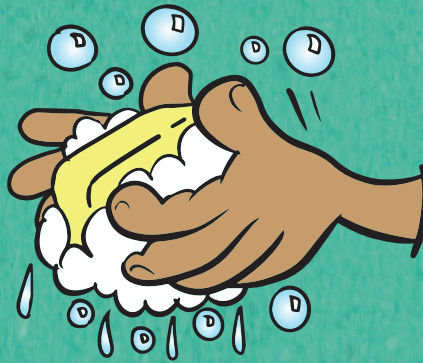
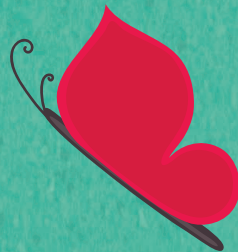


Facilitator Guide for

COVID-19 Feelings Are Okay



Step
1

Name



This facilitator guide is meant to complement the Kidsreach “Feelings Are Okay” booklet. There are 10 steps in the booklet. You may choose the steps that best fit with your class and how much time you have. We have included some class activities for the different steps to help engage and motivate kids to learn more effectively.

Purpose and Outcome of “Feelings Are Okay”

1. Learn how to process emotions / feelings

Participants will identify their feelings and the events surrounding those feelings. They will learn to be truthful and honest with themselves and learn what to do with their feelings.

2. Understanding

Participants will have a better understanding of themselves and others as they express their losses and feelings.

3. Caring for yourself and others

Participants will be able to care for themselves and others better as they listen to each other and share their feelings and stresses with each other.

4. Gain confidence

Participants will gain confidence in sharing and expressing their feelings, fears, and hopes by working together and participating during the sessions.

5. Recognizing habits and reactions

Participants will recognize habits and reactions that are leading to mental health issues or unhealthy behaviors. These unhealthy behaviors might include depression, lack of motivation to learn or try new things, isolation, destructive anger, being over-stressed, eating disorders, etc.

5. Learn healthy ways to handle emotions

Participants will be able to accept and be honest with their feelings. They will be able to handle and manage their feelings in healthy ways.

Helpful points

1. Set aside a particular time for talking with the children as a group or individually.
2. Use the points raised to ask the children open ended questions. Listen to their responses.
3. As children answer questions, it might be necessary to ask more probing questions.
4. The concepts and types of questions may be new to the children, so give them examples and have them come up with answers as a class.
5. Participants' responses will be different. Children may want to give a "correct" answer. Each child's experiences will be different, and their emotions will almost certainly be different. Help children gain confidence by explaining that the purpose is for them to learn to express their feelings and emotions safely.
6. Resist the urge to tell participants what they should do or should have done.
6. Look for any signs that the children are distressed, worried, or have lost hope and focus.
7. Reassure children that even though we have to be more careful than usual during COVID, this does not mean anything they care about will change permanently. Help children identify things that will stay the same for their family, school, sport, etc.
8. The exercises in this booklet are designed to be done under the supervision and care of an adult. If something is raised that indicates more than normal anxiety, consult a professional.
9. Consider the age of the children as you plan. Consider whether older children can help out or whether they want to do the activities with their own age group.
10. It is not helpful to simply rush children through the exercises. Instead, each point should be discussed. Taken time to ask questions and share. Consider having more activities between each exercise.
11. Consider adding activities to go along with the activities provided in this booklet:
 - Singing songs together.
 - Having some snacks and drinks together as a break.
 - Playing some other fun games together.
 - Praying together and for one another.



Step 2

What is COVID-19?

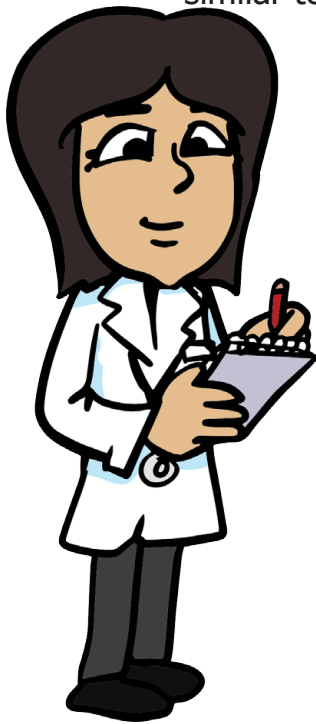
COVID-19 is the name of a new virus making many people sick.



'CO' stands for CORONA
'VI' stands for VIRUS.
'D' for DISEASE
'19' for the year it was first discovered

A virus is a germ that causes infections in the same way all viruses do—for example, the common cold, ear infections and chicken-pox.

COVID-19 is a new germ that is similar to the common cold or flu. These germs are all in the same family. It is like they are cousins to each other. That is why some of the signs people get when they have COVID-19 are similar to what people have when they get a cold or the flu.



COVID-19 has caused a lot of disruptions like closing schools, people losing their jobs and businesses and not being able to visit friends and family.

Sadly, some people die from COVID-19. They are mostly older people, those with other illnesses or those who do not get the proper treatment.

👉 BUT 👈

Let's talk about now!

COVID-19 is very easy to catch, which is why everyone is being extra careful.

Most people who get COVID-19, if they are looked after properly, do recover from this disease.

There are injections now available to help stop the spread of COVID-19.

Many doctors and scientists are working hard to learn about COVID-19 so they can find a cure.

There are lots of things we can do to look after ourselves and others. Everyone must do their part to help.



What is COVID-19?

Goal / Purpose

1. To give clarity to children on what COVID-19 is.
2. Have children to discuss about what they know and what they don't know about COVID and express their feelings related to COVID-19.
3. To assure the children there are ways to prevent the sickness and we can all help stop the spread of the virus.

Content / Instructions

1. Have children discuss questions like the examples below.
 - What do you know about Covid-19? What is it?
 - What happens when people get Covid-19?
 - Is there anything that we don't know about Covid?
 - How can we reduce our chances of getting Covid?
 - Will Covid-19 ever be gone?
 - What are you hoping for and want to see after Covid?
2. As the children answer these questions, the facilitator may need to add more information and helpful tips for each person's situation.

Time expected

5-10 minutes. It also depends on how big the group is.

Materials/ Notes

Booklet Step 2



Step 3

All About Me

My name is:

My age is:

The other people living in my house are:

My family consists of:

My family comes from:

The town where I live is:

My favourite subject in school is:

My favourite superstar is:

In my spare time I like to:

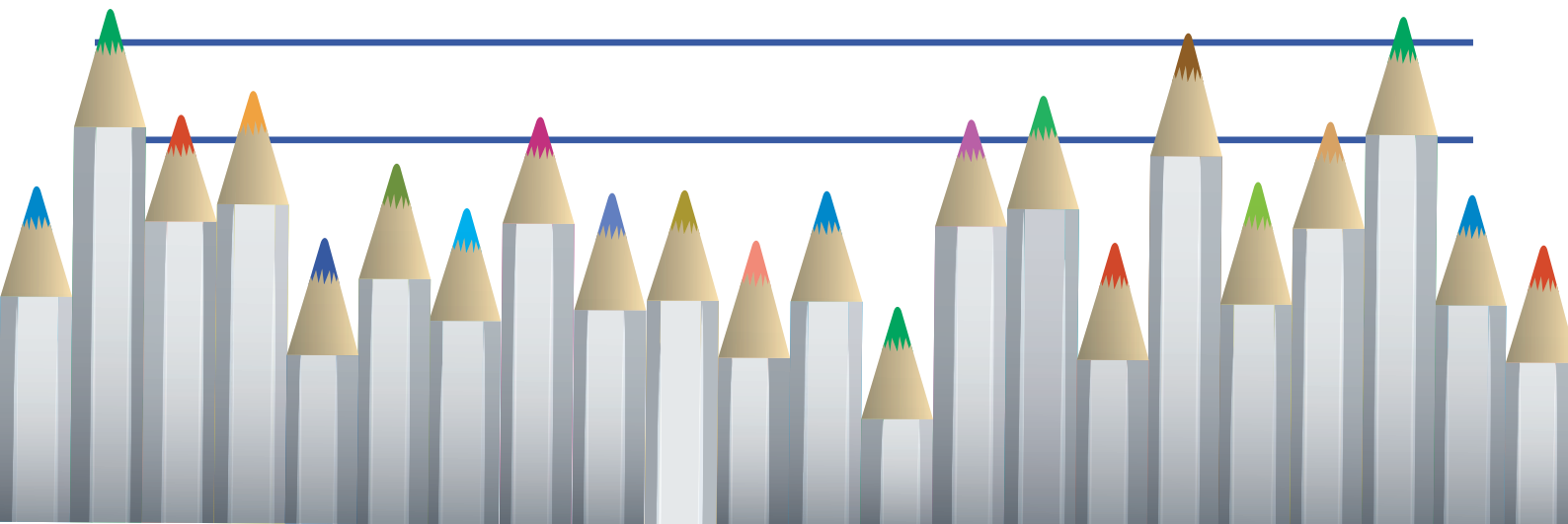
My favourite food is:

My favourite game or sport is:

The place I most want to visit is:

My favourite person or people are:

How COVID-19 has affected me:



Identity

Goal/ Purpose

Identity is an important issue. It is important to help children start analyzing and reflecting on their own personal identity. This is part of strengthening their character, knowing who they are, where they are from, and what they feel. They will become confident and comfortable with who they are and also learn to respect and value others as they learn that everyone is different.

All About Me/ Us

Goal/ Purpose

This activity will help children maintain and strengthen self-identity as they think through, write down, and share about themselves.

Content/ Instructions

1. Have children write about themselves following the questions in the booklet.
2. As they are taking time to write, the facilitator may ask each child questions from the booklet (or other questions). This will help the children speak out and learn to share their identities.
3. The facilitator may pair up children and have them discuss and share with each other their personal info and identity.
4. The facilitator may ask children to form groups of 2-3 children. The groups will share 2-3 questions and answers with each other and then form a new group to share more. The facilitator can also have children walk around the room or just stay in their table group.
5. Younger children may need help writing their answers. Older children could help with this.

Time expected

15-20 minutes

Materials/ Notes

Booklet Step 3



Tell us who you are

Goal / Purpose

This activity will help children express who they are and learn about others in the group.

Content / Instructions

1. Trace the body of one person in each group. (Only the upper part of the person) It might work best to choose the smallest child so that they will fit on the A1 sheet.

2. Have each child write on the outside of the tracing about

- How many are in their family
- Where they are from
- Hobbies
- Dreams
- School

3. Stress to children that they are a lot more than just the things they wrote. We all are created with many parts. We can see the outside parts (our hands, feet, etc.), but we cannot see our mind, brain, feelings, heart, etc.

4. Have children write on the heart of the drawing about

- What they feel love for
- Who they feel love for
- Or anything that is in their hearts

5. Have children write on the head of the drawing what they think about

- School
- Friends
- Family
- A subject / topic they want to learn
- What they want to be in the future

6. Have children write on the hands or feet of the drawing about things they like to do or can do or have skills for.

7. Have them share about themselves one-by-one.

Time expected

15-20 minutes

Materials/ Notes

1. A1 sheets
2. Markers
3. Pens / pencils
4. 4-5 children in each group



Feelings / Emotions

Goal/ Purpose

In some cultures (especially in many Asian cultures), feelings and emotions are a sensitive issue. It is not easy to express our own feelings. Nor is it easy to accept others' feelings. It is challenging to help children discover and understand their real feelings. Getting them to deal with those feelings is a big step! It is important to reassure them that it is normal and OK to have feelings. Our goal is to help children learn healthy ways to deal with or handle those feelings and emotions.

How would you feel if...?

Goal / Purpose

This activity will help children learn to identify different feelings and learn to express their feelings. It will also help children think about what causes their emotions. What makes them happy, sad, angry, lonely, afraid, relaxed, worried, etc.?

Content / Instructions

1. The facilitator write on small pieces of paper some scenarios that might elicit different feelings.

2. These are some examples:

- Your mother asks you to do your school work, sweep the floor, wash the dishes, make dinner, and wash the clothes.
- You don't see your friends for a long time.
- You can't find a shirt you want to wear, and then you find your dog chewing it.
- You see a snake right outside your door.
- Your teacher tells you that you did a great job on your test.
- Your grandma picked you up after school and took you to get ice cream.
- Your parents are too busy to listen to you. No one wants to spend time with you.
- You have nothing to do, and you don't feel like doing anything.
- You find out school will be online because of COVID.
- Your mom yelled at you.
- Your classmate spilled paint on your drawing.

3. Put the scenarios in a hat and pass the hat around the circle or small group while you play music. When you stop the music, the child left holding the hat should pick out a scenario and read it out loud. The facilitator can help read it for the child if they can't yet read. Then the child will act how they would feel if the scenario happened to them.

4. The facilitator may ask the child why that scenario makes him/her feel that way.

5. The facilitator concludes by emphasizing that feelings are real and not something to hide. We can talk about the impact of Covid, missing school, missing friends, feeling isolated etc. Expressing feelings can help children understand what's going on with them and their families.

Time expected

5 minutes

Materials/ Notes

1. Various scenarios written on small peices of paper.
2. A hat

Same Same but Different

Goal / Purpose

The purpose of this activity is to show that we do not have the same reaction to the same event. This activity is to help children feel more comfortable talking about feelings in their small groups. Laughter and applause is encouraged. The facilitator should emphasize that we need to listen to each other. Some things will make some people feel sad or angry. Those same things might not make you feel sad or angry. In this activity they will express different feelings for the same event. Each person can react differently to a similar situation.

Content / Instructions

1. Write a variety of feelings on a white board. Example feelings: joy, anger, confusion, fear, disgust, sadness, worried, rejection, embarrassment, confidence, relaxed, happy.
2. Write event sentences on cards. Example sentences are:
 - There's a snake in my backpack.
 - We're going to eat out with my friends and my parents.
 - We're going back to online school on Monday.
 - I left my backpack and school books outside in the rain.
 - I dropped my ice cream.
2. Divide children in to groups of 3-5.
3. Read one of the event sentences to the class.
4. Have children in each group discuss and choose one emotion. A representative from the group will act out the emotion as a response to the event sentence.
5. Read the rest of the event sentences. Have the groups change their representative to act out each event sentence.
6. While children act out their feelings, the facilitator may ask why they feel that way. Encourage the children to share more.
7. Help children learn that the same event might cause different emotions in different people. Help children learn to respect and understand others.

Alternative Activity - Surprise Boxes

Make boxes with a hole for a hand to dig into the box to find any surprise causing scare, shock, joy or surprise. We recommend a plastic snake, lizard, smushed banana, teddy bear, pineapple etc. Ask how they felt and reward the feeling with a price.

Time expected
10 minutes

Materials/ Notes
Event sentences on cards



Crumbling Tower / Jenga

Goal / Purpose

Help children share their losses, changes, and fears as well as their feelings associated with those losses, changes, and fears. If we don't talk about our feelings, losses, and fears, we can get depressed, isolate ourselves from others, form unhealthy habits, stay unhappy, and not be motivated to learn and try new things. Our life becomes wobbly (like the Jenga tower). It can be too difficult to keep doing everything without falling apart.

Option: If this game is new you can take 5 minutes for the students to play, taking out a block with one hand, and putting the block on the top.

Content / Instructions

1. Divide the children into groups of 4-5.
2. On each child's turn, he/she should share something:
 - He / she lost during the Covid-19 pandemic
 - He / she was not able to do or go to because of Covid
 - How Covid made them feel and why – happy, sad, angry, lonely, frustrated, lazy, clam. For example, "In the first month of Covid I was afraid to go to the shopping mall."
3. After that, pick out a block and add it to the top of the stack.
4. The next person takes a turn. This continues until the blocks fall down.
5. Conclusion: The facilitator emphasizes the importance of knowing how to deal with and handle stress. Talk about falling apart if we don't handle our stress and pay attention to our feelings.

Time expected
15-20 minutes

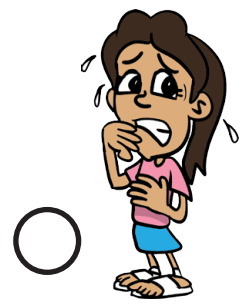
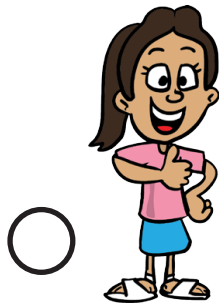
Materials/ Notes
1 Jenga game per group



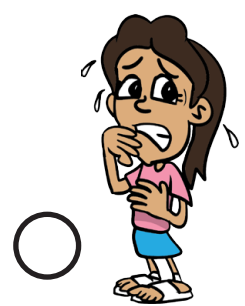
Step
4

Sad, Happy, Angry or Worried?

What my life was like before COVID-19.



What I feel like during the lock-down times
(for example, when I can't go to school).



How I have felt since COVID-19 started.



What I think my life will be like after the COVID-19





This is My Life

Use pictures or words in each of the three boxes

My life before COVID-19

How my life has been affected by COVID-19

What my life will be like in the future

Sad, Happy, Angry or Worried? This is My Life!

Goal / Purpose

This activity will help children think through and reflect on their situation before Covid, during Covid, and what they think about after Covid. This will also help them analyze and identify their feelings during each situation. They will learn and get to share how Covid-19 made them feel on a personal level and how it impacted them and their families.

Content / Instructions

1. It is important not to rush this part of the lesson. Encourage the children to take time to think and not just give easy answers. You can use the additional questions on the next page to encourage the children to go deeper into the impact of Covid, their feelings, and their losses. The younger children may need help thinking through their feelings and losses. Everyone's answers will be different. There is no shame in feeling the way you did. Encourage good listening and caring.

2. Have children think about their life and feelings before Covid, during Covid and what they think their life will be after Covid. They can choose more than one feeling image. They can also either write or draw pictures instead.

3. Children can work independently or you can use these questions as part of a table group discussion. Encourage the children to talk about the things that made them feel sad, happy, angry, or worried. What made you feel _____? You may want to have a few minutes of independent thinking about the topic and then table group sharing.

4. The children can choose other emotions if the four images in the booklet are not enough. Other emotions include fearful, stressed, frustrated, depressed, bored, lonely, grumpy, grateful, peaceful, safe, hopeful, etc.

5. The facilitator may ask more questions to get the children to talk and reflect on their Covid time.

- **What was my life like before Covid-19?** What did you do before Covid-19? What did you do that made you happy? What did you do as a family? With your friends?

- **What did it feel like during the lock down / online schooling?** What did you lose because of Covid? What did you do during lockdown? How did you connect with your friends? What were some good memories from that time? Get kids to talk about online schooling. How did you feel during these times of lockdown, change, uncertainty, not having friends to hang out with? How did your parents react? How do think they felt?

Time expected
15-30 minutes

Materials/ Notes
Booklet Step 4

Sad, Happy, Angry or Worried? This is My Life!

Content / Instructions (continued)

- **How has my life been affected by Covid-19?** What did you lose or miss out on during this Covid time? What were you afraid might happen? Did your friends or family get Covid? What did you do when you were lonely, bored, sad? Do you still feel like you want to be alone and isolate yourself, or are you eager to spend time with friends? Is it harder to make new friends? Possible answers from the older students: "When I was unmotivated to learn or do my homework, I just spent time playing video games and watching YouTube videos. I was lonely a lot. I was frustrated with my family and life, so I just went to my room and cried several times."

- **What I think my life will be like after Covid-19.** What do you want to do? What do you want to stop doing? What do you want to forget? Ex. Get out and do things with friends, stop playing so many video games, go to the beach.

6. Have children write down their thoughts or answers in the booklet as they think and share.

Time expected
15-30 minutes

Materials/ Notes
Booklet Step 4



Handling feelings

Goal/ Purpose

It is important for children to learn to be honest with their feelings and to have adults understand and help children to learn how to handle those feelings. Learning to handle feelings in healthy ways is even more important. Children can learn many healthy ways to handle and manage their feelings. They can learn not to ignore or push away their feelings away. Dealing with their feelings will help them avoid forming bad habits or behaviors.

Reactions & Behaviors

Goal / Purpose

The goal of this topic is for the participants to reflect on how they react to their emotions and to think about possible bad habits or unhelpful attitudes. We don't want to stay angry, depressed, stressed out. But ignoring our feelings, or pretending everything is fine, doesn't help either. We want to enjoy life, enjoy learning, and enjoy our family and friends. We want kids to express themselves, acknowledge their feelings, show care, and be patient. We also want them to move to better feelings and better ways of dealing with emotions.

Content / Instructions

1. Have children list feelings or emotions we can have on the left side of the sheet.
2. On the the right side, have the children write how they react or behave when they have different feelings or emotions. What do they do when they feel these emotions? Children's answers might include: eat ice-cream, watch YouTube videos, play video games, help clean the house or wash the dishes, call a friend, cry, read a book, drawing, etc.
3. Ask more questions to help children to think or reflect.
 - What do you do when you are feeling fearful? Frustrated? Stressed? Bored? Sad? Hopeless? Angry?
 - When you feel good or in a good mood what you do?
 - What do you do when you don't get your way?
4. Have children gather around the listed sheet and observe others.
5. Have a child draw a line connecting a feeling to an action. For example, Happy, Sad, Angry may all point to eat ice-cream as a reaction to the feelings. One may draw a line from "feeling bored" to "Want to do nothing", "just sleep", or "read a book".

Time expected

20-30 minutes

Materials/ Notes

1. A1 sheet
2. Write a list of feelings on the left side of the sheet
3. Write actions and behaviours on the right side of the sheet

Content / Instructions (continued)

6. Have all children draw a line by taking turns one by one

7. The facilitator may ask extra questions that may help children to reflect more

- Is there anything that you used to do a lot before Covid but can't do now?

- How often do you have screen time now compared to before Covid?

- What habits (good or bad) have you started since Covid?

8. Have children discuss some of the good and bad habits that were formed because of Covid

9. Have children come up with ideas of how they can help each other during this time of Covid

- Some of their ideas may require them to put aside their fear, try something new, or stop doing certain things.

- What can they try to do this week? Less watching YouTube and more drawing / taking a walk with a friend / learning to cook or more reading?

10. Conclusion: The facilitator emphasizes the importance of helping each other handle our feelings and emotions by observing our friends. Listen to each other. Offer a helping hand. Do some fun activities together. We don't want to stay sad, depressed, or unmotivated to dream and learn.

Facilitator encourages children not to give up but to be open, share with their parents, and openly ask for help. Encourage them to say things like, "I am tired or feeling lonely. Can you help me do something with my friends?"

Time expected

20-30 minutes

Materials/ Notes

1. A1 sheet

2. Write a list of feelings on the left side of the sheet

3. Write actions and behaviours on the right side of the sheet



Step 5

Have a plan!

What to do when you feel upset, worried or angry



Everyone gets angry sometimes, especially when going through difficult times. Other feelings we all have include sadness, frustration, embarrassment, shame and loneliness. These feelings are not nice, but they are not wrong either - they are normal. However, you need to have a strategy for what you can do when these feelings are strong. Below are some ideas. Choose at least four. You know best what calms you down, so try and think up at least one idea of your own.

- Ask a trusted person for help
- Talk to an adult
- Play with a friend
- Draw how you feel
- Takes some deep breaths
- Go for a walk (or a run)
- Pray
- Write how you feel in a journal
- Do any physical exercise
- Listen to some music
- Talk to a teacher, counsellor or minister
- Talk to a best friend or your parents
- Do some physical tasks
- Do some colouring in
- Think about something positive
- Give yourself some time-out
-
-

Above all – Keep safe!

If what you are doing is not helping you, then tell a trusted adult how you feel.

Learn the anger rules on the next page.

Step
5

The 'Anger Rules'

Keep safe when you feel upset, worried or angry



It's okay to be angry

BUT

Don't hurt others

Don't hurt property

Don't hurt yourself

Do talk to someone about how you feel

Do something to help you become calm.

Have a plan & The “Anger Rules”

Goal / Purpose

This activity will help children plan what to do when their feelings are strong. This activity would be a good follow up after the “Reactions & Behaviors” activity in Step 4.

Content / Instructions

1. Write a list of healthy behaviors. Ask the children to think of more healthy behaviors to add to the list.
2. The facilitator emphasizes there are many different healthy ways to handle feelings and emotions.
3. Ask the children to try these healthy behaviors this week. When they come back the next week they can share what feelings or emotions they experienced during the week and how they handled those feelings. The facilitator can also have children think and talk about what they could have done differently. Ask them what they plan to do the next time they have those feelings.
4. The facilitator helps children learn “The Anger Rules”. Emphasize the importance of keeping safe. Again, suggest healthy ways to deal with anger and encourage children to talk to a trusted person about how they feel.

Time expected

5-10 minutes

Materials/ Notes

Booklet Step 5



Build positive emotions

Goal / Purpose

Positive feelings create a sense of happiness and well being. Make it a habit to notice and focus on what's good in your life. You can even focus on little things like the praise your dad gave you for fixing his bookshelves or how great the food you made for lunch tastes. Noticing the good things even when you're feeling bad can help you shift the emotional balance from negative to positive. This activity will help children learn to build positive emotions and to handle negative emotion. This will help children learn to focus on the positive side even when they face problems. It will also help them calm their strong negative emotions.

Content / Instructions

1. The facilitator writes down different negative scenarios. For example:

- Your mom is picking you up from school. Suddenly a heavy rain pours down. You don't have an umbrella.
- Dad promised to take you out for ice-cream today, but he has an important meeting to attend and can't take you.
- You want to go out and play with your friends but your mom tells you to help with gardening.
- While you are telling your dad a story from school today, your sister interrupts and tells her story too.
- Your parents found out you were using more screen time than you were supposed to. Now you don't have any screen time.
- Your mom is really busy cooking in the kitchen and you wanted to ask her something. You keep calling her, but she doesn't hear you.

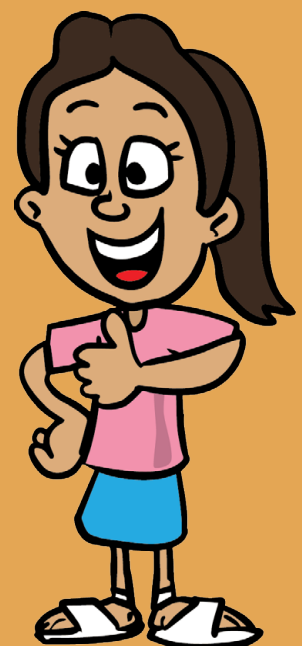
2. Have the class share what negative feelings and emotions could happen in each scenario.

3. Have the class suggest positive thoughts to replace the negative feelings and emotions. Ask them what good things they can notice or think of to help shift the emotions from negative to positive.

Time expected

10-15 minutes

Materials/ Notes

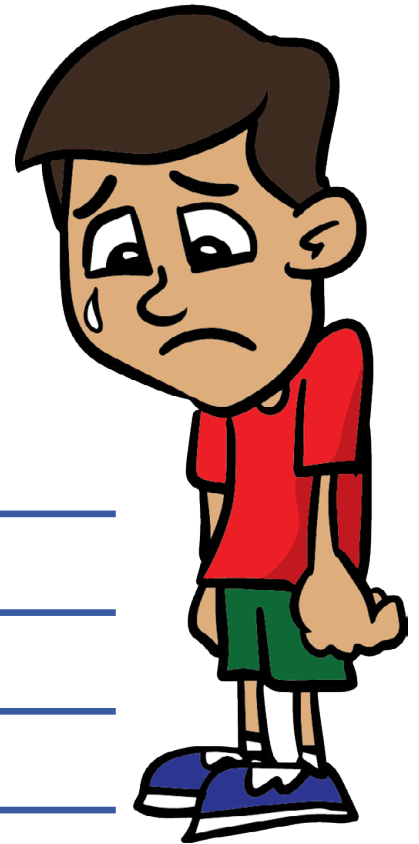


Step
6

What to do when you are

Worried

It is normal to feel worried about COVID. It is a new problem everyone has to face. It is tough when you can't go to school or be with your friends.



Write here some of the things you worry about.

Whenever you are worried, talk to your trusted adult. Sometimes thinking too much about a problem can make it seem bigger than it really is. Your trusted adult can help.

Also, keep doing all the things you can do - like following the hygiene rules.



What to do when you are worried

Goal / Purpose

This activity will help children express their feelings and share what they are worried about. It also allows them to think about what they can do with those worries. They can discuss action steps they can take to solve the problem they are worried about.

Content / Instructions

1. The facilitator assures children that it is normal to feel worried about Covid. It is a new problem that everyone is facing. This problem may be tough, but we will get through this together.
2. Have children write in the booklet some of the things they worry about.
3. Divide children in to small group of 4 and have them share:
 - The things they worry about.
 - The things they worry about other than Covid.
 - What they normally do when they are worried.
 - What small step they can take to handle their worry.
4. For young children, it is best that the facilitator have them share and discuss one question at a time. Give them enough time to share one by one.
5. The facilitator may ask a volunteer from each group to share to the whole class responses to each question. Have other children suggest small steps they may take to handle worries.
6. The facilitator emphasizes that it is important to talk to trusted adults whenever they are worried. It is better to discuss our worries with someone than to try to handle our worries on our own. Sometimes thinking too much about a problem can make it seem bigger than it really is.

Time expected

10-20 minutes

Materials/ Notes

Booklet Step 6





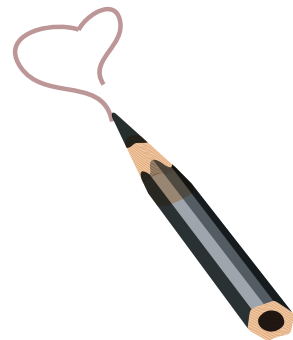
How have you been affected?

What are the different ways COVID-19 has affected you, your family or your friends? On this page, you can either write or draw a picture to describe these things.

Step 7

Write a Letter

What would you want to say to someone you either know or have heard about who got sick or even died due to COVID-19? Or perhaps you would like to say 'thank you' to one of the medical people who have helped these affected people. You could do it as a letter or a poem, or a drawing.



Step 8

Keeping Well



Cover your mouth and nose with a tissue every time you cough or sneeze.



Do not cough or sneeze towards someone else.



Throw used tissues into a bin or down the toilet immediately after use. Then wash your hands with soap.



If you do not have a tissue and you are going to sneeze or cough, then sneeze or cough into your elbow.



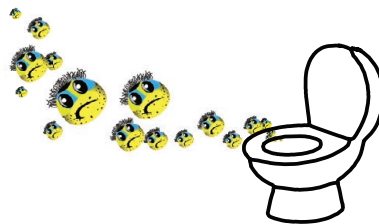
Wash your hands often using soap and water. Hand sanitisers are not enough. Soap and water are best, but you need to wash for about 20 seconds.



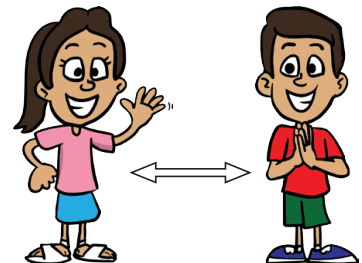
Stay away from someone who has cold or flu-like symptoms.



Be fighting fit to battle COVID-19 by getting enough sleep. Your parents might also be wanting you to take some vitamins or eat more fresh fruit and vegetables



Do not take your mobile device into the toilet, and do not touch it after using the toilet until you have washed your hands.



Keep a distance from other people and greet each other in a traditional way by pressing your hands together in front of you and saying 'namaste', touching your heart or giving a wave.



Do not touch your eyes, nose, mouth or surfaces if you have been to the toilet until you have washed your hands with soap.



If you are not feeling well, tell your parents right away, especially if you have a cold or feel hot.

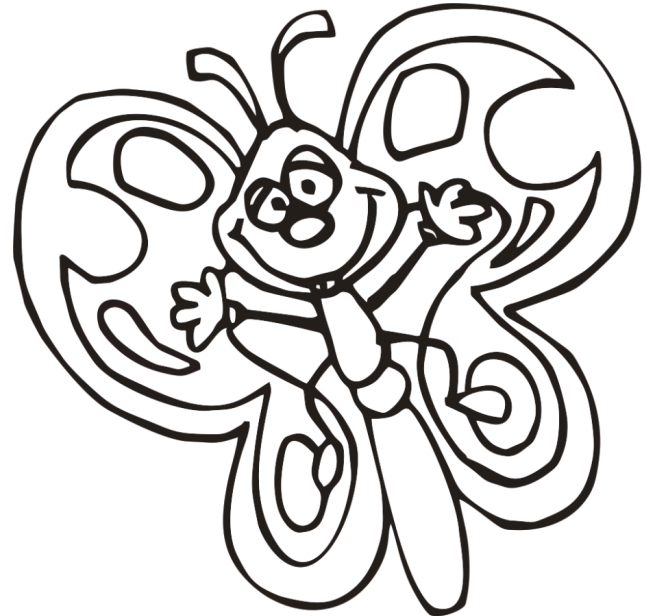
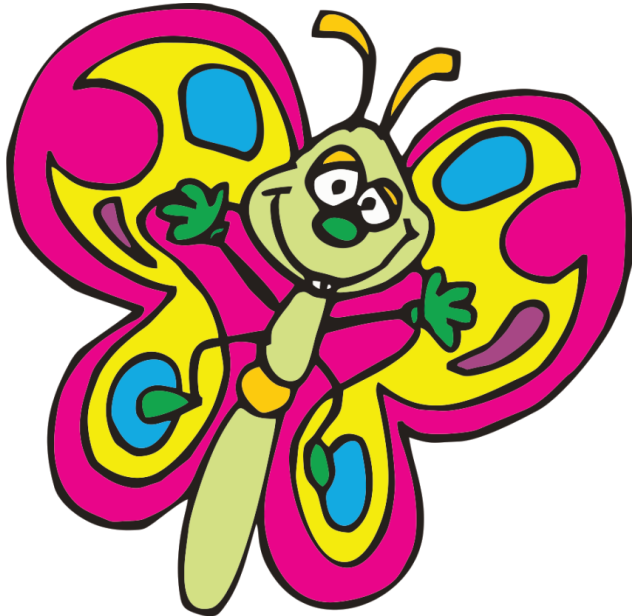


Wear a mask when you go to public places to prevent droplets and aerosols from spreading while you talk, cough, breathe or sneeze.

Step 9

The Butterfly

The way a caterpillar turns into a butterfly gives us an important lesson about not giving up hope for the future.



Once upon a time, there was a caterpillar who was unhappy because he had no friends. This made him feel he was not important. He believed there must be something wrong with him. It made him feel even worse when other caterpillars made fun of him.

One day, when things were about as bad as bad as they could be, the caterpillar started to feel tired. He had never felt this tired before, and so he fell fast asleep. He slept for a very long time.

When the caterpillar finally woke up, he discovered what could only be described as a miracle. He was transformed. While sleeping, he had turned into a beautiful butterfly. He spread his wings for the first time, and not long after that, he flew high in the air and joined the other butterflies. The swarm of butterflies all spread their wings, played in the wind and made the sky colourful.

There is a lesson in this that we should all remember. No matter how bad things look at the present or how difficult they might be tomorrow, always know a new season will come. You may feel like a lonely caterpillar, but you still belong to a family and community of beautiful butterflies waiting for you. You were created in a beautiful way, and there is a plan for you. Sometimes during that plan there are challenges and times of loneliness, but there is a bigger plan and a creator watching over you. You may not be able to change the situation now, but the time is waiting for you to dance in the wind as if with beautiful colourful wings. So, keep smiling, and face these challenges with hope. Your family and friends are waiting for you to join them.



Ways to Help

Can you think of ways you can help others who have been affected by COVID-19?

1

2

3

Additional Activities

Goal/ Purpose

These additional activities are to help remind children that we are not alone in this journey. We all are facing the same problems, and we can help each other to get through this together. This will help them understand others and have compassion for others.

Content / Instructions

Step 7

- Have children write different ways Covid-19 has affected them, their families, or their friends. They can either write down or draw a picture to describe it.

- We all know that we are not the only one facing this problem. Everyone has been affected by Covid-19 somehow. Have children learn to express their feelings by writing a simple letter to someone they know or have heard about. Writing an encouraging letter also teaches children to care for others. It is important that the facilitator encourages children to do this freely in any form.

Step 8

- The facilitator can use this step to teach children good habits to help avoid getting Covid-19.

Step 9

- This story of a caterpillar tells how a caterpillar turns into a butterfly. It gives us an important lesson about not giving up hope for the future. The facilitator may find a story that fits with their own culture and setting to share with the class. Look for a story encourages the children to have hope and to remember they are not alone. They have families, friends, and many others who will stand with them and help them go through difficult times.

- Bring out the uniqueness in the child; Skills, hobbies, thoughts, creativity, activities and strengths at different times, before, during and in the future.

- Remember the people around who are connected to the child; His/ her family, friends and neighbour and ask what they may feel or have felt and how you can help them, but also what you would like to see as help and support from them.

Step 10

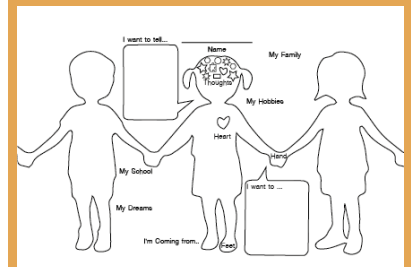
- Have children think of ways they can help others who have been affected by Covid-19. The facilitator may come up with a case study or a short story and divide children in to groups of 4. Have them share ways they can help others according to the story. Have a volunteer from each group present to the class.

Time expected

As needed

Materials/ Notes

Booklet Step 7-10



Examples of programs with Feelings Are Okay

This booklet is made as a tool to help the child express her/ his feelings and to reflect on what he/ she has been going through during a stressful time like Covid'19. It is not meant to have clear answers but to let each child express what they think, that means in working with this booklet it is not a goal to complete all tasks, but to see the child having time and space to reflect and express her/ his thoughts and feelings. As a parent, teacher or facilitator it is important to give this focus and to start the process. Sometimes we have less time and sometimes we can plan for all 10 steps and sessions.

Below you will be given 3 different models of working with Feelings Are Okay. They are examples to inspire, and it is important to remember to have fun, reflect and give time to the children.



Model program for 2 hours introduction in a class

1. **Introduction and welcome.** How have we been affected by Covid and what does it do to us.
2. **A song**
3. **What is Covid** (p.4)
4. **Identity**
 - a. Warm up with question about self (p.7)
 - b. Move to tell more about your self "Tell us who you are" (p.8)
5. **What are feelings?**

Important to get the children to express and show feelings for different emotions.

 - a. How would you feel if... ? (p9)
 - b. Same Same but Different (p10)
6. **A song and some action as a break**
7. **Crumbling Tower** (p11).
8. **Sad, Happy, Angry or Worried?** (p.12)
9. **Handling Feelings** (p.16-17)
10. **The Butterfly** (p.27 and Step 9 on p.29)
 - a. Focus on who you are; Made with feelings, skills, heart and thoughts. We are different but also together and can face difficulties in different ways and in that way help each other.
 - b. How would you like to be helped?
 - c. How can you help someone?
11. **Close with a song and conclude together.**

3 sessions' plan



For coming together 3 times, we advise you to take the 2 hours session and divide it into three parts and extend with more time on each section plus more activities and time to process.

Session 1 – Focus on What is Covid'19 and Identity - who are you and closing with what feelings are (p4-9)

Session 2 – Focusing on Feelings; Review and repeat some of what feelings are and how we show them. Move on to how we handle feelings, reacting to them and managing and seeing positive emotions. (p9-21)

Session 3 – Building on previous sessions and reviewing what has been processed, and now moving into really deal with the years of Covid'19, what changes it brought and how it affected the child. But don't stop there but lead to the hope, being together and seeing a future with light, support and role for each one, where we receive help and can give help and express how this makes us feel. (p.21-29)



Full program

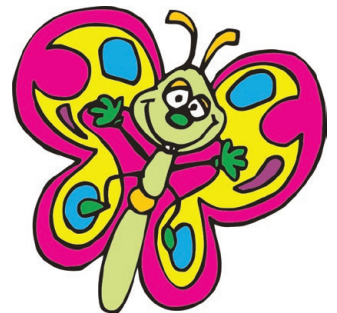
10 sessions following the booklet of the 10 steps, but be creative and use lots of activities. You will benefit from the way of building trust, openness and hope.



Contents



Purpose and Outcome of “Feelings Are Okay”	2
Helpful points	3
What is COVID-19?	4
Activities: What is COVID-19?	5
All About Me	6
Activities: Identity	7
Activities: Tell us who you are	8
Feelings / Emotions	9
Activities: How would you feel if...?	9
Activities: Same Same but Different	10
Activities: Crumbling Tower / Jenga	11
Sad, Happy, Angry or Worried?	12
This is My Life!	13
Activities: Sad, Happy, Angry or Worried?	14
Activities: This is My Life!	15
Handling feelings	16
Activities: Reactions & Behaviors	16
What to do when you feel upset, worried or angry	18
The “Anger Rules”	19
Activities: Have a plan & The “Anger Rules”	20
Activities: Build positive emotions	21
What to do when you are worried	22
Activities: What to do when you are worried	23
How have you been affected	24
Write a Letter	25
Keeping Well	26
The Butterfly	27
Ways to Help	28
Additional Activities for Step 7 to 10	29
Examples of programs with Feelings Are Okay	30
Contents	31





Facilitator Guide
for
COVID-19
Feelings
Are Okay



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