

Alberta Council of Women's Shelters

Sharing Circle Materials

Children Who Are Exposed to Family Violence



*"We believe in a world free from
violence and abuse."*

June 10, 2003

Children Who Witness Violence Training Seminar

Sharing Circle Resource Manual

<u>A Safe Place</u> “Are You a Volcano?”	Page 1
<u>Awo Taan Native Women’s Shelter</u> Sharing/Healing Circles	Page 2
<u>Brenda Stafford Centre</u> “Circles” – Setting Boundaries	Page 4
<u>Calgary Women’s Emergency Shelter</u> Children’s Intake Questionnaire	Page 7
<u>Columbus House of Hope</u> Childcare: Feelings	Page 11
<u>Dr. Margaret Savage Crisis Centre</u> “Hands Against Violence”	Page 19
“Kids Have Stress Too”	Page 20
“Everyone is Special” booklets	Page 21
Child Behavior Rating scale	Page 32
Children’s Chore List	Page 33
<u>Lloydminster Interval Home</u> “All About Me” Activities	Page 34
<u>Phoenix Safe House</u> “Basketball”	Page 39
<u>Pincher Creek Women’s Emergency Shelter</u> “Feelings” Grab Bag	Page 41
<u>Unity House</u> Story Board Kit	Page 43
<u>Wings of Providence</u> Early Intervention Program	Page 45

**YWCA Family Violence Prevention Centre
and Sheriff King Home**

Worry Dolls Page 47

YWCA Harbour House

Harbour House School Program Page 50

“Turtle Manual” Page 51

“Project Child Recovery” Page 54

Sexual Abuse, Prevention of Child Abuse & Safety Planning Page 55

Anonymous

“Protect Yourself” Page 57

Anonymous

Anger Wall Page 58

ARE YOU A VOLCANO? Exercise

Direction:

- I. Discuss violent or abusive ways that anger is sometimes expressed. List all the ideas the child or group of children suggest. Talk about the terms "violence" and "abuse" if needed. Establish the difference between feeling angry (which is O.K.) and abusive behaviour (which is not O.K.). Discuss the damage that is caused by abusive behaviour.
- II. Ask child or children to create an erupting volcano on paper or by using clay, playdough or plasticine.
- III. Direct the child or children to print words on the flames of the volcano to show what happens during an explosion of anger. Print words on the lava flow to show what damage can result. If using a medium such as clay or plasticine, write words on strips of paper and use a push pin to attach each to the corresponding area on the volcano.

Materials required:

Blank paper (8 ½" x 11" or bigger)

Markers, paints, pencils, crayons, paints (any of these) or clay, plasticine or playdough.

Questions:

Ask each child to comment on their own artwork, and seek comments from the rest of the group. Questions from group members can open up discussions about one's own fear about expressing anger, power and control tactics and the different types of abuse: physical, verbal, sexual and emotional.

This exercise can be used in individual counselling but works extremely well in a group. A very visual way to demonstrate how anger and the expression of this feeling is affecting the child's life. In assessment, often ways anger was expressed by the abuser are identified and brought to the surface to be explored. Offers insight into child's ability to connect his/her actions with the consequence it could have.

(Taken and adapted from "A Volcano in my Tummy" by Eliane Whitehouse and Warwick Pudney)

Awo Taan Native Woman's Shelter

"Sharing/Healing Circles As Our Tool"



In the Aboriginal culture the Sharing Circle is a traditional process used to deal with issues, healing, making decisions and arriving at consensus. Sharing Circles are a valuable tool that can be utilized in a number of interventions, such as family counselling, group work, mediation and conflict resolution. * Just a point of interest here, circles have different names. They are sometimes called "healing circles" or "talking circles", but they all have the same goal: providing loving support for someone. *

Often sacred objects such as a special rock (Grandfather), a talking stick or an Eagle Feather is passed around the circle as the Mom's and Children speak; Generally we incorporate some basis guidelines when facilitating Sharing Circles:

- Participants are requested to remain in the room and in the circle until everyone has finished speaking.
- The sacred object is passed clockwise or counter-clockwise (different Indigenous cultures move different ways around the Circle) to give each person this opportunity. As it is passed, this item reminds others unfamiliar with this process that the holder is the speaker at that moment.
- Everyone has the right to decide if they want to contribute. People can "pass" on their "turn," or may just choose to acknowledge the others present by saying, "I am here to listen and learn. Thank you."
- Active listening is very important work. Only one person speaks at a time.
- Negative criticism of other individuals is not appropriate. We are all both learners and teachers no matter the age. Critiques of ideas or attitudes should be discussed respectfully. Without respect, no one can learn.
- An effort should be made to stick to the matter under discussion and, in this way, honour other people's time and commitment for being there.

Sharing Circles are particularly respectful and non-judgmental of all involved. Everyone is viewed as being equal within the circle and everyone has a voice. Guidelines may need to be modified depending on the purpose of the circle and the needs of those involved.

We teach to the Moms that Sharing Circles can also be utilized in the home as a way of enhancing communication in the family: for example, to facilitate discussions around family and School issues, behavior, and problem solving.

Our Children's Sharing Circle's

Our children's Sharing circles are facilitated by one of our Shelter Elders and a Child Support Worker. The Elder says a prayer and then smudge with sage before the circle begins. Some of the topics will include Responsibility, Caring for each other, Native legends and the points behind them, Communication, and Respect to name a few. These topics are all told through the legends of old times.

Comments from children from ages 4 years of age and up, who have participated in Sharing Circles include: "I felt like I could be myself". "At first I was shy, but then I felt more comfortable".

Healing Circles for Outreach Clients:

Before we begin our healing circle we hold hands and the Elder says our Prayer. For those who are there for the first time and a brief overview of what a smudge is about and why we use is explained. Just another point of interest here:

The burning of herbs for emotional, psychic, and spiritual purification is also common practice among many religious, healing, and spiritual groups. The ritual of smudging can be defined as "spiritual house cleaning." In theory, the smoke attaches itself to negative energy and as the smoke clears it takes the negative energy with it, releasing it into another space where it will be regenerated into positive energy.

We begin by using a shell or bowl with a fan or feather. We then smudge the room, slowly walking clockwise around the perimeter of the room, fanning the smudge pot, keeping it lit and wafting the smoke about. Smudge any medicine tool you will be using such as pipe, jewelry, outfit, etc.

Starting from the East and holding the smudge pot lit, each person can bathe themselves in the smoke. Many people smudge the heart area first, next the head area, and then the arms, then downward toward the legs. This isn't the only way you can smudge. It isn't wrong to smudge another way. We can purify and cleanse fairly regularly in this day and age with so much sickness and bad feelings around.

The purpose of our healing circles is to create a safe environment where the women can share as much of their pain, anguish or frustration as they want. It operates on a theory that when you are feeling down and out, angry, or disappointed there is someone out there you can talk to and help ease the heavy load off your mind. Each and every one within the circle has a quality that can help another person.

The healing circle means that everyone there, is there to support each other, and to let each other know they are not alone in their time of need. In the healing circle each person has a chance to say whatever is on their mind without being criticized

or judged. I would like to throw out a caution at this time with regards to disclosure of very personal information. Because what may be said is of a delicate nature to the individual, our healing circles always have an Elder and a counsellor co-facilitating in case there is a breakdown and some one on one is needed.

Topics brought to the Sharing Circles have included for the women spirituality, women's and men's issues, addiction recovery, sexuality - whatever they wish to bring to the circle in the spirit of consideration and kindness is respected and honoured.

Presentation

From

The Brenda Strafford Centre

By: Kathie Rolufs, BSW, RSW
Child and Youth Counsellor

Saying your name builds Self-Esteem

It gives ownership to your

MIND/BODY/SOUL

This in turn sets the foundation of

RIGHTS of WHO you are

Owning this Right allows you to set

your own boundaries

and when these boundaries are crossed

you have the RIGHT to say "NO"

With the RIGHT comes a responsibility

to care for your own

MIND/BODY/SOUL

Circles is setting Boundaries of

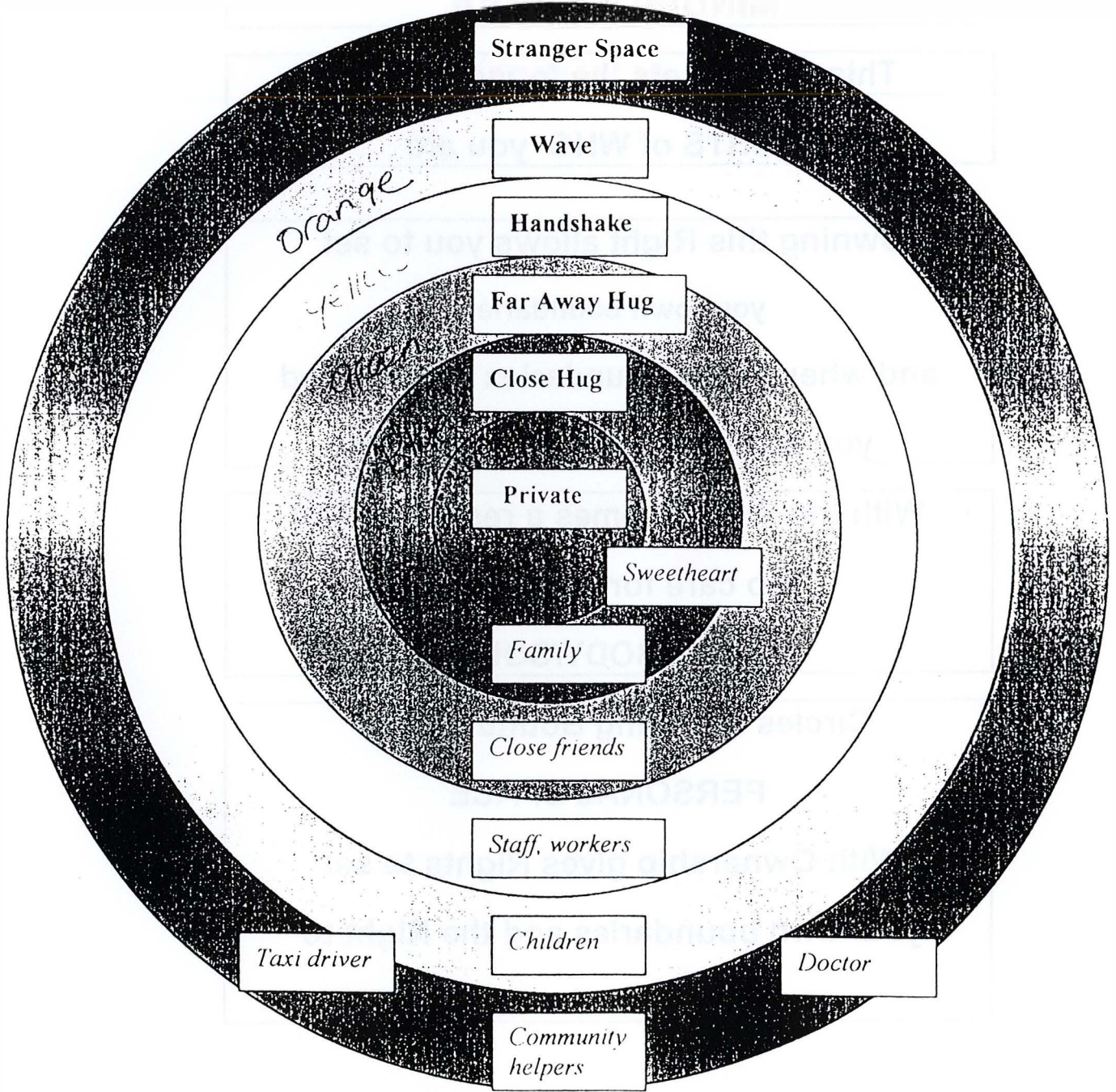
PERSONAL SPACE

With Ownership gives Rights to set

your own boundaries and the Right to

enforce those boundaries

CIRCLES



CALGARY WOMEN'S EMERGENCY SHELTER

CHILD THERAPY AND SUPPORT SERVICES

CHILD INFORMATION

Child's Name _____ Age _____
Date of Birth _____ Educational Level _____
Mother's Name _____ File # _____
Date Entering the Shelter _____ M/O Date _____

SCHOOL INFORMATION

Do you enjoy school? Why or why not?

What is your favorite class?

Do you belong to any clubs? Which ones or why not?

Do you enjoy these activities? Or would you like to be in a club – which one?

How do you get along with other kids at school?

How do you make friends at school? (look for social skills)

What do you like about your friends?

What do you not like about them?

Do your friends mistreat you? (do you know what that word means?) What do they do?

Do you mistreat your friends sometimes? What do you do? What would it look like if I saw it? (no judgments or “you shouldn’t”, just acceptance so it can change)

RELATIONSHIP WITH SELF

What do you like about yourself?

What are you good at? (you must find answers here, if child cannot find any, list some that you have seen, and fact that they are answering questions so honestly).

What are you not so good at? (lighthearted and humorous – include something you are not so good at too!)

Is there anything that you would like to change about yourself? What would that be and why? If nothing to change, why not? (try to elicit “because I like myself”).

FAMILY INFORMATION

Who is in your family? (ask where Dad is out of curiosity)

Who do feel most comfortable and safe with?

Who do you get along with best?

What things are good about your family?

What things are not so good about your family?

What do you do for fun with your family?

If you had magical powers and could change anything about your family, what would you change? What else? How would that make you feel if it were changed? How does it make you feel that it is not that way?

What happens if you do something that your parent(s) don't like?

SHELTER AND VIOLENCE

Have you ever been to a shelter before?

What do people come here for?

What makes you happy to be here?

What makes you sad to be here?

What makes you scared to be here?

What makes you angry to be here?

What have you and your Mom come here to do? (get an idea of child's understanding of what they think they are here to do and what will happen after their stay here).

Have you ever been mistreated? By who? What happened? How did you feel? What did you think? What did you do? (take as long as it takes here.....be cognizant of child's choice to say as little or as much as they choose, leave long silences during which child is processing feelings, note body language, do not write during their account, just listen, details are not necessary, this is just time for the child to relay her/his experience of abuse). Use back of sheet if necessary.

Do you think it was your fault or that there was anything you could have done to prevent it? (assess perception of responsibility and reinforce that what happened was not the child's fault, but the abuser's and that there is nothing anyone can do to change an abuser's behavior unless they want to change – ask again if they understand what you mean by this and repeat if necessary).

If something like that were to happen again or if something else were to happen where you felt scared or that danger was about to happen, what could you do to keep yourself safe? (discuss safety plan, i.e. Kids Help Phone, give them a card they can hide in their shoe, school bag, etc., go to a safe neighbors, phone the police, etc.....)

Sometimes kids feel so sad, they think of hurting or killing themselves, when was a time you thought about that? (assume child has thought it, they will say no if they haven't but the door will be open to say yes if they have). When was the last time you thought about it seriously? How would you do it? (ask if they have the means available) When would you do it? What would have to happen so that you would think about it again? Who would miss you if you did it? (enlist many people here who would miss them that the child has mentioned, i.e. friends, grandparents, teachers, parent, siblings, pets, you, etc.....). Do you really want to die or just you want all of the hurt to go away?

FEELINGS AND SELF-CARE

What do you do to make yourself feel better? What sorts of things make you feel good about yourself? (help child come up with ideas and things they are already doing and enlist more they haven't thought of, they can write these up on a list and put them with the Kids help Phone card.)

When you are sad what do you do?

When you are mad.....

When you are scared.....

When you are hurt.....

When you feel lonely or alone.....

When you feel unsafe, how do you make yourself feel safe again? (talking to pets, calling someone, favorite blanket, safe imagery, etc.)

(looking for self-mutilating behaviors, internalizing, abusive behaviors, depressive feelings, hopelessness....help child come up with ways to better express feelings and/or reinforce what they are already doing that is helpful....if child cannot come up with anything, ask them how they feel talking to you, if it is "o.k", suggest they try it again with you or others they trust, try to come up with one thing they can try that may be new, coach them through, step by step how they would do it, prepare for rejections, i.e. what would you do if you asked the teacher and she said no, not right now, maybe tomorrow...? Then who would you ask and so on.....?)

How do you feel now? Are you all right? It took a lot of courage to speak about this....

Thank you for talking to me. (After intake, many feelings have been stirred up, go play a fun, safe activity that is non-threatening with child and other kids).

OBSERVATIONS: (If anything is of concern, please note on this page)

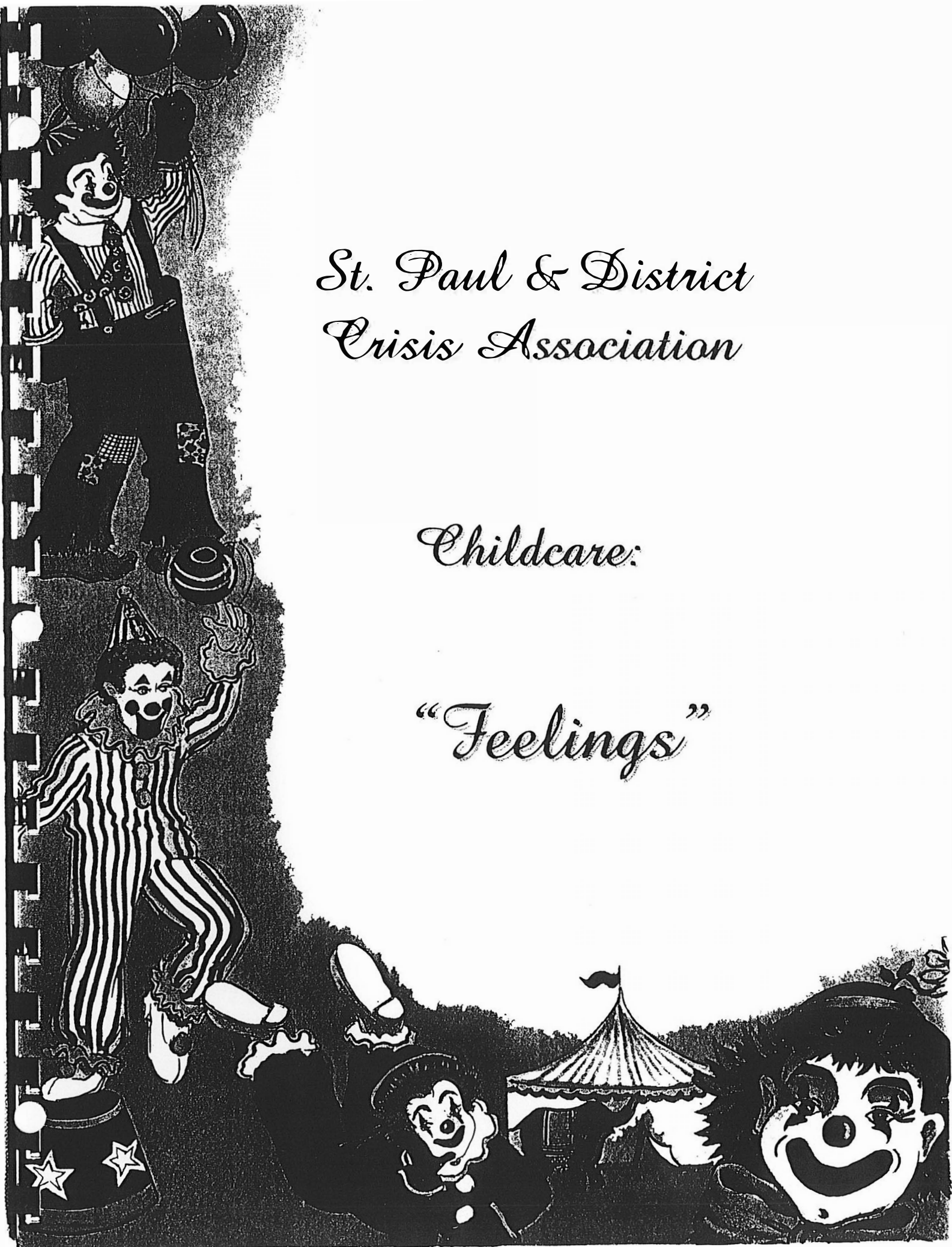
Is child going to school? Does child report any physical ailments? (tummy aches, nightmares, bad dreams...). Any behavioural observations worth noting? I.e. hoarding food, lying, aggressive behaviour towards others, anxiety, shyness.....

Intake done by _____ - on _____ (date).

*St. Paul & District
Crisis Association*

Childcare:

“Feelings”



1. When Mom and Dad Separate

- Anger builds and they fight about many things.
- They may say or do terrible things.
- They stop talking and solving problems.
- They decide to separate and one moves out.
- Children may have two places to live.

2. Why We're Here

The children often have questions about what the group format will be like, some of the activities that will be used in the group and why they are part of this group. This is the time we ask the children some of their ideas.

3. Our Feelings Are Okay

- It is okay to feel angry, but some ways of handling anger(violence) are not okay.
- Parents may be busier, angry and sad.
- Most children will still love both parents.
- There will be many changes.

4. Rules

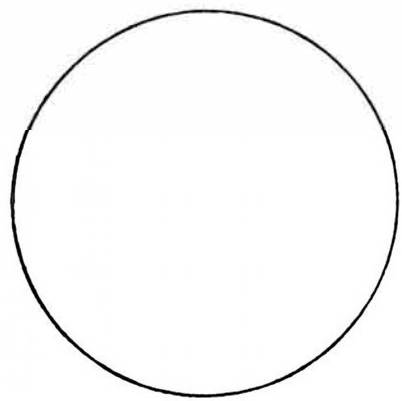
- no hitting
- no put-downs
- everything said stays in the group
- sharing is important, but it's okay to pass
- when someone else is talking, everyone must listen
- if a rule is broken, one warning, then a time-out

5. Activities: Feelings Book;Working On Feelings

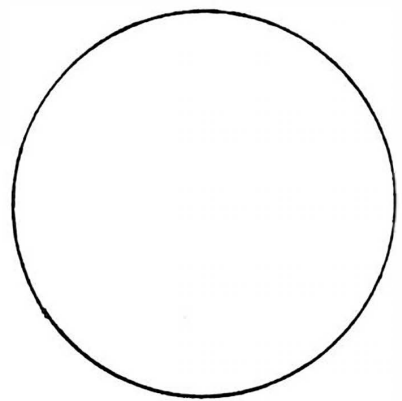
Children's lives change when parents separate.
Something important may be lost. What have
you lost that was important to you?

Children's lives change when parents separate.
Something important may be lost. What have
you lost that was important to you?

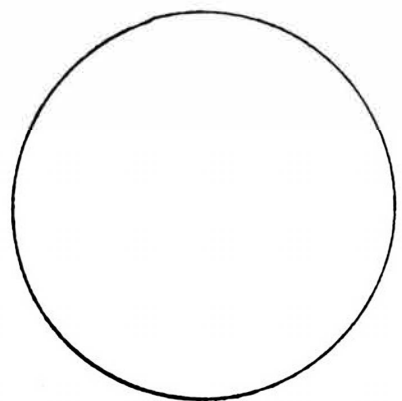
Feelings are all O.K. Feelings change. (draw some feeling faces)



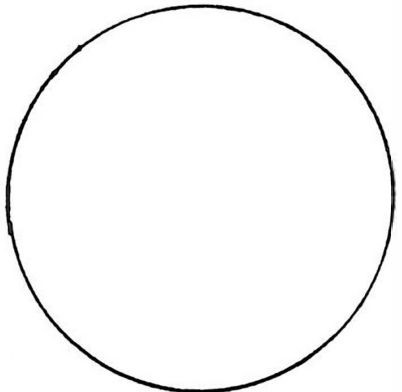
happy



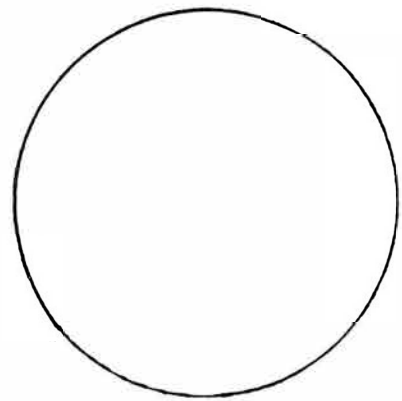
sad



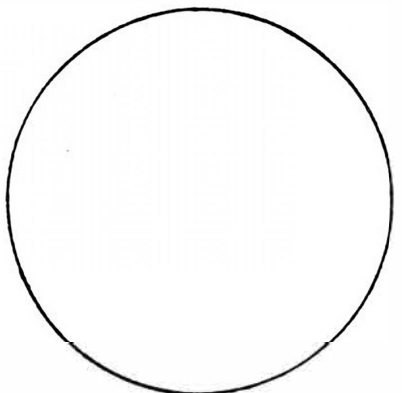
angry



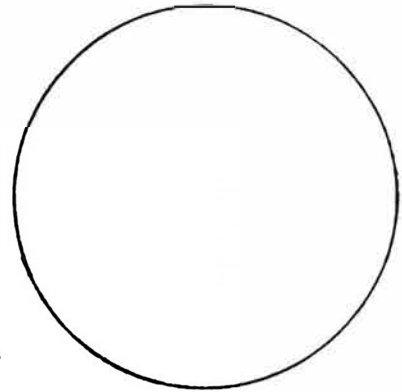
afraid



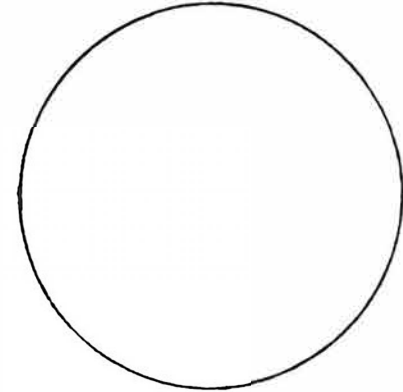
worried



embarrassed



confused

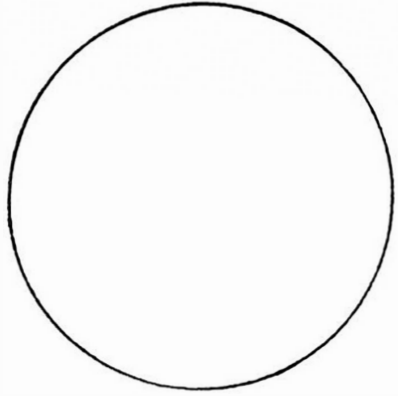


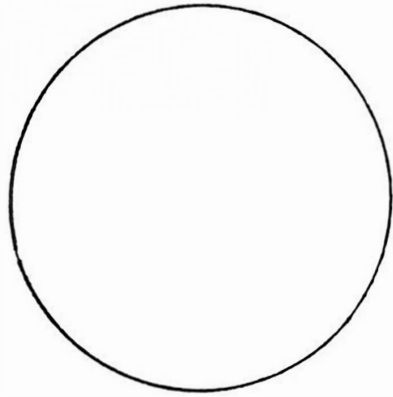
guilty

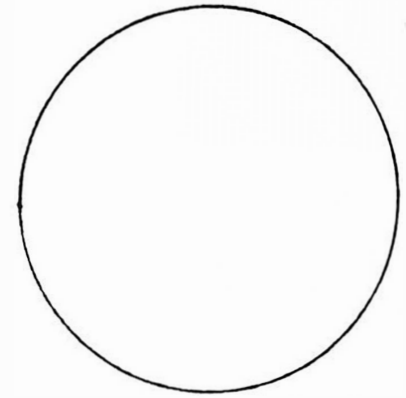
15

..

Sometimes people put on a "mask" to hide feelings they don't want to show. (name and draw 3 feelings you sometimes hide from others)

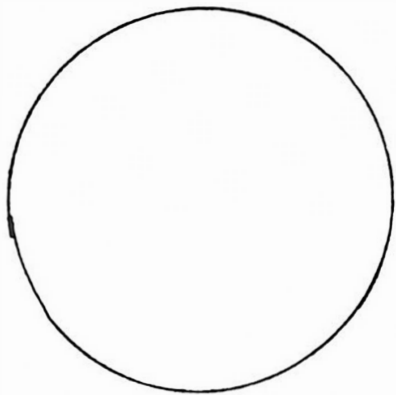


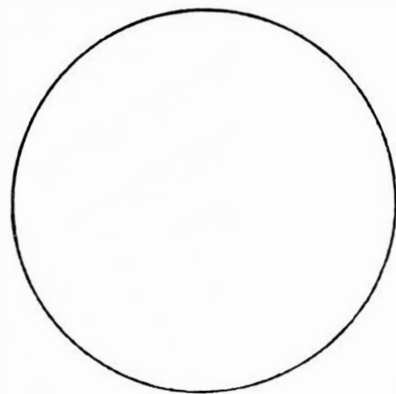


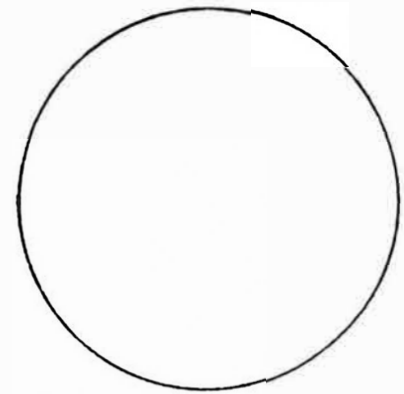


9/

Name and draw the "mask" you might hide the feeling with.







Feelings are something you feel in your body.

(color the places you
feel your feelings
with
these colors:

sad - blue

fear - black

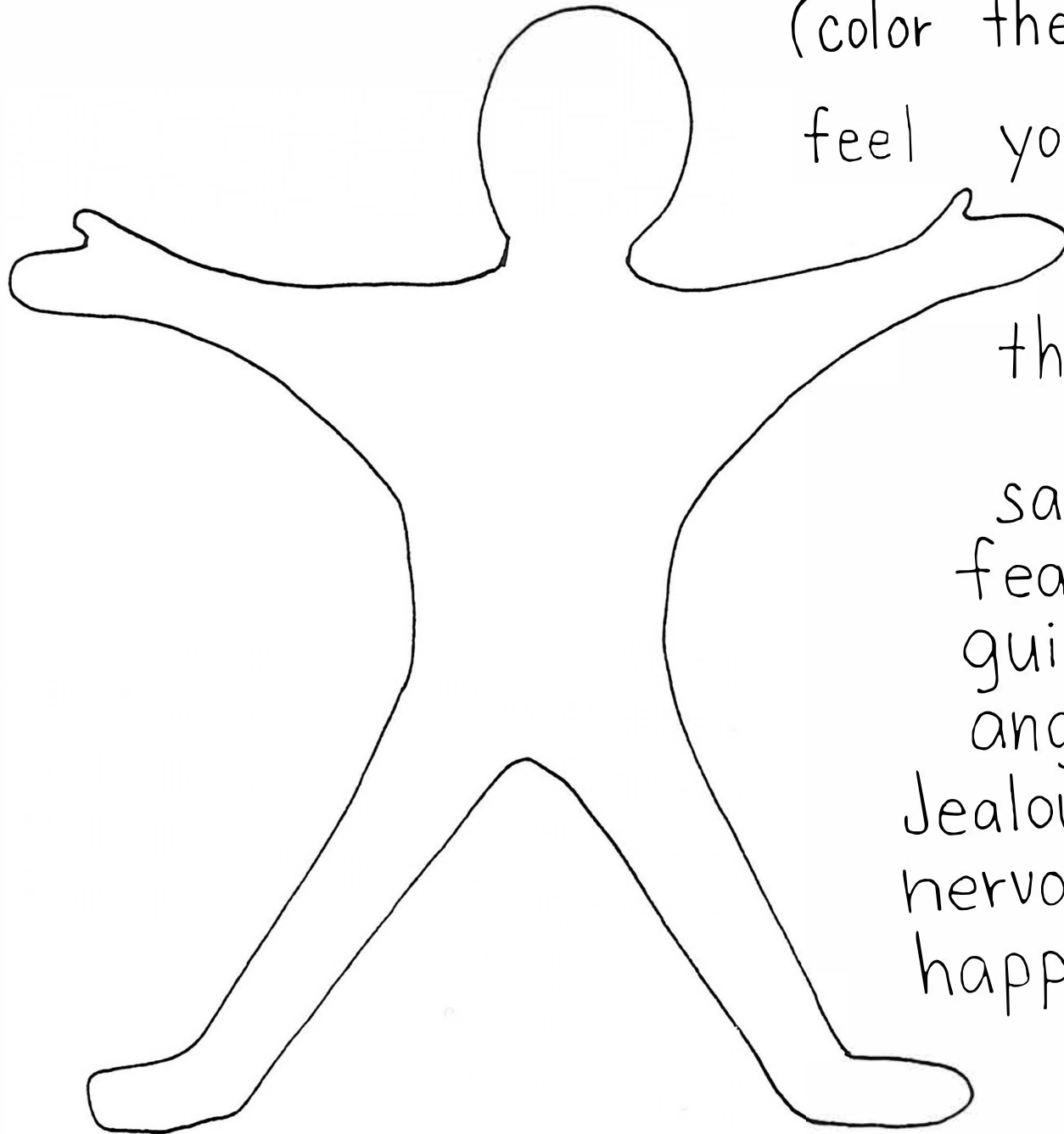
guilt - brown

anger - red

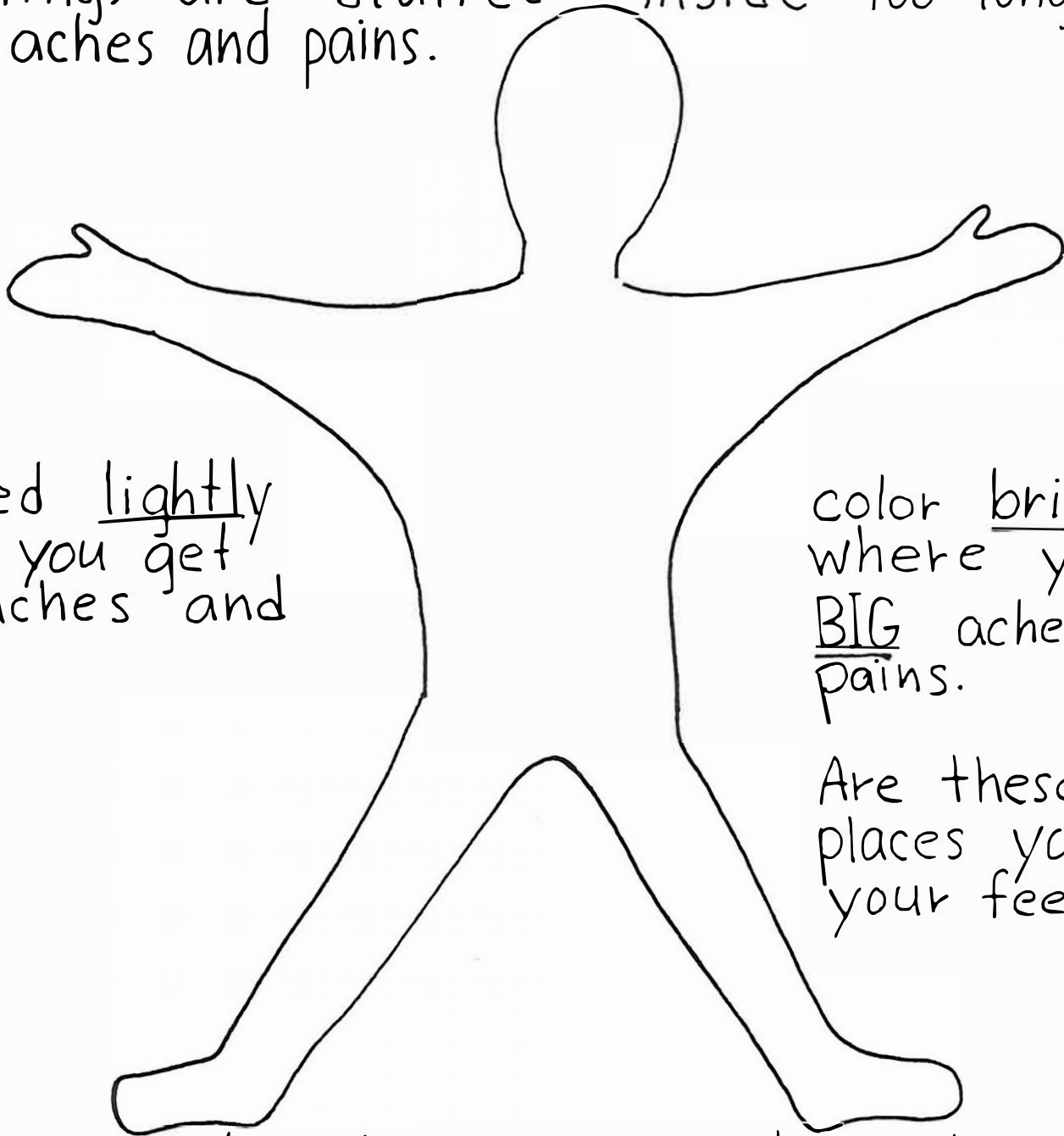
jealous - green

nervous - orange

happy - yellow



If feelings are stuffed inside too long they may cause aches and pains.

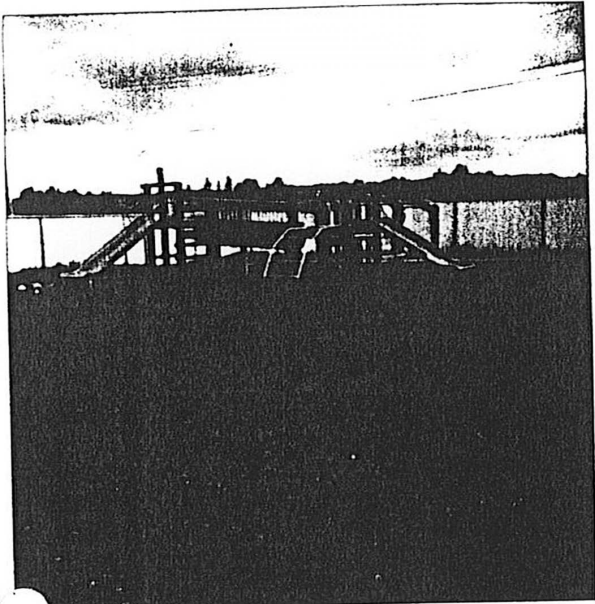


color red lightly where you get little aches and pains.

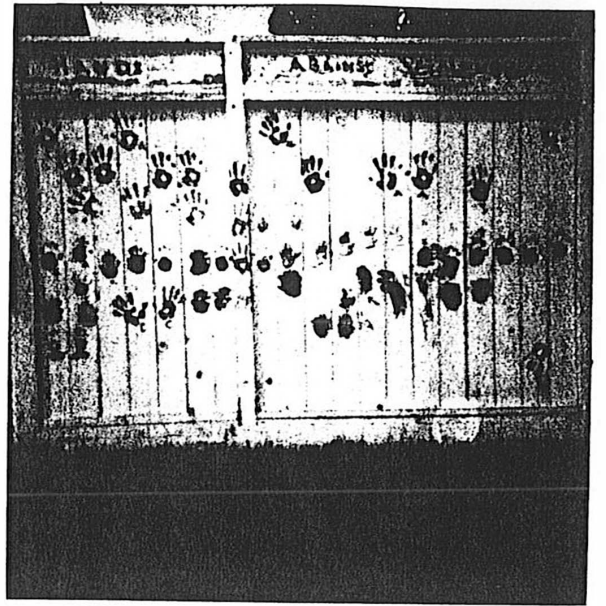
color bright red where you get BIG aches and pains.

Are these the same places you stuff your feelings?

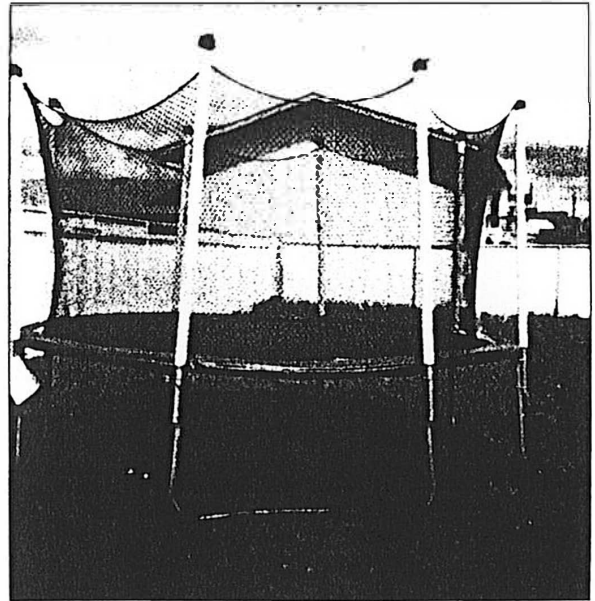
Exercise, sports, play, music, art, writing and talking are all good ways to let feelings out!



our playground with
the "Crumb"



each child that comes
to the Centre gets to
leave their mark



FOR Fun, exercise &
a release of stress, anger
" Frustration Child " on

Kids have stress too!

Adults aren't the only ones who feel stressed. Kids do too.

Stress in children shows up in many ways.

They may say that they have headaches, or that their tummy hurts, or that they don't feel well. They may seem sad or panicky. They might get angry more easily.

They may act differently than they usually do.

Kids may have trouble sleeping or may have difficulty relaxing. They may want



to eat more often, or they may find it difficult to eat at all. Some kids become quieter and do not seem to care about the things they usually like to do. They may not want to go to school. Sometimes they have trouble getting along with their family or their friends.

Kids say their stress comes from many different things.

Fighting or arguing among family members is stressful. Not getting along well with brothers or sisters causes stress. If parents separate, children feel stress from time to time.

Being sick, or hurt by someone is stressful. So is the death of a family member or friend.

Moving to a new home or school can cause stress.

Feeling different from other kids is very stressful. Being teased or laughed at is, too.

Having trouble with school work can be another cause of stress.

Being yelled at by family, friends or teachers is very stressful for kids.



But most of all, it is stressful when kids feel lonely and unloved.

How can you help your kids when they feel stressed?

Spending time with your kids is the most important thing you can do. Listen to them when they talk to you. Try to understand how they feel.

We all need love and affection. Show your children that you love them, with words, hugs, and kisses.

Do things with your children. It will help them to feel that they belong in the family.

There are lots of things you can do as a family. Play ball or other games. Go for walks. Eat meals together. Talk. Share ideas, fun, and how you feel about things.

Kids also need time to themselves – just to relax and do nothing!



As the Child Support worker at the Dr. Margaret Savage Crisis Centre , my approach when dealing with children who have been abused or witness to the abuse of a family member is that of respect and kindness. Too often these children have been shuffled around from one place to another using an establishment such as ours as a last resort, and have often been made to feel unwanted, in the way or to blame for the situation the family finds themselves in. When children stay at the centre, I try very hard to give them a sense that they are a blessing to have around and that they are safe and have a friend that will listen to them when they have a problem. I find affection and attention is a great tool in combating some of the residual effect of family violence.

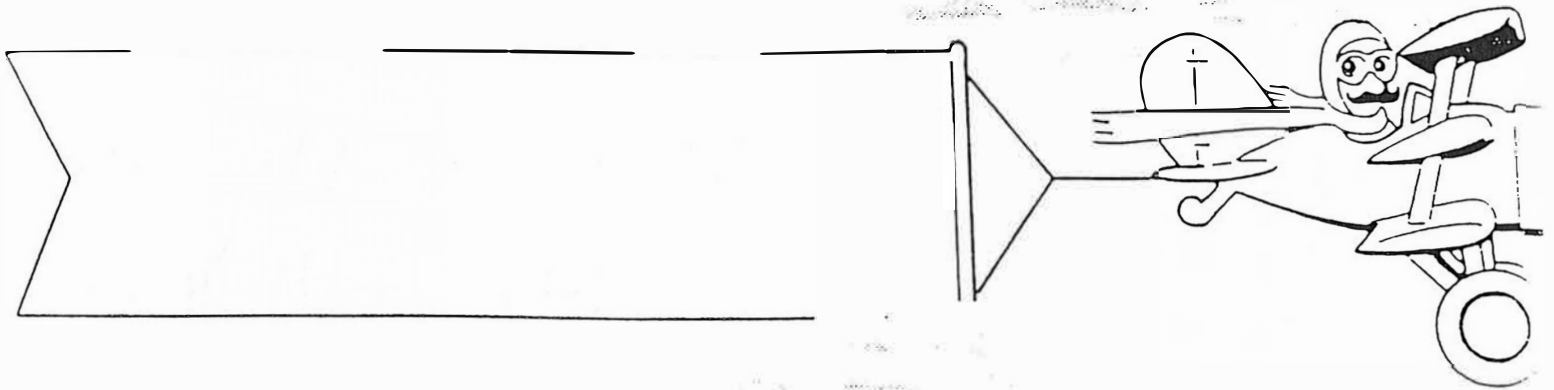
Katrina Sawyer
CSW.
DmSCC

WELCOME



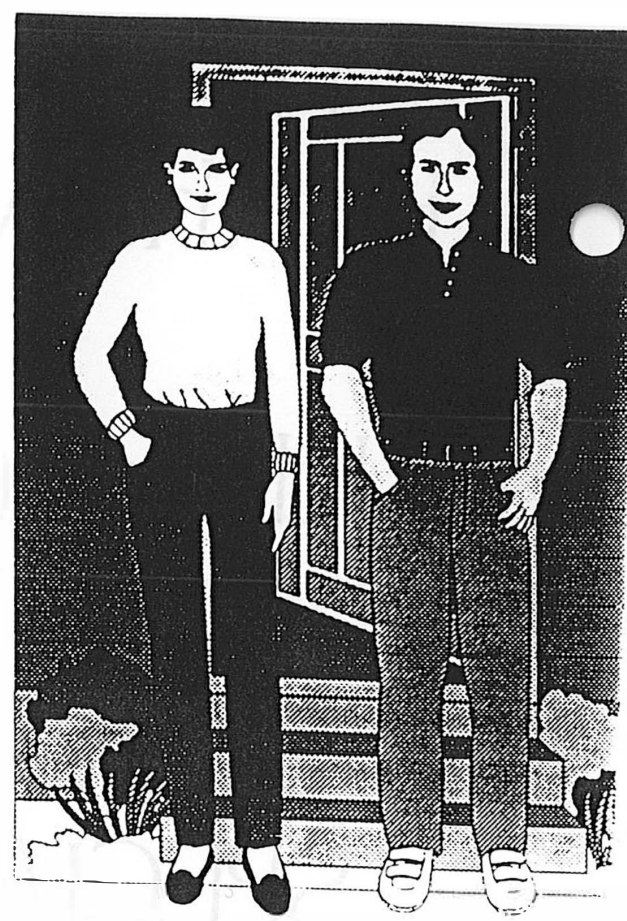
TO THE DR.
MARGARET SAVAGE
CRISIS CENTRE

If I could fly a banner,
For the whole world to
see,
I'd want everyone to
know
There's something
SPECIAL about me!



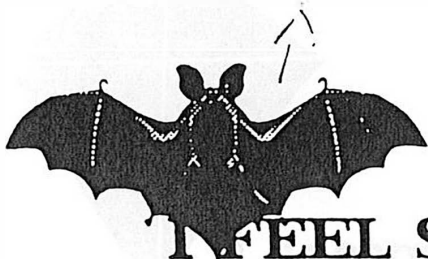
Draw or write something special in the banner.

There are always lots of people around The Centre. staff, volunteers and other families. The people that work here are here to help you. If you need something, ask!

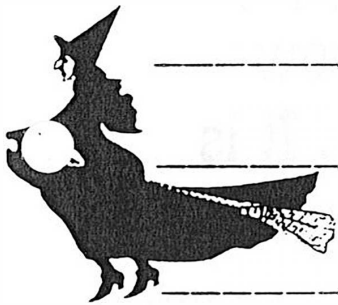


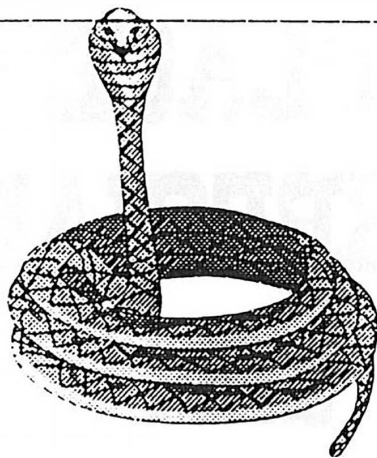
We are all different! We are all special! You are a great kid! We are glad to have you here!

**WHEN I FEEL SCARED
AND MY HEART'S POUNDING
TOO,
I DON'T HAVE TO WORRY
THERE'S THINGS I CAN DO!**



**I FEEL SCARED
WHEN...**



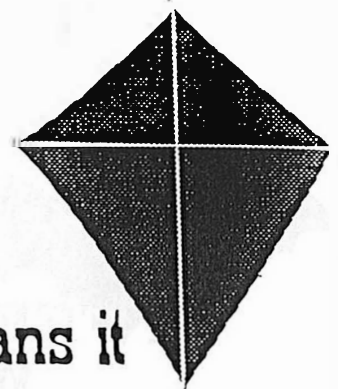
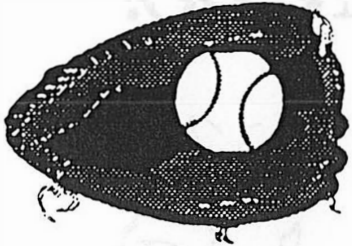


**I FEEL BETTER
WHEN...**

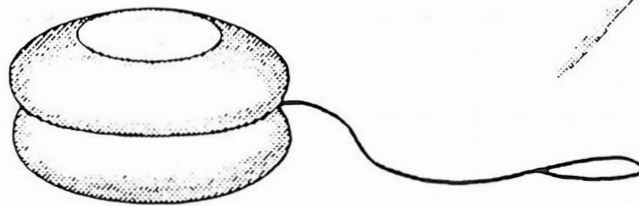
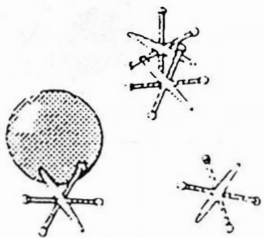




When you come to The Centre things can seem mixed up. Things can seem different here. It's hard being in a strange place with strange people, so we want to let you know some stuff that might make it easier.



The Centre is a **SAFE PLACE**. This means it is a **SAFE PLACE** to talk about anything you want. This is a **SAFE PLACE** to try new stuff. This is a **SAFE PLACE** to be happy. It is also a **SAFE PLACE** to be sad or angry.



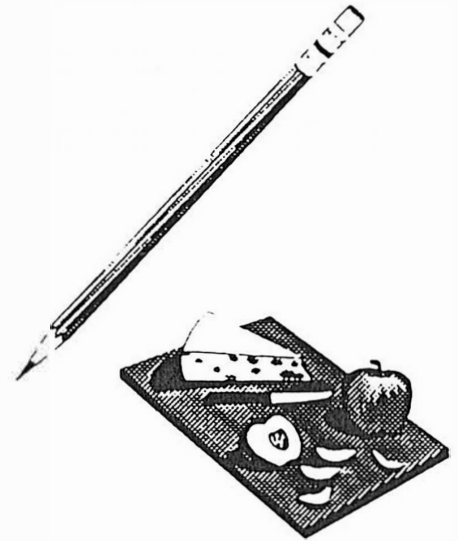
This is a SAFE PLACE to be the GREAT and SPECIAL KID that you are.



while you are at The Centre.



Crayons
Coloring Pages
Toothbrushes
Snacks
Playdough
Videos
Games



Here's some things you can do.



Watch Movies
Play Computer games
Use the Playroom
Go on Field Trips
Parks
Theatre Tickets



EVERYONE IS SPECIAL!



This colouring
or ' activities
book belongs to

In one way or another,
**EVERYONE IS A LITTLE BIT
DIFFERENT.**



That's
what makes
**EVERYONE
SPECIAL!**

who seems to be different, treat him or her the way you'd like to be treated.



Don't be afraid to ASK QUESTIONS!

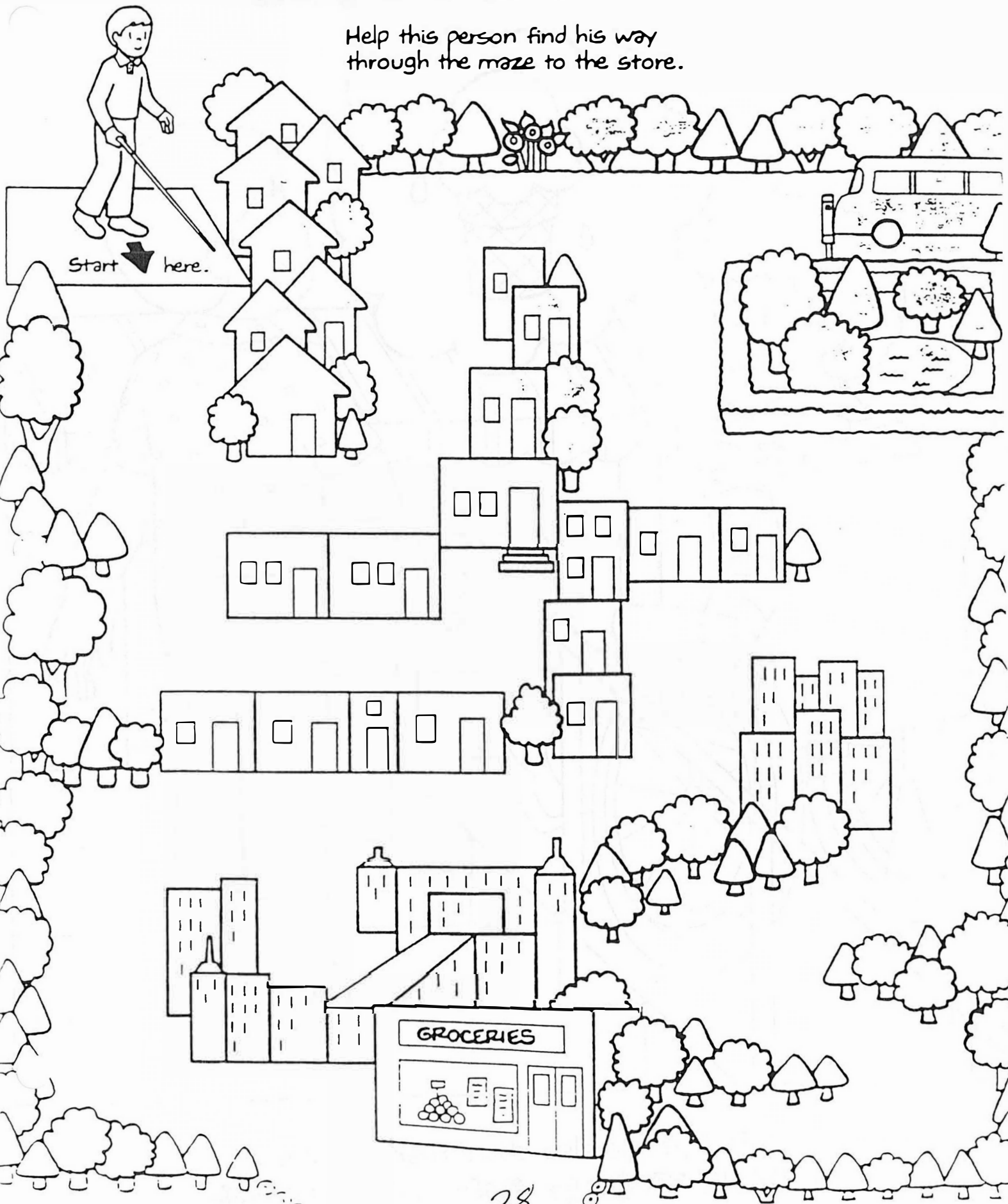
MANY DIFFERENT KINDS OF PEOPLE



Sometimes **FRIENDS NEED HELP.**

Find out if there's anything you can do.

Help this person find his way through the maze to the store.



People play, learn and do things in
DIFFERENT WAYS.

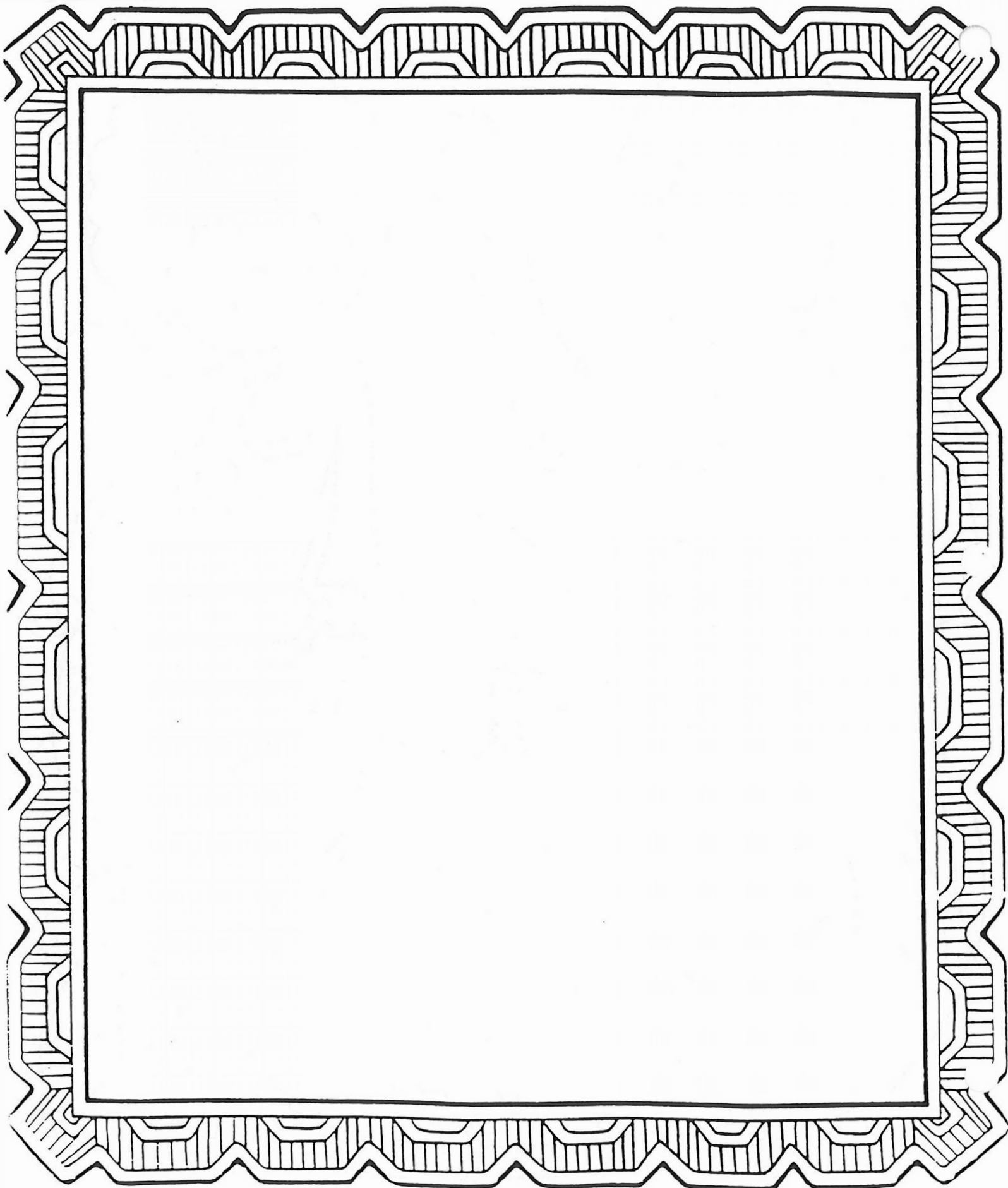


But people also share many of the
SAME IDEAS AND FEELINGS.

things people can **DO** and **ENJOY TOGETHER**



Draw a picture of something fun to do that you'd like to share with a friend.



KIDS

EVALUATION



We would like you to fill in this form.
You do not have to sign your name.

1. How were you treated by staff ?
2. What kind of help did you get ?
3. What did you like about staying here ?
4. Was there anything you didn't like ?
5. Anything you would like to say about the centre ?



Thank-you for your time

CHILD CARE PROGRAM

RECORD OF OBSERVATION

CHILD: _____ SEX: M F AGE: _____

PHYSICAL OR NOTABLE INJURIES				
REACTION WITH OTHER CHILDREN				
REACTION WITH TEACHERS				
REACTION WITH PARENTS				
REACTION WITH NURSE				
REACTION WITH CHILD CARE WORKER				
"STANDING OUT" (AGGRESSIVE, HOSTILE, WITHDRAWN ETC.)				
PLAYS WELL ALONE?				
GETS EASILY AND/ OFFENDED				

CHILD BEHAVIOR RATING SCALE

Name _____ Age _____

Directions: Place a check () before each statement that describes behavior your child exhibits more than two times in a typical week.

1. ___ Short attention span and/or inability to concentrate
2. ___ Restless and/or overactive
3. ___ Temper outbursts when not given his/her own way
4. ___ Sad or depressed without apparent reason
5. ___ Unable to accept deserved praise
6. ___ Criticizes self or verbalizes self contempt
7. ___ Rarely relates to or interacts with others
8. ___ Unable to assume responsibility appropriate to his/her age
9. ___ Preoccupied with own thoughts
- ___ Resists or refuses to carry out requests
11. ___ Hits or fights with peers
12. ___ Damages or destroys property
13. ___ Tells Falsehoods
14. ___ Takes things that belong to others
15. ___ Is very curious about sexual matters
16. ___ Insults, curses or is verbally abusive to others
17. ___ Reports seeing or hearing things not confirmed by others
18. ___ Verbalizes thoughts that are difficult to understand
19. ___ Talks about bizarre or extremely repugnant things
20. ___ Has imaginary companions
- ___ Verbalizes beliefs or ideas that have no basis in reality

CHILDREN'S CHORE LIST.

1. **STRAIGHTEN UP BACK YARD-** Putting all bikes next to the shed, and any sand toys or trucks in the tire. Pick up any garbage on the grass etc.

2. **TIDY UP MAIN FLOOR TOY AREA, AND STRAIGHTEN BOOKS AND MAGAZINES.**

3. **MAKE SURE THAT THE NINTENDO AND THE GAMES ARE NEATLY PUT AWAY.**

4. **HELP CARRY GARBAGE TO THE BIN ;** Check with the person who has the garbage Chore on the adult list.

5. **HELP WITH SUPPER CLEAN UP.** Also check adult chore list to see who you are to help.

EVERYONE CAN HELP MAKE THE CENTRE A CLEAN ENVIROMENT. IF YOU SEE SOMETHING OUT OF PLACE OR ON THE FLOOR, PICK IT UP AND PUT IT WHERE IT BELONGS.

Session 1: All About Me

Welcome & Check In

Introductions & Nametags

Handout: Getting to Know You

Questions for Discussion: What does self - esteem mean?
 What do you like most about yourself?
 What makes you special?

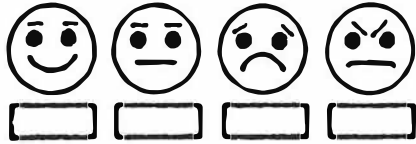
Activity: "All About Me" Collage

Snack Time

Discussion / Session Review

Free Play

Today I feel



Date: _____

My name is: _____

My nickname is: _____

I am _____ years old.

The color of my eyes is: _____

The color of my hair is: _____

I am in _____ grade.

I go to _____ school.

My best friend is: _____

My favorite singer or group is: _____

My favorite game is: _____

My favorite TV show is: _____

When I grow up I want to be: _____

One person who likes me a lot is: _____

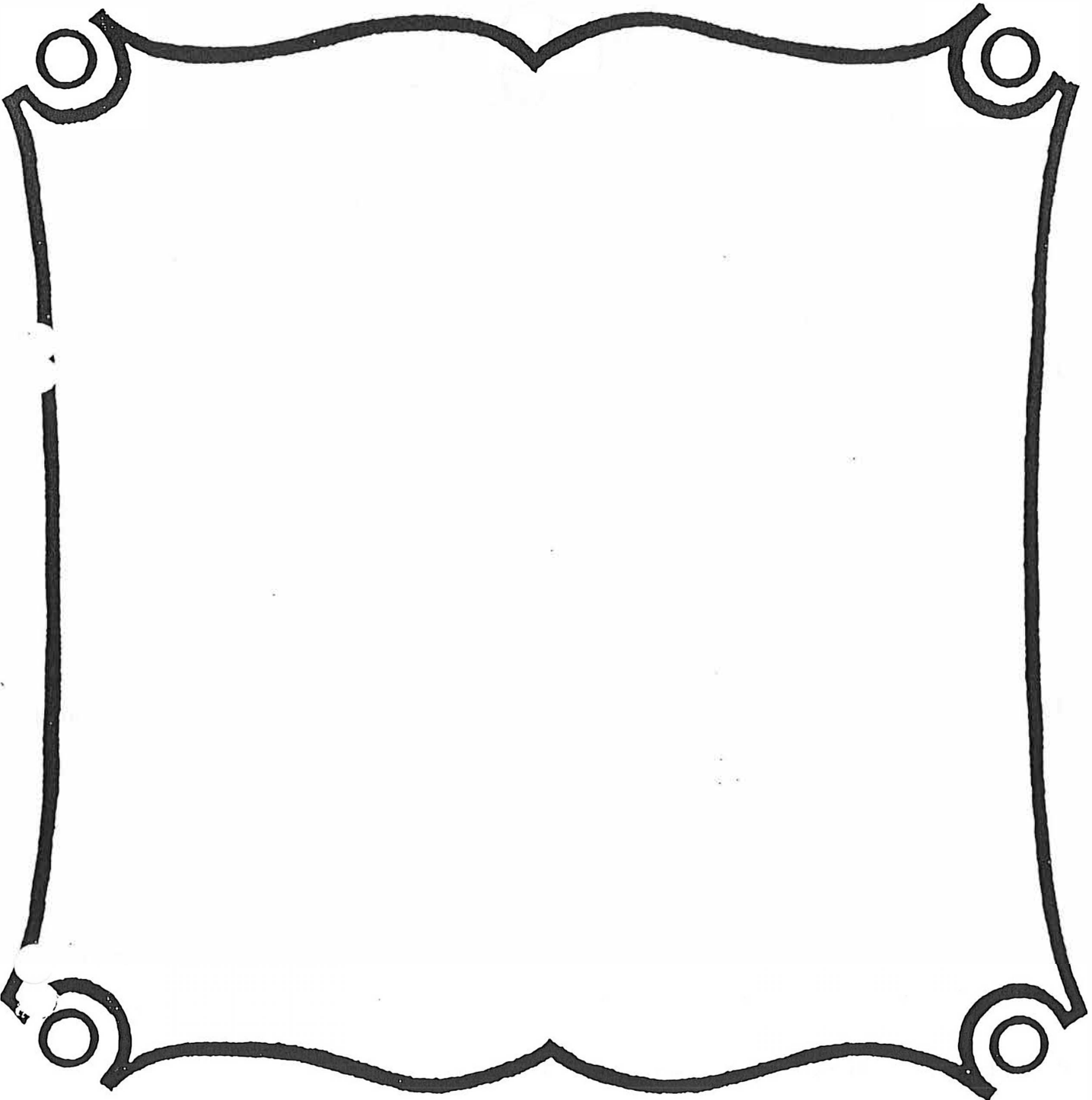
One thing that makes me happy is: _____

One thing that makes me angry is: _____

One thing that makes me sad is: _____

Date: _____

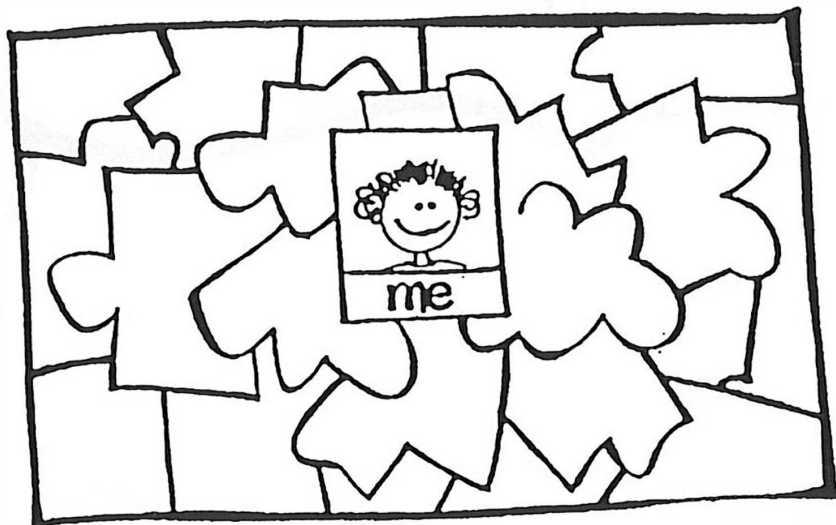
THIS IS
A PICTURE OF
ME:



GROUP ACTIVITY - THINGS I LIKE ABOUT MYSELF

"All About Me" Polaroid Collage - This activity was adapted from an Art Therapy presentation by Wanda Sawiki in London, Ontario, 1991.

Facilitator's Note: This activity will work without the Polaroid picture. You can adapt it by having the children draw a picture of themselves or bring a picture from home if possible.



MATERIALS

- Polaroid camera
 - Paper
 - Glue
 - Scissors
 - Magazines
 - Markers
1. Take a Polaroid picture of each child in the group, wherever he/she chooses to be photographed in the room.
 2. Attach the picture to a piece of paper. Have the children trace an outline of each hand on the paper. Some children will need assistance with this.
 3. Have the children cut or tear pictures from magazines that represent things they like to do and things that they are good at and glue them on the paper.
 4. Have the children decorate their page with the markers.

Session 2: Feelings

Welcome & Check In
Review of last session
Handout: Feelings

Questions for Discussion:

What are feelings? (happy, sad, angry, scared . . . ?)

Why do we have feelings? (feelings make us act certain ways)

Is it bad or wrong to feel angry? (No, anger is a normal feeling that people have)

What are some helpful (good) ways to express that we're angry? (count to 10, talk to someone about how you're feeling, use anger to play games better or to do our homework)

What are some harmful (bad) ways to express anger? (to hit / hurt someone, or when you don't do your homework, yell at sister / brother or parents)

Stories (depending on age of children) My Many Colored Days by Dr. Seuss

Glad Monster Sad Monster

Activity:

Snack Time

Discussion

Free Play

Everyone gets angry ...
It's what you do when you
are angry that counts.

What are some "safe" ways to be angry?

☆ _____

☆ _____

☆ _____

☆ _____

☆ _____

☆ _____

☆ _____

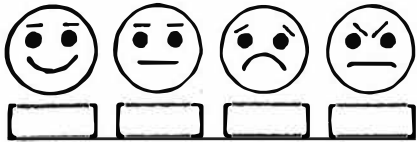
☆ _____

☆ _____

☆ _____

☆ _____

Today I feel



Date: _____

FEELINGS

Feeling words you can use to fill in the blanks:

ANGRY HAPPY LONELY EMBARRASSED
WORRIED HURT BORED EXCITED SAD

When Erik got to school, the kids in his class laughed at him because he had a hole in the seat of his pants. Erik felt _____.

Amy's father spanked her for not cleaning her room when he asked her to. Amy felt _____.

Tom's birthday party is tomorrow and Tom feels _____.

Kerry's best friend is moving away. Kerry feels _____.

John's dog ran away and he feels _____.

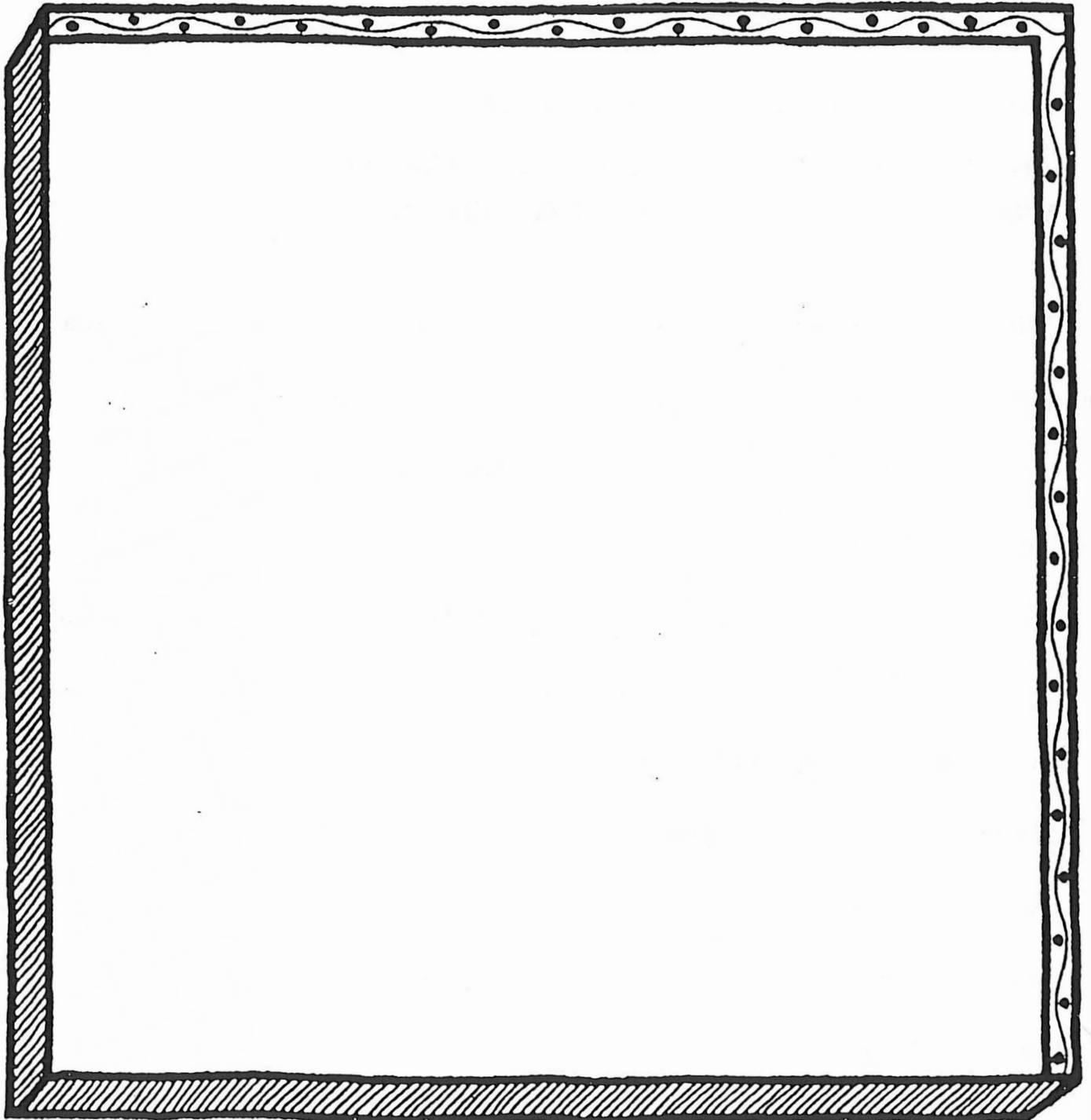
Tony's teacher said: "The principal wants to see you right now in his office." Tony feels _____.

Jimmie's older brother is taking him to Disneyland today.

Jimmie is feeling _____.

Date: _____

THIS IS
A PICTURE OF ME
WHEN I FEEL _____ :



HOME MADE SCHOOL JOURNALS

We provide both of our children (ages 2 and 6) with a journal for home each year. They take it on trips with them and use it when they feel like it at home. It's sort of a cross between a homework journal, a diary and a scrapbook. We write and draw in it and we glue in special things (tickets, leaves, photos, etc).

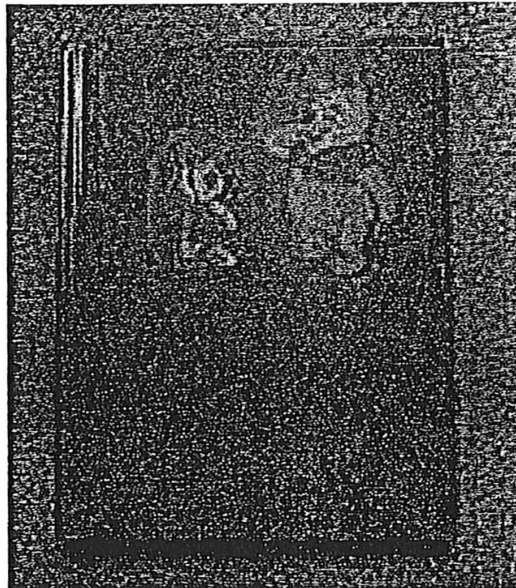
We had a hard time finding hard cover journals with cute characters on them, so this year we made our own. The hard cover ones are much nicer for using in the van, outside on the lawn or on their bedroom floor.

Clip your favorite images out of coloring books, magazines or use the templates we've provided.

Purchase a hard cover book (ours was about \$5) and some clear contact paper (ours was about \$1 for two books)... we bought both of these at an office supply store.

Print out the template pieces, arrange on the book and cover with contact paper.

To put the prices in perspective, a Winnie the Pooh soft cover notebook cost \$10 at the same store!



BASKETBALL

Theme: Identifying and Expressing Feelings
Recommended Age Range: 7-16
Treatment Modality: Individual, Group, Family
Stage of Treatment: Middle

Goals

1. Facilitate identification and expression of feelings
2. Normalize that people experience both positive and negative life events

Materials

- NERF BASKETBALL (NERF ® is a Trademark of Hasbro. © 1999 Hasbro. All Rights Reserved. Used with permission). Alternatively, a garbage can and crumpled paper can be used.
- Questions (included)
- Blue and yellow index cards or card stock

Advance Preparation

Copy each "Happy Face" question from the BASKETBALL question card sheet onto yellow index cards, and draw a happy face on the reverse side of each card. Copy each "Sad Face" question from the Basketball question card sheet onto blue index cards, and draw a sad face on the reverse side of each card.

Description

Explain to the group that they are going to play a special kind of basketball, which will help them to discuss happy and sad feelings. The rules are explained as follows:

Players take turns shooting a basket. If a player successfully throws the ball through the basketball hoop, he picks a card from the "happy face" pile. These questions relate to happy experiences in a person's life. If a player misses the basket, he picks a card from the "sad face" pile. These questions relate to unhappy experiences in a person's life. The player can choose to answer that question, pass, or ask the group for help. The game continues until all the questions have been answered, or until each player has had a pre-chosen number of turns. If all of the question cards have been answered before the game is over, the pile of cards can be shuffled and re-used.

Active discussion between the group members is encouraged during the game. The therapist may wish to stop the game periodically to expand on feelings or issues disclosed by the group members.

Variation for individual therapy: The child and therapist take turns as above. During the game, the therapist can respond by reflecting the child's feelings and, where appropriate, by asking the child to elaborate. The therapist can tailor his responses to model and encourage open disclosure, or draw the child closer to specific treatment issues. This should be done gradually and with sensitivity to the child's readiness to deal with salient issues.

Variation

Players take turns shooting a basket. If a player successfully throws the ball through the basketball hoop, he picks a card from the “happy face” pile”. These questions relate to happy experiences in a person’s life. If a player misses the basket, he picks a card from the “sad face” pile. These questions relate to unhappy experiences in a person’s life. Every player keeps his/her card until everyone has a turn. Then the players sit down and make a circle and begin to share their happy or sad card. The leader validates the experiences asking different questions (see discussion). Depending of the amount of children, they can play again and take different cards.

This adapted variation is taken from the book “Creative Interventions for Troubled Children and Youth” by Liana Lowenstein.

Questions BASKETBALL

Happy Face Cards

Tell about the happiest moment of your life.

Tell about a happy memory you have from when you were very little.

Tell about a time someone did something nice for you.

Tell about something you have accomplished.

Tell about a time you and your family did something fun together.

Tell about a time you did something brave.

Tell about a good dream you had.

Tell about something that makes you laugh.

What's the best thing that's happened to you this week?

Tell about a time you were able to solve a problem you had.

Sad Face Cards

Tell about a sad moment in your life.

What would you say to a child who was smiling all the time, when you know he is really sad?

What is your biggest worry?

Tell about a bad dream that you had.

Tell about a time someone did something that upset you.

When was the last time you cried? What happened that made you so upset?

Tell about a problem you are having at school.

Tell about a problem you had this week.

Tell about a problem you are having at home.

What is something you would like to work on or improve about yourself?

Discussion

Modifying the traditional game of basketball can help otherwise resistant clients openly identify and express their feelings. The therapist can use this game to assess the child's feelings, attitudes, and style of interaction, and to intervene therapeutically when the child is being emotionally guarded, oppositional, or socially inappropriate. The "happy" and "sad" question cards can be used to enable the child to become aware of and express both positive and negative feelings and experiences.

In a group context, the therapist can normalize and validate the experiences of the group members by asking questions, such as, "Has this happened to anyone else here?" "Who else in this group has felt this way?" "What do others in the group think about what was just said?" As the group members answer the questions, the therapist can offer praise and encouragement by saying, "You were brave to have talked about that," or "You are doing a great job sharing your feelings with the group!" The therapist can reinforce appropriate social interaction throughout the game; for instance, "Everyone is doing such a good job of listening to each other!"

During the game, group members are given the option of passing on their turn so they do not feel pressured to discuss issues beyond their emotional readiness. In this way, group members can be encouraged to share information at a pace that feels safe and comfortable.

PINCHER CREEK WOMEN'S EMERGENCY SHELTER

With the support of the Lethbridge and District YWCA and and sponsors, The Foresters, PCWESA has been able to bring the Project Child Recovery to their community.

Project Child Recovery is a group for children aged 6 to 12 years of age who may have experienced the adverse effects of a traumatic event that has occurred within their environment.

The following exercise on helping children to identify and express different feelings is taken from the Project Child Recovery curriculum.

Group Rules: (review)

Confidentiality – (review)

Feelings Grab Bag (included in Facilitator Kit)

Adapted from Rhonda Freeman's group program for children of separated and divorced families. Family Service, Association of Metropolitan, Toronto. Activity description from Sinclair, Deborah, 1985. Understanding Wife Assault: A Training Manual for Counsellors and Advocates. Toronto: Ministry of Community And Social Services, Family Violence Program

Have the children sit in a circle, Place feeling words cards that are familiar to the group, place cards inside the bag. (e.g. of words anger, fear, confession, worry etc.) Go around the circle and have each child draw a card and act out the feeling on the card. Have the child (with help from the group) describe a time when she/he might have had that feeling. Encourage the group to discuss ways to handle different feelings." We have talked about a lot of different feelings today. Now, we're going to talk about angry feelings. Sometimes I feel angry. Have you ever felt angry?"

Dealing with Anger

While sitting in a circle, the children build on the following activity by brainstorming what happens prior to feeling **angry**. Following the brainstorming session ask how they handled their angry feeling in the past. Then discuss if these are "healthy " or "unhealthily" methods of dealing with anger. This will provide a foundation of knowledge to build upon in Session Three when healthy ways to deal with anger are brainstormed and expanded upon.

Some possible discussion questions are:

- " Do you think all children sometimes feel angry?"
- " Do grown ups ever feel angry?"

You may want to close with a statement similar to this:

"Yes, all people have feelings. Everybody feels angry sometimes. It's O.K. to feel angry, but some ways we handle angry feelings, like hitting or yelling, are not O.K."

Brainstorming Different Feelings Exercise

What Happens Before Feeling That Way	Feeling Word	Ways of Expressing That Feeling
<ul style="list-style-type: none"> - have a fight with someone close to you - someone hits you 	<p style="text-align: center;">mad</p>	<ul style="list-style-type: none"> - tell, someone - yell it out - show it on your face - have a tantrum
<ul style="list-style-type: none"> - makeup with the person you fought with - do something special with someone you care about 	<p style="text-align: center;">happy</p>	<ul style="list-style-type: none"> - smile - laugh - give someone something
<ul style="list-style-type: none"> - someone yells at you - someone hits you - a pet dies 	<p style="text-align: center;">sad</p>	<ul style="list-style-type: none"> - frown - cry - look depressed
<ul style="list-style-type: none"> - have to do something you don't want to - try to do something and can't do it (Facilitators) 	<p style="text-align: center;">frustrated</p>	<ul style="list-style-type: none"> - a sigh or a growl - throw arms up <p>(Facilitators)</p>
<ul style="list-style-type: none"> - a test - have to be on stage 	<p style="text-align: center;">nervous</p>	<ul style="list-style-type: none"> - shaking - biting nails - twitch (Facilitators)
<ul style="list-style-type: none"> - if someone breaks into your house 	<p style="text-align: center;">scared</p>	<ul style="list-style-type: none"> - wide eyes - yell - shake

During this activity, have each child in turn show how to mad or angry face. This activity is helpful to the Facilitators as it demonstrates the child's ability to express emotion.

Collection of Pictures Kit: Project

The kit includes:

- A. One Flannel Board
- B. Five Brightly Colored Boxes Labeled and Numbered.
 - 1. Helping - Contains pictures of people and places that a child can go to for help.
 - 2. Growing up - Contains pictures of people that they might want to be when they grow up.
 - 3. Happiness - Contains pictures of things that a child might enjoy doing or things that they have done that they find enjoyable.
 - 4. Feelings - Contains pictures of different feelings that a child may be experiencing or has experienced.
 - 5. Outside Fun - Contains pictures of outside activities that may be fun to experience or that bring happiness to a child.

- The collection of pictures is interchangeable and there are no set guidelines when a child is playing with them.
- Observing a child at play with the collection of pictures may give the childcare worker an insight to some of the child's emotions and what they have experienced before or during a crisis.
- There are different headings to make it easy for the child care worker to use the pictures in a more therapeutic play if they should choose to do so.
- The numbers on the back of the pictures and on the front of the boxes make it easy for the child care worker to sort them at the end of the day.

- ☺ By developing a collection of pictures depicting problem situations (e.g. Two children arguing over a toy), a child can be encouraged to generate solutions to the problems through role-playing. Encouraging children to figure out answers for themselves can be an essential aspect of making better choices later in life when they are faced with other problems or issues.

- ☺ Providing pictures regarding a safe place in the community (e.g. Fire house, School, Hospital) where a child can go if they have a problem. A child can develop a better sense of places and people they can count on for help.

- ☺ A child's first step to expression may be mastering emotions by telling the child care worker what makes them feel better or what makes them feel sad (e.g. Swinging, baking, going to the park, not getting tucked in to bed at night). Once a child can verbalize, they are able to take charge of their own emotions;. even if it is verbalizing through the collection of pictures.

*Created by: Cheryl Baxter 3rd year Nursing Student
@ Keyano College, Fort McMurray, 2003*

Wings of Providence

These group exercises / activities are for children ages 8 - 12 years old, usually there are about 4 - 8 participants in a group with two facilitators.

Note. The "wishing wand" is a fancy talking stick /sometimes we use a stone instead. One of the facilitators always begins the sharing circle and one of us always closes. At the end of group we sit in a circle on the floor and offer a question or comment for them to discuss regarding the days topic / learning. Example, "The next time someone's anger scares me ~~with their anger~~, I can _____." "I feel best when I handle my anger this way ...". And / or we may ask what they liked best about group that day and what they liked least and encourage them to say why. The facilitator also gives the kids a short response to the question to help them get started. Then each child in turn gets a chance to share. Only the person holding the wonder wand can speak. Also, the children really like it when the facilitator who closed the sharing circle makes a wish for them (some encouraging words). The children often include wishes for the group in their own sharing.

EARLY INTERVENTION PROGRAM

PROGRAM TWO - 8 to 12 Years

Module Five - Family Violence:

Objectives:

Discuss and process how family members express different feelings especially anger. Explore what problems arise out of anger and family violence. Understand that family violence and parental fighting is not the child's responsibility. Differentiate between anger and family violence

1. Snack.
2. Review Group Rules.
3. Explore how different family members express various feelings. Children choose a flash card with a feeling written on it. (Anger is NOT included in the cards) Each child says how this feeling is expressed by someone in their family (refer to pictures from last week). Continue until children have completed two or three feelings each.
4. Ask children to repeat the same process using the flash card of ANGER.5. Explore and process different responses of family members to anger in the family. The leader starts with the statement:

“One night a brother and sister woke up because they heard their parents fighting and wondered what they should do.”

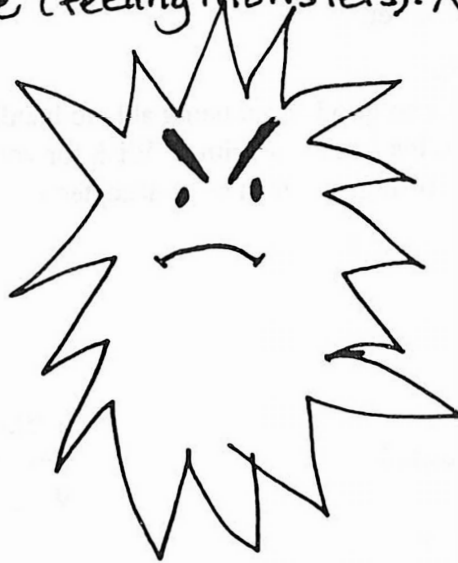
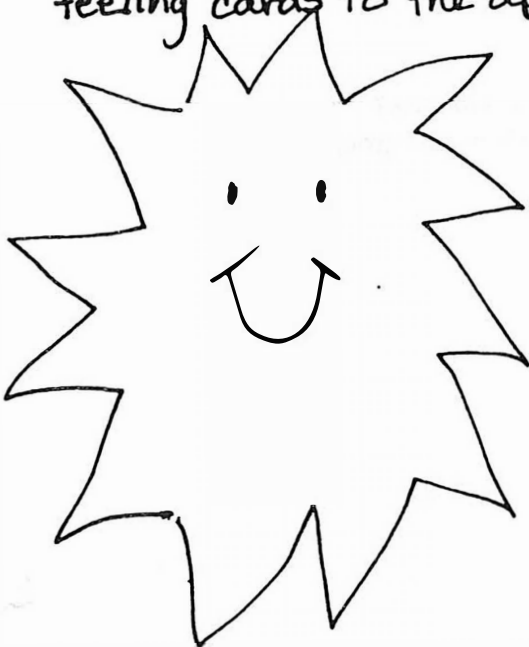
Sitting in a circle, children take turns saying what they feel the children should do.
5. Discussion on responsibility of family violence (fighting).
 - (a) When Mom and Dad fight, what do you think they fight about?
 - (b) What happens when they fight?
 - (c) Is there anything you can do to stop them from fighting?
 - (d) Why do Mom and Dad fight?Discussion to develop around the following ideas:
 - (a) Fighting is not the child's fault
 - (b) Separation/Divorce/Coming to WINGS is not the child's fault
 - (c) Children cannot control parents fighting. Everyone makes choices and handling “mad” feelings the way they do
 - (d) It's okay to be angry but it's NOT okay to be violent

6. Anger Garbage Bag.
 - (a) Children say how they feel about their parents fighting/separating. *What makes them mad*
 - (b) ~~After~~ each statement they crumple paper and throw it in the Anger Garbage Bag. *while making the statement.*
7. Closing Circle.
 - (a) Name a grownup they can talk to that makes them feel safe OR a safe place you like to go.
 - (b) Group leaders close with a "Wish for you" - for the children as a group.
 - (c) Hugs from group leaders as accepted by children.
8. Free Play - 15 minutes.

MATERIALS:

- snack food
- pictures from last group
- feeling flash cards
- Wonder Wand (talking stick)
- Empty garbage bag with "Anger" on it.

• Pictures from last week. They list feelings + group leader writes them down on board then creates feelings flash cards with the group's list of feelings. The group members then get a chance to attach the feeling cards to the appropriate (feeling monsters). Note some feelings can be pos. or neg.



EARLY INTERVENTION PROGRAM

PROGRAM TWO - 8 to 12 Years

Module Six - Anger:

Objectives:

Children will learn to identify their own anger and some things that make them angry. They learn that they have choices around how to express their anger. They gain insight into how they choose to express their anger affects themselves and others. They will learn and practice healthy conflict resolutions.

1. Snack.
2. Review Group Rules.
3. Review last group with a quick discussion on anger being okay but violence is NOT okay.
4. Make anger masks. During the process discuss how angry faces look and what colours you might use to show anger.
5. Where do you feel anger in your body and how does it feel?
6. What kinds of things make you feel angry? What do you want to do then? Do you always do what you feel like doing when you're angry?
7. List/brainstorm problems or conflicts that might make you angry.
8. Children choose a problem from above list and role play conflict resolution or appropriate expression of anger.
9. Closing Circle.
 - (a) What's so good about being able to handle anger without violence?
 - (b) Group leaders close with a "Wish for you" - for the children as a group.
 - (c) Hugs from group leaders as accepted by children.
10. Free Play - 15 minutes.

MATERIALS:

- | | |
|-------------------|-------------------------------|
| - snack food | - markers |
| - popsicle sticks | - flip chart |
| - glue | - Wonder Wand (talking stick) |
| - paper plates | |

WORRY DOLLS

WORRY DOLL LEGEND - There is a legend amongst the Highland Indian villages of Guatemala: "If you have a problem, then share it with a worry doll. Before going to bed, tell one worry to each doll, then place them beneath your pillow. Whilst you sleep, the dolls will take your worries away!"

WORRY DOLLS

Bag a bunch of tiny dolls that any child will love.

These dolls are easy for big hands to make and little hands to hold. Just one of these dolls can be a friendly companion for any child, and any worries can be confided to these little dolls and tucked into their own knitted bag where the worries can be slept on and gone by morning.

They are quick to knit and a wonderful way to use up scraps of yarn.

Designer Tips.

Use shorter needles for doll and clothing and longer needles for the bag.

Choose your own colours—pattern differentiates colour areas only.

From the bottom up, legs, torso, and head are worked in one piece. Arms are knitted separately and sewn on after stuffing is completed. Use small amounts of stuffing and push into place using the eraser end of a pencil. Bag is worked in vertical rows.

You need: Small amounts of sport-weight yarn in white and desired colours for clothing, hair and skin.

Pair of 3.75mm needles-----Pair of 3.25mm needles
or whatever size to produce the tension -22 sts and 44 rows=10cm(4ins) in garter stitch using larger needles and 25sts and 36 rows=10cm in stocking stitch -smaller.
Polyester stuffing, Stitch holder and Tapestry needle.

To make the BODY.

Legs: * With shoe colour, cast on 8 stitches for right leg. Knit one row.

Next row (right side): K2 into each stitch to end of row. 16 stitches now on needle.

Beg. with a K row, work 4 rows stocking stitch. *

Next row: K4[k2 tog] 3 times, K6. 13 stitches now on needle.

** Next row: Purl.

Change to sock colour. Beg. With a K row, work 4 rows st. st.

Next row (right side): Purl.

Change to skin colour. Beg. With a P row, work 11 rows st. st., thus ending with right side facing for the next row.**

Break yarn, slip stitches onto stitch holder.

Work L leg from * to * as given for body R leg.

Next row; K6[K2tog] 3 times, K4. 13 stitches now on needle.

Work from ** to ** as given for body right leg. Break yarn.

TORSO.

Change to white. Knit 13 stitches of left leg, then knit 13 stitches from stitch holder. 26 sts now on needle. Beg. With a P row, work 7 rows st. st. thus ending with right side facing for next row.

Change to shirt colour(s) and work 10 rows st.st.

Next row (shoulder shaping): K5 [K2tog] twice, K8 [K2tog]twice, K5. (22 sts now.)

Next row: (wrong side) Knit.

HEAD

Change to skin colour. Beg. With a K row work 2 rows st. st.

Next row: [K2, k2 into next stitch] 7 times, K1 . 29 sts now on needle.

Beg. With a P row, work 13 rows st.st.

Next row: [K2 tog. K1] 9 times, K2 tog. 19 sts now on needle.

Next row; Purl.

Next row: K1, [k2 tog] 9 times. 10 sts now on needle. Break yarn, thread through stitches, pull tight ; knot.

To Sew up:

With wrong sides to inside, shape into cylinder so side edges of head and torso meet at the centre back and edges of each leg meet at inside. Beg. at shoe and stuffing firmly as you go, sew each leg seam, then up centre back to top of head.

ARM with Short Sleeve.

Make 2: * With shirt colour(s) cast on 4 sts.

Row 1 (right side): K2 into first st. k to last 2 sts, K2 into next st., K1.

Row 2: Purl.

Rep. These 2 rows 2 times more, thus ending with right side facing for next row. 10 sts now on needle.*

Next; Knit 2 rows.

Change to skin colour. Beg. with a K row, work 12 rows st.st.

Next: [K2 tog] to end of row. 5 sts now on needle. Break yarn, thread through sts. Pull tight; knot.

ARM with Long Sleeve.

Make 2: Work from * to * as give for short sleeve. Continue with shirt colours , working 10 rows st.st.

Change to skin colour. Work 4 rows st.st.

Next:[K2 tog] to end of row. 5 sts now on needle. Finish as other arm.

With wrong sides to inside, shape into cylinder so long edges meet. Beg. at hand and stuffing firmly as you go, sew up arm to bottom increase row. With seam towards body and outside top at shoulder, st. open arm end to torso, adding extra stuffing to joint. Weave matching yarn twice around neck above shirt—pull tight, gather&knot

FACE: Thread tapestry needle with eye colour. Push through back of head and out at eye position (halfway up face , 1 to 1-1/2 rows from centre front.) Stitch horizontally over 3 rows or vertically over 1-1/2 sts. Repeat as nec. then push needle out at other eye position. Stitch eye. Push needle out back of head and knot. Thread tapestry needle with mouth colour. Push through back of head and out 2 rows below centre of 1 eye. Push back into head 2 rows below centre of other eye and out at mid-point of stitch, 2 rows below. Take tiny stitch over first stitch to anchor it in place and shape smile, then push needle out back of head and knot.

DRESS THEM UP

For striped shirts, sweaters and hats, knit 2 rows each of 2 different colours, or one row each of 3 different colours, or use variegated wool.

For checked shirts or sweaters, work 2 colours into alternating checks, 2 sts wide and 2 rows high.

Stitch lazy-daisy flowers onto hat brims, bibs or shorts.

Sew french-knot buttons.

Add pockets anywhere: Cast on 4 sts, work 5 rows st .st. and cast off knitwise.

Sew pocket to clothing with open cast-off edge at top.

Make and sew all hats before stitching hair, with one exception: make braids, then sew to head before hat so top ends are hidden underneath. Hand-stitch bangs and hair below hats using stem or satin stitches.

PANTS: * Cast on 20 sts for right leg. Knit 1 row.

Beg. with a K row, work 12 rows st.st., thus ending with right side facing for next row.* Slip stitches onto holder.

Work L leg from * to * as given for pants R leg.

** Next row: Knit across 20 sts of left leg, then 20 sts from st holder. 40 sts on needle
Beg. with a P row, work 10 rows st.st..

Next row: [P2,p2tog] to end of row. 30 sts now on needle.

Cast off. With wrong sides to inside, shape into cylinder so side edges meet at centre back and edges of each leg meet at inside. Beg. at bottom, sew each leg seam, then up centre back. Put on doll, stitch waist to shirt hem.**

OVERALLS:

Work as given for pants; do not cast off.

* Next : Cast off 11 stitches, K8 and slip onto stitch holder(for bib), cast off 11 sts.

With wrong side facing, join yarn to 8 sts on holder.

Next row: K1, P6, K1

Next row: Knit

Repeat these 2 rows 3 times more.

Next row : Knit. Cast off and put on doll *

Strap (make 2) Cast on 22 sts and cast off.

Sew each strap to one top corner of bib, working a french knot button through strap and bib. Cross at back , tuck under waist 6mm (1/4 in) from centre back on either side, stitch. Stitch waist to shirt hem.

SHORTS:

*With cuff colour, cast on 20 sts for R leg. Knit 1 row.

Change to shorts colour. Beg. with a K row, work 4 rows st.st., thus ending with right side facing for next row. * Slip sts onto holder.

Work left leg from * to * as given for shorts right leg . Work from ** to ** as given for pants.

SKIRT:

* Cast on 60 sts . Knit 1 row . * Beg. with a K row, work 12 rows st.st., thus ending with right side facing for next row.

Next row: [Knit 2 tog.] to end of row. 30 sts on needle.

Cast off. With wrong sides to inside, shape into cylinder so side edges meet at centre back. Sew up centre back. Put on doll, stitch waist to shirt hem.

FAIR ISLE BIBBED SKIRT:

Work from *to* as given for skirt. Next row; (right side) Knit. Next row Purl.

Next row :[with skirt colour, k1; with contrast colour k1] to end of row.

Next row: With contrast colour, purl to the end of row.

Next row: [with contrast colour, k1; with skirt colour k1] to end of row.

With skirt colour and beg. with a P row, work 7 rows st.st.

Next row; [K2 tog.] to end of row. 30 sts now on needle.

Work from * to * as given for overalls bib , sewing up centre back of skirt before putting on. Make straps and sew on skirt as given above.

PEAKED CAP:

*Cast on 3 sts

Row 1. (right side); K2 into each of first 2 sts., K1.

Row 2. K2 into first st. P2, K2 into next st, K1

Row 3. K2 into first st. K4, K2 into next st, K1.

Row 4. K2 into first st, P6, K2 into next st, K1. Now 11 sts. on needle.

Row 5. Knit

Row 6. K1, P9 , K1.*

Row 7. Cast on 11 sts. knit across row, cast on 11 sts. Now 33 sts on needle.

Row 8. (wrong side) : Knit.

** Beg. with a K row, work 8 rows st.st., thus ending with right side facing for next row.

Next row: [K1, K2 tog.] to end of row. Now 22 sts on needle.

Next row; Purl.

Next: [K2 tog] to end of row. Now 11 sts on needle. Break yarn, thread through sts, pull tight; knot. Sew up centre back.** Stitch hat to head.

BASEBALL CAP.

Work from * to * as given for peaked cap. Rep. Rows 5 and 6 twice more. Cast on 11 sts , knit across row , cast on 11 sts. Now 33 sts on needle.

Next row: Purl.

Work from ** to ** as given for peaked cap. With 2 strands of contrasting colour, make french-knot button at tip. Stitch hat to head.

WIDE-BRIMMED HAT;

Cast on 33 sts . Work from ** to ** as given for peaked cap. Fasten off.

Cast on 7 sts. for brim. Work 65 rows in garter stitch. Cast off. Sew one long edge of brim to bottom edge of hat, joining cast-on and cast-off rows at centre back. Stitch hat to head. Turn up brim front; tack to head.

TOUQUE

Cast on 33 sts. Knit 6 rows st.st.. Work as ** to ** as given for peaked cap.

Sew up centre back, reversing seam at row 6 for brim. Stitch to head.

Make pom-pom or any other decoration for top of touque.

BAG:

Cast on 98 sts. * Work 5 rows garter stitch.

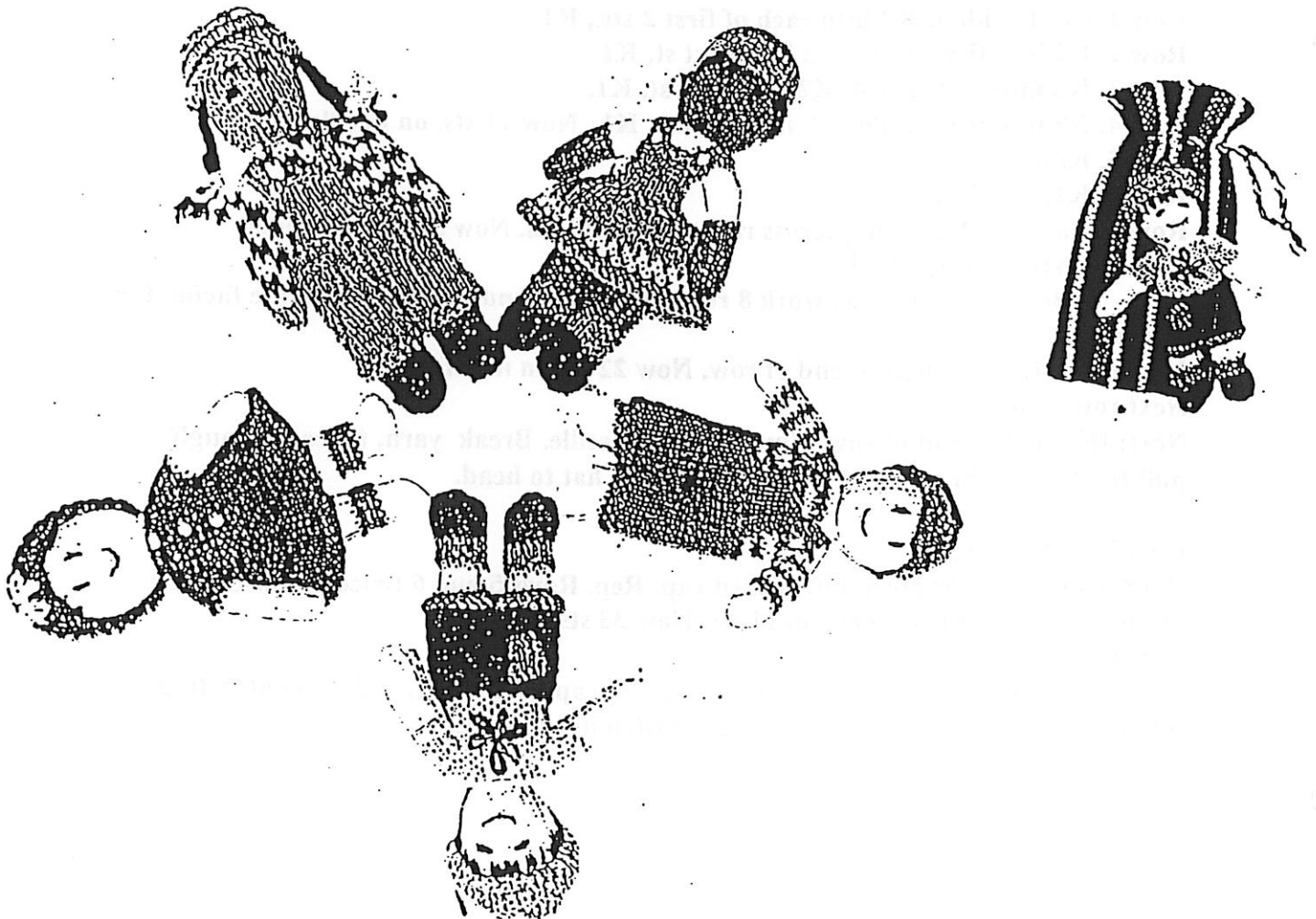
Next row: K8, yf, K 2 tog, K to last 10 sts , K2 tog, yf, K to end of row.*

Repeat from * to * as given for bag, in random stripes, until work measures

12.5 cms (5 ins). Knit 2 rows. Cast off.

Fold in half so eyelets are at top edge ; sew side edges are together.

With 3 strands, make twisted cord. Thread through eyelets , knot and trim ends.



Lethbridge School District No. 51HARBOUR HOUSE SCHOOL
PROGRAM

HARBOUR HOUSE SCHOOL
C/O Y.W.C.A.
604 - 8th ST. SOUTH
LETHBRIDGE, AB. T1J 2K1
Toni Zobel
403-319-0088

RATIONALE

The child who comes to Harbour House with his/her mother is in a state of crisis and high stress. The mother is often unable to make appropriate decisions regarding herself or her children. The future for this family is often uncertain. Such circumstances foster an environment where the continuation or simple maintenance of the child's education is easily neglected. Although sometimes a preferred alternative, it is not always in the student's best interest to integrate into a nearby school. Transportation, then, becomes a problem for the shelter. In addition, the family may move from the area, necessitating yet another change of school for the child. These may be unneeded disruptions. More importantly, there may be reasons to suspect abduction of the child if he or she were outside the protection of the shelter. A younger child's emotional needs may require a closer contact with the mother. Fears of attending a more distant and new school could prove overwhelming for a child whose home life is already in crisis. In the absence of a school attached to the shelter, women may leave their children with the abusive partner so that their children can continue schooling. This may not be a desirable living arrangement for the child. If the children do accompany their mother to the shelter where no school exists, it is most likely the education will be disrupted and non-existent. A school within the shelter itself can almost ensure continuous attendance on the part of the student.

MISSION STATEMENT

Harbour House School is designed to provide interim schooling focusing on individual needs in an emotionally supportive atmosphere. The school helps children experience positive learning and provides some stability in an otherwise disruptive life.

OBJECTIVES

The following are Harbour House School objectives.

1. Harbour House School provides emotional and physical stability for the child whose life is disrupted and in crisis.
2. Harbour House School provides schooling in basic skills so that the child's education is maintained.
3. Harbour House School facilitates the child's entrance back to a more conventional educational program.
4. Harbour House School identifies students with learning difficulties and/or behavior disorders and makes the necessary recommendations.

Harbour House School
(located within the Women's Emergency Shelter)

School Hours
Monday - Thursday
9:00 - 12:00
1:00 - 3:00

Friday
9:00 - 12:00
(No school Friday afternoons)

Harbour House School provides schooling of basic skills so that your child's education is maintained. A certified school teacher designs and operates the program.

All school-aged children (Grades 1 -12) must attend school. You may choose Harbour House School or we can try to make arrangements for your child to attend his/her own school.

Although a Kindergarten Program cannot be guaranteed, talk with the teacher about this possibility.

No information will be given to anyone *unless* you agree. It is helpful if we can contact your child's school.

Children enrolled in Harbour House School often go on field trips outside the Shelter. You will be asked to sign a field trip permission slip at the beginning of your stay. Please inform the teacher if leaving the Shelter could prove unsafe for your child.

A School Counsellor is available to talk with you and your children on issues such as: problems at school, conflicts at home, other concerns.

Mothers are responsible for their children outside of school time (ie: before school, at lunch time, after school). Please advise Harbour House Staff if your child will not attend school due to illness or for any other reason.

Turtle Manual

Marlene Schneider and Arthur Robin

Psychology Department

State University of New York

Stony Brook, N. Y. 11794

The work on this project was supported by the US Office of Education Grant OEO 0-7 12872, though the opinions expressed do not necessarily reflect the position or policy of the above granting agency.

C. The initial story

For the first practice session allow more than 15 minutes. At this session introduce the technique to the children with some variation of the following story, which is the initial phase of the technique.

Once upon a time there was a handsome young turtle. He was six (five, seven, etc.) years old, and he had just started first grade (kindergarten, second grade, etc.). His name was Little Turtle. Little Turtle was very upset about going to school. He preferred to be at home with his baby brother and his mother. He didn't want to learn school things; he wanted to run outside and play with his friends, or color in his coloring book. It was too hard to try to write letters or copy from the board. He wanted to play and giggle with friends--he even loved to fight with them. He didn't want to share. He liked to tease the other kids and grab their nice toys. He didn't like listening to his teacher or having to stop making those wonderful loud fire engine noises he used to make with his mouth. It was too hard to remember not to fight or make noise. And it was just too hard not getting mad at all the things that made him mad.

Every day on his way to school he would say to himself that he would try his best not to get in trouble that day. But despite that, every day he would get mad at somebody and fight, or someone would make him angry and he would hit. He couldn't help taking any toys he liked from his friends and he loved to tease those smart kids. So he always would get into trouble, and after a few weeks he just hated school. He began to feel like a "bad" turtle. He went around for a long time feeling very, very bad.

One day when he was feeling his worst, he met the biggest and oldest tortoise in his town. He was a wise old turtle, who was 200 years old and as big as a house. Little Turtle spoke to him in a very timid voice because he was very afraid of the enormous tortoise. But the old tortoise was as kind as he was big and was very eager to help him. "Hey there," he said in his big bellowing voice, "I'll tell you a secret. Don't you realize you are carrying the answer to your problems around with you?" Little Turtle didn't know what he was talking about. "Your shell--your shell," he bellowed. "That's why you have a shell." You can hide in your shell whenever you get that feeling inside you that tells you you are angry and want to fight. When you are in your shell, you can have a moment to rest, until you don't feel angry any more. So next time you get angry, just go into your shell." Little Turtle liked the idea, and he was very eager to try his new secret in school. The next day came and he was doing his work in school. Suddenly, the boy next to him accidentally bumped him on the back. He started to feel that angry feeling again, and was about to lose his temper and punch that boy, when he suddenly remembered what the old tortoise had said. He pulled in his arms, legs, and head, quick as a wink, and rested until he didn't feel angry any more. He was delighted to find it so nice and comfortable in his shell where no one could bother him. When he came out, he was surprised to find his teacher smiling at him. She said she was very proud of him! He continued using his secret for the rest of the year. Whenever anyone hit him, he used it; whenever he wanted to hit anyone else, he used it; whenever someone teased him or he wanted to tease someone else, he used it. When he got his report card, it was

the best in the whole class. Everyone admired him and wondered what his magic secret was.

D. Group practice

After telling the story, move on to phase two, group practice. Demonstrate the turtle response to the entire class and ask them to imitate it. Sit in front of the class and say to them something like, "Oh, I feel so angry that Johnny hit me, but I will be strong and do turtle." Pull your arms and legs in close to your body, put your head down so that your chin rests on your chest, and say, "Turtle." Pause. "It is so much nicer to be in my shell than to get yelled at for hitting Johnny." Ask the class to imagine similar scenes and do turtle; repeat the sequence five to ten times. Make sure to use the word, "turtle," as the cue for them to emit the response. In fact, it is important to instruct them to do turtle whenever you give the command, "Turtle." You can shape up a quick response to your command by playing a game: tell the children that you are going to turn your back for several seconds, but as soon as you turn around and say, "Turtle," they must do turtle. Reward them immediately after they do turtle.

E. Individual practice

Continue to phase three, individual practice, Go around the class and ask each individual child to practice the technique in response to various imaginary frustrating situations where they would ordinarily emit the target behavior. Praise the class and each child lavishly for a good performance immediately after they emit the turtle response. Immediate praise is very important in this early stage of practice. Instruct the class to clap their hands in applause for each individual child as he performs the turtle

VI. Relaxation Training

A. Objectives

After reading this section, you should be able to state

1. What type of rationale to give the children for relaxation training;
2. What a person must focus on to master the skill of muscle relaxation;
3. How to teach phase one of relaxation training, the tense and release phase;
4. What muscle groups to concentrate on;
5. An example of what you will actually say to the children while asking them to relax;
6. What to do while walking around the room checking on individual children during phase one;
7. When to move to phase two of relaxation training;
8. How to teach phase two of relaxation training;
9. What the child should be able to do at the conclusion of relaxation training.

B. Rationale for muscle relaxation¹

The second phase of the Turtle Technique training program involves teaching the children to relax all their muscles while they are emitting the turtle response. During turtle practice introduce relaxation with a rationale along the lines of the following story:

Little Turtle goes to school every day and withdraws into his shell whenever other kids hit or tease him or grab his paper. The teacher is very happy and gives Little Turtle a good report card. But Little Turtle has angry feelings in his stomach after withdrawing into his shell. He wants to be good and get more good report cards, but the angry feelings tempt him, saying, "Little Turtle, why don't you hit back just once when the teacher isn't watching. That would feel good."

Little Turtle doesn't know what to do. He is very upset. He wants good reports, but those angry feelings

¹Check to make sure that there are no physical problems (such as some forms of heart disease) that would counterindicate the use of the tensing phase of the relaxation training.

always tempt him to be bad. Then he remembers the wise old tortoise who helped him once before. Right after school, he runs to the tortoise's house at the edge of town. Little Turtle says to the tortoise, "What can I do? I have angry feelings in my stomach after going into my shell. They tell me to hit, but I don't want to get in trouble. What can I do to stop the angry feelings?"

The tortoise, wiser than the wisest turtle in the town, has an answer for Little Turtle. The wise old tortoise scratches his head for a moment, thinks, and then says to Little Turtle, "When you are in your shell, relax. Let go of your muscles and make believe you are going to sleep. Let your hands hang loose. Let your feet relax. Let go of your whole body. The angry feelings will go away. Think about pleasant things, like the taste of a delicious ice cream cone, while you are relaxing. The angry feelings will go away and you will awake without them. I will tell your teacher to help you learn to relax."

Little Turtle likes the idea. The next day he goes to school and tells his teacher what the old tortoise told him. When the boy next to him bumps into Little Turtle, Little Turtle withdraws into his shell and then relaxes. He lets go of all his muscles. Those angry feelings go away and Little Turtle is very happy. He continues to get good report cards. The teacher likes the idea so much that she teaches the entire class to relax. This is how she taught them to relax...

In essence, you are suggesting to the kids that relaxation is a way to reduce any tendency towards the target behavior remaining after they have done the initial turtle response. It is a mechanism for coping with strong negative emotions such as anger by defusing them without engaging in disruptive behavior. It is a technique for rechanneling emotion, not repressing emotion.

Introduction:

Project Child Recovery is a program for children 6 to 12 years old. Due to the increasing amount of stressors placed on children in today's society, children are being faced with an overwhelming number of issues in which they need to cope. Through eight weekly sessions the children will touch on topics such as, anger management, self-esteem, family, healthy ideals around gender roles and family violence. Through this very worthwhile program the children will learn how to recognize and cope when things are falling down around them, who they can turn to help them, strategies on how to help themselves, how to make healthy choices, what issues are their responsibility and what issues are not, and give them a sense that they are not alone with these stressors. The program is run after school in a 90-minute session, usually done in the schools or another appropriate facility. Having the sessions in the school give the children a sense of familiarity and comfort. This is a FREE program for the children and their families. This for hurting children, often times teachers, parents, or society label these children as Bad. The YWCA of Lethbridge and District does not believe in Bad children. With the success of this group children and their families will have supports from the facilitators, the YWCA of Lethbridge and District, and other agencies in their communities. A referral is provided to the families of these children if they would like on going support after the group, and Project Child Recovery is made available to the family to return to for future sessions if they feel the children needs to continue with these kind of support. Often times the children re-enter the group for new issues or issues that have developed due to an outcome from a previous stressor.

Vision Statement:

The YWCA of Lethbridge and District is an organization committed to enhancing the lives of the children of this community. Through the efforts of the YWCA's many programs and services the children learn valuable skills to help them grow to be strong healthy individuals capable of achieving all of their dreams. Through these effort the wellness of their mind, body and spirit may soar to great heights.

Purpose of Project Child Recovery:

- To reduce isolation and meet other children who share a common experience
- To inform, enhance, and provide emotional support
- To learn coping methods to deal with individual experiences
- To explore individual self-image, healthy family dynamics, and gain confidence
- To encourage and identify their own safety and put a safety plan in place for their family.

Session Four

SEXUAL ABUSE, PREVENTION OF CHILD ABUSE, & SAFETY PLANNING

Objectives:

1. **Protecting Ourselves:** Learning ways to protect ourselves from potential abuse and in emergency situations.
2. **Right to be safe:** Identifying safe people and people we trust.
3. **Recognizing signals:** Recognize danger signs of being abused.
4. **Secrets.**

6. Safety Planning:

Give each child a safety plan and work through each question with them. Encourage the children to practice what they would say if they had to call any of the emergency phone numbers. A phone kit is provided for practicing.

1. Local Emergency Number: 911
2. Local Police Number: 327-2210
3. Local Fire Dept Number 327-3333
4. Kids Help Phone.....1-800-668-6868
 - a. Block Parent Sign:
 - i. This sign in the window means that it is a safe place to go. The police have visited with the owners of the house to make sure they are safe strangers. They can call the police if you are in danger or call your parents to come and get you.
 - b. This is good secret word.
 - i. It is a secret that only you and your parents know. This will help you be safe at all times.
 - ii. Go through some scenarios that will help the children to understand when they might need to use the word.
 - c. People they can turn to when they have problems.
 - i. Talk to the children about the reasons they feel safe with them.
 - d. The places they can go are:
 - i. To a neighbour, Block Parent Home, Relative's House, etc.
 - e. The route they take to school:
 - i. If the children can write down the street names it would be wonderful. Encourage them to pay attention to that when they go to school the next day. This way if they should get lost or if they should get hurt on the way home, their parents will be able to follow that route and find them. You can talk to them about strangers trying to lure them into cars if you feel the group dynamics can handle it.

7. Journaling:

- a. Discuss the children's supports. Ask the children to draw a picture of the people they could go to if they needed help or had a problem.

8. Spider-man Comic Books:

At the end of the Session Four, one of the following items distributed to the children include:

- a. "Spiderman" (1987). Comic book on emotional abuse with two stories- "Who Cares" and "Nobody Wins". New York: Marvel Comics.
- b. "Spiderman and Power Pack" (1984). Comic book on sexual abuse with two stories –"Secrets and Runaway"

Session Plan:

1. Snack

2. **Review Learning:** review the different types of abuse and feelings children may have when they are exposed to violence.

3. Video Presentation:

Don't Hide Abuse: The Spider-man Safety Series.

This awareness-raising video enables children to recognize and end a physical or sexual abuse situation. With the help of 3 male peers & Spider-man a young child abuse victim is able to find help, not only for herself, but also for her work-stressed, drinking father who has become abusive. As Maria learns that:

- discuss how Maria may have felt
- why Maria did not tell?
- what happened when she did?
- there's a difference between good and bad secrets,
- that this kind of problem is not her fault,
- that there are concerned adults who can help, and
- that the first step is not being afraid to ask for help.

4. Secrets:

Discuss good secrets and bad secrets

Read the story: The Secret of the Silver Horse

"Secrets are a part of our lives, and while we should teach our children to respect these confidences, they must know that secrets about abuse should be told. In this story, children are shown the difference between a good secret and a secret about sexual abuse, and between good touching and sexually abusive touching. This story also teaches children that they need to keep telling someone, until someone listens" (Department of Justice, 1989)

Discuss the story and feelings, what happened to the boy, why the touching was bad, what happened when he told. Emphasize that you must keep telling people until they listen.

5. Right to be Safe:

Everyone has a right to feel safe. As you have seen in the video and heard in the story, abuse is very painful. The characters in both the video and story needed someone to listen to them. Who could you talk to if you had a problem?

Protect Yourself

Purpose:

1. To increase personal knowledge and awareness of protective skills at home and in the community.
2. To promote interaction by sharing viewpoints.

Materials:

One "Protect Yourself" activity sheet copied for each member; writing materials.

Description:

- A. The leader asks participants why they think parents often tell their children not to take money from strangers or get into a car with someone they don't know. The leader explains that if members understood the reasons for not getting in a car with a stranger, they have gained knowledge that will keep them safe; or protective skills.
- B. After discussion, the leader passes out an activity sheet to members and asks them to work either in pairs or individually to fill them out.
- C. When finished, members are encouraged to take turns sharing answers in the large group.

Group Discussion:

- The group leader should be aware of emphasizing a sense of empowerment around safety and personal protection skills with clients, as some of these questions might bring up fearful inner responses. The responses might be felt due to a negative past experience or an imagined one that was created by possibly watching TV or a movie. Explaining that knowledge of what to do and not to do in all situations involving safety will only help them feel more in control and safe.
- The use of role-play is an option that can assist each participant in the understanding of the various protective actions. By acting out appropriate responses, participants can experience its effect on others as well as themselves. It's also important to encourage positive responses from other group members when role-players practice skills. *An example is:* "a stranger bothering you in a movie." Participants role-play getting out of their seat and telling an "usher" what the problem is.
- It's important that the group leader encourages students to express their feelings and ask questions regarding the protective actions they chose.
- This exercise can be successfully done with a variety of age groups.

ANGER WALL

This activity works well with every age. It can be done individually or in a group. (Every one does their own.)

Directions:

On post-it notes - write things that make you angry (one per note) - aim for at least 10 - 15. You can prompt by saying "what makes you angry at home, with your parents, your siblings, your friends, teachers, people at school", etc. For example, "I hate when my brother teases me."

Divide a flip chart sized piece of paper in three sections. Have the participant/s draw a representation of anger on each section - little anger, medium anger, and large anger. They may do this with pictures, colors, words, animals or whatever they wish. The less direction you give here- the better.

Then they place their sticky notes on the flip chart paper, deciding which category they fit into.

You can end the activity with each participant sharing their anger wall - and talking about appropriate ways of expressing anger or you may have them hang it on the wall and throw a sponge ball at it. Whatever post-it note they hit - they say "I was mad when..." End with discussion of appropriate ways of dealing with anger.

(This activity was originally provided by child therapist, Dianne McGregor, in Calgary.)