



Note to Adult

These activity sheets were created by Child Life Disaster Relief for use during Children's Disaster Services Critical Response deployments. A Critical Response is a disaster relief response that involves multiple fatalities. Often a critical response involves a man-made event.

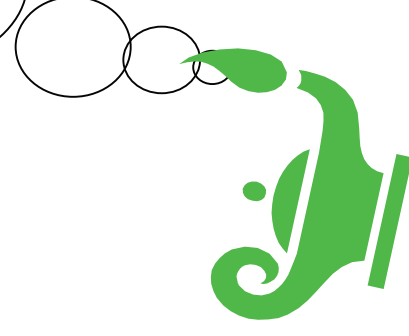
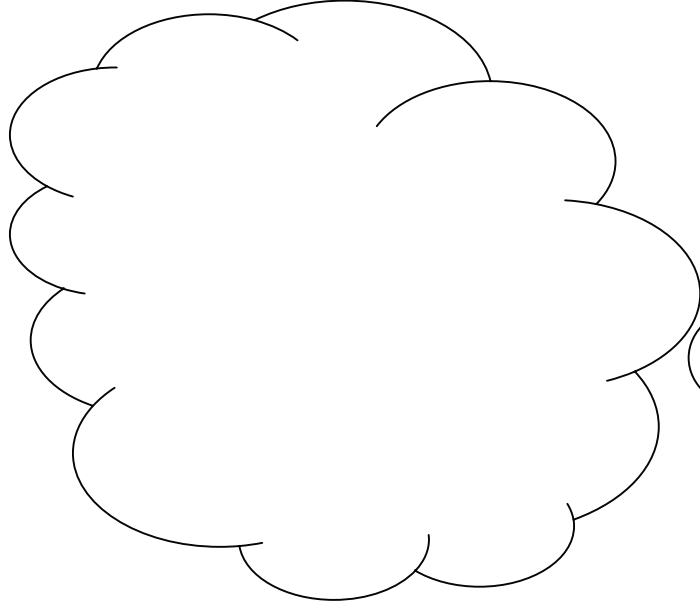
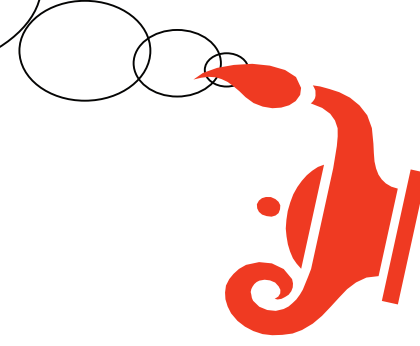
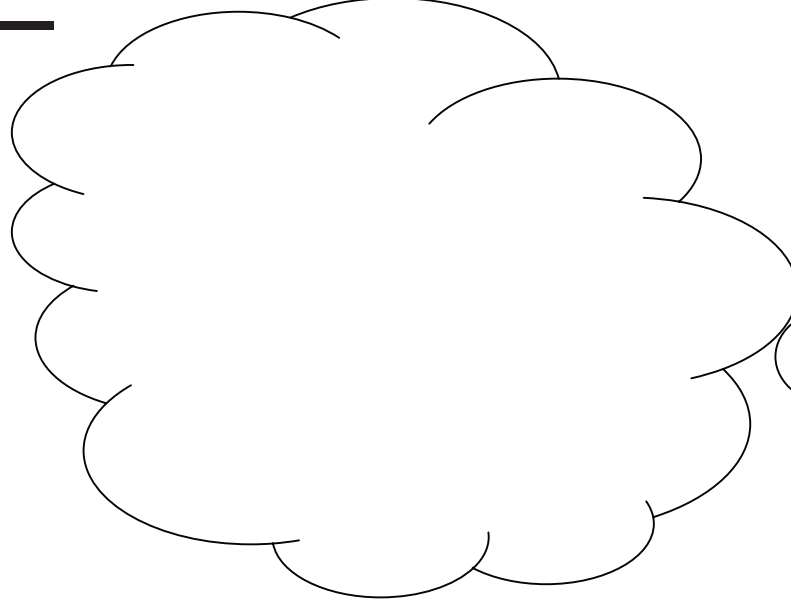
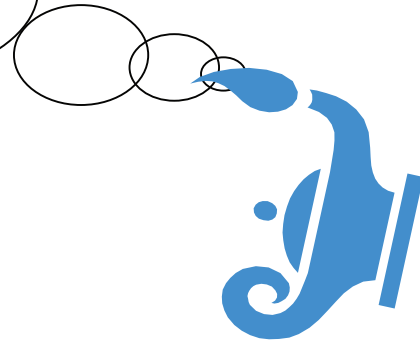
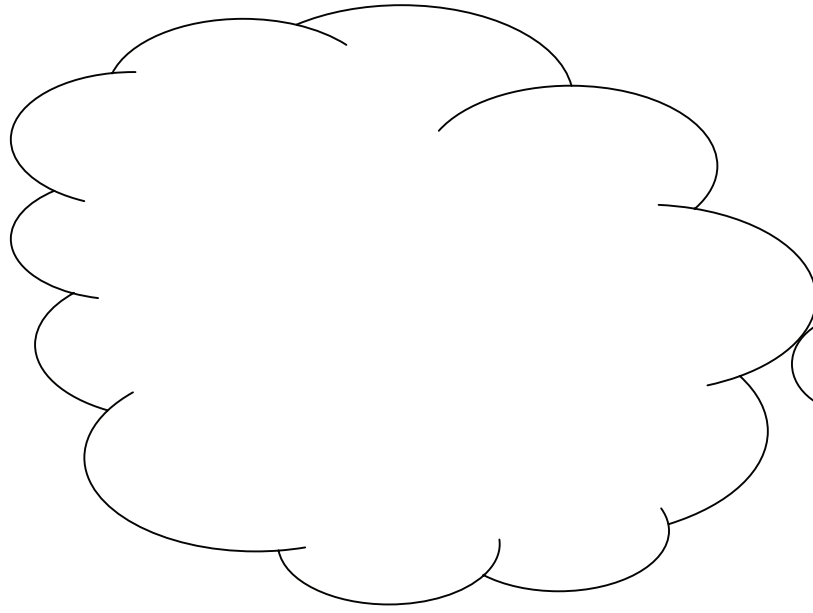
These are intended to be used as individual activity sheets and not in the form of a booklet or packet. Children who are under stress often benefit most from a few pages specifically selected instead of all at once. These pages can be used to guide with gentle prompts for conversation in the immediate aftermath of an event (1 day to 3 months) to allow them to lead the conversation/play with their own questions, fears, concerns, and hopes.

- Take their lead.
- Ask questions building on what they have shared.
- Answer their questions with brief and honest responses.
- Encourage them to continue to ask questions.
- Be ready to repeat information as the child may repeat the same or similar questions and need to hear the answers more than once.

There are times when direct conversations are important. For times when they are not, our hope is that these activity sheets will be a helpful tool to gently initiate open sharing and difficult conversations with children in crisis.

If a Genie granted me 3 wishes,

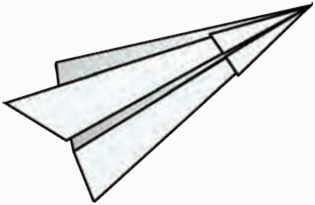
I would wish...



All About Me...

I love...

My favorite holiday is...

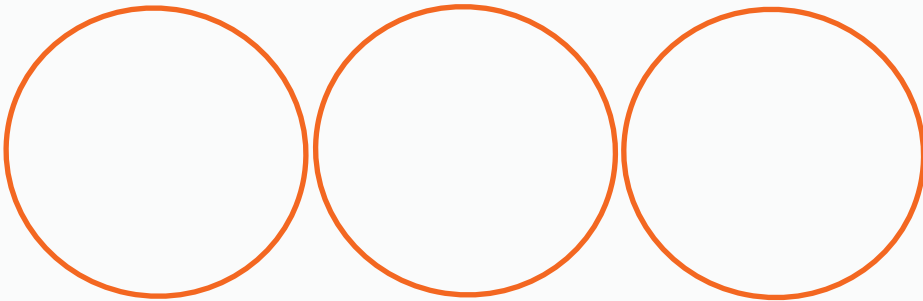


If I could go anywhere
in the world, I would
go to _____.

Draw yourself!



These are some things I am good at...

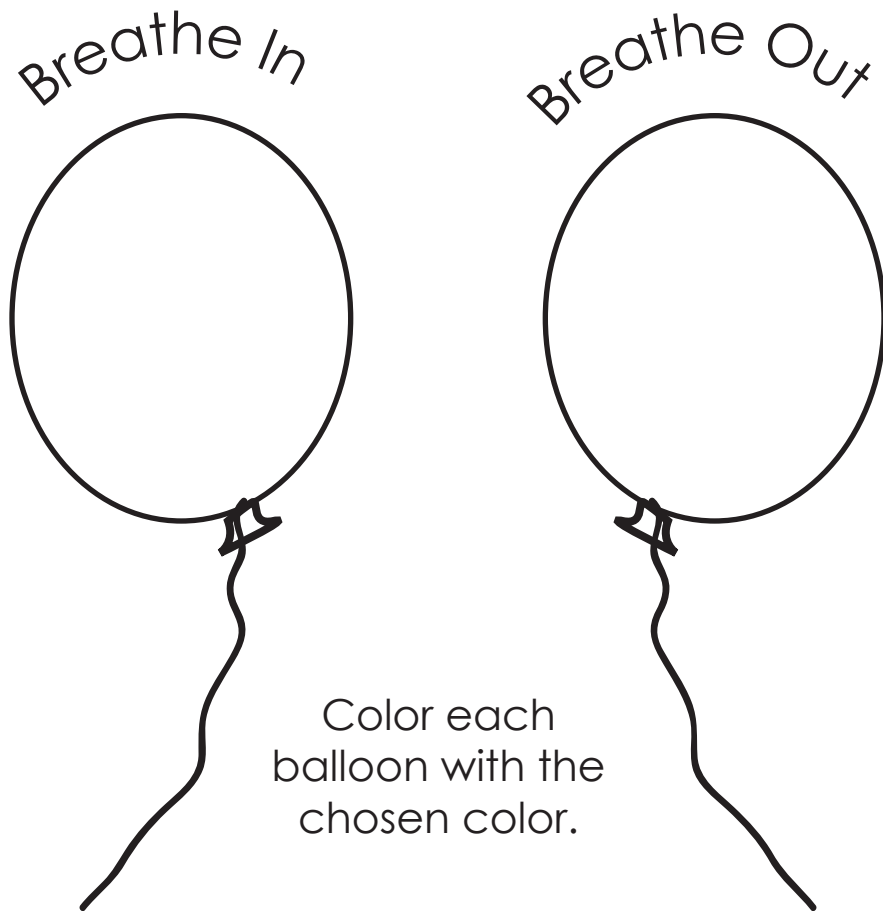


I am special because _____

_____.

Relaxation Breathing Exercise

1. Have the child choose their favorite color, or a color to represent all good things.
2. Have the child choose a color they want to represent scary or sad things.
3. Instruct the child to imagine breathing in the "good" color while taking a big, slow deep breath in.
4. Then instruct the to imagine blowing out all of the "scary or sad" color very slowly to get it all out.
5. Encourage the child to do this repeatedly and whenever they feel overwhelmed by thoughts or feelings that feel sad or scary to them.
6. Remind the child that sometimes it also helps to talk about those feelings that are scary or sad and the things that make them feel that way.

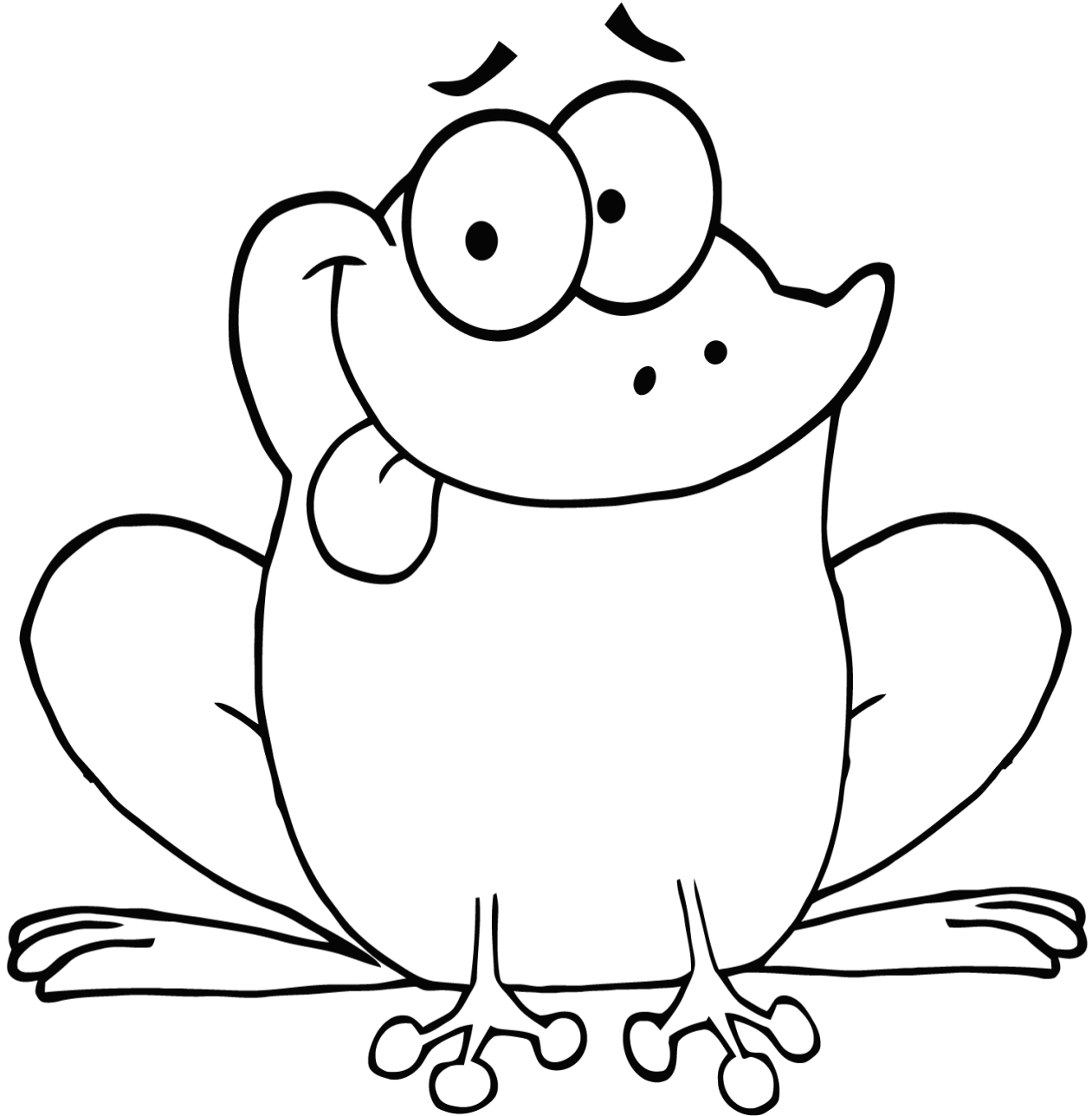


Why do you think the dog is so excited?



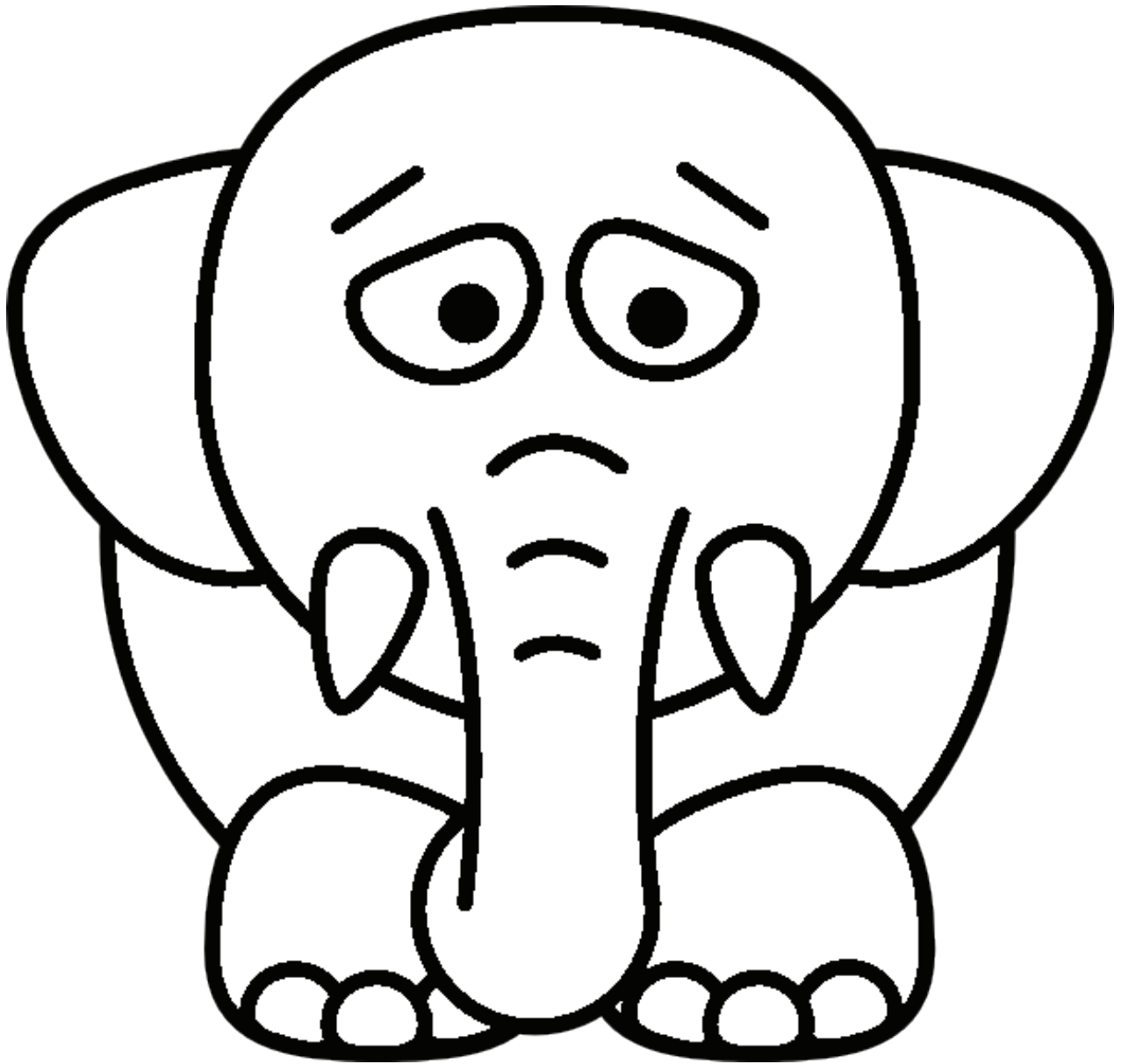
What makes you excited?

Why do you think the frog is so happy?



What makes you happy?

Why is the elephant so sad?



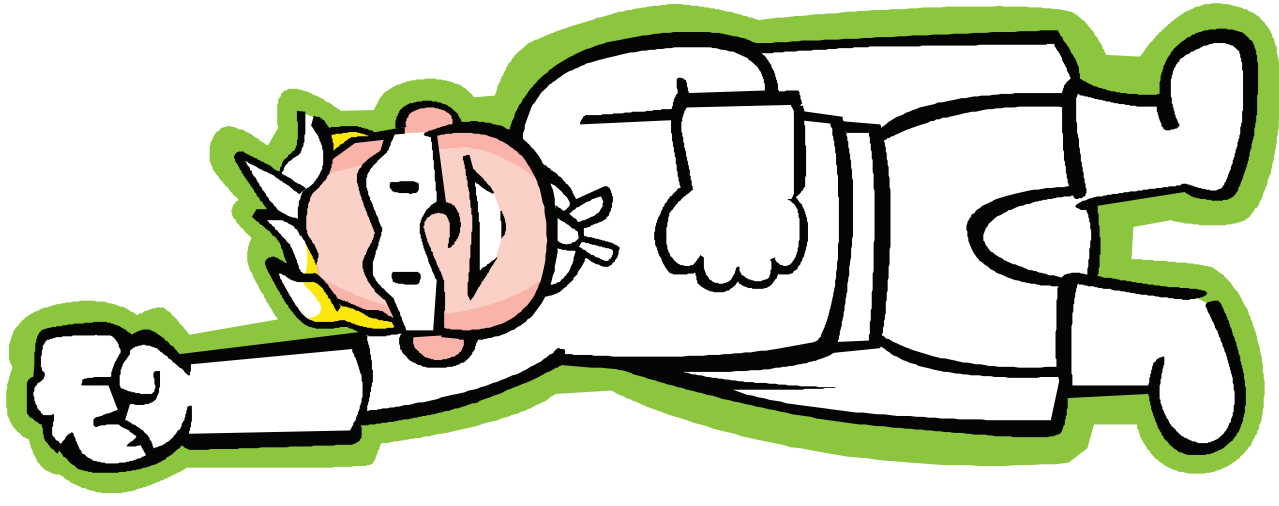
What makes you sad?

Why do you think the monkey is so scared?



What makes you scared?

If I ruled the world for one day, I would...



Stop and Go Game

- To Encourage a Sense of Control over Body/Mind

Materials:

STOP/GO Sign - Print from following page

Attach to ruler so it can be easily flipped back and forth

Instructions:

1. Review STOP and GO with the kids: What does Stop mean? What does Go mean? When You see "this" Stop sign and you hear me say "STOP!" you need to stop moving your arms and your legs and your toes and your nose and your ears and Freeze your whole body until you see "this" Go sign and you hear me say "GO! Then you can move every part of your body!

OPTIONAL: Allow/encourage the kids to move around the room instead of just in place during "Go".

OPTIONAL: Allow/encourage the kids to use their voices in a loud way as well during "Go".

2. Begin to play game. Due to the goals of this game, it is advisable that there are no "rewards" or "consequences" that go along with the game and instead just a verbal: "Oh, I still see your arms moving and the sign says, 'Stop!' Can you tell your arms to stop moving until you see the 'Go'? Good job!"

ADDITIONAL NOTE: Some kids might need help or reminders or extra instructions to keep themselves and other kids safe during the game.



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I feel *STRONG* when...

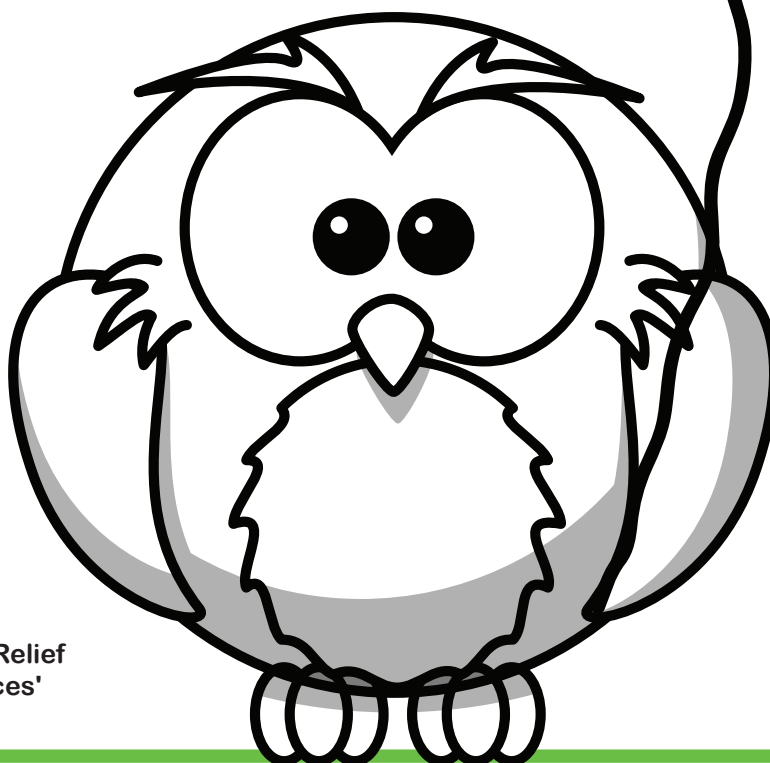
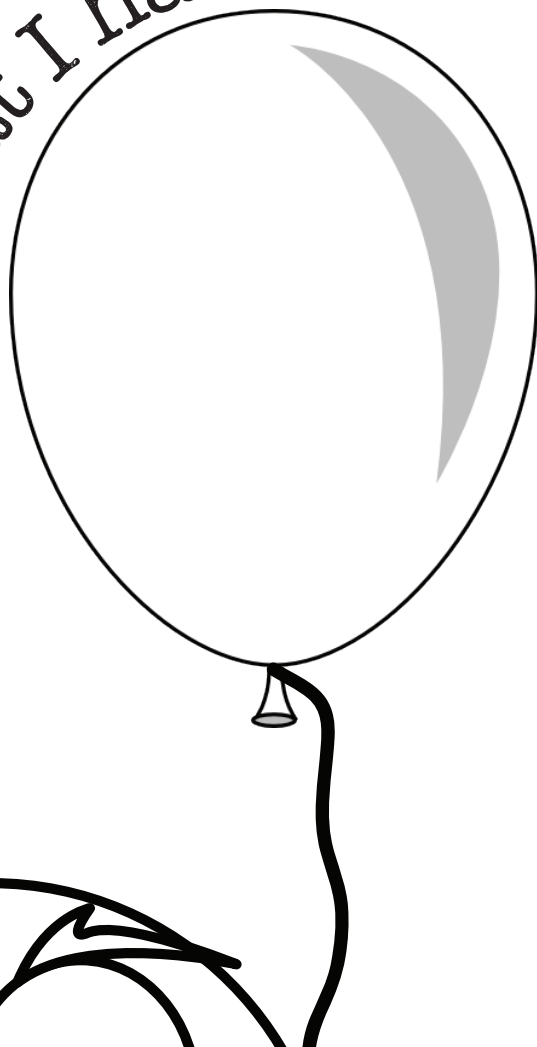
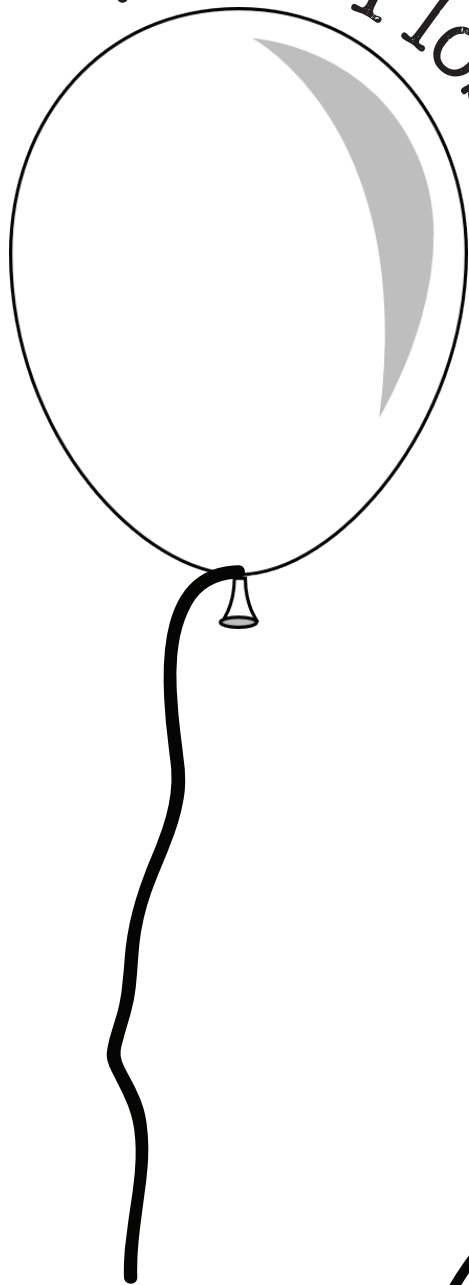


Sometimes life can seem heavy, what are some things that
feel heavy right now?

What I lost...

Write or Draw

What I have...



Worry Buster Plan



Together with an adult, develop a worry buster plan. On the left write about worries or fears that bother you. Then, with an adult, think about a way to help you deal with that worry or fear. Write your plan to BUST THAT WORRY on the right hand side. Example for parents: Worry- how will I find you if something happens when I am at school? Buster- Create an index card with contact info for child to have in backpack.



Worry



Worry Buster

 Worry	 Worry Buster

Something I
would yell
while on top
of the world
would
be...



Something I would
whisper would be....