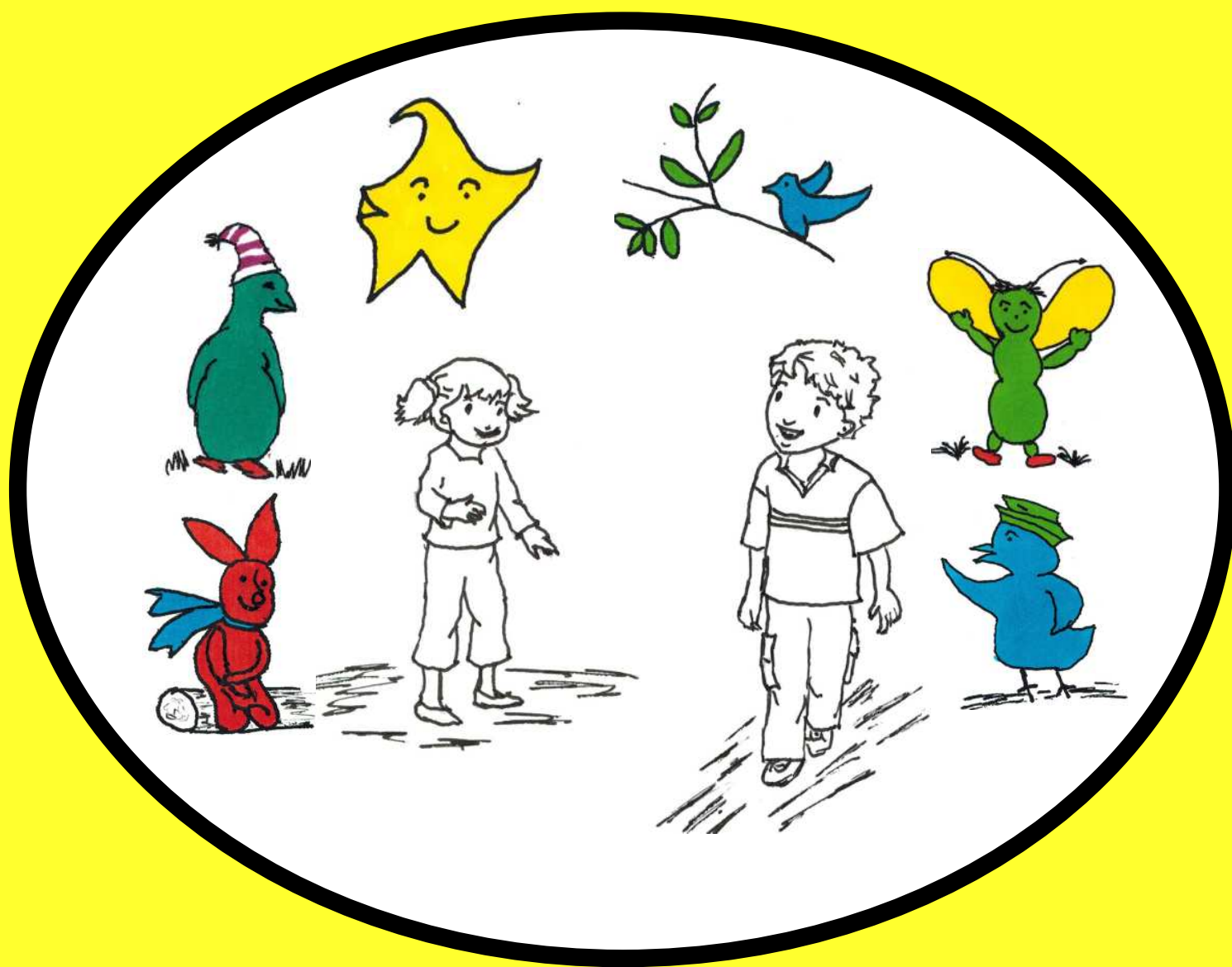


There Is **Hope** for **Me**

An interactive trauma recovery workbook for children

The Facilitator's Guide



Phyllis Kilbourn

There Is Hope for Me

An interactive trauma recovery workbook for children

The Facilitator's Guide

A Crisis Care Training International Publication

Phyllis Kilbourn

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This training set consists of

There Is Hope for Me

*An interactive trauma recovery
workbook for children*

The Facilitator's Guide



**More in-depth help can be found in *Healing for Hurting Hearts:
A Handbook for Counseling Children and Youth in Crisis***



These tools will help parents, Sunday School teachers and other caregivers support and help the children who have gone through traumatic experiences that have caused them to experience vital losses resulting in feelings of sadness.

For those wanting to translate this workbook, please contact CCTI for a translation agreement with ideas on how to make the translation culturally relevant. There is no charge for translations.

In this workbook, we have used the names that represent the Persons of the Trinity. Although we as adults struggle with the mysterious nature of the Trinity, children usually just accept it; they exhibit remarkable faith. Though it is rare for children to ask questions about the Trinity, you need to be prepared to give a simple answer should a child ask. For very young children, simply teaching that there is one God who is the Father, the Son, and the Holy Spirit may be enough. For older children, you could use an illustration like this: I am my father's daughter; I am my husband's wife; I am my son's mother. I am three persons; yet I am one. God is one but three persons: God the Father, God the Son, and God the Holy Spirit.

Introduction to

THERE IS HOPE FOR ME

An interactive trauma recovery workbook for children

This workbook provides opportunities for children to talk about their trauma-related feelings as they work through the activities. For children, how they feel about a traumatic event is very important. They often experience troubling emotions that may be new to them.

Another feature of a child's trauma is the losses they have experienced through a traumatic event. Children need help identifying these losses and understanding what these mean to them, both now and later. To bring closure to their trauma, children need to grieve their losses in a way that is meaningful to them.

It is important to let children know that you really want to understand what they are feeling or what they need. Sometimes children are upset but they cannot tell you what will be helpful. Giving them the time and encouragement to share their feelings with you may enable them to sort out their feelings. Children will need long-lasting support. The more losses the child or adolescent suffers, the more difficult it will be to recover. This is especially true if they have lost a parent who was their major source of support. Try to develop multiple supports for children who have suffered significant losses.

The Facilitator's Guide

The Facilitator's Task

A facilitator's task is to guide the children through the activities in their workbook. Children need help in identifying and grieving their losses. They also need help in realizing what these losses will mean to them both now and long-term. The notes in this guide will help you accomplish this task.

The Facilitator's Guide also expands on the children's concept of trauma, fear, sadness and such. Following a trauma, children have changes in their behavior. Usually these reactions will occur immediately following the trauma. Sometimes a child will seem to be doing fine at the time of the trauma and then have a delayed response weeks or months later.

Be supportive and compassionate in talking with children to help them feel safe. Help children share in maintaining their feelings of safety by asking them about their specific needs for comfort and self-care.

The following points provide you with several important guidelines to remember when planning to use the children's workbook. Following these guidelines will ensure success in helping the children.

Using the Facilitator's Guide

Make the event specific to the children's traumatic experiences.

Children globally suffer a wide variety of traumatic events: natural disasters, war, accidents, being orphaned or being sold for sexual exploitation to name a few. When children experience any of these traumatic events, they also will experience major losses. Depending on the trauma, losses could include home and family, friends, safety, trust, education, self-respect, feelings of being loved, sense of belonging and, finally, hope.

These losses cause deep feelings of sadness within a child. It is important that children are given many opportunities to identify and express their feelings for emotional and spiritual healing to occur. Children also must be given time to process their losses and have them restored where possible. A mother who dies in a traumatic event cannot be brought back to life. A loving caregiver, however, can be provided, thus making the child feel safe and loved.

Because children go through similar thoughts and feelings in all traumatic experiences, this recovery workbook can be used with children experiencing any kind of traumatic event.

You, the facilitator, should identify and refer to the specific type of trauma and resulting emotions as you work with the children. When the text refers to a traumatic event or thing that made the children feel sad, be sure to name the specific event—flood, fire, war, etc. You also can word your questions to fit the child's experience. Ask them if they were afraid when the earthquake (or tornado or tsunami) occurred. What was there about the war (or living on the street or becoming orphaned) that was most frightening?

Do, however, be very sensitive when addressing issues involving sexual abuse. In these situations, let the child take the lead in how much and when to share.

Before starting your sessions, choose whether you will use peer or individual grouping.

Some prefer to have children complete these activities in a peer group setting; others prefer to work one-on-one with a single child. In a natural disaster such as an earthquake, where most have had similar experiences and feelings, though perhaps varying in degree of trauma, it is generally most helpful for children to process what has happened with a supportive peer group.

If the trauma has caused a child feelings of shame, such as from domestic violence or sexual abuse, you may want to provide one-on-one mentoring, at least until the child feels comfortable being with a peer group.

You also will need to consider whether you will have all boys, only girls, or both in the group. The configuration of the group will depend on local culture and the trauma issues involved.

Time-Frame

Each session is planned for about one hour. This allows plenty of time for talking together before and after their activities. In starting a new session, you also will want to give children time to share new thoughts they have had from yesterday's session. Ask them frequently if there are things they would like to share. However, never make them feel that they must.

Children absorb or process ideas slowly. One session per day usually is most helpful. If you have more time available with the children, plan relaxing, happy experiences (songs, dance, playing games, storytelling or reading, fun learning activities, etc.). Fitting back into familiar activities and routines helps children achieve emotional stability.

Bible Verses

Bible verses are often included on the children's activity sheet or *The Facilitator's Guide*. Have the children memorize these verses and review them often. Make learning them easier and more fun by making the verses into a song with a simple tune. You might also want to have quiz competitions.

Children's Workbook

Encourage the children to share the activities they have each day with their parents or caregivers. You may wish to visit these caregivers in their homes or have them visit you where you meet with the children. They may benefit from counseling sessions, too. Decide whether it is best for the children to take their workbooks home at night or to keep them in their meeting room.

Make sure their names are on their workbook.

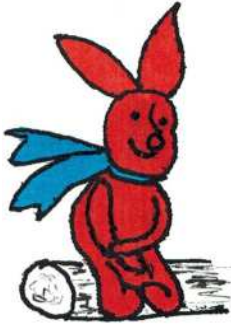
Introduction to the Children's Workbook Activities

The activities in the children's workbook are designed to give children opportunities to explore and express their feelings about the events they have experienced during and after a traumatic event. They will do this through supportive conversations, art work, writing activities and play activities. Once the children have identified their losses and expressed their feelings about them, the facilitator can help the children come to closure on their grief issues.

The pages with borders on the right-hand side of *The Facilitator's Guide* are the same pages the children have in their workbooks. The notes in *The Facilitator's Guide* page will help you understand key concepts to talk about for the children's page. Study these pages before meeting with the children. You may have additional ideas to talk about, too.

Help children and families feel connected to peers and adults who can provide support and decrease isolation. Be aware of local resources to help children and families obtain additional help if it is needed.

This book belongs to:



**This book was given to me
by someone
who wants me to know
that I am very special
and that God loves me
and has wonderful plans for me.**



MY FRIENDS!

Purpose

- To help the children find comfort in having Jesus as a Friend who loves them all the time.

Introduction

- Early in life children begin to interact with children outside the family. The friendships children have with each other are different than those they have with parents and relatives. Family relationships provide closeness, a deep sense of intimacy, but they are not a substitute for other relationships. Starting young and continuing through adulthood, friendships are among the most important activities of life and are a necessity for healthy psychological development.
- Therefore it is important that children, who may have lost friendships through their traumatic experiences, first talk about the comfort and support they have received from their friends. Remembering these experiences will help the children be happy in learning that Jesus wants to be their Friend, giving them the same comfort and support. This session also allows the children to know each other on a more personal level, making it easier to share at a deeper level in further sessions.

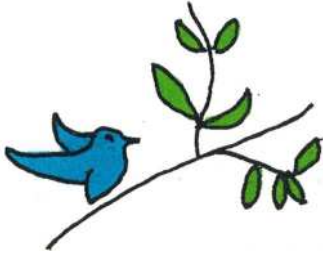
Talking Together

- Have the children talk about their friends. What did they do together? Did they go to the same school? The same church? What games did they like to play? How do friends make you feel?
- We all need friends! You will have some special new friends helping you in our times together. However, we first will meet the friends sitting around us. Have the children give their names and tell one thing about themselves such as the town they are from; the school they went to; or their favorite thing to do with friends.
- Then have the children meet some special friends (see pages 7 and 9) to help them in their workbook activities. As you introduce these “new friends,” make them child-friendly (a helpful friend, interested in you, etc.) as you talk about the special ways each will help them.

Children’s Activity

- Have the children name their “new friends,” then circle their favorite one. You may want to have the children share why the friend chosen is their favorite.
- Have the children learn today’s Bible verse (Proverbs 17:17) as a reminder that Jesus wants to be their Friend at all times, even when bad things happens.

My Friends!

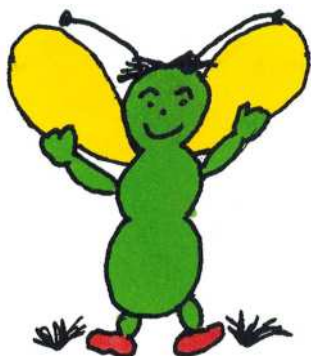


**Meet some new friends!
We want to help you in
every way we can.**



**You may give each of us
a name if you wish. Each of us is ready to
listen to you, and we want you to share
your experience with us.**

**I want to help you complete
this workbook. I will tell you
about fun things to do.
Look for me on each page to find
out what you need to do.**



**God has given me the ability
to encourage others. Listen
carefully to what I have to
tell you. I want to be able
to help you.**

**“A friend loves at all times.”
(Proverbs 17:17)**

- Choose a song the children know that tells about Jesus being their Friend such as *Jesus Loves Me*. Emphasize that although they may have lost and miss some of their special friends, Jesus loves them and wants to be their Friend.

Jesus Loves Me

Jesus loves me! This I know,
For the Bible tells me so;
Little ones to Him belong;
They are weak, but He is strong.

Jesus loves me! This I know,
As He loved so long ago,
Taking children on His knee,
Saying, "Let them come to Me."

Jesus loves me! He who died
Heaven's gate to open wide;
He will wash away my sin,
Let His little child come in.

Jesus loves me still today,
Walking with me on my way,
Wanting as a friend to give
Light and love to all who live.

Jesus loves me! He will stay
Close beside me all the way;
Thou hast bled and died for me,
I will henceforth live for Thee.

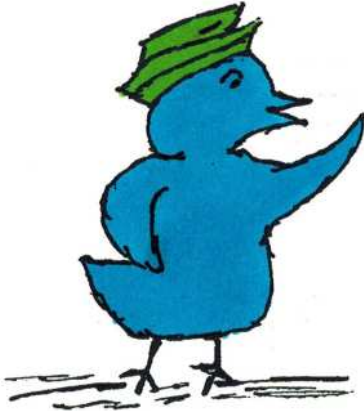
Refrain:

Yes, Jesus loves me!
Yes, Jesus loves me!
Yes, Jesus loves me!
The Bible tells me so.

William B. Bradbury, 1862
Public Domain

Prayer Time

- Have the children thank Jesus for being their Friend.

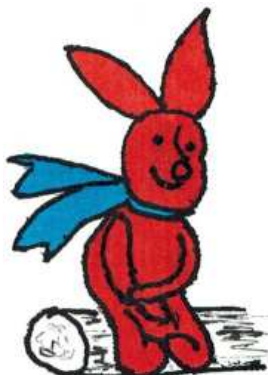


My favorite hobby is memorizing verses from the Bible. Throughout this workbook I will be sharing some of these verses with you. I hope you will enjoy them.

I love to draw pictures to express what I am thinking. It would be very special to me to see your drawings. Feel free to tell me what your drawings mean to you.



I enjoy writing my thoughts on paper. I would like to read about your feelings and experiences after you write them in this workbook.



This Is Me!

Purpose

- To help children learn that no matter what has happened to their family or community because of the traumatic event they have experienced, they still are special to God, their heavenly Father.

To Do

- Before starting the session, prepare a banner or pretty wall hanging for the children with the words of Isaiah 43:1 written on it as shown on page 5 of the children's workbook.

Talking Together

- Show the banner to the children and have them read it together.
- Talk with the children about how special they are, bringing out that God knows each of their names and He says to each child, "You are mine."
- Remind the children that God also has created each one of us.
- Share ideas together about what it means to have been created in God's image (His likeness): They can think, express their feelings, be creative, love and so much more.

Children's Activity

- Have the children draw a picture of themselves on their workbook page.
- Help them put their fingerprints around their picture.
- Point out their uniqueness by having them look at each others' fingerprints. Everyone's fingerprints are different!

Prayer Time

- Thank God that every child is special to Him.
- Personalize the prayer by calling out the children's names. For example, "Thank you God that Brendon, Amy and Joseph are so special to you." Be sure to include all their names!

**You are unique—there is only one you!
That makes you very special!**

There Is **HOPE** for **ME**



Draw a picture
of yourself.



This Is Me!



Put your fingerprints around your picture
using ink, paint or a felt-tip marker.

All About Me

Purpose

- To give the children an opportunity to further explore their identity (who they are) and to recognize that their identity has not changed because of their traumatic experiences.

Introduction

- One of the most fundamental needs we all have is for a sense of identity. Who we are matters very much to all of us, including the children. Talk with them about who they are: a girl, a boy, a brother, a friend, one who loves Jesus, etc.

Children's Activity

- Have the children fill in their, "All About Me" page.
- Have the children talk about what has not changed about them since the events that made them feel sad.
 - Their name.
 - Their birthday.
 - The color of their hair.
 - Their likes and dislikes.

Talking Together

- Talk about their Scripture verse (Isaiah 43:1), reminding them that another thing about them that has not changed is that God still says, "You are mine."
- Help the children make up a song with a simple or familiar tune using words from their memory verse.
- They may have experienced new feelings, yet who they are as a person has not changed.

Prayer Time

- Have the children thank God that they are the same person and that His love for them is the same.



All About Me



My age is: _____

My birthday is: _____

My favorite color is: _____

My favorite food is: _____

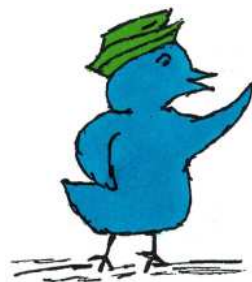
My favorite book is: _____

My best friend is: _____

My favorite sport is: _____

My favorite animal is: _____

My favorite song is: _____



God says:

**“...Fear not,
for I have [saved] you;
I have called you by name;
you are mine.”**

Isaiah 43:1

God Will Help Me

Purpose

- To give children a sense of safety in knowing that God will not only help their family and community, but He also will help them personally.

Introduction

- For healthy childhood development, children need a safe environment to explore their world.
- In spite of the destruction and confusion traumas cause, children can find comfort in knowing that God loves them and those who care for them—their family and community.
- He will help them all overcome the problems the traumatic event caused.

Talking Together

- Have the children talk about the ways God helped them through the sad thing that happened to them.
- Ask the children if they are aware of God's help in their community, and have them tell how.
 - A school has reopened.
 - A church was repaired.
- What are some things that still need to be fixed in your community?
 - A supply of safe water to drink.
 - Electricity turned on.
 - Provision of food.

Children's Activity

- Have the children draw pictures of ways God has cared for them.
- Have the children take turns showing their pictures to one another.
 - Ask the rest of the children to guess what the picture depicts.
 - Encourage the child to tell why he or she drew that picture.
 - A picture of a snake in a path could be a reminder that God helped the child to not step on it or get bitten.

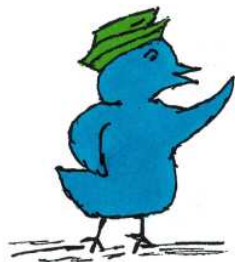
Prayer Time

- Pray together, thanking God that just as He has helped them in the past when they were afraid, He will continue to help them now.



God Will Help Me!

- ◇ God made me—God loves me.
- ◇ God loves my family—He loves my community.
- ◇ God will help all of us to overcome any problems we have.



...The Lord is my helper;
I will not be afraid....

Hebrews 13:6

Draw a picture to show how God
has cared for you.



Before & After the Event Happened

Purpose

- For the children to begin exploring their feelings before and after the sad event that troubles them.

Introduction

- All traumatic experiences eventually lead to damaged emotions stemming from how children feel about what happened to them during the traumatic event. These feelings include—
 - Guilt or feeling at fault
 - Afraid
 - Feeling unloved, unwanted or abandoned
 - Anger
 - Sad, lonely

Talking Together

- Using the various faces on the children's page, have the children share their thoughts and feelings about what happened.
- Have a few children volunteer to show (physically) what their faces looked like during their sad experience and what they want their faces to look like now.
- Have the other children guess what emotion each face is expressing.

Children's Activity

- Have the children color the faces that show their feelings of how they felt before the event happened and how they feel now about the event that happened.
- Assure the children that it is alright to be afraid, angry or sad when a frightening thing happens to them.
- Emphasize that God is always with them and He can help when they feel sad or afraid.

Prayer Time

- Pray with the children, asking God to help them have happy feelings.

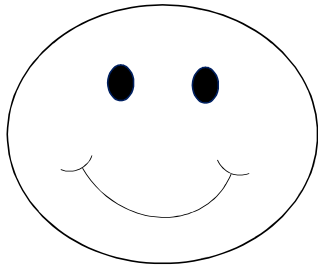


Before & After the Event Happened

Before

Color the face showing how you felt before the event happened.

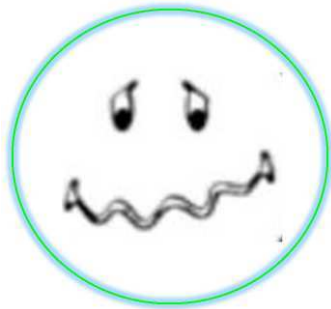
Happy



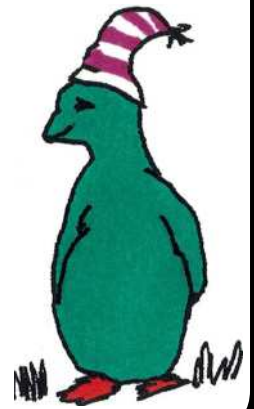
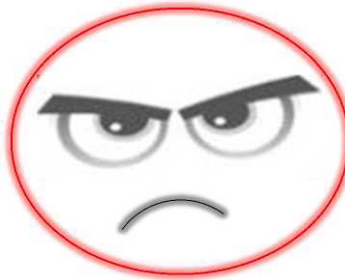
Sad



Afraid



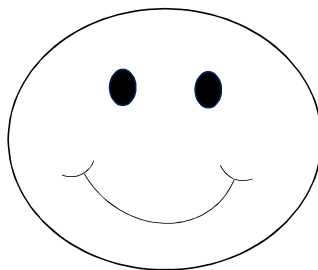
Angry



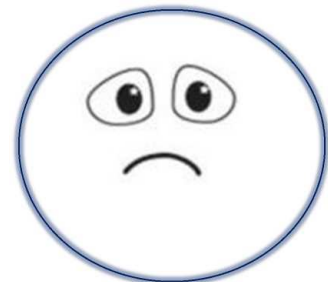
After

Color the face showing how you felt after the event happened.

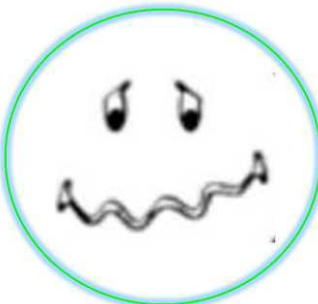
Happy



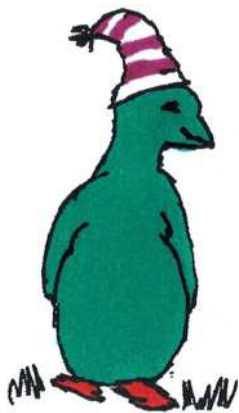
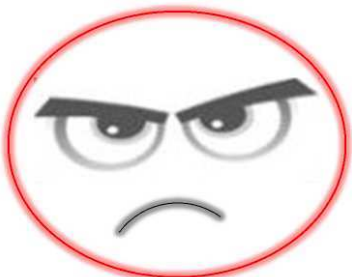
Sad



Afraid



Angry



My Feelings

Purpose

- For children to learn that God understands our feelings and can help us have good feelings.

Introduction

- Be sensitive to cultural differences among children who have experienced traumatic events or losses.
- For some children, expression of emotion may not be acceptable or comfortable.

Children's Activity

- Give children time to draw their pictures.
- Have those who would like to show their pictures do so.
- Encourage the children to talk about their feelings before and after their sad experience.
 - Listen to their stories without judging.
 - Allow the children to cry, be sad, or be angry.
 - Do not force expression of the traumatic event, but let children know that it is normal for everyone to feel upset, angry, or afraid when something bad happens.

Talking Together

- When all have shared their feelings, point out that people have different kinds of feelings when bad things happen.
 - Sometimes they are happy, sad, angry, fearful or anxious.
 - Whatever they felt during their sad experience was okay, but now God wants to help change their sad or angry feelings to good feelings.

Prayer Time

- Pray together thanking God that He understands the children's feelings and can help them have good feelings again.

God Understands My Feelings



Draw a picture showing a time when you felt **ANGRY** because of what happened.



Draw a picture showing a time when you felt **AFRAID** because of what happened.



Whatever you felt was okay!

Things I Lost

Purpose

- To help children identify and release to God the losses they have suffered as a result of the event.

Introduction

- Talk with the children about losses.
 - Explain that when sad or bad things happen to us, we lose things.
 - Losses cause us to feel sad, frightened or angry.

Children's Activity

- Ask the children to draw pictures or write the names of some of their losses in the circles.
- Have them talk about these losses.
- Ask them how it feels to think about the things they have lost.
- Remind them that Jesus cares about how they feel.

Talking Together

- Talk about God's love and the ways He is restoring their losses.
 - Will they have a new home? A new caregiver? Has someone given them food, clean water to drink or clothing?
 - Even though bad things have happened to us, God still shows us that He loves us.

Prayer Time

- Pray with the children asking God to comfort them in their losses and to continue His care for them.
 - Ask if any child wants to thank God for loving and caring for them.

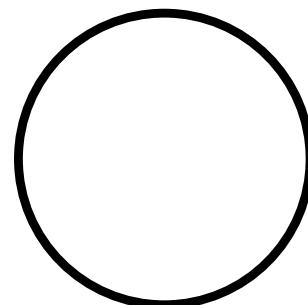
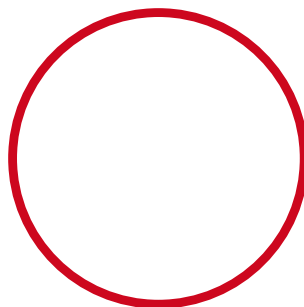
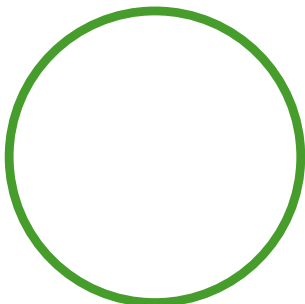
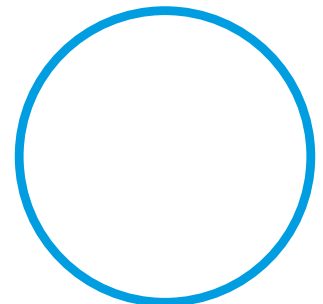
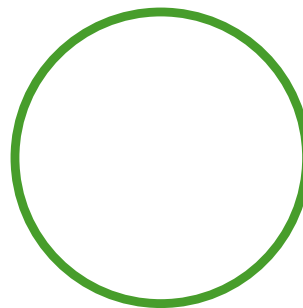
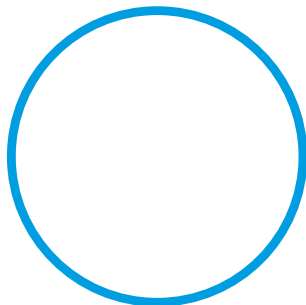
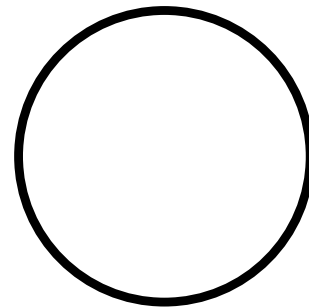
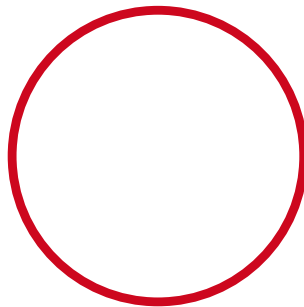
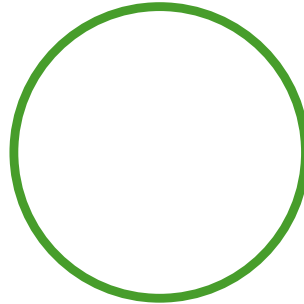
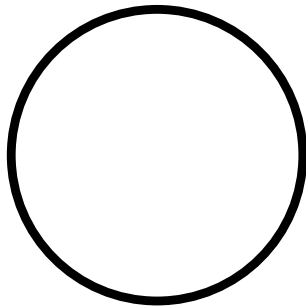


Things I Lost

Maybe you lost a friend,
a favorite toy or school books.



Draw a picture or write the name in each circle
of something you lost because of what happened.



My Friends or Family Who Died

Purpose

- To help children talk about death and to understand death as a significant loss in their lives.

Introduction

- Talking to children about death must be appropriate for their developmental level, respectful of their cultural norms and sensitive to the child's capacity to understand the situation.
- Children will be aware of the reactions of significant adults as they interpret and react to information about death and tragedy.
- For younger children, adult reactions will play an especially important role in shaping their perceptions of the situation.
- Allow the children to guide you, the facilitator, as to their need for information or clarification of the information given.
- Loss and death are both part of the cycle of life that children must understand.

Talking Together

- Encourage children to ask questions about loss and death.
 - Do not be concerned that you may not know all the answers.
 - Treat each question with respect and a willingness to help the child find his or her own answers.
 - Remember, you cannot assume that every child in a certain age group understands death in the same way or with the same feelings.
 - All children are different, and their view of the world is unique and shaped by different experiences.

Children's Activity

- Have the children write on the balloons the names of their friends or family members who may have been hurt or who died in the event.
- Have the children talk about why these people were so special in their lives.
- What fun things did they do with their friend or family member?
- NOTE: If possible, you also could use real balloons for this exercise.
 - Children could draw or write on slips of paper the losses they experienced.
 - These slips could then be inserted into the balloons before they are inflated.
 - The children can release the balloons into the air once the balloons have been blown up. If helium is not available, the balloons can be released from the top of a building.

Prayer Time

- Ask God to comfort the children who feel sad about the losses they have experienced.



My Friends or Family Who Died

Write on the balloons the names of friends or family who were hurt or died.



You can write something about them or draw a picture.



A large, empty white rectangular box with a black border, intended for writing names and descriptions of friends or family members who were hurt or died. Below the box is a blue decorative bar with four segments.

God Takes Care of Me

Purpose

- To let the children know that although they have experienced a lot of sadness because of their losses, God's love and care for them can make them happy again.

Talking Together

- Have the children talk about all the happy times they have had during the past week, emphasizing ways God took care of them.
- Have them talk about the people in their lives that God used to care for them.
 - Did a friend do something to show they cared?
 - Did someone cook food for them, read a book to them, or go for a walk with them?

Children's Activity

- Remind the children that God has many ways to care for them.
- Have them draw on their page a special way God has cared for them.
- Have them take turns showing their pictures to one another and telling the story behind the picture.
- Help the children learn the memory verse below and then help them make up a simple song about how God loves and cares for them.

**“Cast all your [cares] on him;
because he cares for you.”
(1 Peter 5:7)**

Prayer Time

- Thank God for the ways He cares for each child.
- Have each child hold up his or her picture as they thank God for the specific way He has cared for them.



God Takes Care of Me

Even though losses can make me feel sad, knowing God cares for me makes me feel happy!



Draw one way God is taking care of you.



Thank You God

Purpose

- Thanking God for His care is a reminder to the children of the many ways God cares for them.

Introduction

- God has entrusted the care of children to families. When children are first born, they are wholly dependent on the care provided by their families. In traumatic times families often are fragmented, leaving children without care. Yet in trauma, children have additional need for the provision of safety, security and nurturing. Children feel very afraid when they do not have a person with whom they feel safe to care for them. It is comforting for them to know God always cares for them.

Talking Together

- Talk about how the children will need God's care in the week ahead. This will help you know what their immediate needs are. Is food a concern? Safety? School? Sickness?

Children's Activity

- Help the children write a prayer thanking God for His care.
- After they have written their prayers, have them read the prayers out loud to the group.
- You may want to have the children exchange prayers and read someone else's prayer.
- After each prayer is read, ask, "Who else has experienced God's help in this way?"
- Help them choose a praise (thanksgiving) song to sing to God for the wonderful ways He has helped them.
- Remind them that in times when they feel sad, they can look for ways God cares for them.

Prayer Time

- Have the children thank God for His care.

Knowing God loves and cares for the children makes them feel happy.

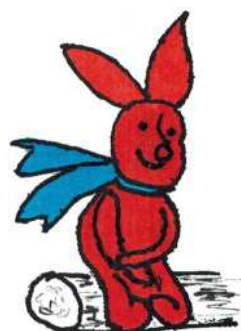


Thank You God

Write a prayer thanking God for His care.



Dear God,



Helpful Things I Can Do

Purpose

- To help children think about practical things they can do as acts of self-care.

Introduction

- Children can feel helpless in traumatic situations.
- The next two activities will help them feel empowered to change their feelings of sadness by doing positive things.

Talking Together

- Using the ideas on the children's page, have the children talk about the helpful things they can choose to do to help them feel better when they are feeling sad.
- Explain that "having a big cry" sometimes helps us feel better because we have expressed our sadness and are now ready to choose other things.
- Have them think about additional things they can do.
 - Care for an animal.
 - Write a friend or relative a letter.
 - Read a book.
- Help the children understand that they are not helpless; there are helpful, alternative choices they can make.

Children's Activity

- Have the children circle the two choices they think would help them the most.
- Then have them write their own thoughts of helpful things to do.
- Tell them some of the things they have circled on this page of their workbook will be drawn on the next page.

Prayer Time

- Have the children pray, thanking God that they can choose helpful things to do when they feel sad.
- The facilitator should pray, asking God to help them remember the helpful things they can do when they are sad, afraid or lonely.



Helpful Things I Can Do



When I feel sad, there are some helpful things I can do to help me feel better.

Circle the things two you like best in the lists below.



Draw a picture

Ask for help

Have a big cry

Take a walk

**Talk to an adult
I trust**

**Play with a
friend**

Pray

Sing a song



Write your thoughts of helpful things you can do:



Things That Help Me Feel Better

Purpose

- To reinforce the fact that children are not helpless; they can do things to change their feelings of sadness.

Introduction

- Children often feel helpless during a traumatic event. Their experiences and feelings tell them that they are in a situation they cannot control and that they do not understand. Children are constantly afraid of something they cannot understand or control. There is the added fear and anxiety that comes when family and home no longer function as the safe, supporting structures they were in the past. It is frightening for children also to feel that parents are no longer in control. This lesson encourages the children in knowing they are not helpless; they can do things to change their feelings of sadness and feel hopeful that things will get better.

Children's Activity

- Have the children draw the things they circled on the previous page showing what would help them most to feel better.
- After the children have drawn their pictures, have them take turns showing their pictures and telling how doing the action pictured would help them feel better.
- Listen carefully to their stories so you can make helpful comments.

Prayer Time

- Have the children ask God to help them remember the good things they can do that help them when they feel sad.



Things That Help Me Feel Better



Draw pictures showing the two things that most help you feel better.



It Helps to Tell My Story

Purpose

- To develop a good relationship with the children through listening to their stories.

Introduction

- Children need someone who will really listen to them as they share their stories.
- We help children heal by giving time to listen and encouraging them to express their impressions and feelings about the trauma they have experienced.
- When children know that someone is listening seriously to them, they become more trusting and accepting of themselves.
- In sharing their stories, children relate to themselves in ways that help reveal their inner strength.

Talking Together

- Have the children talk about to whom they would most like to tell their stories of sadness.
- Ask them why they chose that person.
 - Let them know it is okay if they want to keep it a secret.
- You also could talk about where they would like to talk to that person.
 - By the riverside, in their room, while taking a walk.

Children's Activity

- Have them choose a favorite place that is special to them.
- Have the children draw a picture of that place and of themselves telling their story to the person they have chosen.

Prayer Time

- Have the children thank God that He is always with them and likes to listen to them talk about the things that trouble them.

It Helps to Tell My Story



Think about to whom you would most like to tell the story of what happened to you.

Draw a picture of this person listening to your story and sitting with you in your favorite place.



Jesus Helps Me!

Purpose

- To give the children comfort in knowing that Jesus is always near to them and will never leave them.

Introduction

- Read the Scripture verse on the children's page together.
 - What a wonderful promise Jesus has given to us!
- Talk about why this promise is so special.
 - He is always near when I need help; I can talk to Him at any time, etc.

Talking Together

- Have the children tell about a time when they knew Jesus was with them or a time when they asked Jesus to be near them.
- Be prepared to share with them a similar experience, too.

Children's Activity

- Help the children as they write their songs or poems.
- Encourage the children to be creative in making a border around the page they will write on.
- Have the children share their poems or songs with the group.
- Choose one or two of the children's writings to put a simple tune to so the children can sing the songs when they feel lonely or afraid.

Prayer Time

- Have the children thank Jesus that He is always near to help them.
- Have the children make their prayers specific: "Thank You, Jesus, for helping me with my school work" or "Thank You, Jesus, that you help me to not be afraid."

To Do

- After the session is over, if possible, put together a small workbook of all their writings. Make duplicate copies and give a copy to each child.



Jesus Helps Me!

Jesus says:
**“Never will I leave you;
never will I forsake you.”**
Hebrews 13:5



Write a song or poem that tells how Jesus can help you not feel lonely or afraid.



Draw a pretty border around your writing.



Jesus Has a Special Plan for My Life!

Purpose

- To give hope to children through knowing that Jesus loves them so much that He has made good plans for them.

Introduction

- Start off by having the children act what they would like to be when they grow up
 - A fireman—pretending he has a hose and is putting out a fire.
 - A nurse caring for a sick baby.
 - An airplane pilot zooming around the room.
- As a child demonstrates his or her choice, the other children can guess what they are portraying.

Children's Activity

- Have the children draw pictures showing what they would like to do now and what they would like to do when they grow up.

Talking Together

- Talk about the children's pictures and remind them that Jesus will help them fulfill His plans for their lives.
- Read Jeremiah 29:11 together. Point out how this verse shows that Jesus loves the children very much. He has made good plans for every child—plans that will give them hope and make them happy.

Prayer Time

- Have the children thank Jesus that He has shown His love for them by making good plans for their lives—plans that give them hope.

**“For I know the plans I have for you,” [says] the LORD,
“plans to prosper you and not to harm you,
plans to give you hope and a future.”**

(Jeremiah 29:11)

Jesus Has a Special Plan for My Life!



Draw a picture of what you want to do now.



Draw a picture of what you want to do
when you grow up.



God's Wonderful Promise to Me!

Purpose

- To assure the children that God's plans are good plans; they can trust God's plans for their lives.

To Do

- Plan a way you can have a special celebration time for the children's completion of their workbook.
 - They could enjoy singing songs.
 - They can have fun playing games.
 - They can enjoy having refreshments.

Children's Activity

- Have the children read and recite Jeremiah 29:11 together.
- Encourage the children to keep their workbook in a place where they can look at it often and be reminded of God's special plans for their lives.

Ending the Sessions

- Complete the work on this workbook by talking about how the children's traumatic experiences have made them strong.
 - They know God is always with them.
 - They have had answers to their prayers.
 - They know that they can trust God to take care of them.

Prayer Time

- Have the children thank God for loving them and making good plans for their lives.

God's Wonderful Promise to Me!



Memorize the Scripture verse shown below.

Color and make a pretty border around it.



“For I know the plans I have for you,” [says] the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.”

Jeremiah 29:11



The difficult things you have been through have made you strong. You have experienced God's love for you in special ways.

You have hope!



