

Nawa Marga

Relief through education



**RATO BANGALA
FOUNDATION**



Karkhana
www.karkhana.asia

Foreword

The earthquake of April 25, 2015 devastated Nepal. The death toll has reached over 8,000 and is rising, and over 600,000 homes have been impacted. Millions of Nepalis are living under flimsy tarpaulin, and will be forced to do so for many more months. The toll on education is no less significant, with over 16,000 schools impacted. In the most badly affected districts, more than 60% of schools are unusable. However, as bad as things have become, learning cannot stop.

With this basic philosophy, the Rato Bangala Foundation and Karkhana began working in camps from the 4th day after the earthquake. What began as series of games to keep students engaged in learning has grown, through trial and error, into 5 days of lesson plans to welcome students back to school. Though a myriad of education-related interventions have been started in Nepal following the earthquake, we saw a major gap in these efforts. What happens when school starts again? Through our educational program we seek to bridge this gap.

School leaders and teachers are anxious about what to do when students finally start coming back to school. How will teachers work with their students, who may be dealing with the loss of home or family? Will they be able to answer their questions? Will the children be interested in their studies, and will they be able to focus in the classrooms? What are the essential steps that institutions working with vulnerable populations should take? How does one address the trauma that teachers and students may carry into the classroom before regular lessons resume?

We hope this package and the accompanying training, and the interesting children's stories in the addendum, will help teachers and school leaders address these questions. Through being empowered to work through their concerns, they will be able to help their students grow stronger and more confident in the aftermath of this tragedy.

We are incredibly grateful to the many individuals and institutions that collaborated with us and supported our efforts. Though we cannot name all of our collaborators here, we would like to especially thank Rato Bangala School, Nisarga Batika School and Kashtamandap Vidyalaya for contributing their experienced teachers as trainers. Sarita Bhattarai and Ayushma Regmi deserve special thanks for their dedicated contribution.

As much as this earthquake is a tragedy, it is also an opportunity. Rato Bangala Foundation and Karkhana hope that a year from now we can look at the activities in our classrooms, and see student-centered teaching that values the emotional well-being of our students as much as their grades. But we do not just have hopes; we also have a plan to make this happen, and we hope you will help us make this plan possible.

Post Earthquake Primer For Teachers & Parents

Context & Background

On April 25th, 2015, Nepal and the surrounding countries experienced a big earthquake. This quake and the ensuing aftershocks have destroyed homes and schools and disrupted the lives of thousands of children. In the very worst cases, many children have lost their parents and families. How do we help children understand, process and adjust to the earthquakes?

This primer is created to help teachers, parents, caregivers, and school leaders understand how children might be reacting to this earthquake. It will also provide a general understanding of how to help children adjust and cope with trauma that they may be experiencing.

This primer is the first step in a series of three tools that you can use to help children work through trauma.

STEP 1: What you learn from this primer may be sufficient to help many children adjust. However, it will not be enough for others.

STEP 2: For school leaders, the second step is to train your teachers in implementing 'First-Day-Back', a 5 day long program that mixes post-earthquake mental health support with regular classes. This helps children reintegrate into normal school activities while making teachers aware of how their students' lives were impacted by the quake.

The training to implement First-Day-Back is one day long and provided for free by trainers from Karkhana, the Rato Bangala Foundation, Nisarga Batika School and Kaasthamandap Vidyalaya.

Contact us at info@karkhana.asia for information about this program.

STEP 3: While many children will reintegrate into normal school life in a little time, for some it will take longer. It is possible that some children will need the third step, seeking professional support from mental health providers. A list of organizations that you can reach out to are listed in this document.

DISCLAIMER:

This primer is **not** an original work. Significant proportions of the material come from other sources designed to support education and mental health in emergency situations. As this document was developed in a hurry, we failed to cite all the sources from which this material was drawn. If you see your original work in here, please accept our gratitude for your efforts and our apologies for failing to recognize you for it.

This primer was also created with the input and support of numerous educators and psychologists. It is impossible to thank all contributors personally. Please know that we are incredibly grateful for your contributions. We are proud that a community of educators and mental health professions from Nepal, India, Europe and North America, many of who did not know each other personally, collaborated with the open-source ethos to create this document.

Introduction

Since the earthquake, things may feel scary, strange, or different. You may find yourself reacting strongly to things that did not bother you before, like loud noises or sudden movements. You may feel anxious, have no energy, experience nightmares, or be scared to fall asleep. You may notice that your moods are not following the same patterns as before.

After a major traumatic event, such as the April 25th earthquake, it is normal for many people to have such reactions. It is also normal not to have such reactions, so don't go looking for traumatic stress if you don't have it. :-)

When adults are struggling to understand a situation, you can imagine that many kids are also struggling to make sense of it. Some things children might be thinking are:

“What is happening?”

“What will happen to me if something happens to my parents or siblings?”

“Will I be okay? Am I safe now?”

“What can I do to help me get through this?”

“What can I do to help others get through this?”

“Who can I talk to about my feelings?”

“Do other people feel the same way that I do?”

“How long will these feelings last?”

Lots of kids ask these questions after a disaster. The following information might help you help them answer some of those questions.

1. Will my kids/students have a negative reaction to the earthquake?

Possibly, but not necessarily. Research tells us that many (but not all) children will experience a negative reaction to a major event such as the April 25th earthquake. The intensity of that reaction and the length of time it lasts will be determined by three important factors:

- How strongly the earthquake impacted their lives. Generally children who were more strongly affected (house destroyed, loved ones lost) will show more symptoms of distress.
- How adults around them act and react. Children often respond to how adults they love and trust react to distressing situations, and react accordingly.
- Relationship to the caregiver. It helps when children have parents, grandparents, or other caregivers that provide a trusting safe relationship for them to express their feelings. In fact, for recovery from trauma, a supportive caregiver can be the most important thing.



2. What can I do to help them make sense of the experience and move on?

As a teacher or parent i.e. a trusted person in the lives of children, you can help a lot. There are several important steps we recommend:

- **Make them feel safe:** The first and most important thing you can do is make your kids feel safe. You know your children/students best so you can choose what this might mean for them. For some kids, safety may be knowing that you are ok and that they can be close to you. For others, it may be knowing that there is plan of what to do and how they will be cared for in case of another earthquake or emergency. For others, it may be a reminder of things they are good at and enjoy, such as playing music, drawing or reading. You can also draw on religious, cultural, and traditional practices to help children draw solace and feel safe.
- **Encourage the kids to explain what they think happened:** Sometimes kids have a distorted or limited understanding of what happened. Children pick up on the cues that adults give, so their reactions may not be proportional to the situation. You need to know what they think happened before you explain what actually did.
Note: Children become ready to discuss the quake at different times. Please do not force them to discuss it if they are not ready
- **Help them understand what actually happened:** It will help children to have a good understanding of why earthquakes occur, what the chances are that another big one will occur soon, and how you plan to keep them safe through the next few months.
- **Give them space to express themselves:** this could be in conversation, but also through writing stories, drawing, keeping a journal, or poetry. Expressing what we feel is an important part of healing, and the same is true for children. Listen empathetically to what your children are saying, validate their feelings, and do not criticize or ridicule what they say.
- **Give them a sense of normalcy and routine:** Even if you are living in a shelter or someone else's house and the kids are out of school, make sure they have a routine. Establishing a routine helps kids regain a sense of normalcy and feel safe. Some ideas for a routine are:
 - Eat some or all meals at the same time every day.
 - Establish set times for learning activities such as reading or doing brain-teasers every day. This is particularly important if kids are out of school.
 - Set fixed bedtimes and times to start the day. Do this even if you are in a temporary shelter and even if the kids have specific commitments.
 - Set aside some regular time to spend with your children. Remember that the quality of the relationship with the caregiver seems to be the most important factor in helping kids recover from trauma.



- Keep your normal family rules intact. It may be tempting to let children slip from the rules - such as how much they help around the house, how they talk to their family members, etc - because the times are difficult. Ensure that you maintain normal rules with firmness but affection.
- Act normally and follow your normal routine as far as possible. Demonstrate with your actions to help build your children's confidence.
- When you are speaking to other adults with children around, be aware of how you are expressing yourself and what cues the children may be picking up on. Give them a sense of calm, avoid scary expressions, avoid repeating negative experiences or feelings too many times.
- **Look after yourself:** It is very difficult to support your children if you do not look after yourself first.

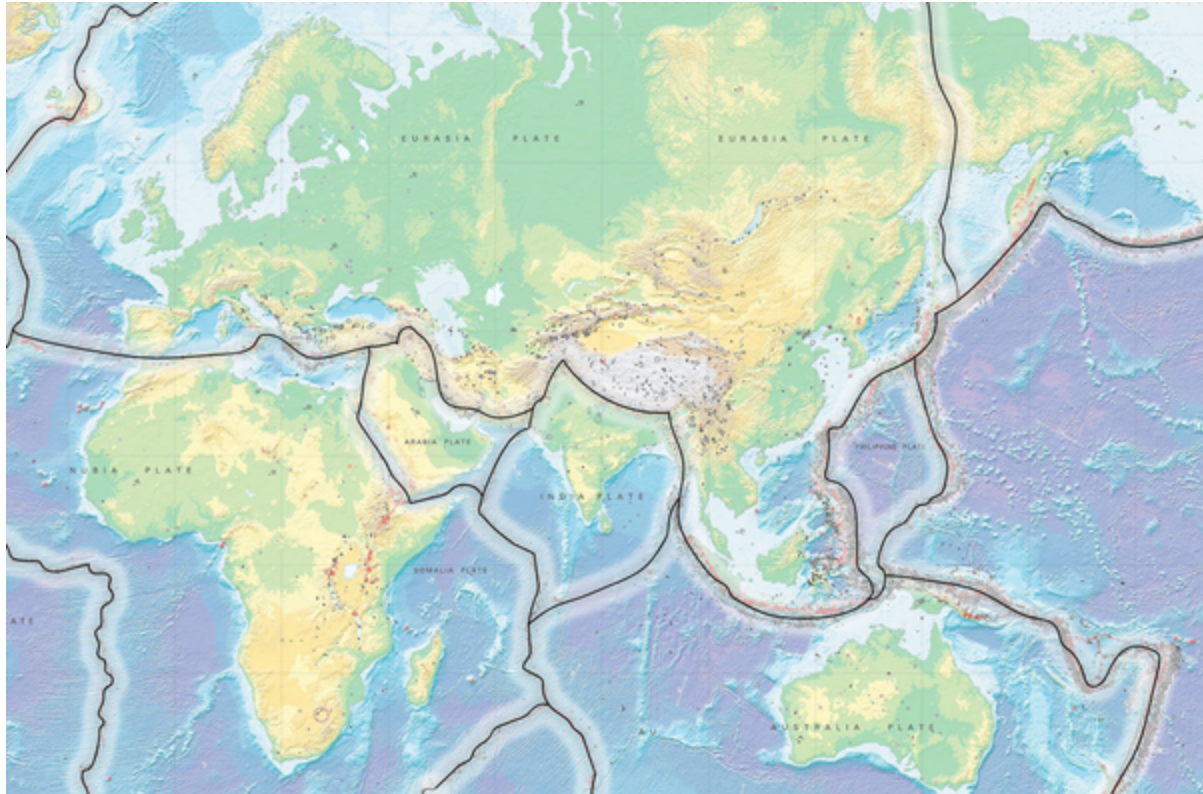
3. How do I explain what an earthquake is?



Have you ever seen a jigsaw puzzle?

While the surface of the earth looks smooth and continuous, if you go one layer deep it's actually like a jigsaw puzzle. It has many pieces that fit together. Under the surface the earth looks like this:





The pieces of the jigsaw, known as tectonic plates, are not sitting still. They are moving around veeerrrry veeerrrry slowly. But because they are moving they push against each other. And if one thing pushes against another then pressure builds up. When the pressure gets too much the plates slip... think of snapping your fingers.



The pressure of the thumb and middle finger builds up... until the middle finger slips. Of course it does not slip exactly like your fingers, but that gives an idea of how a buildup of pressure lead to a slip.

So here is the story so far. Even though you can't see it, the earth is like a jigsaw underneath. The pieces of that jigsaw are called tectonic plates. These plates move, so a pressure builds up between them. And when the pressure is too great... there is a sudden slip.

This slip causes the trembling and shaking of the ground.

That is what happened in Nepal on April 25th, 2015.

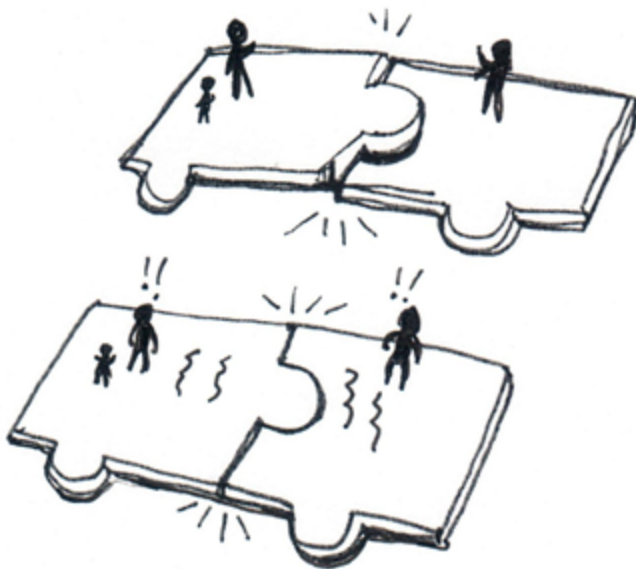
In a big earthquake, a single slip is not enough to reduce the pressure so we have many aftershocks.



4. How do I explain what happened in Nepal?

Nepal sits at the border of the the Indian and the Eurasian plates. The pressure between these plates had been building up. The large earthquake on April 25th, 2015 occurred because two plates slipped. The epicenter, or starting point of the earthquake, was in Barpak, Gorkha. People in four countries, Nepal, India, China and Bangladesh, felt strong shaking and rolling of the ground. However, most of the impact was in Nepal.

This earthquake caused many buildings, houses, and historical monuments to collapse or become damaged. As a result, there were many people who lost their lives, got injured, or experienced other losses. As with all big earthquakes, a single slip of the tectonic plates was not enough to release all the pressure, so many smaller earthquakes, called aftershocks, followed the big one. Naturally, many people were afraid and still feel that way. To be afraid in situations like this is normal.



5. Am I safe now?

The science of earthquakes tells us that the pressure built up under the earth releases over time. While we may still experience aftershocks, these will generally be less frequent, and of less intensity than the ones of April 25th. They will also not cause the type of damage we experienced on April 25th. While earthquakes come from time to time and cannot be completely stopped, it is important to remember that you can prepare yourself to be safe during the quakes.

Many structural engineers are now examining houses to see if they are safe to live in. If your house is only superficially damaged then it is safe to go back, pick up things that may have fallen, clean up if necessary, and begin living there. If your house has collapsed or



experienced major damage, then you are safe in the shelter until an alternative living arrangement is made.

One way to be even safer is to develop a plan of how you and your family will react in the event that there is another earthquake or another disaster. This plan should take into account the needs of all your family members (e.g. a old grandmother will have different needs than a young child).

Some elements of a good plan are:

1. Think about which disasters are likely in your area. For example, in Nepal you will not need to plan for a tsunami but you may want to plan for fire, flooding from rains and earthquake.
2. Decide on two safe meeting places for the family in the case of each event.
3. Decide on how and where each member of the family may evacuate in the event of each disaster.
4. Decide on the role each family member will play in case of each type of disaster.
5. Discuss how to be self-sufficient in food and water for a few days in case it takes that long for external help to reach you.
6. Connect with your community or neighborhood. Identify a safe, go-to person in the community that children can reach out to as well.

These are some elements but not a comprehensive list of things you should think about for a disaster recovery plan.

Remind children that they can stay safe with adults they trust, and that they can talk to them about what they fear. It is very important for children to feel safe physically, for example to live in a safe shelter. But it is also important to feel safe inside, to know that there are adults who are willing and able to care for them.

6. How do I explain how life has changed after the earthquake?

A lot of children's and adults' lives have changed after the quake. Discuss with the children or students in your life that for some the changes might be physical (such as their house no longer being there). For others, even if there are no physical changes, they could feel different. Some things that are different now for them, their friends or people they meet may be:

- Their house has been damaged.
- They have lost their house and have to stay in a shelter.
- Their school is damaged or destroyed and they cannot go there anymore.
- Their neighborhood is damaged and looks unrecognizable.
- Their Mum or Dad or other people that they care about are not around now.
- Their Mum or Dad don't go to work anymore.
- Their Mum, Dad or other people they care about get upset and sad more than before.



7. I feel different after the earthquake? Is this normal? Do other people feel this way too?

It is totally normal for you to feel differently after an earthquake. It is normal for the children in your life to feel differently too. With safety, love, support and good preparation for future disasters these feelings will settle down over time. Discuss with children that in this situation it is normal to feel sad, lonely, angry, helpless, worried, guilty or scared about all the things that are different now.

It is important to remember that you could have done nothing to change the course of events. It is important to share this observation with children as well. These changes in emotions and feelings of doubt and responsibility are a normal part of making sense of what happened and moving on. It takes time to overcome difficult experiences.

Different children feel differently at times like this. Some of the ways children feel in this situation include:

• Sad	• Miserable	• Heartbroken
• Happy	• Frightened	• Terrified
• Lucky	• Pleased	• In Pain
• Cheerful	• Angry	• Annoyed
• Excited	• Calm	• Relaxed
• Upset	• Scared	• Panicked
• Nervous	• Worried	

As a caregiver or teacher, some behaviors you may see in children following trauma are:

• Crying	• Irritation	• Fighting
• Bed wetting	• Vomiting	• Nightmares
• Generalized fear	• Restless/Fidgety	• Unable to concentrate

You can also look around and see how much people are helping each other. Encourage your children or students to do this as well. Some things you might see and feel are:



• Love	• Affection	• Wanting to share
• Generosity	• Helpful	• Strength

8. What are these reactions I am having?

You may be reacting a little differently than you normally do. Your children or students may also be reacting a little differently than normal. Look at the list below, some of these reactions may be similar to what you are going through. Review these with your students to normalize reactions they may be having:

- Difficulty sleeping, nightmares
- Moody (feeling very worried or sad) or numbness (not having any feelings at all)
- Headaches, tummy aches, other physical symptoms
- Constantly tired
- Exhaustion
- Not wanting to go to school or go out of the house
- Inability to concentrate
- Crying a lot
- Loss of appetite/eating too much
- Having reminders of the earthquake pop into your head when you don't want them to, or being reminded of the earthquake by certain people, places, smells, etc...
- Staying away from people, places or things that remind you of the earthquake, isolating yourself

Remind your students or children that with time, love, support and their own effort things will slowly go back to normal. Remind them that there are many things they can do to help themselves. As a teacher, it is important for you to listen empathetically to what your students are saying.

9. How do I empower children to deal with their feelings and reactions?

There are many things that teachers and parents can do to help their students and children deal with their feelings and reactions. Listen to the children, and encourage them to share their feelings. Help them identify strengths that they have, and empower them to use their strengths to overcome their fear. Encourage students to find ways to occupy themselves, and help them learn how to practice positive self-talk. Engage students in doing physical activities, such as playing sports or practicing deep breathing.

The following topics will be discussed in this section:

- a. Helping children identify their strengths and how to use them.
- b. Helping children talk about their feelings.
- c. Teaching children how to occupy themselves



d. Teaching children how to practice positive self-talk

How to help children use their strengths

To help your students or children cope with the feelings and reactions they are experiencing, work with them to try and identify their personal strengths. Remind them that sometimes when things go bad or we feel really down, we forget about all the things we are good at and all the strengths we have.

Provide students or children with the following list. Have them put a tick beside the things in the list they think they are good at, and think of other things that aren't listed here.

If they are having trouble, have them think about how their friends would describe them. Would they say that the student is a good friend, that the student makes them laugh?

- I can pull things apart and put them together again
- I like to listen to music
- I can play a musical instrument
- I can sing
- I am a good friend
- I make people laugh
- I love playing sports
- I am energetic
- I like reading
- I work hard at school
- I get along with the other kids in class
- I have an adult who cares about me
- I can act
- I can dance
- I like to help people
- I am good at art
- I enjoy school
- I get over disappointments easily
- I enjoying learning about new things
- I enjoy making new friends
- I like to laugh
- My friends trust and depend on me

Reach out to people that love you

Remind students or your children that we talk to people any time. When we are sad, angry, scared, happy or excited, we tell other children and adults how we feel and what is happening in our lives. Simply talking to someone about how you are feeling can be a good way to sort



out problems and also just a way to get things off your chest. Students may need to talk to a few adults before finding one that really understands them.

Ask students or children to consider the following questions: When was the last time you sat down and talked to someone about the earthquake? Who did you talk to? What was it like?

Occupy yourself

Sometimes, it can be difficult to find someone to talk to when a child is upset, scared or confused. But that doesn't mean that they are all alone, they have themselves!

Tell children that they are built with their own ways to help them get through tough times. Sometimes when they are upset or scared they may do things that help them relax, feel better or even just forget about whatever is making them upset at the time.

The children or students you are with probably have many things that they already do that help them get through tough times. Below is a list of other things that they can do by themselves.

- Read a book
- Draw, paint
- Play a game
- Write a story or poem about how you are feeling
- Play with friends who are now in the same place as you
- Imagine you are in your favorite place (e.g. at your favorite play area, or in your favorite class)
- Play with your dog/cat
- Help out your friend, talk to friends, hang out with friends.
- Think about your favorite hero – what do you like about them – and imagine yourself having the same quality (honest, courageous, brave, funny, smart).
- Sing to yourself
- Sit down and take slow, deep breaths to calm your mind and body
- Meditation / prayer
- Yoga

Ask children what other things can they think of to add to this list.

Positive Self-talk

Talk to children about how we have thoughts running through our heads all the time. Sometimes they can say good things like "I have done it, I have succeeded". But other times we have bad thoughts such as "I have failed, I am such an idiot". Your children or students can likely imagine that these bad thoughts only make them feel sad and depressed.

So what can we do about these thoughts? Talk with children about how they can replace these negative thoughts with more helpful thoughts. Tell children that the things you say to



yourself do not have to make you feel worse, they can help you calm down. Your children or students may be able to cope better by thinking of helpful things to say to themselves, such as “I can do it” or “I can get through this”.

Some helpful thoughts that you can use when upset or worried:

- “I have gotten through difficult situations before, I can do it again”
- “I can always talk to ...”
- “Things will get better soon”
- “Just relax”
- “I can get through this”
- “We are going to be alright”
- “Let me think of helping others since they are also sad and afraid”

What other thoughts can your students add to this list to help them feel better?

10. A note for teachers, adults and parents

All humans are resilient and children are particularly so. With love, affection, support and a chance to express their fears openly most children will shed their post-traumatic reactions and develop good ways to cope with it.

There may be a small number of children that have trouble moving on. Please observe carefully for signs of behavioral changes, like acting out, nightmares, listlessness etc. If you see persistence behavioral changes in your students/children, it may be time to seek professional help. Some places you can seek support in Nepal are:

- TPO Nepal
 - URL: <http://www.tponepal.org/>
 - Contact: Suraj Koirala, Executive Manager 443-1717
- Ankur Nepal
 - URL: <http://www.ankur.org.np/>
- Center for Mental Health Counseling Nepal
 - URL: <http://www.cmcnepal.org.np/>
- Chhahari Nepal
 - URL: <http://www.cnmh.info/>
- Center for Victims of Torture in Nepal
 - URL: <http://www.cvict.org.np/>
- List of resources by Sujen Man, July 2012
 - URL: <https://sujenman.wordpress.com/2012/07/07/places-for-psychosocial-mental-health-care-in-nepal/>



Lesson Plan

Day 1: Sequence of Classroom Activities

Activity 1 – Warm-up: I am feeling

Activity 2 – Antelope Story

Activity 3 – Web of Connection

Activity 4 – Draw and Share

Regular School Activities

Activity 5 – Teacher Says

Activity 6 – Song

Content	Material	T	AT
<p>Morning Message</p> <p>Objective: Bridge-in, help students settle & get ready for class.</p> <p>Instruction: Write the following message on board/chart before classes begin:</p> <p>Dear students, _____ Date: _____ Good morning and Namaste.</p> <p>I am so happy to be back at school. We've all been through so much in the past few weeks and I hope you're glad to be back with your friends. I hope you are looking forward to a new school year.</p> <p>Today we will do lots of enjoyable activities together. We will play games, draw and talk to each other so that we can understand how we are all feeling, and help each other.</p> <p>Have a great day, Teacher's name</p>	<p>Morning message on chart/ Board; Day's activity list on Chart paper/Board</p>	5	0
<p>Teacher's note: Please start every day with a morning message. It is a great way to connect and begin the session. We have provided sample messages for each day. You can modify and adapt according to your needs. Please make sure that the Sequence of Classroom Activities is also on the board each day. Please feel free to change language to suit the age-group of your students.</p>			

<p>Activity 1: I Am Feeling Safe</p> <p>Objective: To help the children feel safe and comfortable</p> <p>Instructions:</p> <ul style="list-style-type: none"> • T welcomes students, asks them to stand in a circle, holding hands (including teacher). • T: “Can you feel the ground? How does it feel? Firm, strong, stable?” • T: “Are you feeling safe right now? If you are feeling safe, put your right foot in.” • If someone does not put their foot in, T: “Is the ground shaking? Are your feet firmly on the ground?” • Student: “Yes.” • T: “Then you are safe.” • When everyone puts their foot in, T revalidates by saying: “So we are all feeling safe right now.” 		5	10
<p>Activity 2: Antelope Story</p> <p>Objective: To help children understand that trauma freezes you and release energy locked in the body because of the trauma</p> <p>Instructions:</p> <ul style="list-style-type: none"> • T will share information/story about antelopes • T: “I am going to tell you a story about a deer (small deer-like animal) who faces a dangerous situation and overcomes it...” • T will retell the rest of the story* (attached at the end of today’s plan) • Role playing: <ul style="list-style-type: none"> ○ T will ask students to physically play out how the deer must freeze and unfreeze ○ When they freeze - ask students to focus on parts of their body that feel different than usual ○ As students to make themselves as small as possible. Try to make breathing as quiet as possible, imagine a lion is sniffing you ○ Once the lion has gone away, slowly, ask them to open their eyes, look around, begin moving, gliding, until they are shaking heavily ○ Eventually, ask them to return to their normal standing position where they feel strong, steady and safe. 	Antelope Story (below lesson plan)	10	20
<p>Teacher’s note:</p> <p>1. <i>Idea behind the story: When faced with a dangerous situation, there are usually two ways in which a deer will respond. Their first attempt is to flee. In case they get caught, they will freeze and pretend to be dead.</i></p>			



<p><i>Both attempts help them to save their lives. The 'freezing' is an act that denotes the deer is in shock. Later, the antelope is able to unfreeze & feels safe and happy again.</i></p> <p>2. <i>Teacher must allow children to express their emotions as they unfreeze, even if they start to shake or cry in this process. Remind students that it is okay to do so, that the antelope would feel safer and more stable after having cried or shaken.</i></p>			
<p>Activity 3: Web of Connection</p> <p>Objective: Connecting with everyone's experiences during the earthquake</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Make a big circle with all the students. • Step 1: Positive sharing: Each person holds the string before passing the ball and says something positive about yourself. Then pass a ball of string to another person. For younger children, you can roll the ball on the floor, or teacher can help with passing it. • Step 2: After the ball has been passed to all, discuss. How does it feel to be holding the string? (We are together.. etc.) • Step 3: Each one continues to hold the string. • Now T prompts: <ol style="list-style-type: none"> a. "Tell us where you were during the earthquake and what happened." Share. b. How did you feel? (optional for younger children) c. How did you cope? What helped you to cope? (optional for younger children) d. When did you feel safe? • Step 4: We heard everyone's stories, how do you feel now after sharing? (optional for younger children) • Open the discussion for any more discussion as you see fit. 	Ball of string	45	65
<p>Teacher's note:</p> <ol style="list-style-type: none"> 1. <i>Normally we live our life as if we are a river, we flow along, at our own pace. However when we experience a difficult event, such as an earthquake, it breaks the flow and that can cause feelings of fear and insecurity. We want to help our students bring their lives back to normal. This activity shows students that others have had a similar experience and they are not alone.</i> 2. <i>Validate children's feelings and don't impose your own. Listen and make connections with different reactions/comments from children. For example, Dos and Don'ts:</i> <ul style="list-style-type: none"> • Don't : Judge or criticize a child's expression about an experience (e.g. "So what, everyone has lost their house.") • Do: Validate it: (e.g." It must be very sad to lose your house"; OR "many of us have lost our houses, and that is very sad.") 			



<p>Activity 4: Draw and Share</p> <p>Objective: Students explore their feelings through art.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask students to draw anything that has happened in past few weeks. • T moves around the classroom observing the students and giving them time to draw. • T should not comment on the quality of the drawing, but listen to what the children have to say about their drawing. Get students to write their name and date. • Depending on the age-level and how fast the students complete their drawing, they can also write about it. • After 20 minutes, students share their completed drawing or their work in progress. Ask students to first share in pairs, and then in fours. One student from each group will share with the whole class. • T validates what the students says, and tries to make connections with other students' comments. 	<p>Paper Color pencils, pencils, erasers</p>	<p>60</p>	<p>125</p>
<p>Teacher's note:</p> <ol style="list-style-type: none"> 1. <i>Drawing is an effective way of expressing feelings, a type of therapy. Teacher makes notes of extreme emotions and unusual behavior and follows up individually later.</i> 2. <i>The earthquake is a very big event, and our particular story is one small part of it. Through sharing our stories we find that we share similar experiences. We are all connected and that we are not alone.</i> 3. <i>It's ok to experience multiple emotions at the same time, or to experience no emotion, or to feel blank. Reassure the children that all of these are normal.</i> 			
<p>Regular Activities:</p> <p>Other activities for Day 1 can be:</p> <ol style="list-style-type: none"> 1. Read a book 2. Some regular classroom activities 3. Dance 4. Play sports 			
<p>Activity 5: Teacher Says</p> <p>Objective: Energize students & leave them on a positive note</p>		<p>10</p>	<p>135</p>



<p>Instructions:</p> <p>T: "Teacher says (or Gopal Sir says) show a happy face": everyone makes a happy face.</p> <p>T: "Teacher says clap your hands": everyone claps their hands</p> <p>T: "Jump!": no one should jump because the teacher didn't say "Teacher says."</p> <p>T: "Teacher says say we will be happy": everyone says "We will be happy"</p> <p>T: "Teacher says Say something nice to your friend": everyone says something nice to the friend next to them.</p> <p>T: "Go to sleep!": students don't because the teacher didn't say "Teacher says."</p> <p>T: "Teacher says pass a smile to the person next to you": The person next to the teacher passes the smile to the next person, and the smile goes round and comes back to the person.</p>			
<p>Activity 6: End of Day Activity</p> <p>Objective: Students leave school on a positive note</p> <p>Instructions:</p> <ul style="list-style-type: none"> Spend a few minutes singing the song as a whole class: Eg: "If You're Happy and You know it" or "Phulko aankha ma" or any other song of your choice. <p>Teacher's note:</p> <ol style="list-style-type: none"> The end of day activity can be any other energizer or a breathing, listening exercise as well. At the end of each day, give the students a few minutes to reflect on the day. For example: How was your day? Which activity did you enjoy the most? 		15	150



Antelope Story

It was a bright and beautiful day with a blue sky above and green grass below. In the plains of Africa a herd of deer were grazing happily in a green meadow. A little further away could be seen trees that gave shade when it became too hot. There were mother deer, father deer, sister deer, brother deer and grandfather deer all scattered around. Besides, there were aunts, uncles, nephews and nieces too. It was a happy herd there.

Mother Deer who was very sensitive happened to look behind and thought she saw some movement in the trees. Was it a lion? She wasn't sure but her heart began to beat faster. She didn't want to alarm the younger ones so she said softly to Father Deer, "I think I sense a lion behind the trees." Father Deer was alarmed but before he could say anything, Uncle Deer, who got nervous easily, heard him and began to run for his life. All the others followed suit except for old Grandpa Deer who was too old to run.

The lion who was hiding behind the trees and planned to attack stealthily saw the deer running and went after them. Poor Grandpa, he looked in front and saw his family and friends, far ahead of him and when he looked back he saw the lion coming after him. "If I don't run fast enough I will be the lion's dinner," he thought. But what could he do? Grandpa Deer's poor, old legs refused to run fast. He felt that his heart was running much faster than his feet. Suddenly he could run no more so he just lay down pretending to be dead. Grandpa knew the lion was coming closer because he heard the heavy breathing. He tried to be as small as a mouse and breathed as little as possible and waited for the lion. In just a little while the lion came upon Grandpa Deer, circled around and sniffed him closely. Grandpa was as frightened as anyone can be. He gave up all hope of living. "Ughh! Dead meat," said the lion. And just as he had heard the lion coming towards him, now he heard the lion moving away from him. Grandpa Deer was overjoyed and couldn't believe his good fortune. He waited a while and lifted his head just a wee bit to make sure the lion was far away. Then Grandpa, who a little while ago thought he would be dead, found himself alive and well. He shook himself, jumped around and waited until he could join the herd.



Lesson Plan

Day 2: Sequence of Classroom Activities

Activity 1 – Warm-Up: “Let’s All”

Activity 2 – Window Activity on Expressing our Feelings

Activity 3 – Writing about Emotions

Activity 4 – Earthquake Drill

Regular School Activities

Activity 5 – I Am Going to Help Myself

Activity 6 – Singing a Song

Activity	Material	T	AT
<p>Morning Message</p> <p>Objective: Bridge-in, help students settle & get ready for class.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Write the following message on board/chart before classes begin. Teacher asks a student to read the message, and then reads out the list of Activities for the day. <p>Dear Students, Date:</p> <p>Good Morning and Namaste,</p> <p>I hope you enjoyed what we did yesterday. Today we have various activities planned and we will slowly start with our regular school work as well. We will begin the day with a warm-up activity and end with a song.</p> <p>We hope you have a good time</p> <p>Thank you.</p> <p>Teacher’s note: <i>Please start the day with a message. We have provided sample messages on each lesson plan. You can modify and adapt according to your needs.</i></p>	Chart paper (optional)	5	0



<p>Activity 1: Warm-Up Activity “Let’s All”</p> <p>Objective: To make the children safe, comfortable and ready for learning</p> <p>Instructions:</p> <ul style="list-style-type: none"> • T refers to the teacher in the class • T asks students to form a circle • Students take turns to shout “Let’s All....” followed by an action of that activity which everyone in the circle has to copy; for example: “Let’s jump 5 times”- everyone jumps five times; “Let’s all laugh,” everyone laughs. Children take turns giving commands. 		10	15
<p>Activity 2: Expressing Our Feelings (for older students)</p> <p>Objective: Identifying feelings and connecting to them.</p> <p>Instructions: A) Window Activity: Briefly discuss examples of feelings/emotions on the chart-paper or note book</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide students into groups of about four. • Depending on the class size, put up the newsprint papers with the following prompts on six (or two sets of six) different parts of the room or on notebooks on tables <p>Prompts</p> <ul style="list-style-type: none"> • <i>I feel sad when.....</i> • <i>I feel scared when</i> • <i>I feel angry when.....</i> • <i>I feel happy when</i> • <i>I feel safe when</i> • <i>I am good at (e.g.: playing the guitar, making others laugh, helping others, taking care of my grandmother)</i> <ul style="list-style-type: none"> • Ask students for a couple of examples for each feeling. • In their groups, the students spend three minutes jotting down their responses to the prompt. • T gives a signal to move to the next window, and tells students: “Read what has been written, and add your response without repeating what has been recorded” 	<p>News print paper; Markers; Masking tape</p> <p>Paper to write stories; pencils</p>	75	90



<ul style="list-style-type: none"> Students will spend two to three minutes on each feeling. Keep rotating until all groups have spent time working with all prompts. Ask groups to present what is written on the windows they are at. <p>B) Writing About Emotions Each student chooses one emotion and writes a story/poem. They share it. If the class is too large, the teacher forms two groups to share.</p>			
<p>Teacher's note: <i>This can be compiled into a book titled: Emotions of Grade... (optional)</i></p>			
<p>Activity 2: Expressing Our Feelings (for younger students)</p> <p>Objective: Identifying feelings and connecting to them.</p> <p>Instructions: A) TV Screen/Mike</p> <ul style="list-style-type: none"> In the large group, brainstorm a list of feelings / emotions people experience (e.g. happy, sad, angry, lonely, hungry, scared, excited, etc.) T uses chart paper to record all emotions as they are shared. Either have an A3 paper frame (2" frame with the inside cut out) or use the index finger and thumb to make a frame to represent a TV screen around your face. <ul style="list-style-type: none"> Step 1: T demonstrates how to hold the frame in front of the face and says "I am happy because...", then "I am sad because..." Step 2: The student on the right then says comforting words in response to the teacher's sadness. Step 3: That student takes a turn with the TV screen and the student on the right says comforting words. The process continues till everyone has had a turn. 	Pens crayons Markers Paper cut- out for TV screen. Paper to write stories and to make a book	75	165
<p>Teacher's note: <i>If a student does not speak, the teacher will help by prompting, or let the student pass.</i></p> <p><i>This is a good time for students to have a break.</i></p>			
<p>B) Making the Book of Happy and Sad</p>			
<p>Teacher's note:</p>			



<ul style="list-style-type: none"> • T gives each child a page that says “When my friend is sad, I make him/her happy by...” Students will write, or draw what they will do, and share it with the class. • The teacher then compiles the book titled: “The Grade ... Book of Happy and Sad” 			
<ol style="list-style-type: none"> 1. <i>Make real life connections between the emotions- when our friends feel sad, there are things we can do to make them feel happy. When they feel scared, there are things to do to make them feel safe. How can you use your strength to help others?</i> 2. <i>Let students know that it’s normal to have different feelings/emotions or have no feeling/emotion during and after the earthquake.</i> 			
Activity 3: Earthquake Drill: Directions and Practice. Objective: Physically experience the procedures to be followed in an earthquake		30	195
Teacher Note: <i>The trained teacher, together with the school management and all the teachers will come up with an earthquake drill suitable to their school. The school will agree on a common time to hold any earthquake drills.</i>			
Instructions: <ul style="list-style-type: none"> • Discuss with students the importance of an earthquake drill. • Discuss the procedure of the drill and inform the children that an earthquake drill will take place. Emphasize that it is important to know what to do and where to go in an emergency and to remain quiet and not run. • Let the children know that it is important to have a plan because it makes us feel safe. • Conduct the drill. • Have a post-drill reflection and sharing with students to see if everybody followed the procedures, what mistakes people made, and how can we be better prepared for the next drill. 			
Regular School Activities			
Activity 4: I Am Going to Help Myself Objective: Recognizing the importance of taking care of oneself Instructions:		15	210



<ul style="list-style-type: none"> • Everyone sit in a circle, take turns to finish the sentence, "When I go home I am going to help myself by...." • Examples: playing with my younger brother, eating a snack, keeping my sleeping area clean.... 			
Activity 5: End of Day Activity Objective: Students leave school on a positive note Instruction: <ul style="list-style-type: none"> • Take a deep breath, hold it and breathe out slowly • Relax your body as you do so • Listen to the sound of your breathing • Do this five times • End with a song 		5	215
Teacher Note: <i>At the end of each day, give the students a few minutes to reflect on the day. For example: How was your day? Which activity did you enjoy the most?</i>			



Lesson Plan

Day 3: Sequence of Classroom Activities

Activity 1 – Warm-Up Activity: Jump

Activity 2 – I am Good At: Story Making and Telling

Activity 3 – Statue

Activity 4 – What Causes Earthquakes

Regular School Activities

Activity 5 – Story to Drama/Art

Activity 6 – End of Day Activity

Activity	Material	T	AT
<p>Morning Message</p> <p>Objective: Help students settle & get ready for class.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Write the following message on board/chart before classes begin. Teacher asks a student to read the message, and then reads out the list of Activities for the day. <p>Dear Students, Date:</p> <p>Good Morning and Namaste,</p> <p>We will begin with another warm-up activity today. After this we will compile a collaborative class book, talk about what causes earthquakes and play some fun games. We will keep the book in the class so that you can read it when you feel like it.</p> <p>I hope you have a good time.</p> <p>Teacher's name</p>		5	0



<p>Teacher's note: Please start the day with a message. We have provided sample messages on each lesson plan. You can modify and adapt according to your needs.</p>			
<p>Activity 1: Jump</p> <p>Objective: To make the children safe, comfortable and ready for learning</p> <p>Instructions:</p> <ul style="list-style-type: none"> Form a circle holding hands, introduce the rules, and let go of each other's hands When the instruction shouts "JUMP IN", jump in. When the instructor shouts JUMP OUT", jump out. When the instructor shout "JUMP", jump on the spot. 		5	10
<p>Activity 2: I am Good At: Story Making and Telling</p> <p>Objective: Recognizing our own strengths and feeling positive</p> <p>Instructions: (for older students)</p> <ul style="list-style-type: none"> On a newsprint paper, write the title 'I am good at', then write down the names of the students in a list. Ask students one by one and fill up the paper with what they have to say about themselves. Eg: Raju: I am confident Kiran: I have a sense of humor And so on. Ask students to write down a story/poem/comic strip about how they have used their strength. This can be illustrated if they finish early. T then takes the stories to compile into a book "I Am Good At" to be shared by the author the next day. <p>Instructions: (for younger students)</p> <ul style="list-style-type: none"> Give each child a horizontal piece of paper divided into two down the middle. <ul style="list-style-type: none"> Half the page: At school, I am good at..... Half the page: At home, I am good at..... Give children time to think, write and draw. Do not rush them. For younger students the teacher will write what the students dictate, as s/he goes around the class observing. 	Chart paper, Writing material, Paper for the stories	45	55



<ul style="list-style-type: none"> Compile drawings and text into a class book titled "I Am Good At" to be shared the next day. 			
Teacher's note: <i>Make a compilation of all the artwork & activities students have been making. These can be presented/shared later.</i>			
Activity 3: Statue Objective: Warm up exercise Instructions: <ul style="list-style-type: none"> T asks students to stand up and play statue. This means that they have to pick a position that looks like a statue and freeze into it. Slowly, the teacher will tell them that only their eyes have come unfrozen so they can move it. Then slowly life begins to enter the top of their head, their face (now they can play with their facial expressions) Then their neck comes unfrozen so they can move it, then their left shoulder (but not the rest of their hands - how will you move your hand when you can only move your shoulder?), then the right shoulder One by one, T will guide the students to melt their entire body after which they can shake and jump and move as they wish for a few seconds. After that, T asks students to settle down for the next activity. 		10	65
Activity 4: What Causes Earthquakes Objective: <ul style="list-style-type: none"> Students will know about the different tectonic plates Students will understand different types of tectonic plate movements Activity 4.1: "Tectonic Jigsaw" Instruction: <ul style="list-style-type: none"> Divide Students into small groups of 4. Distribute the tectonic plate cutouts to different teams and give them scissors to cut out the details in 5 minutes. Merge the groups and ask them to solve the jigsaw in 5 minutes. 		30	85



<ul style="list-style-type: none"> Explain that the earth's outer shell is divided into several plates(as in Jigsaw) that glide over the semi solid mantle layer. The interaction between plates while it glides creates earthquake. <p>Activity 4.2: “Visualizing the Interaction”</p> <p>Instruction:</p> <ul style="list-style-type: none"> Form a circle and use hand movements to demonstrate the 3 types of faults and ask Students to follow the movements, 10 minutes <ol style="list-style-type: none"> Dip slip (normal - the plate moves downward, reverse - the plate moves upwards) Strike slip - the plates move sideways Oblique - combination of both dip slip and strike slip Explain that these movements cause earthquakes. Ask them what type of movement there was in the earthquake in Nepal. 			
<p>Teacher’s Note: <i>This activity may take more time with older students as they may have may questions. Don’t feel that you need to have all the answers. Tell them there will be time to discuss more in depth in the future and according to the interest of all students. If any student wants to do a special project, let them know that s/he can share it at a later date.</i></p>			
<p>Activity 5: Story to Art/ Story to Drama</p> <p>Objective: Expressing stories through art/drama and identifying coping mechanisms</p> <p>Instructions:</p> <p>Option 1: Story to Art</p> <ul style="list-style-type: none"> Opener: Ask participants if they like to listen to stories, or like to draw? Demonstration: T will read one story; T has already drawn a picture for that story already and shares how to do it with the students. (5 minutes) Divide students into groups of 4 or 5 depending on class size. Give one story to each group and ask them to read the story for 3 minutes. Then ask each group to draw their story on paper for 5 minutes. 	Written stories; paper, pencils, pre-drawn story	60	145



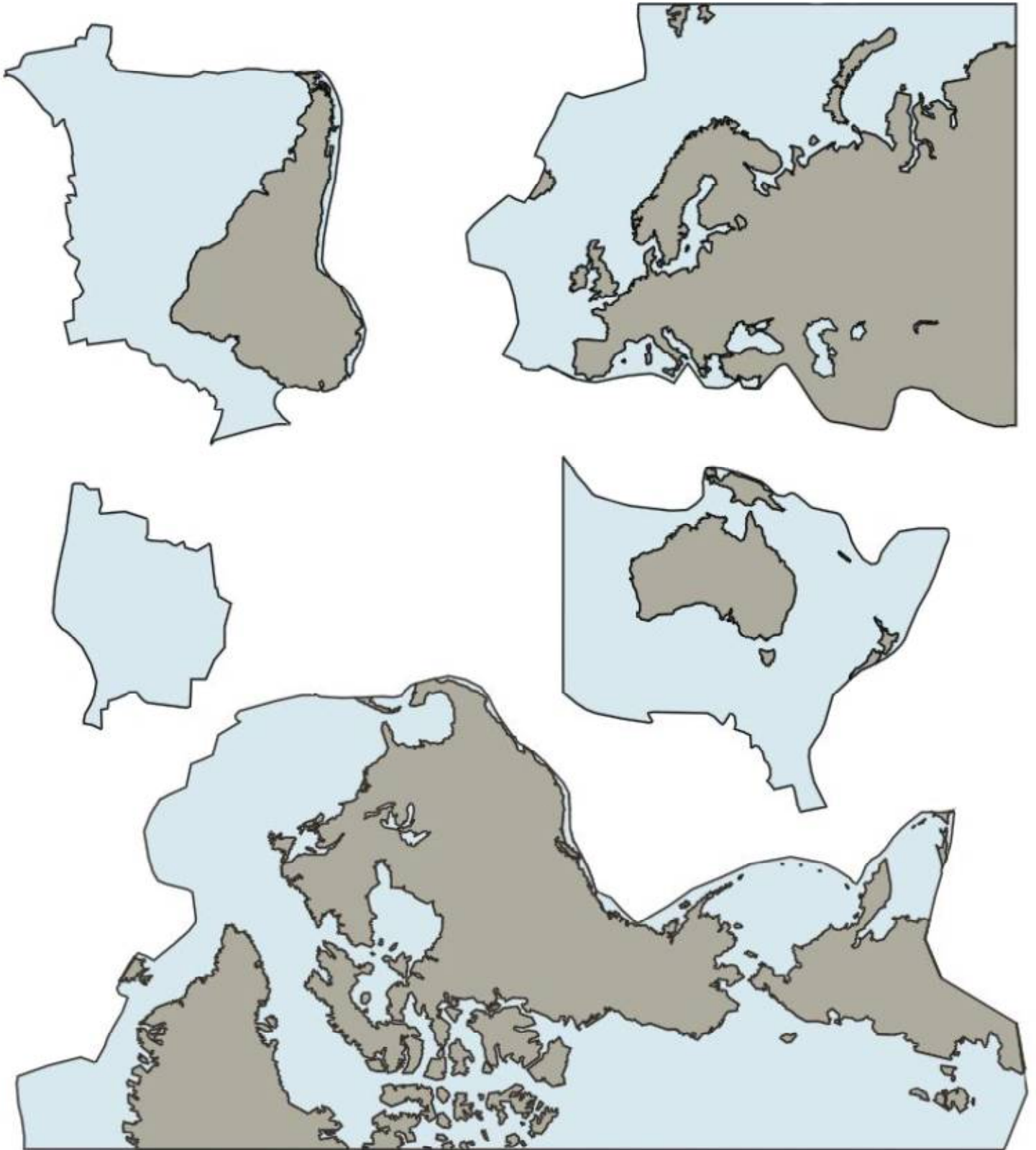
<ul style="list-style-type: none"> • Ask each team to choose a storyteller. The storyteller will stay at the table. • Jigsaw activity: Ask other group members to move from one group to another, where the storyteller tells their story for 1 minute. Then the group moves in clockwise direction to the next table, until they have heard all stories. • In the original groups, ask participants to share all the stories with the storyteller of their group. • Ask one of the student to tell the first part of their story and then jump from one student to another to hear bits of the story until it ends. Finish retelling all the stories within five minutes. • Reflection: Discuss the stories, focusing on any coping mechanism in the stories. In a large group with all participants, discuss: <ul style="list-style-type: none"> - Did anyone have similar experiences? (Have students raise hands) - How did you overcome that situation? - Could there have been a better option in that situation? - Can you apply the same strategy to overcome problems? <p>Option 2: Story to Drama</p> <ul style="list-style-type: none"> • Opener: Ask participants if they like to listen to stories, or like to act stories out? Tell them that they will be working with stories today. • Break students into groups of 4 or 5. Give one story to each group and ask them to read the story for 3 minutes. • Students go in their groups to a part of the classroom or outside for 15-20 minutes to practice acting their story. • They return to the classroom and act out the stories one at a time. • Reflection: Discuss the stories, focusing on any coping mechanism in the stories. In a large group with all participants, discuss: <ul style="list-style-type: none"> - Did anyone have similar experiences? (Have students raise hands) - How did you overcome that situation? - Could there have been a better option in that situation? - Can you apply the same strategy to overcome problems? - 			
Regular School Activities			
Activity 6: End of Day Activity		10	155

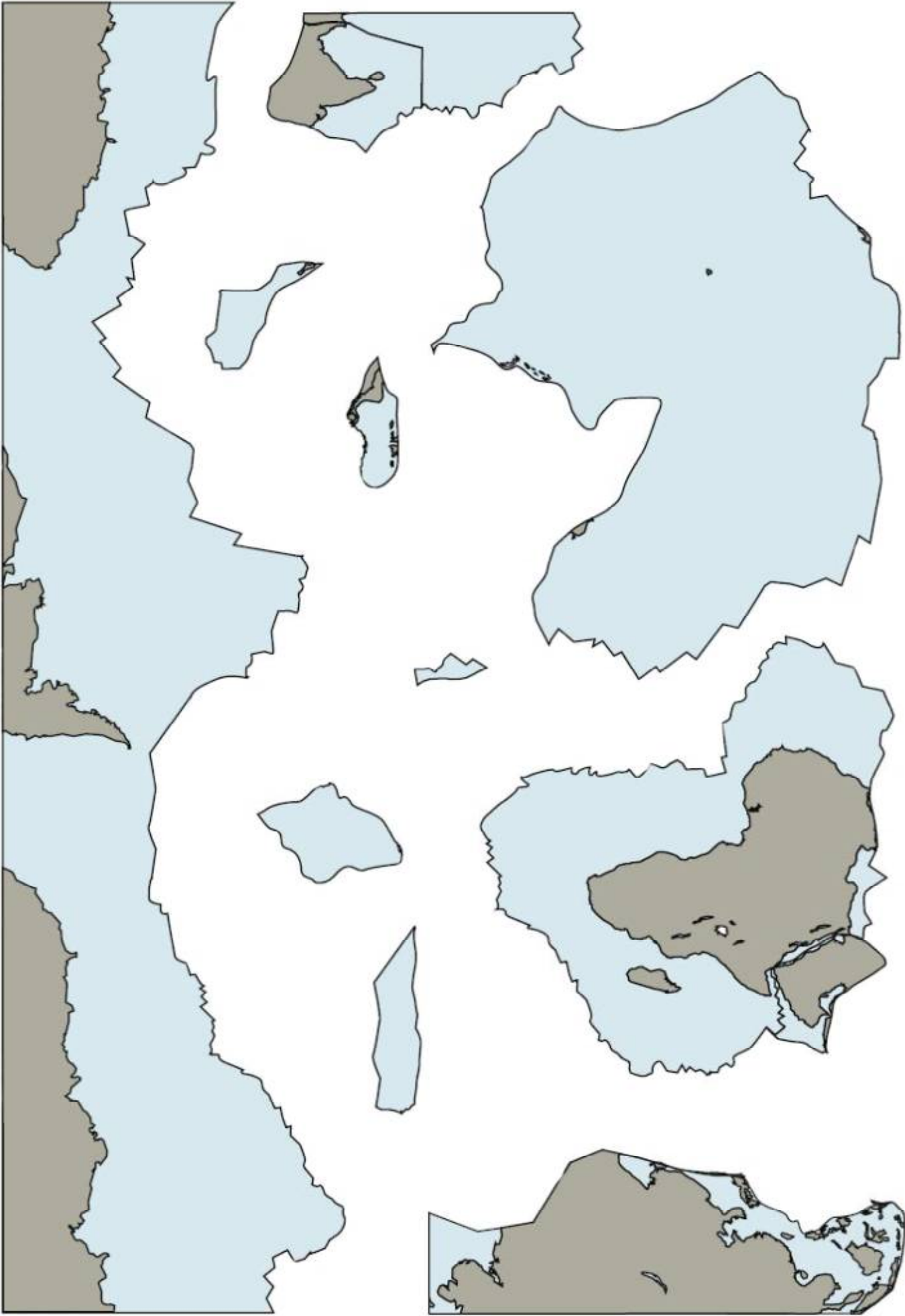


<p>Objective: Students leave school on a positive note</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Spend a few minutes singing a song as a whole class. 			
<p>Teacher's note:</p> <ol style="list-style-type: none"> 1. <i>By now you have done many energizers with your students. You can end the day with an energizer from the previous days or improvise as you please.</i> 2. <i>At the end of each day, give the students a few minutes to reflect on the day. For example: How was your day? Which activity did you enjoy the most?</i> 			



Puzzling Plates







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Best Friends Being Separated

Manisha and Namrata were best friends. Whatever they did, wherever they went, it was together. If you were looking for Namrata then you just had to ask Manisha. But Manisha and Namrata were crying in the classroom because Manisha was leaving the school to go to Janata Madhyamik Vidhyalaya. They would not be together now. All the students in the class tried to console them that they could always meet after school. But both the girls continued to cry. The class didn't know what to do.

Just then Kabita entered the class. Kabita was known for her sense of humor and knew how to make people laugh. Kabita looked at the girls crying and all the other classmates trying to console them. Then she made a monkey face and pretended to cry like them. Namrata and Manisha noticed her imitating them and suddenly began to laugh and in a while the whole class was laughing with Kabita.

Coping Mechanism: Sense of humour like how Kabita uses his sense of humour to make his friends laugh.

After the Earthquake

Three weeks after the massive earthquake, Kalpana was still terrified to enter her house. She felt safe and secure in the tent outside even though people had begun to return to their own houses. Her parents tried to explain that their house was okay and they could go in. But she was not convinced. As they spoke to Kalpana, Sunil uncle, who lived next door was also trying to pacify his son Anil who was a little older than Kalpana.

Sunil uncle sat Anil and Kalpana together and brought out pictures of how and why earthquakes happen. He explained how, in Japan earthquakes were very frequent but since houses there were sturdily built, there was very little damage even during big earthquakes. In a little while around 14-15 children had gathered around Sunil uncle wanting to know more about earthquakes.

Sunil uncle took all the children for a walk around the neighborhood and pointed out that the government had stuck different colored stickers on houses. The houses that had been badly affected had red stickers and people could not live there. The houses that had sustained damages in certain parts had yellow stickers and people could live there after repairing the damage. The houses that had no cracks or damage, got green stickers. The children now wanted to run home and see what color sticker their house had. Kalpana was surprised to see that their house had a green sticker. Anil's house too had a green sticker so they happily went into their houses.

Coping Mechanism: Finding out true facts helps to dispel fear. Kalpana got to know the true facts about the earthquake

A Lost Dog

Punte was Ravi's best friend from the time he was a puppy. At home Punte followed Ravi wherever he went. One afternoon when Ravi returned from school, he found Punte's kennel wide open. Ravi's mother said, "Punte has been missing since 10 a.m. this morning." Hearing this Ravi was shocked as well as worried for Punte.

"Punte! Punte," Ravi ran around the neighbourhood calling for his beloved dog but there was no sign of Punte anywhere. Feeling helpless about what to do, Ravi went to his room and sat down. He stared at a large photo of Punte's. He was filled with love as well as loss for Punte and began writing his feelings down. Ravi enjoyed writing poetry and within a few minutes he had written a beautiful poem about Punte. After he read the poem he felt a little better. Then an idea struck him. "Why not stick Punte's picture and the poem in the neighbourhood?" he thought. It would definitely help him find Punte very soon. Feeling much better already and having a plan, Ravi went to bed. The next morning, he would make sure to go and look for Punte.

Coping Mechanism: Expressing feelings in writing. Ravi wrote his poems.

Misunderstanding with a classmate

Classes were going on like any other normal day. Shankar was doing his classwork, when Rajesh tugged at his hair. "Pick up my eraser," Rajesh said. Shankar gave Rajesh the eraser, but within minutes, Rajesh pulled his hair again. "Pick up my eraser", he said again, and laughed with his friend Manoj. Mahendra sir was teaching simplification. He asked what was wrong, and gave Rajesh his eraser. He told the boys to stop making noise. Shankar felt hurt and disrespected but kept quiet and pretended to be working.

Shankar wanted to reach home early so that he could share the incident with his mother. However, when he reached home he realized that she had gone out to run some errand. Shankar didn't feel like eating or doing anything else. He went straight to his room and his eyes fell on the guitar. Shankar picked up the guitar and began playing music. He kept playing for a while and after some time he realized that he didn't feel unhappy and humiliated anymore. In fact, Shankar felt calm and relaxed, then he waited for his mother to come home.

Coping Mechanism: Following one's interest in music like how Shankar decided to play the guitar.



Moved to a New School

Suresh's father got a new job in Biratnagar so they had to move from Butwal to Biratnagar. Suresh and his sister were admitted to a new school in Biratnagar. When Suresh entered his new class in grade seven he was surprised to see that no one came to talk to him. Not even the teacher paid him much attention. In fact, during lunch break he had to eat his tiffin alone.

On the way home Suresh kept thinking about having no friends in school and missed his old friends. In Butwal almost everyone in school knew him and he had friends outside school too. He felt bad, but again he said to himself, "I can't be without friends forever. If I sit and do nothing I won't have any friends. I must do something." So the next day as soon as he reached school, Suresh went straight to a boy who had just come into the classroom. He said, "Hello! I'm Suresh and new to this school. I don't have any friends here- they're all in Butwal. Would you like to be my friend?" "I'm Rahul and I would be happy to be your friend. Come outside, I will introduce you to my friends," the boy replied. By the end of the day Suresh had not only made friends but also had a plan to play football with them the next day. Suresh went home a happy boy.

Coping Mechanism: Taking the initiative like how Suresh decided to come forward and make friends.

After Witnessing the Disaster

Fourteen-year-old Suman was considered as one of the brave boys in class, who listened to friends' problems and helped them solve them. He was always there to help and console others. On April 25/ Baishakh 12, Saturday, he was playing football with his friends nearby. Suddenly, the ground shook hard and numerous structures and buildings collapsed. Thankfully, Suman and his friends were safe. Later in the afternoon, they went for a walk to Basantapur Durbar Square after hearing about the destruction in that area. But when they reached the area and saw the damage and destruction of the ancient structures, Suman couldn't contain himself and broke down. He sat on the rubble and cried his heart out.

Suman's friends couldn't believe that a boy like Suman would cry like that. They sat down with him and gave him the space he needed to pour out his grief because they understood that crying doesn't make one weak, rather it helps one feel lighter. They felt that it was okay for people to cry and express their grief.

Coping Mechanism: It's okay to cry and express sorrow like how Suman did.



Broke Something Valuable

Sameera was at home playing hide and seek with her friend Anjana. Sameera hid under the kitchen table. While trying to get out, she tripped on the mat and fell. Her mother's crystal vase came crashing down with her. She hurt her finger with the glass while trying to pick up the broken pieces. She began to cry because although she was hurt she was more scared about her mother's crystal vase.

Sameera didn't know what to tell her mother when she returned. She talked about it with Anjana. "I'm so scared. That vase was given to my mother by my grandmother and my mother handled it so carefully. She had taken it out today to clean it. Oh !look what I've done," Sameera told Anjana. "You must be feeling very scared," Anjana said, "but you should just tell your mother the truth when she comes. You didn't break it on purpose. I'm sure she will forgive you because you are much more precious to her than the crystal vase." When she heard this, Sameera agreed with Anjana and hoped her mother would understand and forgive her. Sameera felt much better and after putting some dettol on her finger she waited for her mother to come home.

Coping Mechanism: Talking to a friend like how Sameera spoke to Anjana.





Lesson Plan

Day 4: Sequence of Classroom Activities

Activity 1 – Saying Something, Doing Something

Activity 2 – Sharing “I Am Good At”

Activity 3 – Facing Fear

Activity 4 – How Has my Life Changed?

Activity 5 – Earthquake Drill

Regular School Work

Activity 6 – End of Day Activity

Content	Material	T	AT
<p>Morning Message</p> <p>Objective: Bridge-in, help students settle & get ready for class.</p> <p>Instruction:</p> <ul style="list-style-type: none"> Write the following message on board/chart before classes begin. Teacher asks a student to read the message, and then reads out the list of Activities for the day. <p>Dear Students, Date:</p> <p>Good Morning and Namaste, Welcome back. Today we will start with a really funny warm-up activity. After that we will share the Class Book that we made yesterday. When it's your page, you will share. If you don't want to read it, let me know. Later on we will also review and practice the earthquake drill. I hope you remember the guidelines we discussed on the second day.</p> <p>Have a great day,</p> <p>Teacher's name</p>		5	



<p>Teacher's note: Please start the day with a message. We have provided sample messages on each lesson plan. You can modify and adapt according to your needs.</p>			
<p>Activity 1: Saying Something, Doing Something</p> <p>Objective: To make the children safe, comfortable and ready for learning</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Form a circle • One student comes to the middle and acts out an action (e.g. jumping) • Another student comes in and asks, "What are you doing?" • Then the first student says something different from the action which she is doing (so instead of saying "jumping" she says "swimming") and leaves the center. • Now the new student at the center has to act out the new activity that the previous student said (swimming) • Next student comes into the circle and repeats until everybody gets a chance 		15	20
<p>Activity 2: Sharing book "I Am Good At"</p> <p>Objective: Recognizing your strength and feeling positive</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Students will take turns sharing their strength they had written in the "I Am Good At" book they made the day before • Praise each student's strength by clapping after he/she finishes sharing. • If some students do not want to share, T can come back to them after everyone else is done sharing. If they are still reluctant, tell them it's okay. • T can ask if students can relate with the stories and use their strength to help their friends/family 	Book made the previous day	30	50
<p>Teacher's note: Students might be confused about what their strengths are so T can initially give an example or two based on what they think their own</p>			



<p><i>strength is and how they can and wish to help others. Example: "I am good at listening to people. I can listen to other people's stories and make them feel comfortable."</i></p>			
<p>Activity 3: Facing Fear</p> <p>Objective: Recognizing your fear and learning to overcome it using your strengths</p> <p>Instructions:</p> <ul style="list-style-type: none"> • T: "In the earlier session, we shared on what we are good at. Now we will focus on things we like." • Hand out the piece of paper with a big hexagon drawn on it. • Ask students to make a hexagonal stop sign by cutting paper • Ask students to write things they like to do that makes them happy on one side of the paper. • Tell students, when they are sad or afraid, that they should think of the stop sign they made and then do something they have written at the back of the sign. 	<p>Pieces of paper with Hexagon drawn in; Pencils; scissors</p>	<p>20</p>	<p>70</p>
<p>Teacher's note: <i>The main idea is for students to understand that the things they like or enjoy doing can also be used as strengths to overcome their fears.</i></p>			
<p>Activity 4: How Has My Life Changed?</p> <p>Objective: Acknowledging that life has changed and understanding that this is so for everyone in the class.</p> <p>Instructions:</p> <p><u>For older students</u></p> <ul style="list-style-type: none"> • Divide the class into four or five small groups. • Share orally in small groups, "How has my life changed?" • Then after they have all shared in their small groups, ask one person from each group to share with the whole group. <p><u>For younger students</u></p> <ul style="list-style-type: none"> • Teacher starts to share. • Then everyone takes turns to share. • The teacher will lead and encourage, without forcing anyone to speak. 		<p>20</p>	<p>90</p>



<p>Teacher's note: Teacher should model what has changed in their life and how did they move on.</p>			
<p>Activity 5: Earthquake Drill Practice</p> <p>Objective: To develop the skill to evacuate the building safely and without panicking in the shortest time possible</p> <p>Instructions:</p> <ul style="list-style-type: none"> Start by asking students to take turns to repeat the steps to evacuating the building. If the students miss any step or give incorrect information, ask the other students if they agree. After the students repeat the steps, then practice the drill by timing it. If it took 2 min the previous day, it should take less time today. 		10	100
<p>Teacher's note: <i>T needs to follow all the steps that the school has agreed on (such as how to behave, take attendance, where to meet, what to do when you are not in the classroom at the time of an earthquake, etc).</i></p>			
<p>Regular School Work</p>			
<p>Activity 6: End of Day Activity</p> <p>Objective: Students leave school on a positive note</p>		15	115
<p>Teacher's note:</p> <ol style="list-style-type: none"> By now you have done many energizers with your students. You can end the day with an energizer from the previous days or improvise as you please. At the end of each day, give the students a few minutes to reflect on the day. For example: How was your day? Which activity did you enjoy the most? 			





Lesson Plan

Day 5: Sequence of Classroom Activities

Activity 1 – Model a Morning Meeting in Class

Activity 2 – Warm-Up, How I have become Strong

Activity 3 – Rebuild Physically

Activity 4 – Rebuild Drawing

Regular School Activities

Activity 5 – Mirrored Feelings

Activity 6 – Stretching & Movement

Activity	Material	T	AT
<p>Morning Message</p> <p>Objective: Bridge-in, help students settle & get ready for class</p> <p>Instruction: Write the following message on board/chart before classes begin:</p> <p>Dear Students, Date:</p> <p>Good Morning and Namaste,</p> <p>We will begin with a morning meeting. After this we will compile a collaborative class book, talk about what causes of earthquakes and play some fun games. We will keep the book in the class so that you can read it when you feel like it.</p> <p>I hope you have a good time.</p> <p>Teacher's name</p>		5	0
<p>Teacher's note: Please start the day with a message. We have provided sample messages on each lesson plan. You can modify and adapt according to your needs.</p>			



<p>Activity 1: Morning Meeting</p> <p>Objective: <i>Students learn to share their ideas and feelings and listen to that of others (see teacher note at end of lesson plan)</i></p> <p>Instructions:</p> <ul style="list-style-type: none"> • T writes on the board: Good Morning Students, I hope all of you are feeling well and safe this morning. Today we are going to talk about what we can do to help our community. • Ask the students to sit in a circle, and greet them with a namaste. • Ask one child to volunteer to read the message on the board. • Ask students to think on the topic for discussion. • After giving them some time to think, ask them if they are all ready. • When the students are ready, ask the students to share their ideas, and write down each idea on the chart paper/board. • When the idea is repeated, T makes one tally mark next to the idea that has been shared. • When all the students have finished sharing, T either asks the students to read the points or reads it for the students. • The teacher asks the students to decide on one activity they would like to implement. • The teacher tells the students that they will discuss how to implement their service in the next meeting. • The teacher thanks the students for their participation. • Reflection: After the meeting is over, spend a few minutes discussing the importance of a morning meeting. Example questions: <ol style="list-style-type: none"> a. What did you like about it? b. How did sharing what you have to say (what was in your mind) feel? c. Did you learn anything from listening to your friends? d. Were there any similarities/differences? e. Would you like to have similar meetings in the future? Why? 		45	50
<p>Activity 2: How I Have Become Strong</p> <p>Objective:</p>		10	60



<p>Recognizing our own strengths and feeling positive</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask the students to sit/stand in a circle. • One volunteer is in the middle of the circle. The person in the middle has his/her eyes closed and starts clapping. When the clapping starts, the ball is passed in a clockwise motion. • When the clapping stops, the person who has the ball, comes to the center and shares how he/she has become stronger after coming to school. • Others can question, ask for elaboration or share similar experiences. This student then takes the place of the volunteer, closes his/her eyes and starts clapping. • The game continues till 6-8 students have shared, and most of the other students have had some chance to ask questions. 	<p>A ball or any object to pass in a circle</p>		
<p>Activity 3: Rebuild Physically</p> <p>Objective: Using past experiences/knowledge and an awareness of our strengths to instill hope for the future</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Ask the class to list the landmarks that have been destroyed in their neighborhood (or in Kathmandu) that they are familiar with, and miss. The class then selects four landmarks/structures that they would like to rebuild the most. • Teacher makes chits with all landmarks/structures they suggest. • Divide the class into 4 groups and each group selects one chit. • Students go into different parts of the room (or outside) and quietly practice rebuilding the structure with their bodies, as a group. • When they are ready, the teacher asks them to return, and asks one group at a time to make their structure. The others guess which structure it is. 		15	75
<p>Activity 4: Re-Build</p> <p>Objective: Using past experiences/knowledge and an awareness of our strengths to instill hope for the future</p>	<p>Glue Scraps of paper Sheets of paper to make the collage on.</p>	45	120



<p>Instructions: For Older Students</p> <ul style="list-style-type: none"> • Talk about what they would like to build if they could and imagine how it would look after they rebuilt it. <ul style="list-style-type: none"> ◦ Would they like it to look the same as before? ◦ Would they like to delete old features? ◦ Would they like to add new features? • T asks students to review the list they created for Activity 3, and pick one building/monument they would like to rebuild through collage. They get the material provided and work in pairs. • When finished, four pairs get together and share their work with each other. <p>For Younger Students</p> <ul style="list-style-type: none"> • Give students some cutouts of different shapes and ask them to create whatever they would like to rebuild. They work in groups of four. <ul style="list-style-type: none"> ◦ Cutting paper into different shapes ◦ Pasting the shapes together to create new shapes ◦ The collage should include a picture of a strong building that you would like to be part of your community • When they are finished, each group explains to the rest of the class what they have rebuilt. 			
<p>Teacher's note:</p> <ol style="list-style-type: none"> 1. <i>This collage activity is to have a positive impact on the students, helping build a sense of confidence and hope for the future.</i> 2. <i>Teachers show students a collage of something other than a building. It could be a collage of a tree, or a cup or anything that is not related to a monument or their home.</i> 			
<p>Regular School Activities</p>			
<p>Activity 5: Mirrored Feelings</p> <p>Objective: Students will explore how different feelings are conveyed physically</p> <p>Instructions:</p>		<p>15</p>	<p>13 5</p>



<ul style="list-style-type: none"> ● Ask students to stand in a circle. T asks them to make a pair. One student is the leader and the other is a mirror, they exchange after each activity. ● T calls out one feeling; for example, happy. ● The leader makes a happy face, and the mirror makes an even happier face. ● The teacher then calls out a negative feeling: sad. ● The leader makes a sad face, the mirror makes a least sad looking face. ● The teacher can call other feelings, angry, excited, strong, relaxed. ● The activity ends when they have experience with five or six feelings. ● The teacher says: It is important for us to make our negative feelings small and our positive feelings very big. 			
Activity 6: End of Day Activity Objective: Students leave school on a positive note		10	14 5
Teacher's note: <ol style="list-style-type: none"> 1. <i>By now you have done many energizers with your students. You can end the day with a song or energizer from the previous days or improvise as you please.</i> 2. <i>At the end of each day, give the students a few minutes to reflect on the day. For example: How was your day? Which activity did you enjoy the most?</i> 			



Teacher's Note

Morning Meeting:

It is recommended that teachers use the opportunity created by the earthquake to conduct morning meetings with their students. They can be limited to half hour each day, but must be done regularly.

Morning meetings build a sense of community as the teacher ensures that all students get equal opportunity to participate. Students listen to each other and exchange ideas. The morning meetings provide students with the opportunity to speak and listen effectively, to make choices, and to settle differences when they arise. These are skills critical to any community. By addressing differences in a group meeting, rather than imposing solutions and rules on children, the teacher shows that every member of the community has a right to contribute ideas and gain respect.

When teachers model how to act in morning meetings, they are teaching students various skills such as: how to speak so others will understand, how to listen respectfully when others are speaking, and how to solve problems and contribute to the group.

In addition, a well conducted morning meeting fosters democratic skills, respect for the community, empathy, a sense of community. It includes all the children, gives them choices, provides a safe space with lots of room for reflection and creativity. Positive emotions are fostered, and students have fun.

All these skills are necessary for successful classroom, live and collaborative learning, and conflict resolution.

