

Resource Name	Activities	Describe Activity	Page Number	Resources?	Culturally appropriate?	Fit	Empirical Evidence	Modified?	Time	Include (Y/M/N)	Team Member			
Hero Book	General	Appropriate for children older than 5. Potentially harmful for children who have recently suffered trauma. Don't rush the process. Some participants may want to share their books and others may not - both is okay		Books for every child. Pens and pencils	Yes	Yes	Yes	Little Modification Needed	20 - 25 hours	Y	Cheznee			
	1 Making the Hero Book	Cardboard, paper, string or wool, a paper clip, long thick nails (hammer is also useful), pen/pencil. Additional items (not required) colored pencils, markers, paint, paint brushes and glue							30 min	Y				
	Act. 1 (Building Blocks) PURPOSE: to introduce hero books to the children you are working with.	2 objects and a blindfold							20 min	Y				
	Act. 2 (What is a Hero) How would you define a hero?	writing utensil and paper							20 min	Y				
	Act. 3 (What is a Hero book) Telling the benefits of a hero book	Writing utensil and paper							10 min	Y				
	Act. 4 --Power Over Sharing... See and hear what other children in the same group as them, write and draw and say about their hero book	2 forms (including caregiver consent form)							60 min	Y				
	Act. 5 - Exercise that focuses on goals and solutions	Writing utensil and paper							40 min	Y				
	Act. 6 - Develop clear measurable and achievable goal for making the hero book.	Writing utensil and paper							30 min	Y				
	Act. 7 - Permission to read children's hero book or deny	forms						Combine activities 6 & 7 Video might be challenging, therefore a sample Hero Book made by the facilitator would be beneficial	15 min	Y				
	Act. 8 - Reading other Hero Books& watching Hero Book films	video, television							60 min	Y				
	Act. 9 - Filling In Protection Forms	forms							30 mins	Y	Craig			
	Act. 10 - ind out what kind of role models the children have, in order to strengthen their concept of a hero.	Writing utensil and paper						Participants who have painful memories have found that this activity causes them pain if the facilitator does not highlight or emphasize the choice to think and write and draw about a happy or a sad memory.	30 mins	Y				
	Act. 11- Participants draw any memory that is important to in the telling of your their story.	Writing utensil and paper							30 mins	Y				
	Act. 12 - Participants draw a map of their whole life story.	Writing utensil and paper							60 mins	Y				
	Act. 13 - Participants draw map of their community - To get a sense of the social environment and some of the root causes of obstacles to goals in the child's life	Writing utensil and paper							30 mins	Y				
	Act. 14 - Participants make a net to catch different words to describe one of your problem	Writing utensil and paper							60 mins	Y				
	Telling and Retelling	Printed Forms							60 min	Y				
	Drawing and Naming the Obstacle - allows children to think and make sense of the obstacles they face								30 min	Y				
	Shining Moment - children can identify possibilities and turning points								30 min	Y				
	Tactics to achieve your goals - things the children may try to stop the obstacle from winning								60 min	Y				
	The Hero Me - exploring images of the future								30 min	Y				
	Looking Ahead - providing a measurable way for kids to see how things are going								20 min	Y				
	Group Reflection - fun activity that allows for gentle sharing								30 min	Y				
	Telling and Retelling (2) - children share their hero books with each other	Printed Forms							60 min	Y				
	Combining Tricks and Tactics and Sharing Knowledge - as a group go through obstacles and the tricks students have recorded to overcome them								40 min	Y	Ajay			
	Communities of Solution Finders - as a group discuss how students can share their hero books								15-30 min	Y				
	Finding a Title and Making a Cover								30 min	Y				
	Thinking about Sharing and Publishing - children can feel power and control over their futures. Delve into experience of making the books								60 min	Y				
	Planning a Remembering Party - strengthen circles of support	Certificate Forms							90 min	Y				
	Remembering Party	Food and Drinks							120 min	Y				
	Monitoring and Evaluation	Evaluation Forms							60 min	Y				
	1 Tree of Life	32 Paper, writing materials (colored), tape			Yes	Yes		According to document, requires veteran caregivers with relatively high level of training. May or may not be available for COPE Can still produce a similar memory book without as many materials. May not need materials for cover and binding	90 min	M				
	2 Memory Book	40 Cardboard, paper, string/wool, paperclip, 3-4 big nails, writing and coloring materials, glue, pictures			Yes	Yes			60-90 min	Y				
	3 Memory Box	44 Definitely need a basket/box/small container, glue, pictures, paint, writing materials - there really is no limit			Yes	Yes			60-90 min	Y				
Treatment for AIDS-orphans in Malawi	4 Memory Blanket	45 Blanket, pictures, magazines with pictures, paper			Yes	Yes		May be difficult for each individual to provide their own blanket. Aim of the activity is for children to look at their personal loss histories and present darker memories and related emotions on the blanket. Don't necessarily need a blanket for this - May want to consider just using a large sheet of paper. Same as Memory Blanket (see above)	90 min	Y				
	5 Memory Rug	48 Cloth, glue, pictures, colored paint, writing materials			Yes	Yes			90 min	Y				
	6 Hero Book (same as Hero Book described above)	49 -			-	-		-	-	-				
	7 Games with Rules	51 Can vary based on the nature of the game			Maybe				20-60 min	M				
	8 Psychological First Aid	53 None			Yes	Yes		This is less of an 'activity' and more of an explanation of how to deliver psychological aid in the event of a crisis. May want to keep this out of our compilation of activities, but still leave on our page						
	9 "I Have... I Am... I Can"	55 Paper			Yes	Yes			90	Y				
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