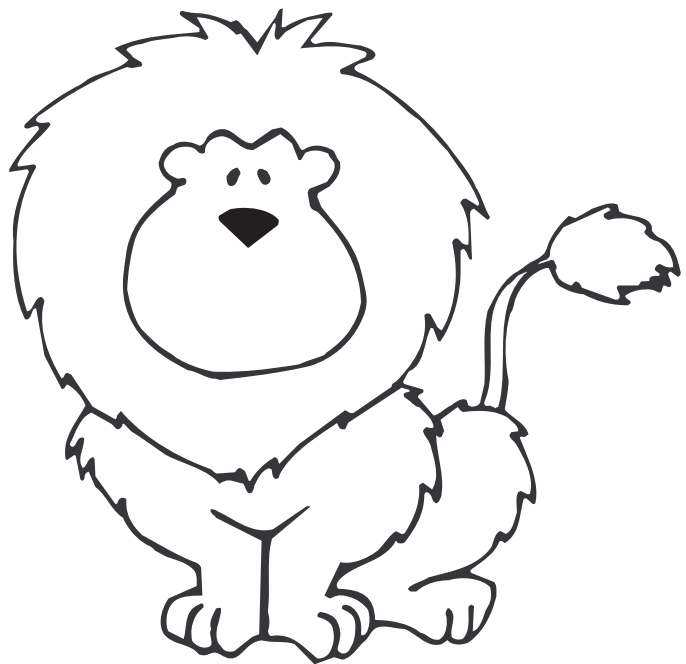
Directions:

Ask the child to draw a picture of what this lion's roar looks like when he is mad.

Reframing:

When we get really mad, we don't always act like ourselves. It's okay to get mad and imagine things we would like to do because we are mad, but remember it is never okay to hurt ourselves or hurt other people when we are mad.

Draw what this lion's roar looks like when he's mad:



ANGER

Everyone Gets Angry

Framing:

See this little mouse? Even she gets angry!

Directions:

What do you think this little mouse is angry about? Maybe one of her brothers ate all of her cheese, or maybe it is raining outside and her mommy won't let her go outside to play? What do you think? Draw a picture of her doing something that you think will make her feel less angry.

Reframing:

We all get angry – kids, grownups, and even animals! When we get angry, we want things to be different, but we can't always change the way things are. We can do things to make us feel better like this mouse. What do you do when you are angry that makes you feel better?

What do you think will make this little mouse feel less angry:



ANGER

Bumble Bee

Framing:

This little bumblebee is so mad! He is buzzing all over the place and doesn't know where he should land.

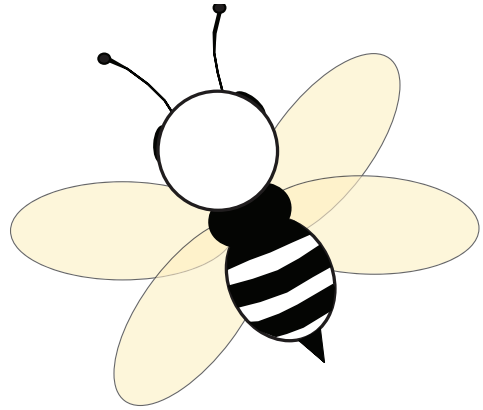
Directions:

What do you think this bumblebee is so mad about? Maybe it is because he doesn't have any place to land. Draw a place on the picture so the bumblebee can land. Maybe he would like to land on a flower? The grass? A house? Why would that make him feel better? Color the picture in.

Reframing:

What makes you feel better when you are angry? Do you go to a certain place or a certain person that makes you feel less angry?

Draw a place for this bumblebee to land:



RELAXATION

Activities for 3-5 Year Olds

BLOWING BUBBLES

Directions:

You will need a bottle of bubbles with a blower for this activity. Ask the child to watch you as you blow bubbles. Tell the child to pay close attention to your chest as you take a deep breath in 1-2-3 and as you blow through the blower 1-2-3. Repeat a few times. Then, ask the child to practice the breathing a few times and then try the bubble blower them.

Reframing:

When we get stressed out it helps us to take deep breaths in and out to help us to calm down. A fun way to do this is by blowing bubbles like we have done here today.

SPAGHETTI ARMS

Directions:

Ask the child to get comfortable in their seat. Then ask them to squeeze their fists as tight as they can while you count to three. 1-2-3. Then have them release their fists and relax their arms. 1-2-3. Repeat this a few times. Then on the final time tell the child, “This time when you release your fists we are going to count to 10! I want you to relax your arms so much that they feel as loose and relaxed as spaghetti noodles!”

Reframing:

There are lots of different ways to get relaxed or calm down. One way is to notice how tight your arms feel when they are stressed or really mad, and then to let them hang loose like we did here today. So, the next time your muscles start to feel tight, concentrate on how you can make them feel really loose again – as loose as spaghetti noodles!

RELAXATION

Activities for 3-5 Year Olds

COLORING

Two pictures are included for your use.

Directions:

Ask the child to take their time coloring in the picture you give them. Tell them to watch the tip of their colored pencil as they color. Ask them to color slowly and carefully.

Reframing:

A good way to relax to is to get out a coloring book or piece of paper and color. Coloring slowly and carefully helps slow us down, which helps us to calm down. The next time you feel like you need to calm down, try it!





RELAXATION

Belly Breathing

Framing:

I am going to teach you how to do belly breathing. This is good to do when you are worried, scared, or angry. Deep breaths like this can help make stress go away.

Directions:

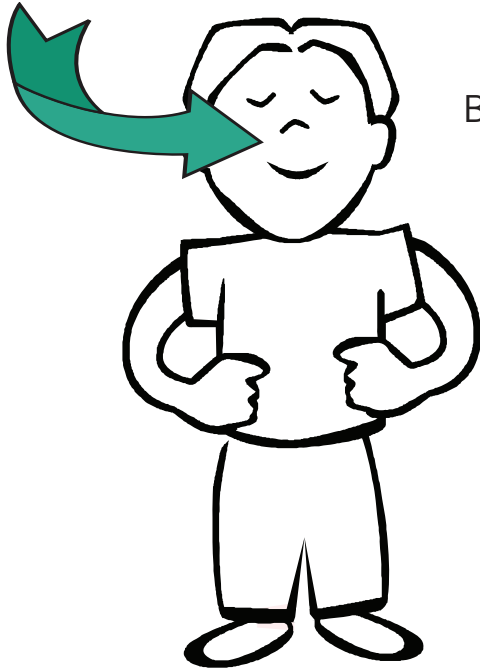
- 1) Lie on your back. Close your eyes. Put your hands on your belly.
- 2) Keep your mouth closed. Breathe slowly through your nose. Let's count to six while you breathe in.
- 3) Hold that air in your body while you count to two in your head.
- 4) Slowly let the air out through your mouth or nose.

Try it now. Breathe in through your nose. Hold the air in your body. Slowly let the air out.

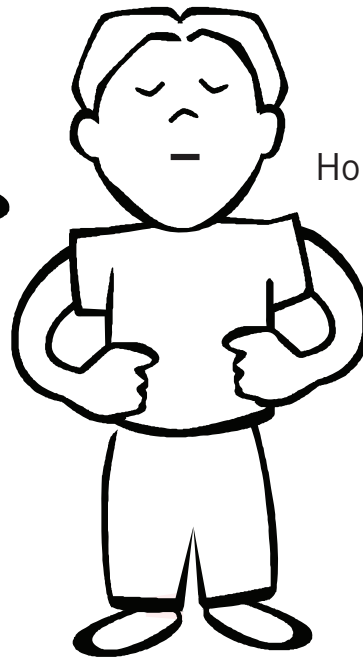
Reframing:

What did you feel your belly do? Your belly should go up and down when you take deep breaths. That is why it is called belly breathing! Taking deep breaths can help make stress go away. Taking deep breaths may help you feel happy. Taking deep breaths is good for your body, too.

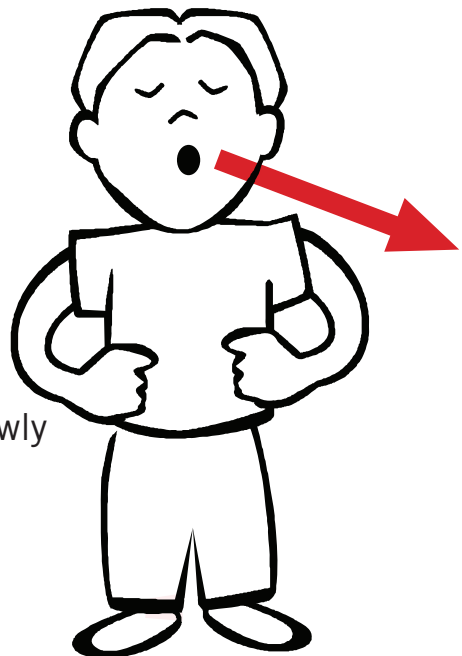
Belly Breathing instructions:



Breathe in counting 1...2...3...4...5...6



Hold your breath for 1...2



Breathe out slowly

RELAXATION

Knock Knock Jokes

Directions:

Here are two knock knock jokes that I am going to teach you. Take them home, and tell them to your mom, dad, neighbor, or friend. I bet it will make them laugh!

Knock, knock!

Who's there?

Lettuce!

Lettuce who?

Lettuce in!

Knock, knock!

Who's there?

Doris!

Doris who?

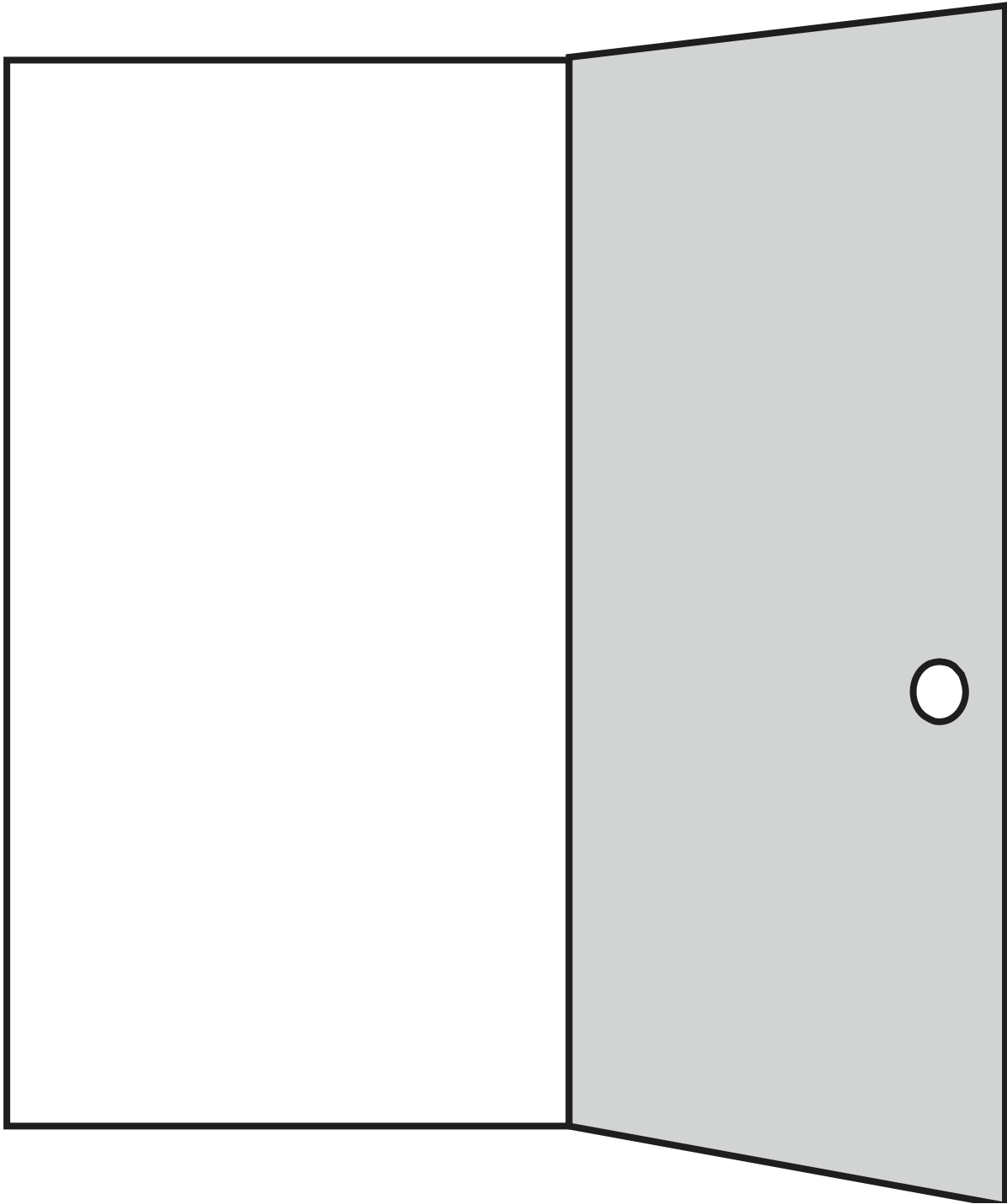
Door is open, c'mon in!

Reframing:

Telling jokes makes us laugh, and laughing makes us feel good!

Note: These knock knock jokes were taken from Knock, Knock by Sophie Blackall - http://www.amazon.com/Knock-Jon-Muth/dp/0803731523/ref=pd_bbs_1?ie=UTF8&s=books&qid=1200532401&sr=8-1 body too.

You can make up your own knock knock joke and draw it here:



RELAXATION

Crayon Colors

Framing:

There are some colors that make us feel excited and like we want to run and jump around. Other colors are softer, quieter and make us feel calm and relaxed.

Directions:

Which color do you think is most relaxing? Color this crayon using that color. How does your body feel when you look at that color? What about when you are coloring?

Reframing:

Yes, certain colors are relaxing. _____ can be your relaxing color. Remember that when you want to relax, you can think about this color and color in a coloring book or on a piece of paper. It will make you feel good!

Color in this crayon with the color you think is the most relaxing:



SURVIVOR

Survivor Flag

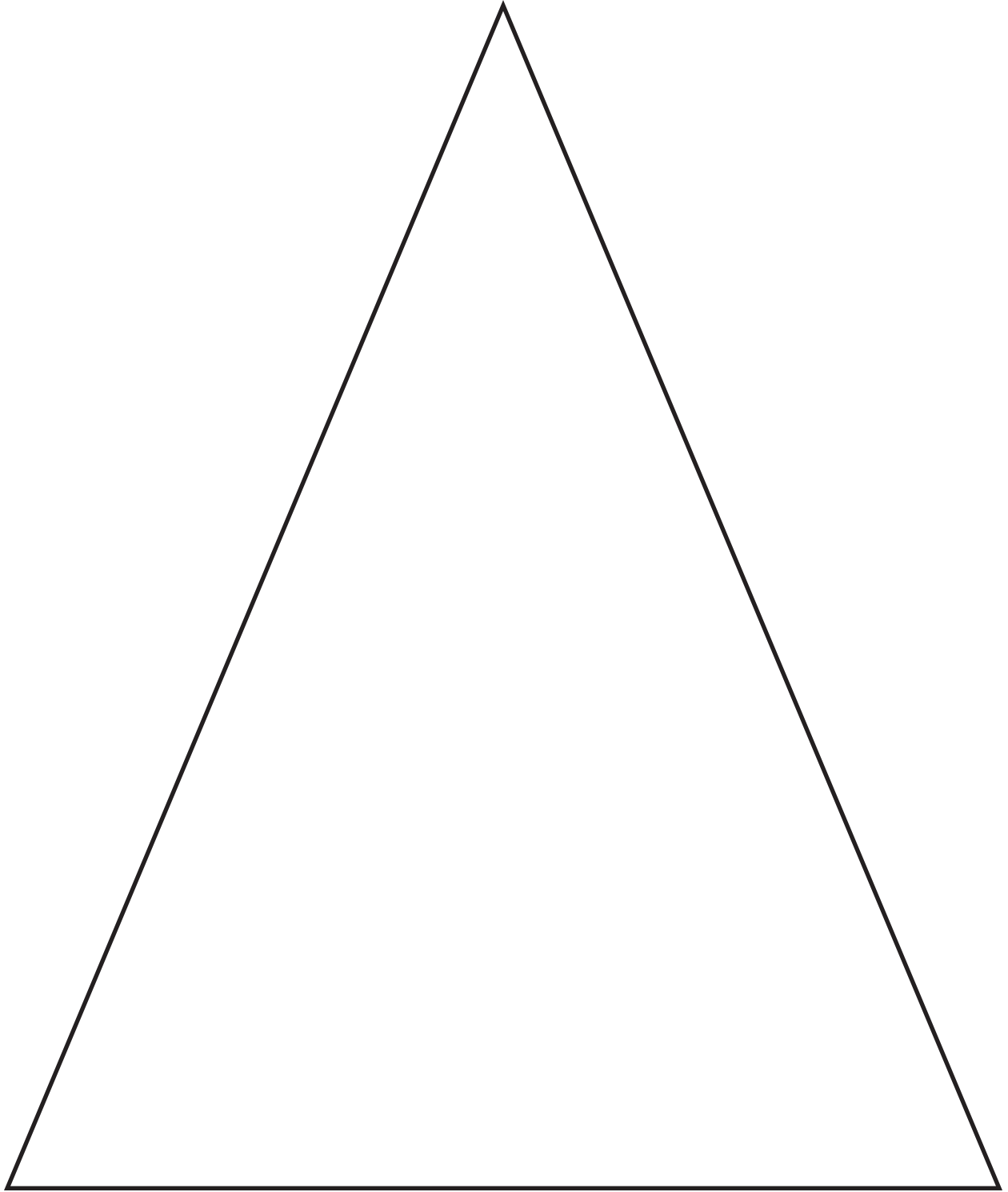
Directions:

Ask the child to decorate their survivor flag.

Reframing:

You are a survivor!

My Survivor Flag!



SURVIVOR

Apple Tree

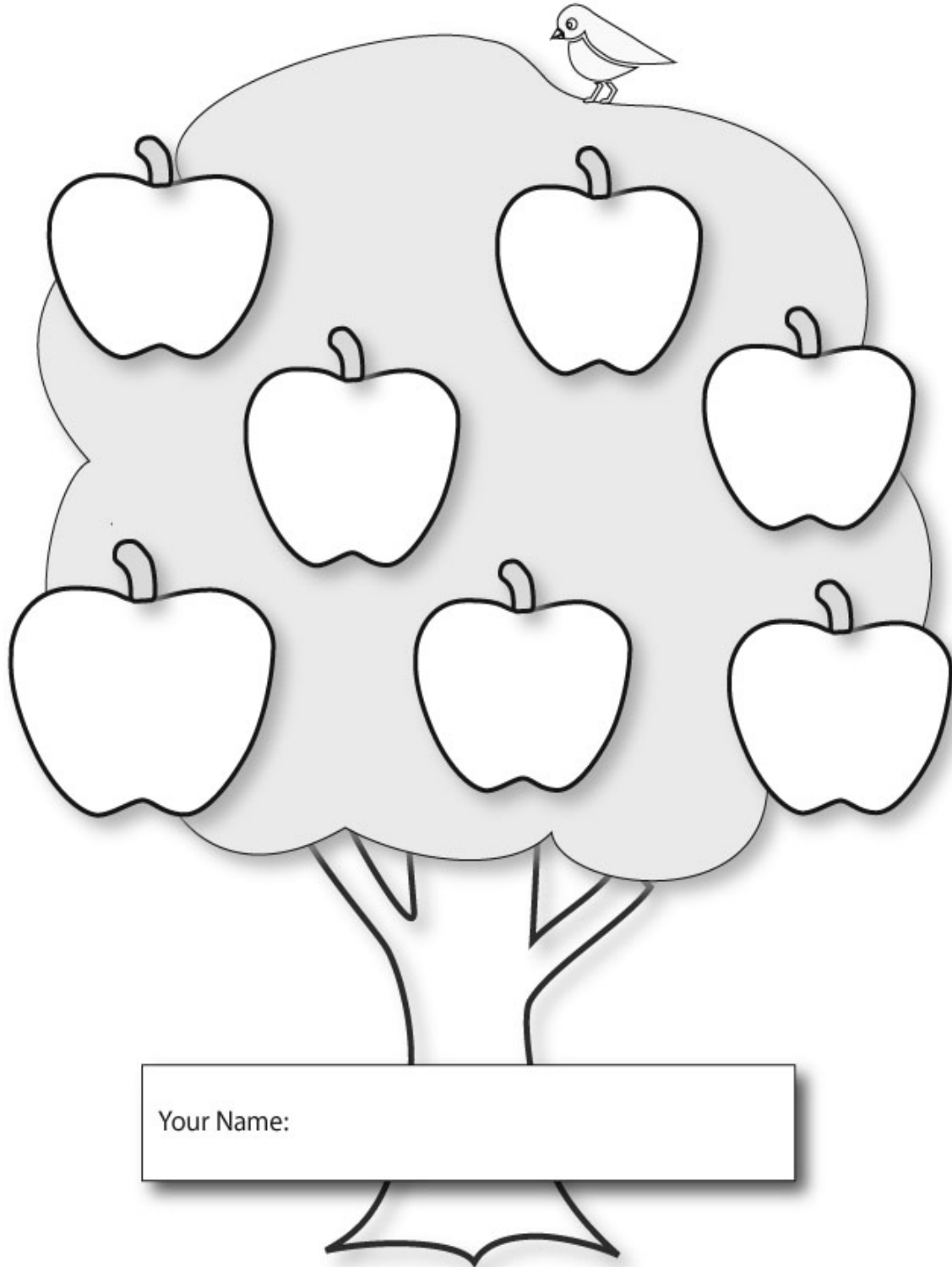
Directions:

Ask the child to write their name on the trunk of the tree. Then ask them to tell you a word that describes the bad thing that happened. Write that on one of the apples. Then ask the child to tell you words that describe their favorite people or all of the fun things they like to do. Write those in on the other apples. After that they can color in the tree.

Reframing:

Wow! Your tree sure has a lot of apples on it. And, see, the bad thing that happened is only one apple on your whole tree. Look at all of the special people and fun things you like to do that are also on your tree! Even though you had something bad happen, there are lots of neat things in your life too! You really have been through a lot. You are doing great. You really are a survivor!

My Survivor Apple Tree



SURVIVOR

Handprint

Directions:

Ask the child to trace their two hands on a sheet of paper. Then ask them to color it in. Ask the child to write their name on the palm of the hand. Then ask them to tell you a word that describes the bad thing that happened. Write that on one of the fingers. Then ask the child to tell you words that describe their favorite people or all of the fun things they like to do. Write those on the other fingers. After that they can color in the fingers.

Reframing:

Wow! Look at all the neat things and people's names listed on your fingers. And see, the bad thing that happened is only in one spot on your hands. The rest is filled with special people and fun things. Even though you had something bad happen, there are lots of great things about you too!

My handprints:

SURVIVOR

My Survivor T-Shirt

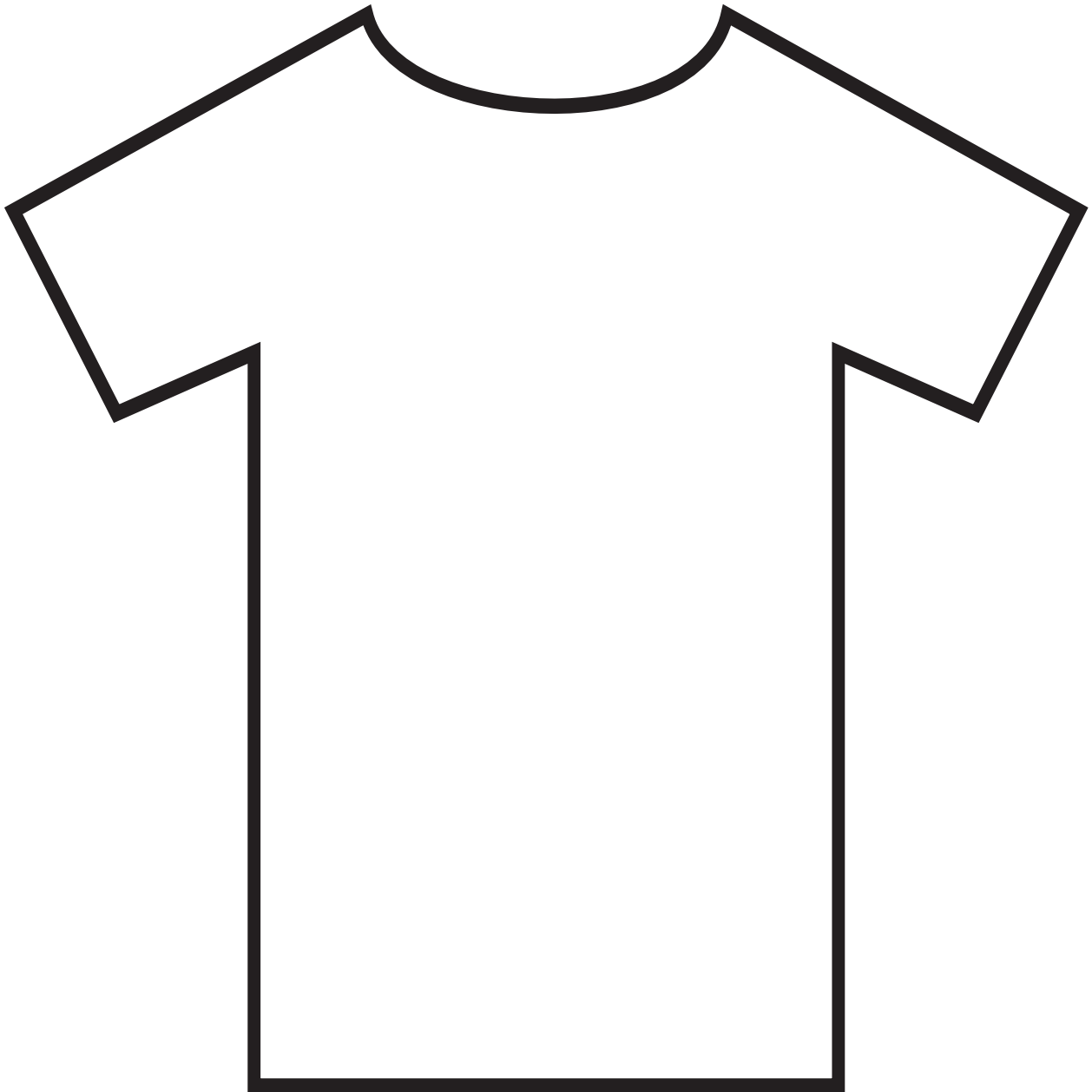
Directions:

Ask the child to decorate their survivor T-shirt.

Reframing:

You are a survivor!

Decorate your survivor T-shirt:



SURVIVOR

My Survivor Badge

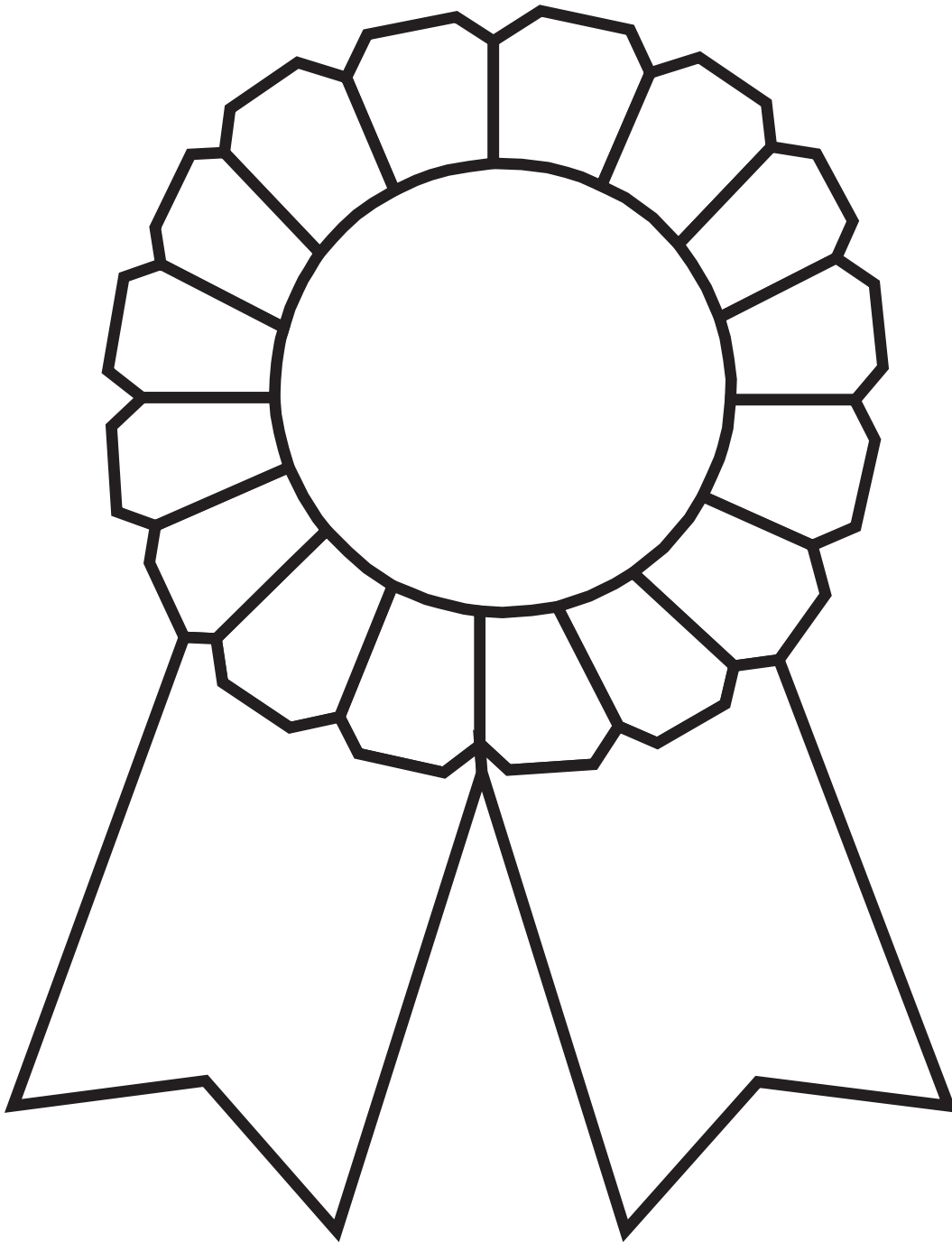
Directions:

Ask the child to decorate their survivor badge

Reframing:

You are a survivor!

Decorate your survivor badge:



SURVIVOR

Egg Hatching

Framing:

This little egg has had a rough start to its life but it is finally hatching. It is a survivor!

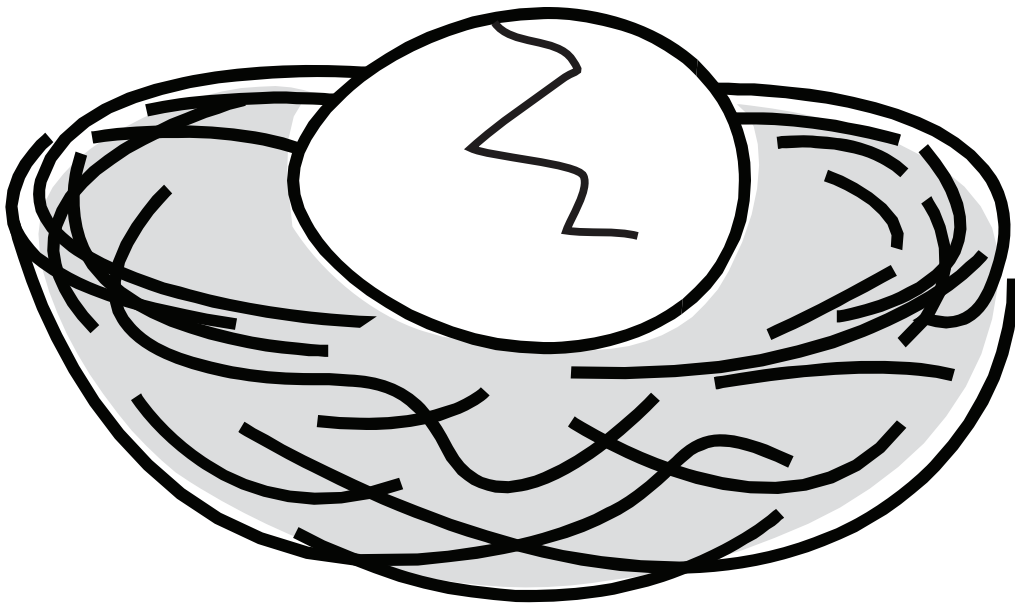
Directions:

Ask the child to draw what they think will hatch from the egg. What makes it a survivor? What kinds of things make it strong? Ask them if they think they are like whatever they have made hatch.

Reframing:

You can be just like this egg, you can be a survivor!

What do you think will hatch from this egg?



SURVIVOR

Your Garden

Directions:

Draw your garden here. You might want to include vegetables, flowers, plants, etc.

Say the nursery rhyme, “Mary Mary Quite Contrary How does Your Garden Grow”... Mary Mary quite contrary how does your garden grow? Tell me, how do you make your garden grow? What do you need to put in the soil to help your garden grow?

Reframing:

Yes, to have a beautiful garden, we need to do special things to make it grow and flourish. We have to do special things for ourselves to help us survive! What things do you need? Sleep? Food? What else?

Draw your garden below:



SURVIVOR

Defining Survivor

Directions:

Tell the child that survivor is kind of a big word. Then ask the child if they know what it means to be a survivor? If they know the definition, applaud them. If they don't know what the word survivor means, describe a survivor as someone who has survived, made it or keeps on going even though they have had some hard things happen in their lives. Then ask them to write their name on the worksheet, and color in the page however they want.

Reframing:

You are a SURVIVOR! _____ is a SURVIVOR!

You are a SURVIVOR!

SURVIVOR

Treasure Map

Directions:

Tell the child to draw a line from the child in the picture to the treasure. Then ask them what they think is inside of the treasure chest. (Have something special to give to the child after they complete this activity – like a candy, a few pennies, or some other trinkets.)

Reframing:

Sometimes we have to go through a lot of twists and turns before we get to our treasure. You have gone through a lot this year. But there is something about you that keeps you moving forward. That means you are a survivor! Just like in this map, you have come a long way – you are a treasure, a survivor! Here is something for you to remind yourself that you are a survivor.

Activities for Ages 6-12

SAFETY

This is the Safest Place for Me to Be!

Directions:

Ask the child/adolescent to think about a place that makes them feel safe, content, and happy. Instruct them to see it in their mind. Ask them to see all of the different shapes, colors and people that are part of this safe place. Give them about 2 minutes to think of this place. Then, as they continue to think of this place, ask them to take drawing materials and draw a picture of their safe place.

Reframing:

In the future, you can control unwanted reactions by returning to your safe place the way you have been doing here, either in your mind or by drawing. You will never forget your traumatic experience, however, you can gain control over your reactions to the memories. Your safe place can be a mental refuge that will help you gain control over your trauma reactions.

My safe place:

SAFETY

My Safe People

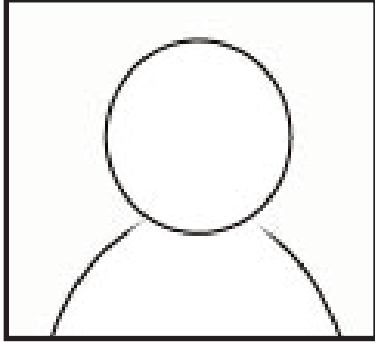
Directions:

Ask the child to circle and color in the picture(s) that represents their safe person(s). Have them tell you each person's name and then write their names above the picture. If someone is not represented, ask the child to draw in that person in the box provided.

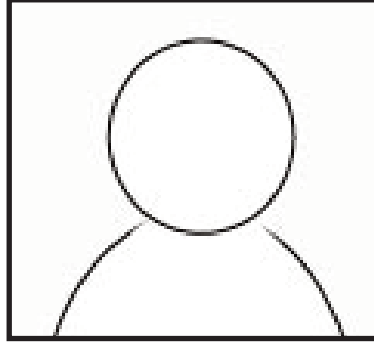
Reframing:

It helps to know that there are people we can count on, people that we know love us and will be there for us if we need anything. Now that you have picked out some people who make you feel safe, you know who to go to if you are feeling unsafe.

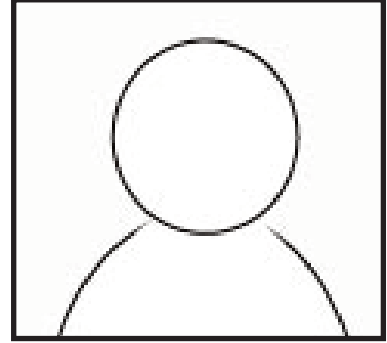
My safe people:



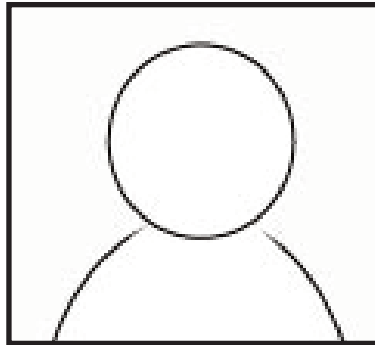
Mom



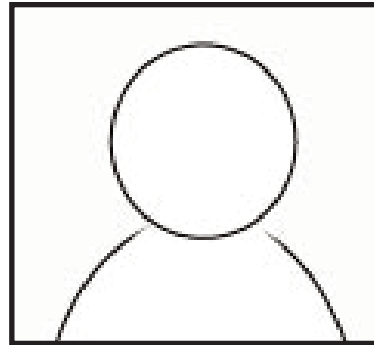
Dad



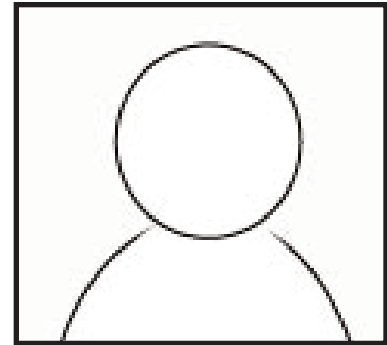
Grandma



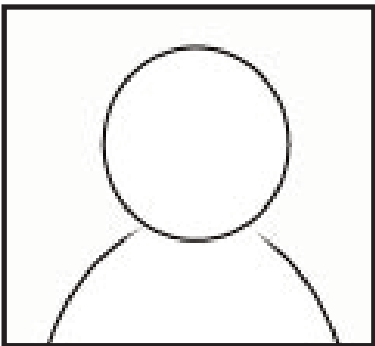
Grandpa



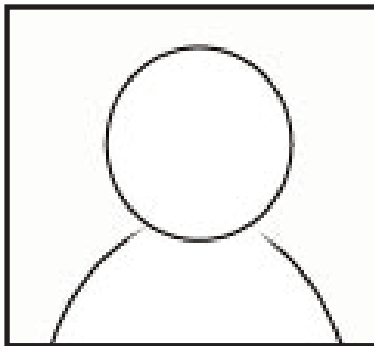
Brother



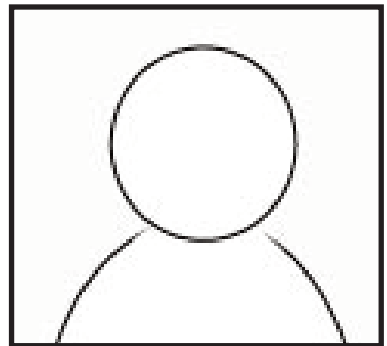
Sister



Friend



Teacher



Other

SAFETY

Just Call Me!

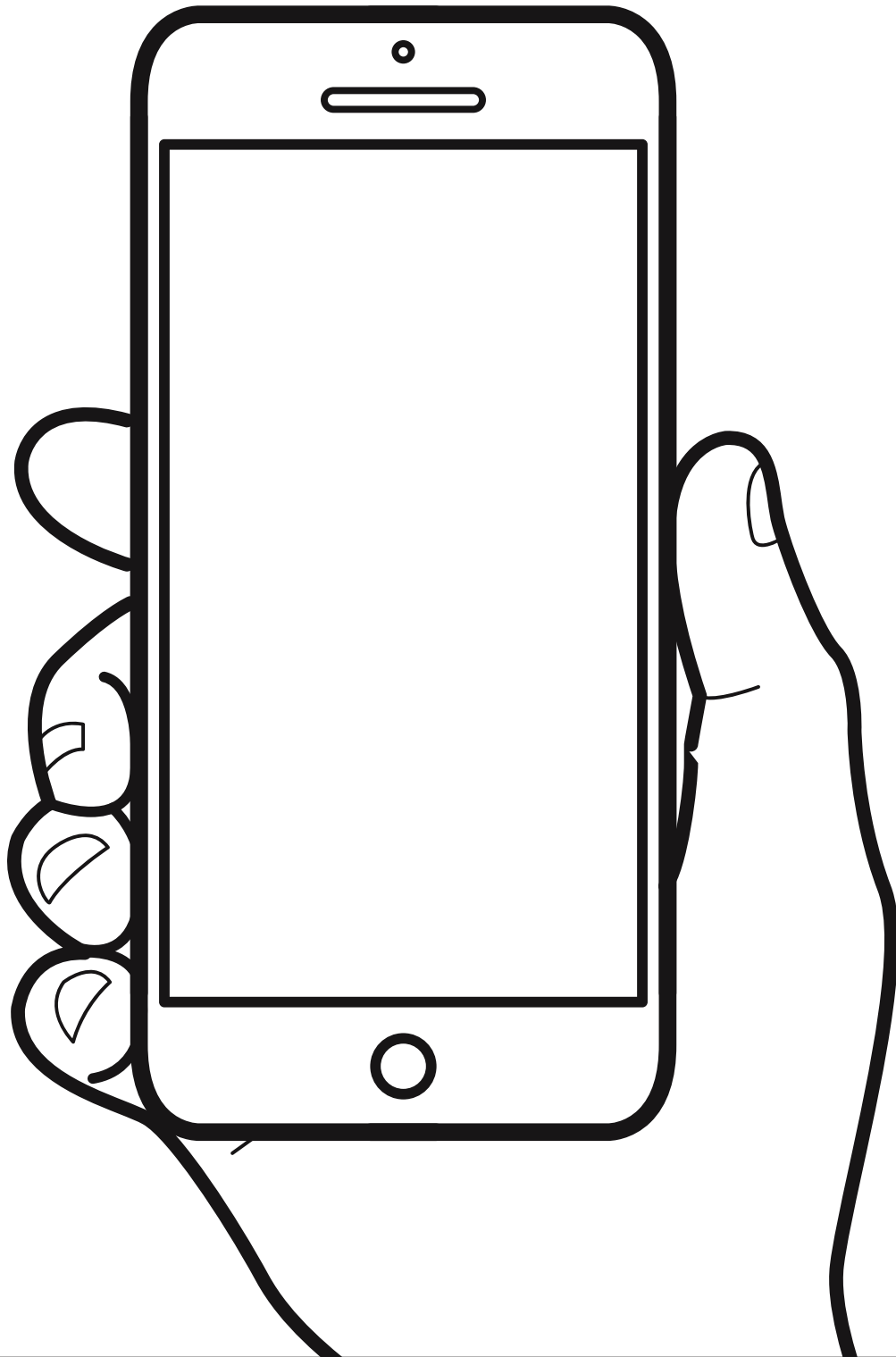
Directions:

Ask the child to list some names of people they can call if they are not feeling safe, then help them get the phone numbers for each person. Then rehearse with them how they can ask for help if they need it.

Reframing:

When we need something, it helps to have a plan. It helps us to know exactly who to call and what to say should we need them. Now you have a list of people you can call, along with their phone numbers. Keep this in a safe place in case you ever need it!

Write the numbers of people you can call when you aren't feeling safe.



SAFETY

Hand Holding

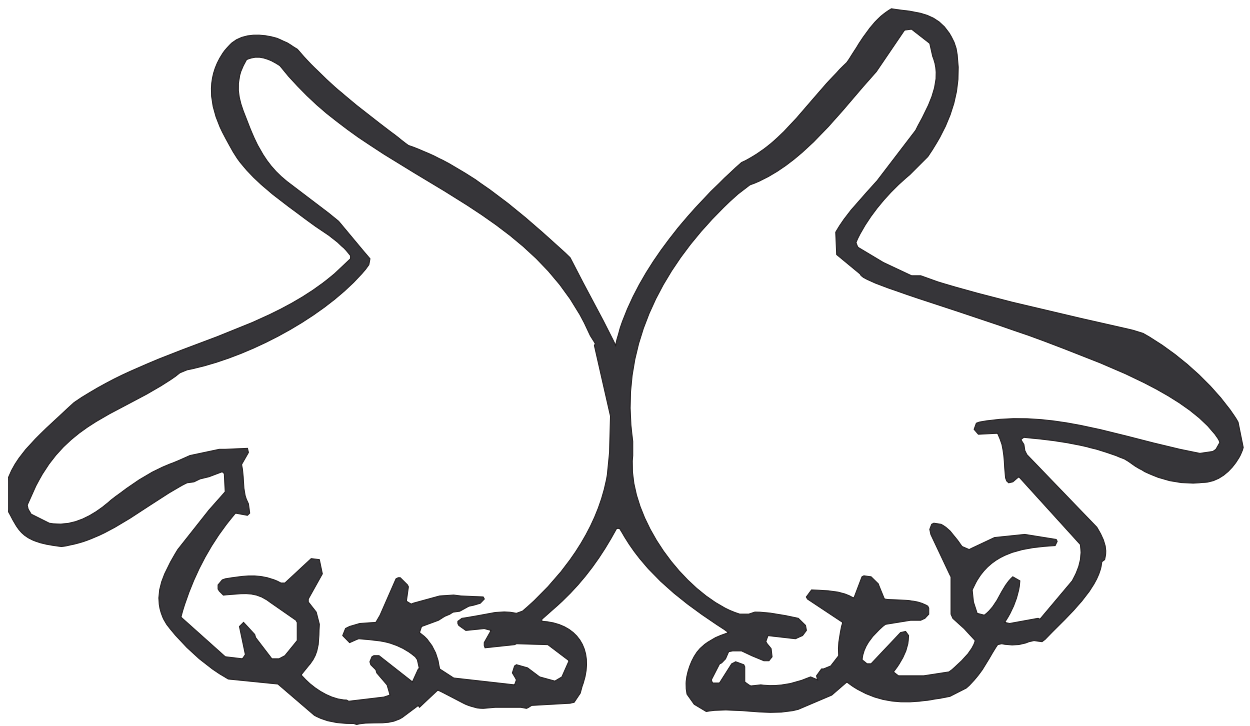
Directions:

Pretend like these hands are your safe person's hands. Who do these hands belong to? Do you like your hands held? Your back rubbed? Do you like your safe person's arm around your shoulder? What makes you feel safe about this person? Write the person's name or what makes you feel safe on the person's hands.

Reframing:

When we feel scared, it can help to have the caring touch of someone that helps us feel safe. Something in our body just tells us that this feels better; this is helping me feel safe. Next time you feel afraid, ask your safe person to do one of the things that help you feel safe.

Whose hands do you feel safe with:



SAFETY

Cocoon

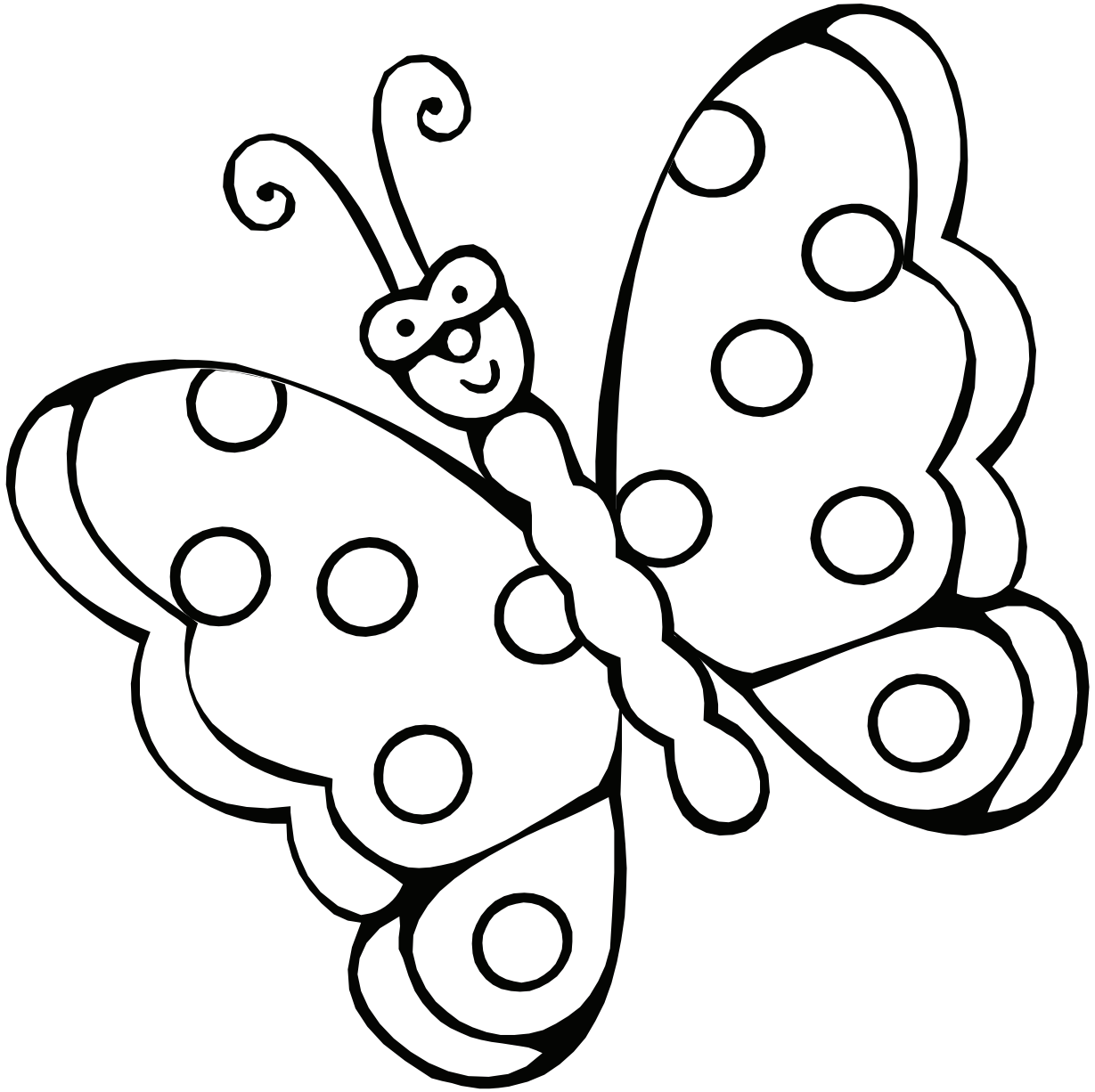
Directions:

This butterfly just came out of her cocoon! Color her in to see her beautiful colors. She was very safe and cozy in her cocoon, and it helped her morph from a cute caterpillar into a butterfly! What was so safe and cozy about her cocoon? Now she is excited to explore the world as a butterfly!

Reframing:

Sometimes we feel safe and cozy in certain places and with certain people. Who makes you feel safe and cozy? Where do you also feel safe to spread your wings like a butterfly and see new things? If you can't think of any place where you feel that way now, where do you hope you can begin to feel safer in the future? Is there anything or anyone that you think will help you feel safe?

Color this butterfly:



SAFETY

Fish Bowl

Directions:

This fish is swimming in his fish bowl, but feels kind of scared. What do you think you could put in or near his fish bowl to make him feel safer? Have the child draw the fish bowl and what they think would help the fish to feel safe. They can also decorate the fish and the fish bowl.

Reframing:

We all feel afraid sometimes. But when we are afraid, it helps to have some things or people nearby to help us feel less afraid. What makes you feel less afraid?

What can you draw to make this fish feel safe?



SAFETY

Safety Glasses

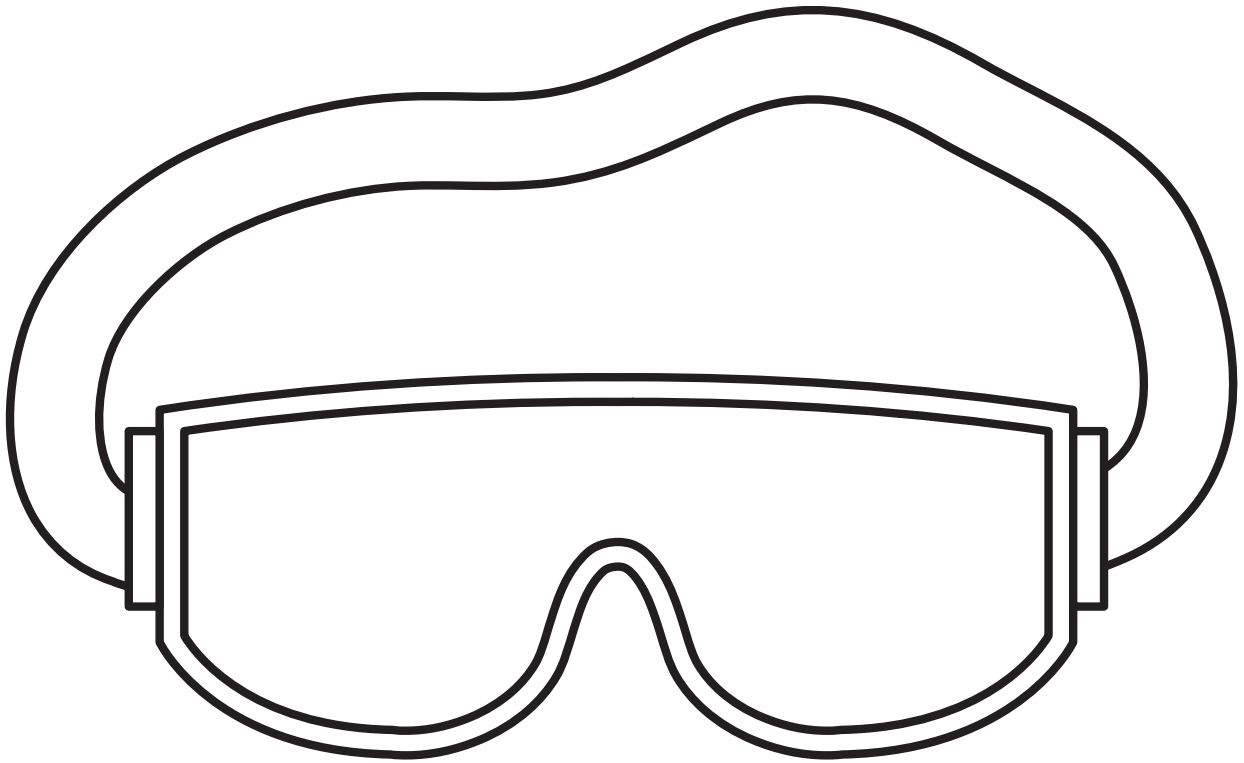
Directions:

These are magic safety glasses you can wear when you are not feeling safe. Decorate these glasses any way you want! When you put them on they make you feel safe!

Reframing:

What do these glasses do to make you feel safe?

My magic safety glasses:



SAFETY

Puzzle Pieces

Framing:

When you have all of your safe people together, it is like a puzzle with the pieces fitting together.

Directions:

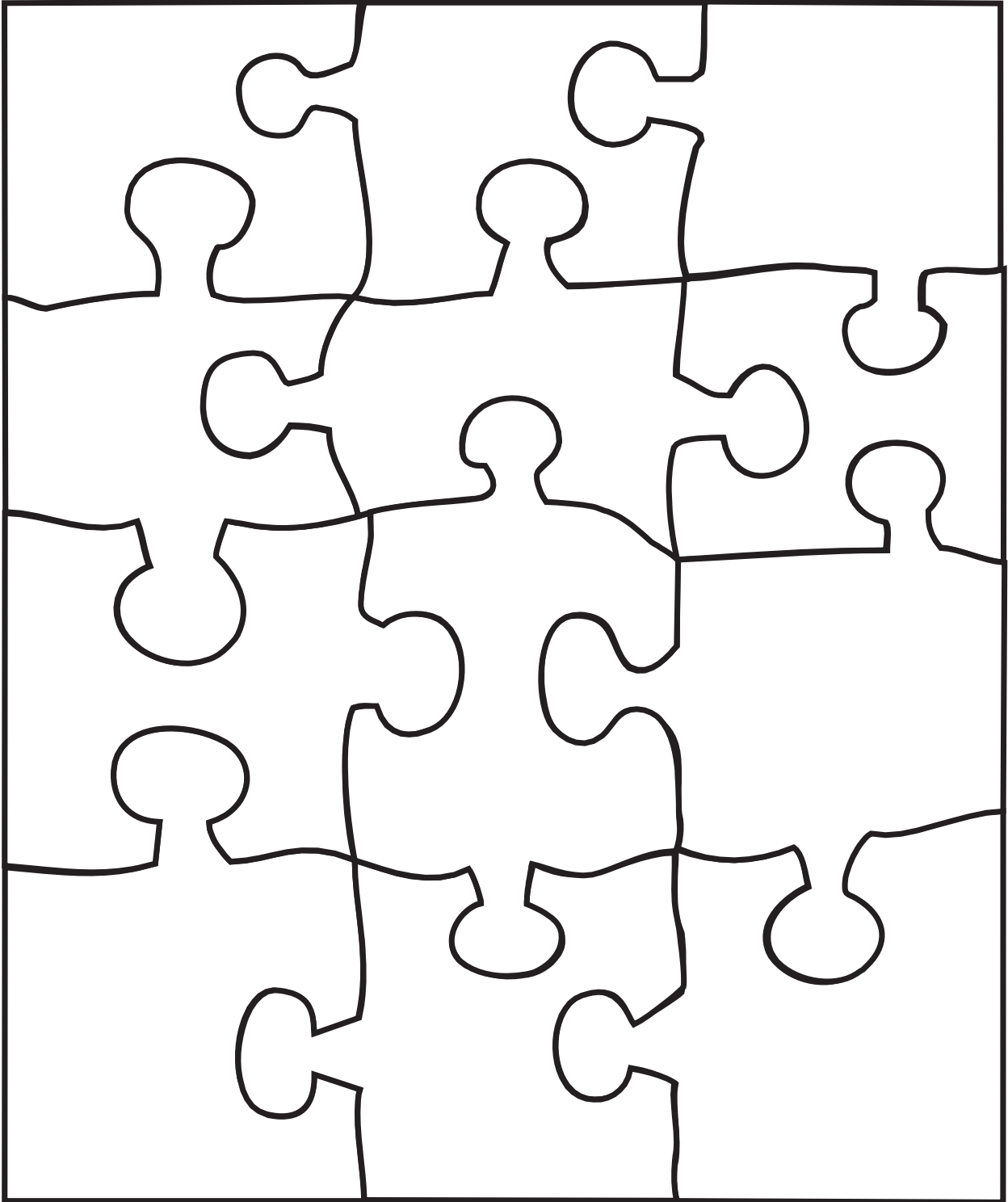
Ask the child to decorate these puzzle pieces with the people that represent their safe people. Have them tell you who the people are, and be curious about what they include in their puzzle. Then help the child cut out the pieces and work as a team to put the puzzle back together.

Reframing:

Sometimes it can help to think about how your safe people and safe persons can stay connected to you. How might the puzzle help everyone stay connected? How does it feel when everyone is together and the puzzle is complete?

Adapted from <http://www.familiesnearandfar.org/resources/printables/>

My safe people puzzle pieces:



SAFETY

Tree House

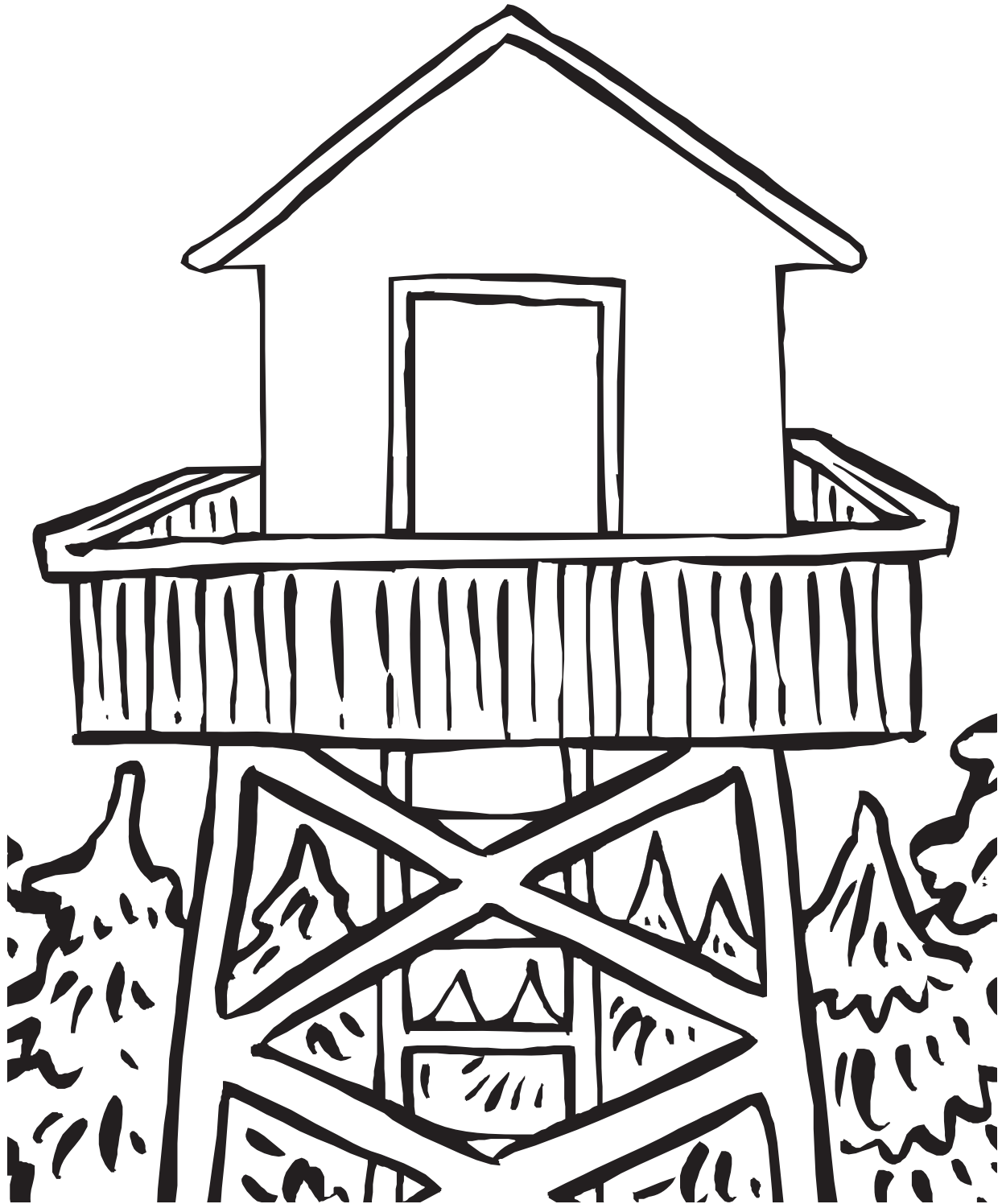
Directions:

This is a special tree house made just for you. You can go to this tree house any time you are feeling unsafe. Can you draw a picture of yourself in your tree house? What is in your tree house? Who is there with you? Draw those things in now.

Reframing:

There are times when you will not feel safe. When do you not feel safe? But you can go to a special place with your special things to help you feel less scared. When do you feel safe? Where would you go in your house? Where would you go at school? Are there any other places where you do not feel safe? Discuss with the child any other places that they feel unsafe and where they could go to feel safe.

My tree house:



SAFETY

Crossing Guard

Framing:

This crossing guard helps keep other children safe when they are crossing the street to get to school. A crossing guard makes sure that cars stop when kids are crossing the street.

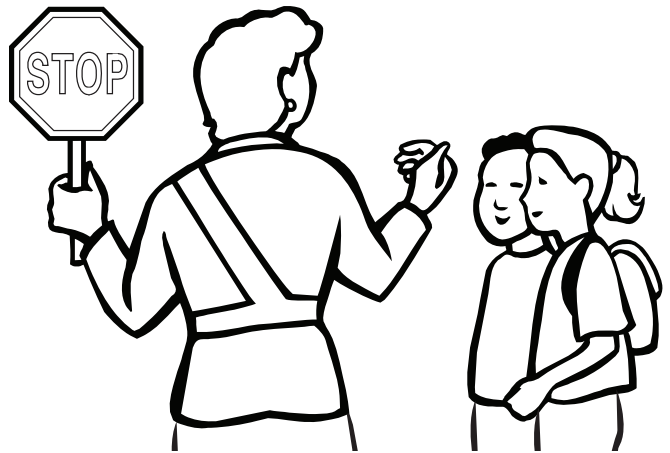
Directions:

What else about your school feels safe? Which people at your school are safe? Which friends are safe? Is the lunchroom safe? The classroom? Gym? Music Class? As the child identifies people or places at school that are also safe, ask the child to write them down on the crossing guard. Then the child can color in the rest of the picture.

Reframing:

It is nice to identify what makes us feel the safest. We spend a lot of time at school, so it is important to know where and who we feel safest with. If we ever do not feel safe, it is important to tell someone at home or school about it.

What is safe at school:



WORRY

Late at Night when Everyone is Sleeping, I'm Awake Thinking About...

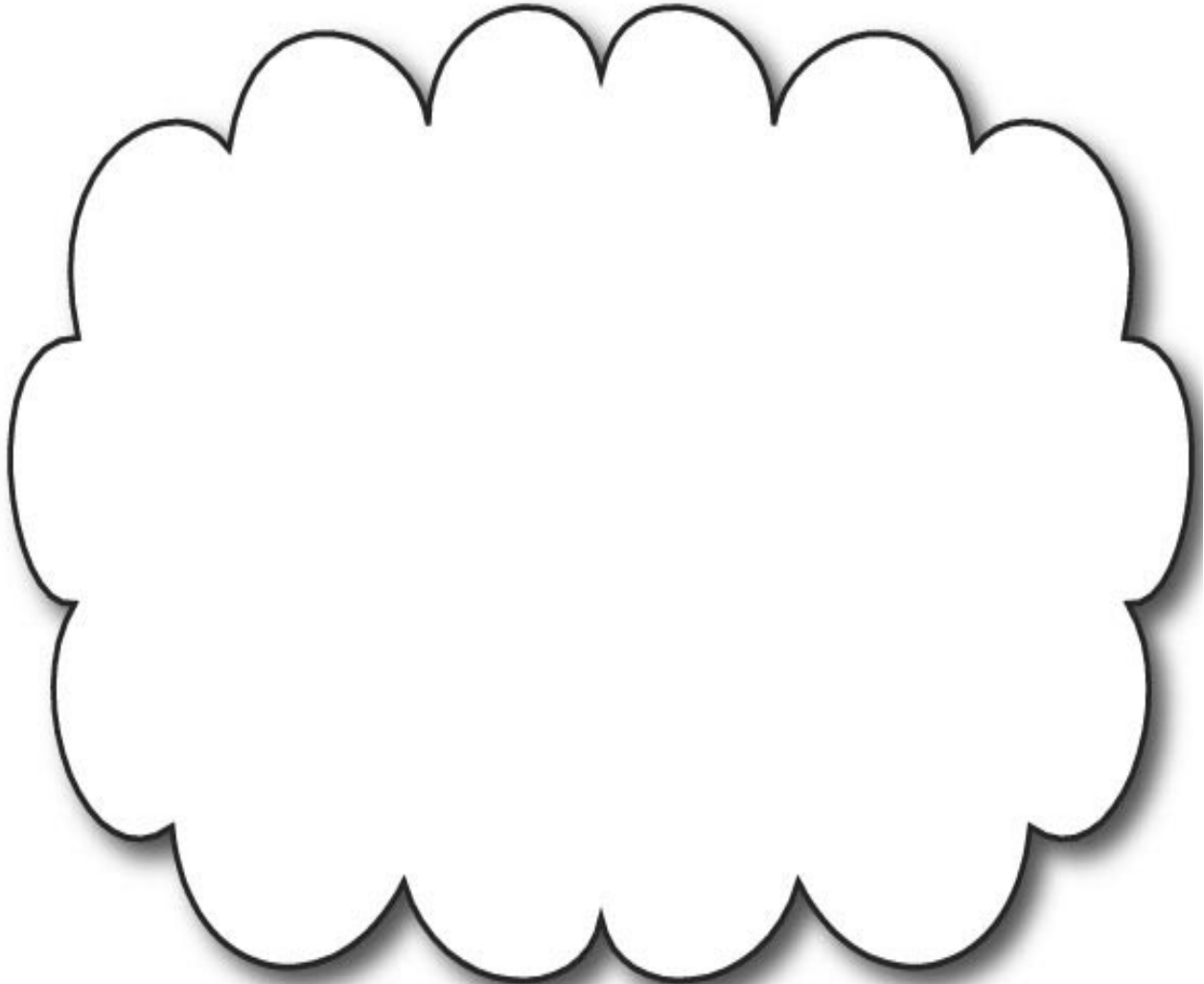
Directions:

Ask the child what they worry about the most. If the child needs help, ask questions about family, friends, school, etc. Then have them write their worries in the thought bubble and color in the drawing.

Reframing:

When it rains it doesn't rain forever, does it? NO. Worries don't last forever either. Some worries seem like there is nothing we can do to change them or stop them. But we can't do anything to stop the rain either, but it stops doesn't it? YES. When it rains don't we usually find something to do until it stops? Sure we do.

What I worry about:



WORRY

Worry Beads

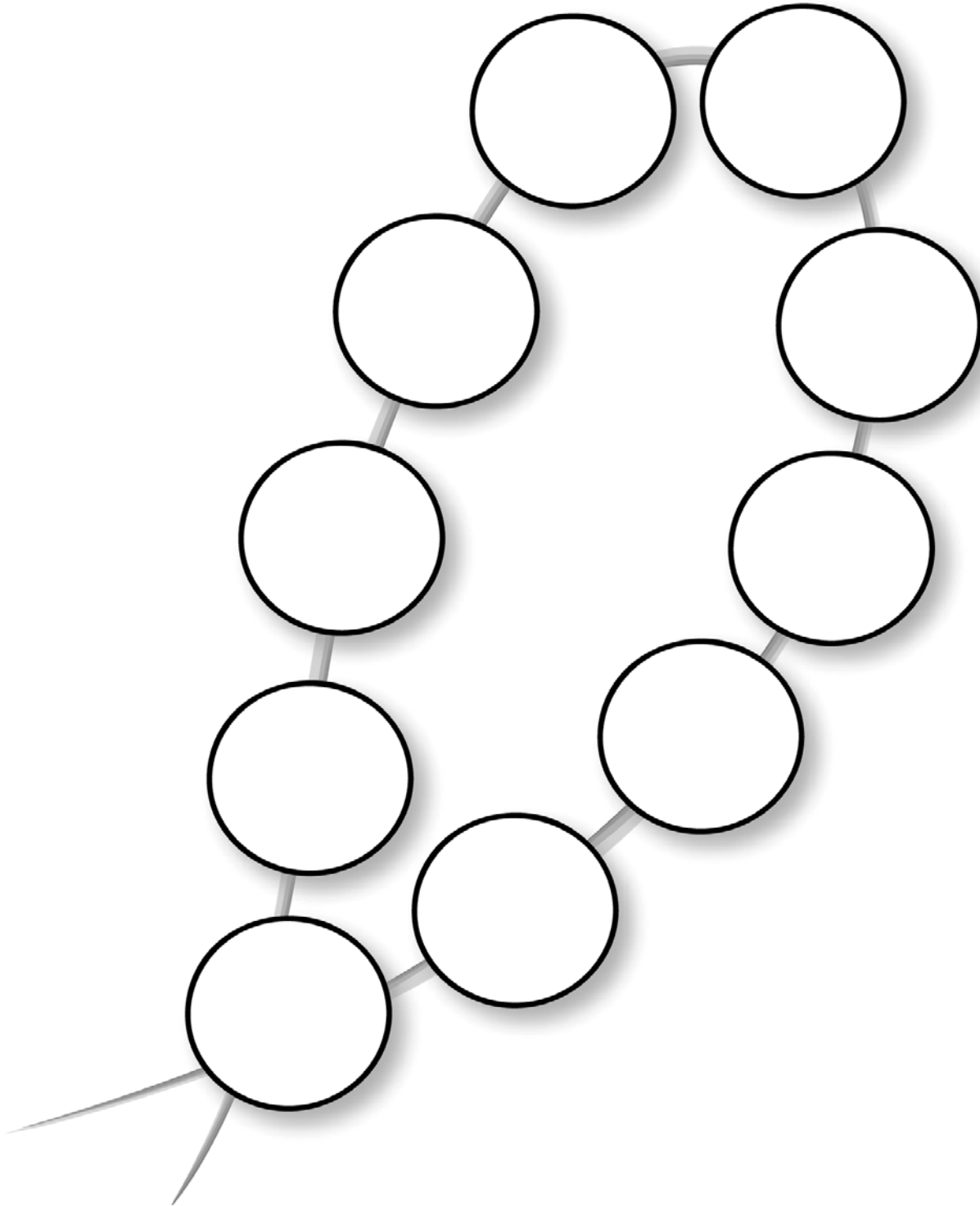
Directions:

Ask the child to list one of their worries on each bead. Then ask them to color in the beads that represent their biggest worries.

Reframing:

Now that your worries are listed on each bead, you can keep this paper in a private place in your bedroom. Instead of keeping all of those worries in your mind, they are right here on this paper. If one of your worries goes away you can cut that worry out of your picture. Or, if you want me to keep your paper here I can keep it safe and we can cut out the beads together as your worries go away.

List one worry on each worry bead. Color in your biggest worries.



WORRY

My Worry is as Big as...

Directions:

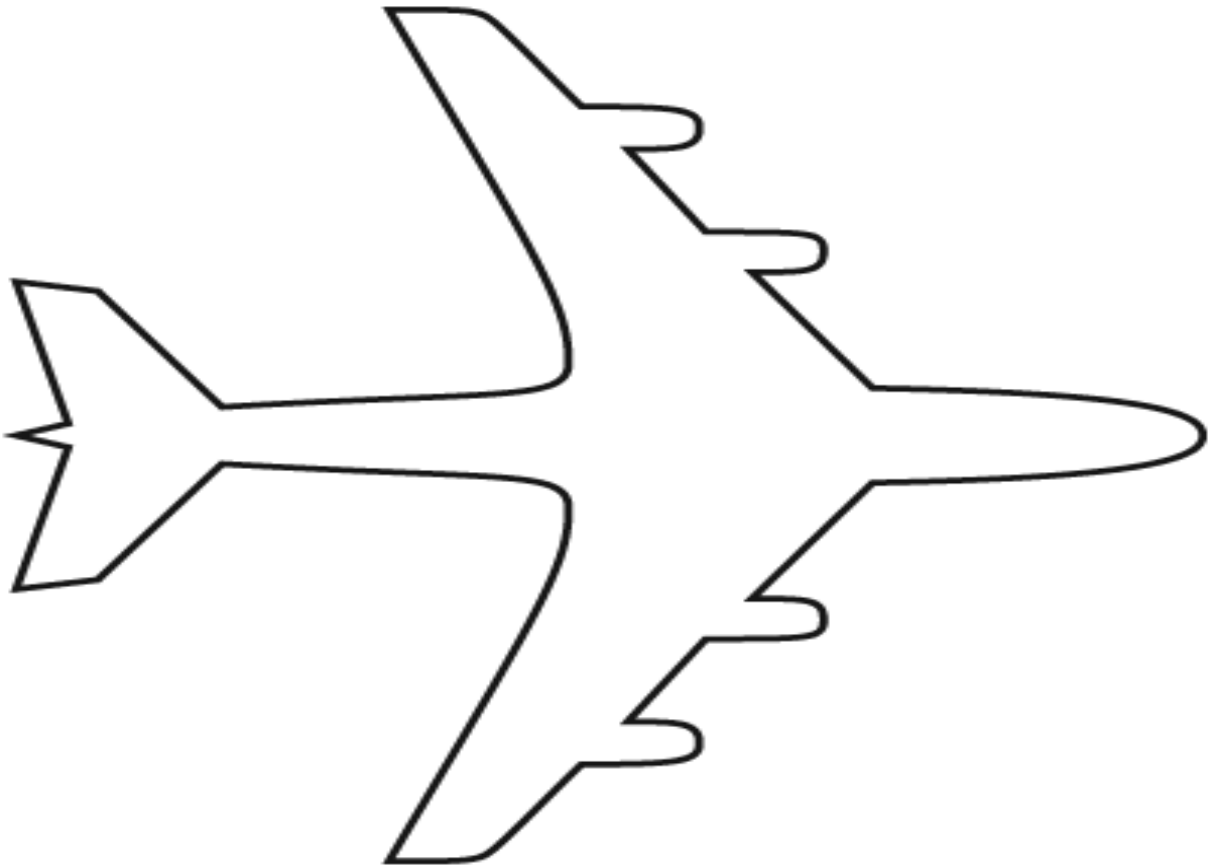
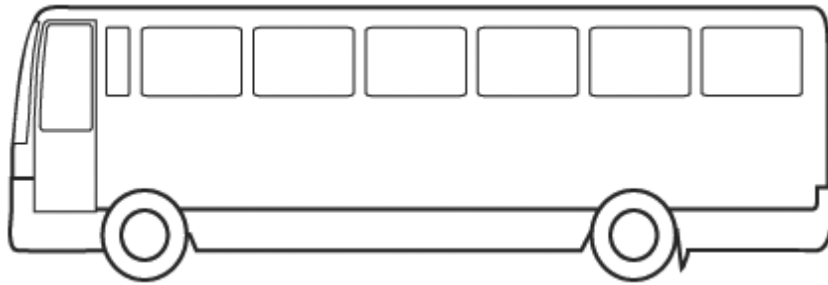
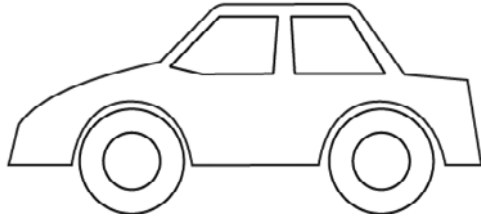
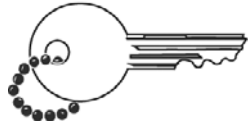
Ask the child to color in the image that represents how big their worry is.

Reframing:

Now, take your worry. Think of yourself as a survivor with choices. Let's assume your worry might happen. What do you think you could begin to do right now to be ready should this worry happen, so it would not control or ruin your life?

Worries don't stay. They come and go, but if your worry should happen, it is helpful to know and think through what you would do if it does happen. This way, you have a plan and you'll be ready for it.

This is how big my worry is:



WORRY

Octopus

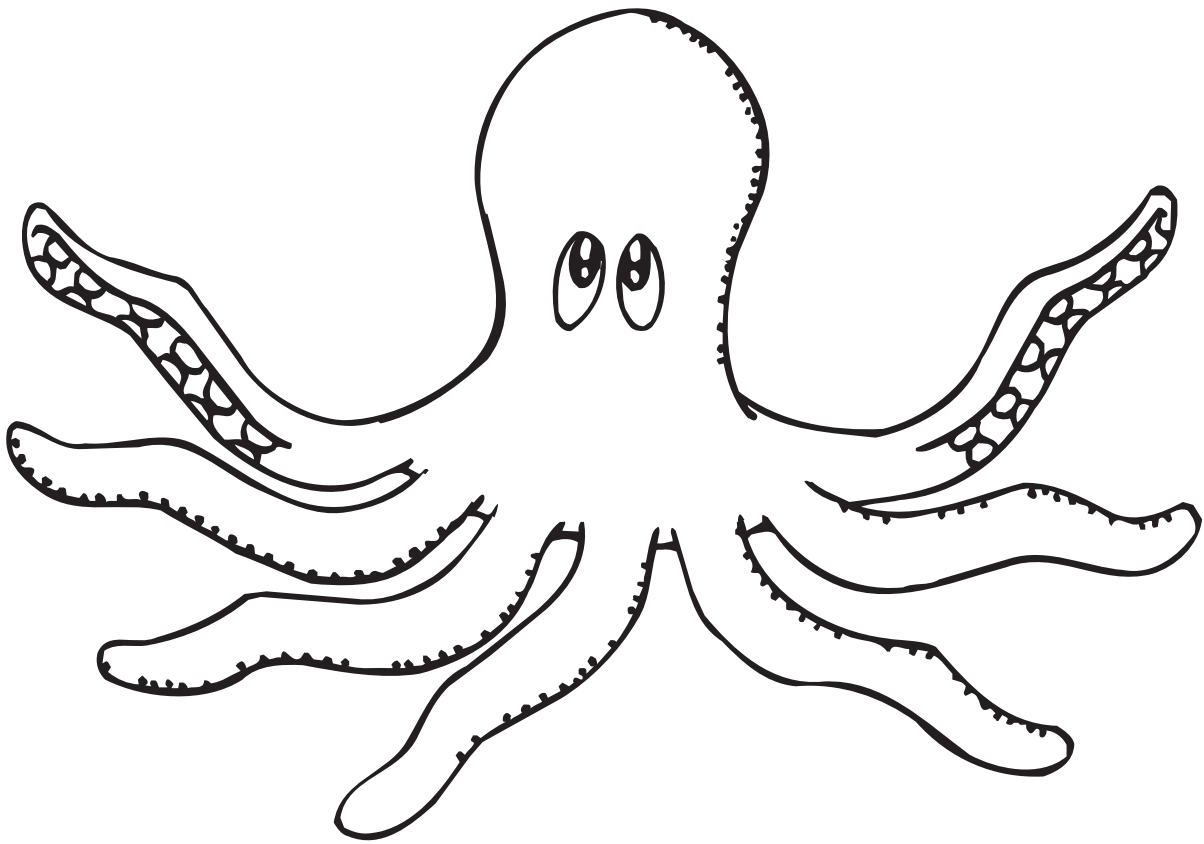
Directions:

Ask the child to make a list of their worries. Then ask the child to write a word or draw a symbol next to each arm of the octopus. Color in the octopus picture.

Reframing:

Wow, that octopus has a lot of worries. And he has eight arms! That is a lot to juggle! What helps you to handle all of your worries? Write the names of things or of people that help you with your worries on the arms of the octopus.

Write your worries next to each arm on the octopus:



WORRY

Under the Sea

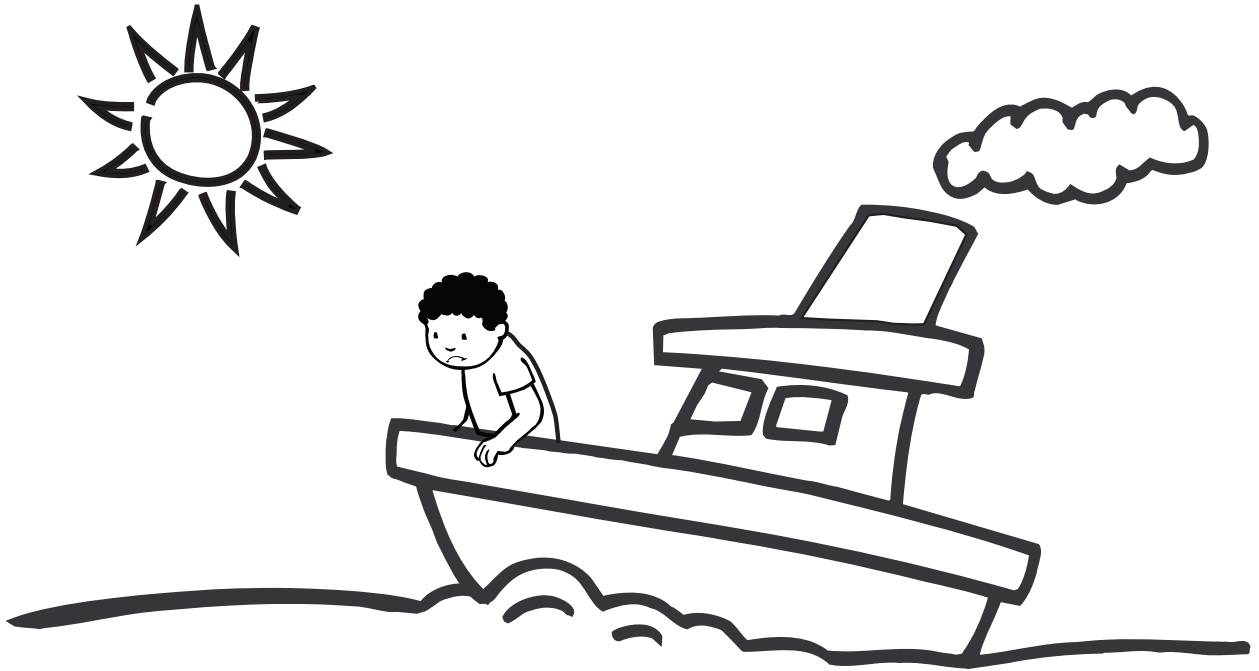
Directions:

This boat is sailing on the water on a sunny and warm day. But this boy is still worried. What kinds of things do you think might be under the water or in the air that he is worried about? Draw those things into the picture now.

Reframing:

Sometimes it looks like we are doing OK, but deep inside we are really worried about things. What kinds of things do you worry about that other people might not know about?

What could this boy be worried about?



WORRY

Clock

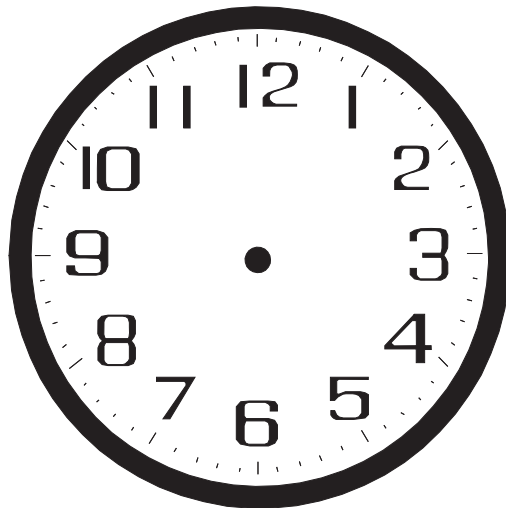
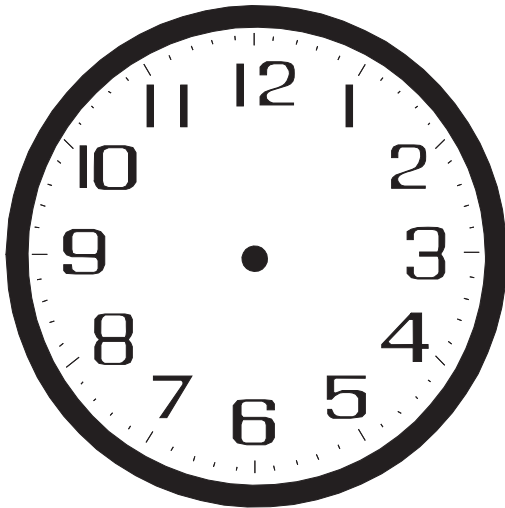
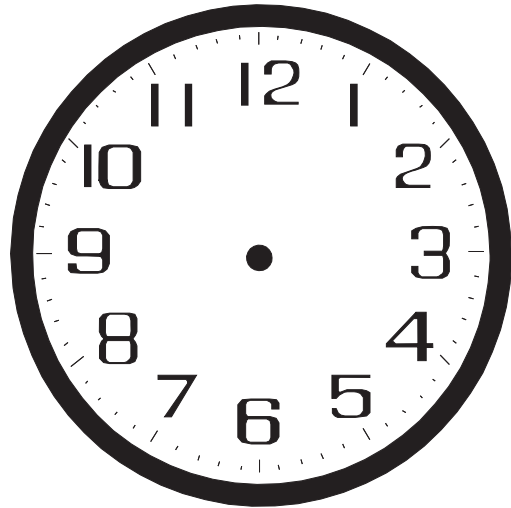
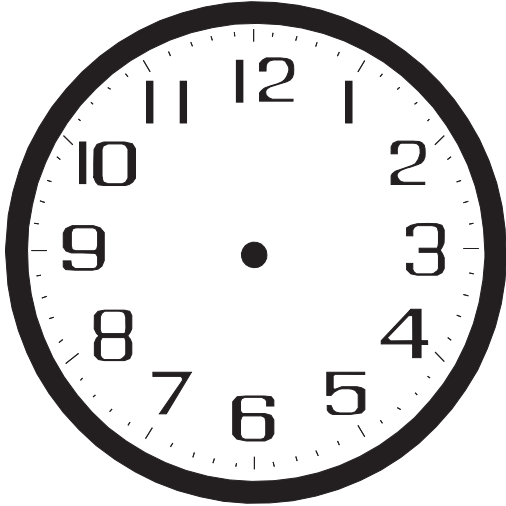
Directions:

Identify on the clock the times of the day that you feel most worried. Draw the hands on the clocks to show those times. Do you feel mostly worried in the morning, afternoon, or evening? Examples may be when you wake up, go to school, eat lunch, at recess, after school, in the evening at home, or at bedtime. Are there things that happen at these times that make you feel more worried?

Reframing:

You can see now what times of the day make you most worried. Let's talk about what you might be able to do at these times so that you feel less worried.

What times of the day do you feel most worried?



WORRY

Worry Soup

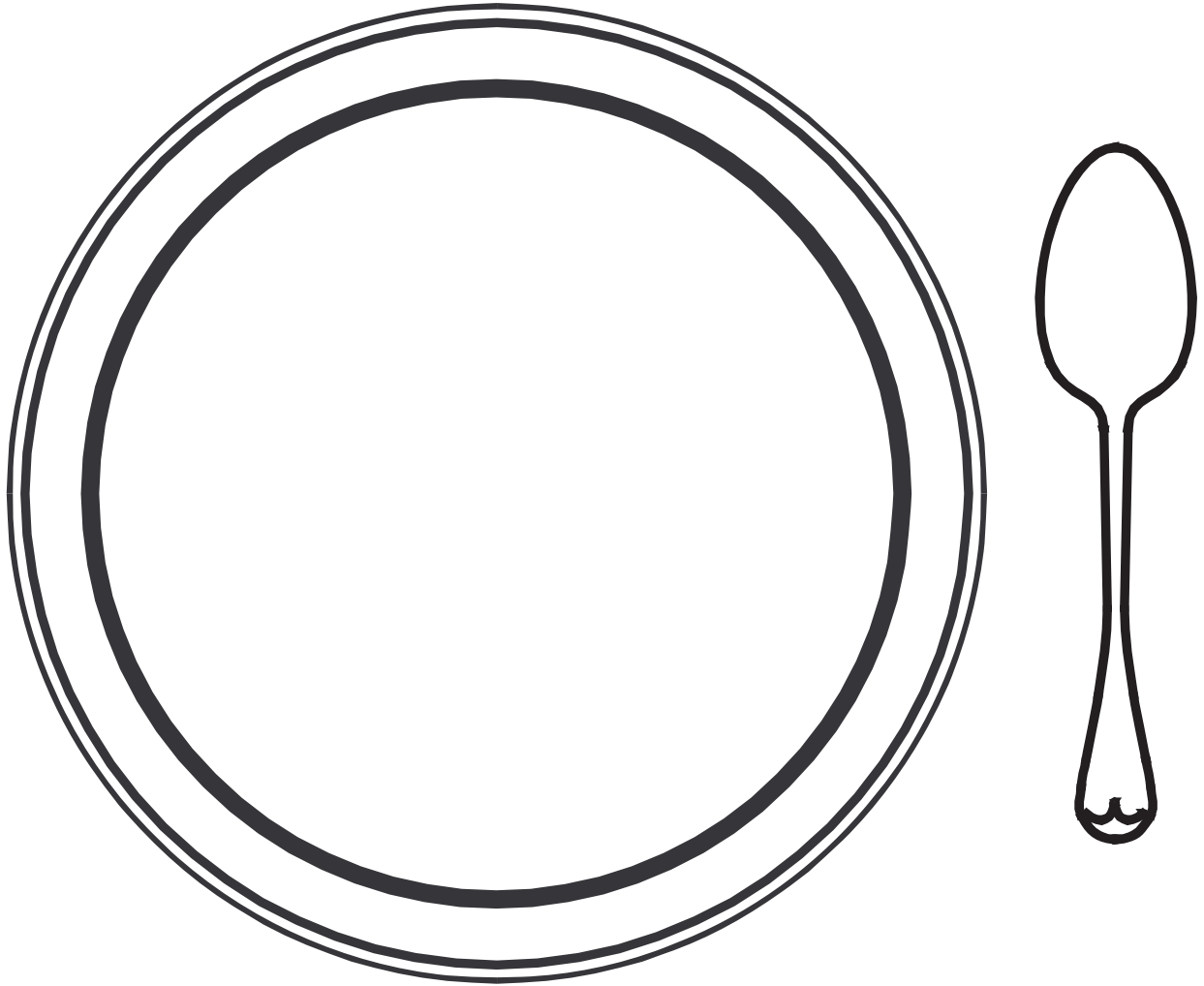
Directions:

What does your worry soup look like? Draw or write all of the things in the soup bowl that you worry about. If you could take care of one worry today, which would it be? If you could take one bite, what would you take a bite of? What do you think would be easiest to make go away?

Reframing:

Yes, that is a lot of things to worry about. It is easy to get overwhelmed with worries. Just remember all we can do is take one bite at a time.

What does your worry soup look like?



WORRY

Soft Landing

Framing:

Sometimes when we worry, it can feel like we are falling and can't stop.

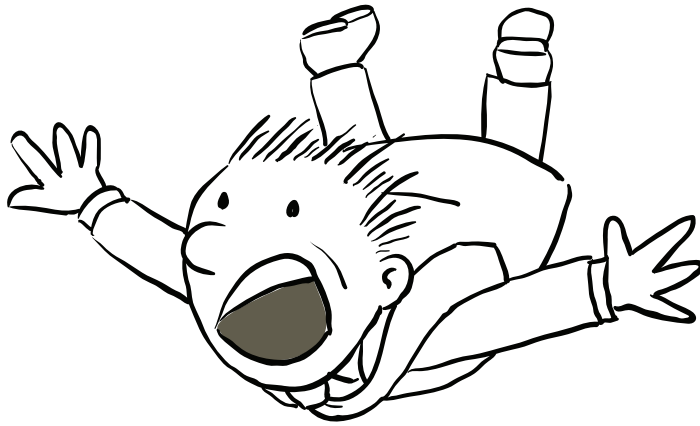
Directions:

Ask the child to write their biggest worry on the skydiver. Then ask them to draw something that would give this man a soft landing. After the child has finished drawing, ask them to write what they can do to feel less worried.

Reframing:

Sometimes when we worry, it can feel like there is nothing to stop us from worrying. It sometimes helps to remember that there are things that can help us to stop worrying, or we can only try to slow them down. When it rains, it doesn't rain forever, does it? Worries don't last forever either. Sometimes, worries seem like there is nothing we can do to change them or stop them. We can't do anything to stop the rain either, but it stops, doesn't it? Like a skydiver, we cannot keep him from falling all together, but we can help slow him down and make the worries more manageable.

Can you give this man a soft landing?



WORRY

Worry Puppet

Framing:

Sometimes when we worry, our worry can feel like something we cannot control.

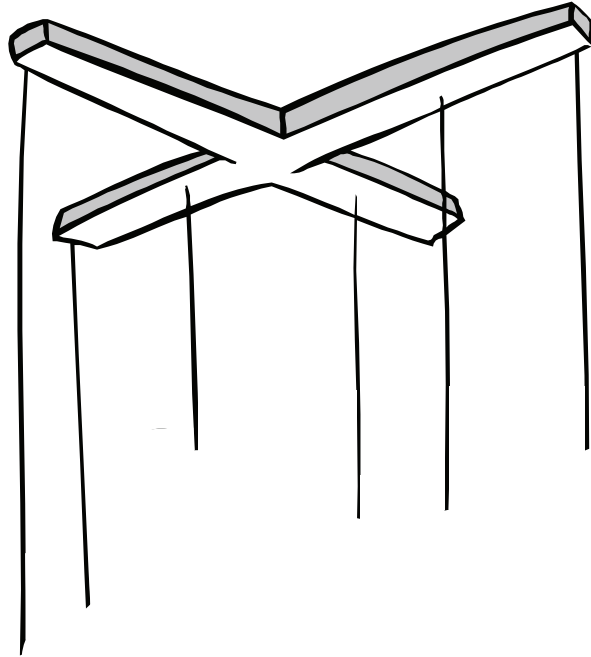
Directions:

Ask the child to think about their biggest worry. Then ask if their worry was a puppet, what would it look like? Ask the child to draw their worry as a puppet from the puppet strings.

Reframing:

Sometimes our worry can make us feel like we cannot control how it makes us feel. Now you can keep your puppet in a private place, and instead of keeping all of those worries in your mind, they are right here on this paper. If you would like, you can cut out your puppet, and you can put it wherever you would like to make your worries go away.

My worry puppet:



HURT

This is a Picture of What My Hurt Looks Like

Directions:

Ask the child to draw a picture of their hurt. Then ask the following questions:

Do you still feel the hurt?

Where do you feel it?

*What happens **now** that makes you feel the hurt?*

What do you do when the hurt is there?

Does it scare you? What makes the hurt go away?

Is it okay if we hurt inside when someone we know dies or is injured?

Does the hurt sometimes come back when we think about it?

But, does the hurt go away?

Reframing:

So, knowing what makes you feel the hurt and what makes your hurt go away is half the battle. Now you know how to control the hurt. When your hurt comes you can do the things you need to do to make it go away.

This is what my hurt looks like:

HURT

This is Where I Feel the Hurt Most in My Body

Directions:

Ask the child to color in the part(s) of their body that experiences that hurt.

Then ask the following questions:

Describe the hurt. What is it like to you?

If the hurt could talk, what would it say?

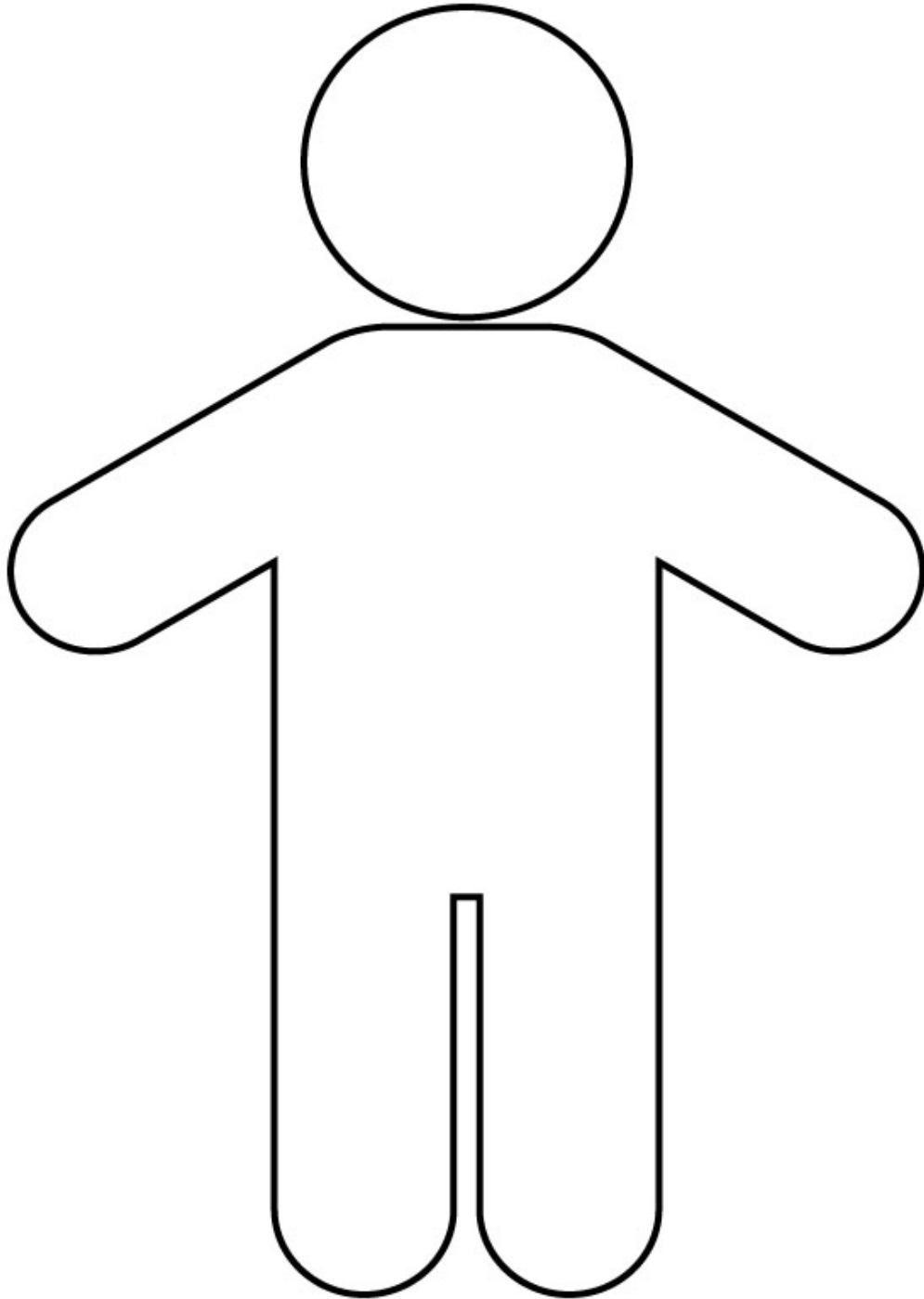
If the hurt could listen, what would you say to it?

If the hurt had a name, what name would you give it?

Reframing:

Gaining control over hurt is a process that takes time. Identifying what you are feeling, talking about it, or making drawings and images of what these feelings are like for you are important steps in gaining control over your hurt. In time, your hurt will become less painful.

This is where I feel the hurt most in my body:



HURT

If My Friend Feels Hurt I Would Help Them By...

Directions:

Ask the child to list the things they would do for a friend, or say to a friend, who was experiencing hurt.

Reframing:

You can do and say these same things to yourself when you are feeling hurt. You are your own best friend!

This is what I would do for a friend who is feeling hurt:

HURT

Hurt Paw

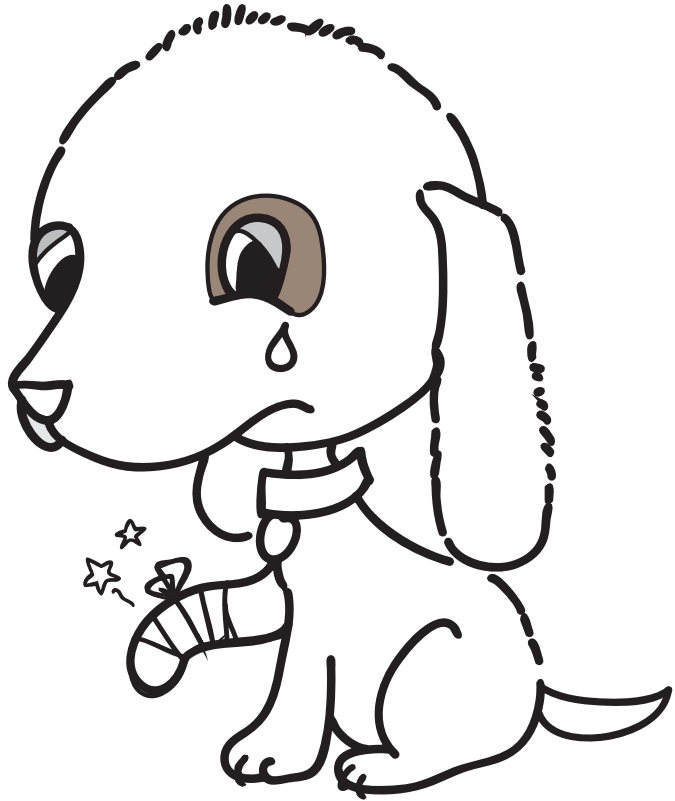
Directions:

Can you help this dog? She has a hurt paw. What kinds of things do you think she needs to make her hurt feel better? Draw those things into the picture. When you are hurt, what makes your hurt feel better? Make a list of those things next to the dog.

Reframing:

Yes, when we feel hurt we all have things that make us feel better. Sometimes we need to remind ourselves what helps our hurts to feel better. The next time you are feeling hurt you can use one of these things from your list.

How can I help the dog heal faster?



HURT

Feel Better Potion

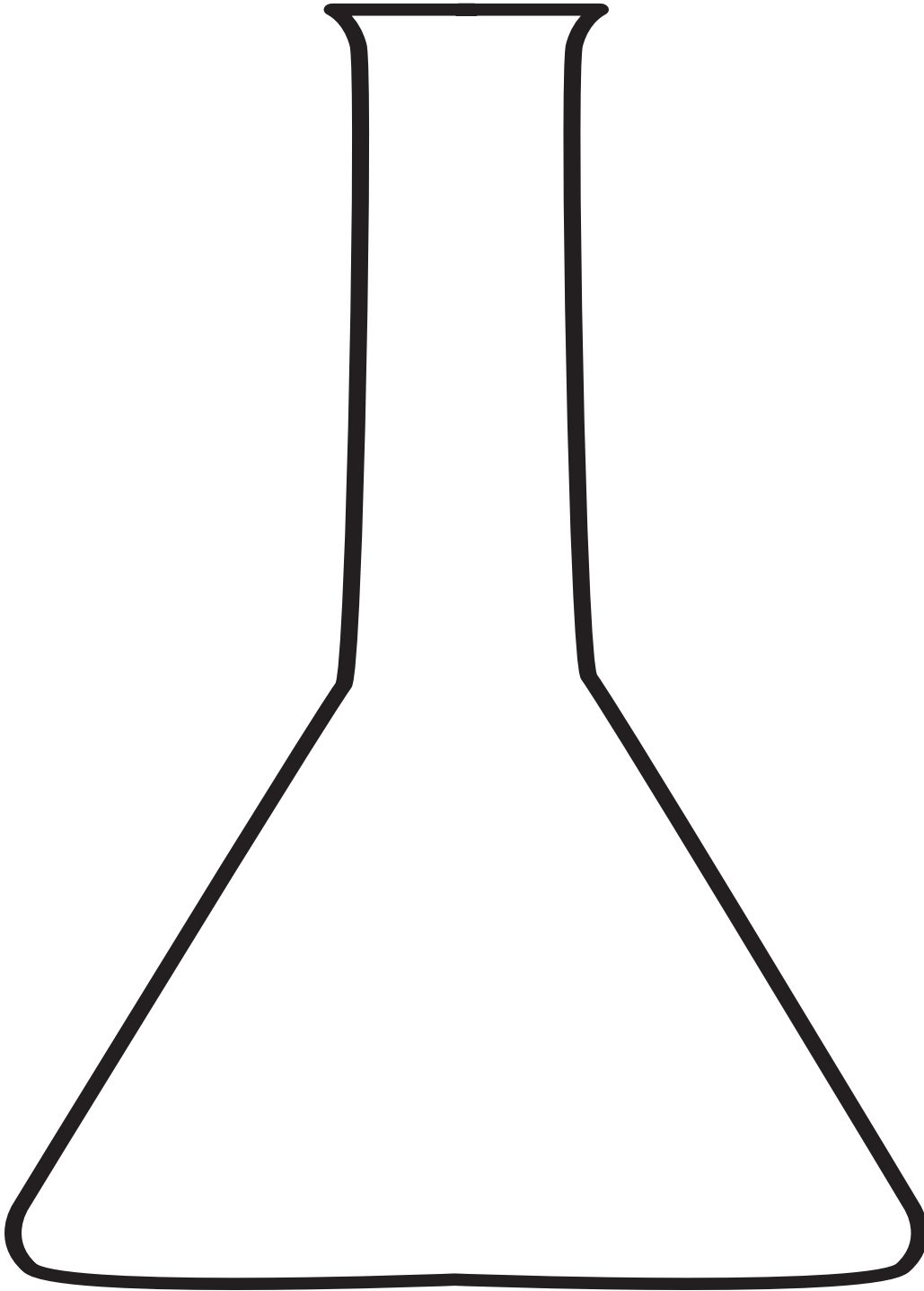
Directions:

If you could make a “feel better” potion to take away all of your hurt, what ingredients would you pick to put in your potion? Fun, smiles, hugs, stuffed animals, cookies and milk? Draw in the things you would put in your potion now! What would you name it?

Reframing:

Remember that when we feel hurt, we can think about our magic potion. We can add the things from our magic potion into our lives to make us feel better!

My feel better potion:



HURT

Clouds

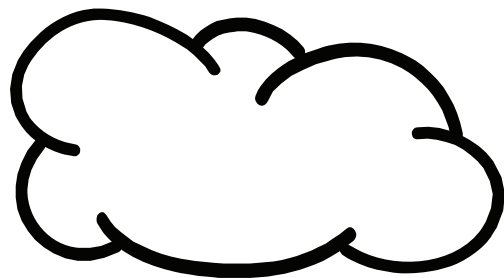
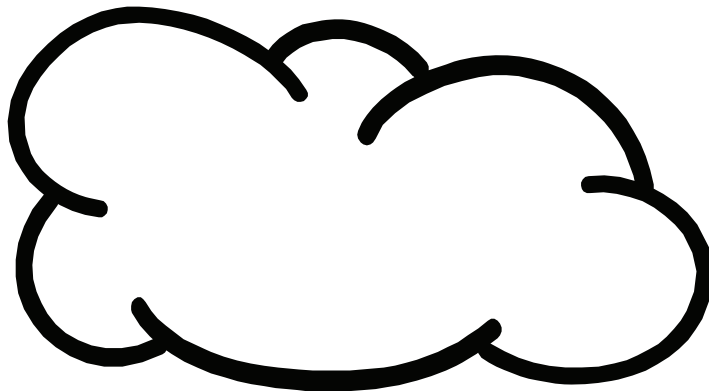
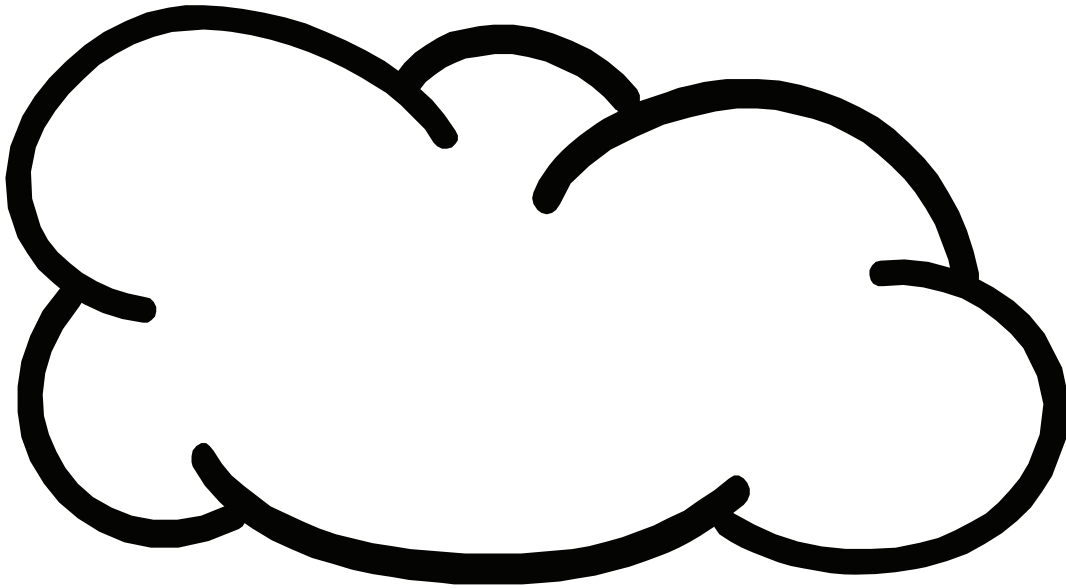
Directions:

Color in the cloud that best shows how big your hurt is.

Reframing:

Clouds, just like hurt, come and go. Today I bet your hurt feels like it is being covered up with that cloud. Let's try to think of some things you can do that help the clouds pass by so that your sunshine can come back out again. Brainstorm with the child some things that they can do.

How big is your hurt?



HURT

Broken Bones

Directions:

This skeleton has some broken bones. What do you think you could say, could do, or give him to make his bones heal faster? Have the child write or draw on the skeleton what they would do.

Reframing:

When our heart is broken it isn't like a bone; we can't put a cast on it. But there are certainly other things we can do to help our hearts heal. We can do the things you are discussing with your trauma specialist. We cannot make it heal right away, but we can do things that will help make it feel better and help it to heal.

What can you do to make these broken bones heal faster?



HURT

Feel Better Cookies

Framing:

This is a cookie jar especially for cookies that make hurt go away!

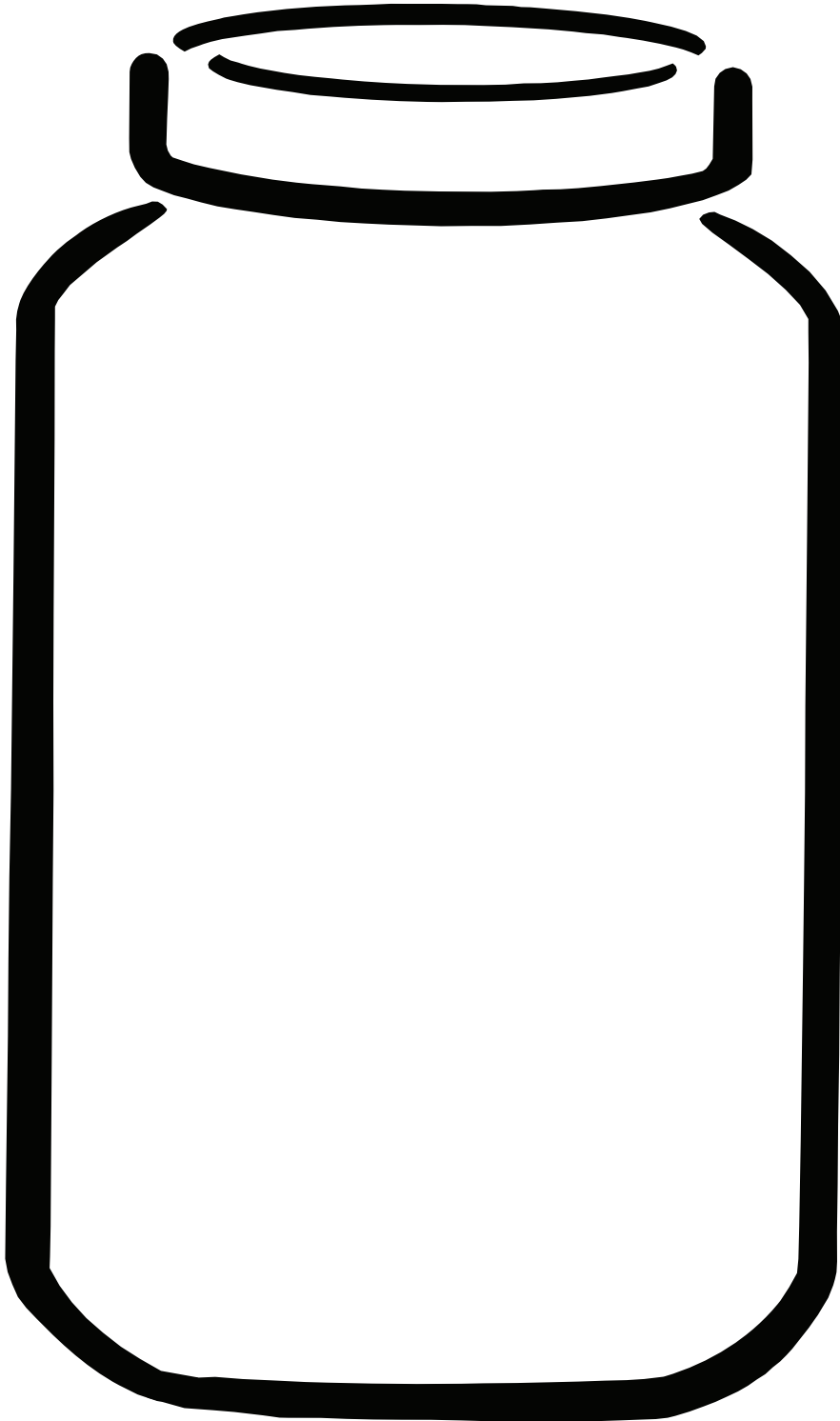
Directions:

What kinds of ingredients do you think would go into cookies that help make our hurt feel better? If I could make the best Feel Better Cookie in the world, what would be in your feel better cookie? (Smiles? Puppies? Sunshine?) Write or draw all of the things on the cookie jar that would make the perfect Feel Better Cookies for you.

Reframing:

Yes, there are lots of things that make us feel better when we are hurting. Sometimes we forget that things like smiles, puppies and sunshine make us hurt less. Now you can remember the special ingredients you need when you are feeling hurt.

My feel better cookies:



FEAR

I'm Afraid of... When I Get Really Scared it Helps to...

Directions:

Ask the child to draw you a picture or have you list what they are afraid of.

Next, ask the child what helps them to feel better when they are scared and also list those things.

Reframing:

Everyone gets scared, even adults get scared. But if we know what helps us to feel better when we get scared, we can do those things to make our scary feelings go away. Now you have a list of things that make you feel better when you are scared.

I'm afraid of:	It helps to:

FEAR

Set a Trap

Framing:

We all can have scary thoughts in our mind sometimes, even when we don't want to. We can change our thoughts, or make those scary thoughts or pictures go away so we feel better.

Directions:

Ask the child to draw their scary thought (only this time), and ask them to set a trap for their scary thought. Ask them to draw the trap into their picture. Then, when they are finished, ask them to tell you about it.

Reframing:

See, you can be in charge of your scary thoughts; you can give them a different ending. Any time you have a scary thought, picture in your mind, or dream, try to think of a new way to change it. You can think about it and draw a picture of the new way you want to see it.

Set a trap:

FEAR

Raccoon

Directions:

This little raccoon is hungry, but he is afraid of the dark. Maybe if he put on a hat with a light on it, he could see better in the forest when he searches for food. Draw a hat on his head. Make sure it lights up!

Reframing:

Do you think this raccoon feels better now? Does he need anything else so that he isn't so scared? Sometimes we are afraid of the dark, too – especially at bedtime. It helps to have a blanket, special stuffed animal, or toy with us. Sometimes a nightlight helps, too. What do you do at bedtime if you are afraid of the dark? What things do you like to sleep with? Why or how do those things make you feel less afraid?

Help this raccoon feel better:



FEAR

Vines

Directions:

There are vines all over, and the little flower is having a hard time finding the sunshine. These vines are making the flower feel scared because they are taking over. What kind of things make you scared and make it hard for you to find the sunshine? Pretend like you are that flower – write your name on it now. Now, write the names of your fears on the various vines.

Reframing:

Vines can sometimes get out of control and overrun the flowers trying to grow. This is what happens when we are afraid; our fears can overgrow us and what makes us happy, like flowers. It is helpful to identify what our fears are so we can prepare ourselves for what to do when our fears become too much to handle.

Write your fears on the vines:



FEAR

Fire Extinguisher

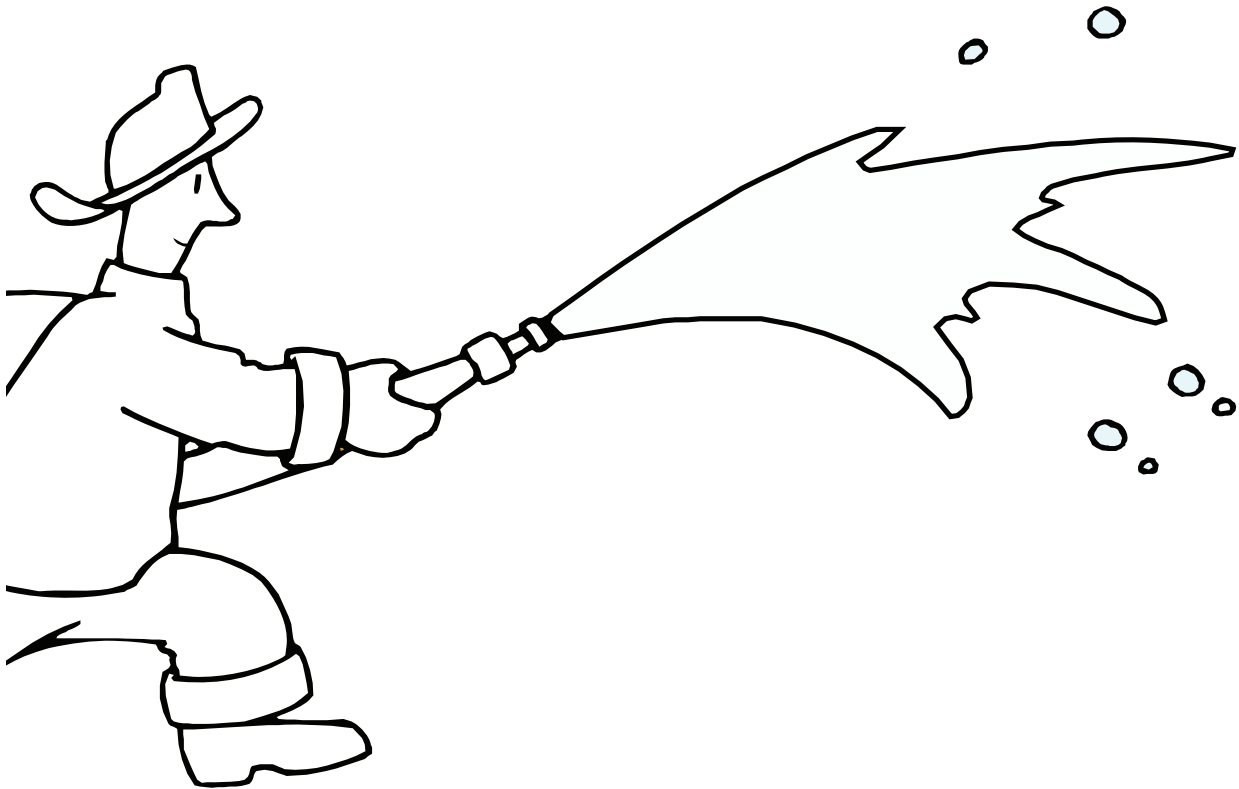
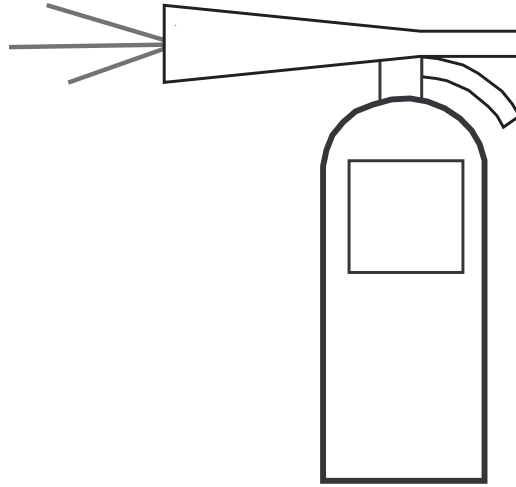
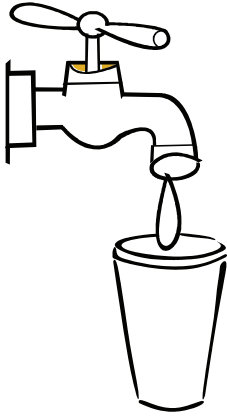
Directions:

There is a fire burning! Draw what the fire looks like. Where is the fire? How big is the fire? Thank goodness we have some water to put out the fire! Do you think it will take a cup of water, a fire extinguisher, or a fire hose to put out the fire? Color in which will be enough water to put out the fire.

Reframing:

Sometimes our fears are small and they go away easily, but other times we are so scared that we feel like we are burning up with fear and need more than just a little bit of water to cool us off. What are some things that you do to help you calm down when you are really scared?

What will put out the fire?



FEAR

Tunnel

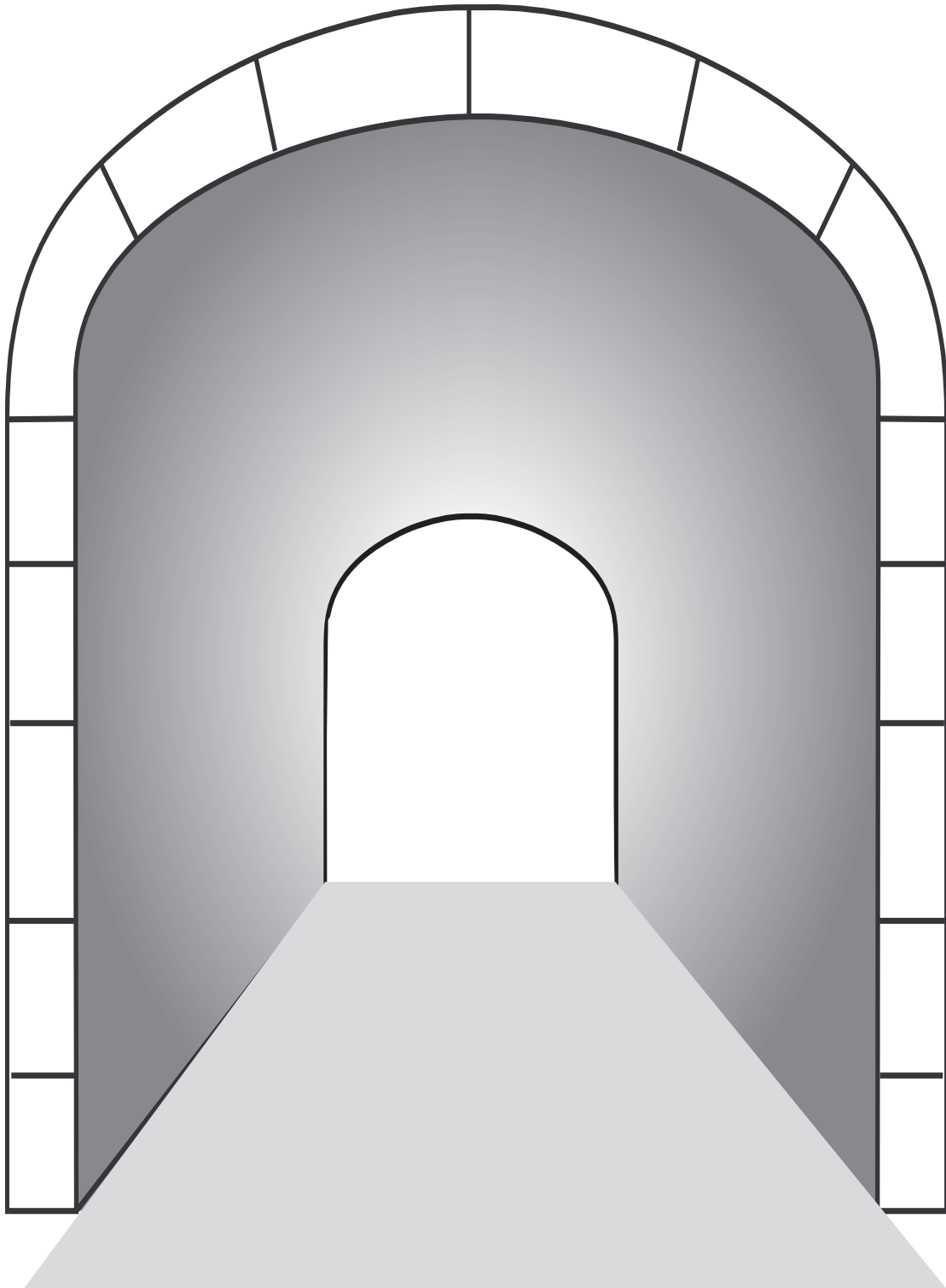
Directions:

This is a long scary tunnel. What do you think is at the end of the tunnel? Why is it so scary? If you had to walk through this scary tunnel, who would you want with you or what would you want inside the tunnel to make you feel less scared? Draw those things now.

Reframing:

Yes, tunnels can be scary. Anything can be scary when we don't know what we should expect. It helps to have a plan for what we might need or who we might want to call or be near if we are feeling afraid. Now you know what things make you feel less afraid and who makes you feel less afraid.

What's at the end of the tunnel?



FEAR

Exit Sign

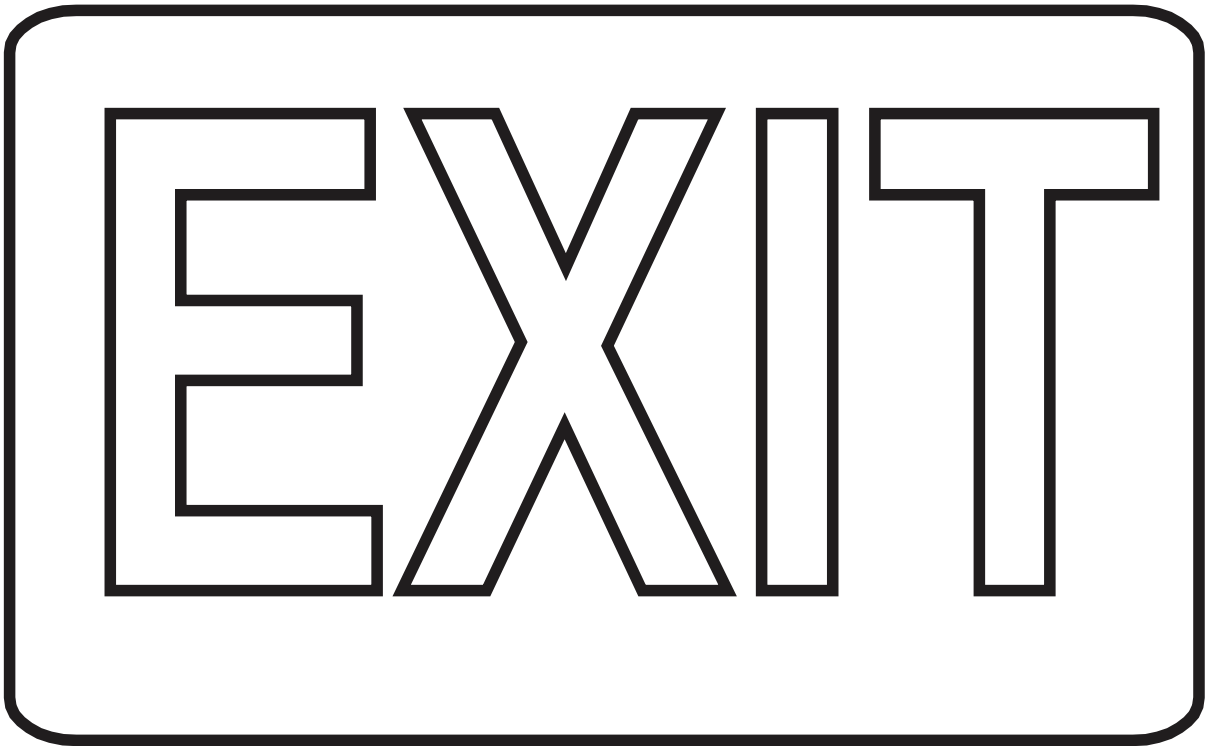
Directions:

Take a minute to color in this exit sign so that you would be able to find it if you were in a dark room. Make it really bright! When we are scared, we all need an exit sign that is easy to see, easy to find. When you are afraid, what is your EXIT sign? If the child is stuck, suggest a person or place they can go to when they are scared that helps them to easily escape from feeling scared.

Reframing:

It helps to identify places we can go or people we can turn to when we are really scared and need comfort. We cannot always predict when we will feel scared, but we can have a plan in place for when we feel afraid.

Color the exit sign:



FEAR

This is a Picture of My Worst Nightmare

Framing:

We all have scary dreams at times – even I sometimes have a scary dream or scary thoughts/pictures in my mind. But dreams aren't real are they? They are make-believe. We can change our dreams, thoughts, or those scary pictures to end any way we like so we feel better.

Directions:

Ask the child to draw their dream, only this time ask them to give it a happy ending. Then, when they are finished, ask them to tell their new stories.

Reframing:

See, you are in charge of your dreams, you can give them a new, happier ending. Anytime you have a scary dream, thought, or picture in your mind, try to think of a new way to change that dream, thought, or picture. You can think about it and draw a picture of the new way you want it to be!

This is a picture of my worst nightmare with a happy ending:



FEAR

My Fear

Directions:

Ask the child to draw a picture of their biggest fear.

Then ask the following questions:

Describe the fear. What is it like to you?

If the fear could talk, what would it say?

If the fear could listen, what would you say to it?

If the fear had a name, what name would you give it?

When you experience this fear, is there anything that makes it go away?

Reframing:

Gaining control over fear is a process that takes time. Identifying what you are feeling, talking about it, and making drawings and images of what these feelings are like for you are important steps in gaining control over your fears.

This is my biggest fear:

FEAR

My Mask

Framing:

When I'm scared I want to hide behind a mask so nobody can see me! I want to just hide from my fears.

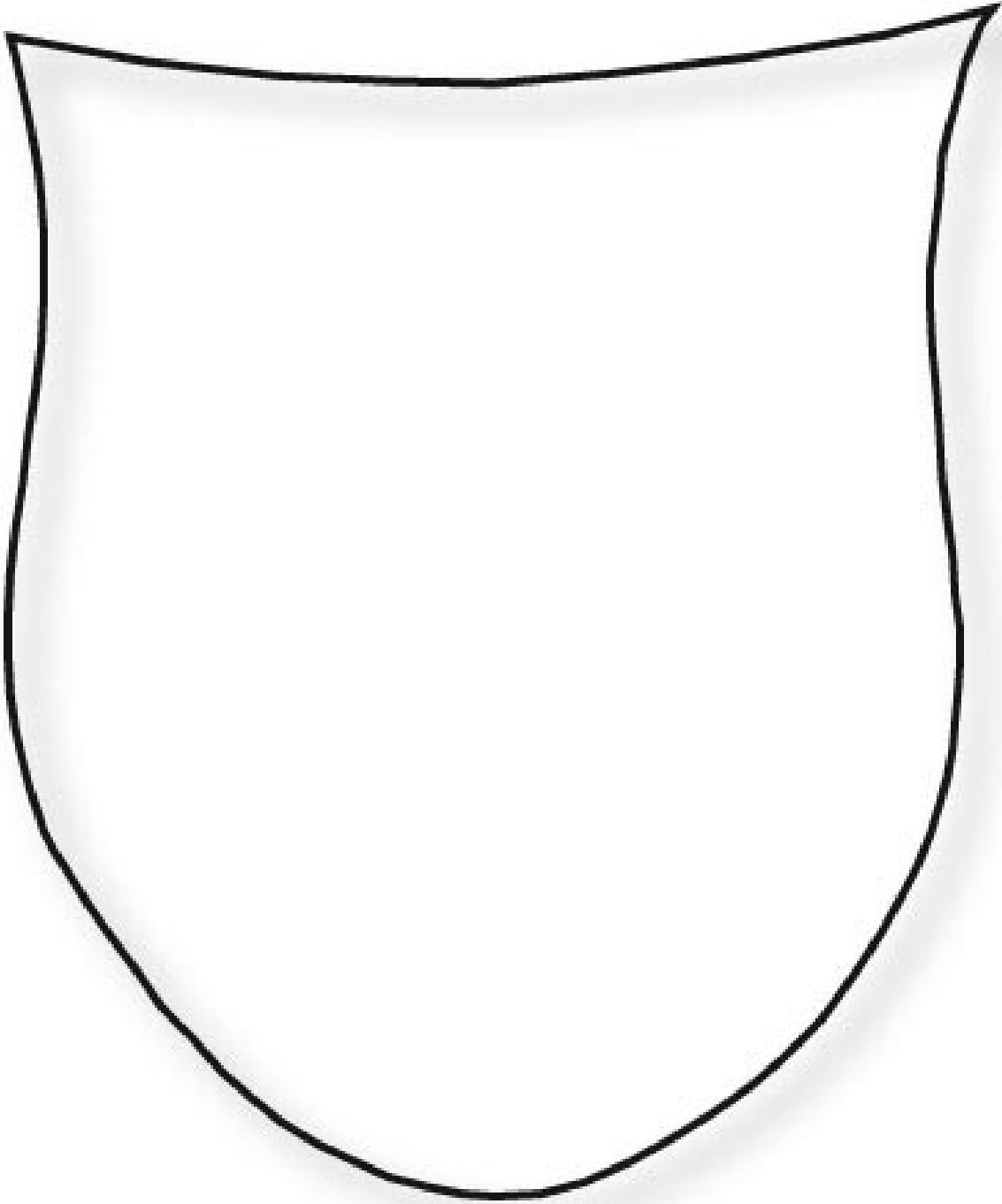
Directions:

Ask the child to decorate the mask that they would wear if they were trying to hide from their fears.

Reframing:

When you feel scared, it would be nice to put on a mask and just hide! Since we can't always do that, what are some other things you can do when you are really scared? What would make you feel a little bit less scared?

This is my mask:



ANGER

That Makes Me Really Mad!

Framing:

It really helps to identify what it is that ticks you off about what happened, and for us to try to take care of it together. Otherwise the anger will stay with you for years. Sooner or later, it will cause you to fly off the handle at nothing, be irritable, even hard to get along with. It can lead to all kinds of problems.

Directions:

Ask the child to make a list of the things that really make them angry on the lines provided.

Reframing:

Well, you know, I certainly understand why those things make you mad. I get mad about things too. But, we have to find ways to handle being mad without hurting ourselves or hurting other people. Some things we can do when we are mad are to...

Then ask: What do you do when you are mad that helps to make you feel better and calm down?

ANGER

If My Anger Was a Storm

Materials:

Paper, crayons, markers, or pencils

Directions:

If your anger was a storm, which storm would it be? Rainstorm? Thunder and lightning rainstorm? Hurricane? Ask the adolescent to draw what their storm would look like.

Reframing:

All anger and all storms are overwhelming, but it helps to identify how much anger or how big our anger is so that we can think of ways to better manage the anger. Now we know that your anger is like a _____ storm, let's think of some ways to manage your storm.

If my anger was a storm it would look like this:

A large, empty rectangular box with a black border, intended for a child to draw or write their response to the prompt above.

List of things that tick me off:

















ANGER

The Smoke Coming Out of My Ears is Saying...

Directions:

Ask the child to write words or draw pictures of the things that really make them mad under the picture.

Reframing:

Well, you know, I certainly understand why those things make you mad. I get mad about things too. But, we have to find ways to handle being mad without hurting ourselves or hurting other people. Some things we can do when we are mad are to...

Then ask: What do you do when you are mad that helps to make you feel better and calm down?



Things that make me mad:

ANGER

When I'm Mad the Animal I am Most Like is a...

Directions:

Ask the child to draw a picture of the animal they are most like when they are mad.

Reframing:

When we get really mad, sometimes we don't act like ourselves. It is certainly okay to get mad and to imagine things we'd like to do because of our anger. But, remember it is never okay to hurt ourselves or hurt other people when we are mad.

This is the animal I am most like when I'm mad:

ANGER

Fizzy Soda Pop

Framing:

What happens if you shake up a bottle of soda (pop) and then take the top off? Yes, you are right, it explodes. When we are angry, it is like fizz building up inside of our body. If we don't let out the fizz a little bit at a time, we will explode, too!

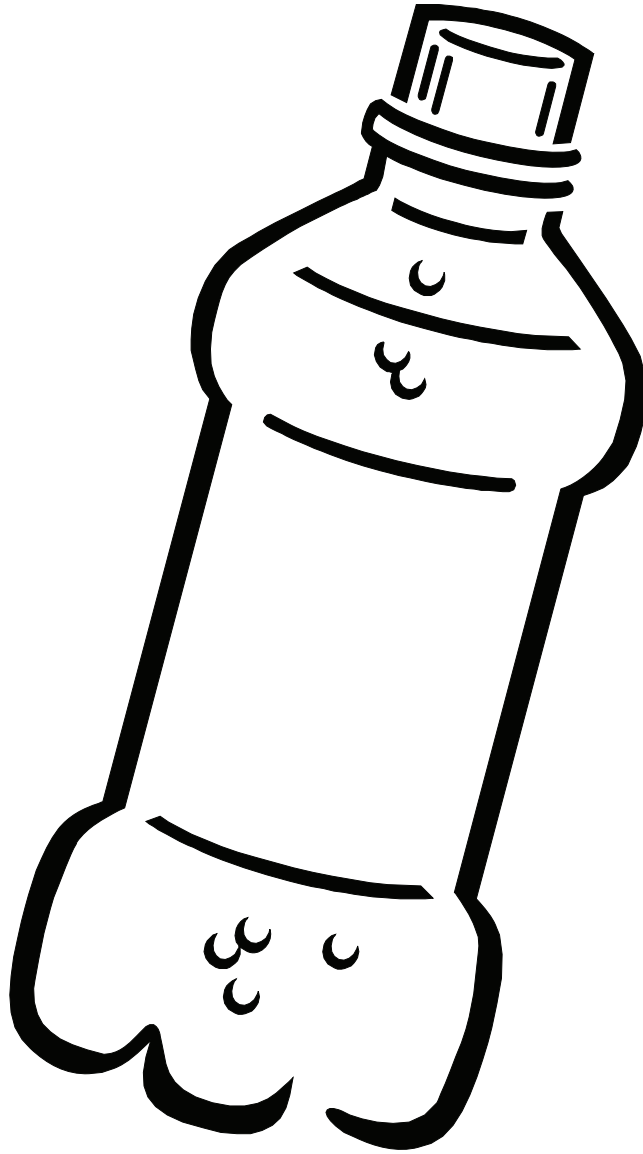
Directions:

On the left side of this bottle, I want you to identify things that make you feel angry or that create a lot of fizz. On the right side of this bottle, I want you to identify things that help you release that anger or fizz.

Reframing:

Remember, we all get angry; the important thing is that we let the anger or fizz out a little bit at a time so that we don't explode. You have identified a lot of healthy ways to get rid of all that fizz!

What makes you feel angry? What helps you release your anger?



ANGER

It's Snowing

Directions:

Draw snowflakes coming down from the sky. Label the snowflakes with things that make you angry. How many inches of snow do you think that all of your anger snowflakes would add up to? One inch? Four inches? Eight inches, or is it a blizzard?

Reframing:

This helps us to see what we are angry about and gives us a way to measure how much anger is inside of us. Remember, if we only have a few inches of “snow” or anger, it might be easier and faster to get over our anger than if there are several inches of “snow” or anger. If our anger is like a blizzard we know that it is going to take more time to feel less angry. Be patient with how long it takes you to feel less angry depending upon how much “snow” or anger you have measured.

Draw snowflakes and label them with things that make you angry:

ANGER

Bowling

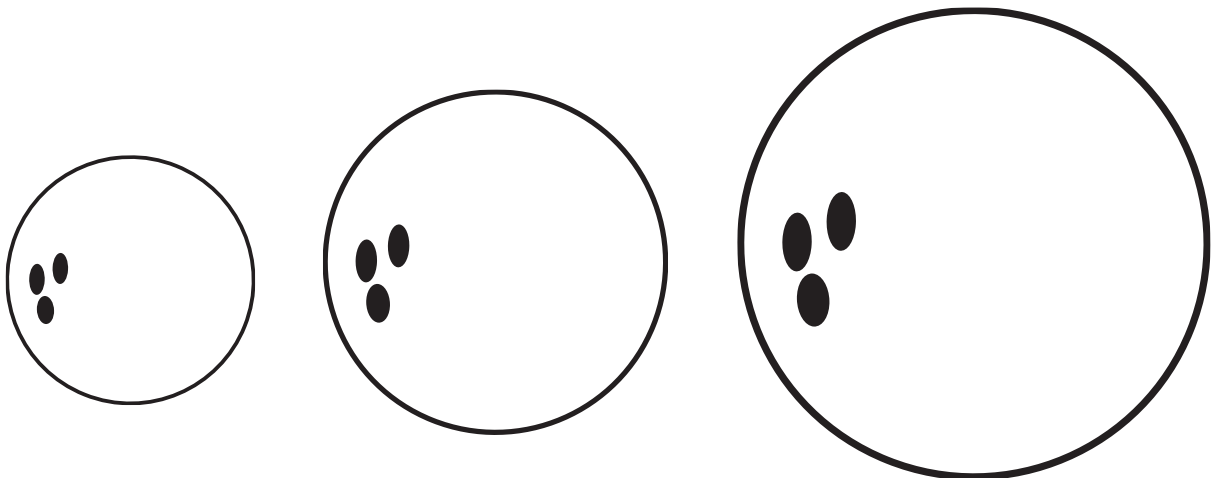
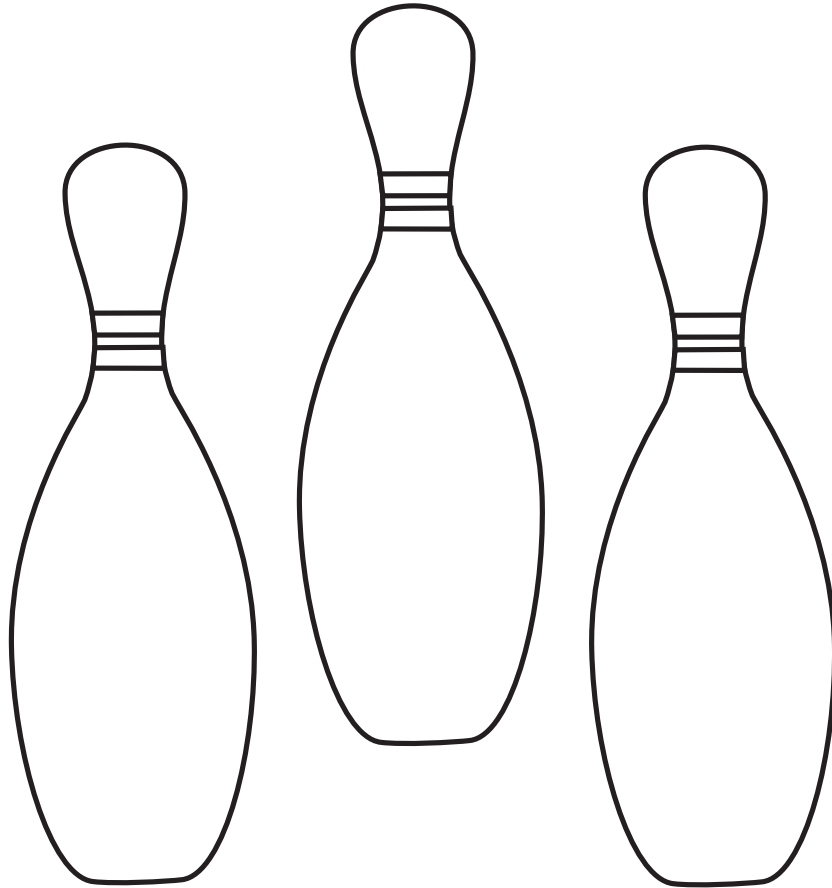
Directions:

Make a list of the things that make you angry. Then label the bowling pins with your anger. Select the bowling ball you think would be the best ball to use to knock down all of your anger. Is it the smallest bowling ball, the medium sized bowling ball, or the largest bowling ball?

Reframing:

Wouldn't it feel nice to knock down what makes you angry like bowling pins with a bowling ball? Even though we can't really do that, it is helpful to name what makes us angry and then think of what things could act like bowling balls. In other words, what things help us to feel better when we are mad.

Write the things that make you angry on the bowling pins. Now pick the bowling ball that can knock the pins down:



ANGER

Let the Anger Loose

Framing:

It really helps to identify what things make us angry about what happened and for us to try to take care of it together, otherwise the anger will stay with you for years. If we don't take care of it together, it can feel like you are keeping everything inside. Sooner or later, all of the anger will not be able to fit inside you. It will cause you to lose control over nothing, be hard to get along with, or cause other kinds of problems.

Directions:

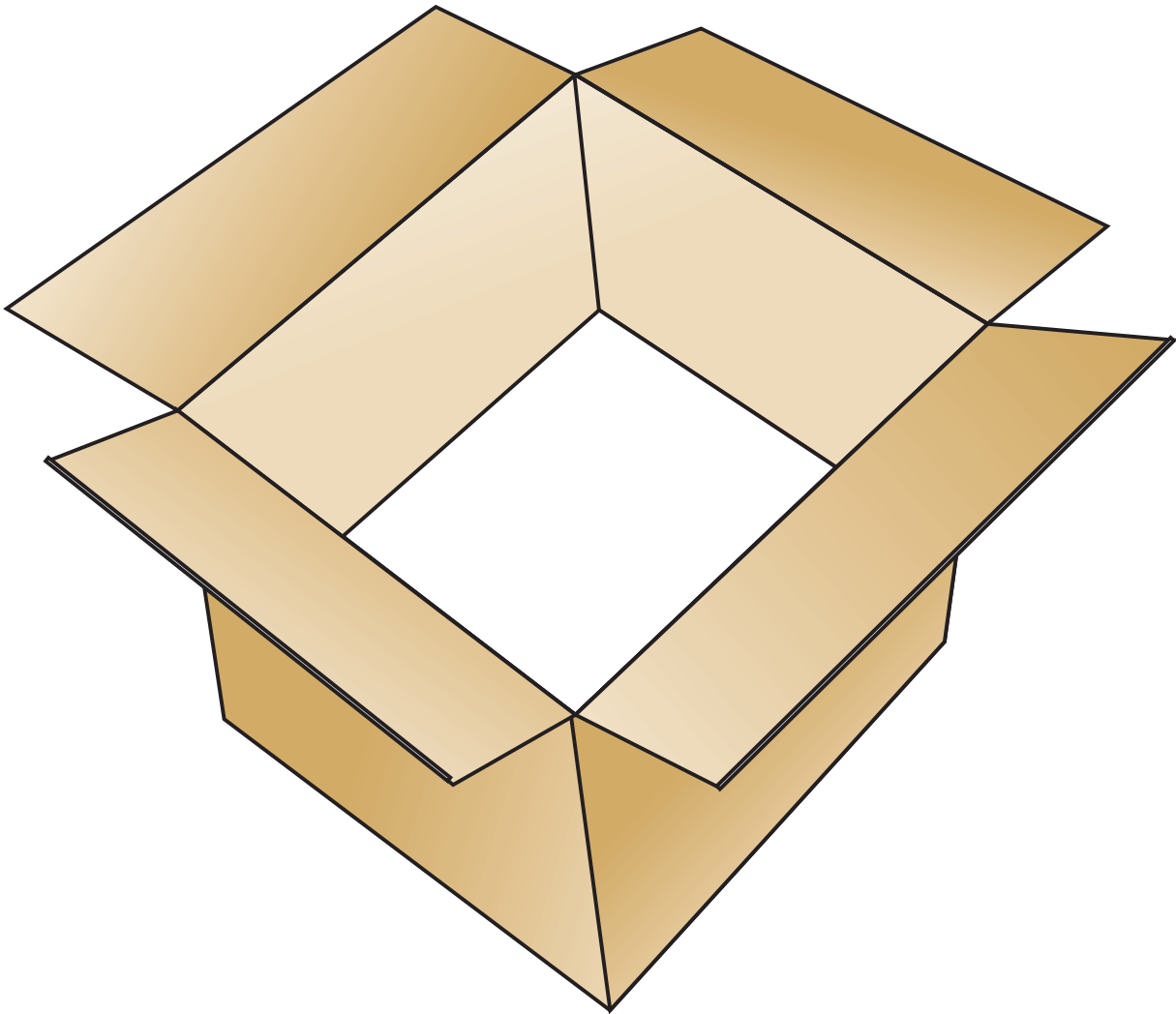
Ask the child to think about the things that really make them angry. Then ask the child to write down or draw all of the things that make them angry inside the box. Then ask the child to draw what would happen if they let all of the anger loose.

Reframing:

I can understand why those things make you angry. But we have to find ways to handle being mad without hurting ourselves or hurting other people. This is a safe way to let our anger loose without actually hurting ourselves or other people.

Then ask: What do you do when you are mad that helps to make you feel better?

Write or draw what makes you really angry in this box:



ANGER

Warning Sign

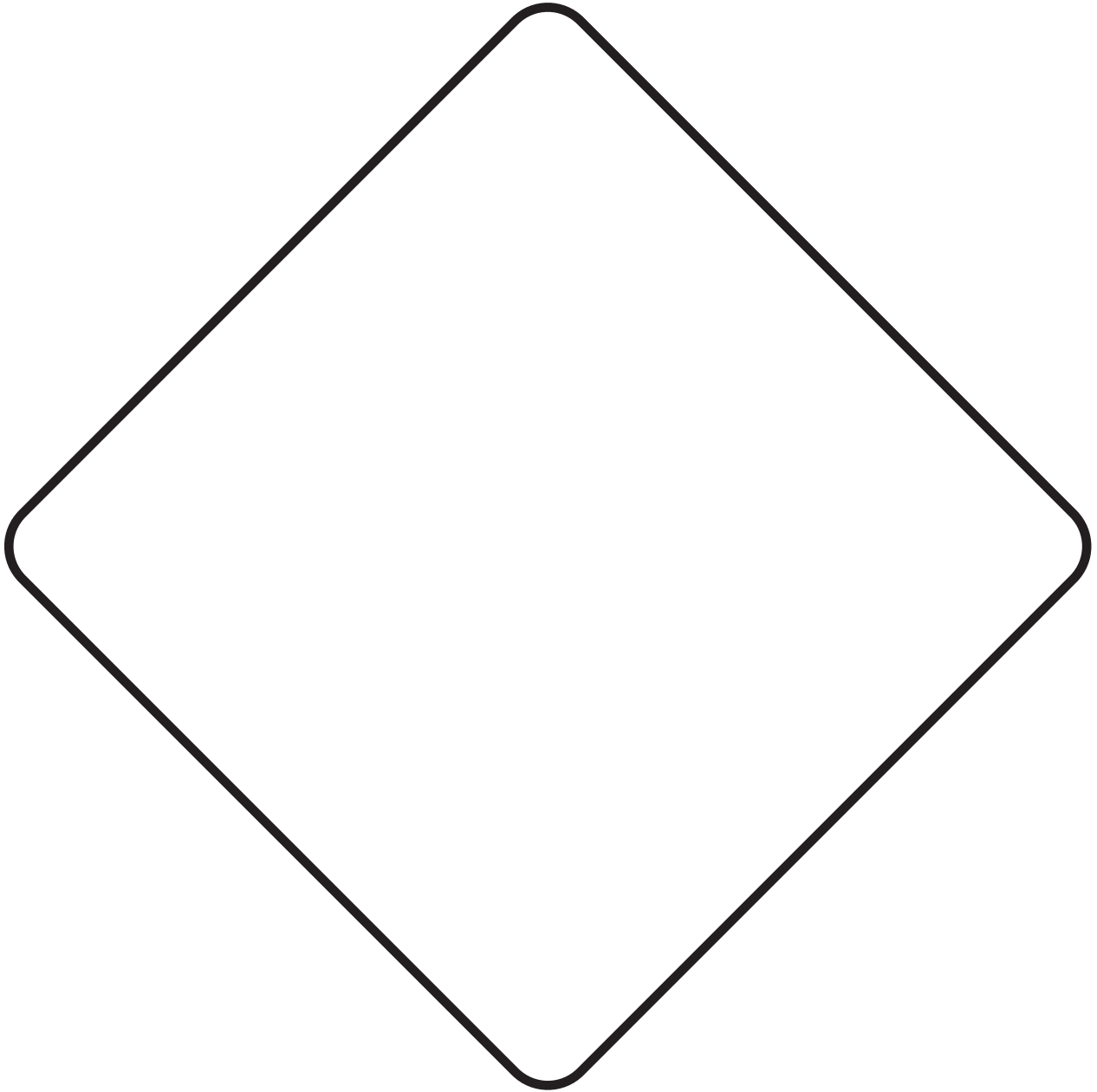
Directions:

Ask the child to create a warning sign as if others would be able to see it when they are angry. Ask the child what usually happens when they get angry? What happens in their body when they get angry? What does it usually take for the anger to go away?

Reframing:

When we are angry, we don't always act like ourselves, and we may say or do things we don't mean. We cannot always warn others when this is coming, and we can't take out our anger on others. Let's figure out what your warning signs are for when you are angry and some ways to prevent you from acting out your anger. Everyone gets angry, and that is OK, but it is not okay to hurt ourselves or others when we are angry. Brainstorm with the child different ideas they have for when they start to recognize their anger warning signs.

Create your warning sign:



RELAXATION

Breathe

Framing:

Can you feel the difference between being tense and being relaxed? What are some times and places when you feel tense? (e.g., before a test, recital, game, speech, or medical appointment.) Do you have something special that you do when you have worried feelings? What are some times and places when you feel very relaxed? (e.g., beach, playing music, listening to a story, or playing with a friend.) When people feel worried or nervous there are all sorts of ways for them to relax and feel more comfortable. You can learn to help yourself feel less tense by using a special kind of breathing and letting your muscles relax.

Directions:

(Optional: You may wish to play soft music.) Give children the option of closing their eyes or leaving them open. Read this script or another of your choice.

Find a comfortable place to sit with your feet flat on the floor, or find a comfortable place to lie down.

Begin by taking three slow, deep breaths and breathing out gently each time. Notice your muscles relax and your heartbeat and breathing become slower.

With each breath feel yourself relaxing more and more.

Take another breath, and as you do, tighten all the muscles in your face. Squeeze the muscles around your eyes, nose, lips, forehead, and cheeks. Hold the tightness while you count to 3. Now breathe out slowly, and as you do, let go of all the tightness in your face. Feel your muscles soften and smooth out.

Once more, breathe deeply and now tighten the muscles in your chest, shoulder, arms, and hands. Hold the tightness while you count to 3. Breathe out slowly and let go of the tightness in your body. Feel your whole body become more relaxed.

Tighten the muscles in your legs by straightening your knees and pulling your toes toward your knees. Hold the tightness while you count to three. As you breathe out, tell your legs and feet to relax. Each breath helps you relax all the muscles in your body more and more. Say to yourself, "I am calm and relaxed."

Enjoy the feeling of being relaxed.

RELAXATION

Guided Imagery

Good for anxiety/stress reduction

Swimming in a Lake

Imagine lying in very shallow water by the side of a lake. Imagine that the sand is very warm and very soft. Imagine that the water is very warm as it flows over your body. Picture a bright blue sky with puffy white clouds, and hear the sound of very gentle waves as they move past your ears. The waves come up as you breathe in and flow out as you exhale. When the child goes home/to school and becomes anxious or stressed, have them begin “breathing with the waves, in and out as the waves flow over your body”

RELAXATION

Mandala Coloring

You can download other mandalas to use free at www.ColoringCastle.com

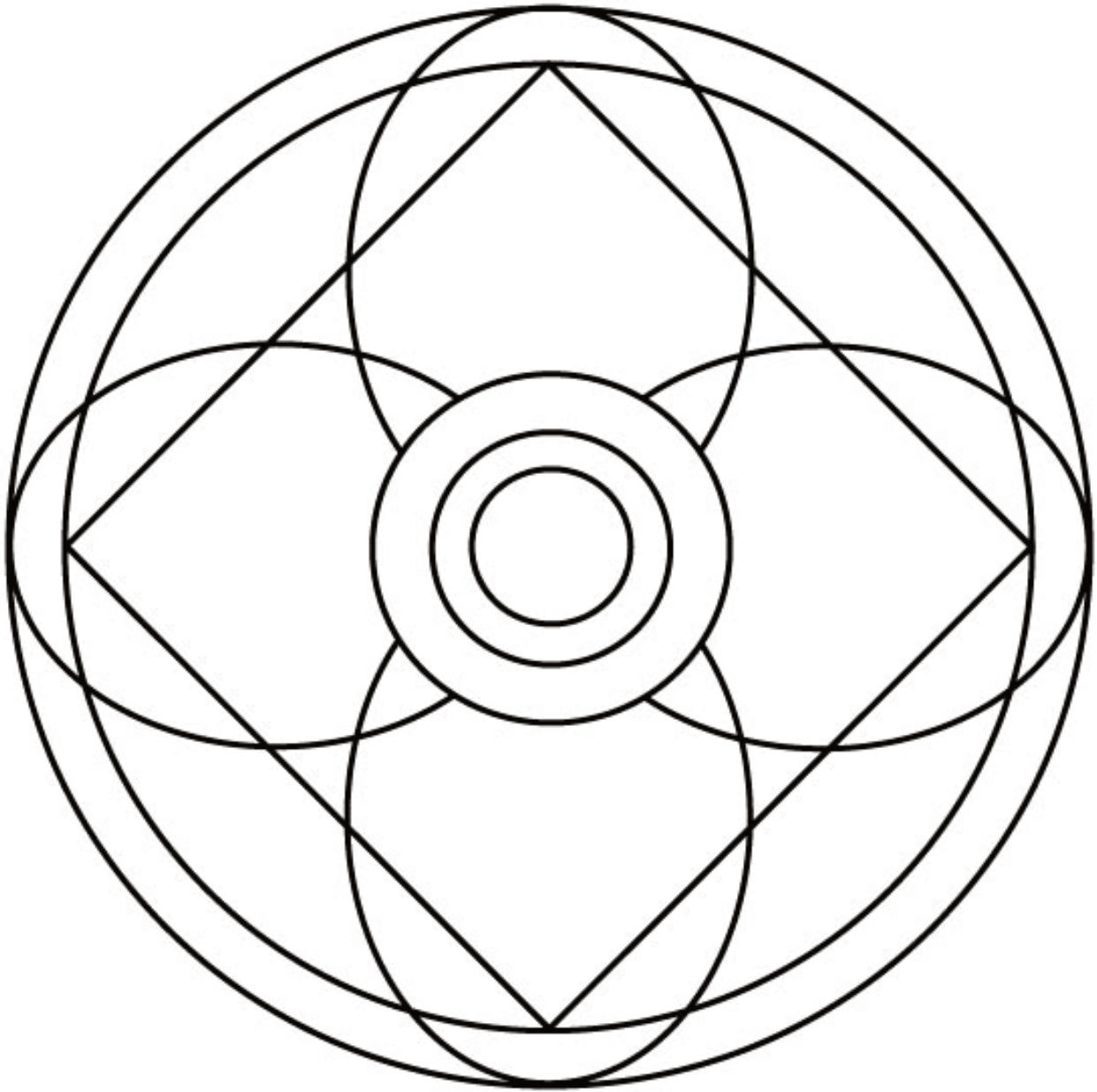
Directions:

Ask the child to color in the mandala. You may want to play music while they color. Use this time as an opportunity for the child to relax and allow them to talk about whatever comes to mind.

Reframing:

Coloring is a way to help people relax. If you ever feel anxious or stressed out, you can get out a piece of paper or a coloring book and color while you let your mind quiet down.

My mandala:



RELAXATION

The Rosebush Technique (from 101 Favorite Play Therapy Techniques)

Directions:

Have the child close their eyes, take a few deep breaths, and imagine that they are a rosebush.

What kind of rosebush are you? Are you very small? Are you large? Are you a full or skinny rosebush? Do you have flowers? If so, what kind? What color are they? Are you in full-bloom or do you have only buds? Do you have any leaves? What do they look like? What do your stems and branches look like? What do your roots look like under the ground? Maybe you don't have any. If you do, are they long and skinny? Are they twisted? Are they deep? Do you have thorns? Where are you: in a yard? In a park? In the desert? On the moon? Are you growing in a pot or in the ground or through cement? What's around you? Are there other rosebushes around, or are you alone? Are there trees? Birds? Animals? People? How do you survive? Who takes care of you? What is the weather like for you right now? Is there a fence or maybe rocks around you?

Directions:

Ask the child to open their eyes and draw their rosebush, including the scene it is in. Add, "Don't worry about the drawing, it doesn't have to be your best work. You will be able to explain it to me." After the child is done with the drawing, ask them to describe it to you in the present tense.

This is my rosebush:

RELAXATION

Aquarium

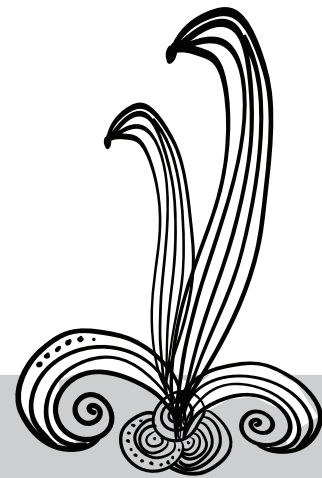
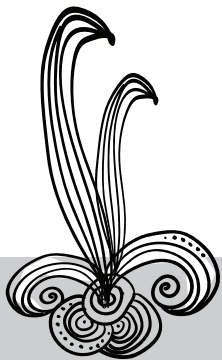
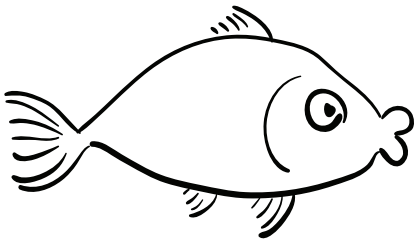
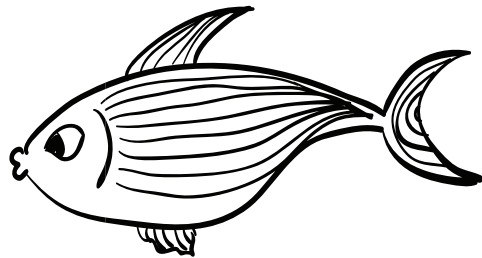
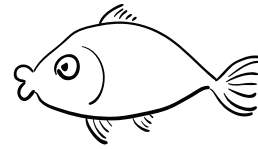
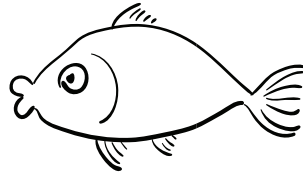
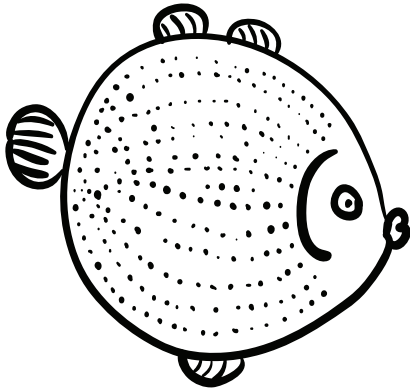
Directions:

First, color in or decorate the fish and aquarium. Now, close your eyes for a moment and picture yourself watching this fish swim through its aquarium. What do you see? Notice the colors you see. Notice the pattern that the fish is swimming in. Are there any ripples being made in the water as the fish swims? What do you hear as you are watching this fish swim? Where do you feel most relaxed in your body?

Reframing:

You can always remember watching these fish swim if you need to feel relaxed.

Color the aquarium:



RELAXATION

Mantra

Directions:

What are one or two words that you could repeat quietly to yourself that would remind you that you're a survivor? Write that word large in the space provided and color in, trace, or decorate that word. Some ideas for words include survivor, made it, amazing, did it, yes, success.

Reframing:

Sometimes we forget how far we have come despite all that has happened in our lives. Saying one or two words to ourselves is a helpful reminder that we truly are survivors!

Write the word that you can say in your head:



RELAXATION

Progressive Muscle Relaxation

Script title used with permission from Inner Health Studio. This script can be found at <http://www.innerhealthstudio.com/relaxation-for-children.html>. More relaxation scripts and resources are available from Inner Health Studio at www.innerhealthstudio.com.

Directions:

Ask the child to:

Get ready to relax. You can sit in a chair or lie down on a bed. Close your eyes, and take a deep breath in.... now breathe out. Breathe in.... and breathe out. Keep breathing slowly like this. Feel how it relaxes you to breathe deeply.

Now, squeeze your hands and close into fists. Pretend that you are squeezing a ball in each hand... gripping tighter.... squeeze even tighter.... Right now, your muscles are tense. Now relax. Let your hands go limp. Your hands feel relaxed. See how relaxed your hands feel? See how tense feels different from relaxed. Relaxation is a way to make your whole body feel relaxed like your hands are now.

One way to relax your body is by breathing deeply. Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out. Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth.

Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.

As you breathe in this time, raise your arms above your head. When you breathe out, lower your arms. Breathe in. Reach your hands above your head, stretching high up... stretching.... and

now lower your arms to your sides and relax. Breathe out. Raise your arms and breathe in.... lower your arms and breathe out.... Raise your arms and breathe in.... lower your arms and breathe out....

Now relax and keep your arms at your sides, while you continue breathing slowly and deeply. Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter.... tighter... and now relax. Let your legs become very relaxed. Each leg is as floppy as a piece of string. Your legs feel heavy. The muscles are loose. Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string. See how it feels to be relaxed. Your legs and arms are relaxed.

Now let your whole body become relaxed. See how relaxed you can make your body.... loosening every muscle.... no tension at all... Your body feels heavy and relaxed.

Reframing:

Relax even more by noticing your breathing again. See how calm your breathing is. In.... and out..... in.... and out... Keep breathing and simply relax. There is nothing you need to do right now except relax quietly (pause). See how calm and relaxed you feel. It feels good to relax.

Your relaxation time is finished now, and it is time to return to your usual activities. Keep your eyes closed for a little longer while you wake up your body and your mind by wiggling your fingers and toes... moving your arms and legs... Sit still now for a moment, and open your eyes to look around the room. When you are ready, get up and return to your usual activities, feeling awake, but still feeling relaxed and calm.

RELAXATION

Sea Turtle: A One-Minute Relaxation Tool

Adapted from <http://kidsrelaxation.com/category/all-relaxation-activities/>

by zemirah in All Relaxation Activities, One-Minute Relaxers

Directions:

Pretend you are a sea turtle and practice a fun, easy way to relax in the moment.

1. Tell the child that they are going to relax like a sea turtle. Ask them to have a seat on the floor and close their eyes.
2. Pull your energy back into your shell with a few deep breaths. (If appropriate, you can add a self hug “shell” to provide the kinesthetic, tactile feedback as well.) Imagine that all of your energy is coming right back to you and that you are pulling it inside your shell to focus and relax.
3. Next, just like sea turtles effortlessly float in the ocean, you are going to “go with the flow”. Relax your body, let all of your muscles melt like you are floating in the ocean.
4. Now we are going to “go with the flow.” Make whatever is happening in the moment, “OK by me.” Explain that “saying OK” is just noticing; it doesn’t mean that you like what is happening. You are just allowing it to be okay right now. Then, watch and flow, watch and flow. Allow yourself to float peacefully in the moment.

Reframing:

For quick reminders, after you have practiced for a while, you can simply practice by saying “Sea Turtle” as the signal to begin. That signal can be the reminder to “pull your energy into your shell and go with the flow.”

This works great when you have a clearly identified unit of time to practice in. For example, say you are on the way to grandma’s house and staying relaxed in the car has been a challenge. Tell the child that they can practice being sea turtles just for the ride. See how well you can pay at-

tention to keeping your energy in your shell and go with the flow. Or just before a test at school. Tell your class that you are going to pull your energy into your shells for focus and then go with the flow during the test.

SURVIVOR

The Many Parts of Me

Framing:

When you go through a trauma, it can change the way you think and the way you see yourself and others. It is not unusual for this to happen. Other kids I work with told me that it helps them to feel better to slow down, take a fresh look at themselves, and get into touch with how their experience has impacted who they are today. Another thing that happens with trauma is that we often find ourselves so focused on dealing with our reactions that we forget that there are a lot of other wonderful aspects of who we are that maybe we have been ignoring.

Directions:

Have the child look at the worksheets titled “This is Me”, and have them circle the pictures that describe things they like to do, things that are important to them, accomplishments, or things that bring them a sense of happiness, calmness, sadness, or anger.

Reframing:

Bad things happen, good things happen. Trauma is just one part of life’s experiences. There are many other good parts of your life. What is interesting about this activity is that it is clear that there are lots of parts that make you who you are today. The trauma you experienced is only one part of you. It feels like a huge part because it hurts. It makes you feel and think of things you don’t want to have to deal with, but it is still only one part of you. It really helps to remember that we are made up of a lot of parts and that life is too. It sometimes shows us its good parts, funny parts, pleasant parts, but also sometimes its bad parts. Even after it shows us the bad parts, it comes back with the good parts again. It rains, and then the sun shines.

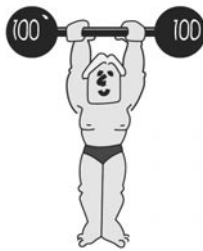
This is me:



This is me:



This is me:



SURVIVOR

Look How Far I've Come!

Directions:

Ask the child to write their birth date at the bottom of the tree. Then, have them write down several moments in their lives that stand out to them. Encourage them to list both bad things and good things that have happened. (For example, Learned how to ride a bike, Met new friend at school, Mom and Dad divorced, etc.)

Reframing:

Well, what do you see here? I see that a lot of things have happened in your life, lots of good things and some things that were not so good too. But the thing that really stands out to me is that you keep moving forward. Look at how far you've come! They're a lot of different parts of your life. You continue to grow and experience new things all of the time. You really are a survivor to have come this far! Good for you!

Look how far I've come!

The graphic is a large, stylized tree with a thick trunk and a rounded canopy. Inside the canopy, there are 12 empty rectangular boxes of varying sizes arranged in a pattern that suggests growth or a path. Two small, simple line drawings of birds are perched on the tree: one on the right side of the upper canopy and one on the left side of the lower trunk. At the base of the tree, there is a horizontal rectangular box divided into two sections. The left section is labeled "Your Name" and the right section is labeled "Your Birthday".

SURVIVOR

My Future – Rainbow

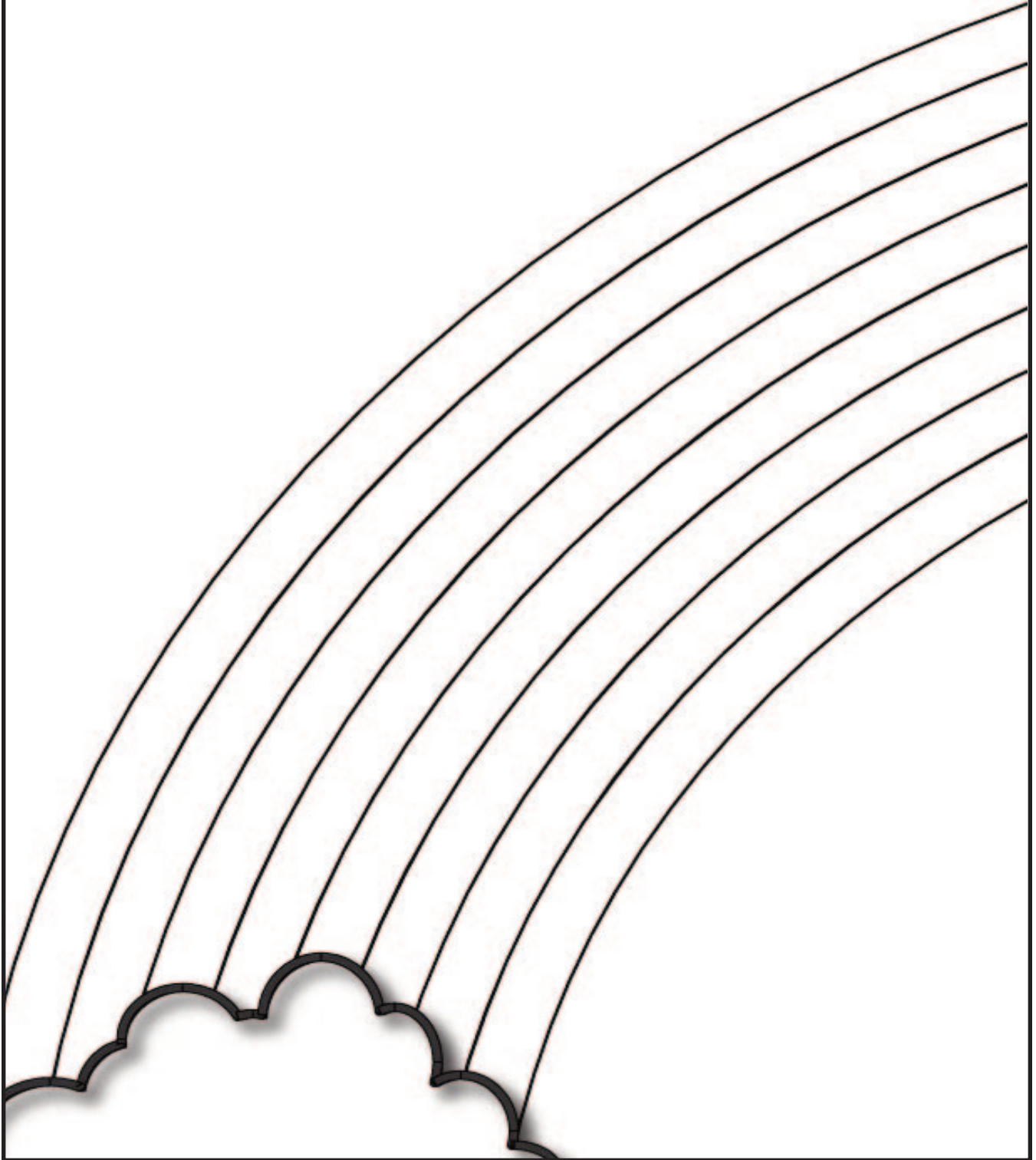
Directions:

Ask the child to write down their hopes, dreams, and goals for the future on the rainbow and then have them color in the rainbow. (NOTE: Future does not have to be too far off; it can be for the summer break or next school year if a child is having difficulty thinking too far ahead.)

Reframing:

It is important every once in a while to stop and think about what our hopes, dreams, and goals are for the future. Thinking about the future acts like a magnet that keeps us moving forward, experiencing new things, and growing! I am excited to learn more about what you want to do and experience in the future.

These are my hopes, dreams, and goals for the future:



SURVIVOR

Happy Memory Drawing

Directions:

Ask the child/adolescent to think about a happy, pleasurable memory that happened before the traumatic incident. Instruct them to see it in their mind happening all over again. Ask them to see all of the different shapes, colors, and people that were part of this happy time. Then, as they are reliving this experience, ask them to take drawing materials and draw a picture of this happy experience.

Reframing:

In the future you can control unwanted reactions by returning to your happy memory the way you have been doing here, either in your mind or by drawing a picture. You will never forget your traumatic experience. However, you can gain control over your reactions to the memories. Your happy memory can be a mental refuge that will help you gain control over your trauma reactions.

My happy memory:

SURVIVOR

Wise Owl

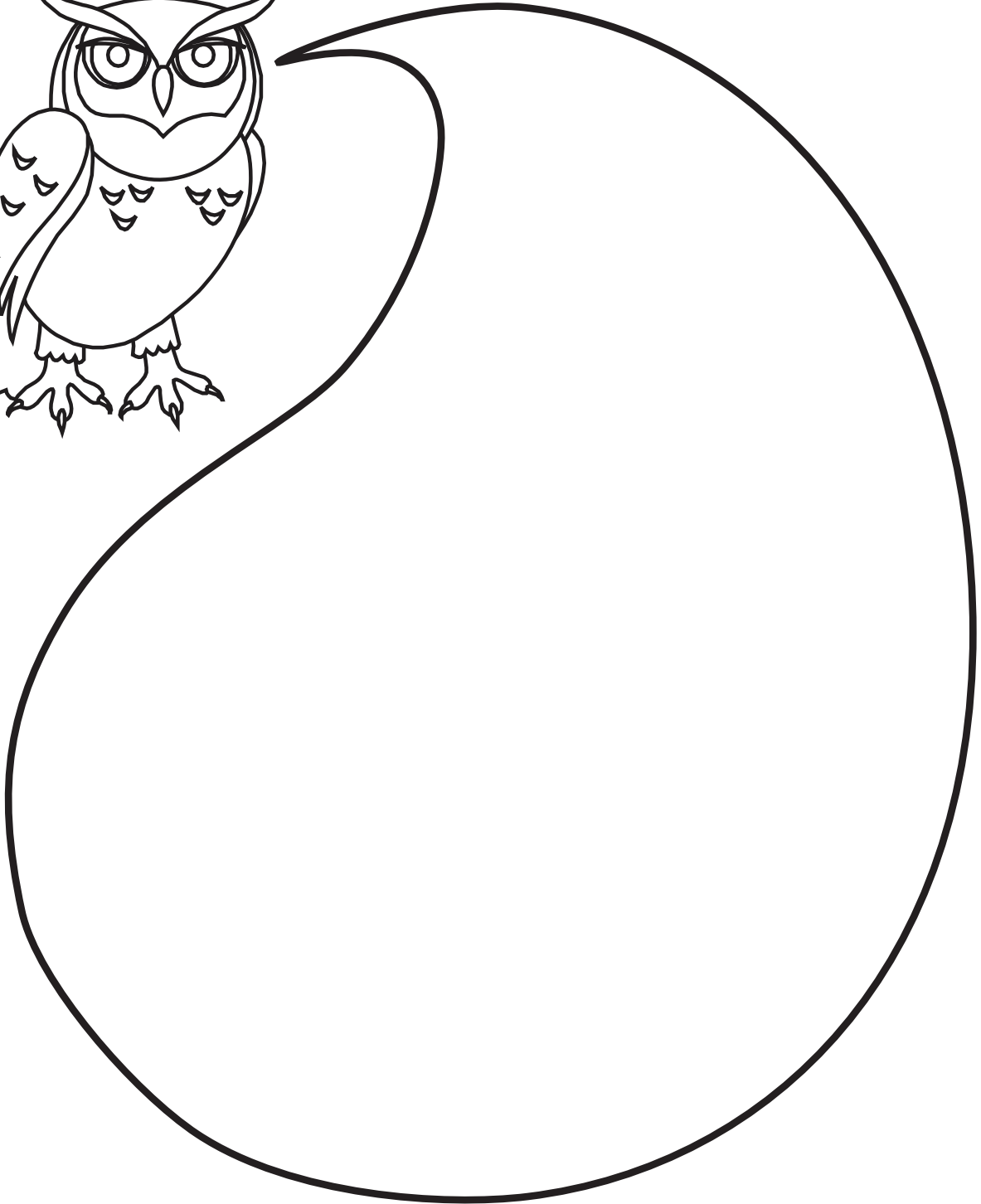
Directions:

This wise owl is here to give advice. He wants to help kids that have had a difficult time in their life survive. What kind of advice do you think this wise owl would give if a child asked him, “What do I need to do to survive?” Have the child write the answers on the page and then color their owl.

Reframing:

You know, sometimes we don’t need a wise owl to give us the answers. We have them already inside of us! You provided the answers here. You are a wise owl!

Wise owl:



SURVIVOR

Magic Lamp

Directions:

Ask the child, “If you had three wishes, what are your wishes for the future?” Ask them to draw or write their wishes for their future on the paper. They can also color their genie and magic lamp.

Reframing:

It’s important for everyone once in a while to stop and think about what we hope or wish for in our future. Thinking about the future acts like a magnet that keeps us moving forward, experiencing new things and growing. I am excited to learn more about what you wish to do and experience in the future.

Write or draw the genie and your wishes for the future:



SURVIVOR

Lift Me Up!

Framing:

This balloon needs help to get off the ground! And the only thing that will light the burner is you and your successes!

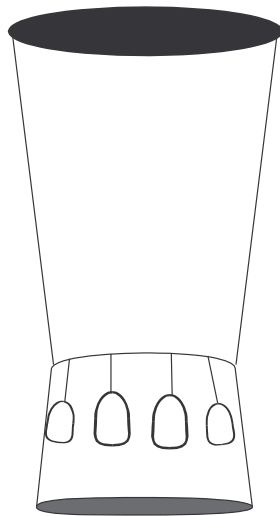
Directions:

Ask them to draw what their balloon would look like. Ask the child to decorate their balloon with pictures that represent their successes or things they have overcome. Then draw themselves as a survivor in the basket. Ask the child to draw in what they think it would take to lift the balloon off the ground.

Reframing:

Look at all of the things that you have accomplished! I see that there are a lot of good things that you have done in your life, and there were some things that were not so good. But what stands out is that you continue to move forward. You really are a survivor to have come this far!

Draw the hot air balloon:



SURVIVOR

Shooting Stars

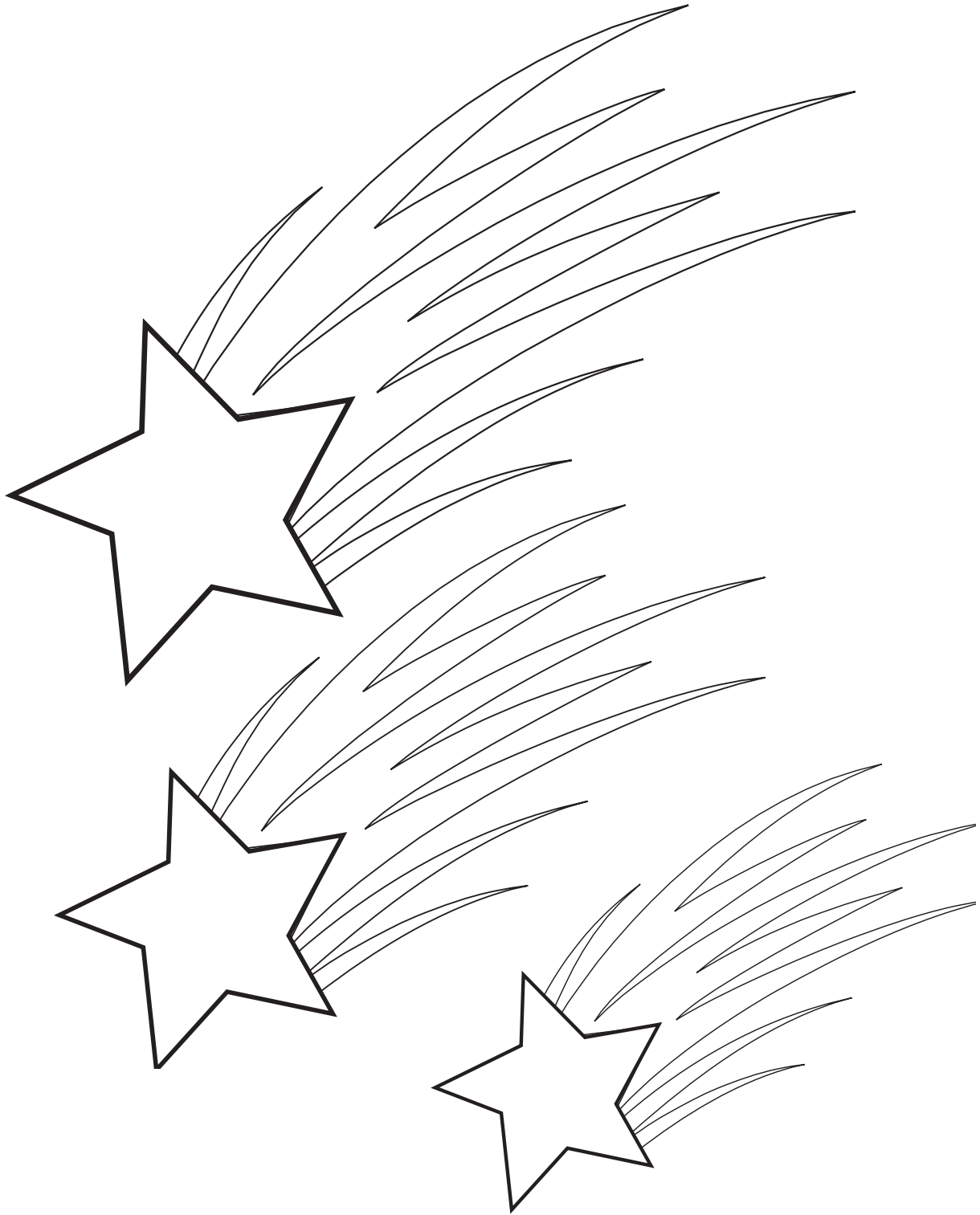
Directions:

Write the names of people, activities, or things that have helped you survive on each of the shooting stars on this page. Now draw your own shooting star, and write your name on that star.

Reframing:

As you look at the things you have written down, you can see that there are some really neat people and activities in your life. But remember, you were the one who did the work. We all need help, but you made the decision to move forward! You are a survivor!

Write the things that have helped you survive on each star:



SURVIVOR

Birthday Cake

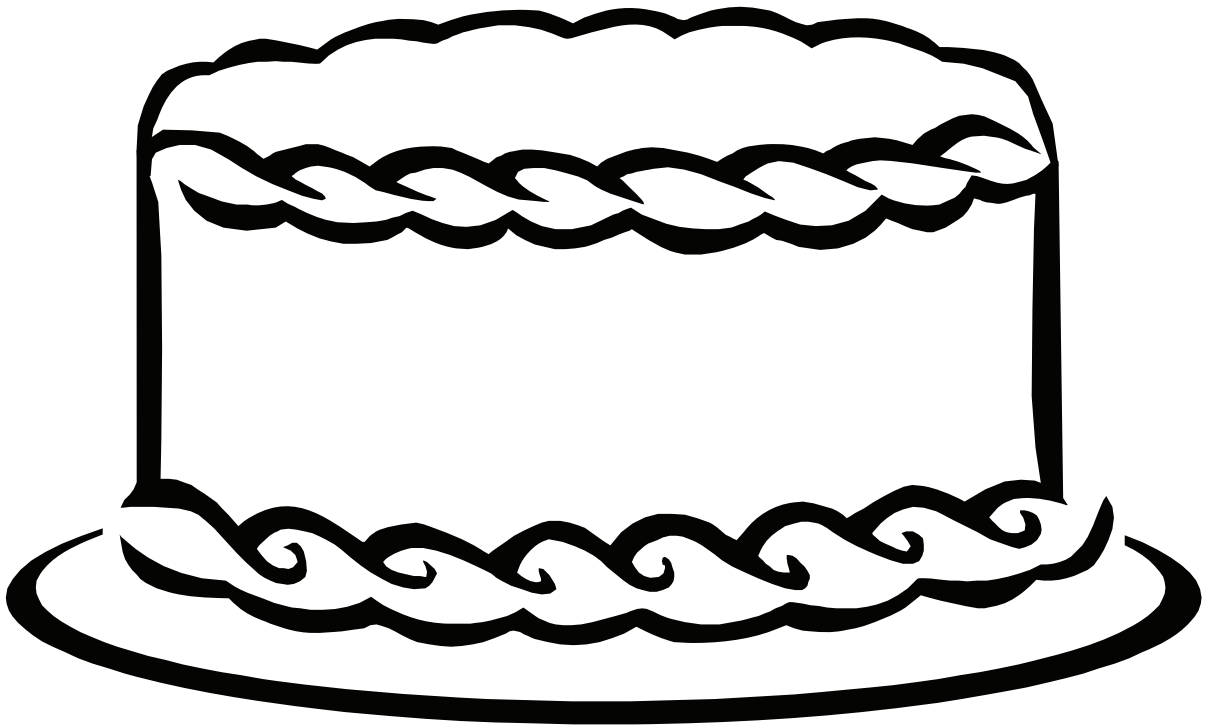
Directions:

How old are you? Draw the number of candles on this cake. Try to think of one or two accomplishments you have made during each of those years of your life. Now put a flame on each of the candles. Decorate the cake, candles, and flames.

Reframing:

Wow! Look at all you have accomplished throughout your life so far! You really are a survivor.

Draw candles on the cake and decorate:



SURVIVOR

Crystal Ball

Directions:

Ask the adolescent to either draw or write their hopes, dreams, and goals that they see in their crystal ball. (NOTE: The future does not have to be too far off. It can be for the summer break or next school year if the adolescent is having difficulty thinking too far ahead.)

Reframing:

It's important every once and a while to stop and think about what our hopes, dreams, and goals are for the future. Thinking about the future acts like a magnet that keeps us moving forward, experiencing new things, and growing! I am excited to learn more about what you want to do and experience in the future.

Draw or write your hopes, dreams, and goals in the crystal ball:



BELONGING

Poetry – I am From

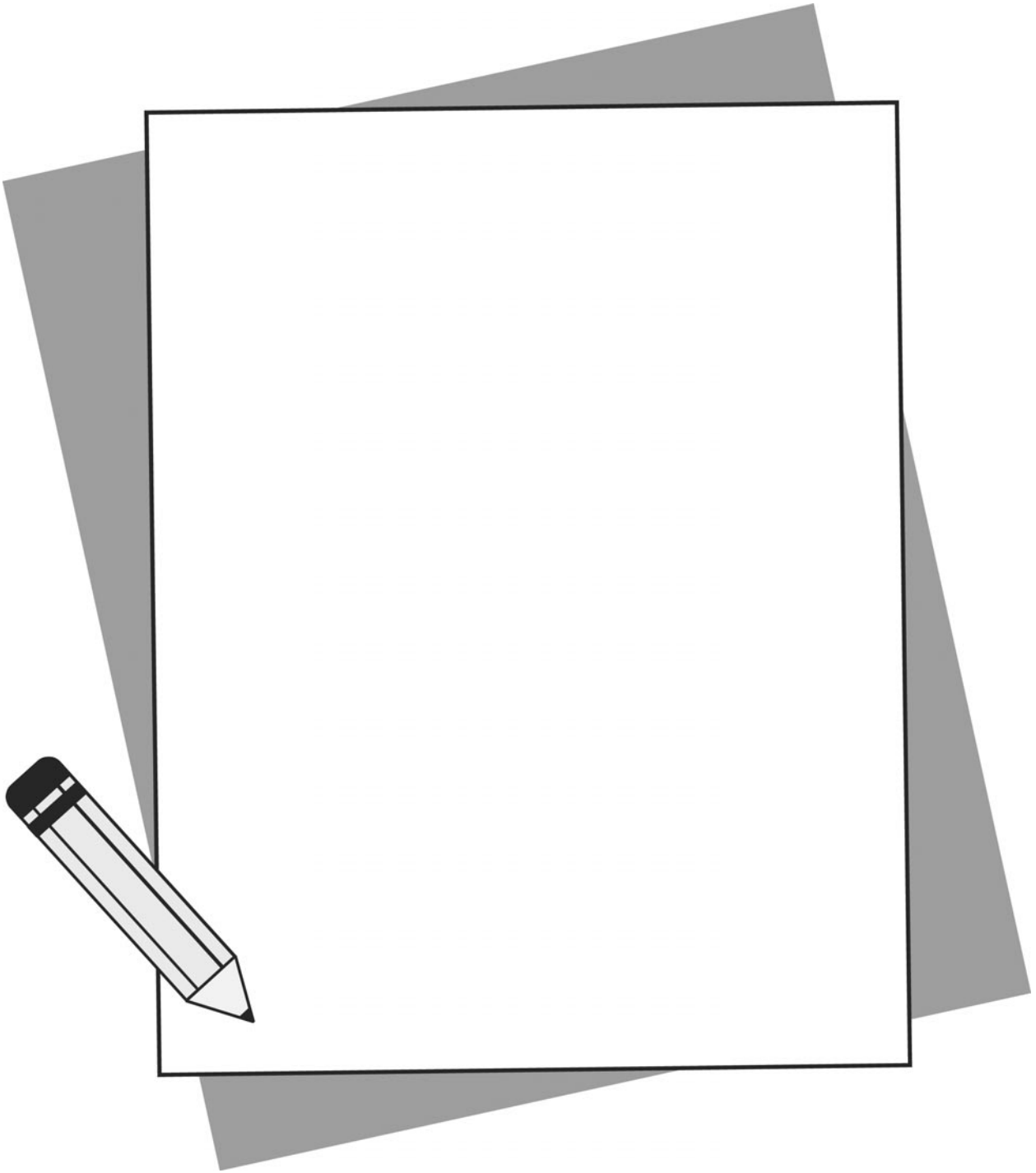
Directions:

First, have children brainstorm about their favorite foods, family sayings, celebrations, items found in their homes, people important to them, places they want to visit. Then have them write an “I am From” poem. The poem does not have to rhyme, only describe things about the child. Invite children to share their poem with the group.

Example:

**I am from Detroit
I love Coney Island
My family is small
Grandma lives with me
I love arcades and bowling**

Poetry – I am From Worksheet



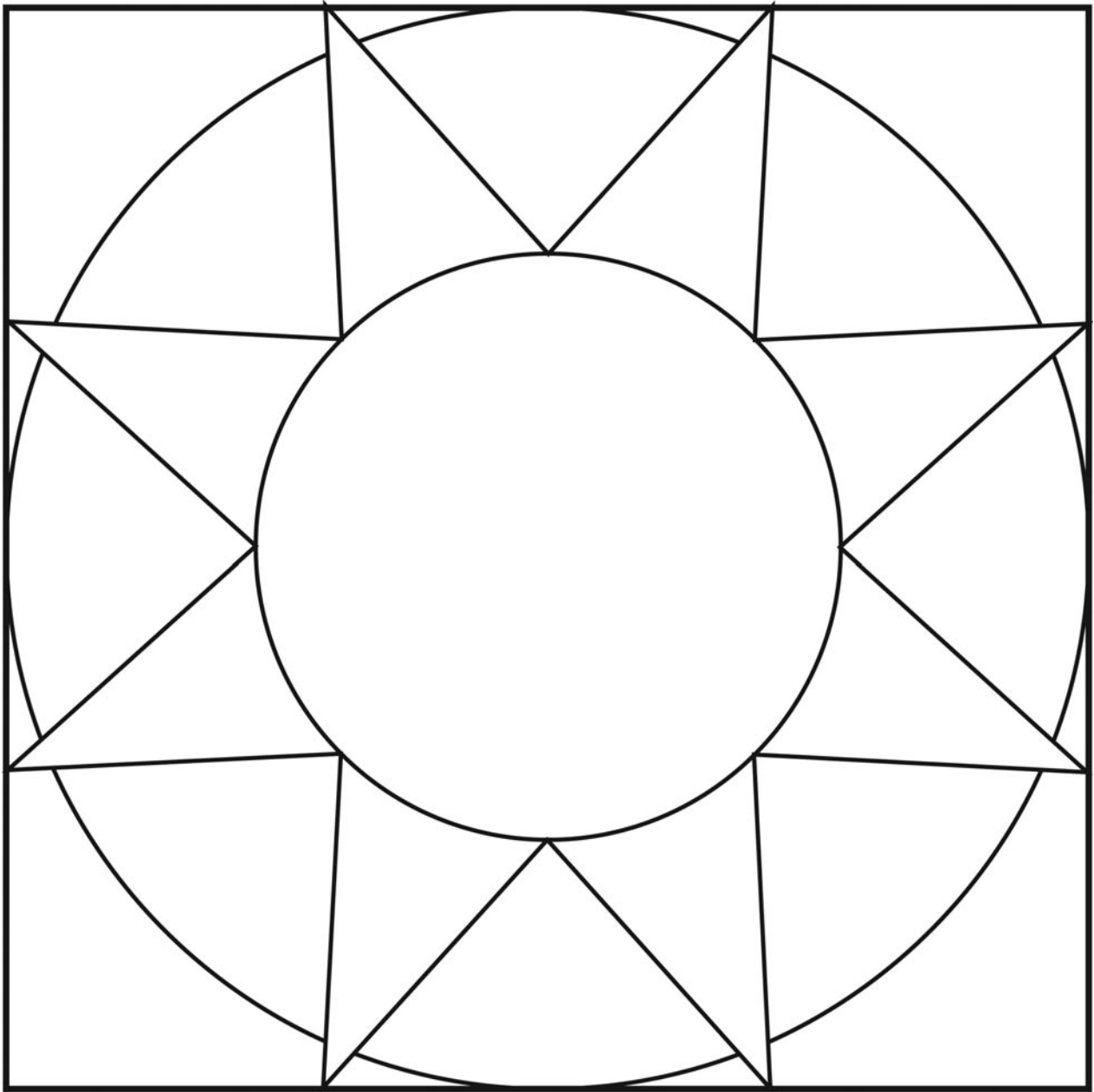
BELONGING

Paper Quilt

Directions:

On the worksheet that follows, ask each child to decorate the quilt square with words, colors, pictures, symbols that are important to them. Then cut out all of the quilt squares and hang them on the wall. Discuss each child's unique quilt square. Reinforce the uniqueness of each quilt square while noting how interesting they look next to one another.

Paper quilt worksheet



BELONGING

Friends

Friends are vital to school-aged children. Friendships provide children with more than just fun; they help children develop emotionally and morally. In interacting with friends, children learn a lot of social skills, and friendships help children practice emotional control and how to respond to the emotions of others. Children develop the ability to think and to negotiate different situations that arise within their relationships. Having friends even affects children's school performance. Children tend to have better attitudes about school and learning when they have friends there (Fabes & Martin, 2001).

The following group activities have been reprinted with permission. Copied from www.GoodCharacter.com

Directions:

Part 1: First, pass out the following worksheet. Children can use these examples as a way to get started on the following individual or group projects. Write on the board or large piece of newsprint paper taped to the wall. "To have good friends, you must be a good friend." Ask the children to explain that statement and tell you why they either agree or disagree with it. Ask them to think of ways that good friends treat each other. List their answers and discuss each one. Compare their list with the one provided on the next worksheet.

Part 2: Have the children look for examples of friendship behaviors in magazines or draw pictures of them. Then have them use the pictures to create a classroom collage. They could also contribute slogans or mottos about friendships.

To have good friends, you must be a good friend

Good Friends...

- Listen to each other
- Don't put each other down
- Try to understand each other's feelings
- Help you solve problems
- Give each other compliments
- Can disagree without hurting
- Are dependable
- Respect each other
- Are trustworthy
- Give each other room to change
- Care about each other

BELONGING

Somebody vs. Nobody

This activity has been adapted from the book, *Dignity Rocks!* by Stephanie Heuer available for purchase from the Self Esteem Shop (www.selfesteemshop.com). *Dignity Rocks!* Is a book written for kids by kids.

- I feel like nobody when...
- I feel like somebody when...

Directions:

Ask children to complete the following worksheet. Under the first column they will write down feelings and situations related to the statements, “I Feel Like Somebody” and “I Feel Like Nobody”. Then, discuss responses anonymously by collecting the worksheets and reading what people wrote or by writing some examples on the board.

Examples:

I Feel Like Somebody

I feel great
I feel complete
When people recognize how hard I try
When people listen to my stories
When people show concern for me

I Feel Like Nobody

I feel lonely
When I’m not included
When I get teased or bullied
When no one listens to me
When I’m ignored

I Feel Like Somebody When...	I Feel Like Nobody When...

BELONGING

Special Time

Kids spell love T-I-M-E. ~John Crudele

Every day, try to set aside a special time when you and your child can be together. Some days may allow more time than others. However, even 15 to 20 minutes of uninterrupted play, talking, or sitting together quietly with your child can be a special time for you both.

Directions: Complete the worksheet provided with your child and use it as a guide to talk with your child about a special time you already share or would like to share together. Then, each of you can draw a picture of you enjoying your special time.

Remember, you can list things you already do together (and do them more often!) or things you would like to begin to do together.

Parent and Child: Our special time is/will be when we

Child: I think this time is/will be special to us because

Parent: I think this time is/will special to us because

PARENT - Here is a picture of us sharing our special time together

CHILD - Here is a picture of us sharing our special time together

BELONGING

Lunchbox Love Letters

A simple note telling your child that you love and/or appreciate them can go a long way.

Directions:

Use the template here to write your child a note. Put this note on your child's dresser, on the counter when you leave for work, or in with your child's schoolbooks or lunch so that the note can be found.

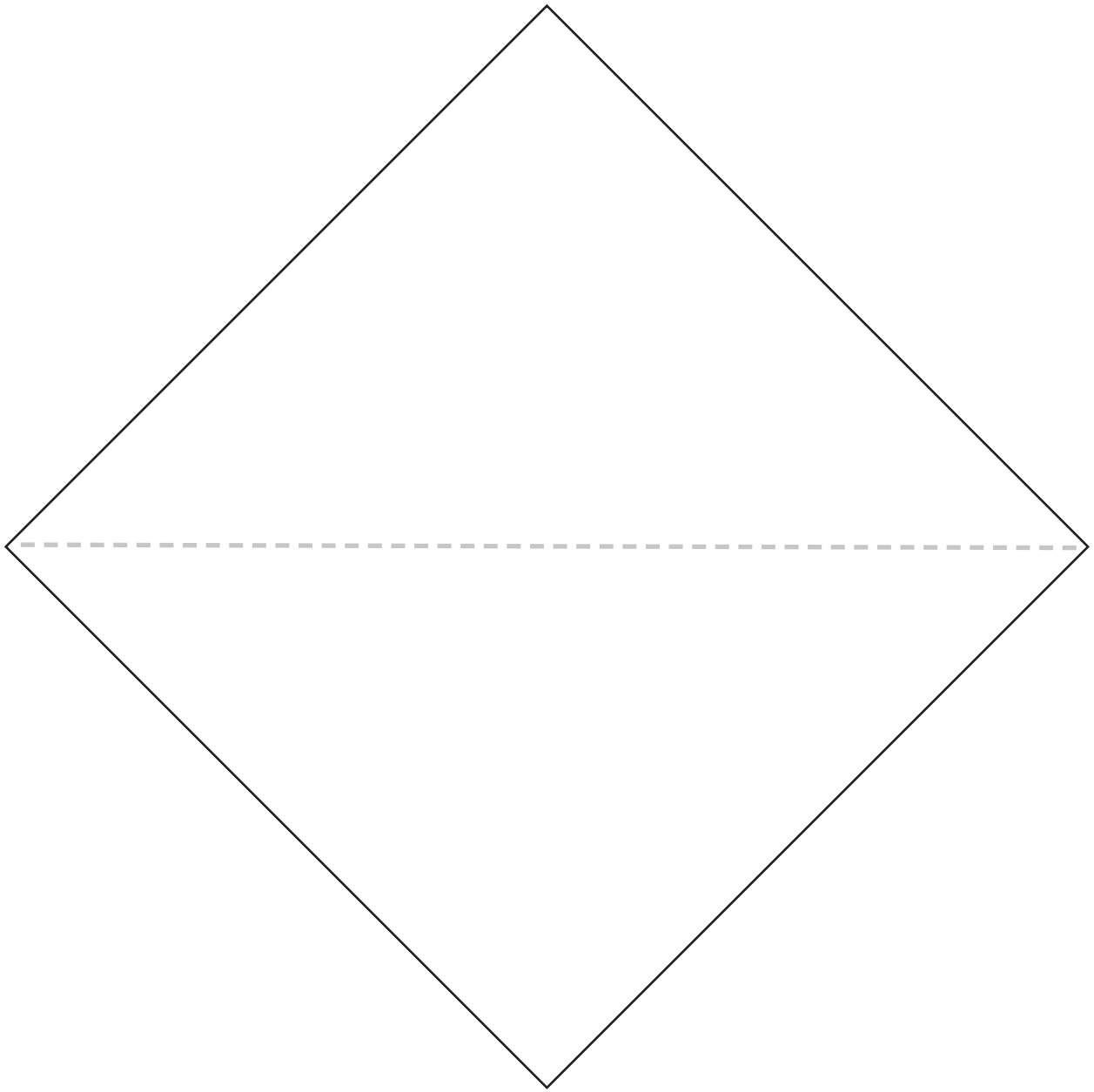
Sample:

Hi Chris, I hope you have a great day today. Good luck on your math quiz. See you tonight!
Love, Mom

Template:

Cut out the square below. Write your lunchbox love letter and fold down the middle. You may wish to make copies of this page to make several lunchbox love letters, or use your own paper and ideas. You can even write a note on a napkin!

Lunchbox love letters template



BELONGING

Family Rituals

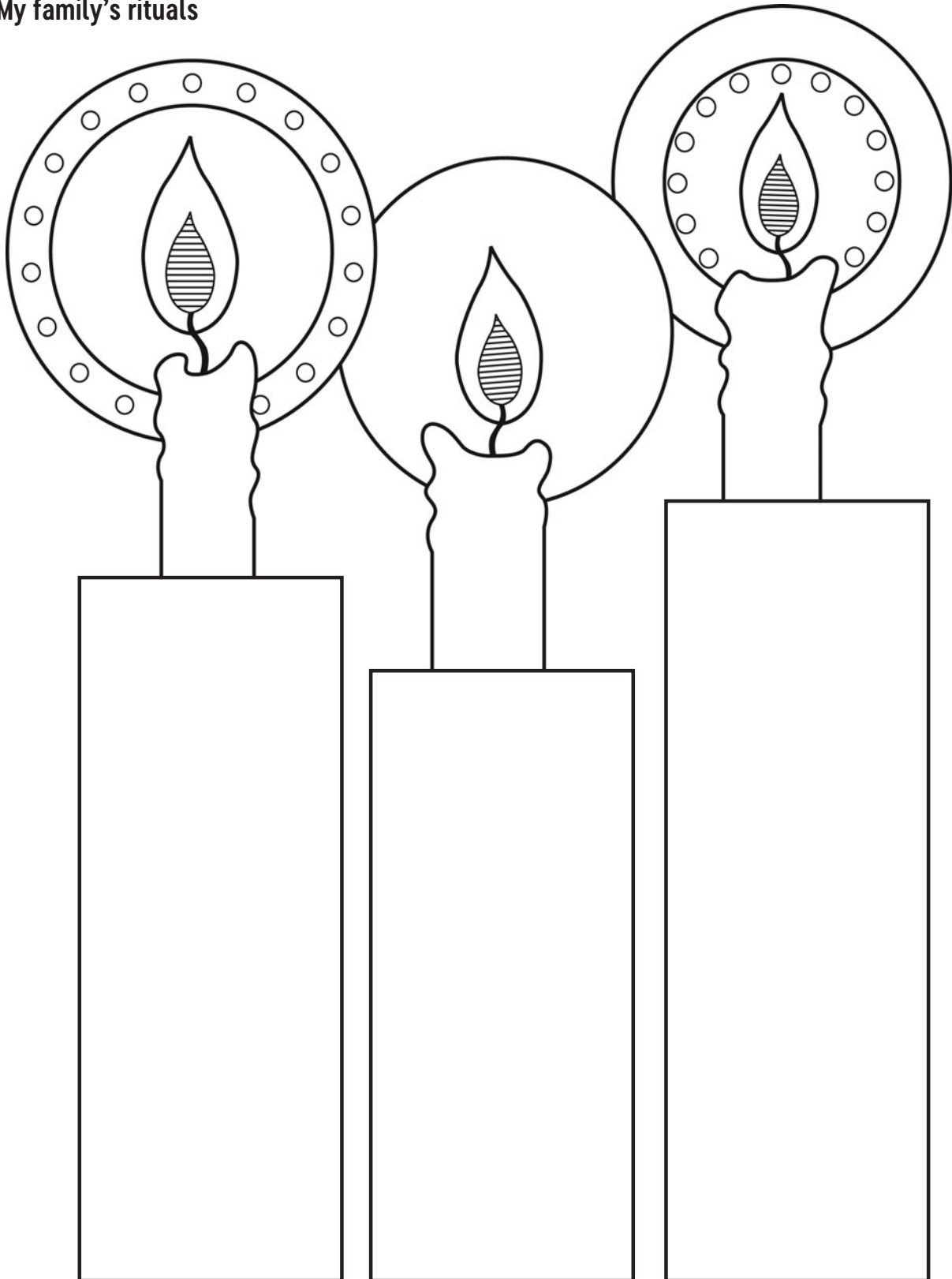
Directions:

Brainstorm with your child about the rituals your family already has in place. Then, think of rituals that you would like to start practicing. Write or draw pictures that represent the rituals in the spaces provided on each candle. Start practicing these rituals today!

Some ideas are listed below:

- Friday night is pizza and movie night.
- Sunday afternoon is for going to the park, beach, or sledding.
- We always clean up from dinner as a family while we listen to the radio.
- Seasonal celebrations.
- Family dinners.

My family's rituals



BELONGING

What We Can Do For Fun

Directions:

Check all of the things that you and your child would like to do together for fun. Pick one for the upcoming weekend. Try something new each week.

- | | | |
|---|---|--|
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Hiking | <input type="checkbox"/> Putt putt golf |
| <input type="checkbox"/> Beach | <input type="checkbox"/> Picnic | <input type="checkbox"/> Fishing |
| <input type="checkbox"/> Canoeing | <input type="checkbox"/> Berry picking | <input type="checkbox"/> Bike |
| <input type="checkbox"/> Hike | <input type="checkbox"/> Sledding | <input type="checkbox"/> Build a snowman |
| <input type="checkbox"/> Fly a kite | <input type="checkbox"/> Jump rope | <input type="checkbox"/> Wash the car |
| <input type="checkbox"/> Go to a show | <input type="checkbox"/> Go to a play | <input type="checkbox"/> Run through the sprinkler |
| <input type="checkbox"/> Plant a garden | <input type="checkbox"/> Play ball | <input type="checkbox"/> Do a fun craft together |
| <input type="checkbox"/> Go for a walk | <input type="checkbox"/> Build something together | |
| <input type="checkbox"/> _____ | | |
| <input type="checkbox"/> _____ | | |
| <input type="checkbox"/> _____ | | |
| <input type="checkbox"/> _____ | | |
| <input type="checkbox"/> _____ | | |

CHILD - Draw a picture of you and your family doing the activity that you chose to do first.

MASTERY

Be a Tree

Directions:

Ask participants to get comfortable in their chairs and to close their eyes. Read this reflection out loud to the group:

Reflection:

Stand up and imagine that you are a tree. Feel your roots planted firmly in the ground. Spread your branches and feel the wind. You are grounded to the earth and nothing can tip you over. You can sway with the storms and grow toward the sun. You have endless energy coming up from the ground. Whenever you need it, you can send your roots down and feel the energy, or spread out your branches and leaves and absorb light from the sun. Appreciate for a moment that no two trees are alike. Every tree in the forest is different, and yet without every tree, there would be no forest.

Process:

This is just a quick way to get students, children, and adults more grounded in the moment, to slow them down a bit at the start of the school day or therapeutic session.

MASTERY

Good News Article

Directions:

1. Read the Good News script outloud (located on the next page).
2. Based upon what you imagined during the guided imagery, write a short news article describing who you are and why you are good news. Include a drawing of yourself if you wish.

Process:

- What reaction did you experience as you were telling yourself, “I am good news.”
- What were some of your reactions when we asked you to share your good news?
- As you were listening, how did it feel to hear people share good news?

Lesson:

Some will be reluctant because they are shy, or embarrassed. Therefore, expect different reactions and various responses. Sharing can motivate others, encourage, and change present “experience.”

MASTERY

Good News Script

Objectives:

To have children appreciate and imagine themselves as being unique and special. To reinforce the key words calm and relax.

Directions:

Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths. (pause) Feel yourself relaxing more and more with each breath. Let the rhythm of the music calm you. Feel your muscles relax and your heart and breathing slow. Say to yourself, "I am calm and relaxed."

The room is quiet, as you slow your breathing. Your seat now transforms into your favorite soft lounging chair. On your lap is today's newspaper. On page one, in big, bold print it says, "You are CALM and RELAXED." When you see or hear these words, you feel calm and relaxed. Below these almost magic words, there is a picture of a young person who has done something special. Look closer at the picture of a young person who has done something special. Look closer at the picture, and find that this person is you! You are the news today. You have done something unique.

You have used a special talent that you have to achieve a goal, a dream. You are a winner, a heroine or hero, a hard worker, who has earned recognition in the newspaper. Breathe slowly and read the good things about you. (pause) How are you feeling? (pause) Close the newspaper. You have many talents, and with patience and hard work you can make some of your dreams come true. Next time you see a newspaper, think of your good news.

Take a deep breath and return to your room. Open your eyes and stretch. (pause) Take a few moments to appreciate the good feelings that come with relaxation.

Discussion:

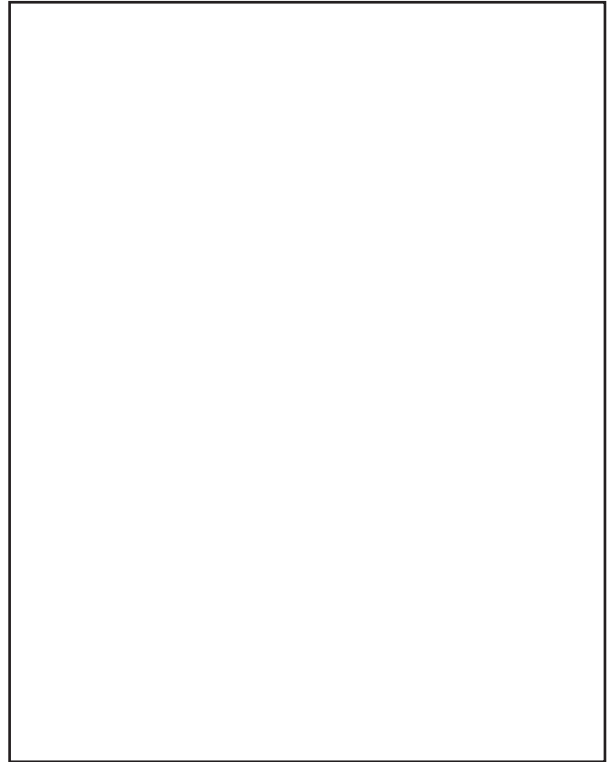
How did it feel to read the good news about yourself? What was the good news about yourself? Share something good you imagine yourself doing this year.

Activities:

- Make your own newspaper with an article about a Very Important Person – YOU! Include articles that talk about your special interests and talents.
- Find five words in a newspaper that describe you.
- Find each letter in your name and write a word that describes you for each letter.

DAILY NEWS

Good News!



Description of picture:

MASTERY

One of A Kind

Directions:

Part 1: First read the following script to children:

Sit comfortably with your feet on the floor and your eyes closed. Take three long deep breaths. Feel yourself relaxing more and more with each breath. Let the rhythm of the music calm you. Feel your muscles relax and your heart and breathing slow. Say to yourself, “I am clam and relaxed.”

Picture yourself on a small island somewhere far from home. The sun is shining brightly. A cool ocean breeze wraps around your body and relaxes it.

Sit down on a large smooth stone and look around your island. Notice how beautiful it is. You also realize that there is something odd about this place, but can't quite decide what it is. The island has only one tree. Look up at the tall palm. Listen as the wind moves through the leaves. It makes the sound of a thousand whispers.

The tree is home to one blue parrot with a long orange beak. At the top of the tree hangs one large furry coconut. In the other directions, there is one mountain on the island. A small stream winds down the mountain that then explodes into a rainbow waterfall. Listen; try to hear the water as it crashes down.

At the bottom of the mountain is small, crystal-blue lake. Everything looks like paradise, but something still feels strange. You see only one flower on the island. You see one cactus, one cave, and one cloud. What is going on here? Even though the island is so beautiful, it's also so very different. Suddenly, the rock on which you are sitting begins to slowly shake, then rises into the air.

Look down and see that your rock has sprouted four legs and a head. You are not afraid when you realized that you are on the back of an old tortoise. The tortoise lifts his head and tells you that he has a secret to share. The secret is of the island.

There is only one of everything on this island! One rabbit, one butterfly, one snail.

The tortoise then tells you that, because there is only one of everything on the island, everyone can be themselves – be an individual. He tells you to say this to yourself,

There is only one person in the entire world just like me!

You do not always have to try to be like someone else. You are different. You are unique. You are one of a kind. Be yourself.

Take a deep breath and return back to the room. Open your eyes and stretch. Take a few moments to appreciate your feelings.

Part 2: Discuss.

Why is it sometimes hard to be different than someone else?

In what ways is it good to be different?

MASTERY

Pillar of Strength

Directions:

Read imagery aloud to participants and then process.

Process:

1. How do the telephone poles depend on the other telephone poles?
2. If telephone poles had feelings, what might not make one pole not feel so important?
3. What do (you) I need to do to be important to others?
4. Share with group.

MASTERY

Pillar of Strength Script

Reprinted with permission from Ready...Set...R.E.L.A.X, Allen and Klein, Inner Coaching

Objectives:

To link a visual image with the feelings and self-statement of being important to oneself and others.

Script:

Sit comfortably with your feet on the floor and your eyes closed. Take three long, deep breaths. (pause) Feel yourself relaxing more and more with each breath. Let the rhythm of the music calm you. Feel your muscles relax, and your heart and breathing slow. Say to yourself, "I am calm and relaxed."

Imagine that you are a telephone pole. You are high off the ground. As your breathing slows you start to feel calm and relaxed. The breeze rocks you gently back and forth, back and forth, back and forth. Look up and see the soft white clouds moving ever so slowly across the clear blue sky. Feel the top of a tree tickle you as it brushes against your wood. It is a beautiful day and you are calm and relaxed. Listen to the birds as they fly around you. One has chosen to land on you and one next to you. Once, you were home to a nest of birds. You feel secure when you look forward and backward and see the many telephone lines you help to hold up. The wires are like your arms connecting you to others many miles away. You reach out and touch someone. You feel proud knowing how important you are. Many people appreciate and depend on you.

Breathing slowly, you sway in the breeze feeling calm and relaxed. You are tall, you are strong, you are relaxed. Repeat to yourself slowly three times, "I am important to myself and others." ... (pause) Next time you see a telephone pole, stand tall knowing how important YOU are.

Take a deep breath and return to your room. Open your eyes and stretch. (pause) Take a few moments to appreciate the good feelings that come with relaxation.

Discussion:

How do telephone poles depend on other telephone poles? If telephone poles had feelings, why might one pole feel like it is not important? In what ways can you be important to others?

Activities:

- Read *The Giving Tree* by Shel Silverstein. Discuss the similarities to the script above.

MASTERY

I Am Unique

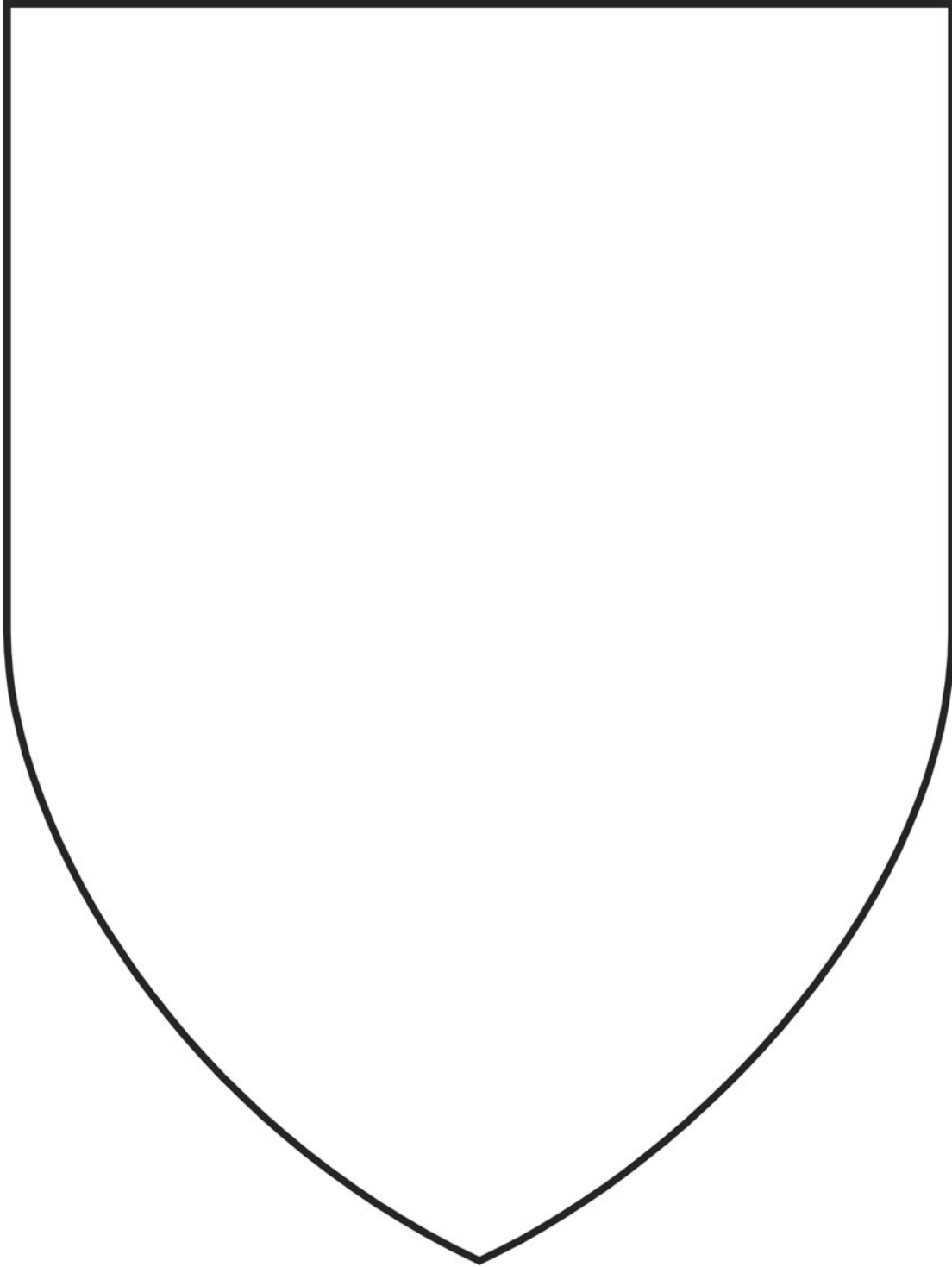
The following two worksheets (My Coat of Arms or Shield and My Hand) help show children that they are each unique.

Directions:

Ask children to design their own coat of arms. Instruct them to include something that they enjoy doing, a hobby, or something important to them.

Then, using the next worksheet ask children to trace around their hand. Ask them to use their imagination to fill in the outline with things that are special or important to them.

I am unique – my coat of arms or shield



I am unique – my hand

MASTERY

The Good Parts of Me

(Malchiodi, Steele, Kuban, 2008)

Directions:

Ask children to create a collage about themselves titled, “The Good Parts of Me.” Using collage materials, colored pencils, or oil pastels, ask them to create a collage representing the “good things”.

You may need to ask questions to get started such as,

“What is one good thing about you?”

“What would your mom or dad say is your best quality?”

“What would your friends say is the best part about you?”

MASTERY

Good Things

Once you have established your rules, look for and point out good behavior. The more good behavior you notice, the more good behavior you will receive.

Simply noticing it can increase good behavior. Give attention to your child when their behavior is good. Praise them and let them know you liked the way they acted. Reward them by smiling, sitting down beside them, and giving them a pat on the back or a hug.

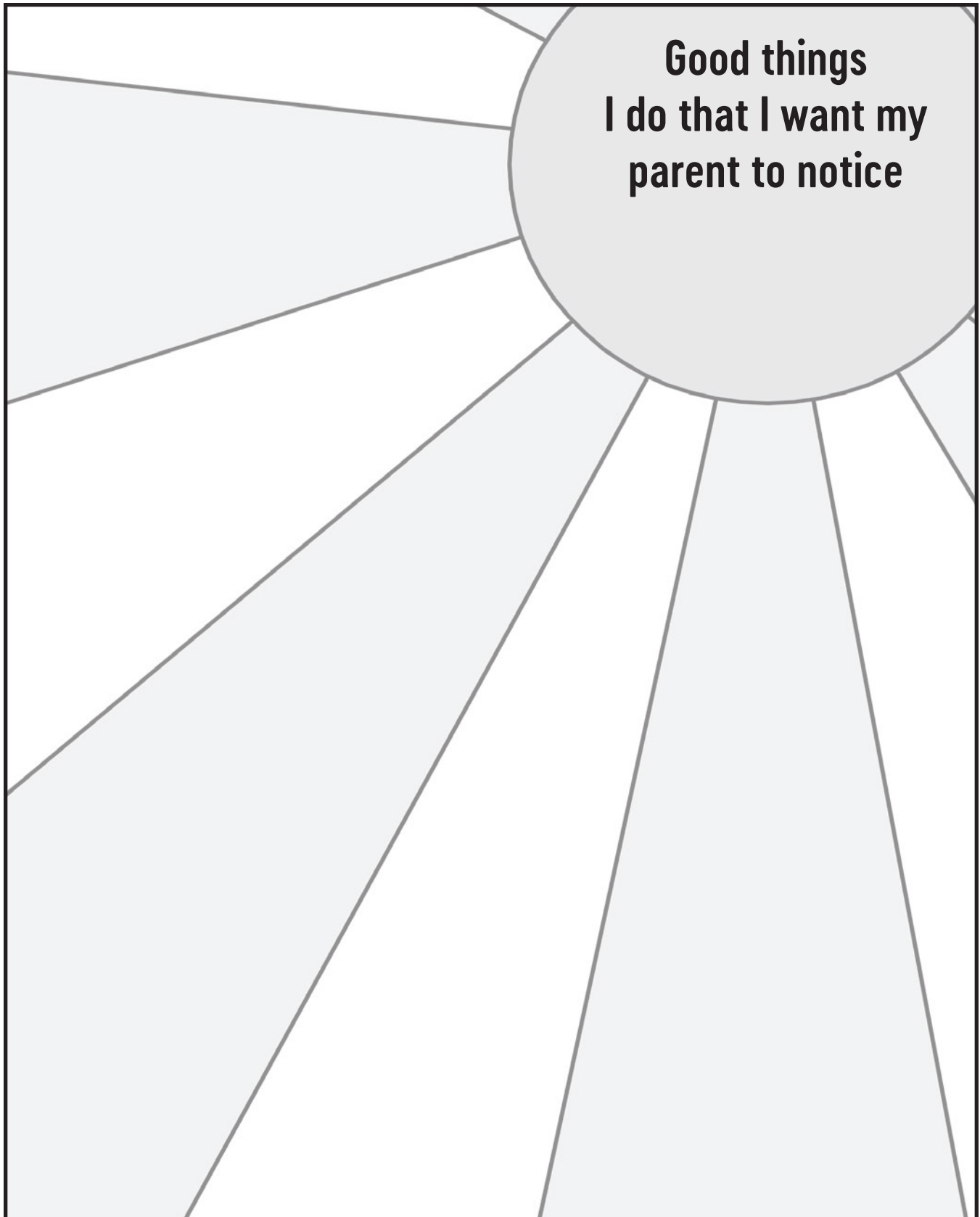
Say things such as:

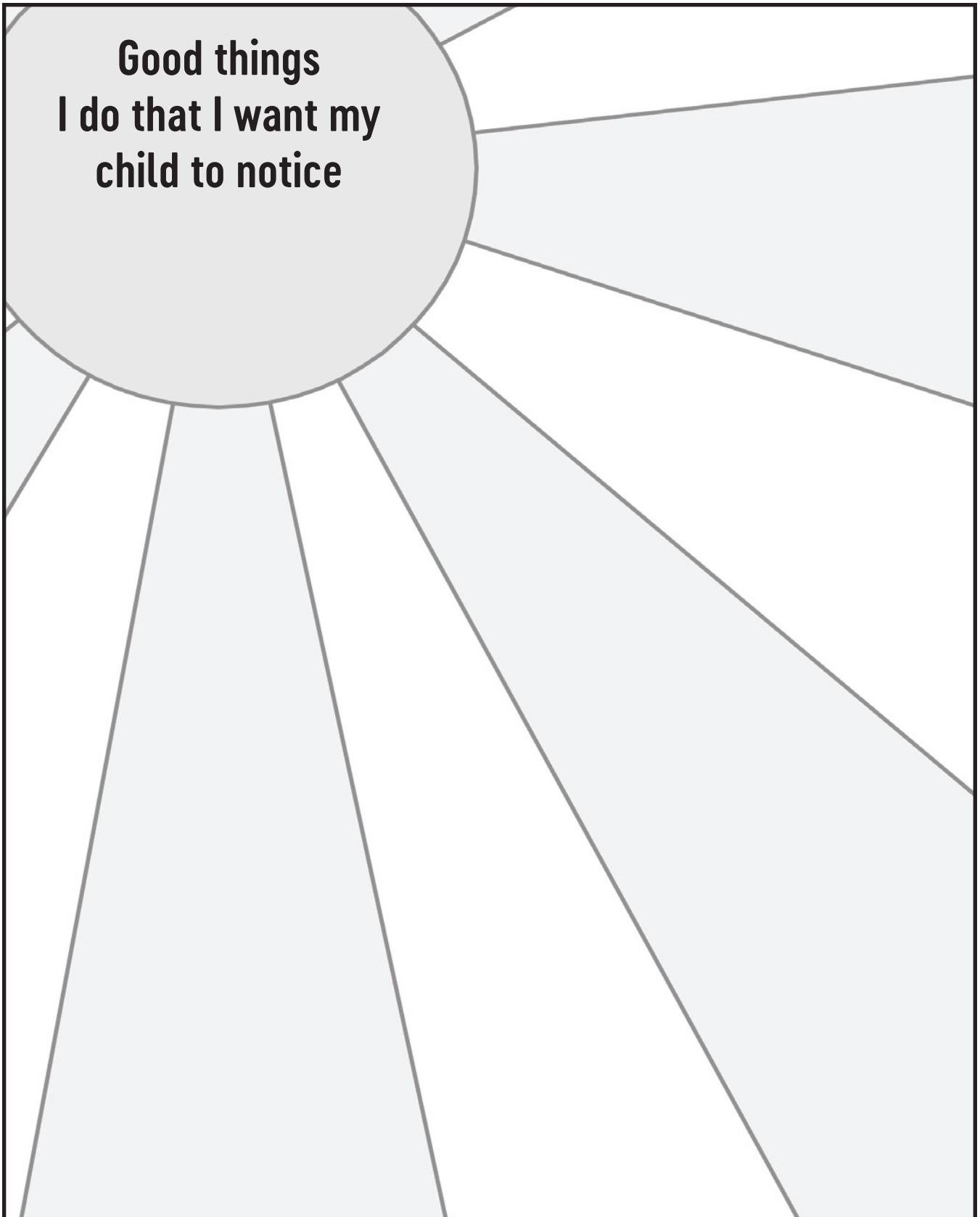
- I like it when you say thank you.
- It was nice of you to include the new neighbor in your game.
- Thanks for setting the table, it looks nice.
- You are so thoughtful, I really appreciate you holding the door open for the woman at the store.

Recognizing their good behavior and acknowledging this behavior will also help boost your child's self esteem. And remember, actions speak louder than words so model behavior that you want to see in your children.

Directions:

- **Child**
Activity on page 308: Write down the good things you do that you would like your parent to notice.
- **Parent**
Activity on page 309: Write down the good things you do that you would like your child to notice.





MASTERY

Life Road Map

Directions:

Start in the bottom right hand corner of the worksheet that follows. Ask your child to put their name and birth date in the first square. Then, ask your child to write words or draw pictures or symbols that represent the major things that have happened in their life (milestones, vacations, good and bad things). As your child completes the squares explain to them that life is full of many different experiences both good and bad. The important thing is that they continue to grow and move forward, make new friends, and move from one grade to the next. Congratulate your child on how far they have come, how much they have accomplished.

Life road map

TODAY
Date _____
Your age _____

Start here
The day you were born!
Your name _____
Your birthday _____

MASTERY

Link to the Future

Directions:

Start by writing the child's name, age, and grade at the bottom of the worksheet. Then, work your way up the tree by asking your child to complete the statement above each box. Encourage your child to think of two or three goals, hopes, wishes for each box. Congratulate your child for wanting to reach their goals and assure them that you will be there to help them along the way.

Link to the future

My other hopes and dreams:



When I grow up I want to be:

When I am older I hope to visit:

In high school I want to:

Before I finish middle school I hope that I can:

Next summer I want to learn how to:



Name

Age

Grade

INDEPENDENCE

Rules

Set clear expectations and standards, and allow children to be involved in creating classroom/group rules. Involvement helps children to develop responsibility for their own behavior, for one another, and for the group. It also gives them the opportunity to discuss rules, consequences, and to reflect on concepts like fairness, the reasons for rules, and the instances when they should apply. Children are often more likely to remember and follow rules and develop self-control when they are involved in the creation of rules and consequences.

Directions:

Brainstorm with children about the rules in school, the classroom, and/or in the group. Discuss the rules after collaborating and compromising on what those rules will be. Ask the group to also discuss why rules and structure are important.

Rules

- Respect others
- Raise your hand before you speak
- Listen quietly while others are speaking
- Keep your hands to yourself
- Follow directions
- Always try to do your best

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

INDEPENDENCE

Schedule

It is helpful to label various activity periods during the day, both by name and pictorially so that children know what and when to expect activities. Activity scheduling should alternate between adult and child initiated activities, active and quiet activities, small and large group assignments, individual assignments, etc. (Lowenthal, 2001).

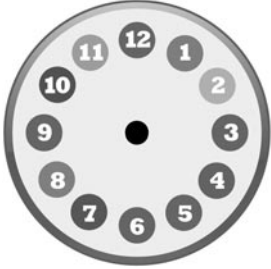
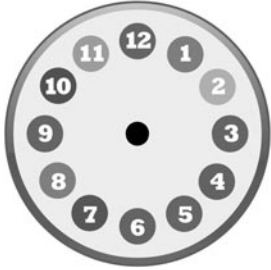

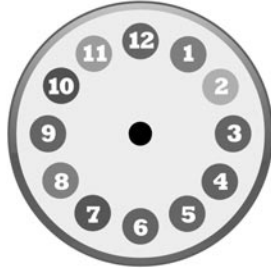
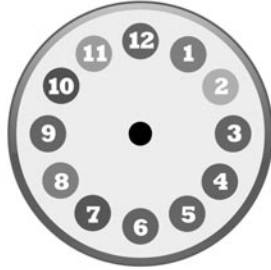
A note about transition Time: Transitions can be difficult because they involve change, increase anxiety, and lower security. Reviewing necessary changes in daily schedules prepares children and helps to prevent frustration and defiance during transition times (Lowenthal, 2001).

Signals can be given to prepare for transitions, such as playing a note on the piano, singing a special song, or flickering the lights. Other suggestions, which help students adjust to transitions, include (Cook, Tessier and Klein, 2000):

- Limiting the number of transitions by streamlining the schedules.
- Providing timely explanations about the reasons for changes.
- Decreasing the waiting times when some of the children are finished with an activity and are waiting for others to finish.

Directions:

Use the worksheet provided for children to keep track of their schedules. Instruct them to draw the hands on each clock to indicate the time, write down the activity, and include a picture to help represent each activity during the day. You may need to copy more than one worksheet for each child.

My Schedule		
Time	Activity	Image
		
		
		
		
		

INDEPENDENCE

Relaxation

Dealing with stress and practicing relaxation techniques helps to manage stress and encourages resiliency. Practice positive stress control strategies with children. The results will be amazing (for you too!)

How relaxation techniques can help children (Thomas & Lockwood, 2003):

- Relaxing the body
- Quieting the mind
- Providing rest and rejuvenation
- Opening creativity and imagination
- Providing time-out and solitude from busy schedules
- Helping coping skills
- Developing self-awareness
- Providing enjoyable, uplifting experiences.

Ideas to help children relax:

- Listen to music
- Deep breathing exercise
- Stretching
- Counting to ten
- Coloring a picture
- Have children close their eyes and imagine the most fun they ever had

Directions:

Part 1: Take 15-20 minutes to give children a chance to relax using one or more of the ideas listed above.

Part 2: Ask children to complete the following worksheet by drawing a picture of the memory they have of the most fun they have ever had as another way to relax and de-stress.

INDEPENDENCE

Pick a Color, Tear a Shape

Materials:

Several sheets of various colored construction paper

Directions:

1. Select a piece of colored construction paper (choose a color that represents the way you are feeling).
2. Without using scissors, just your hands, tear a shape out of that paper that also reflects the way you are feeling.

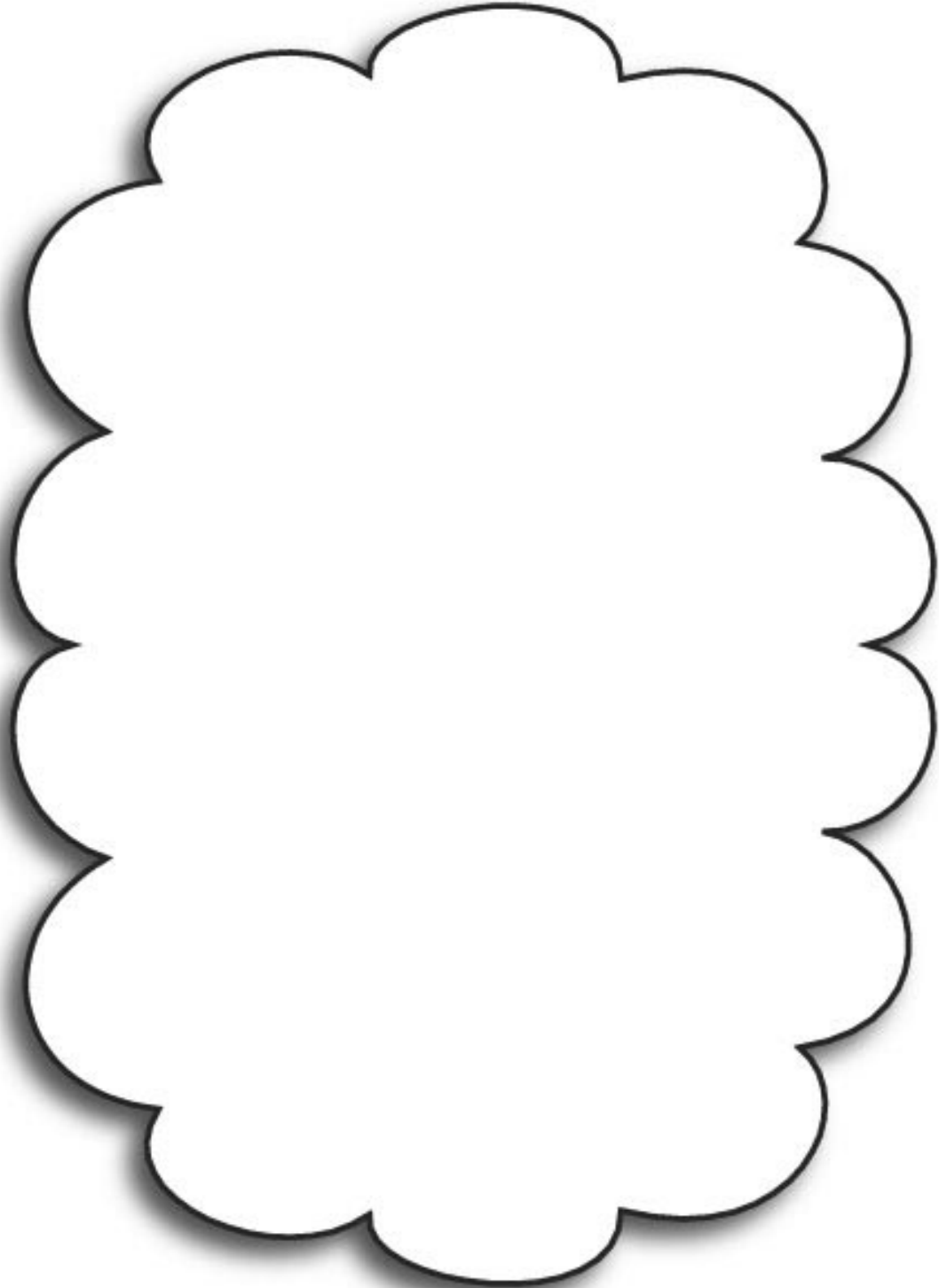
Process:

- Tell us about your color and your shape. What does that shape/color represent? (Let 5-7 people respond)
- What would be the limitations of trying to do this at the cognitive level? (e.g. Tell me what you are feeling?)

Lesson:

This simple sensory process and use of a visual form to express yourself allows you to really find the words and vehicle to get descriptive and detailed. This activity helps us better see what you are feeling more so than with the use of words alone.

My memory of the most fun I ever had



INDEPENDENCE

Problem Solving

Being able to work out conflicts is an important skill in getting along with others. Many times, children try to settle conflicts inappropriately because they don't have the necessary social skills. Social skills and problem solving go hand in hand. (See the first activity in the Connections section if children need a refresher.)

Allow children to participate in discussions about problem solving. When schools allow students to participate rather than rely on their own authority, they build initiative in children. Meetings that offer discussion give children opportunities to practice their skills of exchanging ideas, listening to others, and creating solutions to problems. This will also teach children that it is okay to ask for help.

Directions:

Ask children to complete the Problem Solving Worksheet.

Problem Solving Worksheet

When you have a problem (worry) you have several choices:

- You can ask for help
- You can tell someone about your problem
- You can stay away from the person or thing that is causing the problem

If you have a worry or problem, who would you talk to about it?

At home _____

At school _____

In your neighborhood _____

INDEPENDENCE

Worry at Night

Late at night, when everyone is sleeping, I'm awake thinking about...

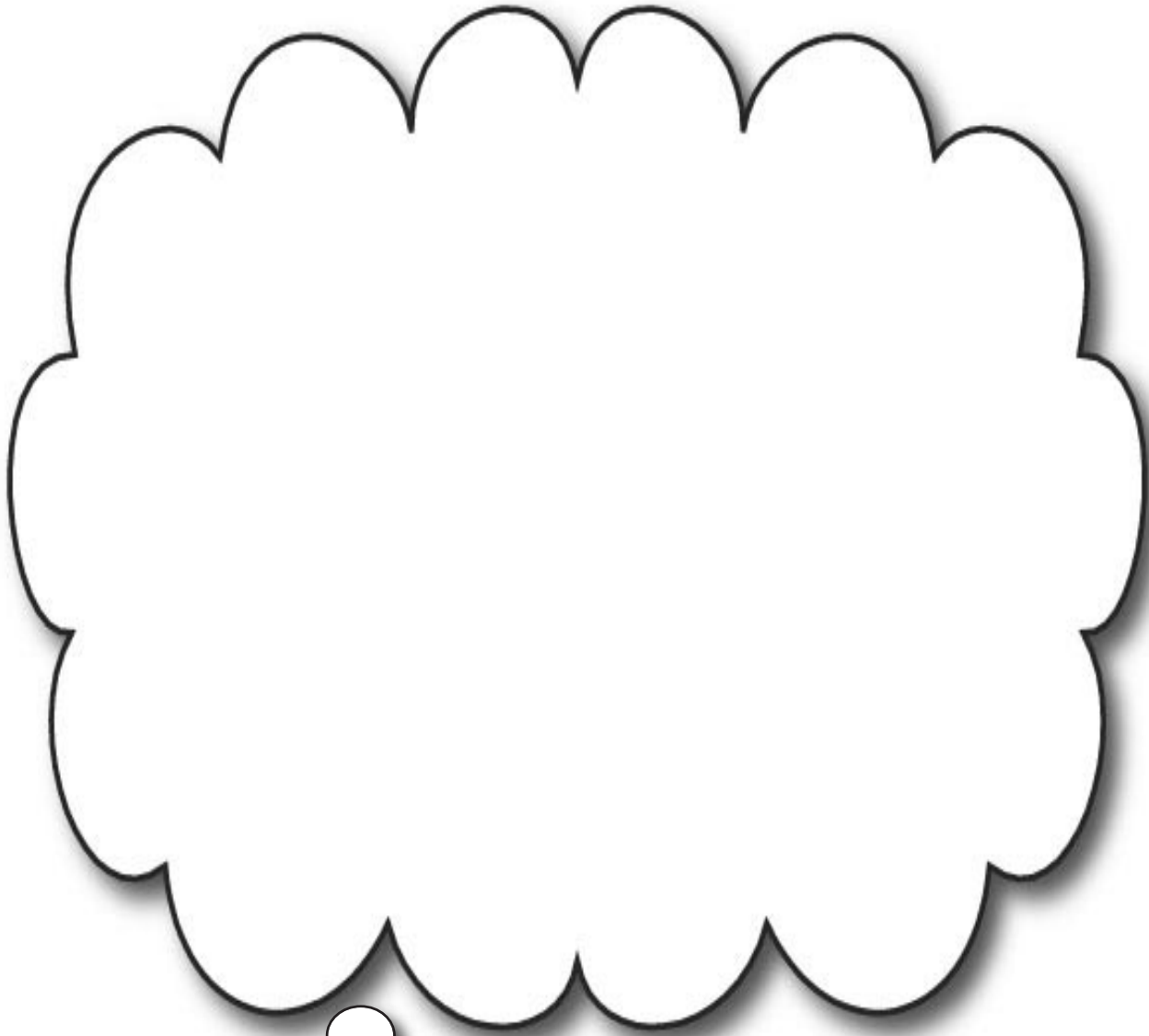
Directions:

Ask the child what they worry about the most. If the child needs help, ask questions about family, friends, school, etc. Then have them write their worries in the thought bubble and color in the drawing.

When they are done, reframe by saying:

“When it rains, it doesn't rain forever, does it? No! Worries don't last forever either. Some worries seem like there is nothing we can do to change them or stop them. But we can't do anything to stop the rain either, but it stops, doesn't it? Yes! And when it rains, don't we usually find something to do until it stops? Sure we do!”

What I worry about



INDEPENDENCE

Choices

Giving children choices increases creativity.

Directions:

Let children choose from a selection of topics. After researching their topic give them a choice to make a chart or graph, draw pictures, create a computer design or game, put on a skit or puppet show, or write a report about why they have learned.

Pick a Topic

- States and capitols
- Birds
- Animals
- Outer space
- My culture
- Food
- Weather
- Nature
- The seasons
- Artists
- Musicians

Pick an Activity

- Chart
- Graph
- Picture
- Computer game
- Skit/play
- Puppet show
- Report

I am going to research _____
(topic here)

I am going to create a _____
(activity here)

INDEPENDENCE

Feelings/Empathy

Provide your child with opportunities to express their feelings, and encourage them to do so through communication so that their feelings can be shared and discussed with you. Listen closely to what your child has to say. Make eye contact with them. Really listen. Stop doing the dishes, turn away from your computer, and listen. Validate their statements. Instead of preaching or lecturing or quickly offering solutions to their concerns/feelings, just be there by listening and by letting them know that you understand what they are saying. In order for children to communicate effectively and develop satisfying interpersonal relationships, it is essential that parents show them how to express themselves and listen to others.

Empathy is the ability to put oneself inside the shoes of another person and to see the world from that person's eyes. This is not always an easy task. It takes practice. The best way to teach your child empathy is by modeling empathetic behavior for them. If they feel validated and listened to, they will be more able to be empathetic to others. They also must learn how to identify feelings and learn how to manage those feelings.

Here are a couple examples of simple acknowledgement and labeling of feeling:

"I see that you are angry, you threw your bag on the ground."

"You are crying, you must be upset."

The following activities will help you and your child discuss difficult and overwhelming feelings, as well as how to recognize those feelings in others and what helps to manage these feelings.

Feelings/Empathy Part One



1



2



3



4



5

Directions:

Label the feeling that describes each face above. Then, fill in the feeling you used and complete the statements below.

1. When I feel _____ I need _____
2. When I feel _____ I need _____
3. When I feel _____ I need _____
4. When I feel _____ I need _____
5. When I feel _____ I need _____

Things I might do when other people have these feelings are:

1. When others feel _____ I can _____
2. When others feel _____ I can _____
3. When others feel _____ I can _____
4. When others feel _____ I can _____
5. When others feel _____ I can _____

Feelings/Empathy Part Two

Directions:

Read the two scenarios out loud with your child. Then, answer the questions on the worksheet provided. Take time to share and discuss your answers.

- ▶ Katie is walking to school with her head down. She steps in to the school bus but barely says hello to her friends. What feeling(s) do you think Katie has today?

What makes you think she is experiencing that feeling(s)?

What are some things you might do?

- ▶ Mike is new to your neighborhood. You have heard he is your age but you haven't seen him playing outside yet. What feeling(s) do you think that Mike has?

What makes you think he experiencing that feeling(s)?

What are some things you might do?

INDEPENDENCE

Child Self Care

Directions:

Complete the following Self Care Activity worksheet by writing words or drawing pictures or symbols that describe your answers. Discuss the answers with your child.

Things I want to do to take care of myself

When I take care of myself I feel

When I don't take care of myself I feel

INDEPENDENCE

Triangle Breathing

Script:

1. Breathe in (arms up and fingers touch to make top of triangle).
2. Breathe out (arms down and fingers point out at 45 degree angle to make bottom two triangle corners).
3. Bring hands together to middle of body and say, "All is still."
4. Repeat 3 to 5 times.

INDEPENDENCE

Ten Breaths

Directions:

In this activity, you pay attention to your breathing for the next ten breaths. This is not purposeful, controlled breathing, but an awareness exercise of simply observing the breath.

- On the first inhale, say to yourself, “I’m breathing in one.”
- As the body exhales, mentally observe, “I’m breathing out one.”
- On the next inhale say, “I’m breathing in two,” followed by, “I’m breathing out two,” and so on.

You’ll probably notice that different breaths have different rhythms. Sometimes, they will follow at regular intervals, sometimes there may be long gaps between breaths. Some are shallow, others deep. All you do is observe and name the number of breaths.

This is much easier said than done. You’ll probably get distracted by passing thoughts. That’s okay. Congratulate yourself on noticing the detour and get back on track starting at the beginning: “I’m breathing in one.”

The fun and challenging part is to see how far you can go before you mentally tune out. Some days it may be the fourth breath that you can’t get past before forgetting what you were doing. Other days it will be only the first, and others you will make it through all ten breaths.” It takes practice!

INDEPENDENCE

Dialogue with a Sensation

Materials:

Several sheets of various colored construction paper

Example:

You: Hi, you are here again.

Sensation: I sure am!

You: Why do you like living in my head so much?

Sensation: When I am in your head I can really get your attention.

You: What do you want?

Sensation: You need to tell that person how you feel and stop avoiding the issue.

You: But I am afraid.

Sensation: And you are angry and it is making you tired and grumpy.

You: Do you think that is why I am so grumpy...

Your Dialogue with a Sensation:

You:

Sensation:

GENEROSITY

Beat Bullying

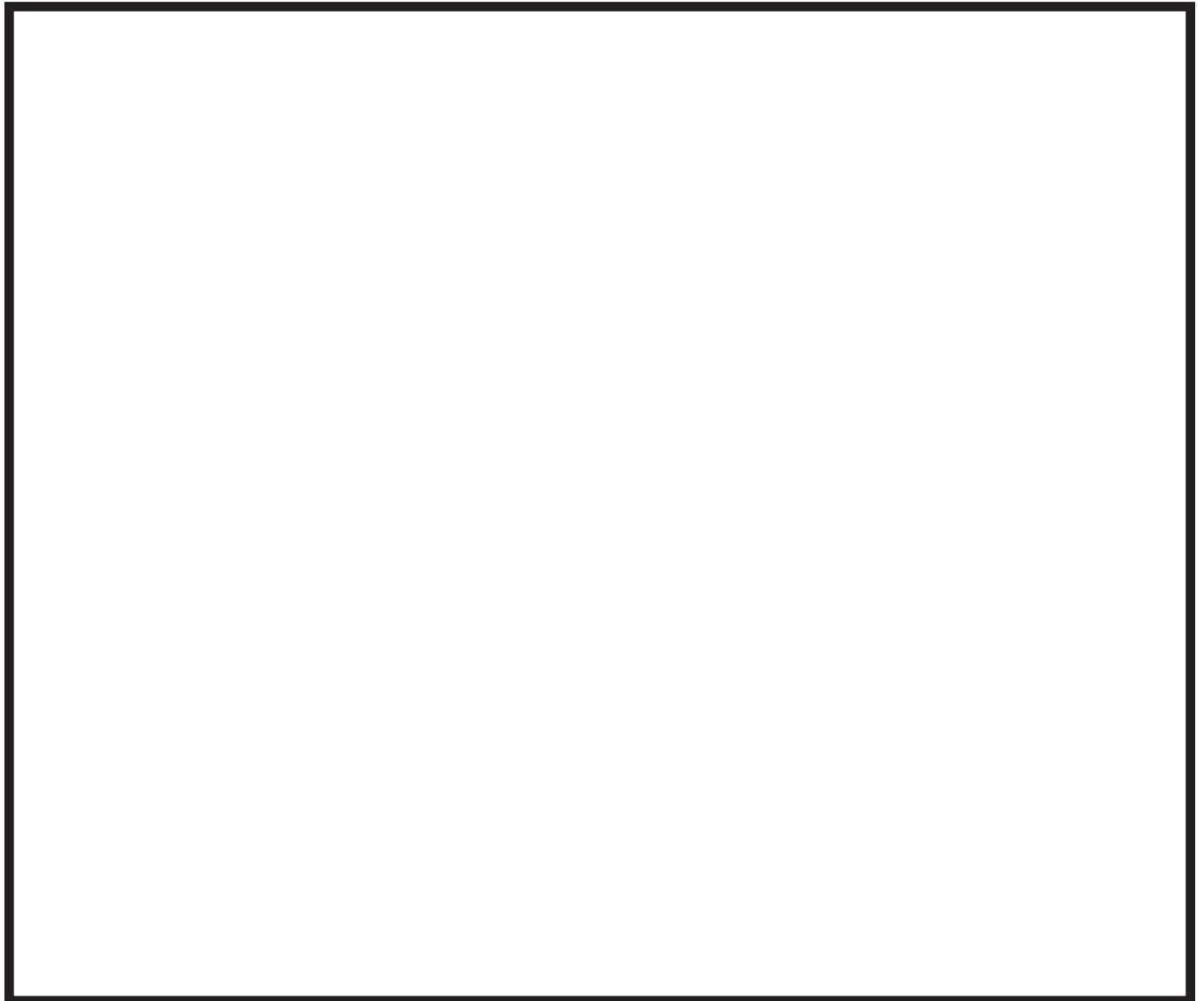
It is important to teach social interaction skills such as empathy, communication, and responsiveness. You can do this through modeling. Be aware of and prevent teasing, excluding, gossiping, or other bullying behaviors. This activity is one way to accomplish this. Reinforce to children that the form of bullying, cyber bullying, that occurs via the Internet is also not acceptable.

Directions:

Ask children to create “Beat Bullying” flyers or posters using one of the following or their own slogans. Use the worksheet on the following page as a template if you like. Write the slogan in the dotted box and draw a picture or write in the box underneath.

- Bullies Tear Down, Friends Build Up
- Bullies Are Not Friends
- Beat Bullying
- It Isn't Big to Make Others Feel Small

Beat Bullying!



GENEROSITY

Helping Others

Introduce children to age-appropriate volunteer work. Brainstorm with children about ways they can help others.

Ways Children Can Volunteer

- Writing letters, drawing pictures, making cards.
- Collecting money or canned goods.
- On birthdays or holidays, when gifts are typically exchanged, have children collect some of their toys that they do not play with anymore, telling them that these toys will be given to others. You can also ask them to donate one of their newer toys.

www.kidsforcommunity.org

The online center for youth volunteers

www.artistshelpingchildren.org

Ways to get children involved in community service

www.anysoldier.com

Send letters or care packages to soldiers. Visit this website for directions.

Directions:

First, ask children to do some research on the Internet using the links provided above, or you can provide additional links.

Then, on the following worksheet, ask them to take notes or draw pictures of how they might help others.

Ways I can help others:

GENEROSITY

Community Programs

Directions:

Ask each child to pick one of the programs from the list below. Have them do some research about that program. Then ask them to either write a paragraph describing that organization or draw a picture that represents that organization on the worksheet that follows.

- Big Brothers/Big Sisters *www.bbbsa.org*
- Youth Organizations, Boys and Girls Clubs *www.bgca.org*
- Boy Scouts *www.scouting.org*
- Girl Scouts *www.girlscouts.org*
- Kaboom! *www.kaboom.org*
- America's Promise *www.americaspromise.org*
- National Mentoring Partnership *www.mentoring.org*
- The National 4-H Council *www.fourhcouncil.edu*

A COMMUNITY PROGRAM



Name of program _____

About the program _____

GENEROSITY

Generosity Marble Jar

Framing:

Generosity is a quality that's a lot like unselfishness. Someone showing generosity is happy to give time, money, food, or kindness to people in need. You are being generous with your:

- time when you help someone look for something they lost.
- money when you give someone milk money when they forgot theirs.
- food when you share your grapes when someone didn't bring their lunch.
- kindness when you comfort your friend when they fell down and scraped their knee.

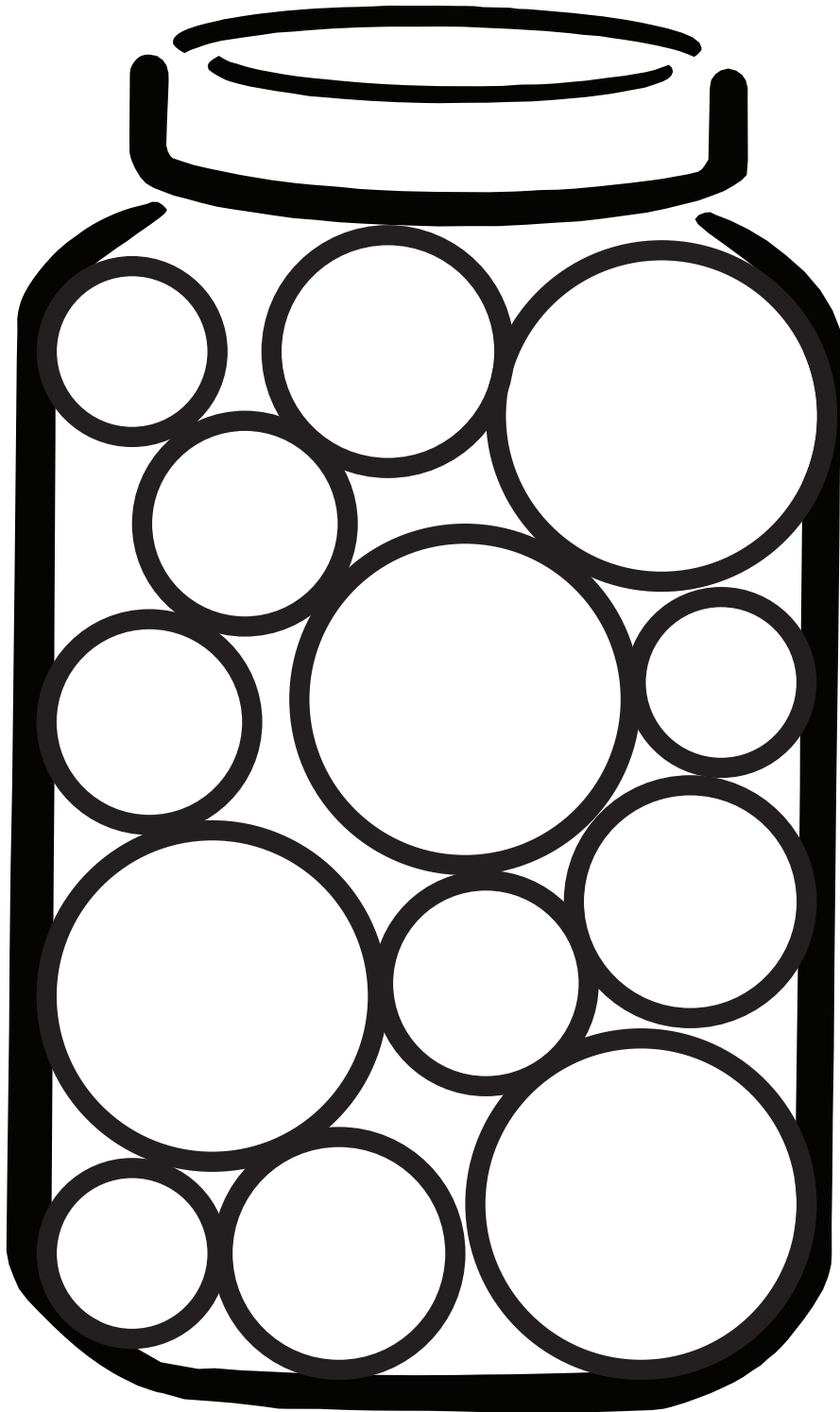
Directions:

Ask the child to write acts of generosity in the marbles in the jar that they have done that day or week, or acts of generosity they have witnessed others do.

Reframing:

How does it feel to see how generous you and others have been? As you have been practicing generosity and paying attention to how it feels to be generous, what may have changed about your feelings? What emotions do you notice as we reflect on all of these kind acts? What do you want to do next with this generosity experiment?

My generosity marble jar:



GENEROSITY

Ripple Effect of Kindness

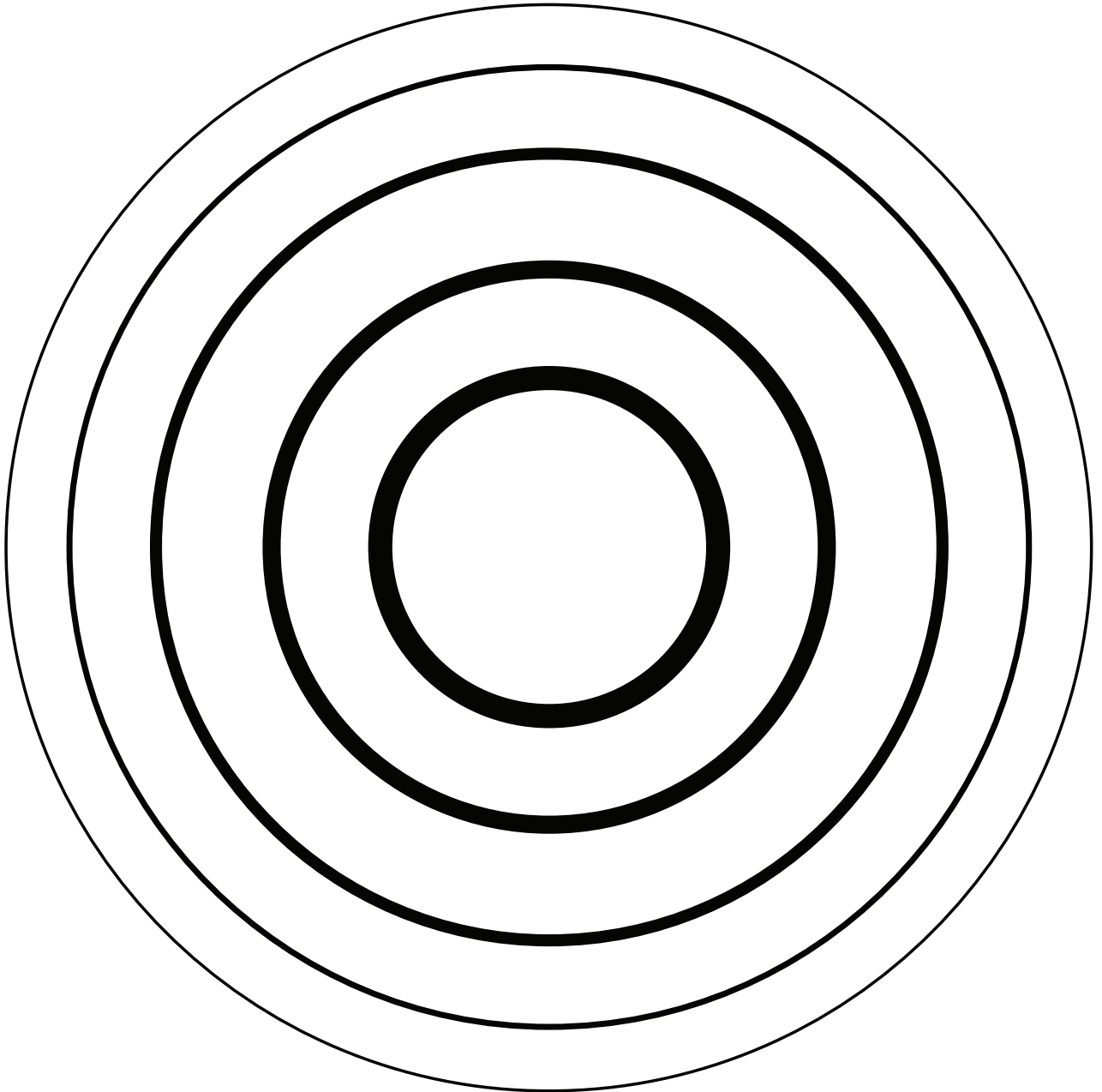
Directions:

Use the coloring page of a ripple, as you see here. Ask the child to write in the center an act of kindness, or help they received or gave. Ask the child to draw a picture or write about the experience of kindness that comes to their mind. No need to worry about how big the act of kindness was, it could be something simple like a kind word or a smile, or it could have been giving something that was needed. Then, invite the child to write in the first ripple away from the central act of kindness how that may have effected them or the person that received the kindness. Next, invite the child to imagine how that may have affected the family of the person who received the kindness. Then, invite the child to imagine how the central act may have affected the people that the family interacted with. Keep going on like this until the child has spread the ripple out, imagining how one act of kindness has impacted many people.

Reframing:

What do you notice about the impact of one act of kindness? Many people were impacted by one act of kindness. What does this tell you about the power of one act of kindness? What does this help you know about how much impact your generosity and kindness could have on the world? What does this make you want to do next? What does this tell you about how meaningful one act of kindness can be?

Ripple effect of kindness:



GENEROSITY

Heart Full of Generosity

Directions:

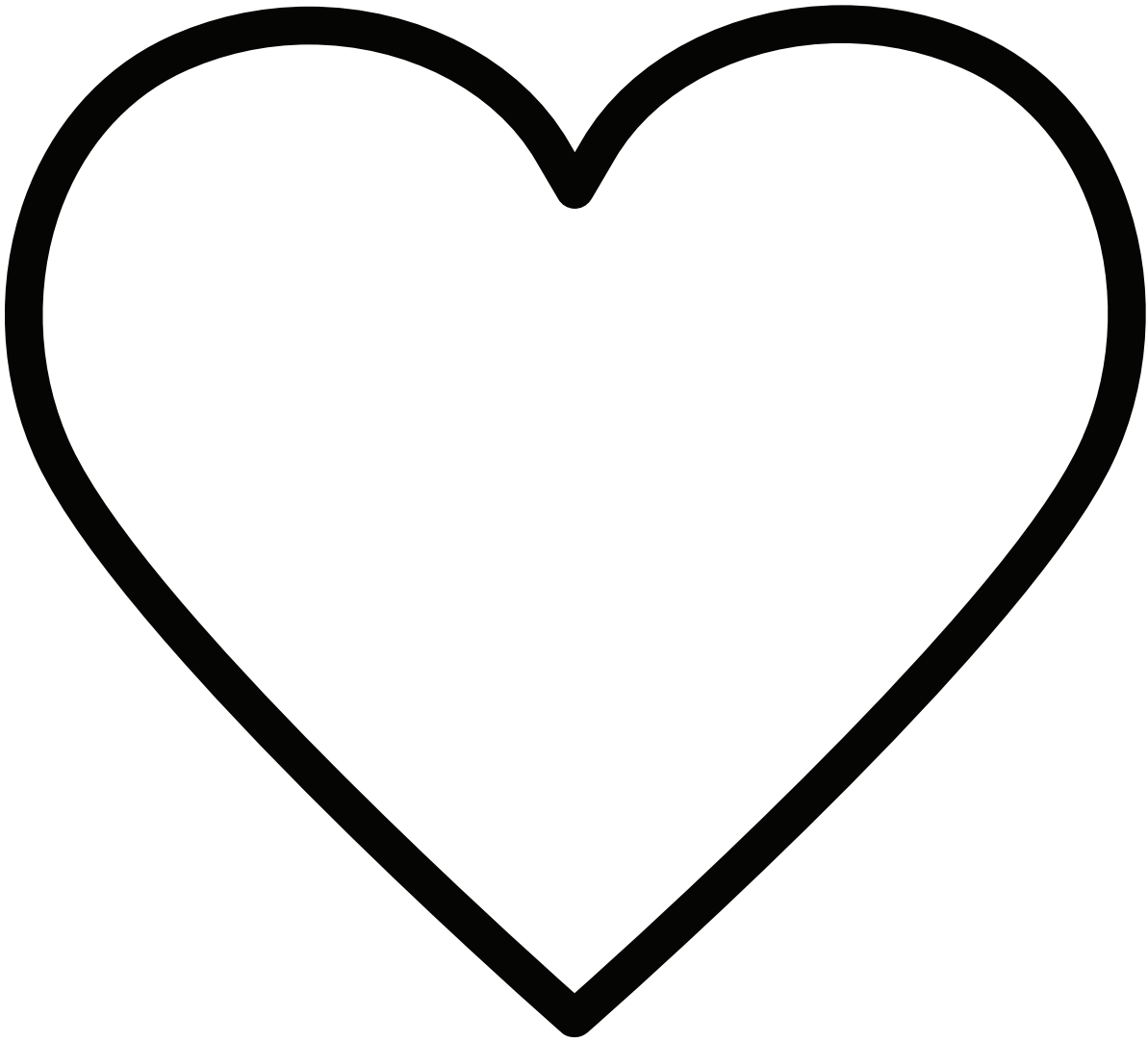
Define generosity: Generosity is things we do to help other people, animals, or any living thing. Generosity can even be shown when we take good care of the earth. Generosity can be an act, a kind word shared, or even a hug or a smile.

Ask the child to fill the heart with all the ways they have been generous in their life. Perhaps if considering a lifetime feels overwhelming, think of the timeframe of a week or day.

Reframing:

Look at how full your heart is with acts of kindness and help for others. Notice how it feels to have this effect on other people in the world. Put your hand on your own heart and close your eyes. How does your body feel as you reflect on your generosity? What emotions do you notice as you reflect on ways you have been generous? What kinds of thoughts do you notice? Being generous can be a way to feel how important we are to other people and the world.

Heart full of generosity:



GENEROSITY

Generosity Word Find

Directions:

Define generosity: Generosity is things we do to help other people, animals, or any living thing. Generosity can even be shown when we take good care of the earth. Generosity can be an act, a kind word shared, or even a hug or a smile.

Ask the child to search for words that might describe generosity and then circle them. They can use the letters more than once.

Generosity Word Find:

H	G	I	V	E	J	O	Y
E	Y	J	Z	C	A	U	O
L	H	U	G	A	B	N	U
P	X	L	P	R	C	S	Z
S	M	I	L	E	B	E	K
B	P	S	A	S	T	L	Q
F	O	T	Y	G	I	F	T
C	H	E	E	R	M	I	A
K	I	N	D	P	E	S	L
S	H	A	R	E	P	H	K

Find these generosity words above:

Give	Joy	Hug	Smile	Gift	Cheer	Kind
Share	Help	Play	Cares	Time	You	Unselfish
Talk						

GENEROSITY

Being Generous to Your Body

Directions:

Invite the child to close their eyes and take some long deep breaths. Ask them to connect their feet to the floor and become present to their physical bodies.

Feel your feet on the floor. Wiggle your toes. What sensations do you feel in your feet? Think of all that your feet do for you. How could you be kind to your feet today? Is there something you could do for your feet right now? A kind word? Or a loving touch? Go ahead and take some time with your feet to be generous.

Now feel your legs. Perhaps you shake them around a bit or gently tap your legs. What sensations do you feel in your legs? What do your legs do for you? What do your legs need from you right now? What can you offer your legs? A stretch? Some movement? Go ahead and take a moment to do something generous for your legs.

Now feel your belly. Place your hands on your belly and allow it to be soft and feel it moving out as you breathe in, and in as you breathe out. What sensations do you feel in your belly right now? What does your belly need from you? How do you usually think about your belly? Go ahead and take a moment to consider how you can be kind and generous to your belly.

Now feel your shoulders, arms, and neck. Rotate your shoulders. Tap your arms with your hands. Shake your hands. What sensations do you notice? What do these parts of your body do for you? What do your shoulders need? Your arms? Your hands? What can you do right now to be kind to your shoulders? Arms? Hands?

Now feel your neck and head. Maybe you circle your head or drop your ear to your shoulder to stretch the sides of your neck. What sensations do you feel in your neck? Your face? The top of

your head? What does your neck do for you? What about your face? How can you offer kindness to your neck and face?

Finally, bring your hand to your heart. Take a few long deep breaths in and out slowly. What kind generous words can you offer your heart. Perhaps, “You are special.” “You are strong.” “I love you.”

Don’t worry about deciding if the kind words are right or wrong, just let them come. Now take your fingers and gently tap your heart and repeat these words in your mind a few times. When you are ready, slowly open your eyes.

Reframing:

How do you feel after that exercise? It is impossible to be kind and generous to others when we are not being kind to ourselves. How else can you show kindness to yourself every day. Would it help to write the kind words you tapped onto your heart on a notecard, and put it somewhere you can see it so you can remember them.

GENEROSITY

The Giving Tree

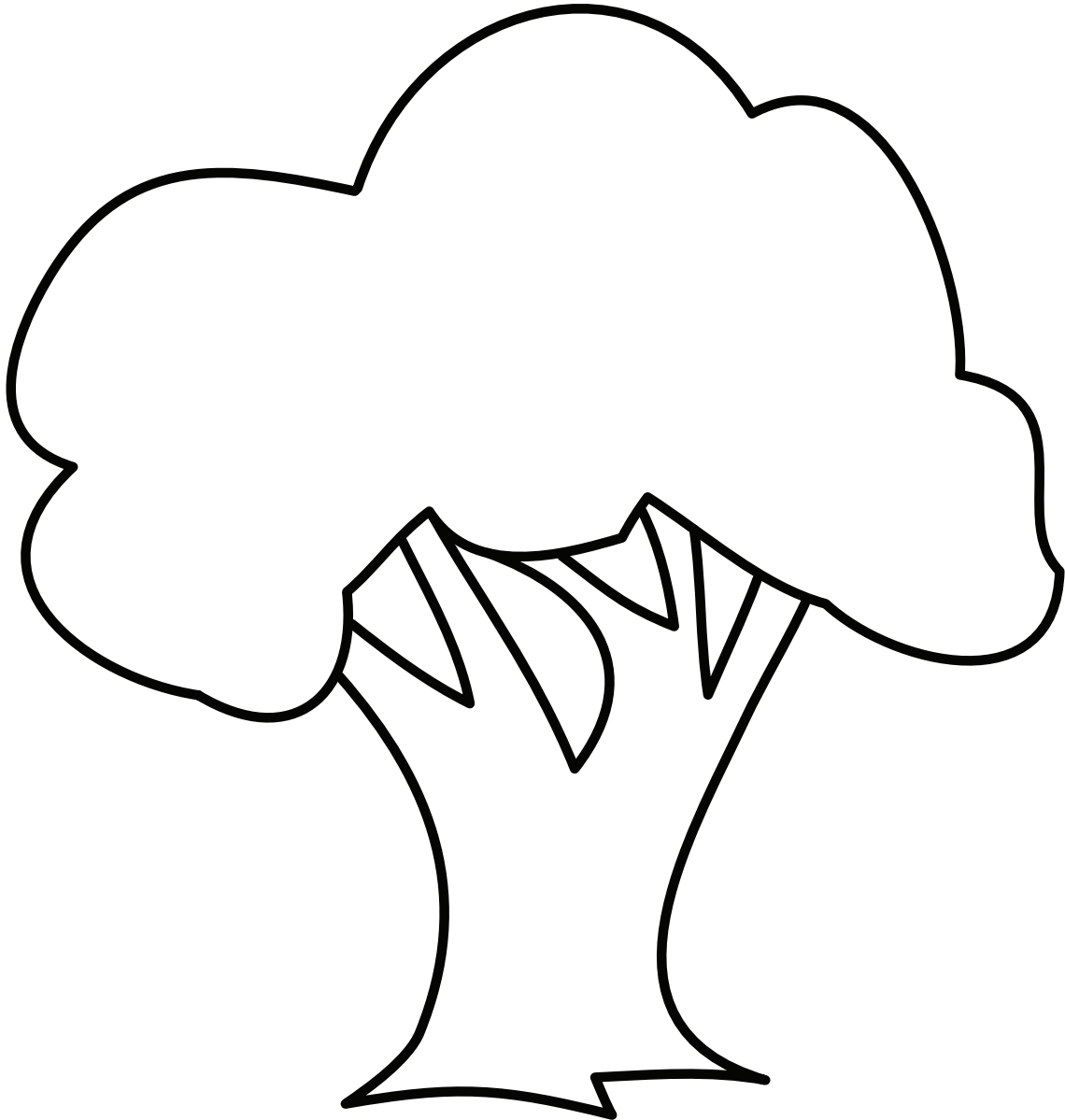
Directions:

Define Generosity. Generosity are things we do to help other people, animals, or any living thing. On the inside of the tree, ask the child to write different ways that others have been generous towards them. On the outside of the tree, they write ways they can be helpful toward others.

Reframing:

Reframing: Look at how many ways other people have helped you. When someone helps you, where do you notice it in your body? What does it feel like? When people are generous toward us, it can make us feel stronger. Look at how many ways you have been generous towards others. How does it feel being generous toward others? Where do you feel it in your body most when you are generous toward someone else?

My giving tree:



GENEROSITY

Filling My Helping Backpack

Directions:

Define Generosity. Generosity are things we do to help other people, animals, or any living thing. Ask the child to fill an outline of a backpack with all of the things that they can do to help others throughout their day.

Reframing:

Look at how many ways you have to help others. How does your body feel as you talk about all the ways you can be generous toward others? What emotions do you notice as you see all of the ways you can be generous toward others? What thoughts do you have? Being generous can be a way to spread kindness and not only make someone else feel good, but also you.

My helping backpack:



Activities for Ages 13-18

SAFETY

This is Where I am Safe!

Directions:

Ask the adolescent to describe to you where they feel the safest. Then, ask them to draw a picture of that safe place.

Framing:

We all have places and people who make us feel safe. It is important to identify and think about where we feel the safest so that if we need to we can either go to that place or think about that safe, special place in our minds to help us feel better. Drawing a picture of your safe place will also help you to feel less scared.

Note:

If you are working in a school setting, refer to where in school the adolescent feels the safest and with whom at school they feel most safe. You may be surprised by their responses. These questions are essential for providing options to the youngster when they are feeling unsafe and help them create a plan.

Reframing:

What about that place makes you feel safe? What is it that you do that allows you to feel most comfortable? Remember that you now have options to help yourself feel safe. You can go to your safe place or to your safe person when you need to get away from feeling unsafe.

This is where I am safe:

SAFETY

If Something Bad Happens I Can Always Call...

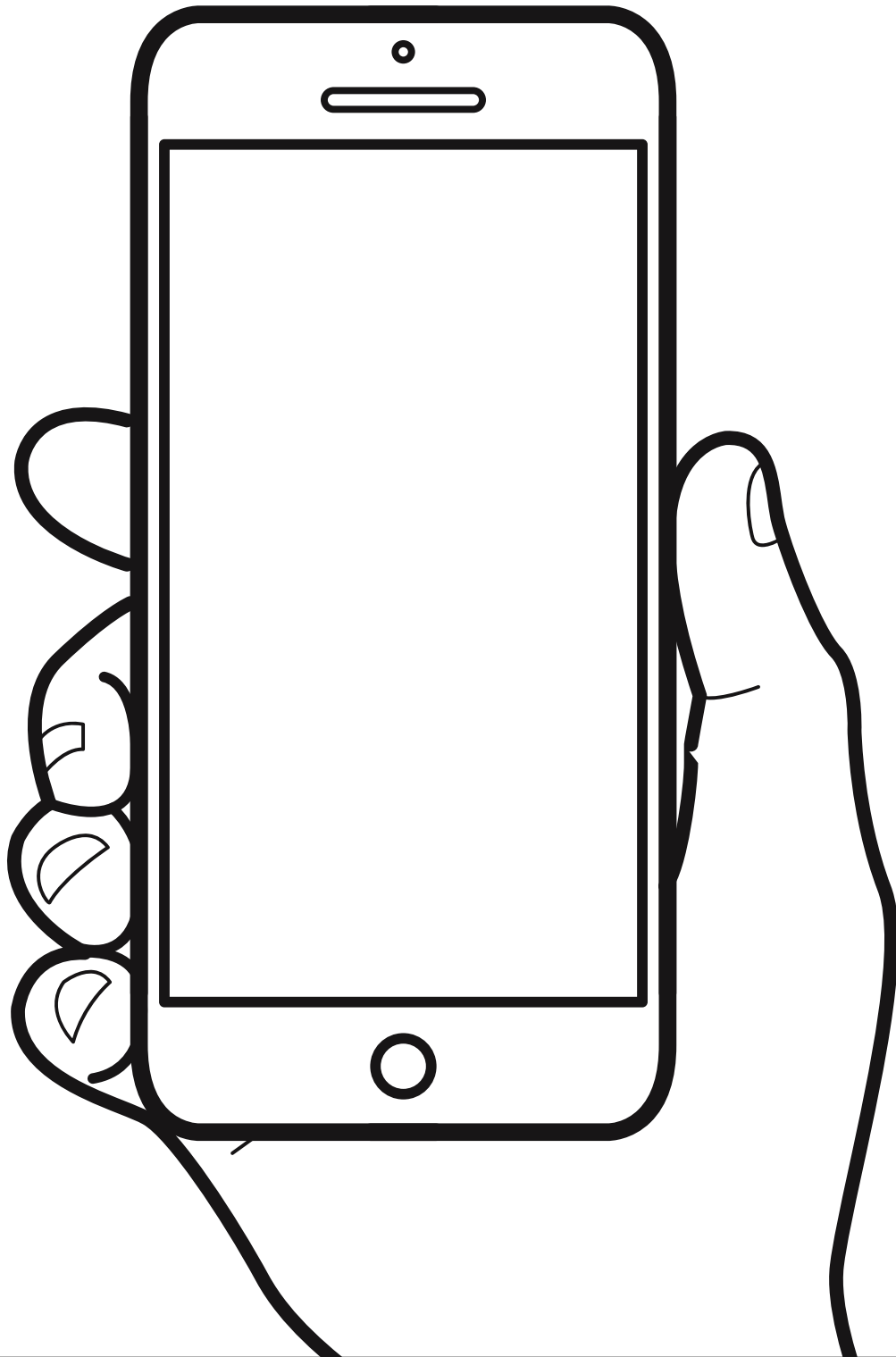
Directions:

Ask the adolescent to make a list of the people they can call if they need something. Rehearse with them what to say when they make that call.

Reframing:

When we need something, it helps to have a plan. It helps us to know exactly who to call and what to say should we need them. Now you have a list of people you can call, along with their phone numbers. Keep this in a safe place in case you ever need it!

If something bad happens these are the people I can call:



SAFETY

Lighthouse

Framing:

We all have places and people who make us feel safe. It is important to identify and think about where we feel the safest so that, if we need to, we can either go to that place or think about that safe, special place in our minds to help us feel better. Drawing a picture of your safe place will also help you to feel less scared.

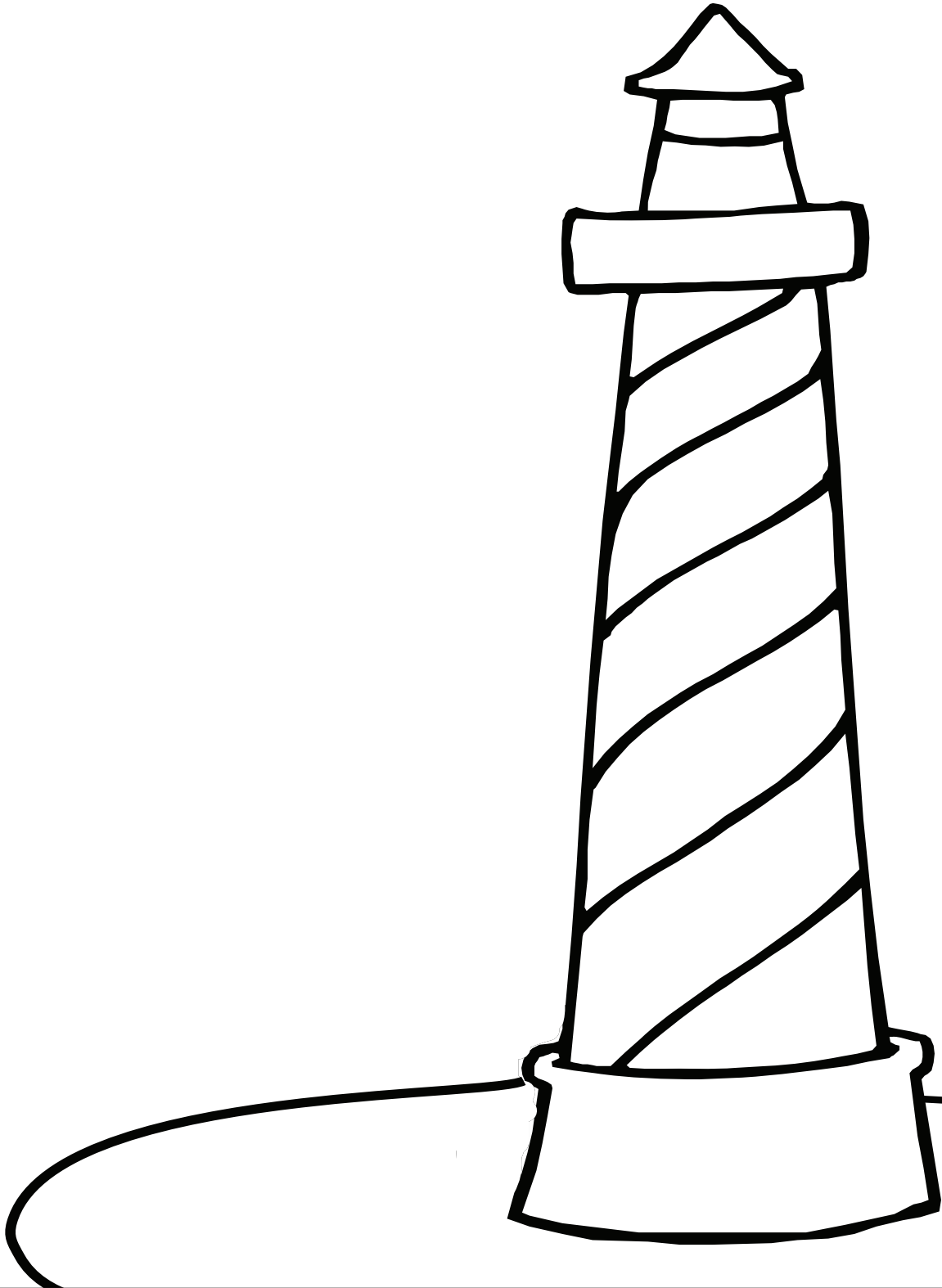
Directions:

Who are the people that act as lighthouses in your life that help keep you safe? Write their names or draw a picture of these people on the lighthouse now. You can finish coloring in the lighthouse now.

Reframing:

Yes, those people act as your lighthouse. They shine their light down on you to help keep you safe. They are very special people!

People that guide me in my life:



SAFETY

What Does Your Safe Place Smell Like?

Directions:

Ask the child to think about a place that makes them feel safe, content, and happy. Instruct them to see it in their mind. Ask them to see all different shapes, colors, and people that are a part of this safe place. Then ask them what smells would they smell in their safe place. Give them about two minutes to think of this place. Then as they continue to think of this place, ask them to draw a picture of what smells remind them of their safe place.

Reframing:

In the future, you can control unwanted reactions by returning to your safe place the way you have been doing here, either in your mind or by drawing it. Sometimes, it can help to have some ways to remember your safe place, like the way it smells. Your safe place can be a mental refuge that will help you gain control over your trauma reactions.

What can you smell in your safe place?



SAFETY

Lifesaver

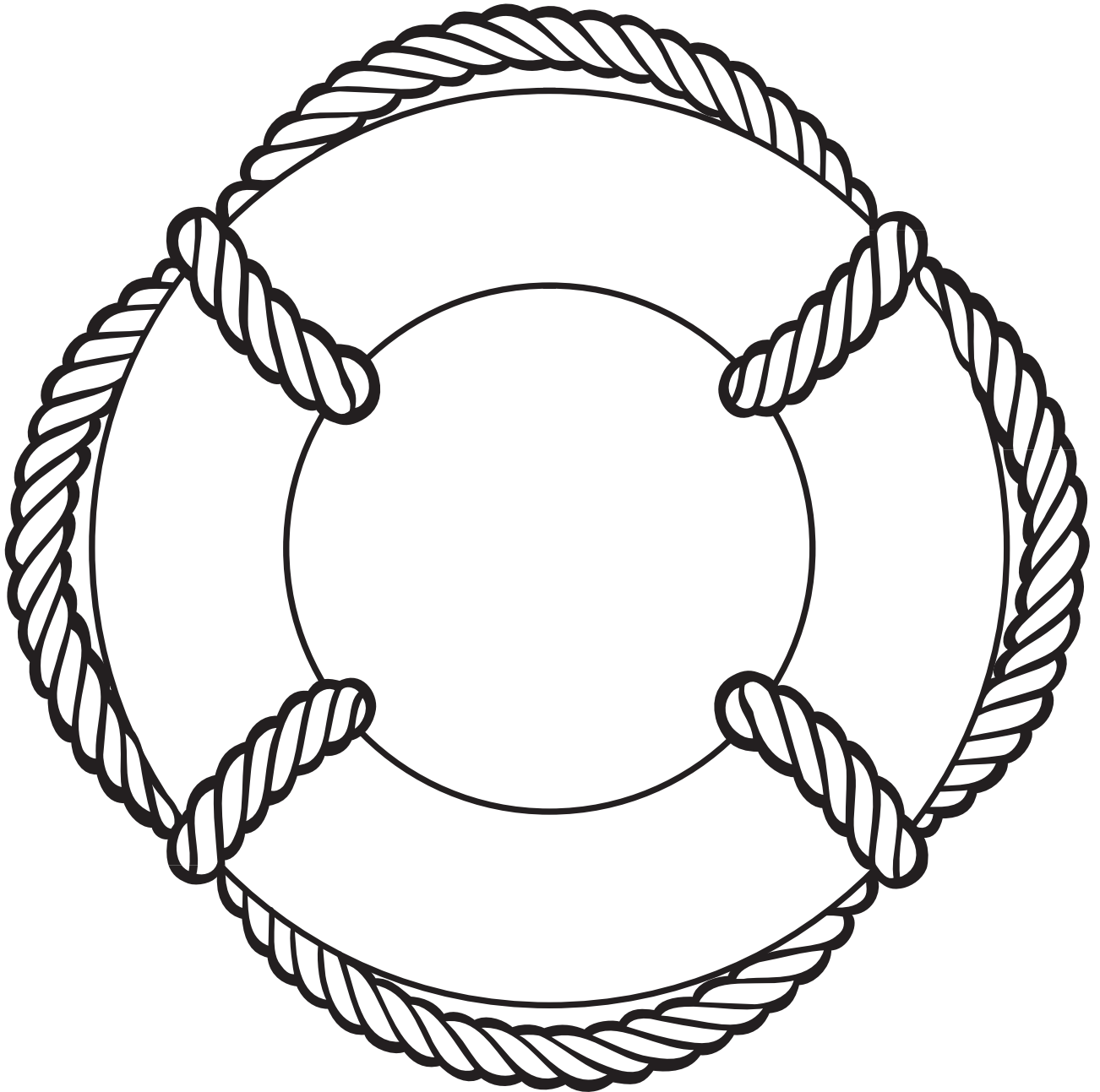
Directions:

Ask the adolescent to think about all of the things that help them feel safe. Ask the child to think about the people that help them feel safe. Ask them to write those people on the lifesaver. Ask the adolescent to write or draw what other things besides the people that helps them to feel safe. They can also decorate their lifesaver.

Reframing:

We all have places, people, and things that help us feel safe. It is important to identify and think about the things that help us feel safe. If we need to, we can either go to that place, go to those people, or use the things that help us feel safe. Lifesavers are used to keep us safe. You can think of all of the things you wrote or drew as your lifesaver; these things will help to keep you safe.

What I worry about the most:



SAFETY

Street Signs

Framing:

We use street signs every day to help keep us safe while we are driving. These can be useful when navigating unsafe territory or territory we are not familiar with. They help to tell us what to do next, especially when we are unsure of ourselves.

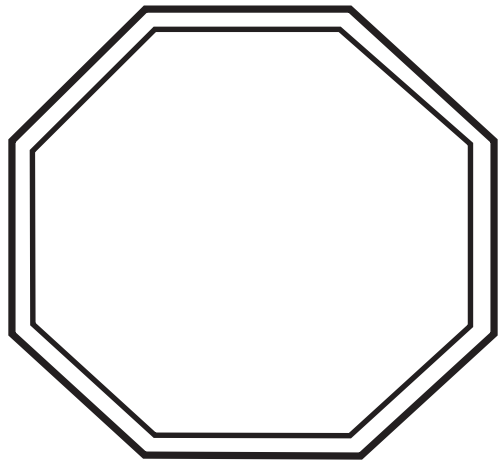
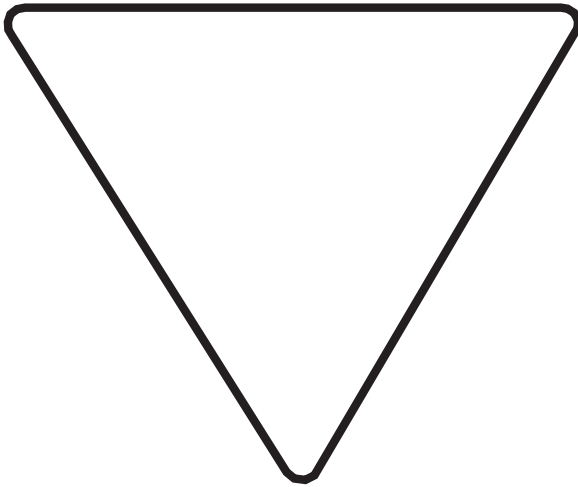
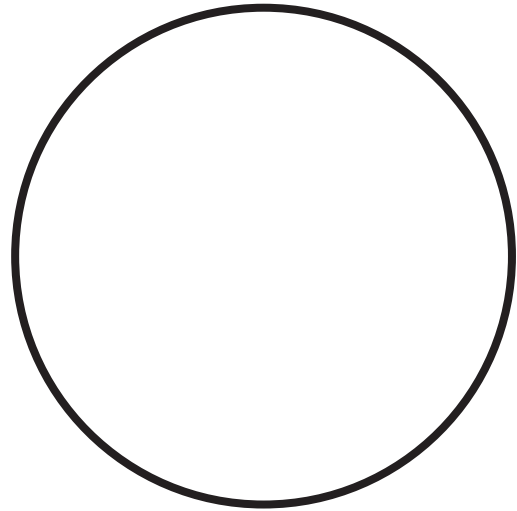
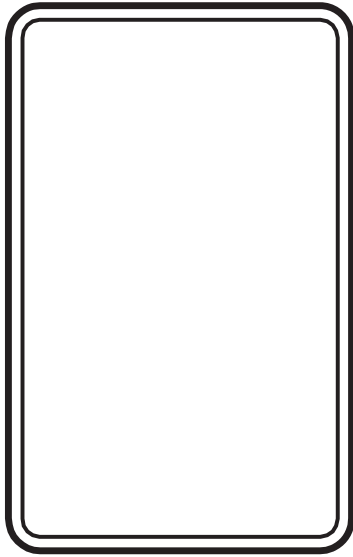
Directions:

Ask the adolescent to think about the things or situations that leave them feeling unsafe or unsure of themselves. Ask the adolescent to draw streets signs to help remind them of what to do next or remind them of what helps them feel safe. You can even suggest cutting these out and having the adolescent put them up in places where they often need reminding, like on the bathroom mirror, in the bedroom, etc.

Reframing:

We all need reminders of what to do next when we are unsure of ourselves or when we feel unsafe. These can be a helpful reminder for you the next time you feel unsafe.

Create your own street sign:



SAFETY

Umbrella

Directions:

Ask the adolescent to think about how an umbrella can protect us from bad weather. Ask the adolescent to think about what things are happening in their life that may be unwanted or are unpleasant. Ask the child to write or draw these above in the rain drops. Ask the adolescent to think about what things help them feel protected and safe. Draw these under the umbrella. The adolescent can also decorate or color their umbrella. Ask the child to think about whom they would like to see protected from these things. Ask them to draw the person under the umbrella. If it is themselves, have them draw themselves.

Reframing:

What about these things you drew in your umbrella help make you feel safe. What helps you or the person in your drawing feel the safest? It is important to know that you have options to help yourself feel safe. You can use these as a reminder of what you can do to feel safe and protected.

Draw the things that make you feel protected and safe under the umbrella:



SAFETY

Photo Album

Directions:

Ask the child to draw pictures that represent their safe person(s) in the space provided. Have them tell you each person's name in the album and write their names above the pictures. Ask the child to describe a happy memory from each photo.

Reframing:

It helps to know that there are people we can count on; people that we know love us and will be there for us. You have picked out some people that help make you feel safe and the happy memories you have with them. You now know who to go to if you are feeling unsafe.

Draw pictures of the safe people in your life:



WORRY

My Biggest Worries

Directions:

Part 1 Do any of the things on this list worry you? If so, put a checkmark in the box. If there are things you worry about that are not on this list, write them in next to “Other.” What worries you most about what you checked?

Myself?

My Family?

My Friends?

My School?

My Neighborhood?

Other?

Other?

Other?

Part 2 Sometimes when we worry about things, it helps if we have a plan about what to do if the things we worry about really happen. Let’s brainstorm to see if we can come up with a plan for each of the items that you checked. Then we can write down the plan.

Reframing:

Now you have identified what worries you the most and why. The first step in helping ease your worry is knowing exactly what you are worried about. You also came up with a plan for what to do if your worry comes true. Now, you can worry less because you have a plan!

Check the things on the list that worry you and write your plan:

My Worry List:

- Myself
- My Family
- My Friends
- _____
- _____
- _____
- My School
- My Neighborhood

My Worry Plan:

WORRY

I Can't Get It Off of My Mind!

Directions:

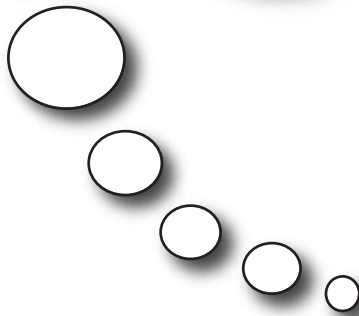
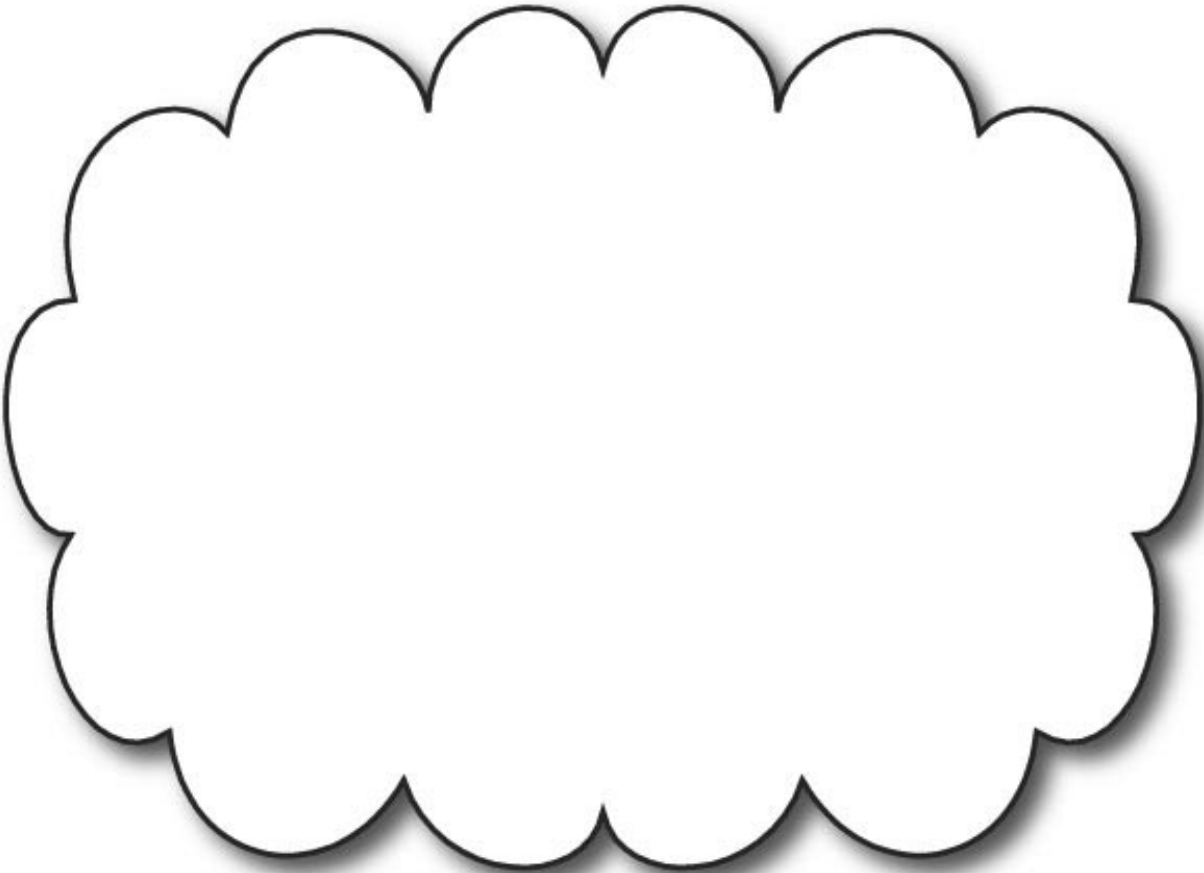
Ask the adolescent to draw what's on their mind. What do they worry about most?

Reframing:

Now, take your worry. Think of yourself as a survivor with choices. Let's assume your worry might happen. What do you think you could begin to do right now to be ready should this worry happen, so it would not control or ruin your life?

*,
Worries don't stay. They come and go but if your worry should happen, it is helpful to know and think through what you would do if it does happen. This way you have a plan and you'll be ready for it*

What I worry about the most:



WORRY

Iceberg

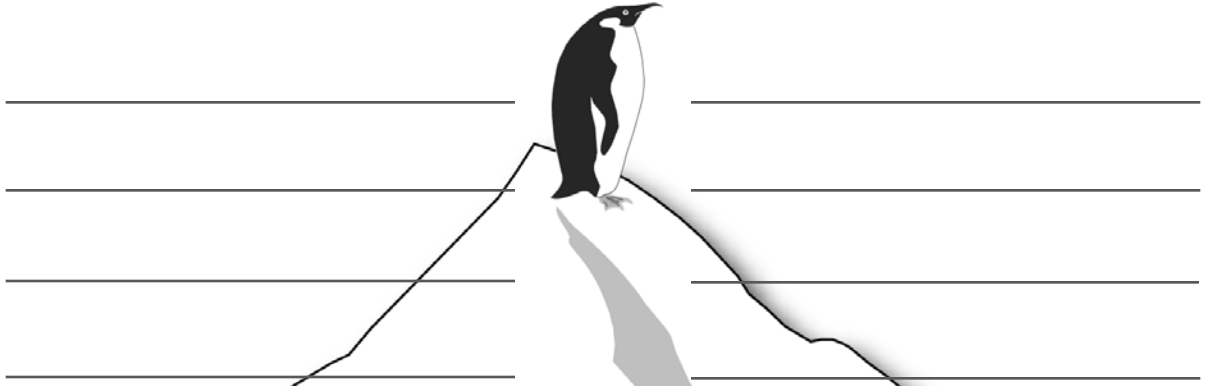
Directions:

Ask the adolescent to fill in the lines next to the iceberg.

Reframing:

Everyone has things about them that many people know, and then there are the things that only our best friends know, and even some things that no one knows! That is okay. Some things are meant to remain private. But, if those things begin to bother you, it often helps to talk to someone you can trust. Instead of keeping a secret inside that is bothering you, getting it out, even to one person can give you a sense of relief. Many times you'll find that you aren't the only one who has that secret.

This is what everyone knows about me:



This is what not many people know about me:



This is what no one knows about me:



WORRY

My Worry Plan

Framing:

I was wondering, what is your biggest worry since all of this has happened? I know that when anyone experiences a trauma, it usually creates worries that they never had before all of it happened.

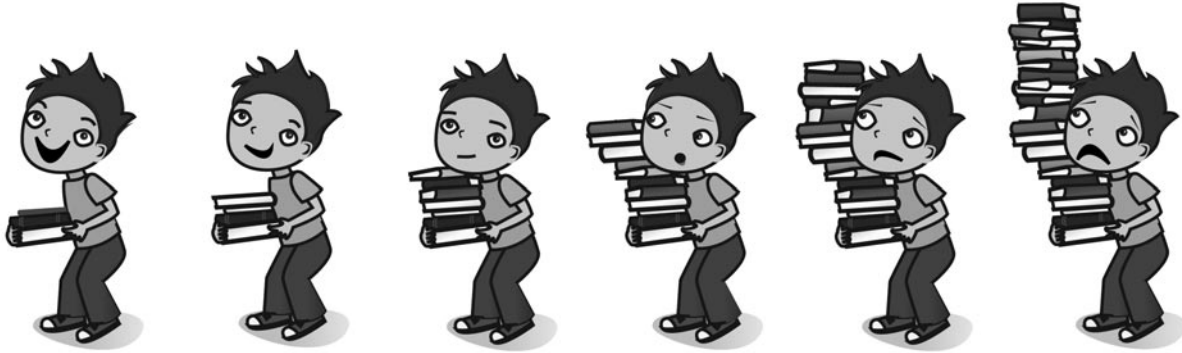
Directions:

Ask the adolescent, *“How heavy is your worry? Circle or color in the picture that represents how heavy this worry is for you now. Now, take your worry. Think of yourself as a survivor with choices. Let’s assume your worry might happen. What do you think you could begin to do right now to be ready should this worry happen, so it would not control or ruin your life?”* Help the adolescent create a worry plan.

Reframing:

Worries don’t stay, but if your worry should happen, it is helpful to know and think through what you would do if it does happen. This way you have a plan and you’ll be ready for it

This is how heavy my worry feels now:



My worry plan:

WORRY

Kite

Directions:

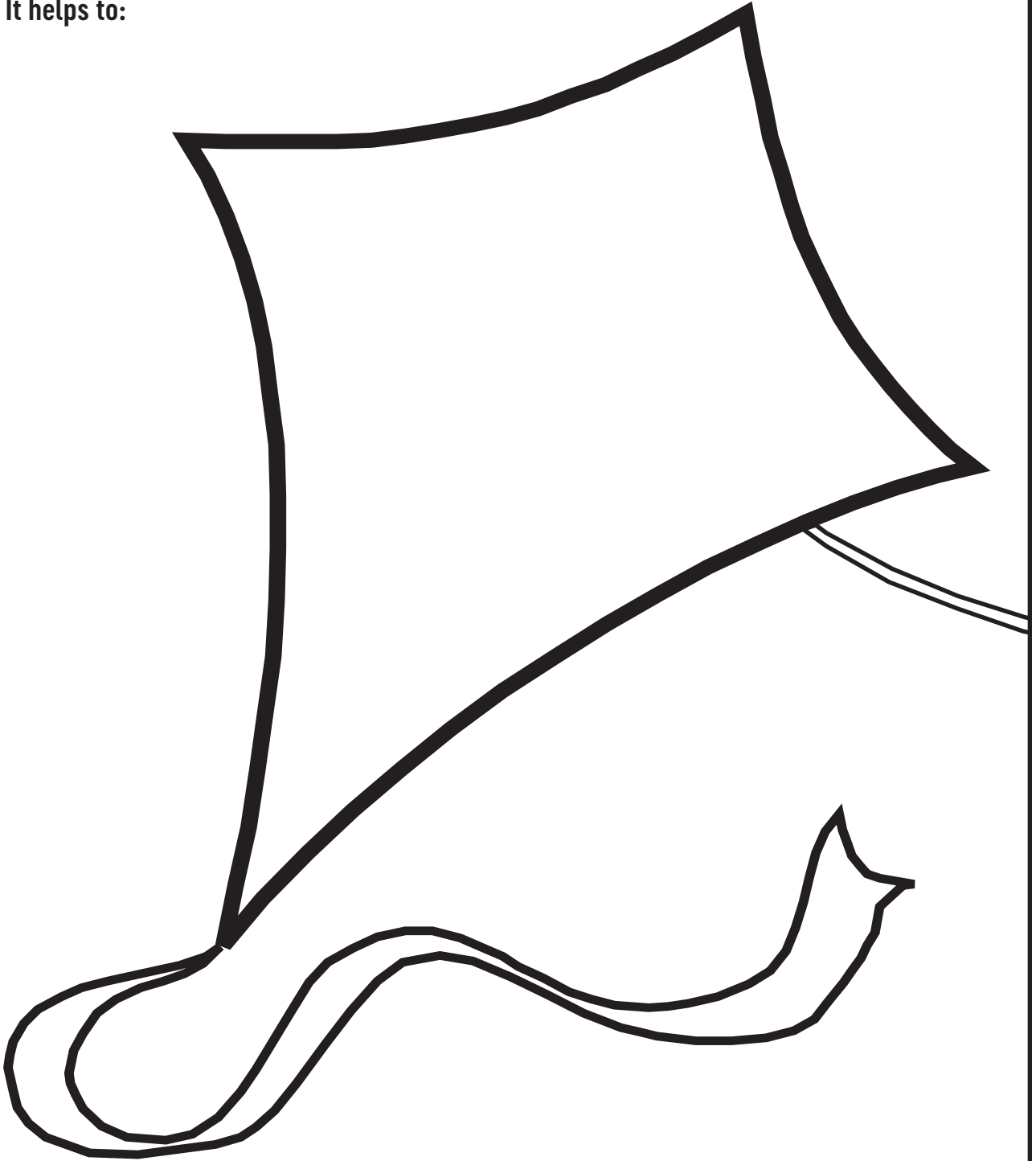
Make a list of some things you worry about. Pick out the one or two things that you worry about the most. Write those things on this kite. When you put this kite into the air, the wind carries the kite through the sky. Sometimes, it is hard to hold on to the string because the wind is strong. Other times, the breeze makes the kite float very well, and it is easy to handle.

Reframing:

Just like our worries, the wind is sometimes too powerful and too strong, and it makes the kite feel like we can't "hold on." Sometimes we are able to keep our worries in control. Remember that, like the wind, worries change. They come and go, sometimes stronger and more worrisome than at other times. Sometimes we have to hang on until the worry – like the wind – changes.

What I worry about:

It helps to:



WORRY

Surfing

Directions:

Ask the child to make a list of a few things they worry most about. Then ask them to write a word or draw a symbol that represents each of their worries on the waves in the picture. Ask the child to draw themselves on the surf board surfing the waves.

Reframing:

Worries are a lot like waves, some are big and some are small. Sometimes we can easily jump over them, and sometimes the big worries can make us lose our balance. But, when we take them as they come, and have people to help us, it is a lot like using a surfboard to get over the big waves.

My Biggest Worries

The image shows a large rectangular box with a black border. Inside the box, at the top left, is the text "My Biggest Worries". Below the text is a drawing of a hand holding a pen, positioned as if writing on a lined notebook page. The notebook page is filled with horizontal lines and has a small, faint mark near the top right corner. The drawing is simple and stylized, with the hand and pen rendered in black outlines.

WORRY

Pieces of Pie

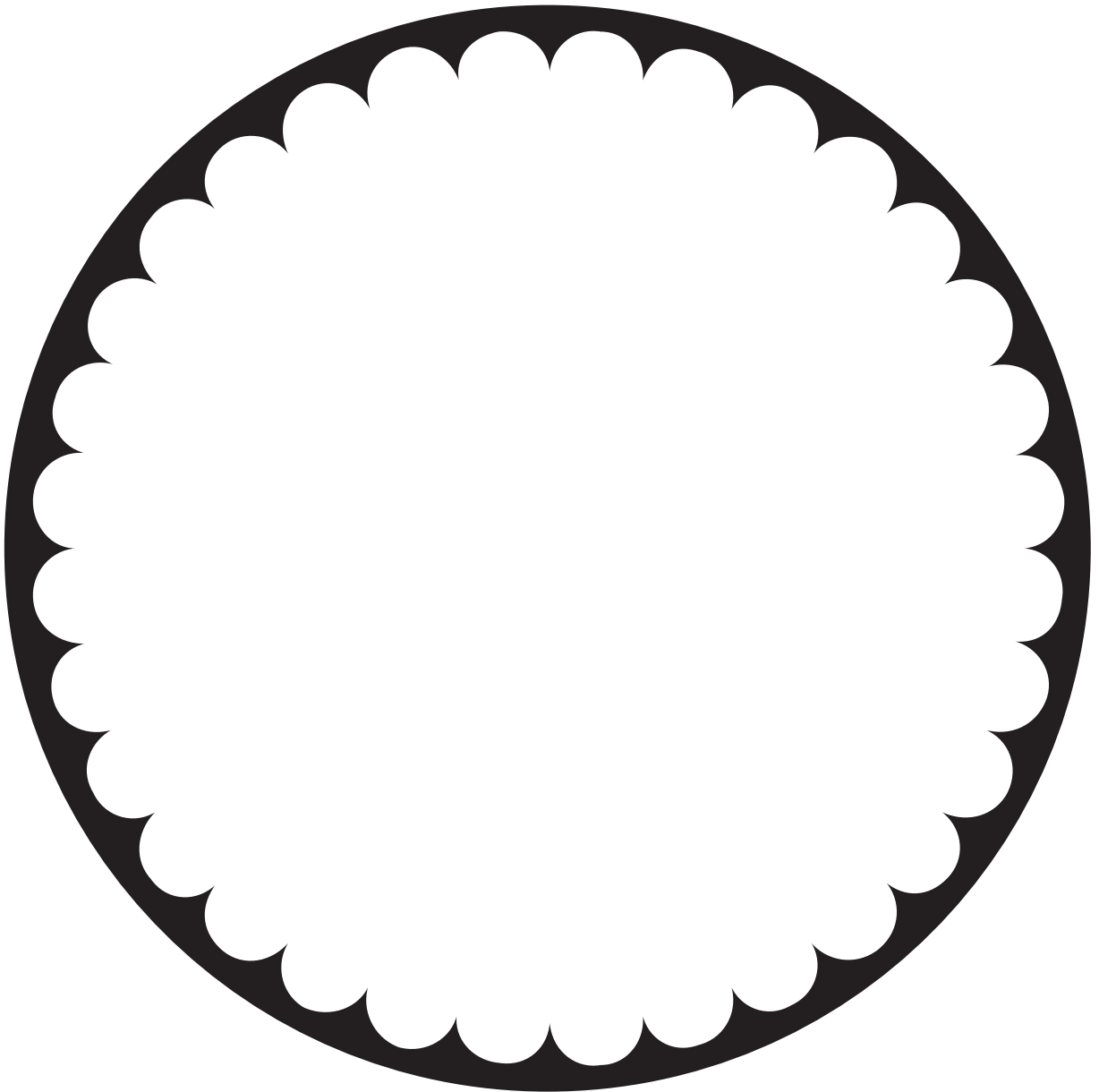
Directions:

Ask the child to make a list of their worries. Next, ask the child to count their worries. Then ask the child to divide the pie into as many pieces as they have worries according to how big each worry is for them, and label the pie pieces with a word or symbol that represents each of the worries. For example, their largest worry may take up a larger slice of the pie than their smaller worries. Some slices can be large, and some may only be a small slice.

Reframing:

We have worries. Some worries are larger than others. I can see on your pie that _____ is your largest worry, but _____ is smaller. Just like it takes longer to eat a larger slice of pie, it might take us longer to feel better about our largest worries. The smaller worries, even though they are small, are still there! They still have a spot on your pie.

Divide this pie into the sizes of your worries, and then write your worries on each piece.



WORRY

Worry Warrior

Framing:

Your worry warrior is here to fight off your worry!

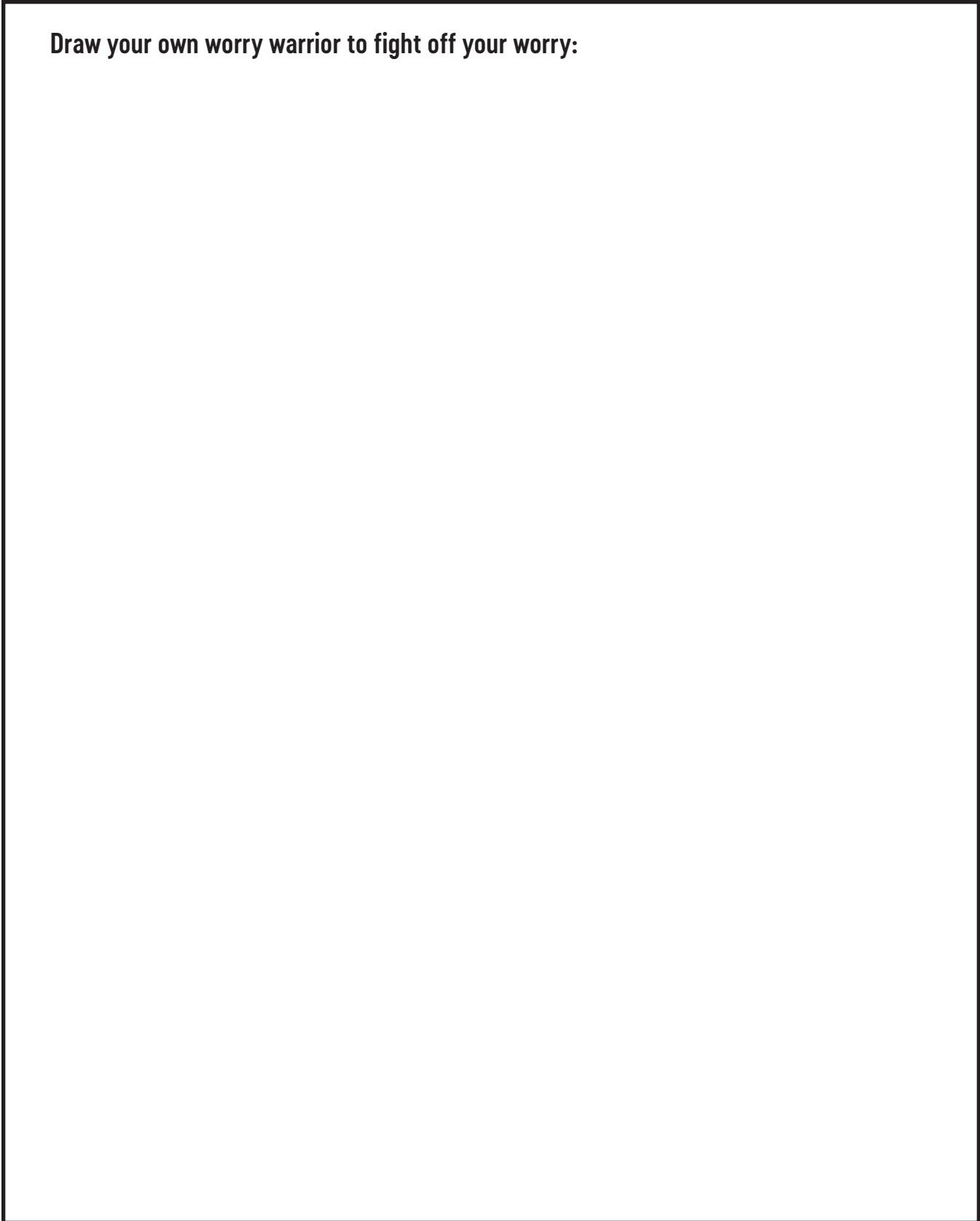
Directions:

Ask the adolescent to think about what their biggest worry or worries are. What would that worry or worries look like? Now ask the adolescent to draw their own worry warrior that can fight off the worry. What would they like to see their worry warrior do to their worry?

Reframing:

It helps to know that you have your own worry warrior inside you that is ready to fight off your worries. You can be as strong as your worry warrior. Discuss with the adolescent ways to alleviate their worries or things that they have done to help their worries go away.

Draw your own worry warrior to fight off your worry:



WORRY

Mountain

Framing:

Sometimes when our worries pile up, they can feel like a mountain that is difficult to climb. This hiker may need some help getting over this mountain.

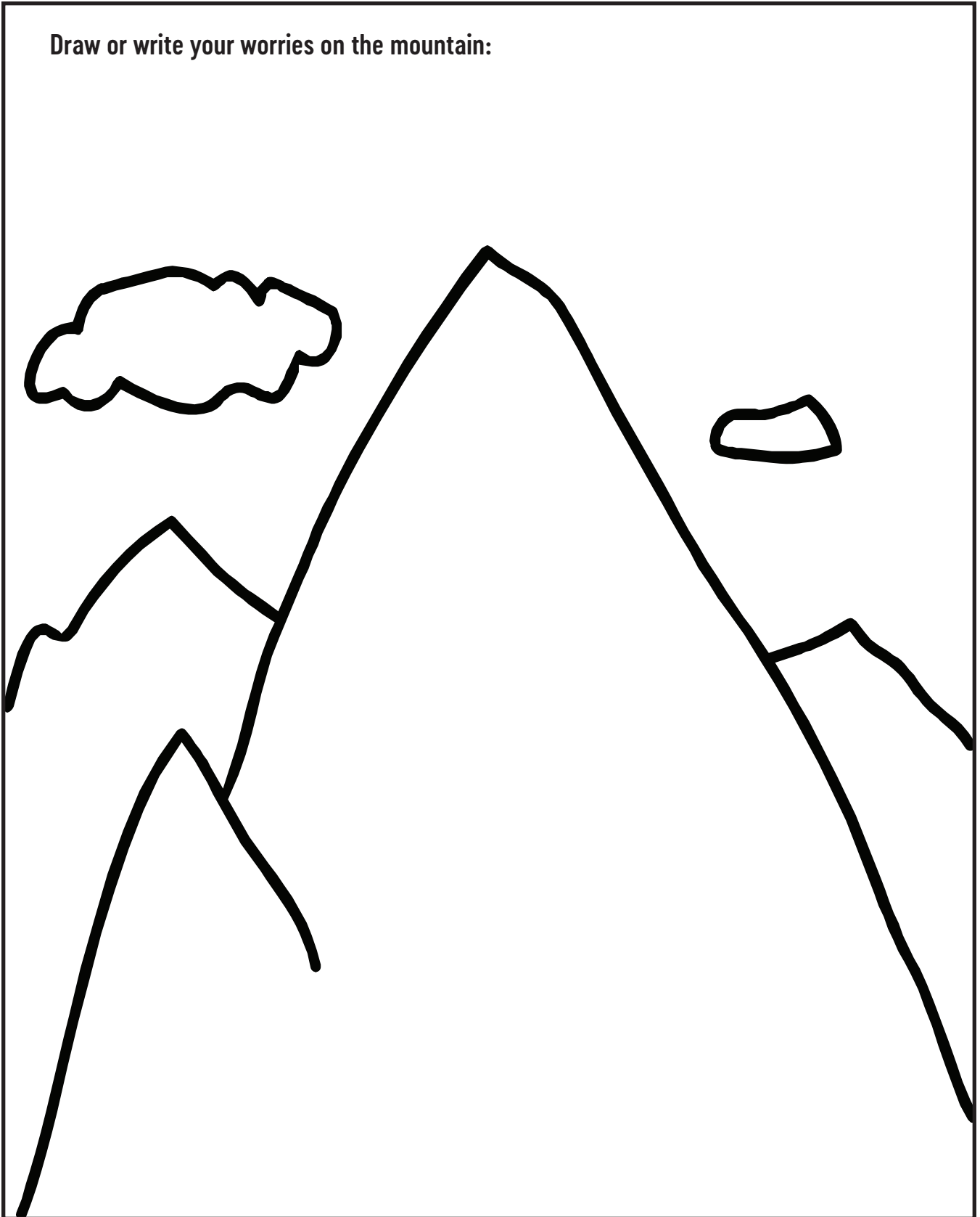
Directions:

Ask the adolescent to draw or write all of their worries in the mountain, putting the worries that are the easiest to overcome at the bottom with the biggest worry at the peak of the mountain. The adolescent can also color or decorate their mountain.

Reframing:

There are times where worries can feel a lot like a big mountain we have to get over. Sometimes we can easily climb the mountain when the worries are small. When they are big, we have a harder time getting over them. But, when we take them as they come, and have people to help us, we are able to overcome them.

Draw or write your worries on the mountain:



WORRY

Worry Wall

Directions:

Designate this wall as the adolescents worry wall. They can use the wall to draw, write, or “tag” their wall with an image, images, or words that represents their worries.

Reframing:

Now that you have created your worry wall, your worries are all in one place. It helps to identify what your worries are and ways to help you worry less. Discuss with the adolescent ways they can worry less about each of the worries on their wall. At the end of each day, look at your worry wall and cross off any of the worries that you are no longer worrying about.

My worry wall:



HURT

This is a Picture of What My Hurt Looks Like

Directions:

Ask the child to draw a picture of their hurt. Then ask the following questions:

Do you still feel the hurt?

Where do you feel it?

What happens now that makes you feel the hurt?

What do you do when the hurt is there?

Does it scare you? What makes the hurt go away?

Is it okay if we hurt inside when someone we know dies or is injured?

Does the hurt sometimes come back when we think about it?

But, does the hurt go away?

Reframing:

Knowing what makes you feel the hurt, and what makes your hurt go away, is half the battle.

Now you know how to control the hurt. When your hurt comes, you can do the things you need to do to make it go away.

What my hurt looks like:

HURT

Broken Heart

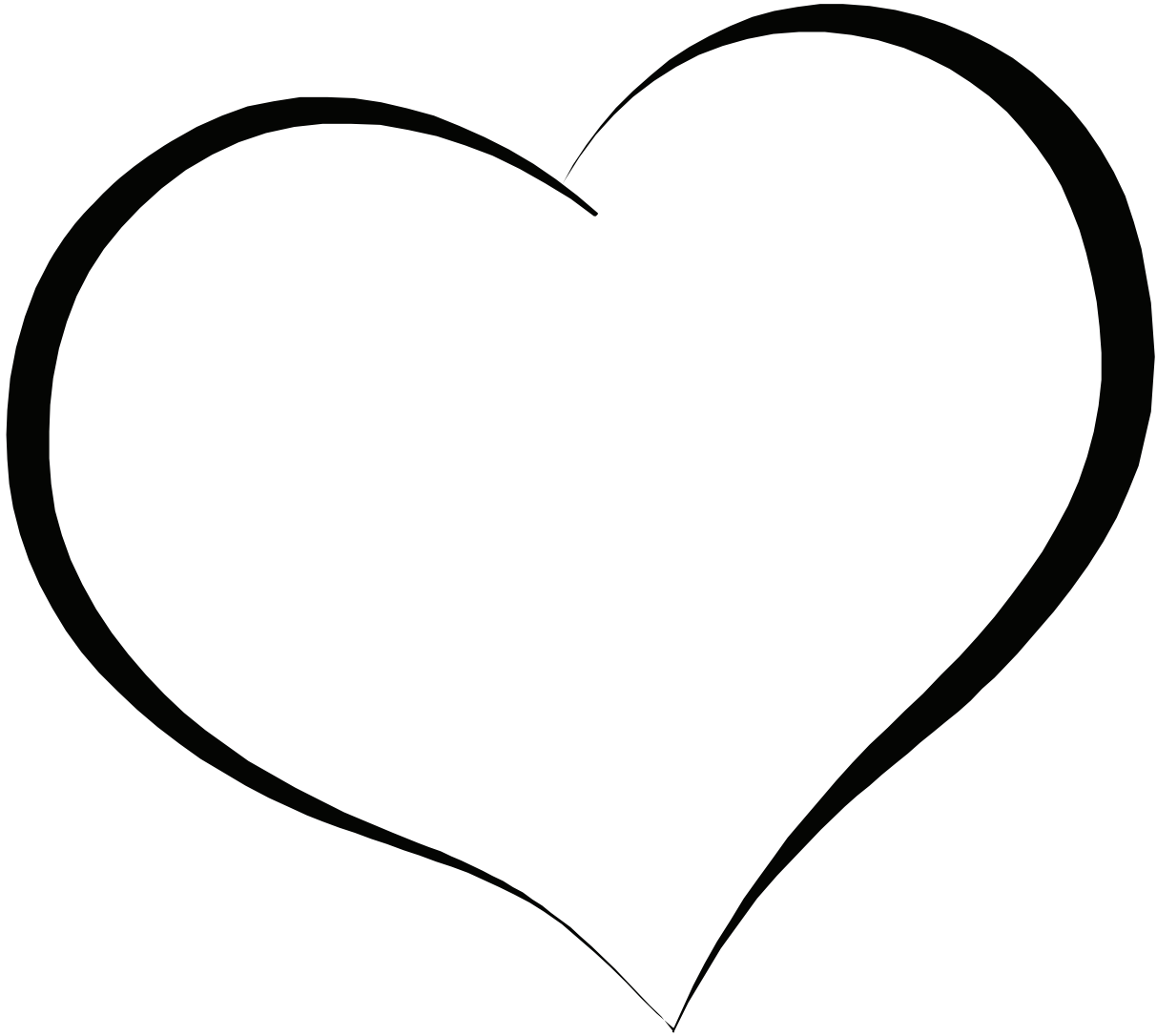
Directions:

This heart is whole. If this was your heart, where would you need to add cracks to show how your heart has been broken? Draw them now. What does each crack represent?

Reframing:

There isn't anyone in this world that hasn't felt like they had a broken heart. As you can see, your heart feels like it has cracks in it. Fortunately, our hearts can still work even with all of the cracks. Even though the cracks might not ever go away completely, they usually get smaller with time. Doing fun things and being with people we love helps them to get smaller. What things do you do that help the cracks in your heart not hurt so much? What people in your life make your heart not hurt so much? See, doing fun things and being with friends and family that we love make us hurt less.

Draw the cracks in your broken heart:



HURT

Comedy and Tragedy

Directions:

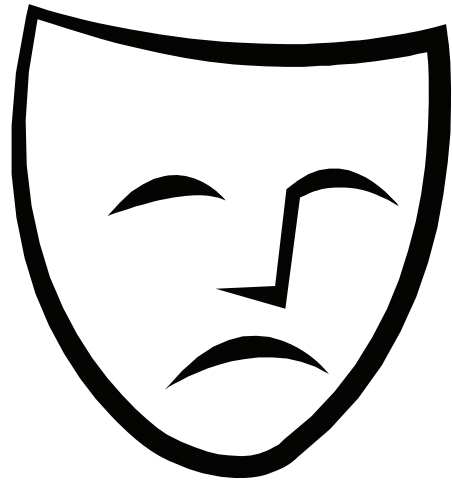
Sometimes we feel like this happy face, and other times we feel like is this sad face. When do you feel most like this happy face? Write those times in now. When do you feel most like this sad face? Write those times in now.

Reframing:

It is important to remember that sometimes we feel sad and sometimes we feel happy. Nobody feels happy all of the time; life is a balance of the two. Some experiences make us feel sad and others happy. Now you have identified the times that make you feel most happy. It is important to participate in these activities as much as you can so that you can balance the harder times.



Times I feel happy:



Times I feel sad:

HURT

X-Ray

Framing:

When our bodies are hurt, x-rays tell us what parts of our bodies are hurting and why. Like when we have a broken arm, the x-ray will tell us what part of the arm is hurt and how it is broken.

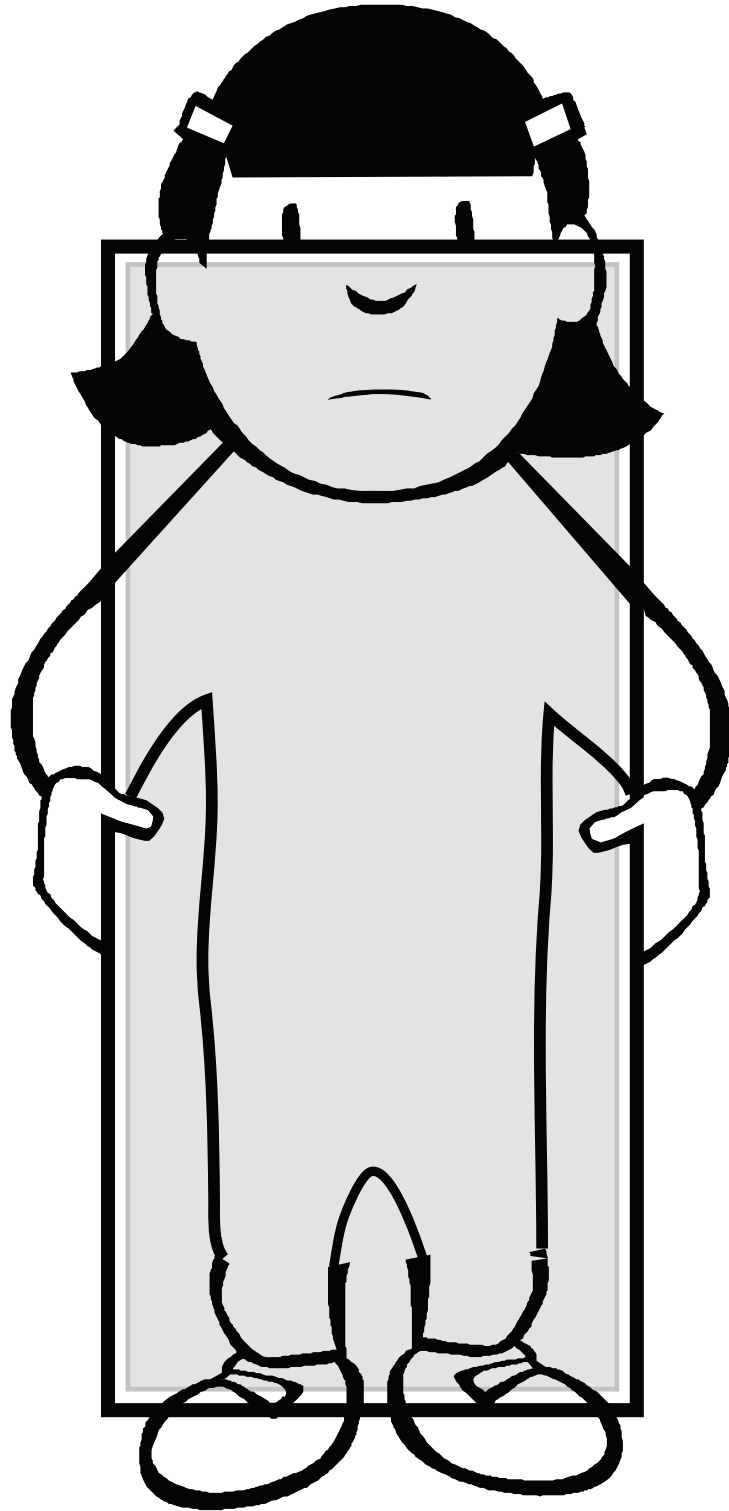
Directions:

Ask the adolescent to think about what makes them feel hurt. Have the adolescent write those next to the body. Then have the adolescent circle the parts of the body where they feel the hurt.

Reframing:

When we are hurting, we can feel it in one or many places in our body. It can be helpful to identify those places and identify what makes us feel hurt, almost like an x-ray. Identifying what makes us feel hurt is just the first part. After x-rays are done, we have to do something to the hurt part of the body to help it heal, like a cast on a broken arm or take medicine. When we feel hurt, we can't always put a cast on it or take medicine, but there are some things that you can do to help you feel less hurt. Brainstorm with the adolescent what helps them feel better when they are hurting.

Where do you feel hurt?



HURT

On the Look Out

Framing:

Binoculars are used to see things that are difficult to see with just our eyes. When we hurt, it can be difficult for us and others to see why we are hurting.

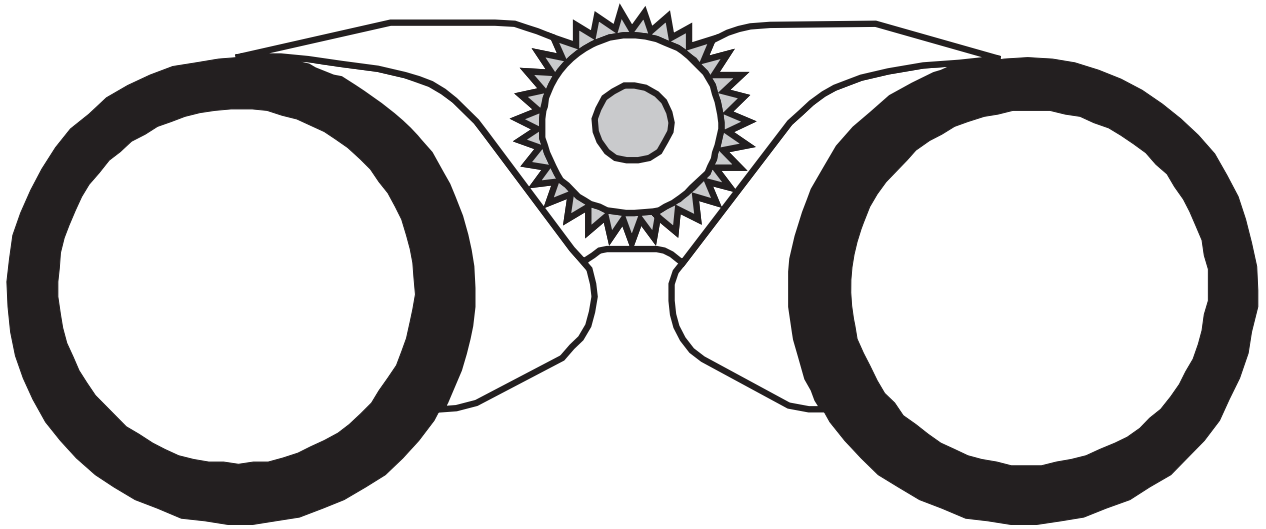
Directions:

Ask the adolescent to think about what are some things that they know make them feel hurt. Have them draw or write them on the binoculars. Now ask the adolescent to discuss with you ways they can best manage themselves if the things that make them feel hurt should show up.

Reframing:

We cannot always prevent feeling hurt, but we can discuss ways to plan for it if these things should show up and make us feel hurt. This will give you some ways to manage feeling hurt if these things show up or other things make you feel hurt.

Things that make me feel hurt:



HURT

Care Instructions

Framing:

Sometimes we need instructions for caring for delicate items of clothing. When we hurt, we also need instructions for ourselves and others to know how to take care of ourselves when we hurt.

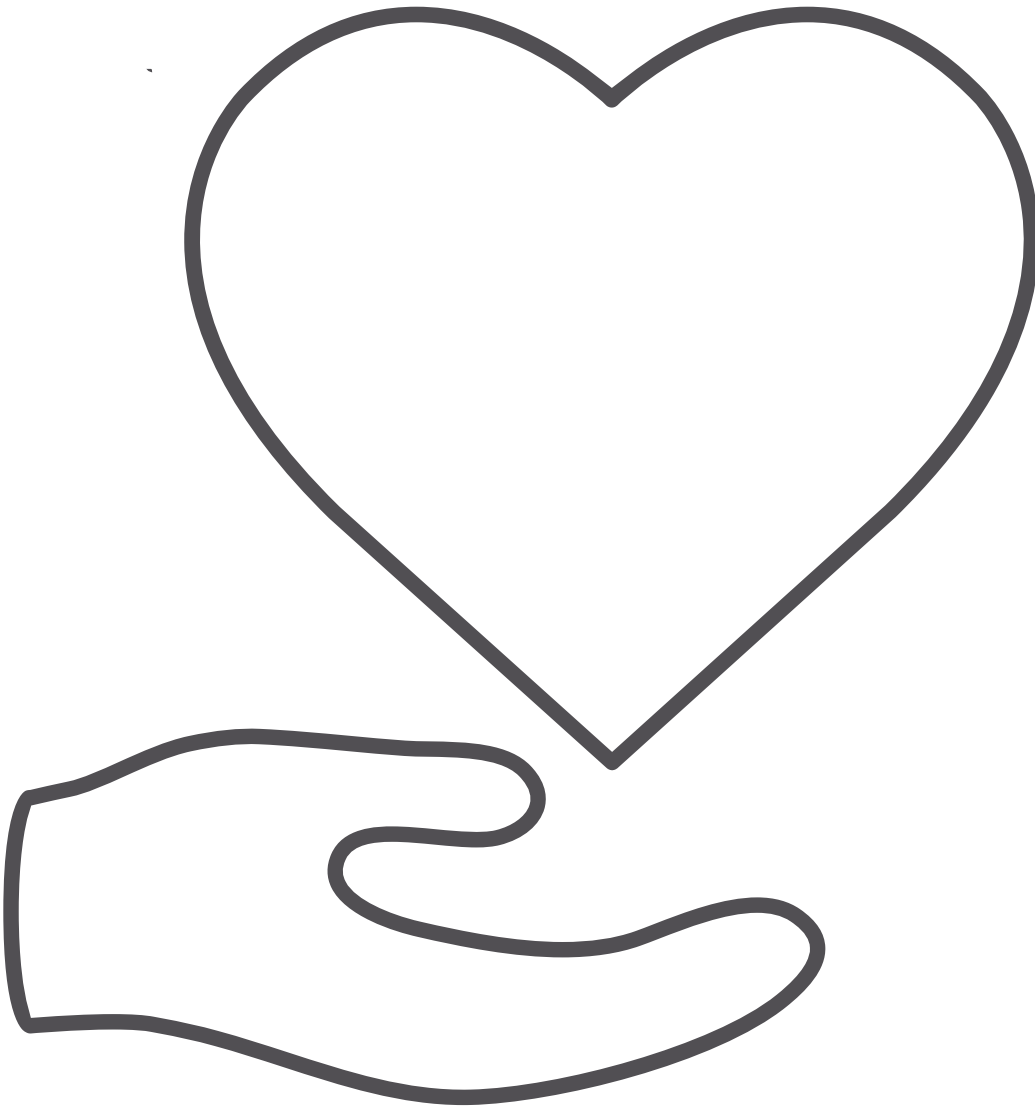
Directions:

Ask the adolescent to write instructions in the heart on how to best take care of themselves when they are hurting. It can be either instruction for themselves or for someone else taking care of them when they feel hurt.

Reframing:

You can do these instructions yourself or let somebody else know what you need when you are feeling hurt.

Instructions for taking care of me:



HURT

This is Where I Feel the Hurt Most in My Body

Directions:

Ask adolescent to color the part(s) of their body that experiences that hurt.

Then ask the following questions:

Describe the hurt. What is it like to you?

If the hurt could talk, what would it say?

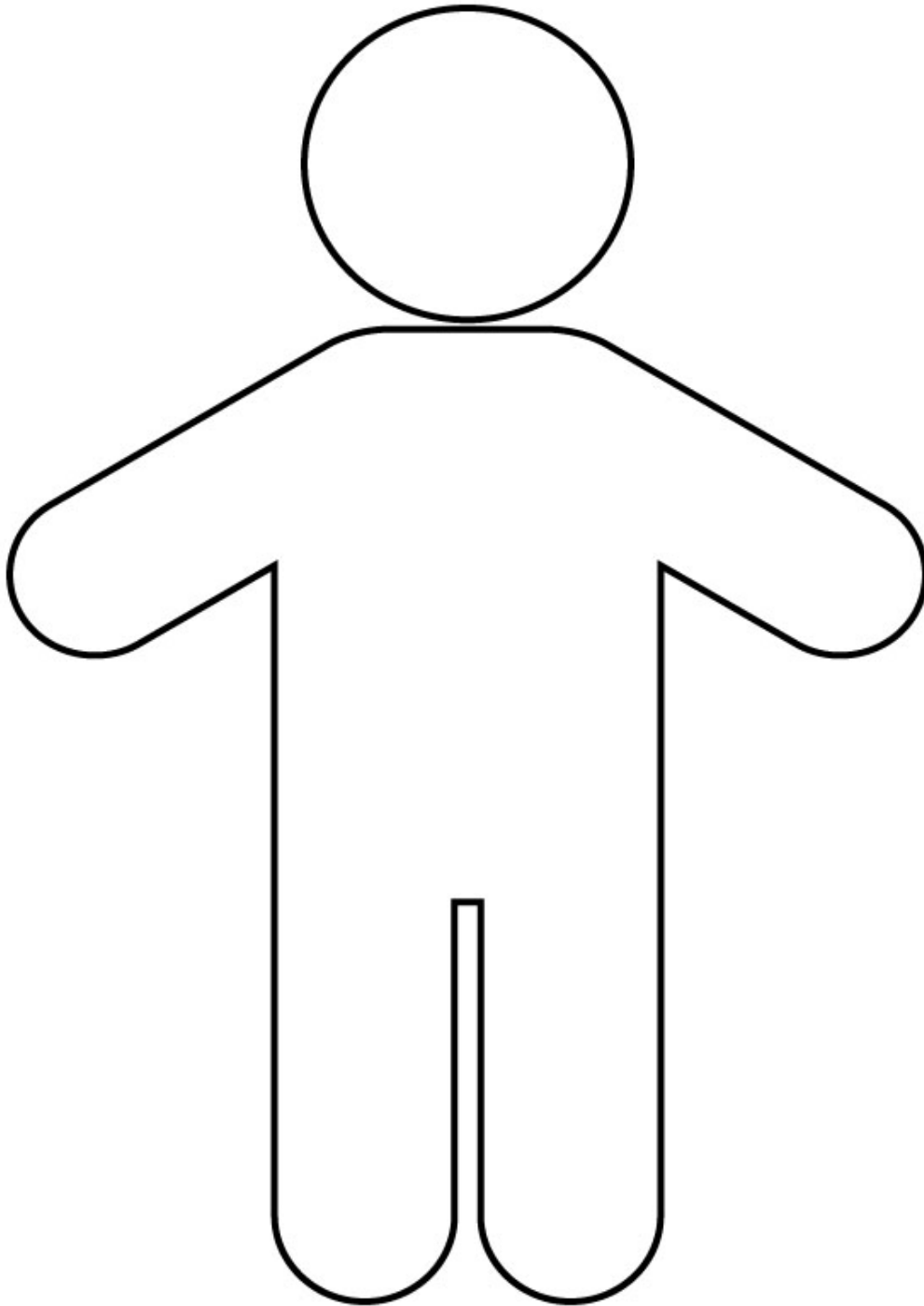
If the hurt could listen, what would you say to it?

If the hurt had a name, what name would you give it?

Reframing:

Gaining control over hurt is a process that takes time. Identifying what you are feeling, talking about it, making drawings and images of what these feelings are like for you are important steps in gaining control over your hurt. In time, your hurt will become less painful.

This is where I feel the hurt most in my body:



HURT

If My Friend Feels Hurt I Would Help Them By...

Directions:

Ask the adolescent to list the things they would do for a friend or say to a friend who was experiencing hurt.

Reframing:

You can do and say these same things to yourself when you are feeling hurt. You are your own best friend!

If my friend feels hurt I would help them by:

FEAR

I'm Afraid of... When I Get Really Scared it Helps to...

Directions:

Ask the adolescent to draw you a picture or have you list what they are afraid of.

Next, ask the adolescent what helps them to feel better when they are scared and also list those things.

Reframing:

Everyone gets scared, even adults. But if we know what helps us to feel better when we get scared, we can do those things to make our scary feelings go away. Now you have a list of things that make you feel better when you are scared.

My biggest fear:

FEAR

My Mask - Outside

Framing:

When I'm afraid, I sometimes hide behind a mask so no one can see what I'm afraid of. Sometimes I put on a mask to cover up how I am really feeling.

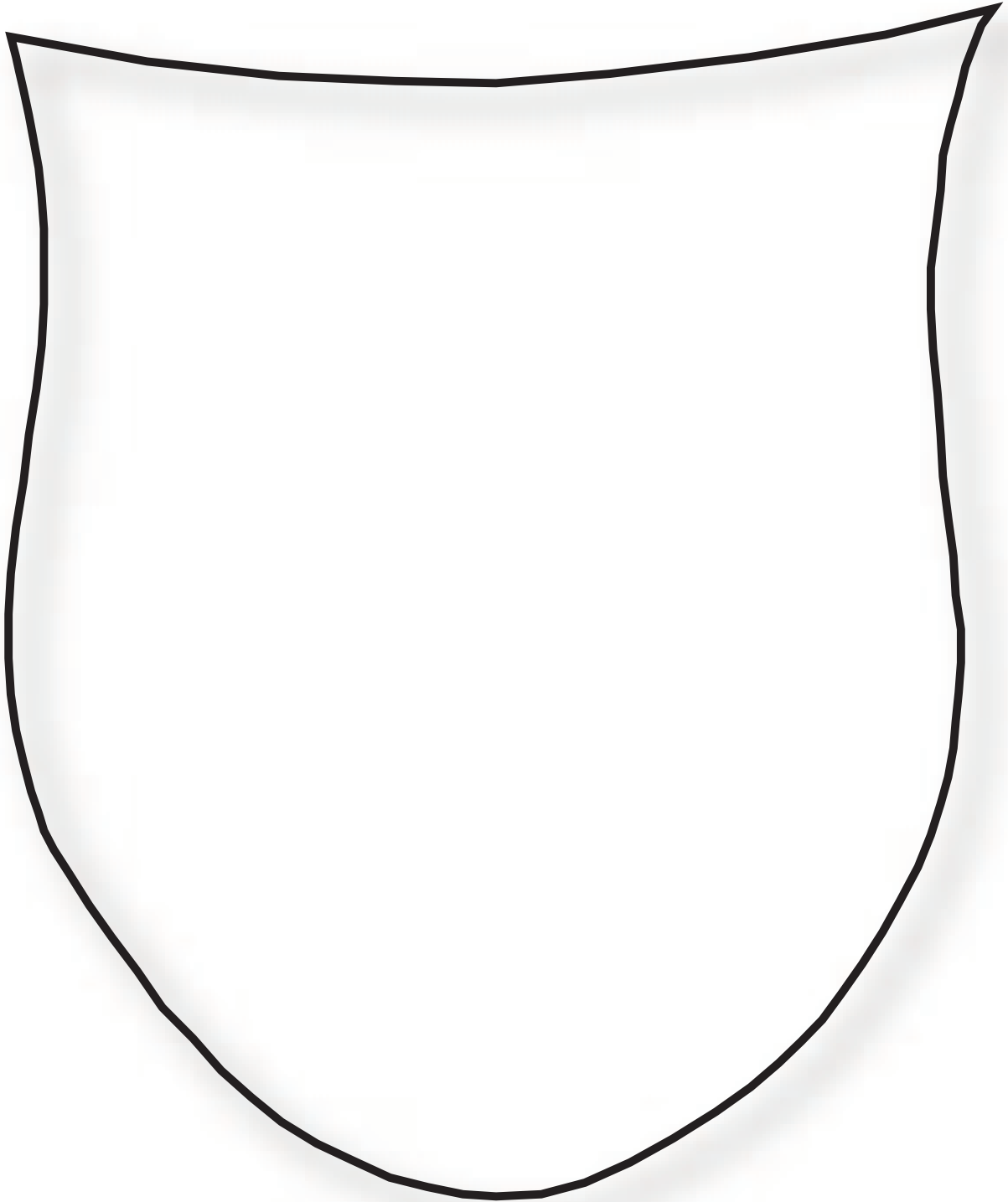
Directions:

Ask the adolescent to draw what they think they look like to other people when they are afraid on the outside of the mask.

Reframing:

When you are afraid, it would be nice to just be able to put a mask on. Everyone has things about them that many people know and some people do not. Some things are meant to remain private, but if those things are bothering you, it often helps to talk to someone you can trust rather than keeping it hidden behind a mask.

This is the outside of my mask, the part others see:



FEAR

My Mask - Inside

Framing:

When I'm afraid, I sometimes hide behind a mask so no one can see what I'm afraid of. Sometimes I put on a mask to cover up how I am really feeling.

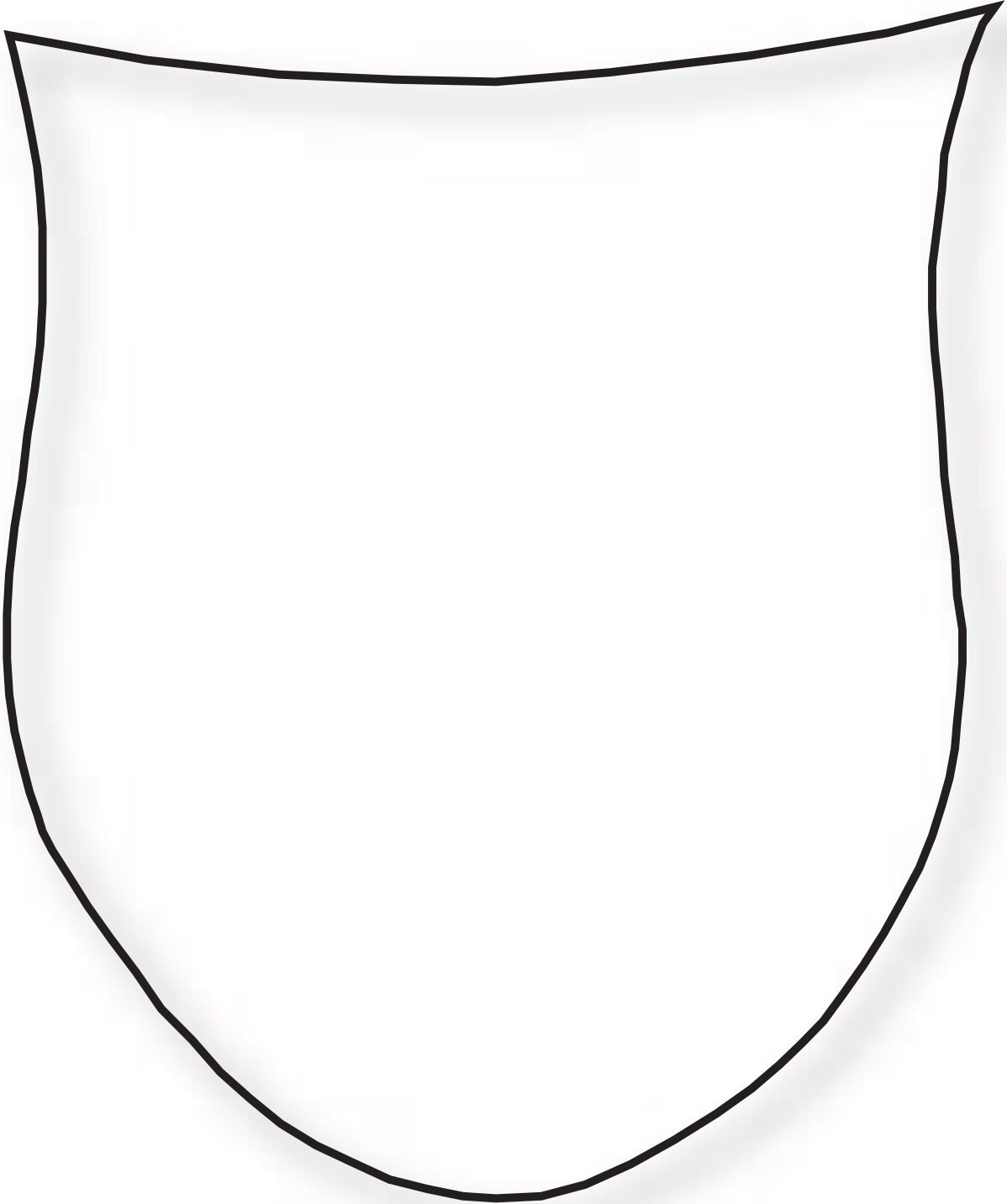
Directions:

Ask the adolescent to draw how they are actually feeling and what they do not let other people see on the inside of the mask.

Reframing:

When you are afraid, it would be nice to just be able to put a mask on. Everyone has things about them that many people know and some people do not. Some things are meant to remain private, but if those things are bothering you, it often helps to talk to someone you can trust rather than keeping it hidden behind a mask.

This is the inside of my mask, the part others don't see:



FEAR

Dream Catcher

Framing:

In the Native American culture, dream catchers were used as a protective keepsake to keep away bad dreams. These were often handmade with a willow hoop, and then a loosely woven net or web was put in the center to keep nightmares away from sleeping children. They were often decorated with personal or sacred items, beads, or feathers and hung above where children slept.

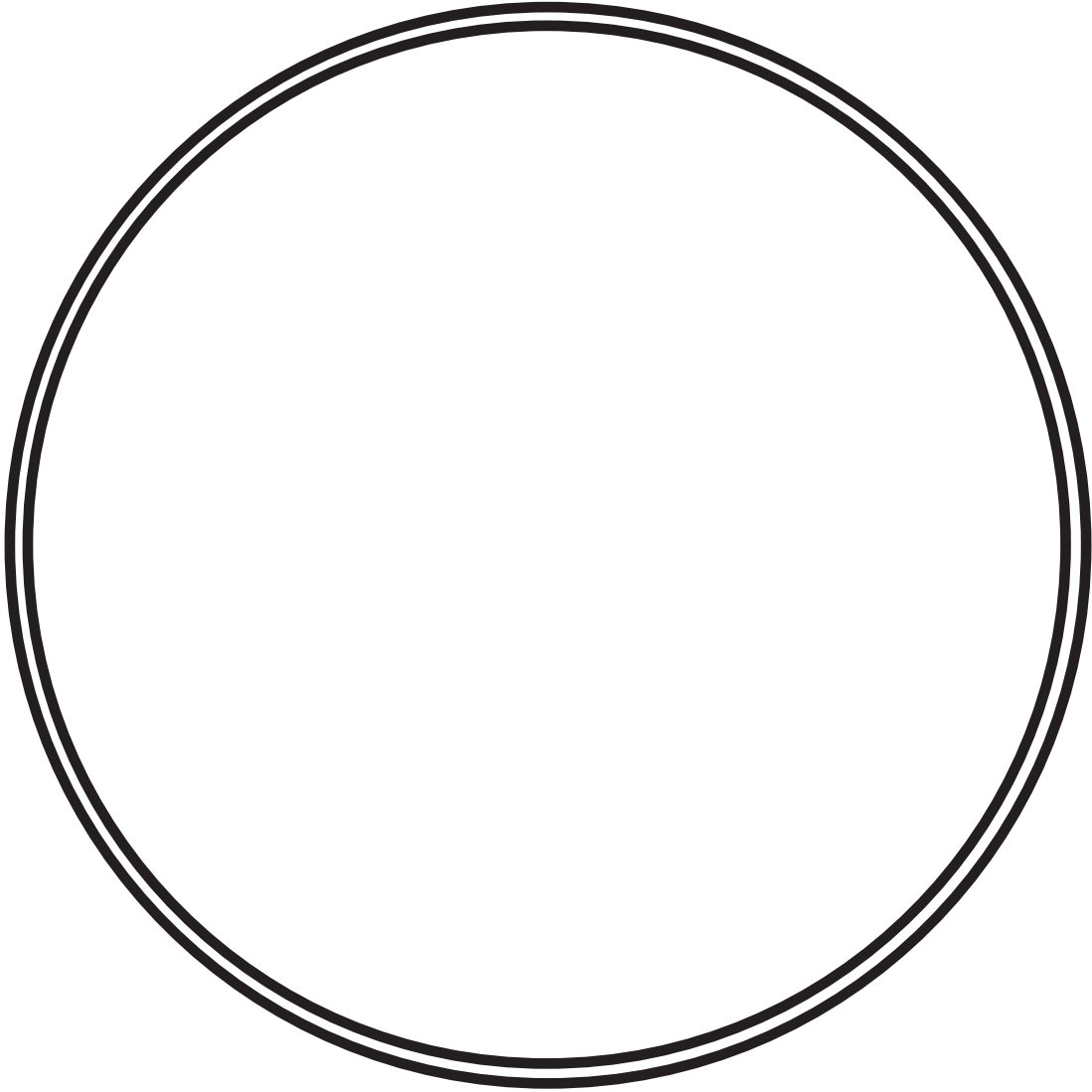
Directions:

Ask the student to draw an image of their own dream catcher. What kinds of personal items would they hang from their dream catcher to keep bad dreams away? What would their web look like? Would it be a complex web or a simple web? What kinds of nightmares would their dream catcher have to protect them from? Have them draw those on the outside of the dream catcher.

Reframing:

You can hang this dream catcher over where you sleep to help protect you from your nightmares.

Draw your own dream catcher:



FEAR

What's Stuck in Your Web?

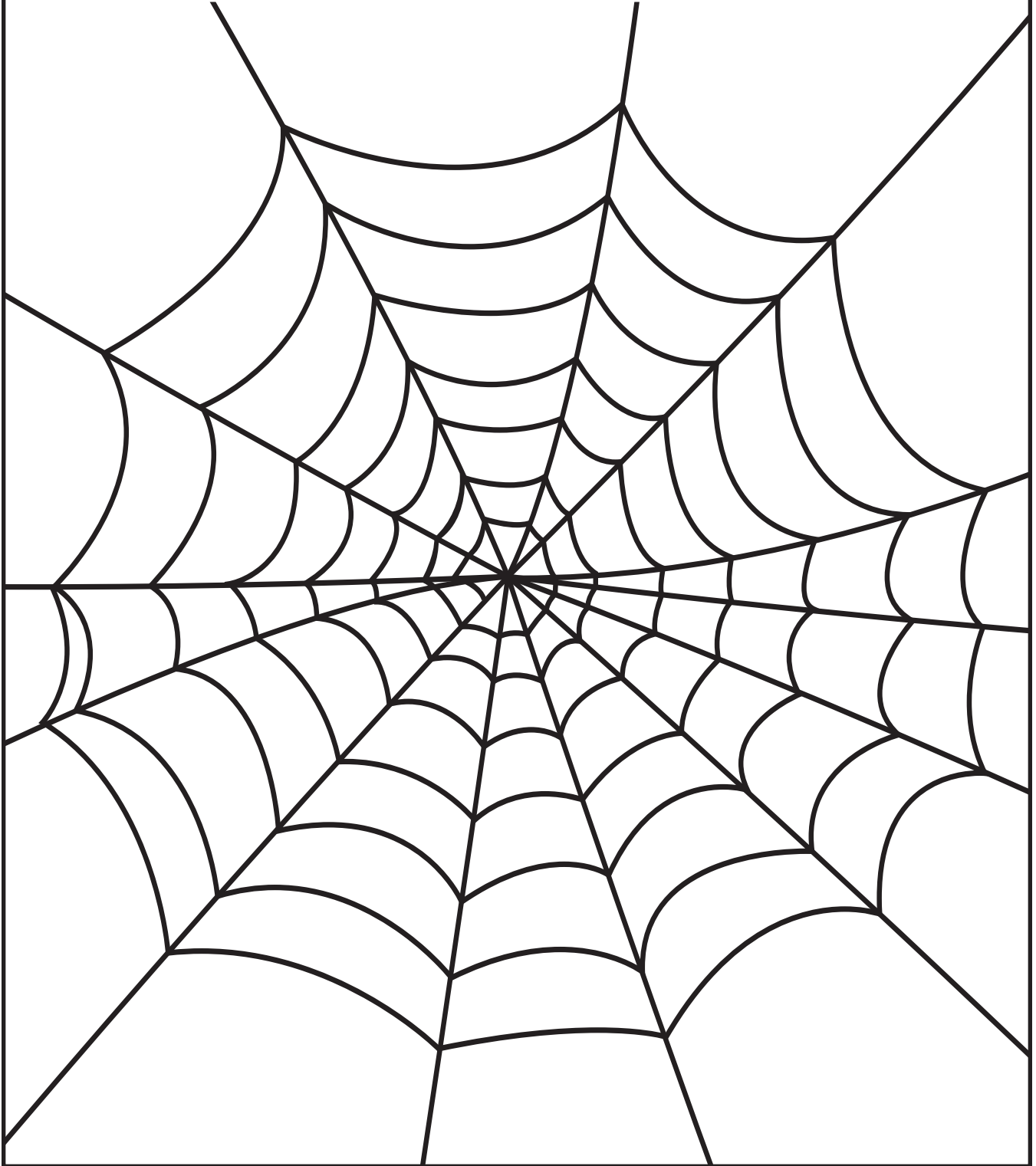
Directions:

Ask the adolescent to think about their biggest fear or fears. Then ask the adolescent to draw images that represent those fears on the spider web. Then ask the adolescent to draw what they would like to see happen to those fears.

Reframing:

Sometimes it can feel like our fears are stuck with us, like we cannot get away from them, like bugs getting stuck in a spider web. However, once we identify our fears, like you have here, it helps us to think about what we might be able to do to get over our fears or to help us feel less scared.

What's stuck in your web?



FEAR

What's in Your Attic?

Framing:

We put things in attics that we don't use or don't necessarily like anymore, but can't get rid of just yet. Our fears can be thought of the same way. We do not like to feel afraid, but we can't always get rid of them right away.

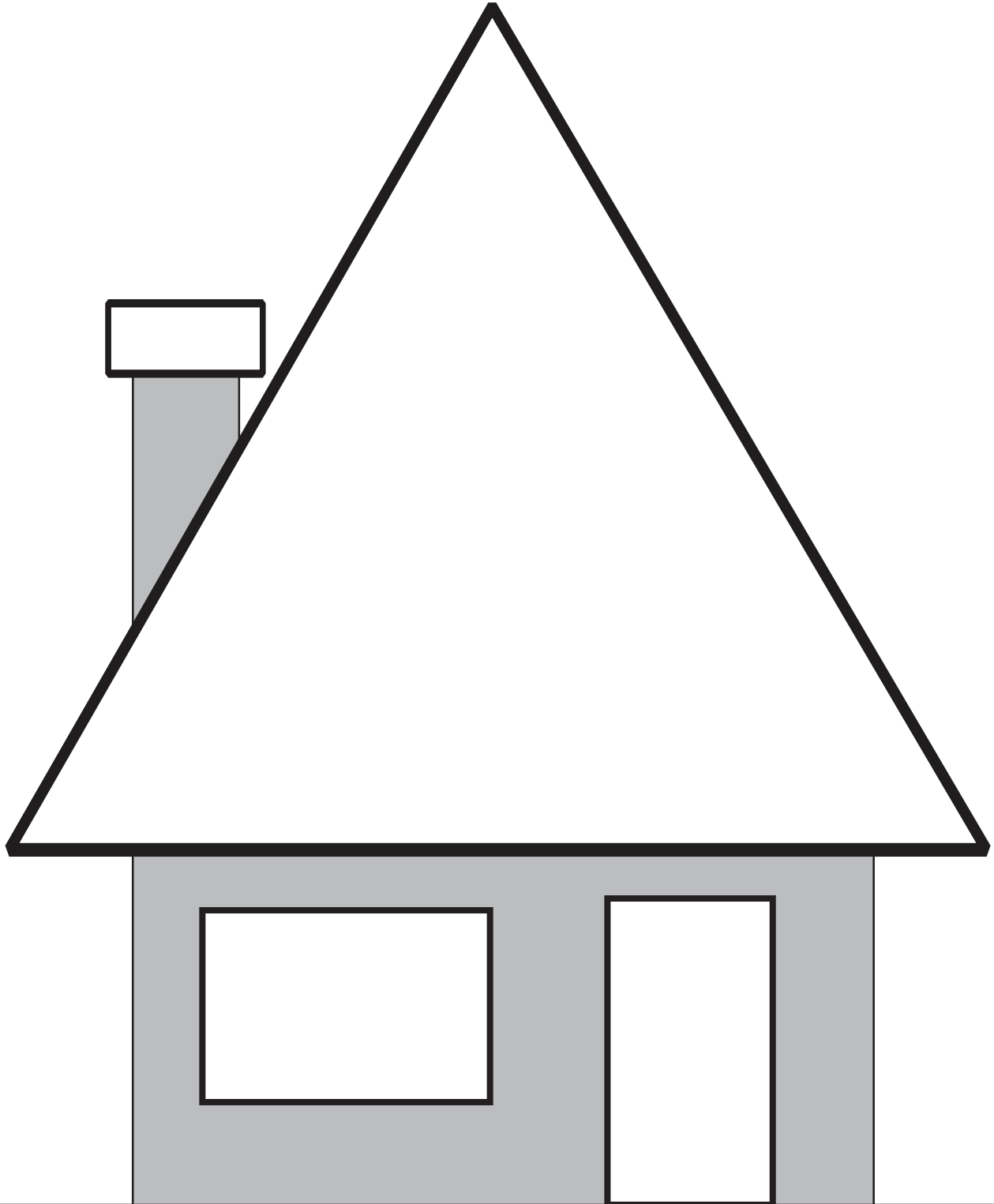
Directions:

When we are afraid of something, sometimes it is hard to tell other people about our fears. We keep them hidden away until something makes us scared again. Ask the adolescent to think about the fears they keep hidden away from other people. Then ask the adolescent to draw or write what their fears they keep hidden in their attic.

Reframing:

When you feel scared, it would be nice if we could just hide our fears in an attic so no one could find them. Since we can't always do that, what are some other things you can do when you are really scared? What would make you feel less scared?

What is in your attic?



FEAR

Fun House Mirror

Framing:

When we go to a carnival, there are mirrors that make us look really tall, really short, or really silly.

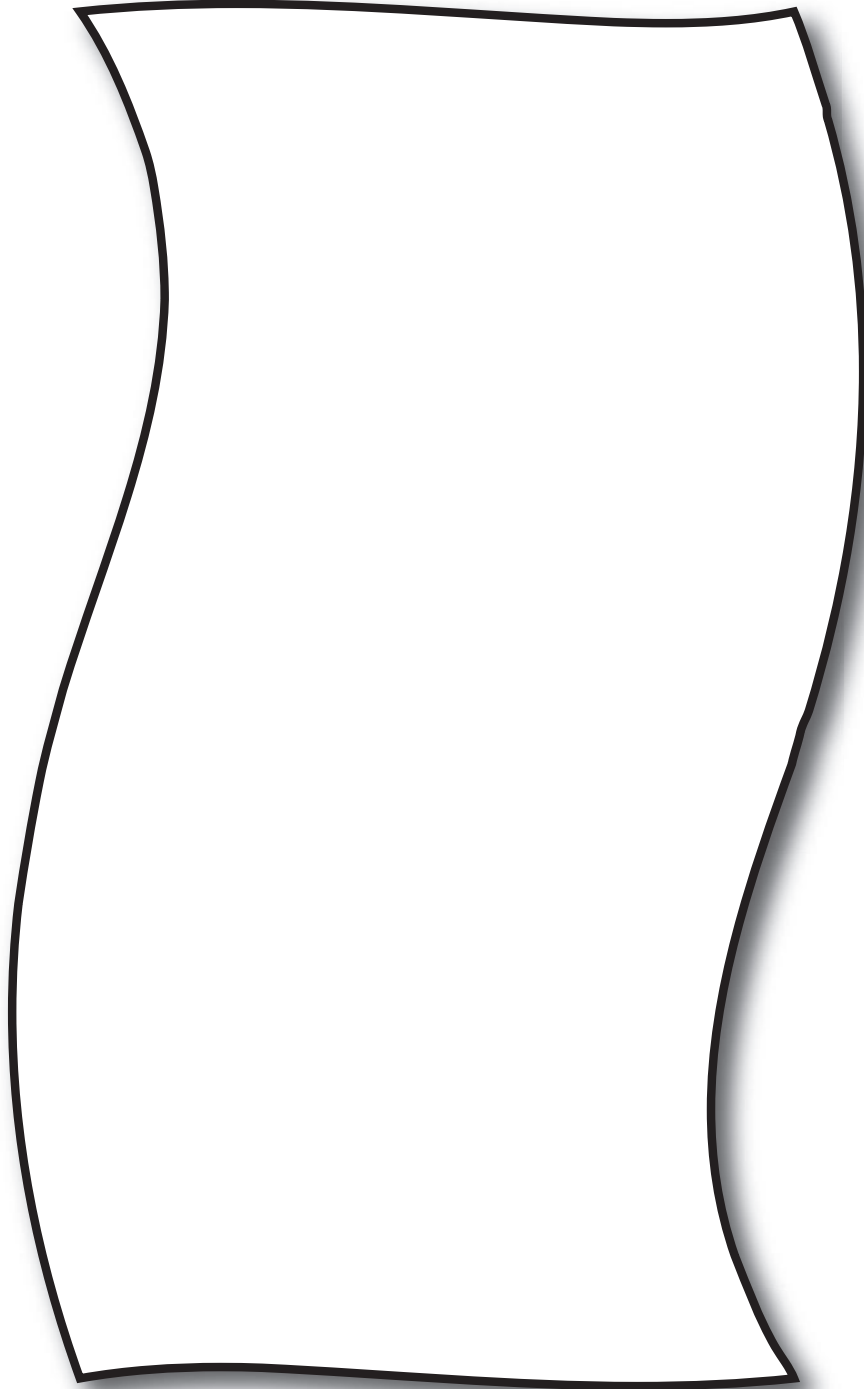
Directions:

Ask the adolescent to think about things that make them feel scared. Now tell the adolescent to think of these scary things as if they were seeing them in a fun house mirror. Ask the adolescent to draw their fears in the fun house mirrors now that they look goofy and silly.

Reframing:

Everyone has things they are afraid of. But if we think about our fears in a different way, they may not seem as scary. If you come across one of the things that makes you feel scared, it may help to think about it as you would see it in the fun house mirror. If it doesn't seem scary anymore, you can try this when you feel scared.

Write your fears on this fun house mirror:



ANGER

When I Am Really Mad I See in My Mind

Directions:

Ask the adolescent to draw a picture of what their anger looks like to them in their mind. Encourage them to explore the color, shape, size, etc. of their anger.

Reframing:

Gaining control over your anger is a process that takes time. Identifying what you are feeling, talking about it, making drawings and images of what these feelings are like for you are important steps in gaining control over your anger. When you get angry, try drawing it out like you have done here to offer yourself some relief.

This is what my anger looks like:

ANGER

When I'm Really Mad, it Helps to...

Directions:

Ask the adolescent to make a list of the things they can do when they are really mad.

Reframing:

Yes, those are all good things to do when you are really mad, Remember it is okay to be mad—really mad – but it is not okay to hurt yourself or hurt others because you are mad. Next time you are mad you can pick one of the things from this list to help you deal with your anger.

Things I can do when I'm really mad:

ANGER

If I Could Say One or Two Words That Would Explain How Mad I Was, I Would Say...

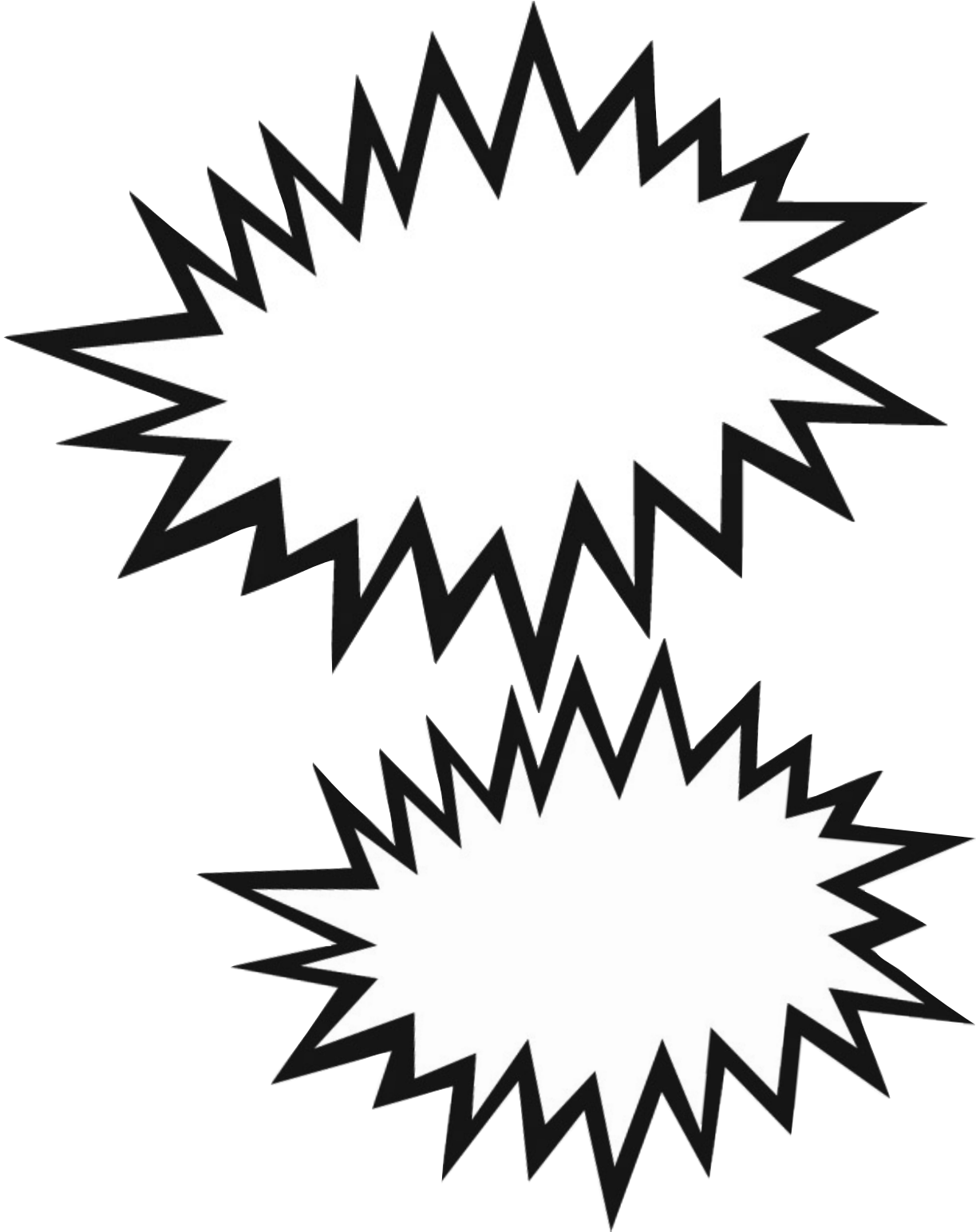
Directions:

Ask the adolescent to list one or two words that best explain how they feel or what they'd like to say when they are really mad. Have the youngster write those words really big on the paper and color them in if they wish. Then allow the youngster to say, scream, yell those one or two words very loudly several times in your office.

Reframing:

Sometimes when we get really mad, it helps us just to yell really loud, scream out a word or two that expresses how we feel. We often don't need anyone to hear us; we just have to get it out. The next time you are really mad, go into your basement, your bedroom, or outside and yell or scream out those one or two words that help let you express your anger.

If I could say one or two words that would explain how mad I was, I would say...



ANGER

If Your Anger Was a Storm

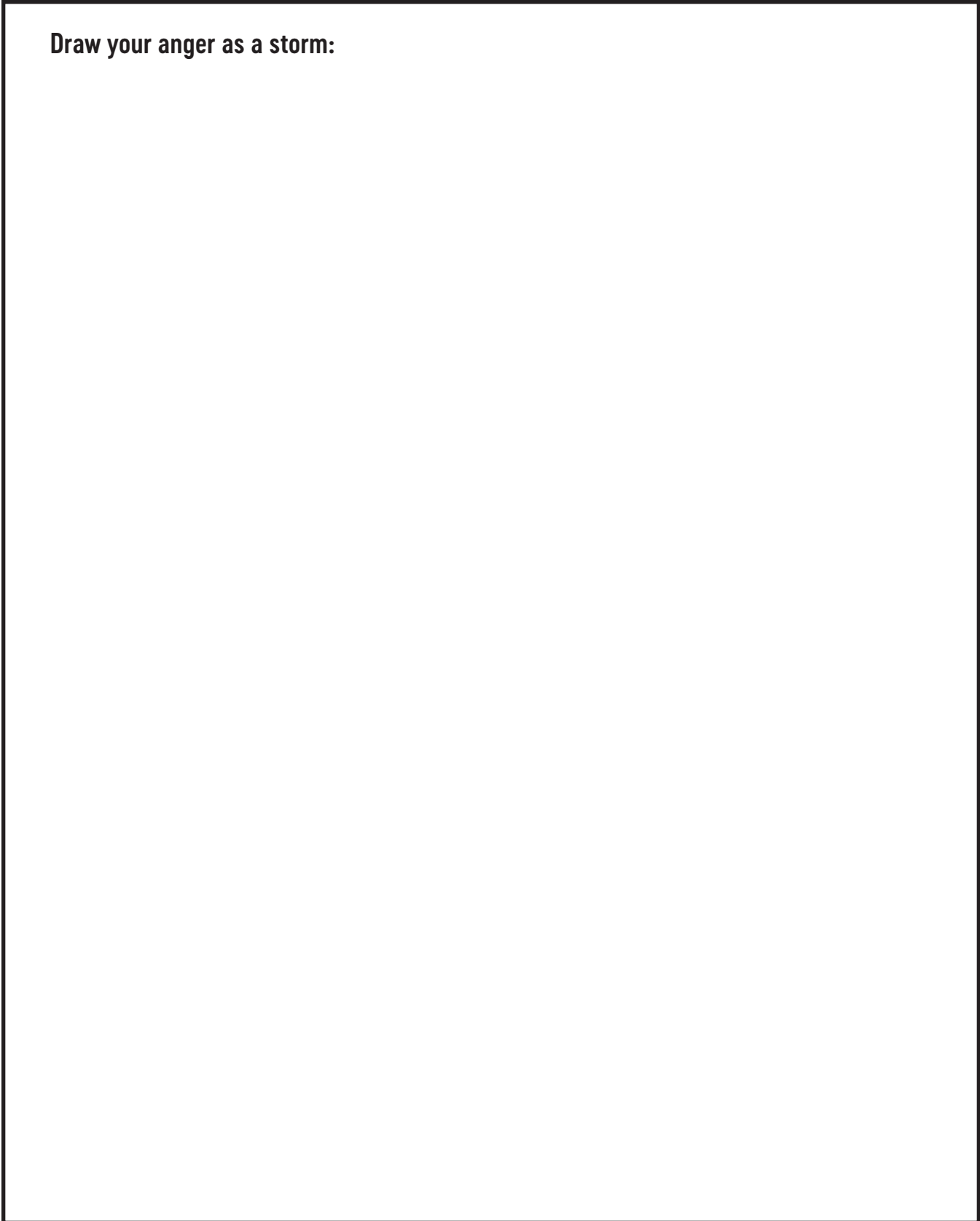
Directions:

If your anger was a storm, which storm would it be? Rainstorm? Thunder and lightning rainstorm? Hurricane? Ask the adolescent to draw what their storm would look like.

Reframing:

All anger and all storms are overwhelming, but it helps to identify how much anger or how big our anger is so that we can think of ways to better manage the anger. Now we know that your anger is like a _____ storm, let's think of some ways to manage your storm.

Draw your anger as a storm:



ANGER

Dashboard Gauge

Framing:

The gauges on a dashboard of a car lets you know if something needs to be checked out or attended to. If the fuel light comes on, it is time to get gas. When the tires are low on air, a dashboard light will come on indicating that the car tires need to be pumped up. The dashboard sends signals to the driver to prevent problems from happening later on, such as running out of gas or getting a flat tire.

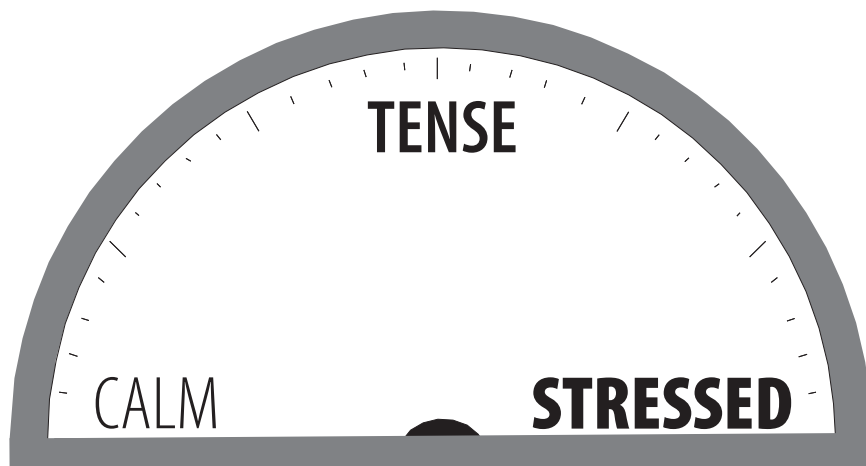
Directions:

On this dashboard, you see the words calm, tense, and stressed. Think for a minute about how your body feels when you are calm. What about when you are getting tense? Lastly, how does your body feel when you are really angry? OK, let's write those feelings above the dashboard next to the words that support them. Color the place on the dashboard in red when your body is sending you a signal that you are beginning to get angry.

Reframing:

Great, this is your dashboard. It is helpful to identify signals that our body gives to us when we are starting to get tense. This way, you can do things to help you calm down.

Your dashboard gauge:



ANGER

Stomp a Mile in My Shoes

Framing:

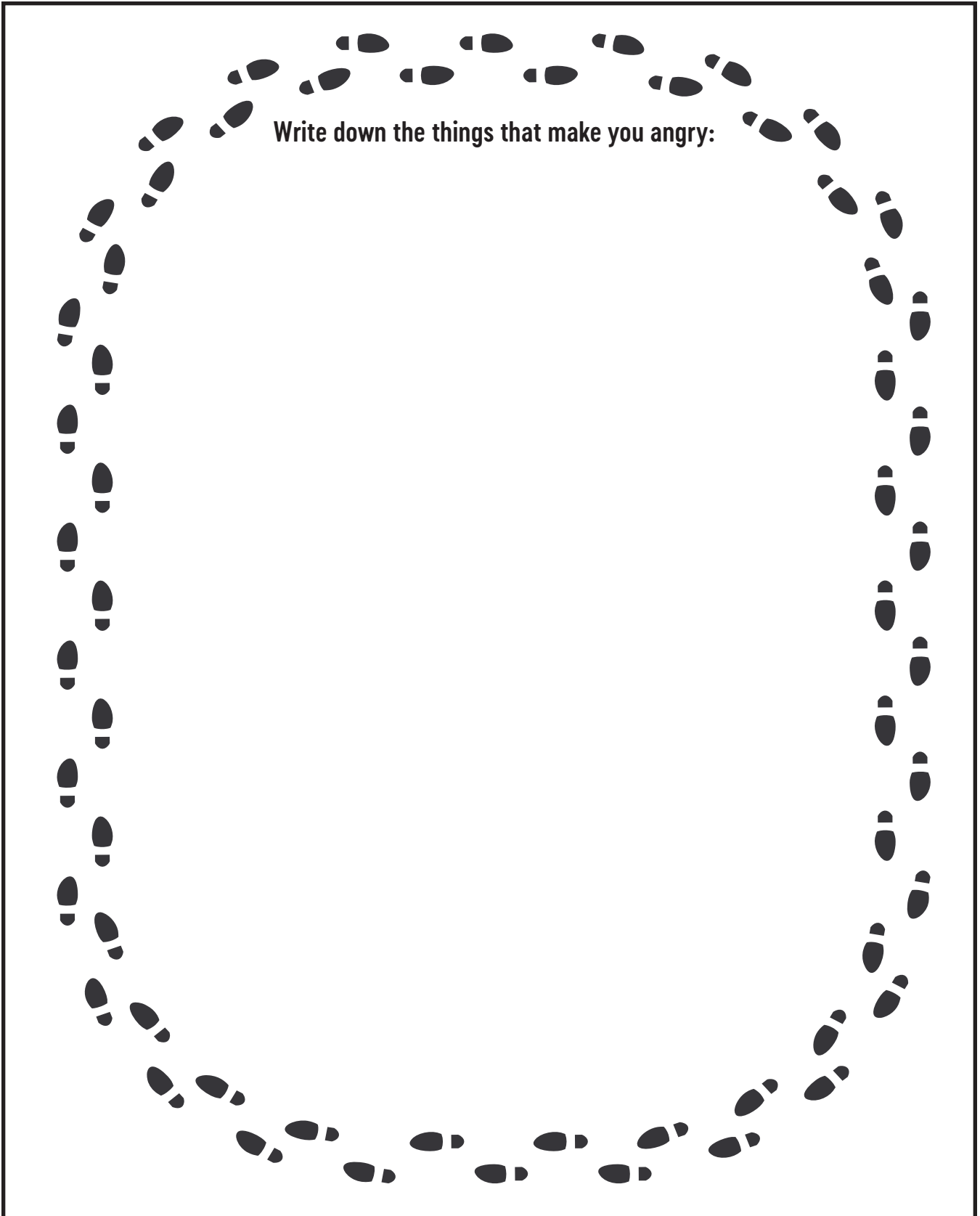
When we get angry, people do not always understand why or what we are angry about. Sometimes we get so angry we want to stomp our feet. It would be nice if they could walk a mile in our shoes so they understand what is making us so angry!

Directions:

Ask the adolescent to draw or write the things that make them angry in the open spaces along the path. Then ask the adolescent to decorate their boots to indicate how they would look after having faced all of the things that made them angry. Next to each set of footprints, have the adolescent write what makes them feel better when they are faced with these footprints.

Reframing:

When we face too many things that make us angry, we feel overwhelmed and even worn out. Now you have a list of things you can try when you get angry.



Write down the things that make you angry:

ANGER

Smoke Detector

Framing:

When there is danger, smoke detectors go off warning us that there is something that might put us in danger. People even have their own smoke detectors that alert us when something is making us angry, or when there is something that might put us in harm's way.

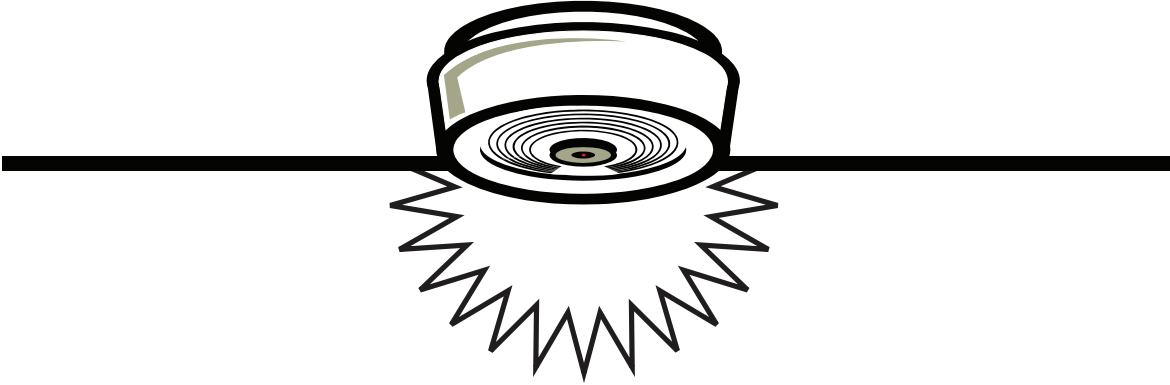
Directions:

This smoke detector is going off! What does it sound like? What is making it go off? Draw in what makes your smoke detector go off.

Reframing:

Sometimes our smoke detectors get very sensitive and we just “go off” at even the smallest thing. What sets off your smoke detector? What helps to turn it off? Discuss with the child ways to turn off their smoke detector.

What makes your smoke detector go off?



ANGER

What's in the Cage?

Framing:

When we get angry, we aren't always sure how to express what we are angry about. When we are not sure how to express ourselves, or when we think people will not understand what we are angry about, we tend to try to keep the anger inside.

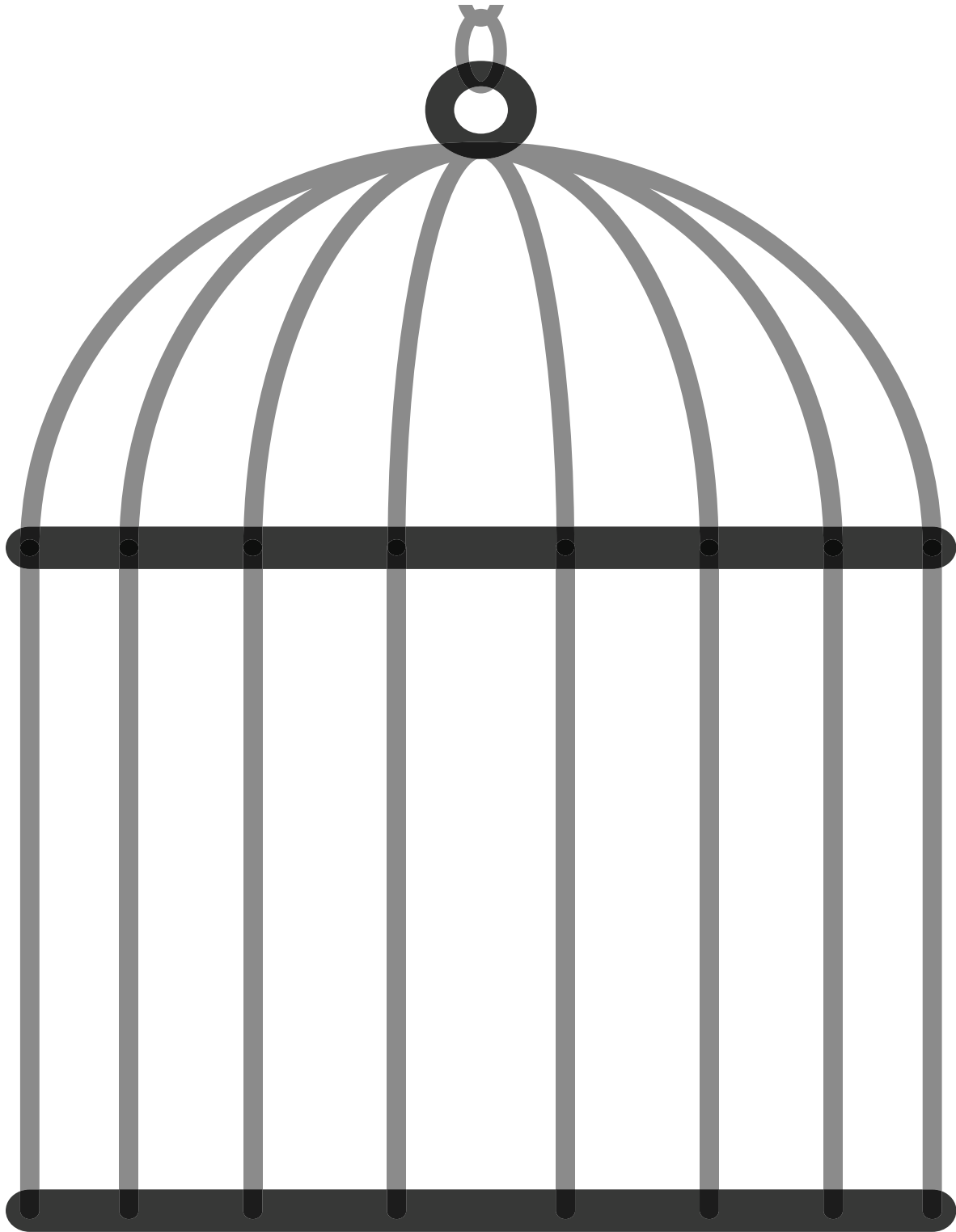
Directions:

Ask the adolescent to think about what makes them angry. Next ask them to think about what it would look like if that anger had to be put into a cage and could not get out. Ask them to draw that image inside of the cage. Ask the adolescent what it is like for them when they feel like they have to hold in their anger. Next ask them what happens to them when they hold in their anger. Does it stay in the cage? Does it feel like it needs to be released? What would happen if it was released all at once?

Reframing:

Gaining control over your anger is a process that takes time. When we hold in how we are feeling, it doesn't always feel good. It may lead us to lashing out at others or hurting ourselves or others, especially if we let it out all at once. It is okay to be really angry, but it is not okay to hurt yourself or others because you are angry. Identifying what you are feeling and talking about it can help others understand what you are going through, and will help you gain control over your anger. When you get angry, try drawing it out like you have done to offer yourself some relief.

Draw your anger in the cage:



RELAXATION

Mantra

Directions:

What are one or two words that you could repeat quietly to yourself that would remind you that you're a survivor? Write that word large in the space provided and color, trace, or decorate that word. Some ideas for words include survivor, made it, amazing, did it, yes, success.

Reframing:

Sometimes we forget how far we have come despite all that has happened in our lives. Saying one or two words to ourselves is a helpful reminder that we truly are survivors!

Write the word (s) you can say to yourself to remind you that you are a survivor:



RELAXATION

Hammock

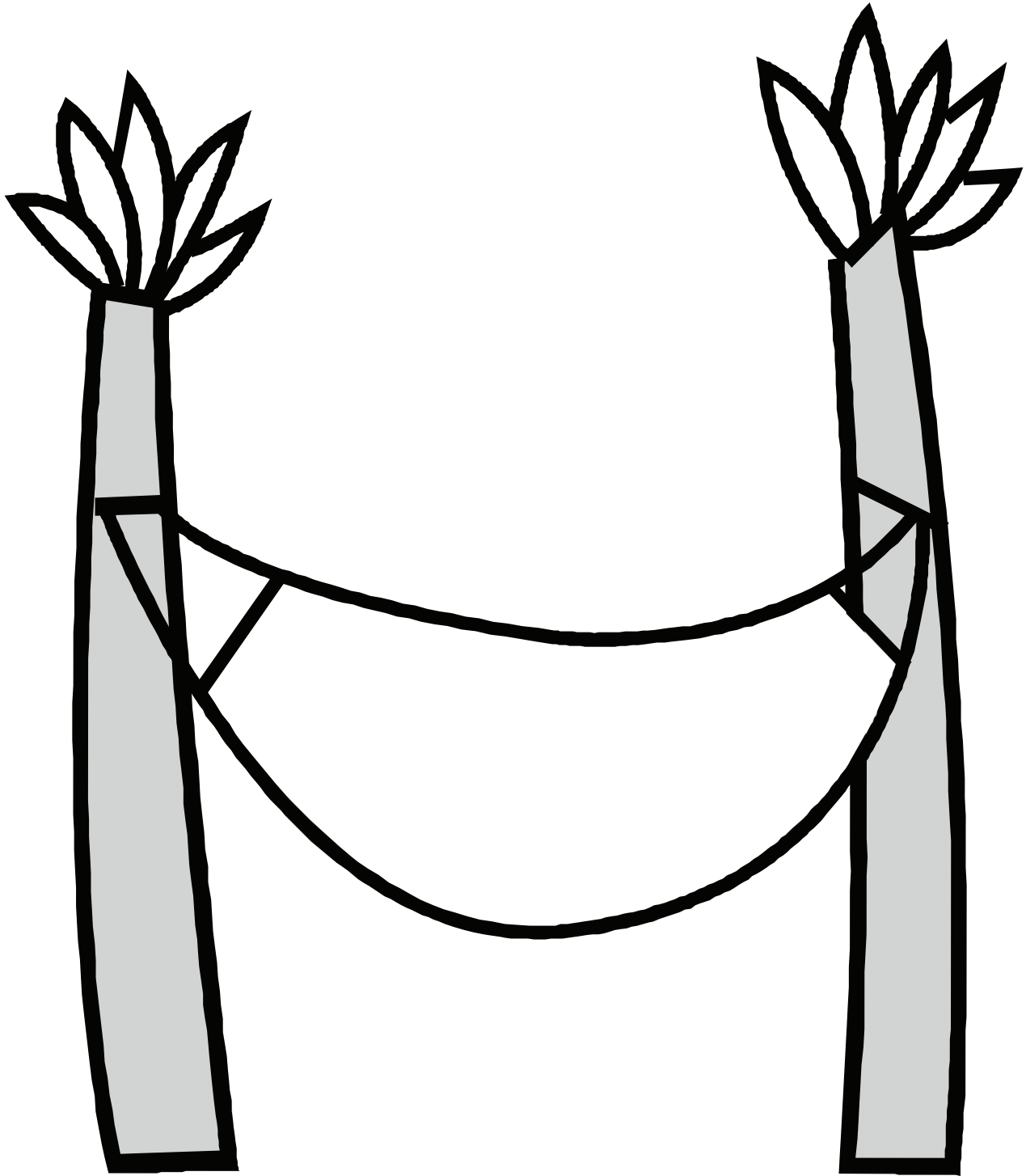
Directions:

Close your eyes for a moment and picture yourself lying on this hammock. What is around you? What do you see? Notice the colors you see. What do you smell? What do you hear as you are lying on the hammock? How does your body feel on the hammock? Do you taste anything? Once you have a good image in your mind, draw a picture of yourself lying on this hammock.

Reframing:

You can always remember lying on this hammock if you need to feel relaxed, especially when you are in a stressful situation.

Draw yourself relaxing on the hammock:



RELAXATION

Cup of Tea

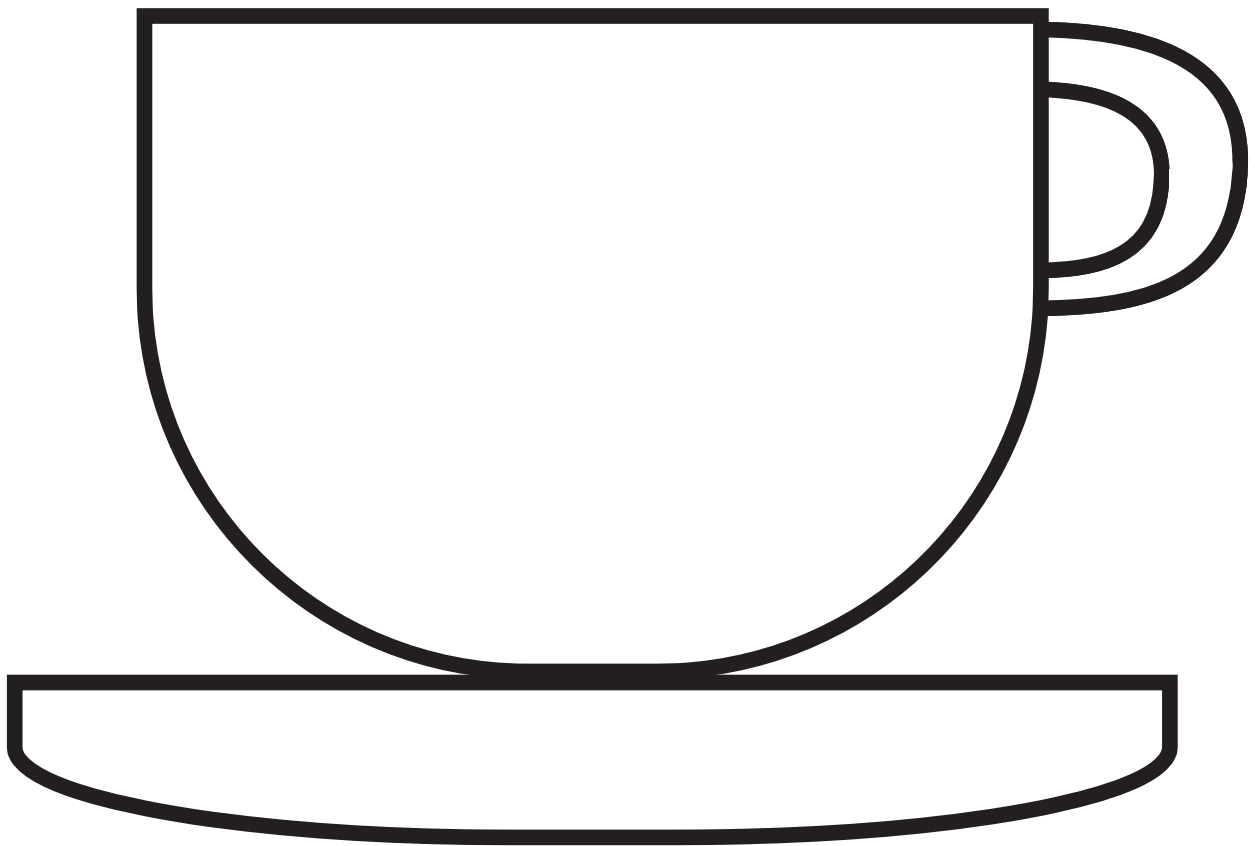
Directions:

First, color or decorate this teacup. Now, close your eyes for a moment and picture yourself holding this cup of tea. How does this tea cup feel on your hands? Is it smooth, cold, warm, hot? What is around you? What do you see? Notice the colors you see. What do you smell? What do you hear as you are holding on to this cup of tea? Do you taste anything?

Reframing:

Tea can be very calming when we drink it. You can always remember holding onto this tea cup when you are in a stressful situation.

My teacup:



RELAXATION

Mandala

You can download other mandalas to use free at www.ColoringCastle.com

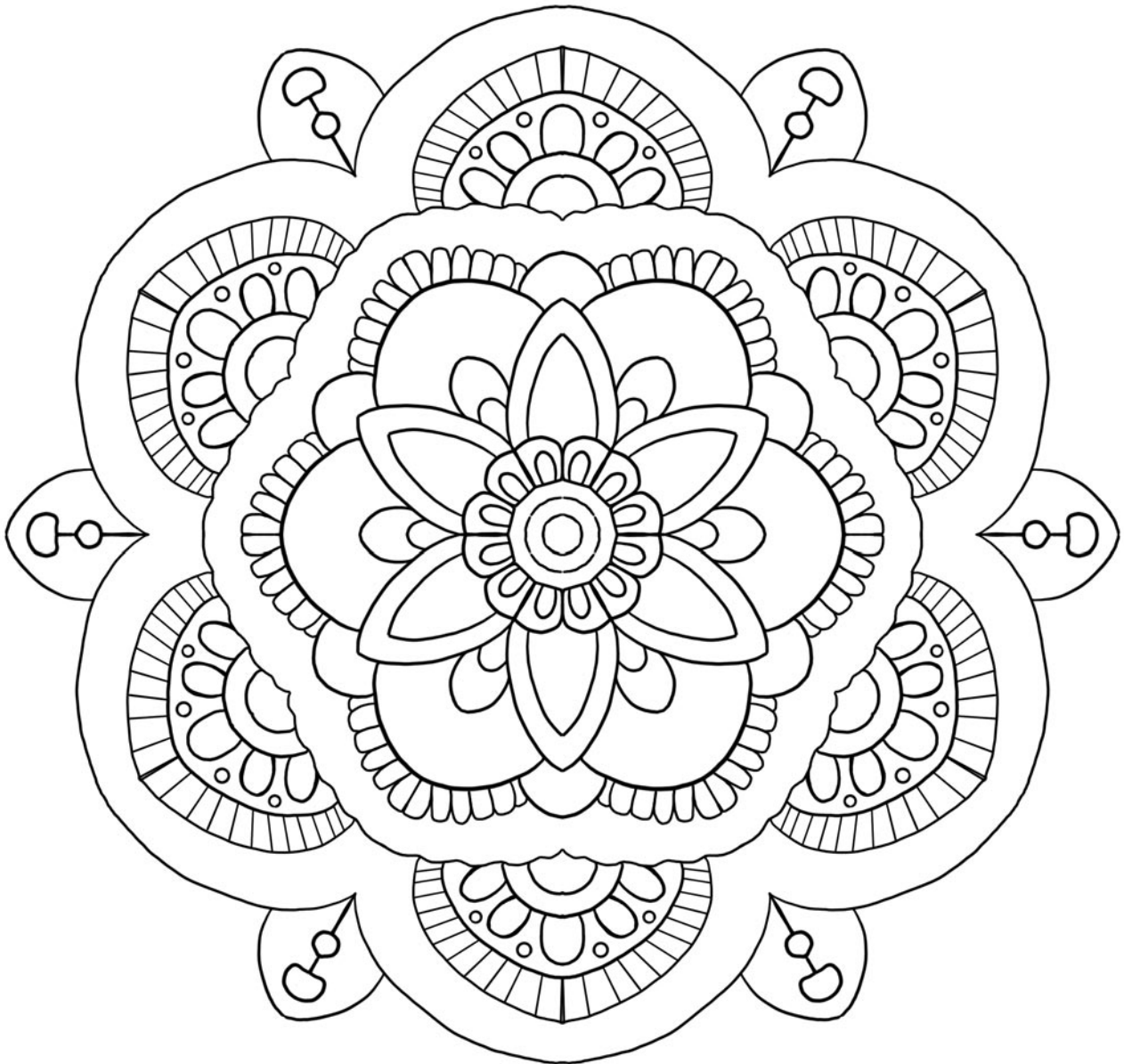
Directions:

Ask the adolescent to color in the mandala. You may want to play music while they color. Use this time as an opportunity for the youngster to relax and allow them to talk about whatever comes to mind.

Reframing:

Coloring is a way to help people relax. If you ever feel anxious or stressed out, you can get out a piece of paper or a coloring book and color while you let your mind quiet down.

Color the mandala:



My mandala:



RELAXATION

Progressive Muscle Relaxation (PMR)

Directions:

1. Find a quiet place where you may not be distracted.
 2. Wear comfortable clothes. Remove glasses if you wear them.
 3. You can practice lying on your back, or seated on a chair with your head supported. If you practice PMR lying down, you may fall asleep, so plan ahead for it.
- You relax your body by tensing various muscle groups, one after the other. You start from your feet and proceed toward your head.
 - While inhaling, tense a group of muscles and hold the tension for about eight seconds. Feel the tension.
 - Then exhale and let go of the tension. While relaxing a muscle group, feel the relaxation enveloping the muscle. At the end of PMR, you have relaxed your entire body.
 - Start with your right foot. Inhale, squeeze the muscles tightly and hold for about eight seconds. Feel this tension. Then loosen and let go of the tension while exhaling. Feel the relaxation permeating the foot. Savor this feeling of relaxation.
 - Repeat the same procedure with left lower leg and foot. Then continue the same procedure with other parts of your body in the following sequence:
 - Entire right leg
 - Left foot
 - Left lower leg and foot
 - Entire left leg
 - Right hand – making a fist
 - Right forearm and hand
 - Left hand – making a fist
 - Entire left arm
 - Abdomen

- Chest
- Neck and shoulders
- Face – tense your face muscles, make a grimace, close your eyes tightly, clench your teeth. Hold the tension for about eight seconds while inhaling. Then relax and exhale. Feel the tension draining out and muscles getting relaxed. Enjoy the feeling.
- Take a few deep breaths while feeling the relaxation that has now overcome your body. Feel this relaxed feeling. Count up to five and slowly get up.

Reframing:

Make Progressive Muscle Relaxation a part of your daily life for stress and anxiety relief. It will reduce your stress levels. Practice it some more until you get a deep feeling of relaxation. All you need is a few minutes and a quiet place! Practice it two times a day for a few weeks. Then you can move on to the shortened version of PMR.

RELAXATION

Imagery Activity

Directions:

Talk the adolescent through a story that encourages them to visualize colors, objects, movement, and calm peaceful surrounding. Have the child draw a picture of the image they created. Topics you may use: The Beach, The Ocean, A Day at the Park, Walking Through the Woods

De-stressing Script

Framing:

I want us to do an activity to help you feel calm and relaxed.

Directions:

Have the adolescent get comfortable in their chair and begin. Close your eyes. If you feel uncomfortable closing your eyes, just focus on a spot on the wall. Get comfortable in your chair. In just a minute, we are going to take 3 deep breaths. For each breath, you will breathe in through your nose and out through your mouth. I will count as you do this. Now, take the first deep breath (In 1-2-3, Out 1-2-3), Now take the second breath (In 1-2-3, Out 1-2-3). Now the third and last breath (In 1-2-3, Out 1-2-3).

SURVIVOR

I Have Come a Long Way! – Lifeline

Directions:

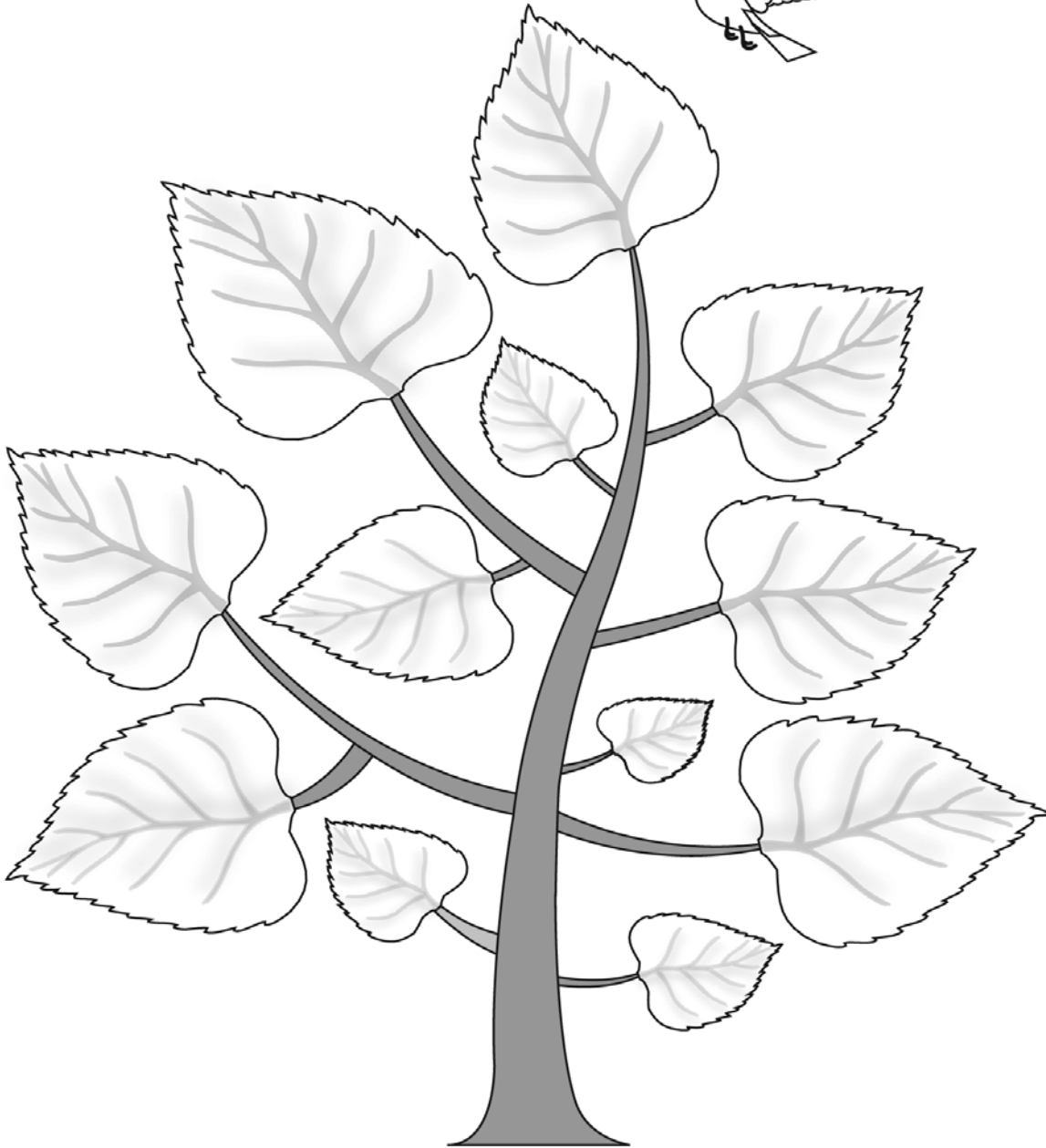
Ask the child to write their birth date at the bottom of the tree. Then, have them write down several moments in their lives that stand out to them. Encourage them to list both bad things and good things that have happened. (For example, learned how to ride a bike, met a new friend at school, mom and dad divorced, etc.)

Reframing:

Well, what do you see here? I see that a lot of things have happened in your life, lots of good things and some things that were not so good too. But the thing that really stands out to me is that you keep moving forward. Look at how far you've come! There are a lot of different parts of your life. You continue to grow and experience new things all of the time. You really are a survivor to have come this far! Good for you!

I have come a long way!

The Sky is the Limit!



The Day YOU Were Born:

Your Name

Your Birthday

SURVIVOR

The Good Parts of Me

Framing:

Remember, trauma is only one part of all the experiences you have had in the past. The fact is despite what happened to you, all the things you are mad about because of what happened, all the things that weigh you down, they are only one part of your life. I just wanted to remind you of how your experience is only one of many.

Directions:

Ask the adolescent to list their good parts. Follow this with completing what others would say they like about them.

Reframing:

Sometimes we forget about all of the good parts about ourselves and of what others feel are special about us. We only focus on the trauma. I want you to remember that the trauma is only one part of you – the good things you listed never disappear, they just sometimes get buried under the bad things. You really are a survivor.

The good parts of me	What others would say

SURVIVOR

Victim Versus Survivor

Directions:

Ask the adolescent to read each statement out loud. Have them check the statements that they feel apply to them. Discuss the differences between how a survivor versus victim thinks. Explain that as they move more to a survivor's way of thinking, they'll check more survivor statements.

Victim Versus Survivor Thinking:

A Victim Thinks:

- I don't expect much good to happen in my life.
- I am always going to feel sad, angry, depressed and confused.
- You can't trust anyone except very few people.
- I feel guilty for many things, even things I know are not my fault.
- I am afraid to do something new for fear I will make a mistake.
- Most times I think things will never get better. There is not much I can do to make my life better.
- I tend to see people as either for me or against me.
- I am never going to get over what happened to me.
- I have very few choices in life.

A Survivor Thinks:

- I expect a lot of good to happen in my life.
- I may feel sad, angry, depressed, and confused today, but I will not always feel this way. Things will get better.
- I have people I can trust.
- I am only responsible for myself. I cannot control everything.
- Everyone makes mistakes, that is how we learn.
- I am in control of my life. There are things I can do to make my life better.
- People are supportive of me. I trust my inner-self to make good choices.
- Each day I get a little stronger. I will get over this.
- I have many choices in my life.

SURVIVOR

My Future

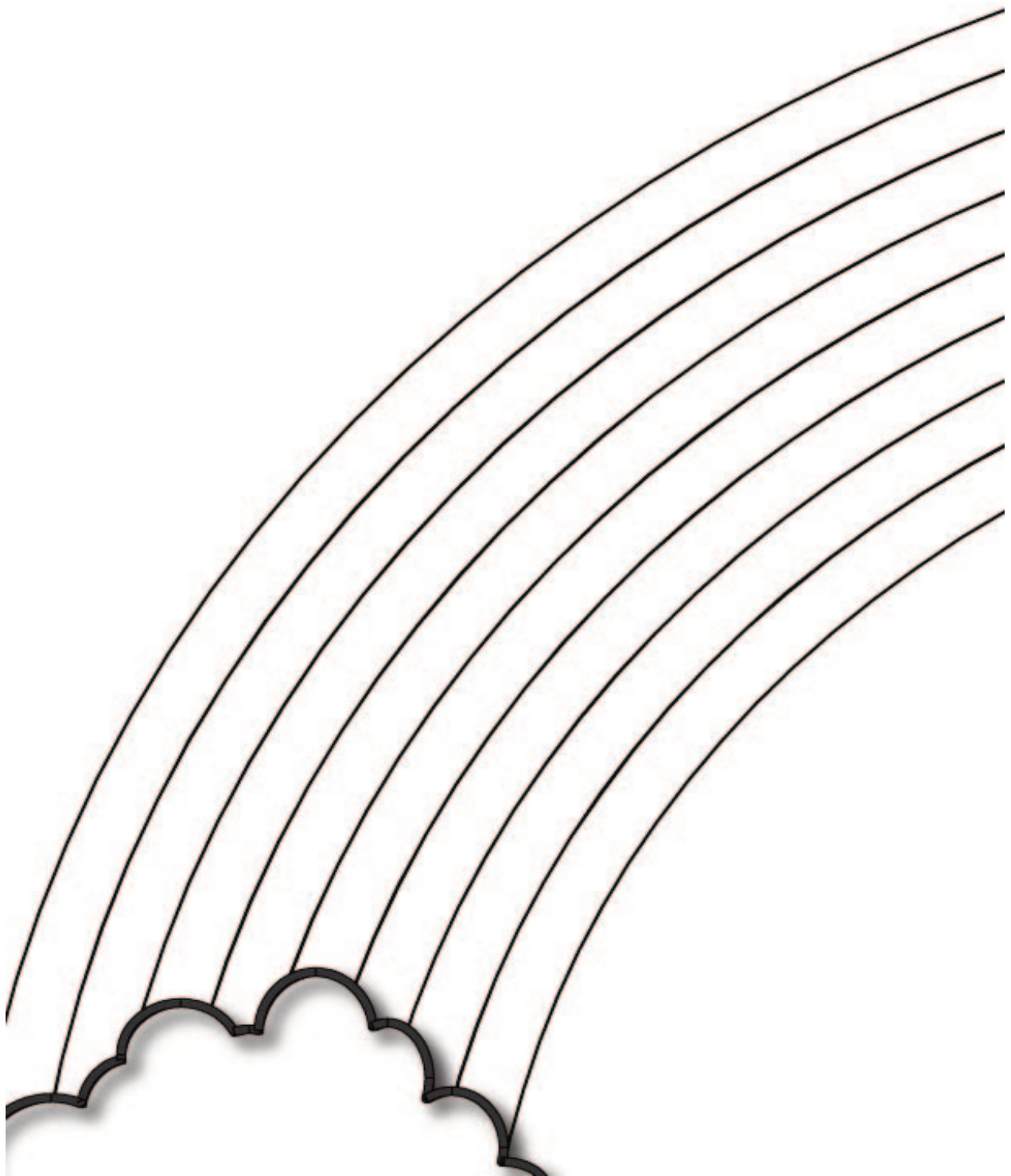
Directions:

Ask the adolescent to write down their hopes, dreams, and goals for the future on the rainbow and then have them color the rainbow. (NOTE: Future does not have to be too far off – it can be for the summer break or next school year if the adolescent is having difficulty thinking too far ahead.)

Reframing:

It is important every once in a while to stop and think about what our hopes, dreams, and goals are for the future. Thinking about the future acts like a magnet that keeps us moving forward, experiencing new things, and growing! I am excited to learn more about what you want to do and experience in the future.

My hopes and dreams and goals for the future:



SURVIVOR

Look at the Fireworks! You're a Survivor

Directions:

Ask the child to think about accomplishments they have made in their lives-overall or since the bad/scary/sad thing happened. They can add more fireworks if desired. Ask them to decorate the fireworks and draw or write the accomplishment next to each firework. If the adolescent is having trouble, encourage them to think about both small accomplishments and big accomplishments. You could also remind them of something that you have seen them accomplish.

Reframing:

Sometimes it is easy to forget all of the good parts about ourselves, what we have accomplished and all that you have done despite what happened to you. We only focus on the trauma. I want you to remember that the trauma is only one part of you. The things that you have accomplished never disappear; they just sometimes get buried under the bad things. You really are a survivor.

Write your accomplishments next to the fireworks:



SURVIVOR

Look What You Have Overcome!

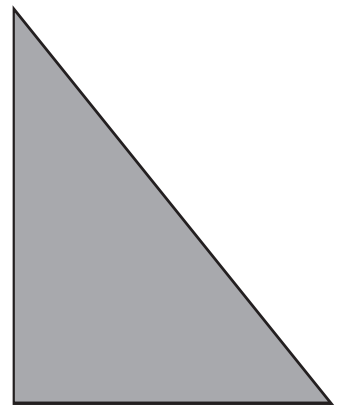
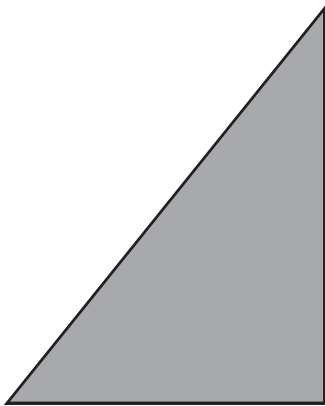
Directions:

Ask the child to draw all of the things they have overcome in the blank space between the two ramps. Then ask them to draw a picture of themselves as the person jumping to the other ramp.

Reframing:

Wow! There were some tough things to overcome, but look at how far you have come! I see that there have been some tough things that you have faced, but there have also been some good things that have happened. What really stands out is that you have been able to overcome these challenges and keep moving forward. Look at how far you have come!

Draw the things you have overcome, and then draw yourself jumping to the other ramp:



SURVIVOR

Bull's Eye

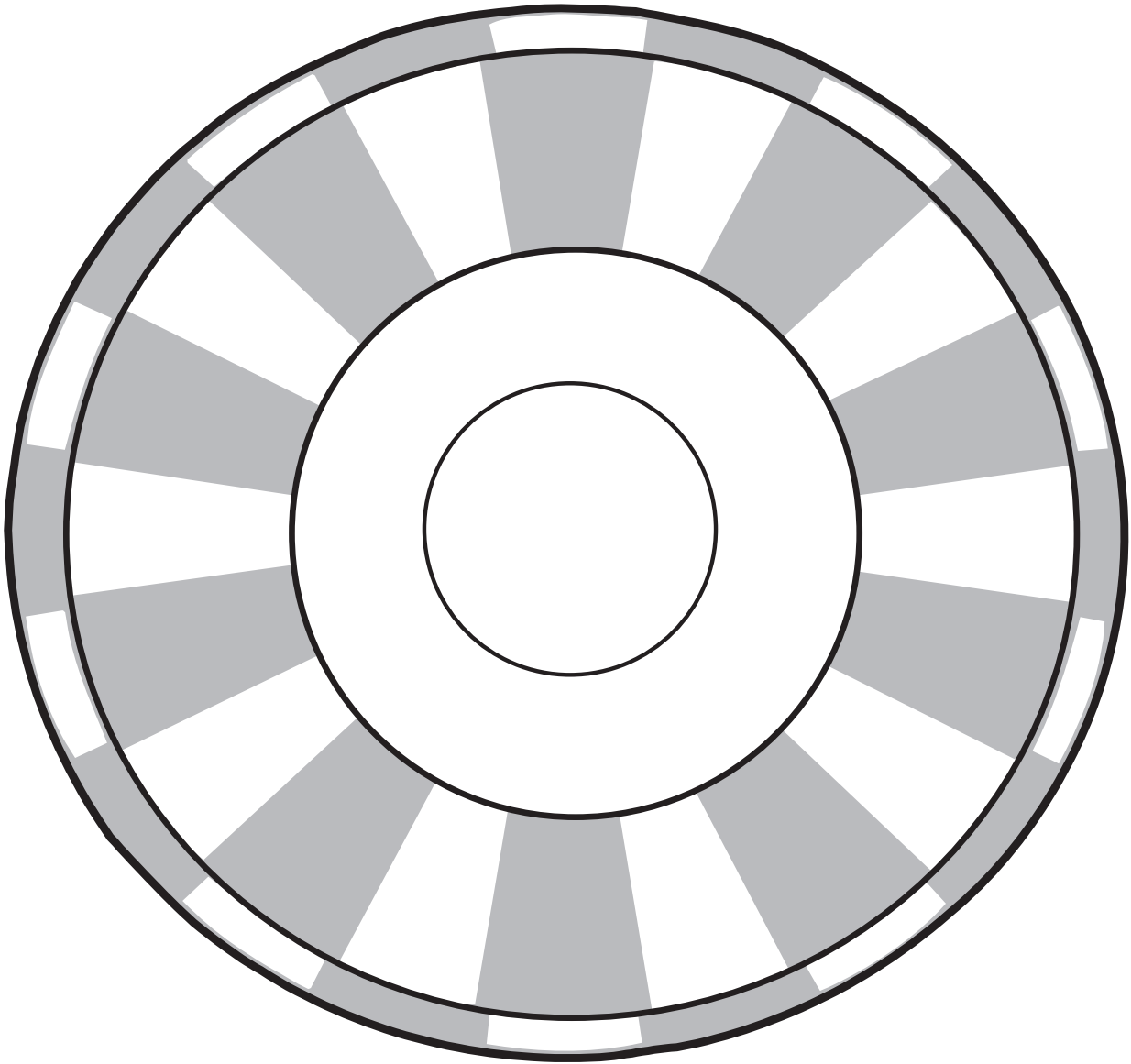
Directions:

What are some of the things that helped you to survive, despite all that happened? Make a list of those things here. Now pick one or two items that were the things that really “hit the bull’s eye” on helping you survive. Put those in the middle. Place the other items on the circles surrounding the bull’s eye.

Reframing:

There have been a lot of things that have helped you to survive. And even the things that helped but didn’t hit the bull’s eye certainly helped you to get to the bull’s eye! It was practice; it is important to take time to try lots of different methods to help you survive.

What things hit the bull's eye for you?



SURVIVOR

Four-Leaf Clover

Directions:

Here is a four-leaf clover. Instead of making a wish, let's think of four things that you feel are your biggest strengths or accomplishments. Write them on each of the clover leaves now. Color in or decorate the clover.

Reframing:

Instead of wishing for our life to be different, for just a minute, I want you to experience how proud you feel right now for all the things you have accomplished. You are a survivor.

Write four of your biggest strengths or accomplishments:

The image contains four large, irregular, hand-drawn outlines arranged in a 2x2 grid. Each outline is a thick black line that forms a roughly rounded, teardrop-like shape. These outlines are intended for a student to write their strengths or accomplishments in.

SURVIVOR

Rock Climbing Wall

Directions:

Look at this rock climbing wall. Pretend you are at the top of the wall today. What are the things about you that helped you get to the top? What has helped you to survive despite all that has happened? On each rock, write the names of your strengths, resources and activities you enjoy, or people that helped you as you climbed up your wall.

Reframing:

Wow! It took a lot of climbing and a lot of strength to get you where you are today. Great job!

Write the things and people who have helped you climb the wall:



SURVIVOR

My Book Title

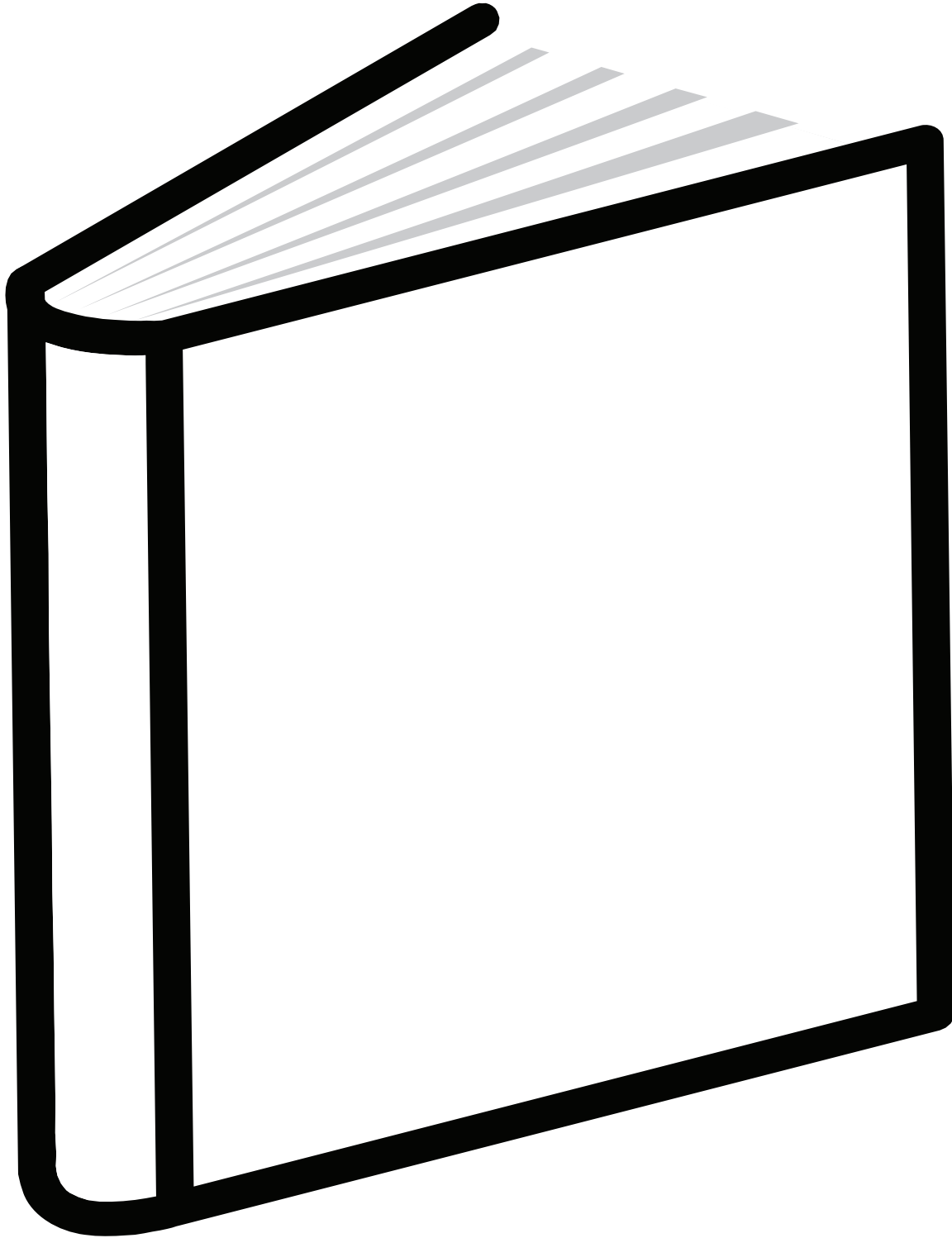
Directions:

If your life was a book, what title would you give it to let others know how far you have come? Write the title on your book. You can also color or draw a picture on the cover of your book.

Reframing:

We all have a story. You have a come a long way! I love your story title!

My book cover:



Crisis Intervention: The First Few Days

The following information is adapted from the July 17, 2004 presentation given by Dr. Lennis Echterling at The National Institute for Trauma and Loss in Children's Summer Institute in Detroit, Michigan. Dr. Echterling's newest publication, Echterling, L. G., Presbury, J., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, NJ: Merrill/ Prentice Hall (available through The Self Esteem Shop 248-549-0511) describes the different processes and strategies that are briefly summarized here. His approach is highly recommended, and provides very specific language and techniques for helping victims in the first few days before formal debriefing or more intrusive or intense intervention would be appropriate.

Crisis Intervention: Things to Say, Things to Do

Make contact:

Active listening, active understanding, active validation. This refers to empathetic action:

- *Let's clean you up.*
- *Let's find you a place to sit.*
- *Let me help you find your friends.*
- *Let me sit with you, just in case you need something.*

Make meaning:

- *What worries you the most right now?*
- *What scares you the most now?*
- *What advice would you give someone else going through the same situation?*
- *What do you think you can possibly learn from this?*

Manage emotions - ask "getting through" questions:

- *How are you finding it in your heart to be so brave to get through this, as difficult as it is?*
- *Have you ever had this kind of feeling before, even if it wasn't to this degree?*
- *How did you get through that?*
- *What helped the most?*
- *Who helped the most?*
- *What did you do to feel a little bit better?*

Lower emotional stress:

- *Remind them that they are safe right now.*
- *Now that you are here and safe for a while, it's okay to...*

Acknowledge feelings:

- *I can't imagine not feeling scared, confined, etc.*

Provide calmness/respite:

- *What would make you feel the most comfortable now, even for just a few minutes?*
- *What would make you feel the safest?*
- *What part of your body feels the calmest, most relaxed right now...stay there for a moment.*

NOTE: *The purpose is not to “process” or “resolve” emotions. Simply acknowledge, normalize, soothe.*

- *Provide a glass of water - it does help to slow down the system, as does comfort food.*
- *Do a progressive muscle relaxation exercise with them.*
- *Provide teddy bears and “blankies” - they do make a difference and bring comfort for many.*

Help victims take action:

- *Think in terms of short periods of time. Hour to hour.*
 - *What can you do the rest of today that will help you until we meet again tomorrow?*
- *Think in terms of simplistic actions:*
 - *What can you do, just for a brief time, to give your brain a rest? Walk, exercise, listen to music, cook, play a sport, work, etc.*
 - *Ask: What else do you feel you need to do right now? It can be as simple as gathering more information. Often new information and details help calm a person.*
- *Think in terms of the possibility of helping other survivors in small ways:*
 - *Say, “As difficult as this is, you’re showing me a lot of compassion. What do you think you might do that might help the others (surviving family members, etc.) that are having a difficult time?”*

Help victims find resolve and resolution - begin in the present.

- *How you feel later today will be a little different than how you feel right now. We know that because you’re likely to have new information, and others who will come to your support. Sometimes, it’s just having the time to feel whatever you feel that helps to get through this.*

Move to the future:

- *Each day, focus on the next day to come and how the next day will be a little different as well.*
 - *It's been two days now. What has made it possible for you to get through this? How have you managed all your worries, your fears?*
 - *Who has made it possible for you to get through this?*

Ask “what if” future-oriented questions:

- *What if you had the opportunity tomorrow to experience more relief or feel a bit stronger?*
- *What would you do when you woke up tomorrow?*

Offer encouragement - *Normalize - show your belief in them:*

- *You've shown me a lot of courage. I don't know how I would respond if something like this were to happen to me, but I do know I'll remember you and know that I will find a way.*

Focus on the survivor:

- *Now that you've had a few days to try to make sense of all that happened, what one thought stands out the most in your mind?*
- *What have you learned that you did these past few days that helped you the most?*
- *What did others do that really made a difference for you?*
- *Where do you think you've gotten the strength to go on?*
- *If something similar were to happen again what might you do differently?*
- *What really surprised you the most about yourself these past few days/weeks?*
- *How has this changed the way you think about yourself?*
- *How has this changed the way you think about those closest to you?*
- *How has this changed the way you think about life in general?*
- *If you give me one piece of advice to help me better help others in the future, what would it be?*

Normalize the future:

- *Every time we make it through one crisis, we learn a little more about ourselves, especially our strength.*
- *There will be other crises, that is a definition of life – the end of one chapter and the beginning of another chapter in our life. Future crises may be less difficult, they may be more difficult, but your strength will help you find a way to get through those tough times too. You really are a survivor.*

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