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KAD Africa: Trauma Management Curriculum

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KadAfrica

Trauma Management Curriculum



Jasmyn Burdsall & Nick Carson
Santa Clara University, Global Social Benefit Fellows 2020

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Miller Center
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1. Brave Space Rules

By making the class a Brave Space, you are establishing a supportive environment where the girls feel comfortable enough to participate, and everyone is protected in the ways they need to feel safe. A brave space helps open dialogues as the girls know that they will be shown respect when they share. A brave space also keeps all the girls accountable for each other.

The brave space rules every group should start with are:

1. Ask permission to ask questions about other people's experiences: e.g., "Would you be willing to tell me more about..."
2. Address conflicts peacefully to the best of your ability and seek KadAfrica Cluster Coach assistance if needed.
3. Validate and support the ideas, feelings or experiences of others.
4. Practice forgiveness: remember that this is a space where we are all learning and growing.
5. All emotions are welcome. Be aware that your emotions may impact others based on their experiences.
6. If you're feeling upset or overwhelmed, you can excuse yourself to the safe spot to take as much time as you need. If you need me for support, I can join you in the safe spot to find a tool to use to calm down.

2. Trauma Sensitive Spaces

Traumatic experiences, like abuse, violence, or loss can be difficult for the survivor to share out loud. Unwanted sharing or reminding of a traumatic experience can lead to "triggering" and "flashbacks" (see glossary) which can send a person back into the distress they experienced during the trauma. To reduce the risk of unnecessary distress, it's recommended that direct questions about specific experiences are avoided, a safe and quiet place in the classroom area is provided if someone needs space to collect themselves, and that brave space rules are established for each cohort. The purpose of setting these emotional boundaries is not only for the wellbeing of other beneficiaries who may become triggered, but to also reduce emotional weight for cluster coaches. It's recommended cluster coaches also follow the facilitator self-care guide (pg 121).

3. Responding to Distress

These courses have been designed to avoid triggering during lessons, however in the instance someone is triggered, here are steps to de-escalate the situation:

1. Give the person physical space, ask them what they need
2. If you are comfortable, you can ask if they want to use a tool to calm down. You can sit with them to use one of the following practices:
 - a. Butterfly Hug (pg 66)
 - b. Deep Breathing (pg 19)
 - c. Going to their safe space (pg 17)
3. Guide them to a safe spot to collect themselves or if needed, to someone through the referral system who can listen and support them until they are calm.
4. Check in to make sure they are okay and have a safety plan for the rest of the day. If needed, call a family member or friend to support them.

4. Management not Processing

Trauma processing is a long journey that uses more resources than KadAfrica is able to provide. The purpose of these courses is not to process trauma as one would in therapy, but to manage the trauma symptoms that make the girls' everyday lives and activities difficult. Each course is designed to help reduce a variety of distressing symptoms found in the glossary.

5. Material Flexibility

This curriculum was created to be flexible. It will be taught to two different populations, the Ugandan and refugee beneficiaries. Although there are similarities in the types of skills both will benefit from, each group has unique needs. The curriculum can be adjusted to meet these needs. The first 7 lessons (1-7) cover the most important topics to build basic emotional regulation and management skills. In addition, they provide a framework for the rest of the curriculum to follow. Lesson 8 will be a mid-session check-in to assess what needs and goals are being met and how well the information is being retained. From there, the final 7 lessons (9-15) are built to be modular. This means that you and the girls in the class can choose activities and skills from the list of additional resources that seem most beneficial.

It is important to note that activities can be shifted if necessary. There will be times when certain discussions or activities are very productive and go longer than the expected time. This may mean that you cannot do all the activities in the lesson plan. If this occurs, you can move the activity that was missed to a later class. It is more important to allow a

productive and healthy conversation to continue than to cut it short. Because there is flexibility in the lessons, you should let the girls move at their own pace and take the time they need to explore different topics. This will help them get the most out of each activity.

Based on data collected in interviews, it was found that religion and faith are incredibly important trauma management tools for the girls across all populations. We have included multiple faith based activities throughout the curriculum. In the lesson plans, they are purposefully written to be as inclusive as possible. These sections can be further adjusted depending on the beliefs of the girls you are teaching. Keep in mind when you are teaching faith based lessons that not everyone may use the same name for their higher power, and language should be adjusted accordingly to stay inclusive to everyone in the class.

Lesson 1: Mindfulness

To have with me:

Materials:

- Lesson plan
- Passionfruit or another food that elicits emotion
- Facilitator notes

Handouts:

- n/a

To collect:

n/a

Lesson Plan

Step 1. Establish small groups

Step 2. Brave Space

Step 3. Rose, Bud, Thorn

Break

Step 4. Passion Fruit Meditation

Step 5. Class Goals & Worries Discussion

Step 6. Wrap up

Objectives

- Create small groups
 - Establish trust, respect, confidence, openness, and facilitate an interest in new ways of coping.
 - Welcome participants, establish group relationships, open sharing and healthy group dynamics
 - Create an atmosphere of empowerment
- Set safe space rules
- Identify how mindfulness can be used as a coping strategy
- Discover worries, goals, and expectations for the course

Next class

- Mindful breathing exercises
- Guided imagery and visualizations
- Safe Spaces

Facilitation Tips

Mindfulness

Mindfulness is the practice of self-awareness of one's feelings and experiences without judgement. Practicing mindfulness allows us to be present in the moment while feeling accepted. It has been shown to reduce symptoms of depression, anxiety, and trauma; benefits which increase the more it is practiced. Teaching mindfulness will help girls build the habit of grounding themselves in their bodies and self-soothe in moments of distress.

Step 1: Establish small groups (~5 mins)

Start the class by splitting the girls into groups of 3-5 for a short activity; you can let the girls' pick their own groups with some guidance on commonalities if needed.

Refugees: It's especially important for refugee girls to start with a sense of community and trust. Because this lesson is focused on creating a strong group dynamic, this is an opportunity to begin building relationships between refugee girls who have lost their support systems. By creating a strong group dynamic, it's possible to begin growing new relationships between girls which will enhance their well-being and quality of life significantly.

When establishing small groups, consider suggesting collaboration between girls with similar:

- Language
- Maternal status
- Age groups
- Marital status

This will help foster connection and create an environment where girls with similar experiences and challenges can work together on trauma management.

Step 2: Brave Spaces

By making the class a Brave Space, you are establishing a supportive environment where the girls feel comfortable enough to participate, and everyone is protected in the ways they need to feel safe. A brave space helps open dialogues by showing members of the group their stories and experiences are respected and valid. A brave space also keeps all the girls accountable for each other fostering the group dynamic and sense of classroom community.

Every group will start with these brave space rules:

1. Ask permission to ask questions about other people's experiences: e.g. "Would you be willing to tell me more about..."
2. Address conflicts peacefully to the best of your ability, and seek KadAfrica staff assistance if needed.
3. Validate and support the ideas, feelings or experiences of others.
4. Practice forgiveness: remember that this is a space where we are all learning and growing.
5. All emotions are welcome. Be aware that your emotions may impact others based on their experiences.
6. If you're feeling upset or overwhelmed you can excuse yourself to the safe spot to take as much time as you need. If you need me for support I can join you in the safe spot to find a tool to use to calm down

In their small groups, have the girls discuss the brave space rules. Have each group come up with one additional brave space rule for the entire class. Have each small group share out their rule and add it to the list.

Establish a safe spot:

This curriculum was designed with safety in mind. Though it is not made for trauma processing, sometimes stories will be told or something else will happen in class that may trigger someone or be difficult to hear. We want to avoid triggering as much as possible, but if it does happen, a safe spot needs to be established before each cohort. A safe spot should be away from the class, in a private, quiet space. The spot should be well known and accessible by everyone and not so far away that you cannot check in on girls using the safe spot.

Step 3: Rose/Bud/Thorn (~5 mins)

This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice. In some of the lessons, the activity will be focused on a certain topic. For example, this first time, girls will focus on their goals/worries for the upcoming lessons. Other times, the activity will be broader.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still

growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges. Remember that all three parts are each important to the rose in their own way, and it is the same for our lives.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity. Make sure to check the rose, bud, thorn prompts for each lesson, they will change every week.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.
2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Bud: What they're looking forward to in the mental health lessons
 - Rose: Their main goal and reason for joining the mental health class
 - Thorn: What they're most worried about with these lessons
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 4: What is mindfulness?

Mindfulness Script:

Mindfulness is the practice of noticing yourself without thoughts or judgements. It may sound simple, but mindfulness takes a lot of practice. Practicing mindfulness allows us to be present in the moment. It has been shown to reduce distress and calm our bodies down. You can practice mindfulness anywhere. Today, we are going to practice mindfulness through food.

Passion fruit Meditation: Pick a food with cultural significance, something with a strong flavor that will elicit an emotional response. It could be something from childhood, or any food that could trigger good memories. If passion fruit is in season, use the pulp for this exercise.

Read these steps to the girls to complete the mindfulness exercise, be sure to include every step as they are written here:

1. *Clean your hands with hand sanitizer or soap and water.*
2. *Get out your passionfruit (or cultural food of choice).*

3. *Take 5 slow deep breaths from the diaphragm (deep in the chest) to clear your senses and mind. Breathe in through the nose, out through the mouth— like a rhythm.*
4. *Feel the temperature and humidity of the air. Taste it to establish a baseline for your surroundings and senses before eating the fruit.*
5. *Make each deep breath take a bit longer than the last one. That will help your body calm down and relax.*
6. *Look at your passion fruit carefully. Explore it with your eyes. Spend about 60 seconds just looking at it carefully.*
7. *Do some deep noticing Ask the girls to share what they notice about the fruit*
8. *Take 3 deep breaths with your eyes closed to reset.*
9. *Take the fruit in your hands and close your eyes and feel it. Pay attention to the shapes and textures your hands notice for about 60 seconds (this is why they must wash their hands first).*
10. *In the circle, ask for a few people to share what they notice.*
11. *Take 3 deep breaths with their eyes closed to reset.*
12. *Smell the fruit for 60 seconds and notice deeply what you smell (with eyes closed).*
13. *Ask them what the smell reminds them of; ask a few people to volunteer their associations with the smell of the fruit.*
14. *Take 3 Deep breaths with eyes closed to reset.*
15. *Put the fruit on your tongue. Let the juice float around. Don't suck on it, don't chew it.*
16. *Close your eyes and focus on what you taste. Pay attention to the flavors. Pay attention to your breath.*
17. *3 Deep breaths with your eyes closed to reset.*
18. *Repeat with another kind of fruit if you wish.*

How did it work as a meditation/grounding? Did the exercise relax you? [Make note of their answers]

When we take time to notice our surroundings, our breath, and the task we are doing (like eating, cleaning, gardening) our bodies are able to stay calm and relaxed. Practicing mindfulness will help you when you are worried or upset. Use all your senses when you're noticing like we did with the passionfruit. Think about what you taste, see, hear, smell, feel. Connecting with our senses helps us enjoy the world around us more.

Break (10 min)

- Icebreakers: see icebreaker list
- Dancing game: see game list
- Singing: Have the group pick a song to sing together
- Stretch

Step 5: Large group share

In a large group, ask for volunteers to share their worries (thorn) and their goals (buds) with the rest of the group. This will help them see their progress at the end of the course and will help us understand what lessons are helping. Write down the goals and the worries that are shared; these will be used in the last class to help us improve the lessons for the girls. In addition, establishing goals and working towards them helps the girls establish a level of ownership over the curriculum.

Step 6: Wrap up

Knowledge check: *What thoughts did you have about the first lesson? What did you learn?*

Make notes of their answers.

If time allows, end the class with a prayer or song. Ask for a volunteer to lead the prayer or song for the group.

FACILITATOR NOTES: MINDFULNESS

PRINT ME BEFORE LESSON

Brave Space Rules: ***KEEP ME***

1. Ask permission to ask questions about other people's experiences: e.g., "Would you be willing to tell me more about..."
2. Address conflicts peacefully to the best of your ability and seek KadAfrica Cluster Coach assistance if needed.
3. Validate and support the ideas, feelings or experiences of others.
4. Practice forgiveness: remember that this is a space where we are all learning and growing.
5. All emotions are welcome. Be aware that your emotions may impact others based on their experiences.
6. If you're feeling upset or overwhelmed, you can excuse yourself to the safe spot to take as much time as you need. If you need me for support, I can join you in the safe spot to find a tool to use to calm down.

Rose, bud, thorn notes:

Class goals:

How did it work as a meditation/grounding? Did the exercise relax you? [Make note of their answers]

Knowledge check: *What thoughts did you have about the first lesson? What did you learn?*

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?

Lesson 2: Safe Spaces

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- Brave space notes

Handouts:

- n/a

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Lesson 1: Mindfulness

Step 3. Visualizations & Safe Spaces

Break

Step 4. Mindful breathing

Step 5. Closing Prayer

Learning Objectives

- Identify what visualization is and why it's used.
- Create a safe space visualization which they will use throughout the class.
- Apply mindful breathing techniques.

Next class

- Trauma
- Body scan
- Somatization

Facilitation Tips

Guided Imagery

Guided imagery is a practice that calms the body and relaxes the mind. We will have several lessons that use guided imagery to help the girls manage their anxiety and reduce distress. By following the scripts in each lesson, you will walk the girls through mental visualization that promote peace and relaxation. It is important to follow each step as it is written to make these exercises effective. The more imagery is practiced by the girls, the more effective it will be. Our imaginations are powerful tools we can use to transport our minds, our feelings, and our thoughts. This lesson will focus on a safe space guided imagery, which you will refer back to often in the lessons as a tool to help girls cope with distress and focus.

Safe Space Guided Visualization

Safe space visualization is a mindfulness practice that can reduce feelings of unease, discomfort, or distress by giving the person a mental visualization space to go to when they need to calm down. A safe space can be an imaginary or real place, the only requirement is that you can get a clear picture and feeling of what it would be like to be there. When someone is feeling overwhelmed or upset, having a mental safe space to go to can help diffuse triggers that interfere with everyday activities. Having mental safe spaces can help girls cope with feelings of dissociation, loss, triggering, and when they feel overwhelmed with their emotions or experiences. The benefit of safe spaces is that they can be used anywhere, anytime, and have been shown to help manage post-traumatic stress.

Lesson Challenges

Some people who have experienced significant trauma have trouble feeling a sense of safety. This may make it difficult for them to do this activity. Here are steps you can take if challenges arise:

- Reassure them that their safe space is not set in stone and can change as they wish
- Reframe the activity:
 - Tell them to imagine a “relaxing space” or a space that is safer than the one they are currently in
 - Ask them to create a space that they would take a loved one if they needed a safe space.

Step 1: Rose/Bud/Thorn (~5 mins)

This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges. The thorn can be something you're praying about this week and by sharing it, others can include it in their prayers as well.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.
2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Rose: something positive that happened this week
 - Bud: something they're looking forward to this week
 - Thorn: something they struggled with this week that they are praying about and want others to pray/think good thoughts for them.
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 2: Recap Lesson 1: Mindfulness

- *What did you learn last week?*
- *Why is mindfulness useful?*
- *What goals did we set?*
- *Where are we going?*

Step 3: Visualization and Safe Spaces

Safe Space Script:

Sometimes when we are upset, we go to a place that upsets us. We might imagine things or times that bring us sadness, or stress. Sometimes it feels impossible to escape these places, and we can feel stuck.

Today, we are going to use our imaginations and our breath to make ourselves a new place where we can go when this happens. Our minds are powerful tools and can take us to new places that can bring us calmness and peace. Today we're going to practice a tool called visualization, to make ourselves a safe space when we need to escape.

Visualization is a tool to give yourself a break from stressful times or when you are thinking about past traumas, stress, or worrying about what we are going through right now. When we slow down our breath, stop and think about our safe spaces, we can make our bodies think we are there and bring ourselves more peace.

It is important to only use your safe space when your body is safe; since you are traveling in your mind, we want to make sure your body is not in danger when you use your visualization.

This involves imagining yourself in a peaceful and safe place where you feel comfortable, relaxed and happy. It takes practice and will feel more real the more you imagine it and use it!

Safe Space Visualization Activity:

This activity is a guided visualization that can be done in the large group. You will be guiding it while the girls create their safe spaces in their imaginations. Guide the activity slowly to give the girls the time they need to imagine their safe space they will use in the rest of the lessons.

1. *I want you all to close your eyes and take 3 deep breaths*
2. *Focus on breathing in through your nose and out through your mouth*
3. *Relax your body, get in a comfortable position*
4. *The first step is to choose the location of your safe space, think about where you want to go to calm down. Where are you most happy?*

Provide some options for this including:

- a. *Outdoors (a forest, a field, beach)*
- b. *In a building (house, palace, treehouse)*
- c. *Imaginary place*
- d. *A place from your memory*

A safe space can be anywhere you can imagine, as long as it brings you happiness and peace.

5. *Keep your eyes closed. I want you to imagine what each of your senses would feel like in this place. I'm going to ask you some questions about your safe space, think about your answers in your mind, and imagine your safe space. Take a few moments to think about your senses with your eyes closed:*
 - a. *What can you see? Maybe there is a sunset, trees, or animals- is it night or day? Think about what your safe space looks like.*
 - b. *Take 3 deep breaths, in through your nose and out through your mouth. Slow down your breath as best you can.*
 - c. *What can you hear? If your safe space is by water, maybe you hear trickling of a stream; imagine what your safe space sounds like.*
 - d. *Take 3 deep breaths, in through your nose and out through your mouth. Slow down your breath as best you can.*
 - e. *What can you smell? Are there flowers, cooking, plants? Imagine what your safe space smells like.*
 - f. *What kind of light does it have? Is it bright or dark? Are you in the shade or can you feel the sun on your face?*
 - g. *When you touch things how do they feel? Are your feet in the sand? The grass? Are you wrapped up in a blanket? Or maybe you feel ocean waves on your toes. Maybe you have your hands planted in soft moss. Image what you feel in your safe space.*
 - h. *Take a deep slow breath, in through your nose and out through your mouth*
 - i. *Is it warm or cool? Imagine the warmth or the coolness on your face, your neck, your body, your legs, your toes.*
 - j. *You have full control over your safe space. You can change it, add to it, and make it what you want without limits.*
 - k. *Take a deep breath in through your nose, out through your mouth*
 - l. *Open your eyes.*
 - m. *How do you feel?*
6. *Now that we've made our safe spaces, you need to invent a way so that only you can enter. It could be:*
 - a. *A Secret password*
 - b. *An Imaginary lock that only you hold a key to*

- c. *Guarded by a higher power (an angel, saint)*
 - d. *Greeted by a loved one, it can be anyone who brings you peace and comfort, whether they are here or not.*
7. *Let me know when you are finished*

Break (10 min)

- Icebreakers: see icebreaker list
- Dancing game: see game list
- Singing: Have the group pick a song to sing together
- Stretch

Step 4: Mindful Breathing

Mindful Breathing Script:

Have you ever noticed how you breathe when you feel relaxed? Think about how you breathe when you first wake up in the morning or just before you fall asleep. Breathing exercises can help you relax, because they make your body feel like it does when you are already relaxed. This is a simple and effective way to calm our minds or thoughts when we are overwhelmed, anxious, overthinking, or upset.

Deep breathing is one of the best ways to lower stress in the body. This is because when you breathe deeply, it sends a message to your brain to calm down and relax. The brain then sends this message to your body.

The way you breathe affects your whole body. Breathing exercises are a good way to relax, reduce tension, and relieve stress. You can do them whenever you want, and you don't need any special tools or equipment to do them. You can do different exercises to see which work best for you.

We are going to practice—belly breathing—is simple to learn and easy to do. You can use this tool anytime you need to relax or relieve stress.

1. *Close your eyes*
2. *Sit or lie flat in a comfortable position.*
3. *Put one hand on your belly just below your ribs and the other hand on your chest.*
4. *Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move.*
5. *Breathe out through pursed lips as if you were whistling. Feel the hand on your belly go in, and use it to push all the air out.*
6. *Do this breathing 3 to 10 times. Take your time with each breath.*
7. *Notice how you feel at the end of the exercise.*

8. *Next steps*
9. *Now, we are going to practice counting our breath to calm down*
10. *Take a deep, slow breath from your belly, and silently count to 4 as you breathe in.*
11. *Hold your breath, and silently count to 7.*
12. *Breathe out completely as you silently count from 1 to 8. Try to get all the air out of your lungs by the time you count to 8.*
13. *You can repeat this until you feel calm if you are anxious or your body has too much energy.*

Step 5: Wrap up (~5 mins)

If time allows, end the class with a prayer that could bring their higher power (God) into their safe space.

FACILITATOR NOTES: SAFE SPACES

PRINT ME BEFORE LESSON

What did you learn last week?

Why is mindfulness useful?

What goals did we set?

Where are we going?

Notes on rose, bud, thorn:

Notes on safe space visualization:

Notes on breathing:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?

Lesson 3: Trauma

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- Trauma tree drawing (to be reused)
- Tree
- Markers

Handouts:

- Body Scan Worksheet (one for each girl)

KEEP THE COMPLETED COPIES TO CLASS FOR LESSON 5

To collect:

- Completed body scan worksheets

Make sure that each girl writes her name (or has someone else write it) and collect each girl's completed body scan worksheet. They will be handed back out and used in lesson 5.

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Lesson 2: Safe Spaces

Step 3. What is Trauma & Trauma Tree

Step 4. Small Group Discussion

Step 5. Somatization

Step 6. Wrap up

Learning Objectives

- Recognize how our trauma shows up in our body
- Utilize the body scan activity as a means for understanding the relationship between our bodies and feelings

Next class

- Dissociation
- Toolkit introduction
- Distraction

Facilitation Tips

Trauma

Trauma happens when we experience a threat to our safety and wellbeing, sometimes in the form of violence, assault, abuse, or loss. When our bodies experience distress like this, our minds and bodies prepare to handle the traumatic experience so we can survive. This helps us cope with the dangerous and distressing event, but it also changes the way our minds and bodies respond to reminders of what happened. This is the trauma response. Because our bodies work so hard to protect us from the experience, someone who has trauma has an increased emotional response to these reminders to protect themselves from future pain. Their minds become sensitive to things that remind them of the event or make them feel as though it is happening again, these are called triggers. Often, those who have trauma have a difficult time identifying when they are triggered or what their triggers are.

While Kad is not equipped to help girls process their trauma, the first step is noticing what our bodies do to protect ourselves. Trauma shows up in many ways, and can trigger a range of emotions. Some ways trauma shows up in our emotional responses are listed in the glossary.

When girls can notice how their trauma shows up in their body, they can identify what emotional response they have to their trauma. These responses are actually a sign of strength. It means that they have found ways to continue surviving. Now that they have more safety and support with KadAfrica, it's time to introduce new tools that aren't so disruptive to their daily lives.

****Management not Processing****

Trauma processing is a long journey that uses more resources than KadAfrica is able to provide. The purpose of these courses is not to process trauma as one would in therapy, but to manage the trauma symptoms that make the girls' everyday lives and activities difficult.

To avoid trauma processing during lessons, remember the classroom brave space rules. Redirect retellings of traumatic experiences to the lesson plan instructions, and the tools presented during the days' lesson. When girls share their stories of trauma, respond with empathy and avoid diving into the details of the memory, instead ask them how these memories made them feel- not what details they remember. The purpose of these lessons is to give girls the tools they need to manage emotions that cause disruption. This helps

protect others in the classroom who may become overwhelmed or triggered by oversharing trauma details.

Step 1: Rose/Bud/Thorn (~5 mins)

This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.
2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Rose: something positive that happened this week
 - Bud: something they're looking forward to this week
 - Thorn: something they struggled with this week that they are praying about and want others to pray/think good thoughts for them.
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 2: Recap Safe Spaces

Knowledge Check:

- *What did you learn last week?*
 - Safe space visualization

- Safe space helpers
- *Why is it useful?*
- *When did you practice it? Was it helpful?*
- *Where are we going?*

Take notes of their answers

Step 3: What is trauma? (~20 mins)

Trauma Tree Script:

Under the big tree, briefly explain the picture of the tree you printed and read the script:

Trauma happens when we experience a threat to our safety and wellbeing, like when we face violence, assault, abuse, or loss. When we experience this stress, our minds and bodies prepare to protect ourselves from the traumatic experience. This changes the way we remember and how our bodies respond to our trauma.

Our trauma can make us grow a little bit like a tree. We have bark to protect ourselves.

[Instruct girls to feel the tree bark] *This is our trauma response, it's like an armor we grow when we feel we are in danger. Sometimes a memory, sound, or smell can make us remember our trauma, this is called a trigger.*

Triggers can cut our bark, but our minds and bodies are so strong at protecting us from our trauma, we grow our bark back stronger. Sometimes we can feel extra sensitive to reminders of the experiences to help us grow our bark thicker and stronger. This bark did a good job of protecting you when you were in danger, but it can also be a barrier to the world around you. We are going to work on softening your bark in these lessons so you can have different kinds of tools to deal with your trauma.

We also have roots like this tree [Point to the roots- notice how deep/tangled/long they are]. Our trauma roots connect us back to the event. They are connected to our triggers and help us decide how we protect ourselves [point to bark]. Different people who have different roots grow different bark. For example, some people who have violent roots may feel numb to protect themselves from the violence they experienced. There are many different responses to trauma, we will learn about them later. It is important to understand our roots in order to change how we protect ourselves.

At the very ends of our roots, we have branches. Our branches are where we can see our trauma the best [Notice with the girls the leaves, the details, how you can see the whole top of the tree/branches but not the roots or under the bark]. Our branches show us what tools

we use to grow. Branches are the tools you will be using in these lessons. [Notice with the girls how the branches touch the sky, and the world around them]. Branches are important, because they help us connect with the world around us when we have trauma. Our branches will be different tools in our toolkit that help us safely connect with our trauma roots, and with our world now that the trauma is over.

Step 4: [OPTIONAL] Small group share about the trauma tree

- *What thoughts did you have when learning about the trauma tree?*
- *What feelings showed up when you learned about trauma?*

In their small groups, if they want to, give the girls an opportunity to share anything that surfaced during the lesson on trauma

Break (10 mins)

- Dancing, singing, stretching, games

Step 5: Somatization (~20 mins)

Break the girls off into their small groups. Before you start the activity, give them each a worksheet and markers but ask them not to use them yet.

Somatization script:

It is common for people with trauma to feel their emotional pain in their bodies. Sometimes when we feel ashamed of our trauma it makes us pay attention to it through illness. People who have trauma often have physical illness like stomach pains, headaches, and body aches. When we don't listen to what our trauma tree is telling us, our bodies will tell us instead. If you have an illness you should still get care from a doctor when you can. We are going to notice our bodies today and see how trauma may show up.

1. *Let's start with mindful breathing and a body scan to get in touch with our body.*
2. *Gently place your attention on your breathing and your body.*
3. *Become quiet and listen to the silence. Hear your breath as you breathe into your lungs with your nose, and as air leaves from your mouth. [Breathe in and out slowly to demonstrate for 5 breaths]*
4. *[Read slowly, remember they are scanning their body and need time for each part] Begin noticing your body, from the feet. Notice any sensation you feel there. Then notice your legs, good or bad aches, notice how they are folded.*
5. *[5 second pause] Then your bottoms and hips.*
6. *[5 second pause] Lower back, then mid and upper back.*
7. *[5 second pause] Feel your shoulders. (any tension?)*
8. *[5 second pause] Your neck.*

9. [5 second pause] *Your face, forehead, cheekbones, ears.*
10. [5 second pause] *Tongue.*
11. *The entire head and the crown of the head.* [5 second pause]
12. *Remember to breathe*
13. *Open your eyes*
14. *In front of you is a worksheet we are going to color in our small groups.*
15. *Now that you completed your body scan, here are the steps in your small groups:*
 - a. *Color the body outline to represent what physical feelings you noticed, and indicate with the markers where you feel it in your body. You can use whatever color you choose, the colors can represent different physical feelings, they do not need to make sense to anyone but you. You can draw symbols or shapes, it is up to you.*
 - b. *As you do this, remember to notice how your body feels and whether there are changes in any physical sensations.*
 - c. [5 minutes into the exercise] *Be mindful of your body and your breathing as you color.*
 - d. *If thoughts or judgments come up in your mind, gently come back to your breath and your drawing.*
 - e. *Bringing our attention to the body is a common way to practice mindfulness and self-care. It's very easy to neglect our body and paying attention to it is a way to take care of it.*

Step 6: Wrap up

Check in: *How is everyone feeling? If anyone is feeling upset by our lesson, you can stay and talk to me for support*

- *When are you going to practice your body scan this week?*

[Make note of their answers]

End with a prayer, song, or affirmation to leave the lesson on a positive note

FACILITATOR NOTES: TRAUMA

PRINT ME BEFORE LESSON

What did you learn last week?

Why are safe spaces useful?

Notes on rose, bud, thorn:

Check in: *How is everyone feeling? If anyone is feeling upset by our lesson, you can stay and talk to me for support*

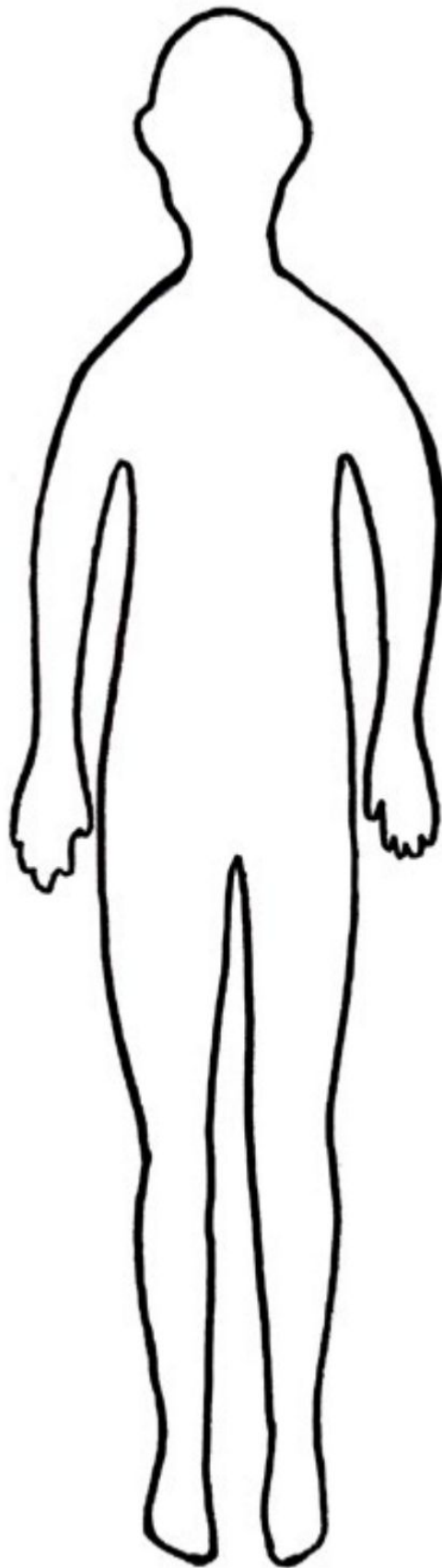
- *When are you going to practice your body scan this week?*

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?





Lesson 4: Dissociation and Overthinking

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- Yarn
- 2 colors of beads (ideally yellow and black)

Handouts:

-

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Lesson 3: Trauma

Step 3. Dissociation & Toolkit Introduction

Step 4. Distraction Toolkit

Step 5. Wrap up

Learning Objectives

- Reframe overthinking, or “thinking too much”, and dissociation as a natural way our minds protect us from trauma.
- Introduce a trauma toolkit.
- Integrate distraction as a new coping strategy to help with dissociation and overthinking.

Next class

- Intrusive thoughts
- Triggers
- Body scan

LESSON 4: Dissociation and Overthinking

Facilitation Tips

Dissociation and Overthinking

Dissociation is one of your body's natural responses to trauma. When someone feels overwhelmed by their surroundings, thoughts, or feelings, they can experience a disconnect in their mind to lighten the load. When someone dissociates, they may feel disconnected from their thoughts, feelings, memories, and surroundings, even themselves. Often, people lose track of time and tasks, and have a difficult time remembering where they were, what they were doing, and sometimes they can even forget what caused them to dissociate in the first place. Dissociation over time can make someone feel less like themselves and distort their perception of time and reality, which can create challenges in everyday life and prevent them from moving past their trauma.

Many of the girls reported disruptive overthinking, which overlaps with some common signs of dissociation. It is common for people in this area to describe “thinking too much” about the problems or trauma they cope with. This could be from traumas they are still experiencing now. It is more difficult to stop dissociation if someone is still experiencing trauma, such as violence, abuse, or loss. Overthinking is linked to losing track of time and tasks, and could also cause distress through remembering difficult experiences of trauma.

Dissociation and overthinking are often overlapped, but are not always the same. Remember to stress to the girls every person experiences dissociation differently, all are ways for our minds to feel less overwhelmed by life’s challenges, especially when we are very distressed or overwhelmed.

Dissociation doesn’t always happen right after a trauma, often it happens:

- During a traumatic experience to protect the person from experiencing the physical and/or emotional pain that they are going through
- Long after a traumatic event, sometimes even when someone is triggered by something in their present that reminds them of a painful past memory
- Dissociation can be a disconnect between your mind, body, feelings, thoughts, and surroundings. Our minds are made of many connections between our thoughts and feelings. Sometimes if our feelings and thought connections are too strong, our minds will try to disconnect them to protect us from experiencing more pain. The yarn ball demonstration in this lesson will help the girls understand what this means

Everyone can experience dissociation and overthinking differently, but it can commonly be seen when someone gets so lost in thought that they neglect their current task or lose big chunks of time; for example burning food because they are thinking too much, or losing track of what they were doing or where they were going because they were thinking

- It needs to be emphasized that dissociation is a natural response to trauma, it's a sign you have a strong body protecting you from experiencing more pain. We want to avoid making the girls feel like there is something wrong with them, but instead remind them that they are strong survivors who have overcome difficult pain.
- Stress to the girls that to help our bodies and minds from working so hard all the time, we can do other things to protect ourselves from pain. This will help them enjoy the good things and people they have around them, and give their minds a rest from protecting them all the time.
- When asking girls about times they may have felt dissociation, it is important that they know they can share if they are comfortable, but do not need to if they are not. We want to avoid causing distress or focusing the lesson on what painful things everyone has experienced, rather focus on how they can cope with it.

Creating a Toolkit

Having a mental health “toolkit” is a way to demonstrate to the girls over the course of these lessons that they have many options for how to cope and manage the symptoms they are experiencing. It is a way to build up skills over time. For each lesson which covers a different trauma symptom the girls will add a “tool” (a new way to cope) to their toolkit. This will encourage the girls to use these strategies over time, and form new habits in dealing with the traumatic experiences they live with.

This lesson will introduce the first tool, distraction. Using distracting tasks like gardening, cleaning, walking, and dancing is a good way to reduce dissociation and overthinking because it takes the persons’ full attention. Because they will be using their body to engage in an activity, it will also help them reconnect to their body and bring their mind back to the present moment, and away from distressing thoughts.

Step 1: Rose/Bud/Thorn (~5 mins)

For complete directions, see Lesson 2 of the Curriculum

In their small groups, have the girls share their:

- Bud: Something they’re looking forward to this week
- Rose: The best thing that happened to them that week
- Thorn: A challenge they faced that week

Step 2: Recap Lesson 3: trauma, in a large group

- Ask the girls to recall what they learned in the last lesson
 - *How is trauma like a tree? HINT: roots, bark, leaves?*
 - *How to do the body scan*
 - *Why is this important?*
 - *Where are we going?*
 - *Any lingering questions about trauma/what it is/how it affects you?*

Step 3: Introduce Dissociation and Toolkit

Explanation of Dissociation:

Sometimes, when there is too much stress in your life, or after you have experienced trauma, your body reacts to try and protect itself from feeling too overwhelmed by what is happening in the present, and what has happened in the past. Sometimes, this can lead to a disconnect between your mind and the world around you, it's called dissociation. Everyone experiences dissociation differently and for different reasons.

Dissociation can be:

- *Thinking too much, causing you to burn food you're cooking or losing track of tasks*
- *Losing large chunks of time*
- *Not remembering where you were or what you did*
- *Feeling numb or detached from the world or people around you*
- *Forgetfulness*
- *Floating away from your body*
- *Being buried in your thoughts so deep you can't connect to what's around you*

Demonstration: Yarn Ball and Dissociation

Read the italics:

Use a large tangled yarn ball with yellow and black beads strung through the yarn to demonstrate. Yellow beads represent good memories, and black beads represent bad memories.

The yarn represents our minds. Our minds are made of many connections between our thoughts and feelings. The yellow beads are the good memories in our minds and the black beads are the traumatic memories in our minds.

Move the black beads around the yarn to show they cannot be removed from the yarn ball

When we have trauma, these painful memories can sometimes circle around our brains, and seem impossible to get away from, even when we are no longer experiencing the pain.

Try to untangle the yarn ball- make sure it has lots of knots and is difficult to untangle; pass the yarn ball around as you talk to give the girls a chance to try and remove the black beads from it.

After a minute or so, ask for the yarn ball back and cut a string that has both a black and a yellow bead on it and remove them from the knot.

Sometimes if our feeling and thought connections are too strong, like knots in this yarn, our minds will try to disconnect them to protect us from experiencing more pain in our present. When our minds do this, it takes away the painful experiences, like this black bead, but sometimes also takes away the good experiences, like this yellow bead.

Cut a knot in the yarn ball with scissors and remove the beads

When our mind disconnects our thoughts and feelings like this, it's a way for us to remove the pain that is planted in our memories. Our body is so strong when it protects us from pain like this that sometimes it forgets to leave the good thoughts. When we disconnect from our trauma or overthink, we are removing both the good, and the bad; sometimes we can miss the good things that are happening around us.

We want to remind our bodies that there is still room for the good memories, hold up yellow bead, and protect ourselves from the bad, hold up black bead. We will talk about some ways to do this today.

Think and discuss:

- Ask the girls to think about if they can remember a time that these or similar situations have happened to them. Have you ever lost track of time or forgotten memories?
 - Give them a few minutes to think and reflect
- Suggest that they try and notice this week when they feel themselves overthinking or "floating away" from their bodies and to see if they can recognize if it happens in the future.

notes:

- emphasize that this is a space they can share if they want but should not share if it makes them uncomfortable or they don't want to.**
- Remind them that these experiences are a natural reaction of the body trying to protect itself.

Toolkit Script:

Just like a mechanic, you have tools and skills that can help you grow and cope with challenges.

During the following classes, you will add to your “toolkit,” learning new skills that can help you feel better in certain situations.

Once you add a tool to your toolkit, you need to practice it to train your mind to use it to protect yourself when you are feeling upset. This will make it easier when uncomfortable or distressing situations arise. These will all be simple activities you can do anywhere. If you ever need help using a certain tool, you can always ask me (cluster coach) or someone else in your small group.

“When you find yourself thinking too much or feel stressed out, what tasks do you do to feel better?”

Give a few minutes for them to talk in their small groups before moving onto the break

Break (5 min)

- Icebreakers: *see icebreaker list*
- Dancing game: *see game list*
- Singing: *Have the group pick a song to sing together*
- Stretch

Step 4: Distraction toolkit

Distraction is a tool you can use to take your attention away from your upsetting feelings, thoughts, or memories and focus it on a different task when you’re overwhelmed by black beads. This leaves no room for the negative thoughts and will tell your mind it is safe to keep you in your surroundings, so you don’t dissociate or overthink.

You can use many tasks as distraction.

Provide a few examples and ask girls to offer suggestions. Write down their suggestions and read them back after the activity. Ask which they think will be most effective. Have them discuss in small groups

- *They can be productive:*
 - *Cleaning*
 - *Cooking*
 - *Sewing*
 - *Fixing something*
 - *Working in the garden*
- *They can be entertaining:*
 - *Singing*
 - *Listening to music*
 - *Dancing*

- *Playing a game with your children or friends*
- *They can be creative:*
 - *Weaving baskets*
 - *Drawing*
- *The only requirements of a distracting task are it has to take your full attention so there's none left for black beads, and it can't be an activity that is unsafe or harmful.*

What distraction tasks are you going to try this week to practice your toolkit?

Make note of their answers

Step 5: Wrap up

In a large group, ask what the girls thought of the lesson:

- *What is a toolkit and what tool did we add today?*
- *Why do we want to practice distraction?*
- *What did you like most about today's lesson?*
- *What was difficult about today's lesson?*

Make notes of their answers.

FACILITATOR NOTES: DISSOCIATION AND OVERTHINKING

PRINT ME BEFORE LESSON

What did you learn last week?

Explain how trauma is like a tree?

What is a body scan?

Any lingering questions about trauma/what it is/how it affects you?

Notes on rose, bud, thorn:

Notes on yarn ball demonstration:

Notes on toolkit:

Notes on Distraction:

What distraction tasks are you going to try this week to practice your toolkit?

What is a toolkit and what tool did we add today?

Why do we want to practice distraction?

What did you like most about today's lesson?

What was difficult about today's lesson?

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?

Lesson 5: Intrusive Thoughts and Triggers

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- Markers

Handouts:

- Completed body scan worksheets from lesson 3 (give each girl back their original)
- Blank body scan worksheet (one for each girl), to be taken home by girls

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Lesson 4: Dissociation

Step 3. What are Triggers?

Step 4. Body Scan Activity

Step 5. Wrap up

Learning Objectives

- Recognize what triggers and intrusive thoughts are
 - Identify why we have them
- Identify your triggers and intrusive thoughts
- Use the body scan activity to manage the emotional responses we have to triggers and intrusive thoughts

Next class

- Depression
- Relational regulation
- Support network

Lesson 5: Intrusive thoughts and triggers

Facilitation tips

Intrusive Thoughts and Triggers

We know our bodies have a strong emotional reaction to our traumatic memories. Often, when we have trauma, not only do our minds remember what happened, but our bodies remember too. When our bodies remember trauma for us, it prepares us to protect ourselves if we are in a position to experience the event again, and looks for signs and evidence in our environment that we might repeat what happened. This makes us extra sensitive to our surroundings, and can cause a heightened response to things that might not actually cause us harm. These are called triggers. Triggers can make us remember memories, feelings, images, or physical sensations of when we were traumatized. Triggers can be words, smells, tastes, images, even feelings. Triggers can sometimes be hard for us to identify, and take a lot of practice to understand. Different triggers cause different responses depending on the person, including dissociation, sadness, anxiety, anger, fear, or even intrusive thoughts.

Intrusive thoughts often happen when we are triggered, but can happen anytime. They are often the most distressing, confusing, or upsetting part of a traumatic event, and are a reflection of the unprocessed thoughts and feelings we have about our trauma. Often, they send us a message that makes us feel bad, for example, that we are not good enough, that we somehow deserved what happened, or that we are helpless.

Even as we become healthier and safer, escaping the threat of danger, our bodies do not know that we are safe. People who have trauma can become triggered or have intrusive thoughts even when they are safe, reliving their trauma and becoming distressed for seemingly no reason. This can make people feel frustrated, sad, or feel like they cannot move forward. To reduce distress and triggering, we need to understand what our triggers and intrusive thoughts are, and how they show up in our bodies. If we understand our emotional response to our trauma, we can better understand what tools we need to use to make ourselves feel better. This will make it easier for girls to better manage their trauma responses and feel more peace.

Step 1: Rose/Bud/Thorn (~5 mins)

Rose bud thorn explanation: This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.
2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Rose: something positive that happened this week
 - Bud: something they're looking forward to this week
 - Thorn: something they struggled with this week
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 2: Recap last lesson on dissociation and overthinking

In a large group, ask the girls the following questions on their toolkit:

- **KNOWLEDGE CHECK:** *What is our toolkit? What do we have in our toolkit so far?*
- *Did you practice distraction at all last week?*
- *Was it helpful?*
- *Why is this important?*
- *Where are we going?*

Take notes on their answers

Step 3: What are triggers?

We know our bodies have a strong emotional reaction to our traumatic memories. Often, when we have trauma, not only do our minds remember what happened, but our bodies remember too.

Knowledge check: *Remember our body scan activity? What did we learn about how our bodies respond to trauma? [Should be something about how we can feel physical illness when our bodies remember trauma]*

That's right. Our bodies don't just remind us of our trauma with physical illness, but sometimes with thoughts and feelings. When our bodies remember trauma for us, it prepares us to protect ourselves if we are in a position to experience the event again, and looks for signs and evidence in our environment that we might repeat what happened. This makes us extra sensitive to our surroundings, and can cause a heightened response to things that might not actually cause us harm. These are called triggers; they trigger memories, feelings, images, or physical sensations of when we were traumatized. Triggers can be anything: words, smells, tastes, images, even feelings. Triggers can sometimes be hard for us to understand or identify, and take a lot of practice to understand. Different triggers cause different responses depending on the person, including dissociation, sadness, anxiety, anger, fear, or even intrusive thoughts.

Intrusive thoughts often happen when we are triggered, but can happen anytime. They are often the most distressing, confusing, or upsetting part of our trauma, and are a reflection of the unprocessed thoughts and feelings we have about our trauma. Often, they send us a message that makes us feel bad, for example, that we are not good enough, that we somehow deserved what happened, or that we are helpless.

Even as we become healthier and safer, escaping the threat of danger, our bodies do not know that we are safe. People who have trauma can become triggered or have intrusive thoughts even when they are safe, reliving their trauma and becoming distressed for seemingly no reason. This can make people feel frustrated, sad, or feel like they cannot move forward. To reduce distress and triggering, we need to understand what our triggers and intrusive thoughts are, and how they show up in our bodies. If we understand our emotional response to our trauma, we can better understand what tools we need to use to make ourselves feel better.

Break (10 mins)

- Dancing, singing, stretching, games

Step 4: Body scan activity (~20 mins) worksheet

Break the girls off into their small groups. Before you start the activity, give them each a worksheet and markers but ask them not to use them yet.

Body scan activity:

- 1. Let's start with mindful breathing and a body scan to get in touch with our body.*
- 2. Gently place your attention on your breathing and your body.*
- 3. Become quiet and listen to the silence. Hear your breath as you breathe into your lungs with your nose, and as air leaves from your mouth. [Breath in and out slowly to demonstrate for about a minute]*
- 4. This time when we notice our bodies, I want you to think about what you're feeling and where it shows up. Starting from your feet, up your legs, to your stomach, what do you feel? In your arms, your chest, notice any feelings you may be storing there. Up your neck, your head, all the way to your crown, what emotions show up?*
- 5. Take a moment to breath, scan your body up and down and see what you notice. What do these feelings look like? Are they small droplets, are they sticky and dark, are they buzzing and bright? Try to imagine what they would look like inside your body.*
- 6. Open your eyes*
- 7. Now that you completed your body scan, here are the steps in your small groups*
- 8. Color the body outline to represent what physical feelings you noticed, and indicate with the markers where you feel it in your body. You can use whatever color you choose, the colors can represent different physical feelings, they do not need to make sense to anyone but you. You can draw symbols or shapes, it is up to you.*
- 9. As you do this, remember to notice how your body feels and whether there are changes in any physical sensations.*
- 10. [after 10 minutes allowing them to color] Be mindful of your body and your breathing as you color. When you wrap up, I want you to close your eyes again and imagine now that you are seeing what your drew inside your body. I want you to slowly imagine you are releasing those feelings in your breath. If you drew droplets, imagine them floating out of your mouth as you exhale. Picture the color, how it would move out of you, and release it from your body.*

Take 10 deep breaths in through your nose, out through your mouth. Slowly inhale and exhale to get all the bad feelings out.

11. If thoughts or judgments come up in your mind, gently come back to your breath and your drawing.

While the girls have their eyes closed and are doing their breaths, take out their drawings from lesson 3; the worksheet is the same as they are using for this exercise.

12. Take 3 deep breaths and open your eyes.

How did that feel?

Do you feel better or worse after doing the body scan with your feelings?

[Make a note of their answers]

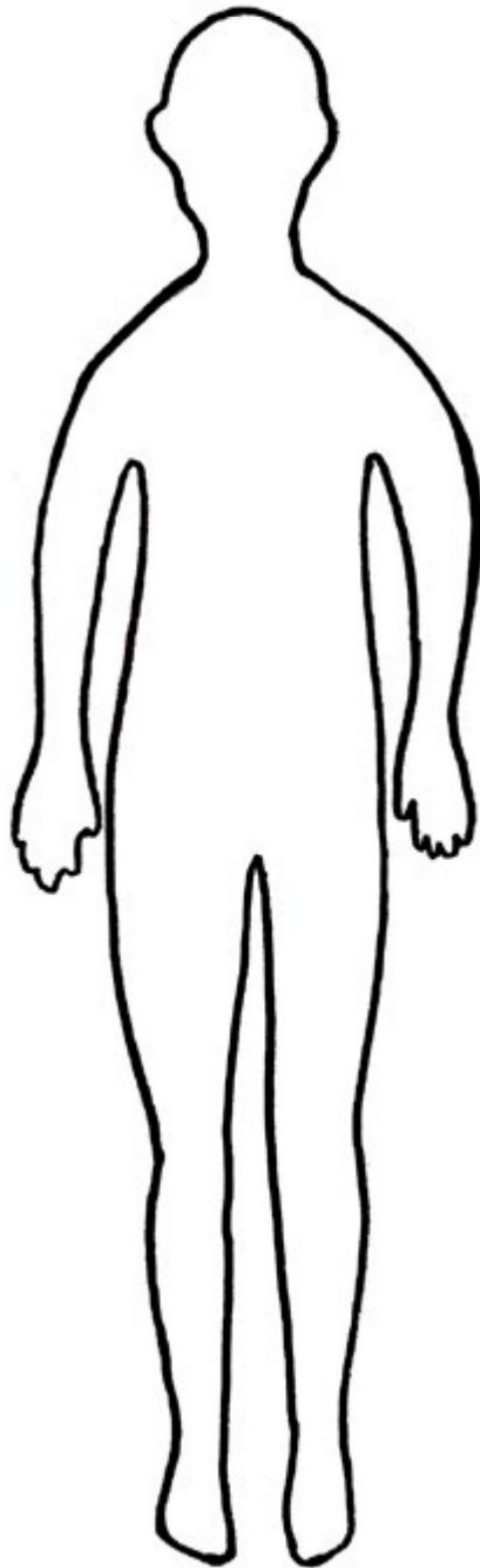
Pass out the body scan drawing to each person from last time.

Look at your body drawing this time and the body drawing from our first body scan. Do you see any places they overlap? Do you see any connections between your physical sensations or pains and emotions you drew?

Have them share in small groups [5 mins]

Step 5: Wrap up

End the class with a prayer, affirmation, or song



FACILITATOR NOTES: INTRUSIVE THOUGHTS AND TRIGGERS

PRINT ME BEFORE LESSON

KNOWLEDGE CHECK: *What is our toolkit? What do we have in our toolkit so far?*

Did you practice distraction at all last week? Was it helpful?

Why is this important?

Where are we going?

Rose, Bud, Thorn notes:

Knowledge check: *Remember our body scan activity? What did we learn about how our bodies respond to trauma?*

Triggers notes:

Body Scan notes:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?

Lesson 6: Depression and Loss

To have with me:

Materials:

- Lesson plan
- Facilitator notes

Handouts:

-

To collect:

n/a

Lesson Plan

- Step 1. Rose, Bud, Thorn
- Step 2. Recap Lesson 5: Intrusive Thoughts
- Step 3. Depression & Relational Regulation
- Step 4. Small Group Discussion
- Step 5. Safe Space Helpers
- Step 6. Wrap up

Learning Objectives

- Identify the symptoms of depression
 - Reframe symptoms of depression as a natural response to loss
- Develop support network
 - Identify 3 trusted people who you can reach out to
- Integrate helpers into the safe space visualization

Next class

- Anxiety
- Butterfly hug
- Meeting your worries

Facilitator Tips

Depression and Loss

Depression and grief are common for people who have experienced trauma and loss. They can result from things like losing a loved one, abuse, or even from being forced to drop out of school- a cause many girls in this area experience. There are a wide variety of symptoms but everyone experiences depression and loss differently and will have different symptoms.

Some common symptoms include:

- constantly feeling down
- not wanting to do things you used to be interested in
- trouble sleeping or sleeping too much
- feeling worthless
- Feeling numb
- Social withdrawal
- Changes in sleep, eating, and self care
- difficulty concentrating or thinking
- Suicidal thoughts
- Hopelessness
- Persistent negative thoughts that won't go away

Depression is different from sadness. When you lose a loved one, it is natural to feel intense sadness and to withdraw from your activities. This is part of the grieving process for many people. When you are grieving you might have waves of sadness, but this is often accompanied by remembering positive memories. When you are depressed, the sadness lasts much longer. Sometimes people can feel stuck and helpless, which can cause self loathing and feelings of worthlessness. It is incredibly important to note that these feelings of lowered self worth can develop into suicidal thoughts and actions.

For Refugees: When someone loses family members or friends to war and violence, not only do they experience the trauma of the situation, but they also lose part of their network of support. A strong network of trusted and supportive people is important when dealing with trauma. Helping these beneficiaries build the support system and recognize where it already exists is vital.

For new mothers: Sometimes after giving birth it is possible to develop depression. This is called postpartum depression and is important to get treatment from a doctor if possible.

Support Networks

Having people who they can turn to in times of stress or other situations is one of the most important tools they can have. Additionally, since many of the beneficiaries [especially refugees] have lost loved ones in their support network, this may be difficult for them to talk about. But for these same people, reforming a support network is very important.

make sure each girl leaves with at least 3 safe people they can readily reach out to and a plan for reaching out if they need

Safe Space Guided Visualization

Safe space visualization is a mindfulness practice that can reduce feelings of unease, discomfort, or distress by giving the person a mental visualization space to go to when they need to calm down. A safe space can be an imaginary or real place, the only requirement is that you can get a clear picture and feeling of what it would be like to be there. When someone is feeling overwhelmed or upset, having a mental safe space to go to can help diffuse triggers that interfere with everyday activities. Having mental safe spaces can help girls cope with feelings of dissociation, loss, triggering, and when they feel overwhelmed with their emotions or experiences. The benefit of safe spaces is that they can be used anywhere, anytime, and have been shown to help manage post-traumatic stress.

Step 1: Rose/Bud/Thorn (~5 mins)

Rose bud thorn explanation: This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.

2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Rose: something positive that happened this week
 - Bud: something they're looking forward to this week
 - Thorn: something they struggled with this week
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 2: Recap Lesson 5: Intrusive thoughts/triggers

- Ask the girls to recall what they learned in the last lesson
 - *Intrusive thoughts and triggers*
 - *Body scan*
- Ask the girls to discuss why they think these things were taught to them
- Ask if there are any lingering questions about intrusive thoughts/triggers

Step 3: Depression and Relational Regulation

When you lose someone or something important to you, like family members or your home, it is completely normal to have an emotional response. Often this comes in the form of depression. Symptoms of depression include:

- *constantly feeling down*
- *not wanting to do things you use to be interested in*
- *trouble sleeping or sleeping too much*
- *feeling worthless*
- *difficulty concentrating or thinking*

There are many more symptoms of depression but those are some of the most common. Also it's important to remember that everyone can experience depression differently, with different symptoms and severities.

One important way to regulate stress or worries in your life is through interacting with others. Relational regulation refers to the desired effect, or what you want to happen, when you interact with or think about specific people.

When you talk to someone, you don't need to talk about your problems and stresses. Any topic, even just talking about your ordinary life works great. The goal is just to feel connected to another person.

Ask girls to offer suggestions of who they would talk to, where they might talk, what topics they would bring up. (remind them to pick safe people and safe topics!)

Where:

- *In the garden*
- *Going for a walk*
- *Someone else's house*
- *Whatsapp call or text*
- *In our safe spaces*

Topics:

- *How their garden is doing*
- *Talking about children*
- *How are they feeling*

The interaction doesn't need to be long, even a smile or a quick "hi" can be effective. Interactions don't even need to happen in real life, visualization works too.

Ask the girls to offer and discuss examples.

- *Think of a conversation with a friend/loved one when you felt connected*
- *Imagine spending time with your closest friends*
- *Look at photos of loved ones*
- *Hold objects that remind you of someone you love*
- *Pray to your god/higher power/a saint*
- *Safe space visualization*

Break

- *Icebreakers: see icebreaker list*
- *Dancing game: see game list*
- *Singing: Have the group pick a song to sing together*
- *Stretch*

Step 4: Small Group discussion: Safety Network

-Have the girls discuss in their small groups about who is in their safety network.

-Have each girl come up with 3 real people they can reach out to

-Have the girls discuss when they have used their support system in the past and how it helped.

Step 5: Safe-space helpers

Now that we have our safety network, we are going to practice bringing in some helpers to our safe space. Knowledge check: What is our safe space tool?

Helpers Script:

Relationships and social support are an important part of us feeling safe and calm. While safe spaces are a good practice for reaching calm, we now want to fill it with a few “helpers” who can meet us in our safe spaces when we need support. Our helpers can be anyone: our higher powers, family, children, friends, even people who we have lost. The only requirement for a helper is that they make you feel safe, calm, and happy. In a large circle, direct the girls to close their eyes and go back to their safe spaces using these directions:

- 1. Close your eyes and take 5 deep breaths; in through your nose, out through your mouth.*
- 2. Get into your safe space; imagine again what it looks like*
- 3. Take a deep breath in through your nose and out through your mouth; imagine your senses:
 - a. What do you feel?*
 - b. Feel the temperature, the light, maybe there is a breeze.*
 - c. What do you hear?*
 - d. Take a few moments to get in your safe space (Give the girls two minutes or so to imagine their safe spaces. While they quietly think- model your breath so they can hear you breath in deeply through your nose and slowly out your mouth- this will prompt them to do the same)**
- 4. I want you to imagine your helper. Think of one right now- you can add as many helpers as you want, but for now I want you to think of one person who brings you peace, calmness, and comfort. Maybe they are family, friends, god, or someone you’ve lost.*
- 5. Think about where they are in your safe space; are they sitting next to you? Across from you? Waving at you from afar? Hugging you?*
- 6. Think about their face. Are they smiling? Calm? Laughing?*
- 7. Next, I want you to imagine what they would say to you to calm you down. Think of one thing they could say to you that would bring you comfort. Think about their voice, their tone, are they speaking quietly?*
- 8. Take a deep breath in through your nose, and out through your mouth.*
- 9. Thank your helper; tell them you will meet them back in your safe space when you need them next.*
- 10. Take a deep breath and when you are ready, open your eyes.*

Our helpers can be powerful tools when we are upset. Think about people who bring you comfort, joy, or peace that you want to invite to your safe space. This week, I want you to practice going to your safe space and meeting your helpers. You can take 5 minutes before bed, take a break during your gardening, or use it if you are upset. Practicing your safe space will make it easier for you to use it when you need peace.

Knowledge check:

- *When this week will you practice your safe space?*
- *What are helpers?*

Make notes of their answers

Step 6: Wrap up

End the class today with a group prayer. This can be open ended and take different directions depending on where you want to take it. Try to relate it to the topics of the lesson (depression and loss, support network). Make sure to finish the prayer in a positive and affirming way. This could be giving praise for having their small groups be added to their support networks.

FACILITATOR NOTES: Depression and Loss

PRINT ME BEFORE LESSON

Ask the girls to recall what they learned in the last lesson.

Ask the girls to discuss why they think these things were taught to them

Ask if there are any lingering questions about intrusive thoughts/triggers

Notes on Depression

Notes on relational regulation

When this week will you practice your safe space?

What are helpers?

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson 7: Anxiety

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- Photo of the butterfly hug

Handouts:

n/a

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Lesson 6: Depression & Loss

Step 3. What is Anxiety, Reframing

Step 4. Butterfly Hug

Step 5. Wrap Up

Learning Objectives

- Learn what anxiety is
 - Identify what happens in a panic attack
- Perform a butterfly hug
 - Determine when to use a butterfly hug

Next class

- Mid-session Check-in

Facilitation Tips

Anxiety

Anxiety is our body's way of reacting to stress and alerting us of danger. Often people who have anxiety have a lot of worries, and think a lot about what they are worried about. It is very common for people to have anxiety, especially people who have trauma. When we have trauma, anxiety can become more severe and make it difficult for us to think about anything else.

If our bodies are too anxious, we can experience a panic attack. Panic attacks happen when we cannot calm ourselves down from what we are anxious about and we experience:

- Our heart beating too fast
- Shortness of breath
- Hyperventilation
- Tingling sensation in the arms or legs
- Heavy weight on our chest or shoulders
- Buzzing in the body
- Lightheadedness and dizziness
- Shaking or shivering
- Sweating

When someone has a panic attack, it's their body taking their worry too far. It's important if someone is having a panic attack to give them the space and time they need to calm down. Panic attacks are common for people with trauma, and can be deescalated with deep breathing, grounding techniques, and the butterfly hug. Because anxiety comes from our body, it is important to calm down our body response first, before dealing with the worry thoughts that anxiety causes. Having a calm body makes it easier to cope with anxious thoughts.

Most people experience low-grade anxiety. Low-grade anxiety is a constant feeling that something is going to go wrong, or being worried all the time but not knowing why. When we have trauma, our bodies are trying to keep us safe from danger. Anxiety is a tool our trauma uses to keep us aware and alert for danger, even when there is none. Constant worrying or hypervigilance can leave someone feeling drained, upset, irritated, and makes it difficult for us to be present and see the good things.

Many girls have real challenges and stress to worry about. It makes sense that many of them are anxious, because they have unresolved stress in their lives to be worried about. While Kad is not equipped to help girls process their anxieties, we can teach them tools for

managing them each day to make it easier to cope. It is important in this lesson to validate that the girls have real worries, that they are not worrying for no reason, but that worrying too much can make it harder to do their daily activities and address their worries.

Step 1: Rose/Bud/Thorn (~5 mins)

Rose bud thorn explanation: This activity will be done at the beginning of every lesson. It will help the girls reflect on what they've learned and help train them to notice the good and the bad. This will be helpful for us to understand how to improve the curriculum over time and build trust during the lessons depending on what the girls notice.

There are three parts to this activity; the rose, the bud, and the thorn- each represents something different. The rose is the most beautiful part of the flower, it represents what we are happy about and what is good in our lives right now. The buds on a rose are still growing; they represent opportunities and things we are looking forward to in the future. The thorns on a rose are the cause of pain, they represent the things in our lives that aren't going well and our challenges.

This activity should take no longer than 5 minutes to save room for the class lessons. In each lesson, follow these steps to do the rose/bud/thorn activity.

1. Direct girls to their small groups; it is ok for them to be close in the classroom area together as they do this.
2. Using a rose or a photo of a rose, explain to the girls what each part represents: the rose is something positive, the bud is something you're looking forward to, and the thorn is something you struggled with or are worried about.
3. In this class, have the girls share in their small groups:
 - Rose: something positive that happened this week
 - Bud: something they're looking forward to this week
 - Thorn: something they struggled with this week
4. Walk around the class and listen in to the small groups; make notes of what you hear the girls sharing with each other
5. Ask for volunteers to share with the class what they talked about; make note of their answers.

Step 2: Recap last lesson on depression and loss

- Ask the girls to recall what they learned in the last lesson.
 - Depression and loss
 - Relational regulation
 - Support/safety network

- Ask the girls to offer reasons why having a support network is so important.
- Ask if there are any lingering questions about depression and loss.
- Ask if they reached out to anyone in their support network since the last class.

Take notes on their answers

Step 3: What is anxiety

Anxiety is our body's way of reacting to stress and alerting us of danger. Often people who have anxiety have a lot of worries, and think a lot about what they are worried about. It is very common for people to have anxiety, especially people who have trauma. When we have trauma, anxiety can become more severe and make it difficult for us to think about anything else.

If our bodies are too anxious, we can experience a panic attack. Panic attacks happen when we cannot calm ourselves down from what we are anxious about and we experience:

- *Our heart beating too fast*
- *Shortness of breath*
- *Hyperventilation*
- *Tingling sensation in the arms or legs*
- *Heavy weight on our chest or shoulders*
- *Buzzing in the body*
- *Lightheadedness and dizziness*
- *Shaking or shivering*
- *Sweating*

When someone has a panic attack, it's their body taking their worry too far. Panic attacks are common for people with trauma, and can be stopped with deep breathing, grounding tools from our toolkit, and the butterfly hug we will learn today. Because anxiety comes from our body, it is important to calm down our body response first, before dealing with the worry thoughts that anxiety causes. Having a calm body makes it easier to cope with anxious thoughts.

Most people experience low-grade anxiety. Low-grade anxiety is a constant feeling that something is going to go wrong, or being worried all the time but not knowing why. When we have trauma, our bodies are trying to keep us safe from danger. Anxiety is a tool our trauma uses to keep us aware and alert for danger, even when there is none. Constant worrying can leave someone feeling drained, upset, irritated, and makes it difficult for us to be present and see the good things.

Step 4: Meeting our worries

When we have too many anxious thoughts, it can be helpful to make an appointment with our worries. This stops our anxious thoughts from taking over our lives. If you have an anxious thought that won't go away, make a special time to meet your worry. You can set as much time aside as you think you will need. Sometimes, it helps to have a special place to meet your worries. Maybe somewhere at home where you can have a few minutes to yourself.

Some people find it helpful to pray about their worries. Your worry appointment is a good time to pray and ask for help with the things you are anxious about. Remember, it is normal to feel anxious when we have a lot of stress. Having appointments to meet our worries lets us get peace during the day so we can focus on the things we need to get done, like our gardening and lessons.

Even when we make appointments with our worries, it is common for us to think about them even though we have a time and a place for them. If your worry thoughts come up during the day, remind them you will meet them later. You can practice grounding, deep breathing, and mindfulness to keep anxious thoughts away until your appointment.

Knowledge check: What is mindfulness?

[Should get answers about the first lesson, noticing our bodies, paying attention to what we are experiencing with our senses, non-judgmental noticing]

Remember you can use mindfulness each day as you do your work to calm your worry thoughts. Mindfulness is a tool that takes a lot of practice, and in between our worry appointments is a good time to get better at mindfulness to distract our bodies from their stress and worry.

Break (10 mins)

- Dancing, singing, stretching, games

Step 5: Butterfly Hug

Butterfly hug script:

The butterfly hug is a tool you can use when you are feeling stressed or panicked. This tool can help you calm down and feel grounded. It's called the butterfly hug because when you do it, your hands look like a butterfly.

[Demonstrate the butterfly hug as you describe how to do it]

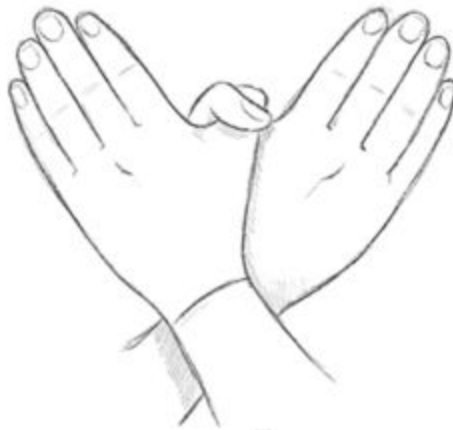
Cross your arms over your chest, so that the tip of the middle finger from each hand is placed below the collarbone and the other fingers and hands are between the shoulder and the breastbone.

Hands and fingers should be pointed up more towards your neck than your arms.

You can interlock your thumbs to form the butterfly's body and the extension of your other fingers outward will form the Butterfly's wings.

Close your eyes.

Next, you alternate the movement of your hands, like the flapping wings of a butterfly. Let your hands move freely. You can breathe slowly and deeply, while you observe what is going through your mind and body such as thoughts, images, sounds, odors, feelings, and physical sensation without changing, pushing your thoughts away, or judging. You can pretend as though what you are observing is like clouds passing by.



Step 6: Wrap up

Today we are going to finish with a body scan that brings in your faith.

Remember that [God/Allah/ our higher powers] created us as whole, with our body, our mind, and our spirit. Doing a body scan with this in mind can help make your body feel more connected to your higher power. You can do this body scan to practice mindfulness in between your worry appointments, or to calm yourself down when you are anxious.

- 1. Let's start with mindful breathing and a body scan. Close your eyes.*
- 2. Gently place your attention on your breathing and your body.*
- 3. Become quiet and listen to the silence. Hear your breath as you breathe into your lungs with your nose, and as air leaves from your mouth. [Breath in and out slowly to demonstrate for 5 breathes]*
- 4. This time when we notice our bodies, I want you to think about what you're feeling and where it shows up. Starting from your feet, up your legs, to your stomach, what do you feel? In your arms, your chest, notice any feelings you may be storing there. Up your neck, your head, all the way to your crown, what emotions show up?*
- 5. As you go through the body scan, thank your [higher power/God/Allah] for creating each part of you. In addition, ask them to help heal the parts that aren't feeling well and ask them for the strength to overcome what you are struggling with.*
- 6. Take a moment to breath, scan your body up and down and see what you notice. What do these feelings look like? Are they small droplets, are they sticky and dark, are they buzzing and bright? Try to imagine what they would look like inside your body. Take as many breaths as you need to breathe out the feelings that are bothering you. Imagine what they look like as you breathe them out slowly from your mouth.*
- 7. Finally, finish the body scan with a short personal prayer or affirmation to your higher power.*
- 8. Open your eyes*

FACILITATOR NOTES: Anxiety

PRINT ME BEFORE LESSON

Ask the girls to recall what they learned in the last lesson.

Ask the girls to offer reasons why having a support network is so important.

Ask if there are any lingering questions about depression and loss.

Ask if they reached out to anyone in their support network since the last class.

Notes on rose, bud, thorn:

Notes on anxiety:

Notes on meeting your worries:

What is mindfulness?:

Notes on butterfly hug:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson 8: Mid-session Check-in

To have with me:

Materials:

- Lesson plan
- Facilitator notes
- List of the class goals
- Content guide

Handouts:

- List of class goals (one for each group, if possible)

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap Class Goals

Step 3. Knowledge Check

Step 4. Coping Tools

Step 5. Wrap up

Learning Objectives

- Determine if class goals are being met
- Determine how much information is being retained
- To find out if there has been any improvement/if so how much

Next class

Lesson 9 is the first lesson in which you will be able to set the curriculum yourself.

Facilitator Tips

Mid-session Check-in

This lesson will help us understand how the course is going, and how to set up the second half of the class. This is especially important for the pilot session, but is necessary for all sessions to understand how the content can be improved. You will get input from the girls on how well they are understanding the material as well as how useful the tools have been. The topics discussed in this lesson will guide the content for the rest of the classes in the curriculum which you will choose based on the specific mental health needs of each cohort. More directions will be given in the content guide (pg 81).

You will want to look over the content guide before this lesson. This will help you understand what language to look for and which lessons correspond with each feeling brought up. You can also print the content guide and bring it to this lesson to help you map out what should be covered moving forward.

The purpose of this class is to serve as a check-in. The class will have three main components

- Revisiting the class goals the girls set to see if they have made progress.
 - Have they met their goals?
 - Do they want to change/add goals?
 - Make it clear that their responses will help influence what the class will cover for the rest of the curriculum
 - Discuss what worked and what doesn't
- Reviewing the learning objectives with the girls to track if they are being met.
 - Ask targeted questions that lead to discussion about learning objectives (see lesson plan for questions).
 - Learning objectives are:
 1. Assess trauma symptoms accurately to better understand emotions and personal mental health needs
 2. Identify relevant coping strategies to effectively manage trauma symptoms and current psychosocial stress
 3. Identify and reframe disordered thought patterns that contribute to the trauma response
 4. Develop community dialogue and facilitate relationship building among beneficiaries to increase social support

- Discuss coping strategies they already use in their everyday lives
 - Although this curriculum has taught valuable tools, the girls also have useful skills that they already use.
 - Use this space to give them an opportunity to share within small groups these tools.
 - Compile a list of each group's best answers. These can be developed into lessons and taught in future lessons.

Step 1: Rose/Bud/Thorn (~5 mins)

For complete directions, see Lesson 2 of the Curriculum

Aim this lesson's Rose/Bud/Thorn at assessing the course as a whole

Prompt the girls to think back to how they felt when the course started, and how they feel now.

In a large circle, have the girls share:

- Bud: Something they want to learn more about in the curriculum
- Rose: The biggest improvement they've had since starting the curriculum
- Thorn: The biggest challenge they faced during the curriculum

Take notes on their answers. These will be important later for the content selection, consider these part of the impact assessment.

Step 2: Recap Class Goals

1. Ask the girls if they remember any of the goals they made for themselves at the beginning of the course. See if they can remember any/all of the goals.
2. If it's an option, have the goals written out on a chalkboard or on paper big enough for them to see. If that's not an option, read the goals out to them, and provide each small group with a copy of the list.
3. Have the girls discuss the class goals in their small groups. Prompt them with the following questions:
 - Which goals have you accomplished? How were they accomplished?
 - Which goals do you still have to accomplish? What do you need to meet them?
 - Do you have any additional goals?

Have each group report what they need to accomplish the rest of the goals

record these responses

Have each group report any additional goals

Add these goals to the list

Break (10 minutes)

- Icebreakers: *see icebreaker list*
- Dancing game: *see game list*
- Singing: *Have the group pick a song to sing together*
- Stretch

Step 3: Knowledge Check:

Toolkit

- *What tools do we have in our toolkit so far?*
 - Mindfulness
 - Safe space and helpers
 - Body scan
 - Grounding
 - Butterfly hug
 -
- *What can you use each tool for?*
- *How do you feel about the toolkit so far?*
 - *Have you used your tools?*
 - *How many days in a typical week do you use one of your tools?*
 - *Have they been helpful?*
 - *Do they provide comfort?*
 -
- *What other tools do you want to learn about or use? Any that you already know from outside class?*
 - *What feelings do you want your tool to help with?*

Mental health symptoms:

- *What symptoms have you learned about so far? Tell me about them.*
 - Depression, dissociation, anxiety, loss, intrusive thoughts and triggers
- *how do you view these differently than you did before the class?*
 - *Do you see them as natural responses from trauma?*
 - *Do you feel more able to manage these symptoms?*
- *how will this knowledge change the way you see yourself or your future?*

Step 4: Coping tools

It may be helpful to begin by reviewing the tools we have already added to the toolkit.

See if the girls can name all of them:

- Safe space visualization
- Distraction
- Body Scan
- Safe Vault
- Safety network and relational regulation

Before you started this curriculum, you also had tools that you would use when you felt stressed, or sad or were thinking too much. You used these whether or not you realized they were tools to make you feel better. What sort of things would you do? Can you think of any other ideas that might make you feel better?

Prompt discussion in small groups about coping tools that they used before they began the curriculum. Have them also try and think of new ideas. Have each group report out their best ideas to the class.

record these ideas

FACILITATOR NOTES: Mid Session Check In

PRINT ME BEFORE LESSON

Learning Objectives: Did they meet them?

1. Assess trauma symptoms accurately to better understand emotions and personal mental health needs
2. Identify relevant coping strategies to effectively manage trauma symptoms and current psychosocial stress
3. Identify and reframe disordered thought patterns that contribute to the trauma response
4. Develop community dialogue and facilitate relationship building among beneficiaries to increase social support

Coping Strategies:

Rose, Bud, Thorn

1. Bud: Something they want to learn more about in the curriculum

2. Rose: The biggest improvement they've had since starting the curriculum

3. Thorn: The biggest challenge they faced during the curriculum

Goals:

- Have they met their goals?

- Do they want to change/add goals?

- what worked and what doesn't

Goals that need to be accomplished:

Additional Goals:

Toolkit: Did they get them? Mark each with yes or no

- *What tools do we have in our toolkit so far?*
 - Mindfulness

- Safe space and helpers
 - Body scan
 - Grounding
 - Butterfly hug
- *What can you use each tool for?*

- *How do you feel about the toolkit so far?*
 - *Have you used your tools?*

 - *How many days in a typical week do you use one of your tools?*

 - *Have they been helpful?*

 - *Do they provide comfort?*

- *What other tools do you want to learn about or use? Any that you already know from outside class?*
 - *What feelings do you want your tool to help with?*

Mental health symptoms:

- *What symptoms have you learned about so far? Tell me about them.*
 - Depression
 - Dissociation
 - Anxiety
 - Loss
 - Intrusive Thoughts
 - Triggers
- *how do you view these differently than you did before the class?*
 - *Do you see them as natural responses from trauma? Do you feel any shame around them?*
 - *Do you feel more able to manage these symptoms?*
- *how will this knowledge change the way you see yourself or your future?*

What coping tools have we added to our toolbox so far? Mark yes or no, add additional responses:

- Safe space visualization
- Distraction
- Body Scan
- Safe Vault
- Safety network and relational regulation

What sort of things would you do? Can you think of any other ideas that might make you feel better?

CONTENT GUIDE

Reflecting on what the girls reported in lesson 8, use this guide to plan the next 7 lessons with these additional lessons in mind. If you have any lessons from the first part of the curriculum you didn't have time to teach, **prioritize skipped lessons first to teach in the second half of the curriculum.** Replace any extra lessons with lessons from the first half. These are important because they are the foundation of all the additional lessons. Fill in the lesson plan outline before each lesson to write new ideas and other blank information. These will help you guide each lesson until the end of the curriculum. Change any necessary information after printing. ****Reprint for each cohort****

The second most prioritized lessons should be the ones the girls asked for. Any extra open spots can be filled with the additional lessons below:

ADDITIONAL LESSONS

1. Grounding
2. Anchor Prayer
3. Stress Management: Breathing
4. EMDR Container with Butterfly hug
5. Inner Garden guided imagery
6. Leaves in the river guided imagery
7. Growth mindset
8. Managing helpless anger
9. Emotional Regulation: Hyperarousal
10. Peace Building: Fishbowl
11. Livelihood project: Safe Spaces
12. Identifying feelings

Drafting your lessons:

You can use this list below to draft your lessons during the mid-session check-in:

Lesson 9

Goals:

Activity 1:

Activity 2:

Lesson 10

Goals:

Activity 1:

Activity 2:

Lesson 11

Goals:

Activity 1:

Activity 2:

Lesson 12

Goals:

Activity 1:

Activity 2:

Lesson 13

Goals:

Activity 1:

Activity 2:

Lesson 14

Goals:

Activity 1:

Activity 2:

Lesson 15

Additional Activities:

Lesson __ : Grounding and Anchor Prayers

To have with me:

Materials:

-

Handouts:

-

To collect:

n/a

Lesson Plan

- Step 1. Rose, Bud, Thorn
- Step 2. Recap previous lesson
- Step 3. Grounding
- Break
- Step 4. Anchor Prayer
- Step 5. Wrap up

Learning Objectives

- Develop grounding techniques
- Establish an anchor prayer

Next class

-

Grounding (1)

Grounding Script:

Grounding means coming back to your present, physical experience. Sometimes when we dissociate, or if we are worried, we can get stuck in our past or our thoughts. This makes it harder for us to connect to our present. Grounding will help you let go of your thoughts and focus on the present moment. Focusing on the present helps us appreciate the good things we have around us.

When you accept things the way they are in your present experience, you recognize that even this moment of this ordinary day is a gift from [God/Allah/your higher power] to be thankful for.

To start, we are going to sit in our circle in a comfortable position. You can sit with your arms and hands rested.

We are going to take a tour of your 5 senses. Try to notice the following things. While you do, mentally name each thing as you identify it. Putting a name to each thing in your mind helps to quiet your thoughts as you stop thinking about other things and focus on this task. As you notice with your senses, make sure to take deep breaths, in through your nose, out through your mouth [Demonstrate deep breathing].

I want you to notice:

- 1. 5 things you can see: For example, a window, a glass of water, etc.*

As you notice things, thank your higher power/ God/Allah for each thing you notice.

- 2. 4 things you can feel: Consider the texture of your clothes, how your body is resting on the ground, the temperature, etc.*

Take 3 deep breaths, in through your nose, out through your mouth [Guide 3 deep breaths]

- 3. 3 things you can hear: Listen for any sounds you might hear.*

Again take 3 deep breaths, in through your nose, out through your mouth [Guide 3 deep breaths]

- 4. 2 things you can smell: Notice the scent in the air, or maybe the smell of your hands or a nearby object.*

3 deep breaths, in through your nose, out through your mouth [Guide 3 deep breaths]

- 5. 1 thing you can taste: Maybe your coffee or tea, or simply the taste in your mouth.*

Anchor Prayer (2)

Anchor Prayer Script:

Another grounding tool is to focus on your breath. The breath is commonly used as an anchor to connect us to our surroundings and our bodies as we practice mindfulness. To also connect with [God's/Allah's/ our higher power's] presence, we are going to practice breathing with a prayer or affirmation. If you don't want to pray, you can think of a positive, encouraging, or calming message to use instead of a prayer. This will also anchor you, either is fine. This exercise is useful any time you're feeling a bit anxious and you need a way to come back to the present when you are overthinking or dissociating.

- 1. Simply focus on your breath as you breathe normally. As you are breathing, notice your body, the way it is resting on the ground.*
- 2. Take a few minutes to think about what your affirmation or prayer will be. Remember to keep it short only 2 words.*
- 3. Get in a comfortable position.*
- 4. Take 5 deep breaths in through your nose, out through your mouth. [Demonstrate 5 deep breaths]*
- 5. When you are ready, and have your prayer/affirmation, close your eyes.*
- 6. Take 3 deep breaths [Guide 3 deep breaths]*
- 7. Thank [God/Allah/ your higher power] for each breath, then start to repeat a two-word prayer or affirmation in your mind. Breathe one word in, and one word out. If you want to, extend your breaths to be longer and deeper. Deep breathing helps you relax and calm down.*
- 8. Practice repeating your prayer with your deep breaths.*
- 9. 5 deep breaths as you repeat your anchor*
- 10. When you are ready, open your eyes*

FACILITATOR NOTES: Grounding and Anchor Prayer

PRINT ME BEFORE LESSON

Previous lesson recap notes:

Notes on rose, bud, thorn:

Notes on safe space grounding:

Notes on anchor prayer:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work?

Lesson __ : Stress Management and EMDR Container

To have with me:

Materials:

-

Handouts:

-

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap previous lesson

Step 3. Stress Management Breathing Exercises

Break

Step 4. EMDR container with butterfly hug

Step 5. Wrap up

Learning Objectives

- Develop stress management breathing techniques
- Identify stress resulting from problems we cannot solve right away
 - Develop tools to manage this stress

Next class

-

1: Stress Management: Breathing Exercises for Relaxation

Have you ever noticed how you breathe when you feel relaxed? Think about how you breathe when you first wake up in the morning or just before you fall asleep. Breathing exercises can help you relax, because they make your body feel like it does when you are already relaxed. This is a simple and effective way to calm our minds or thoughts when we are overwhelmed, anxious, overthinking, or upset.

Deep breathing is one of the best ways to lower stress in the body. This is because when you breathe deeply, it sends a message to your brain to calm down and relax. The brain then sends this message to your body.

The way you breathe affects your whole body. Breathing exercises are a good way to relax, reduce tension, and relieve stress. You can do them whenever you want, and you don't need any special tools or equipment to do them. You can do different exercises to see which work best for you.

There are lots of breathing exercises you can do to help relax. The first exercise we are going to practice—belly breathing—is simple to learn and easy to do. It's best to start there if you have never done breathing exercises before.

Belly breathing

Belly breathing is easy to do and very relaxing. Try this basic exercise anytime you need to relax or relieve stress.

Sit or lie flat in a comfortable position.

Put one hand on your belly just below your ribs and the other hand on your chest.

Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move.

Breathe out through pursed lips as if you were whistling. Feel the hand on your belly go in, and use it to push all the air out.

Do this breathing 3 to 10 times. Take your time with each breath.

Notice how you feel at the end of the exercise.

Next steps

After you have mastered belly breathing, you may want to try one of these more advanced breathing exercises. Try all three, and see which one works best for you:

This exercise also uses belly breathing to help you relax. You can do this exercise either sitting or lying down.

To start, put one hand on your belly and the other on your chest as in the belly breathing exercise.

Take a deep, slow breath from your belly, and silently count to 4 as you breathe in.

Hold your breath, and silently count from 1 to 7.

Breathe out completely as you silently count from 1 to 8. Try to get all the air out of your lungs by the time you count to 8.

Repeat 3 to 7 times or until you feel calm.

Notice how you feel at the end of the exercise.

2: EMDR Container with butterfly hug

If you'd like to give this a try, follow along and take as much time as you need to pause and engage the activity. Ok, now, close your eyes and imagine a container. It can be any container. What does it look like? How big is it? What color is it? Is it something special to you or something you've seen before? Where is your container? Pick something that has a lid or would have the ability to hold "stuff" securely. Some people have imagined armoires, unique wooden containers with small and big drawers, tool boxes, mason jars, rubber-maids, cookie jars, etc. There is no right or wrong. This will be your very own container. Now just take a moment to imagine it.

Now, do you have anything that is bothering you? Identify something mildly to moderately nagging; something you can't do anything about right now. Perhaps you're at work and keep getting a nagging thought and feeling about organizing a closet of yours that you just can't seem to get around to lately. Or perhaps you feel a little uncomfortable about a recent interaction you had with a friend and it's not the right time to resolve it with them because they are out of town or unavailable. Maybe you're nervous about an upcoming event you need to attend or a trip you need to take. Something like that. On a scale of zero to 10 (with 10 being the most distress you can imagine and zero being completely neutral) think of something that is a two or a three.

Notice how you feel when you think about it. Notice what you see in your mind's eye when you think about it. Notice your thoughts. Be with this for a moment. Now imagine sending your feelings, the images, and thoughts to your container. You can do this by imagining them (one at a time or as a single combined unit) flowing from your body into the container. Or you can imagine walking up to your container and placing these items in, followed by placing the lid on it, and then walking away. Whatever works for you. Take a moment to try this.

Now, check in with yourself again. What do you notice in your body... in your mind? Has the distress reduced? How would you rate it on a scale of zero to 10? If you noticed that your distress is reduced, this may be a very useful tool for you to engage regularly to help manage emotions and mental difficulty.

The purpose of this technique is not to avoid problems that we can solve right now. It is intended to help you contain things when they can't be solved with right now. This can be very helpful when you're trying to fall asleep and can't stop your mind from racing about the next day's events. Clearly there isn't anything you can do about tomorrow while you're trying to fall asleep. In fact, we all know getting our best rest will prepare us to engage the day more effectively. So use the container to put worry thoughts and feelings in and then

come back to them when you are ready to effectively work through them. This is not an activity of avoidance or denial but an activity of self-control and empowerment. Give it a try and see if it is helpful for you.

FACILITATOR NOTES: Breathing Exercises and EMDR container

PRINT ME BEFORE LESSON

Previous lesson recap notes:

Notes on rose, bud, thorn:

Notes on breathing exercises:

Notes on EMDR container:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson __ : Hyperarousal and Inner Garden

To have with me:

Materials:

-

Handouts:

-

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap previous lesson

Step 3. Hyperarousal

break

Step 4. Inner Garden guided imagery

Step 5. Wrap up

Learning Objectives

- Identify characteristics of being in hyperarousal
- Develop skills to reduce levels of arousal
- Develop another visualization tool to promote calmness and relaxation

Next class

-

1: Emotional Regulation; Hyperarousal

When something stressful or scary happens all of a sudden, our body goes into hyperarousal. Often, you either have a fight or flight response. The fight response is when we stay and deal with the situation head on. You might have the impulse to hit someone who is threatening you. The flight response is when you try and get as far away from the stressor as possible. This is when you get the impulse to run away. Hyperarousal, especially the fight response is not anger, although you might have similar impulses, like hitting someone.

You cannot manage hyperarousal with the same tools you use to manage your trauma and trauma symptoms. Hyperarousal is a physical thing not something in our minds. When we are in hyperarousal, our brains aren't able to think clearly or make clear choices. You can't process a strong emotion in this state and if you try, you will most likely overreact.

Before trying to manage your emotions, you need to regulate your arousal levels.

Hyperarousal means that there's a lot of energy buzzing around in our bodies, ready to be used to fight back or run away. The flight response usually shows up as a restless energy in the legs (for running away) and the fight response comes with nervous energy in the arms (for hitting/attacking). It's helpful to use skills that use your arms to lower arousal levels. Whatever activity you choose to do, focus all your thoughts on the action and not the trigger that caused your hyper arousal.

Examples of this include:

- Push ups
- Trying to push over a wall
- Kneading dough
- Breaking or throwing sticks
- Squeezing a tree really hard
- *Have the girls suggest other activities that engage their arms*
- *offer suggestions of your own*

Note: Some people believe that actually hitting something is the best way to get out of hyperarousal. When done properly it can be very effective at reducing energy/arousal, but it can teach unhealthy and possibly dangerous habits. It's best to avoid actually hitting anything, but if it must be done, make sure it is something soft, like a pillow or a towel.

If your thoughts during the activity keep going back to the triggering situation or person, choose a different exercise or action. If your arousal levels continue to rise, stop immediately and try a different skill like distraction.

Remember, this is not emotional regulation. Just because you have calmed the energy inside you, doesn't mean that the emotion is dealt with or the situation is resolved. It just means that you are in a better mental state to deal with the emotion or situation. Once you have gotten out of hyperarousal, you can use your other tools in the toolkit.

2: The Inner Garden Guided imagery

The inner garden is a guided imagery exercise that promotes calmness and relaxation. This exercise is helpful for cohorts that may display anxiety, stress, hyperarousal, or want to learn more about calming the body. In a large circle, have the girls sit in a comfortable position with their eyes closed and use the following script:

Inner Garden Script:

- 1. Close your eyes, sit in whatever position is most comfortable*
- 2. Notice your breathing, the pace, how deep or shallow your breaths are*
- 3. Take a deep breath in through your nose, and slowly breath out through your mouth*
- 4. Take 5 deep breaths [Breathe in and out slowly to demonstrate]*
- 5. When you're ready ask your imagination for directions to the entrance to your inner garden and let it guide you there. Look at your garden from the outside.*
- 6. What plants do you notice? Is there a fence? What is holding the garden?*
- 7. Maybe there are vines or roses winding around the garden fence. Take deep breaths in through your nose and out through your mouth while you imagine what your garden looks like.*
- 8. When you are ready, I want you to enter your garden. What noises do you hear? What flowers do you smell? Is it warm or cool? Maybe your feet are wet in the grass, or it is dry and warm. You can move deeper into your garden until you reach a central place where you can find water. That could be a creek, a fountain, a fresh spring, a pond or a lake, you decide. Look around and take in the picture while you take a deep breath in through your nose, and out through your mouth, deep into your belly, relaxing your shoulders as you breathe.*
- 9. Listen to the noises in your garden, the water, the wind in the leaves. You can decide if you want to have animals in your garden too. Maybe there are quick squirrels, or birds in the trees. Only kind and sweet animals can find their way into your garden. You can listen and observe when you are here, and find a place to rest. Then you can look around to find a cozy garden chair, or bench, or a soft spot on the ground that can make your body feel safe and supported as you relax. Take your time to get comfortable and breathe the clear air, listen to the sounds, and if you like you can close your eyes for a while and rest in perfect peace.*
- 10. If you want, you can bring your safety network to visit you in your garden. Remember, these can be people you have lost, people you miss, people who guide you, and you can visit them here when you need their presence. Only bring safe people into your inner garden.*
- 11. Maybe you want to take them to the water source in your garden. Maybe you come to your garden with frustration and wish to change or with too much energy than is good*

- for you. You can find a place far into the garden and make room for your frustrations. You can let the flowers and the trees capture your worries, and absorb them like droplets when you shout your worries or frustrations. Your garden is a safe place for you to get out any feelings, any thoughts, any actions you want and need to feel better.*
- 12. And when you spend time in your garden the seconds can feel like minutes and the minutes can feel like hours and you can take it all in and let it soak you with safety and peace and joy and calm until you feel fully rested and relaxed and satisfied, deep in your soul. Stay as long as you want. Just breathe and enjoy.*
- 13. When it's time to return from your garden, you and your garden helpers can meet again at the water source. You can thank your garden together for giving you a place of peace and rest today and maybe leave a new seed somewhere to grow there until you return. You can remember what you plant as a key to get back into your garden the next time you need it. You can find your garden door and when you are ready, take 3 deep breaths, in through your nose and out through your mouth, and open your eyes.*

FACILITATOR NOTES: Hyperarousal and Inner Garden

PRINT ME BEFORE LESSON

Previous lesson recap notes:

Notes on rose, bud, thorn:

Notes on hyper arousal:

Notes on inner garden:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson __ : Managing helpless anger and Leaves in the River

To have with me:

Materials:

-

Handouts:

-

To collect:

n/a

Lesson Plan

Step 1. Rose, Bud, Thorn

Step 2. Recap previous lesson

Step 3. Managing Helpless Anger

break

Step 4. Leaves in the River guided imagery

Step 5. Wrap up

Learning Objectives

- Develop tools to manage helpless anger
 - Identify and overcome feelings of helplessness
 - Manage anger in a healthy way
- Use guided imagery to let go of thoughts

Next class

-

1: Managing Helpless Anger

One of the strongest and potentially most destructive feelings a trauma survivor can experience is helpless anger. It triggers the deep sense of powerlessness that was experienced during trauma and combines it with the energy found in anger. Managing helpless anger takes 3 big steps.

Step 1. Orientation and Grounding

- Create distance from the situation that caused the helpless anger.
- Use the grounding exercises that work best for you.
- Recognize that you got triggered but know that your expectation of harm is not happening.
- Recognize that this is not the same situation as the threats in your past.
- The more mindful you are that you are experiencing helpless anger, the easier it will be to ground yourself

Step 2. Overcome the helplessness

You need to divide the helpless anger into helplessness and anger and deal with them separately. Face the helplessness first, otherwise you won't be able to reach the anger underneath.

Helplessness can be solved by finding solutions.

Look at the situation and find choices and options to act no matter how small.

Can you...

- Try something else?
- Talk to someone else?
- Ask someone for help?
- Set a boundary?
- Clarify things?
- Confront something?
- Negotiate?
- Choose a different way?

Breathe and find new options. Once you find a choice, the helplessness will go down.

Step 3. Managing the Anger

Anger is complex and full of energy. The energy is often related to other people in some way and it doesn't just go away because we hit or destroyed something. Those are not just unhealthy ways to cope, they don't even work that well. Better adjustments include:

- Talking to someone: Rant. Try to avoid this in a public setting but do it with close friends. The energy from the anger needs to get out. They do not need to try and calm you down or solve the problem. The presence of a trusted person will also give

you the benefits of relational regulation. It can further reduce helplessness as you recognize that you are not alone.

- Use the anger: this only works if you have overcome the helplessness and are able to contain the anger and not explode in rage. You can use the energy from anger for your benefit when you are able to control it. (see using anger)
- Humor: for some people, it is helpful to turn towards dark or silly humor. It creates distance from the situation and power over it. It can help dissolve the sense of doom. Try to avoid sarcasm as that is actually a form of clinging to the anger in an emotional way that can be harmful to you and those around you.
- Relaxation: maybe you want to use a breathing exercise. This could be breathing out the anger and breathing in peace. Sometimes it's helpful to connect colors to your breathing. Breathe out the red rage and in the cool peaceful blue. In addition it can be helpful to focus on a positive image that helps you relax.
- Go for a walk: changing your location for a while can create distance from what is triggering you. Walking also is a release of energy which is positive for when you're angry. Walking outside can also help reframe your perspective. The world out there is so big and beautiful and your problem is very small compared to all that. There is so much more than this problem/trigger in the world.

Once you have done what you can, don't dwell on your anger.

All of this takes practice! Remember to stick with the right order of the steps

2: Guided imagery – Leaves in the River

Leaves in the River Script:

Sit in a comfortable position where you feel stable and supported. If you would like, close your eyes or soften your focus. Take your time to take some deep breaths and become settled.

When you are ready, begin to imagine a river close by. Maybe it's wide and slow, or narrow and winding. It could be in a forest or in the open. Whatever comes to your mind will work. Imagine yourself walking along the riverside and find a spot you want to settle down at. Maybe there is a bench or a rock for you to sit on. There could be a path down to the edge of the water, or something completely different that tells you that it's the right place to sit and stay awhile.

Take time to watch the river flow by. Listen to the sound of the steadily moving water. Then you might notice that there are leaves that fall from a tree and float on the water. They get carried past the spot where you sit, further away, until you lose sight of them and the river carries them on. The next leaf floats by and down the river. Take time to imagine watching leaves as they fall from the tree and float down the river and out of your sight.

If you want to, you can find a thought that is going through your mind right at this moment and tie it to the next leaf that is floating by. Maybe it's just a word or a full sentence you imagine written on the leaf. Maybe you imagine writing the thought down and tying it to the leaf as it floats by. Let the river carry the leaf with your thought down the river and further and further until you can't see it anymore.

Notice the next thought that is coming to your mind and attach it to the leaf, letting it float away. Take a deep breath as you watch it go. Maybe there is more than one thought on your mind or they come very quickly. Then the river will bring you 2 or 3 or more leaves to attach your thoughts to so you can watch them float by and down the river. Watch them as they are carried away and pin every thought to a new leaf.

Maybe your head feels empty and there are no thoughts coming at all anymore, that's perfectly ok. You don't have to do anything, just watch the river flowing before you and breathe. If a thought shows up so you can pin it to a leaf, its fine, if not its ok too.

Just patiently take your thoughts, tie them to leaves and let them go. If the same thought keeps coming up repeatedly, that is no problem at all, just take it and tie it to another leaf and watch it pass by like the other leaves.

When you are done, thank the river for being there to carry away the leaves. Say goodbye to the scenery. You can come back to this river anytime you want to practice letting go of something.

Take a moment to sense the room around you. Feel your body in the room, open your eyes if you haven't already. Move around a little and maybe stretch. Thank yourself for taking the time to practice letting go

FACILITATOR NOTES: Managing Helpless anger and Leaves in the River

PRINT ME BEFORE LESSON

Previous lesson recap notes:

Notes on rose, bud, thorn:

Notes on managing helpless anger:

Notes on leaves in the river:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson __ : Growth Mindset and Identifying Feelings

To have with me:

Materials:

-

Handouts:

-

To collect:

Lesson Plan

- Step 1. Rose, Bud, Thorn
- Step 2. Recap previous lesson
- Step 3. Growth Mindset
break
- Step 4. Identifying feelings
- Step 5. Wrap up

Learning Objectives

- Identify how growth can happen each day
 - Adjust mindset to allow for this growth
- Establish a process to help identify feelings

Next class

-

1: Growth Mindset Reflection Questions

Part 1

- What made you think hard today?
- How will you challenge yourself today?
- What do you want to learn today?
- What strategy can you try to learn/challenge yourself today?
- Who can you ask for honest feedback?
- Did you work as hard as you could have?
- Are you holding yourself to high expectations or do you accept “good enough”?
- Did you ask for help when you needed it?
- Are you proud of what you did today?
- What can you learn from your experiences or mistakes today?

Part 2

Move from “I can’t” to “I can try”

Though this exercise is best done written out, it can also work as a reflection. For each bullet point, give the girls time to reflect and make mental lists. Have them share in their small groups one example they are comfortable sharing.

- What I think I can’t do
 - *Have the girls think about what they don’t feel like they can do. This could be something large like starting a business, or something simple in their day to day lives. Have them choose one of these things for the rest of the reflection.*
- Why I think that
- What I am afraid of
- Why I should try
- How I will keep these challenges from getting in my way

2: Identifying Feelings

Before we can look into ways to regulate difficult emotions, we need to know what it is we are trying to regulate. Numbing is a common way of coping for many people who have survived trauma, and can make it difficult for them to identify what they are feeling. Our minds can become masks that don't reflect what we carry inside, but our bodies still feel the physical responses our emotions can have. When we have trauma, we have to be like detectives to figure out what we are feeling and why we are feeling it. This takes a lot of practice, but here are some questions you can ask to figure out the feeling:

1. Intensity of the feeling? (On a scale of 1-10)
2. What triggered the feeling?
3. What was the first thought you had about the trigger?
4. What body sensation changed when the trigger happened?
5. How did my body language change when I was triggered?
 - a. IE did I get bigger or smaller? Did my posture change? Did my facial expression change? How?
6. What did I want to say or do?
7. What did I do or say?
8. What was the consequence of the feeling?
 - a. IE well-being, other feelings, behavior, thoughts, memory, body sensation

It's ok to not be able to tell the intensity of a feeling at first. These questions should be practiced over and over again. Consider making a song or an acronym to help the girls remember it better. You can check them on this often. You can also use the feelings chart in the resources for cluster coaches section.

Another helpful tool is to track your emotions over time. You can do this by using different colors each day to mark how you were feeling. Pick 3-5 important emotions you are noticing and want to track. Give them a color you will remember. Each day, at the same time, mark on a piece of paper the color you felt. This can be done after dinner, before bed, any time that is convenient. It only takes a few seconds and over time can show you what you've been feeling the most. This helps us recognize better what we are feeling and become less numb to what is happening in our bodies.

If you are feeling too numb, there are some helpful tricks you can do to bring yourself back to your body. You can add these short grounding activities to your toolbox.

1. Spotting colors
 - a. Find 5 things of each color of the rainbow until you are back in your body
2. Finding our senses

- a. Hold an ice cube
 - b. Fill a bowl with warm water, put a cloth over the bowl and your face inside to feel the warm steam on your skin
 - c. Eat something spicy, or practice mindfulness with a food like our first lesson
 - d. Do a breathing exercise
 - e. Take a shower
 - f. Hold something that brings you comfort. Practice mindfulness as you notice what it feels like
3. Getting back in our bodies
- Find:
- a. 3 things you see
 - b. 3 things you hear
 - c. 3 things you feel
 - d. 3 things you taste
 - e. 3 things you smell

FACILITATOR NOTES: Growth Mindset and Identifying Feelings

PRINT ME BEFORE LESSON

Previous lesson recap notes:

Notes on rose, bud, thorn:

Notes on growth mindset:

Notes on identifying feelings:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson __ : Fish Bowl

To have with me:

Materials:

-

Handouts:

-

To collect:

n/a

Lesson Plan

Step 1. Rose, bud, thorn

Step 2. Explain Fish Bowl

Step 3. Plan Fish Bowl

Step 4. Wrap up

[the actual activity will need to take place in a separate class meeting time]

Learning Objectives

- Conduct difficult conversations in a safe and inclusive space

Next class

-

Peace Building: Fishbowl

The fishbowl activity is a way to organize a conversation around a difficult subject in a safe way. It helps people navigate a discussion on the topic and keep it under control even if many people are participating. In this technique, at any given time, a group of people will be actively discussing while the rest of the group listens in and takes notes of various viewpoints. Through an iterative process, many participants will get to listen and talk about a topic.

The fishbowl technique is ideal for many situations where a discussion around various points of view is needed or if there is worry of one side dominating a conversation.

This lesson is to be taught with the girls' support systems (IE family) in a circle around the girls. The purpose of this is to give the girls a platform to talk about what they are learning and what is important to them. The girls will talk about what they are learning in the mental health curriculum and share anything they want their families to know guided by a few prompts. The outer circle will then have a chance to ask any questions they may have and an opportunity to respond. The girls will get to respond and share a closing prayer/affirmation/activity they have learned or practiced in class.

This lesson will likely take more than one class; one to plan and one to take place. The activity can also take place outside of class, or the planning without a cluster coach. This is up to you to decide what will work best for each cohort cluster coach.

Step 1: Introduce the fishbowl activity to the girls

Fishbowl script:

The fishbowl activity is a way to organize a conversation around a difficult subject in a safe way. It helps people navigate a discussion on the topic and keep it under control even if many people are participating. In this technique, at any given time, a group of people will be actively discussing while the rest of the group listens in and takes notes of various viewpoints. Through an iterative process, many participants will get to listen and talk about a topic.

The fishbowl technique is ideal for many situations where a discussion around various points of view is needed or if there is worry of one side dominating a conversation.

This lesson is to be taught with your support systems like family or friends. They will sit in a circle around you all. The purpose of this is to give you a chance to talk about what you are learning and what is important to you. You will talk about what you are learning in the mental health curriculum and will take time [in/out of class] to plan. You all will take turns sharing in the inner circle. The outer circle will then have a chance to ask any questions they

may have and have an opportunity to respond. You will get to respond and share a closing prayer/affirmation/activity you have learned or practiced in class that you want to share.

This is a good chance for you to bring up topics or discussions about how you are feeling that may be hard to do at home. If that doesn't feel safe to you, you can also share what you are learning here and why it is important to you.

In small groups, [or out of class] I want you to plan on a few questions you will answer, or subjects you will talk about in your fishbowl. They can be a discussion, a song, or a story; you get to decide.

Step 2: Check the girls' topic plans

This is a good opportunity for you to give guidance, and most importantly, check the topics for safety. It's crucial the girls' bring up safe topics that won't cause escalation of conflict at home. If the topics seem too risky with the group they bring (families, husbands) help them rework their ideas. The purpose of this exercise is to facilitate healthy communication, not to create any more conflict or contentions at home.

This is also a great opportunity for the girls to take ownership over an activity, and communicate what they need. You can encourage them to think of what they've practiced and learned in the curriculum if they cannot think of ideas for their fishbowl.

Step 3: Fishbowl (In a separate class or time)

1. Welcome everyone to the class, give an introduction to what you have been teaching in the class.
2. Give an introduction of the fishbowl activity to the group
3. Read the brave space rules to the group
4. Do the fishbowl

FACILITATOR NOTES: SAFE SPACES

PRINT ME BEFORE LESSON

Notes on rose, bud, thorn:

Notes on fishbowl planning:

AFTER EVERY LESSON:

What went well?

What needed to be translated/changed?

What didn't work

Lesson __ : Livelihood Project

To have with me:

Materials:

- Surface to paint/draw on
 - Wall, canvas, cloth, large paper
- Paint or markers or something else to draw with

Handouts:

-

To collect:

n/a

Lesson Plan

- Step 1. Rose, Bud, Thorn
- Step 2. Explanation of Livelihood Project
- break
- Step 4. Plan Livelihood Project
- Step 5. Wrap up

Learning Objectives

- Visualize progress made
- Demonstrate growth to community

Next class

-

Livelihood Project: Safe space sharing

To celebrate all the girls' progress and achievements during the lessons, this project will give them ownership over sharing their safe spaces through art. This can be done on a large wall, paper, fabric (IE bedsheet)- the only requirement is that it is large enough for everyone to contribute to it. On the surface of choice, the girls will draw/paint their safe spaces for everyone to see during a celebration with food, dancing, singing, etc.

This will require planning, delegation, and likely work outside of class. It is important that the girls want to engage in this activity for it to be done successfully.

Step 1: Planning

1. Plan the materials to be used, and who will be responsible for what.
2. Think of a common meeting time they can plan without cluster coach help
3. Plan check ins with cluster coaches
4. Discuss activities and invitees for the celebration
 - a. Activities could be things they learned in class that they want to share

Step 2: Presenting

The safe space art created during this lesson can be used for lots of things. It can be used as an example for future cohorts, and as a reminder of all the hard work that's gone into healing at KadAfrica. This can be used as a visual representation of the impact of the trauma management curriculum, and will celebrate the hard work and growth the girls have done during their lessons. Be sure to photograph the safe space artwork if possible.

Self-care for educators

List of people I can talk to at KadAfrica if I'm feeling overwhelmed:

Overview:

These lessons can be difficult emotionally to manage. As a Cluster coach, you balance a lot of emotional responsibility that may feel overwhelming or draining. If you are feeling overwhelmed, drained, or triggered by the girls' stories or the lessons, you can use any of the tools in the toolkit, or these alternative tools as a resource. You can also write down your own safety network above in the organization in case you need someone to talk to. Social support is important for everyone, and as an educator it is especially important to take care of yourself.

1. 'Check Up From the Neck Up' Relaxation Practice

Several times a day one can practice "check up from the neck up," especially when there is a lot of mind activity going on, like: feelings of being stressed, what to do, where to go, what's happening tomorrow (or an hour from now), what happened yesterday, what was done, not done, said, not said, am I criticizing or judging myself or others, etc.

1. Become aware of the "mind chatter" that is going on
2. "Check up from the neck up" – and for just for a few moments become the observer, witnessing the self
3. Quiet the mind, become still, focus on being centered and fully present - awareness is key
4. In the moment of witnessing your "mind chatter" simply recognize the tension, the worry, the stress, etc. - Asking, "Where am I right here, right now?" "Am I truly present in this moment?"
5. Breathe in relaxation; breathe out stress.

Take a long, slow deep breath in through your nose, while centering in your heart, breathing in relaxation to the count of four, Hold that breath, imagining it resting up above your head, expanding love and relaxation to the count of four, Then slowly breathe out through the nose to the count of four, releasing any stress, tension, worries, saying "Peace" or saying "Calm" during the out breath. This only takes 1-2 minutes and with practice it can help one to become centered, focused, and relaxed. By practicing this exercise regularly throughout the day, one becomes more aware each time and learns to recognize self-induced stress situations and can become better and better at managing that stress. Managing and living a life of less stress contributes to improved health and well-being, mind/body/spirit.

2. I Wish You Peace: A Simple Loving Kindness Meditation

Start with deep breathing. 5 deep breaths in through your nose, out through your mouth. Relax your body from the top down with each breath. Close your eyes.

First, you send compassion to yourself.

May I be happy. May I be well. May I be free from harm.

Then you think of someone you love.

May you be happy. May you be well. May you be free from harm.

Then you picture someone neutral, perhaps a neighbor or a local shopkeeper. Someone you see from time to time but don't have strong feelings about.

May you be happy. May you be well. May you be free from harm.

And finally you focus on someone you aren't particularly fond of, before sending good wishes to everyone in the world.

here's a simple loving kindness meditation that works for me, no matter whether I start out feeling particularly loving that day:

I wish for peace.

I wish for peace.

I wish for peace.

My friend, I wish you peace.

My acquaintance, I wish you peace.

My "enemy," I wish you peace.

Everyone, I wish you peace.

I wish for peace.

Peace.

Peace...

3. Grounding Body Scan

Sit in a comfortable position. Place your feet slightly apart, letting your toes fall to the sides. Place your arms by your sides, palms up. Bring your awareness into your left foot. Breathe in, imagining that you are breathing in through your left foot, all the way up your body. Breathe out, imagining that you are breathing out all the way through your body, through

your left leg and out through your left foot. What sensations (if any) are you feeling in your left foot right now?

With your next breath out, shift your awareness to your left ankle, noticing any sensations there. Continue to breathe mindfully, bringing your awareness up your leg to your calf, your shin, and your knee.

Left foot

Left leg

Right foot

Right leg

Abdomen & belly

Upper body, chest, & shoulders

Back

Hands & arms

Head & face

Then bring your awareness to your body as a whole:

Does it feel the same or different than when you started the body scan?

Are there any parts of your body that still feel tense or that need extra care?

The purpose of the body scan is not necessarily to relax or to go to sleep, although it can help with that sometimes. The important thing is that you stay open and curious to your body's experience.

Emergency Contact List:

Glossary

Mental Health and Trauma Symptoms	
Term	Definition
Anxiety	The mind and body's reaction to stressful, dangerous, or unfamiliar situations. People who feel anxious enter a state of hyper-alertness and awareness, often to protect themselves from a potentially distressing or dangerous situation.
	Physical symptoms include heart pounding, numbness, muscle tension, nausea, jumpiness, trouble breathing, shaking/trembling. Thoughts may include thinking a situation is dangerous when it's not, worrying that bad things are going to happen, or constant thoughts/imaging of bad things happening.
Depression	Depression can have a variety of causes, including traumatic events, conflict, death/loss, abuse, and sometimes chemical imbalances in the brain. Depression affects the way you think and act, often causing feelings of sadness or loss of interest. It can cause feelings of worthlessness, inability to concentrate, and even suicidal thoughts. Depression affects everyone differently. Type and severity of symptoms can also change over time.
Dissociation	Dissociation is one of your mind's natural responses to trauma events and too much stress. Dissociation is a disconnection between your thoughts, actions, surroundings and even identity. Everyone experiences dissociation differently, but it is overall a break in how your mind handles information.
	Symptoms include: having an out of body experience, feeling numb/detached, tunnel vision, intense flashbacks, absorption into a fantasy state/world, losing large chunks of time, reduced memory
Overthinking	When interviewing girls about their experiences of trauma, many discussed overthinking as a disruptive symptom resulting in large loss of time and control over tasks, such as cooking. Overthinking is a way many trauma survivors in this area describe the intrusive and anxious thoughts they have about their trauma, and overlaps with other mental health challenges, including anxiety and depression.
Triggers	For survivors of trauma, traumatic memories and feelings can become activated through a physical event that reminds them of the trauma, causing anxiety, irritability, panic, distress, and in extreme instances outbursts. Some examples of triggers include: anniversary dates of trauma events, being overwhelmed, the end of a relationship, financial problems, loud noises or yelling, smells, tastes, or noises which remind someone of their trauma
Grief	Grief is a response to loss, including the death of a loved one, education, safety, livelihood, or someone's home- particularly in the case of refugees. Symptoms of grief can be emotional and physical. Physical responses can include feelings of emptiness or pain, changes in appetite or sleep, crying, or restlessness. Mental responses include disbelief, questioning, or absent-mindedness. There can also be spiritual responses, such as searching for a meaning of the loss, rejection of their beliefs, or a sense of presence (from

	the person they lost).
Flashbacks	A flashback is a vivid experience where someone relives some aspects of a traumatic experience. Sometimes a flashback can be like them watching a movie of the event happening. In other cases, flashbacks do not involve imagery. They can come on suddenly and feel uncontrollable. They can be triggered by specific sensations, like pain. Other times hearing specific noises, sounds or voices can trigger a flashback.
Trauma Management	Trauma management refers to using specific tools and activities (like the ones offered in the curriculum) to help manage and control certain symptoms brought on by trauma. In addition, trauma management includes learning about what trauma and its symptoms mean. They will learn that their symptoms are often natural reactions from the body to protect them. It is also incredibly important that it is emphasized that there is no shame in trauma or its symptoms. Teaching trauma management does not require any prior experience, just to come from a foundation of empathy. For trauma management to be effective, it is not necessary that the girls relive or retell traumatic experiences they have survived.
Trauma Processing	Trauma processing is the therapeutic treatment for understanding and treating trauma long term. There are lots of ways to process trauma. Trauma processing can take many months and can be an intense process. This technique requires a mental health professional. The curriculum you will be presenting is not trauma processing.
Somatization	Somatization occurs when psychological symptoms are converted into physical symptoms. An example of this occurring is when someone has experienced the loss of a loved one and their grief is displayed as severe fatigue. This can happen for nearly any psychological symptom. This concept may be difficult to conceptualize, but body scans are helpful in understanding it.
Post-Traumatic Stress	This can occur after someone has experienced a traumatic event. It is natural to be afraid during and after a traumatic event. Fear triggers the body to react to defend against or avoid the threat. Though many people will recover from this naturally, symptoms for some persist long after the event. This can be different for everyone depending on the type of trauma, the magnitude of the trauma, and the amount of exposures to the traumatic event.
	Symptoms of post traumatic stress are often divided into 4 categories: Re Experiencing symptoms, avoidance symptoms, arousal and reactivity symptoms, and cognition and mood symptoms.
Hyperventilation	This is breathing that is more rapid and deep than normal. It is also referred too as over breathing. This can occur when someone is panicking or anxious. When you hyperventilate, you often feel out of breath, lightheaded and/or dizzy.
Hyperarousal	When your body has lots of energy buzzing around from being in fight or flight. Hyperarousal prepares our bodies to fight when we are distressed. It is important to calm our bodies down when we are in hyperarousal before we make any decisions or try and use tools in the toolbox
Post Partum Depression	Depression affecting a new mother. It is common in this area and should be treated by a doctor.

Management Tools and Activities

Term	Definition
mindfulness	the practice of self-awareness of one’s feelings and experiences without judgement. Practicing mindfulness allows us to be present in the moment while feeling accepted. It has been shown to reduce symptoms of depression, anxiety, and trauma; benefits which increase the more it is practiced. Teaching mindfulness will help girls build the habit of grounding themselves in their bodies and self-sooth in moments of distress.
Grounding	Bringing your focus to what is physically happening, either in your body or your surroundings. You are taking the focus away from anxious or stressful thoughts. It can work to bring you away from a panic attack, intrusive thought, unwanted memory, or dissociation. Most grounding techniques involve stimulating one or more of your five senses
meditation	This is a practice where you use a technique (mindfulness, breathing exercises, visualizations) to train awareness and attention. In mediation, you are not trying to turn off your feelings or emotions, but become aware of them without judgement and ultimately understand them better.
guided imagery	Guided imagery is a practice where an instructor leads participants through an activity that activates their imagination. You will walk the girls through imagining using all their senses different places and images that promote peace and relaxation. Guided imagery is a practice that calms the body and relaxes the mind. Our imaginations are powerful tools we can use to transport us, our feelings, and our thoughts. We use guided imagery activities multiple times throughout the curriculum.
safe space visualization	Safe space visualization is a mindfulness practice that can reduce feelings of unease, discomfort, or distress by giving the person a mental visualization space to go to when they need to calm down. A safe space can be an imaginary or real place, the only requirement is that you can get a clear picture and feeling of what it would be like to be there. Having mental safe spaces can help girls cope with feelings of dissociation, loss, triggering, and when they feel overwhelmed with their emotions or experiences. By practicing safe space visualization, girls can begin to use the practice as a tool to diffuse thoughts or behaviors that may interfere with their everyday functioning. The benefit of safe spaces is that they can be used anywhere, anytime, and is a very standard exercise for dealing with trauma.
body scan	A body scan is a tool used to become more mindful of how each part of your body is feeling. It involves paying attention to feelings and sensations throughout your whole body. This can be physical feelings and sensations as well as thoughts and emotions. There are a number of different body scan activities in the curriculum with different focuses.
mindful breathing	This is a very simple mediation and mindfulness technique in which you pay attention to your breathing. You notice the natural rhythm and flow with each inhale and exhale. There are many additional techniques you can use with mindful breathing, including noticing the physical sensations as you take deep breaths. This technique is used in

	conjunction with body scans and other mediative and mindfulness techniques.
toolkit	The toolkit refers to the set of activities and skills that the girls use to manage the symptoms of their trauma. There are many useful tools introduced in the curriculum and they already employ others whether they recognize it or not. The analogy of the toolkit helps to emphasize that they have tools and techniques that can help them through the symptoms of their trauma.
distraction	This is a good tool to reduce dissociation and overthinking because it takes the persons' full attention. Because they will be using their body to engage in an activity, it will also help them reconnect to their body and bring their mind back to the present moment, and away from distressing thoughts.
relational regulation	Refers to the desired effect, or what you want to happen, when you interact with or think about specific, trusted people. When talking to someone, it is not necessary to talk about your problems and stresses. Any topic, even just talking about your ordinary life works great. The goal is just to feel connected to another person. This is a beneficial technique for generally managing stresses or worries in life and to feel less alone.
support network	Support network refers to the list of trusted people you can turn to during times of stress or when you need connection. This is one of the most important tools to have. This is particularly important for beneficiaries who have lost loved ones.
Mental Visualization	Mental visualization refers to anytime you are using your imagination as a tool to manage symptoms of trauma. This is what is occurring during a guided imagery activity. The safe space visualization is a type of mental visualization. This tool is effective because it takes advantage of the imagination which can transport your mind which helps in many ways. Mental visualization is a frequently used technique in the curriculum.
butterfly hug	The butterfly hug is a self administered tool that works as a self soothing technique. It is used in trauma processing as well, but for this curriculum it will be taught as a technique to reduce the symptoms of anxiety. See a Lesson 7 Step 5 for diagram and directions.