

COPE: Curriculum
Activities for 17 Sessions

| Session/ Theme | Activity and Resource Location | | Time Required | Objective | Comments |
|-------------------|---|------------------|-------------------------------|---|---|
| Session 1 | Building Blocks | Hero Book p.14 | 20 mins 10 mins 45 mins | Child understands concept of a hero and the Hero Book process | Example of a Hero Book should be made by facilitator before session |
| | What is a Hero Book (benefits of Hero Book) | Hero Book pg. 16 | | | |
| | Reading other Hero Book(s) | Hero Book pg. 26 | | | |
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| Session 2 | You and Your Goals | Hero Book pg. 21 | 40 mins 30 mins | Child understands importance of support and of identifying and naming the obstacle when trying to reach one's goals | |
| | Small Goals you hope to achieve | Hero Book pg. 23 | | | |
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| Session 3 | | | | <ul style="list-style-type: none"> Foster sharing/ | |

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| | Construction of Hero Book (See and hear what other children in the same group as them, write and draw and say about their hero) | Hero Book pg. 7 | 45 mins 15mins 20 mins 20 mins | collaboration <ul style="list-style-type: none"> • Child feels safe at beginning of hero book journey and • wants to make a hero book • Child is legally protected around confidentiality by • contract with facilitator | |
| | Making it Safe | Hero Book pg. 25 | | | |
| | Filling In Protection Forms | Hero Book pg. 27 | | | |
| | Permission to read children's hero book or deny | Hero Book pg. 27 | | | |
| Session 4 | The Importance of Praise | Handout A | 30 mins 60 mins | <ul style="list-style-type: none"> • Children learn how positive feedback (not criticism) lead to healthy self-esteem • Child feels in control of what they want to express and who gets to see or hear this in the group | |
| | Power Over Sharing | Hero Book pg. 17 | | | |
| Session 5 | | | 30 mins 30 mins | <ul style="list-style-type: none"> • Child identifies an appropriate role | |

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| | <table><tr><td>A Hero in my life</td><td>Hero Book pg. 28</td></tr><tr><td>An earlier memory</td><td>Hero Book pg. 29</td></tr></table> | A Hero in my life | Hero Book pg. 28 | An earlier memory | Hero Book pg. 29 | | <p>model.</p> <ul style="list-style-type: none">Child sets the scene for the longer story by relating an earlier memory | |
| A Hero in my life | Hero Book pg. 28 | | | | | | | |
| An earlier memory | Hero Book pg. 29 | | | | | | | |
| Session 6 | <table><tr><td>Road to Life</td><td>Hero Book pg. 30</td></tr><tr><td>Map Community</td><td>Hero Book pg. 32</td></tr></table> | Road to Life | Hero Book pg. 30 | Map Community | Hero Book pg. 32 | 60 mins 30 mins | <ul style="list-style-type: none">Child maps out where they come from (birth family, where they are now, and what happened in between if things have changed).Child identifies circles of possible and actual support | |
| Road to Life | Hero Book pg. 30 | | | | | | | |
| Map Community | Hero Book pg. 32 | | | | | | | |
| Session 7 | <table><tr><td>Preserving positive memories of deceased</td><td>Handout B</td></tr><tr><td>Memory box</td><td>Treatment for AIDS-Orphans in Malawi pg. 41</td></tr></table> | Preserving positive memories of deceased | Handout B | Memory box | Treatment for AIDS-Orphans in Malawi pg. 41 | 60 mins 60 mins | <ul style="list-style-type: none">Child is able to preserve the memory of a loved one and honor the impact they had on their life, without letting their absence impact them in a negative manner | |
| Preserving positive memories of deceased | Handout B | | | | | | | |
| Memory box | Treatment for AIDS-Orphans in Malawi pg. 41 | | | | | | | |
| Session 8 | | | | This is a very | | | | |

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| | <table><tr><td>Drawing and Naming obstacles</td><td>Hero Book pg. 44</td></tr><tr><td>Net to Catch Problems</td><td>Hero Book pg. 33</td></tr></table> | Drawing and Naming obstacles | Hero Book pg. 44 | Net to Catch Problems | Hero Book pg. 33 | 30 mins 60 mins | <ul style="list-style-type: none">Child has their problem described from many different perspectives so they can go on to draw a single symbol or metaphor that captures the obstacle | important activity, only leave it out for children aged 6–9 | | |
| Drawing and Naming obstacles | Hero Book pg. 44 | | | | | | | | | |
| Net to Catch Problems | Hero Book pg. 33 | | | | | | | | | |
| Session 9 | <table><tr><td>Into. to Relaxation</td><td>Handout C</td></tr><tr><td>Meditation on the Breath</td><td>Handout C</td></tr><tr><td>Rapid Relaxation Exercises</td><td>Handout C</td></tr></table> | Into. to Relaxation | Handout C | Meditation on the Breath | Handout C | Rapid Relaxation Exercises | Handout C | 15 mins 30 mins 20 mins | <ul style="list-style-type: none">Educate children on the benefits of relaxation.Child learns new relaxation technique | |
| Into. to Relaxation | Handout C | | | | | | | | | |
| Meditation on the Breath | Handout C | | | | | | | | | |
| Rapid Relaxation Exercises | Handout C | | | | | | | | | |
| Session 10 | <table><tr><td><u>Relaxation</u> - Guided Imagery</td><td>Handout C</td></tr><tr><td>Telling and Retelling (1)</td><td>Hero Book pg. 41</td></tr></table> | <u>Relaxation</u> - Guided Imagery | Handout C | Telling and Retelling (1) | Hero Book pg. 41 | 15 mins 60 mins | <ul style="list-style-type: none">Child is able to tell their story thus far, if they choose to do so, to one other child in the group, who is able to listen , record some notes, tell the story back to the child using the notes, then write a summary of | Limit telling and retelling activity to 5-7 accounts per session. Measure feelings before and after relaxation. | | |
| <u>Relaxation</u> - Guided Imagery | Handout C | | | | | | | | | |
| Telling and Retelling (1) | Hero Book pg. 41 | | | | | | | | | |

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| | | | <p>the story which is also handed back to the original teller</p> <ul style="list-style-type: none">• Child learns new relaxation technique | | | | | | | |
| Session 11 | <table><tr><td><u>Relaxation</u> - Sitting Relaxation</td><td>Handout C</td></tr><tr><td>Shining Moments</td><td>Hero Book pg. 46</td></tr><tr><td>Tricks and Tactics (1)</td><td>Hero Book pg. 48</td></tr></table> | <u>Relaxation</u> - Sitting Relaxation | Handout C | Shining Moments | Hero Book pg. 46 | Tricks and Tactics (1) | Hero Book pg. 48 | 15 mins 30 mins 60 mins | <ul style="list-style-type: none">• Child is able to identify a specific / approximate time and date when the problem was not as powerful• Child is able to identify several strategies that give her or him power over the obstacle• Child learns new relaxation technique | Measure feelings before and after relaxation. |
| <u>Relaxation</u> - Sitting Relaxation | Handout C | | | | | | | | | |
| Shining Moments | Hero Book pg. 46 | | | | | | | | | |
| Tricks and Tactics (1) | Hero Book pg. 48 | | | | | | | | | |
| Session 12 | <table><tr><td><u>Relaxation</u> - Muscle relaxation</td><td>Handout D</td></tr><tr><td>Telling and Retelling (2)</td><td>Hero Book pg. 54</td></tr><tr><td>Looking ahead for more shining moments</td><td>Hero Book pg. 54</td></tr></table> | <u>Relaxation</u> - Muscle relaxation | Handout D | Telling and Retelling (2) | Hero Book pg. 54 | Looking ahead for more shining moments | Hero Book pg. 54 | 15 mins 60 mins 30 mins | <ul style="list-style-type: none">• Child is able to tell their story thus far, if they choose to do so, to one other child in the group, who is able to listen , record some notes, tell the story back to the child using the notes, then write a summary of | Measure feelings before and after relaxation. |
| <u>Relaxation</u> - Muscle relaxation | Handout D | | | | | | | | | |
| Telling and Retelling (2) | Hero Book pg. 54 | | | | | | | | | |
| Looking ahead for more shining moments | Hero Book pg. 54 | | | | | | | | | |

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| | | | <p>the story which is also handed back to the original teller</p> <ul style="list-style-type: none">• hild simply lays down a template to record future shining moments in the weeks and months ahead, so as to be on the lookout for these kind of experiences• Child learns new relaxation technique | | | | | | | |
| Session 13 | <table><tr><td><u>Relaxation</u> - Meditation on the Breath</td><td>Handout C</td></tr><tr><td>The Hero in Me</td><td>Hero Book pg. 50</td></tr><tr><td>Portrait Poem</td><td>Hero Book pg. 52</td></tr></table> | <u>Relaxation</u> - Meditation on the Breath | Handout C | The Hero in Me | Hero Book pg. 50 | Portrait Poem | Hero Book pg. 52 | 15 mins 30 mins 20 mins | <ul style="list-style-type: none">• Child is able to imagine her or himself in the future (in 5,10 and 20 years time) being the kind of person he or she wants to be• Child learns new relaxation technique• Child has a drawing in which he or she is reflected by others | Measure feelings before and after relaxation. |
| <u>Relaxation</u> - Meditation on the Breath | Handout C | | | | | | | | | |
| The Hero in Me | Hero Book pg. 50 | | | | | | | | | |
| Portrait Poem | Hero Book pg. 52 | | | | | | | | | |
| Session 14 | <table><tr><td><u>Relaxation</u> - Guided</td><td>Handout E</td></tr></table> | <u>Relaxation</u> - Guided | Handout E | 15 mins 60 mins | <ul style="list-style-type: none">• Child contributes to the second column of the already made list | Second tricks and tactics exercise allows children who | | | | |
| <u>Relaxation</u> - Guided | Handout E | | | | | | | | | |

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| | <table><tr><td>Story</td><td></td></tr><tr><td>Combining our Tricks and Tactics – Sharing Our Knowledge</td><td>Hero Book pg. 57</td></tr></table> | Story | | Combining our Tricks and Tactics – Sharing Our Knowledge | Hero Book pg. 57 | | <p>of shared challenges facing young people in the community. This second column contains solutions / strategies / tricks and tactics that can help to beat these challenges</p> <ul style="list-style-type: none">• Child learns new relaxation technique | <p>don't want to share or publish their hero books, to still participate</p> <p>Measure feelings before and after relaxation.</p> | | |
| Story | | | | | | | | | | |
| Combining our Tricks and Tactics – Sharing Our Knowledge | Hero Book pg. 57 | | | | | | | | | |
| Session 15 | <table><tr><td><u>Relaxation</u> - Guided Imagery</td><td>Handout C</td></tr><tr><td>Title and Cover</td><td>Hero Book pg. 59</td></tr><tr><td>Thinking about Publishing</td><td>Hero Book pg. 60</td></tr></table> | <u>Relaxation</u> - Guided Imagery | Handout C | Title and Cover | Hero Book pg. 59 | Thinking about Publishing | Hero Book pg. 60 | 25 mins 15 mins 60 mins | <ul style="list-style-type: none">• Child designs a cover and makes up a title for their hero book• Child decides if they want to publish / share their book for a wider audience• Child learns new relaxation technique | |
| <u>Relaxation</u> - Guided Imagery | Handout C | | | | | | | | | |
| Title and Cover | Hero Book pg. 59 | | | | | | | | | |
| Thinking about Publishing | Hero Book pg. 60 | | | | | | | | | |
| Session 16 | <table><tr><td><u>Relaxation</u> -Muscle relaxation</td><td>Handout D</td></tr><tr><td>Planning a remembering party</td><td>Hero Book pg. 64</td></tr></table> | <u>Relaxation</u> -Muscle relaxation | Handout D | Planning a remembering party | Hero Book pg. 64 | 15 mins 60 mins | <ul style="list-style-type: none">• Children reflect on the journey to completing their Hero Book• Children plan a celebratory event to mark milestone of completion | Measure feelings before and after relaxation. | | |
| <u>Relaxation</u> -Muscle relaxation | Handout D | | | | | | | | | |
| Planning a remembering party | Hero Book pg. 64 | | | | | | | | | |

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| | | | <ul style="list-style-type: none">• Child learns new relaxation technique | | | | | | |
| Sessions 17 | <table><tr><td>Remembering party</td><td>Hero Book pg. 67</td></tr><tr><td>Informal Evaluation</td><td>Hero Book pg. 68</td></tr></table> | | Remembering party | Hero Book pg. 67 | Informal Evaluation | Hero Book pg. 68 | 90 mins 30 mins | <ul style="list-style-type: none">• Child participates in a ceremony to celebrate completing hero book• Circle of concern and support around the child is strengthened• Child and facilitator look back and assess whether hero booking process has helped or not | |
| | Remembering party | Hero Book pg. 67 | | | | | | | |
| | Informal Evaluation | Hero Book pg. 68 | | | | | | | |
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