



Spring Blossoms: Children Flourishing through Adversity in Myanmar

Lesson Plan

This specialized training series was made in partnership with educators in Myanmar and designed to equip educators and caregivers with actionable guidance needed to provide mental health and psychosocial support to impacted children and youth.



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Introduction

On February 1, 2021, Myanmar experienced a military coup. In the months that followed, violence engulfed the nation, rapidly displacing nearly 500,000 people, including many children and youth who experienced or witnessed violence at the hands of the Myanmar military (Myanmar Country Office, Humanitarian Situation Report No. 2, March 31, 2022). Recent figures indicate the violence and displacement are escalating and that a year later, as of April 2022, nearly 900,000 people have fled their homes, 150,000 of them children (Save the Children, 2022) (Frontier, April 2022). An estimated 37% of these are children living in conditions in which they are vulnerable to hunger, illness, and abuse (Save the Children, Jan. 28, 2022).

“Yet again we are seeing children bear the brunt of conflict. Over the past year, a shocking 150,000 children have been displaced across Myanmar. That’s 150,000 children who are separated from their friends, their schools, and their homes. Children and their families are fleeing because they have no choice, and we are seeing them forced to hide out in jungles and forests and living in terrible conditions.”

- Inger Ashing, CEO of
Save the Children
International

In addition to the nearly 900,000 who have been internally displaced, tens of thousands have also fled to India and Thailand to seek refuge from military atrocities. Unlike in previous waves of migration from Myanmar in the 1980s and 1990s, neither India nor Thailand have welcomed refugees, leaving those who cross the border in legal limbo and often reliant on family and friends to meet basic material and psychological needs.



March, 2022 numbers from Unicef, 2022 March Report on Myanmar’s Humanitarian Situation.

The nation responded to the coup with sustained public opposition to military rule that is centered around a Civil Disobedience Movement (CDM) of non-compliant civil servants, including teachers. As a result of the movement and widespread insecurity, the formal public education system has collapsed. In its place, informal education organizations, some led by CDM teachers, have sprung up. The United States Institute of Peace (USIP) and No Limit Generation (NLG) partnered to provide educational content that CDM teachers, parents, and caregivers can use to support at-risk and vulnerable children and youth affected by conflict or displacement.

Displaced children are being continuously traumatized and living in a constant state of fear due to airstrikes and shelling from artillery. Tragically, a Unicef report from January indicated 100 children have been killed. Parents, struggling to survive, cannot support their children's mental health. A Frontier article highlighting the dire situation proclaims, "An entire generation at risk: Myanmar's children traumatised after a year of violence" ([Frontier](#), April 2022).

According to researcher Kyaw Zin Khay, et al., (pending publication) 2022, "Since the military coup began on February 1, 2021, youths across Burma have been participating in the protests. Ethnic identities have become increasingly important, especially among the younger generation (Gen Z) and there is a strengthening will to rebuild the country."

This project aims to provide psychosocial support content to communities, in particular children/youth and their caregivers, who have been affected by displacement and violence in Myanmar.

Children and youth are particularly at risk to be impacted by displacement, upheaval, and exposure to violence. Children and youth who have been displaced and affected by conflict have often witnessed, or themselves experienced very frightening and painful events. The life of a displaced child/youth is very uncertain. Children living under high-stress conditions are vulnerable to the early onset of mental health challenges, including anxiety, depression, post-traumatic stress disorder, self-harm and suicidal ideation, and extreme emotional fluctuations. (Mansur 2021)

We know that for children to grow, thrive, and develop in healthy ways, they need love, care, security, routine, and comfort. When all of these things are disrupted over a long period it can have lifelong effects on their minds and their bodies. Many children in crisis contexts are deprived of these buffers (Mansur 2021).

With the constant release of the stress hormones, cortisol, and adrenaline, trauma takes a toll on physical, emotional, and mental health.

“Even though it's a physical displacement, or even if the violence is physical, it's felt emotionally and it's felt neurologically as well.”

- Somiari Fubara,
Mental Health & Trauma Specialist

By equipping educators and caregivers with the critical guidance needed to provide psychosocial support to children and youth, we aspire to improve the mental health, physical health, resiliency, and overall well-being of children/youth in our communities.

The concept of mental health or psychosocial support will likely be new to many adults in Myanmar. This healing initiative is designed, through an online specialized series, to provide educators and caregivers with essential tools that can support children and youth as they rise and thrive into their full potential.

This initiative aims to:

- Ensure teachers and educators have an understanding of the effects of displacement and trauma on children and youth who have experienced violence, instability, and insecurity.
- Strengthen the network of protection, care, and well-being of children and youth affected by crises.
- Enhance educator capacity and caregiver well-being through the provision of vital, targeted, healing practices that increase effectiveness at mediating the psychological effects of crises.

“When a child is met with loving, attuned, and responsive relationships on a moment-by-moment basis, they are literally learning that life is safe; that they matter; and that others can be trusted.”

- Dr. Christina Bethell,
Professor Bloomberg School of Public
Health Johns Hopkins University

How We Got Here

No Limit Generation doesn't just create training videos, but learning experiences. In this series, experts provide critical guidance to support educators, caregivers, and ultimately, the children and youth of Myanmar. While the videos and guidebooks were developed for specific regional impact, they have global applications as well. The goal is to benefit communities and children everywhere.

“

See excerpt
here from
Mansur,
2021:

“The world is currently experiencing the highest number of people on the move since World War II (Esthimer 2014). Given the increased number of children living in conflict-affected areas and the growing number of grave violations committed against them, the UN now acknowledges that mental health challenges for vulnerable and conflict-affected populations are much higher than previously thought; estimates are that 22 percent or more of these individuals have a mental health condition (Charlson et al. 2019; Hamdan-Mansour et al. 2017).

*With new conflict and migration drivers displacing an average of 37,000 people from their homes each day, **scalable solutions are urgently needed to address one of the least funded areas of humanitarian intervention: young children's well-being and protection.** At present, less than 1 percent of global humanitarian aid goes to the protection of children's mental health (Save the Children 2019), even though 30.4 percent of refugee children suffer from post-traumatic stress disorder, 26.8 percent from anxiety, and 21.4 percent from a state of grief (Betancourt et al. 2012).”*

”

NLG's platform strives to make both accessibility and localization central to its human-centered communications approach. The platform was built on the belief that frontline workers, educators, parents, and caregivers can help children/youth develop resilience and even reverse the negative impact of toxic stress or trauma. Core guidance on the platform often centers around the following three tenets (Mansur 2021):

1. Create safe, structured, and inclusive environments for children to play in every day.
2. Engage children through informed, trustworthy, and supportive adults.
3. Believe in children's potential to heal and live a fulfilled life.

This project, specifically, aims to provide psychosocial support content to communities, especially children/youth and their caregivers, who have been affected by displacement and violence in Myanmar. NLG has a diverse catalogue of training videos, experiential learning content, and exercises to support communities affected by humanitarian crises like that currently unfolding in Myanmar. These are designed to help address the gap in mental health and well-being support for this vulnerable community.

Through this project, we hope to support educators and caregivers through a compassionate approach to healing children and youth.

“We know that for children to grow and thrive and to develop in healthy ways, they need love...they need care... they need security and comfort.”

- Patricia Gerbarg, M.D.,
Assistant Professor Psychiatry

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How to use this training series

Primary Audience

The training videos will be used largely to prepare educators to utilize key practices that support children and youth as well as their caregivers. Through understanding core concepts and learning effective tools, we believe the youth-serving community can support children/youth as they engage on a path of resilience, recovery, and thriving.

Designed to Fit Into Your Schedule

We have designed this experience to fit into your life. Only have a couple of minutes? That's okay. You can just watch a couple of videos at a time.

Or, Watch it as a Group

Another ideal application for this training series is to utilize and process the videos and material with a group. Learning socially, alongside others, in conversation together, is an effective and powerful way to integrate new material. The video, guidebook curriculum, reflection questions for each practice, or discussion questions for each module could serve as a guide for the group facilitator.

Warning

If any of the content brings up distressing feelings for you, we strongly encourage you to take a break when you need to and talk to a psychological or medical professional, and people you trust with your well-being about your reactions.

Meet the Instructors

We gathered a wide variety of experts to support this learning experience and we would like you to meet them!



Dr. Richard P. Brown

Dr. Richard P. Brown is an Associate Professor of Clinical Psychiatry at Columbia University College of Physicians and Surgeons where he obtained his medical degree in 1977. He completed Psychiatry Residency and a fellowship in Psychobiology and Psychopharmacology at New York Hospital, Cornell University Medical College. The recipient of numerous awards, he has authored over 100 scientific articles, books, and book chapters on pharmacological treatments, clinical studies, and complementary and integrative treatments in psychiatry. Dr. Brown integrates his training as a neuropsychiatrist with his experience as a teacher of Aikido, Qigong, Yoga, meditation, and Open Focus Attention Training in creating Breath-Body-Mind programs.



Patricia L. Gerbarg, M.D.

Patricia L. Gerbarg, M.D., Assistant Clinical Professor in Psychiatry, New York Medical College, graduated from Brown University (1971), Harvard Medical School (1975), Beth Israel Psychiatry Residency program in Boston (1979), and the Boston Psychoanalytic Society and Institute (1992). Dr. Gerbarg has lectured on a wide range of topics, including the integration of mind-body practices in psychotherapy for the American Psychiatric Association (APA) Meetings, academic centers, and community organizations. She serves on the APA Caucus on Complementary and Integrative Psychiatry. Her research focuses on mind-body practices for reducing the effects of stress and trauma, particularly in survivors of mass disasters, including the Southeast Asia Tsunami, 9/11 World Trade Center attacks, 2010 earthquake in Haiti, war and trafficking in South Sudan, Gulf Horizon Oil Spill, veterans, healthcare workers, providers of health and educational services for children, and people with stress-related medical illnesses.



Somiari Fubara

Somiari Fubara (Demm) MA/M.Div, CYT, CTS is a certified trauma specialist, a certified yoga teacher, and a certified Breath-Body-Mind teacher. Her areas of concentration include children and adolescents, trauma, mindfulness, and spirituality. Somiari is a passionate scholar-practitioner in the field of clinical psychology. As a mental health practitioner, she uses mindfulness cognitive behavioral therapy (MCBT) and other evidence-based practices to help adolescent and adult clients with a wide range of emotional, and behavioral issues. For 3 years she worked as a consultant counseling Chibok girls who escaped from Boko Haram in Nigeria. Somiari has been interviewed by 60-Minutes, CNN, The New York Times, Wall Street Journal, Reuters, BBC, and Al-Jazeera.

Samier Mansur is a social impact entrepreneur, writer, and Leadership Coach who has been recognized as one of the “top innovators of Washington DC.” He is the founder and CEO of No Limit Generation – a global childrens’ mental health and well-being platform that connects children and their caregivers to the world’s leading child well-being professionals. Samier is also the co-founder of LiveSafe, a mobile safety app that provided safety coverage to over 10 million people. Has over 40 national and international publications on topics ranging from self-development, to global affairs, and pressing social issues. Samier has received a certification in neuroscience-backed, evidence-based mind-body practices for increased confidence, well-being, and stress reduction (Breath-Body-Mind).

Guidebook Authors



United States Institute of Peace

The US Institute of Peace's Myanmar Program, in collaboration with teachers serving children in conflict-affected areas throughout Myanmar.



Anne Childers

Anne Childers is a consultant with 20-years of experience as an educator and Instructional Designer with non-profits and school districts, focused on integrating Social and Emotional Learning into school design and teacher development. With an M.A. in Educational Technology Leadership, master's studies in New Media Design, and a B.A. in Journalism and Technical Communications, she brings writing, digital production, and storytelling into an asset-based approach to teaching and learning. Anne has collaborated with the Alpine County Office of Education, Orange County Office of Education, New Teacher Center, State of California Department of Education, the Aspen Institute's How Learning Happens Campaign, Open Circle, Kelvin Education, Partnership for Children and Youth, and multiple districts across California.



Sandra Azevedo

Sandra Azevedo, MA, PPS, is a Coordinator of Continuous Improvement for Butte County Office of Education. Sandra is a lead for Social and Emotional Learning in her county and supports Restorative Practices, Systems Improvement, and Leadership Development. Sandra assisted in the development of the Social-Emotional Learning in CA: A Guide to Resources and Social and Emotional Learning Embedded in Core Education Documents (CA). Sandra co-authored the THRIVE Children's Resilience Initiative Guidebook and the Breaking the Cycle: Reclaiming Hope and Belonging for Youth Leaving Institutional Care in Uganda Guidebook in partnership with No Limit Generation.

Lesson 1: Impacts of Displacement and Instability



Impacts of Displacement and Instability

“Physical displacement or violence is felt emotionally and neurologically, and can manifest as trauma.”

- Patricia Gerbarg, M.D.,

Assistant Professor in Clinical Psychiatry

Guiding Questions

- How does forced displacement affect children and youth?
- What are the signs of trauma from displacement?
- What emotions might a child or youth that has been displaced experience?
- What kind of environment supports healing for children and youth who have been displaced?
- What steps can support making life more predictable again for children and youth who have been displaced?

What are the impacts of displacement on children and youth?

Children and youth who are displaced, like those in Myanmar, have been forced from their homes and communities and experienced very frightening conditions and painful events. By the time they are forced to flee their region or community, they may have experienced or witnessed violence and been in very stressful living conditions. Children/youth may have seen or experienced violence, abuse, torture, or sexual abuse. It might not just be the child experiencing this, in some cases, their whole family may have been under stress for a long period.

Even after reaching some sort of haven or place of relative safety, stresses continue as their anchors to the world have been uprooted. Children may have lost their parents or have parents who are also traumatized or injured.

The experience of being displaced and living in uncertainty can eventually have lifelong effects on a child's body and mind. Children are affected physiologically and psychologically and their bodies carry memories of these experiences. Even if displacement is physical it can be felt emotionally and neurologically. The mental health of children and youth that have been displaced involves the impact of severe and prolonged stress, as 30.4 percent of displaced children suffer from posttraumatic stress disorder, 26.8 percent from anxiety, and 21.4 percent from a state of grief (Betancourt et al. 2012).

Forcible displacement comes with trauma

“Whenever you have children that are smiling and playing, or what I call “functional” in a sense, I wouldn’t disregard them. Especially if we know that there’s a history. Whenever there’s any level of displacement, there’s gonna be a trauma story there.”

- Somiari Fubara,
Mental Health & Trauma Specialist

It is common for children and youth who have been displaced to hide or mask their trauma, and many children may have numbed their emotions. When there is displacement, there will be trauma. Be mindful that if there is smiling on the outside, they can still be hurting on the inside. A child might put on a mask or hide to prevent others from seeing them. Children model what is presented to them and oftentimes, cultural norms are to hide or mask stress and trauma.

Signs of Trauma

When working with children who have been displaced and have trauma, there are universal signs that will show up. Even after being removed from the traumatic situation, terror and fear are often still there, as are other signs.

The universal signs of trauma include

- Night terrors and sleep disturbances
- Eating habits- Either loss of appetite or indulgence.
- The inability to self-soothe and regulate emotions.
- Excessive mood swings- often anger, quick anger, and even rage
- Signs of disconnect and isolation
- Deep sadness, depression, major depression
- Inability to connect
- Stomach pains

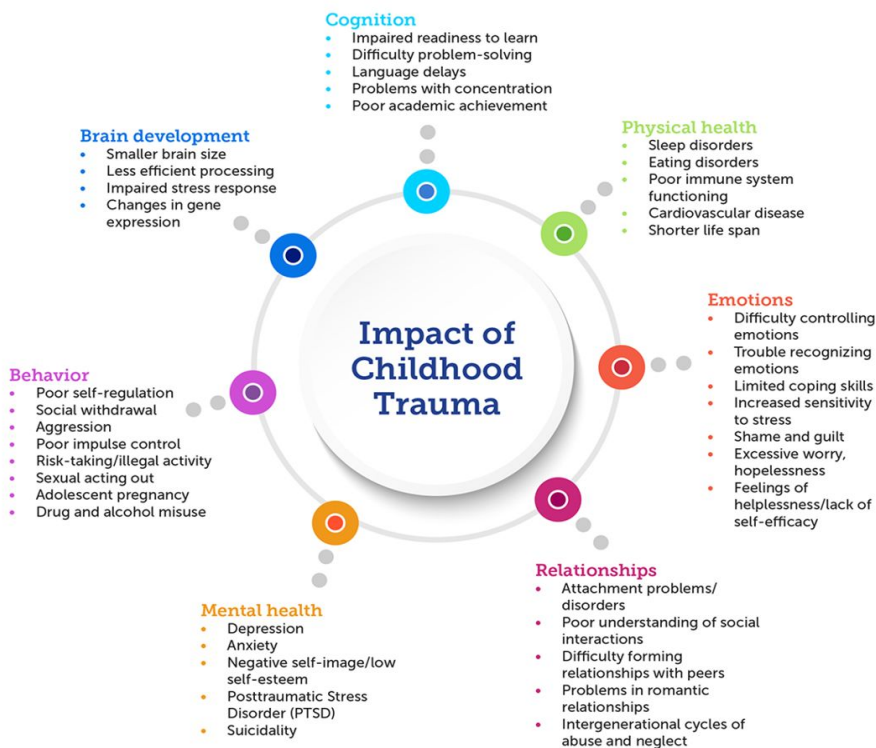
While there are universal signs, there are also emotional injuries- wounds and scars that are carried by children in different ways and are different for every child. Some children may be very quiet and withdrawn; others might be fearful or distrustful. Children may even be afraid to speak or make a noise. It may be difficult to engage them. Other children may be quiet initially but then suddenly react with a disproportionate level of anger or violence to something. Many children may be distracted because thoughts and memories of the traumas are coming into their minds and occupying their attention and taking them out of their current reality.

In many children, the stress comes out as physical illness, most commonly stomach pains. Oftentimes, if a child is having stomach pains, it is because when they are upset or frightened, the muscles of the stomach tighten up. This tightening may cause trouble by interfering with typically normal functions of the digestive system. Their whole physical system can be very disrupted.

Impacts of trauma

Trauma has multiple impacts across multiple dimensions of an individual's life including brain development and cognition, physical and mental health, emotional nature, behavior, and quality of relationships. Trauma impacts children and youth differently depending on their developmental level.

Impact of Childhood Trauma



If you want to learn more about the graphic below and childhood trauma, read more at Child Trends on [How to Implement-Trauma- informed Care to Build Resilience to Childhood Trauma.](#)

Adults can make a difference by creating a safe, predictable, and healthy environment and with support through Breath-Body-Mind Practices provided in Module 3.

Making Sense of Emotions

“People take time to blossom after trauma.”

- Richard P. Brown, M.D.,
Associate Professor of Clinical Psychiatry

Children and youth who have experienced severe traumas often have intense and confusing emotions. It's important for someone that has been through disaster and trauma to know that many reactions are things they learned because they needed to survive. Children may have navigated losses without an adult and may believe that what happened is their fault and as a result, experience guilt. Adults can help children who have been displaced understand their experiences. Adults can honor what they have been through, staying out of judgment and leaning into curiosity, asking what might be behind behaviors.

Adults can honor the range and complexity of emotions of children and youth who have been displaced even without having gone through the same experiences. Another way to support can be to help raise awareness about emotions and how they do not exist in “neat” categories. Adults can respond with Breath-Body-Mind Practices that support varying emotional states. (See Module 3 on Breath-Body-Mind Practices). At the same time, we can notice and highlight times in which children/youth are engaged, trying new things, laughing, and having fun, to build awareness about those promising moments.

Understanding sadness and depression

“Displaced children and youth often have suffered many losses and because of that, they are grieving these losses.”

- Patricia Gerbarg, M.D.,
Assistant Professor in Clinical Psychiatry

Children and youth who have been displaced experience the loss of their home and the life they knew. They have lost the places that they used to go to and that they loved. They have lost friends, family members, and loved ones. So naturally, with loss, they will have sadness.

The following are signs of sadness, which can come out in many ways.
Children/Youth:

- May appear depressed
- May cry easily and often
- May appear quiet and withdrawn
- Express feelings of hopelessness
- Exhibit a lack of interest or enjoyment
- Have weight loss- lack of appetite

Signpost:

Sadness is not the same as depression. If concerns about depression arise, know your local resources about depression, eating disorders, and suicide.
Add local resources

A list of general support and psycho-social support providers for Myanmar is listed here:

Mental Health and Psycho-Social Support Working Group in Myanmar (a repository of providers as well as a range of resources)

Signs and Symptoms of Depression



Eating Disorders (appetite or weight changes; bulimia, anorexia)

Persistent feeling of sadness	Loss of interest in activities
Trouble sleeping or oversleeping	Fatigue or decreased energy
Difficulty thinking clearly or quickly	Anxiety, irritability or pessimism
Physical aches and pains such as headaches, joint pain, back pain, or digestive problems	Recurrent thoughts of death or suicide
Eating Disorders (appetite or weight changes; bulimia, anorexia)	Failure to care about appearance/hygiene

Addressing risks of destructive behaviour and self-blame

Children and youth who have been displaced often blame themselves for things that are not their fault. This self-blame can manifest in self-injury or suicidal thoughts. Recognizing if a child is at risk or deliberately hurting themselves is so vital that additional support should be provided as soon as possible. Reach for professional help from specialists when possible.

Engagement in risky or destructive behaviors may occur because an individual's system has been deadened by trauma. Risky or forbidden situations can make youth feel more alive, and there can be a lack of proper inhibition.

In children that have been displaced, the autonomic system is not working well and there is a loss of capacity to self-soothe. There might be challenges connecting to others and even to oneself. The soothing, healing, bonding system which reduces inflammation in the body becomes inactive and stress response systems can become overactive.

Signpost:

If concerns about suicide arise, know local resources. Mental Health and Psycho-Social Support Working Group in Myanmar (a repository of providers as well as a range of resources)

By checking in regularly, support and care are consistently offered. It may be helpful to direct a child/youth's thoughts and activities to things and people they enjoy and love and help distract from negative feelings. **The most important thing is to listen to the youth and allow them to express their feelings.** Giving children space to talk and helping put their feelings into perspective can be very helpful. Sometimes, just having the opportunity to talk with someone can be helpful in itself. Asking them about how they are feeling, as a regular practice, in and of itself, can be very helpful.

Mood swings, including anger and rage

"It's important to understand that children have an even more sensitive system than adults do, so things that adults might not consider traumatic can affect a child and it can affect them in numerous ways."

- Patricia Gerbarg, M.D.,

Assistant Professor in Clinical Psychiatry

What children and youth who have been displaced may have witnessed often leaves them with difficult emotions. They don't know what to do and those emotions often get expressed in inappropriate ways or at the wrong times. For example, they may have experienced the need to hide and remain quiet in hopes of not being attacked while others were being attacked. All of these experiences can lead to very intense feelings which would be difficult to manage, even for an adult.

Children who have been displaced often experience mood swings including angry and aggressive behavior. Anger can come on quickly, with something very small, but can be quite disruptive and quickly move into a rage.

It's important to teach children how to deal with angry feelings without hurting others. In Module 2, we provide practices that explicitly support how to help children/youth manage feelings of anger.

Children/youth who have been displaced can also experience feelings of helplessness; helplessness rooted in not being able to protect those they love. These children may have experienced violence and humiliation which they were helpless to prevent.

Difficulty sleeping and stress

Children and youth who have been displaced often have difficulty sleeping. Anxiety can keep children/youth awake, as they may be fearful that if they fall asleep and let their guard down, something could happen. Children/youth that have been displaced also tend to have terrible nightmares and horrible memories that can come back while sleeping.

An important realization is that sleep is the time when the body and mind heal. It is critical children are sleeping well and should be one of the first things to support. If disrupted, sleep can return by teaching a child/youth how to relax and fall asleep. If a child is having trouble sleeping try the BBM Calming Practices of Breathing Buddy and Cloud Visualization discussed in the next module.

Creating a Safe, Consistent, and Healing Environment

“One of the most important things in helping children recover is to enable them to shift from being in a mode of danger, of feeling unsafe, to being able to finally feel safe, relaxed, and calm down.”

- Patricia Gerbarg, M.D.,

Assistant Professor in Clinical Psychiatry

Creating a safe, consistent, healing environment, enables children to shift into finally feeling safer, more relaxed, and calmer. When safe, structured, predictable, and inclusive environments are created, children can play and interact with others. There is healing for those who may have lost the social safety nets they once had.

In terms of consistency, a stable environment can focus on the goal of making life predictable again through

- Regular meals
- Regular sleep
- Regular daytime and nighttime routine.

We can also support consistency by avoiding surprises and letting children and youth know exactly what is going to happen. As often as possible, be consistent by following through with what has been said.

A tip, in providing this safe environment, is to focus on language and tone of voice. Try to have an inviting tone; be a guide and stay away from sounding demanding.

One way to show respect and care is by asking questions about what the children like and who they are. This may sound simple, but these simple steps can have a positive impact on a child's self-esteem. Thoughtful inquiries to consider are to ask about:

- Songs from home
- Culture
- Favorite colors
- Animals
- General questions about their lives
- General questions about their world



Peer Play is another element in a healing environment. If you can bring peers together to remember and positively play songs and games, you can help them see who they are in their new world. Bonds formed through group singing and dancing can be very strong.

Group activities promote a sense of belonging.

Holding Space for Children to Express Emotions

“Suppression of anything, just means that eventually, you're gonna have an explosion and it's just the explosion is going to be more far greater than it could have been if they had been given a safe place to be able to express what they were feeling”

- Somiari Fubara,
Mental Health & Trauma Specialist

Attend to boosting confidence and self-esteem

Seeing children and listening to them, including validating their experiences, can support healing. When seeking to hold a space where children can express emotions, it's important to get to know the children in simple ways, such as asking them about what they like and other questions that honor who they are. The children are in transition and have experienced great loss, so it is important to listen and let them know they are seen.

Additionally, it is helpful to see children beyond their behavior and beyond the scars, they have from displacement, violence, or related trauma. In this effort, it is important to not suppress emotions by using language such as “Oh, it was a long time ago” or “Don't worry about it, it's done” or offering a religious or spiritual background in which one might say, “God will take care of it.” Instead, consider validating the child/youth's emotions with empathizing, with care not to minimize or dismiss the emotions.

Try the acronym L.O.V.E to think about how to listen, observe, validate, and empathize.

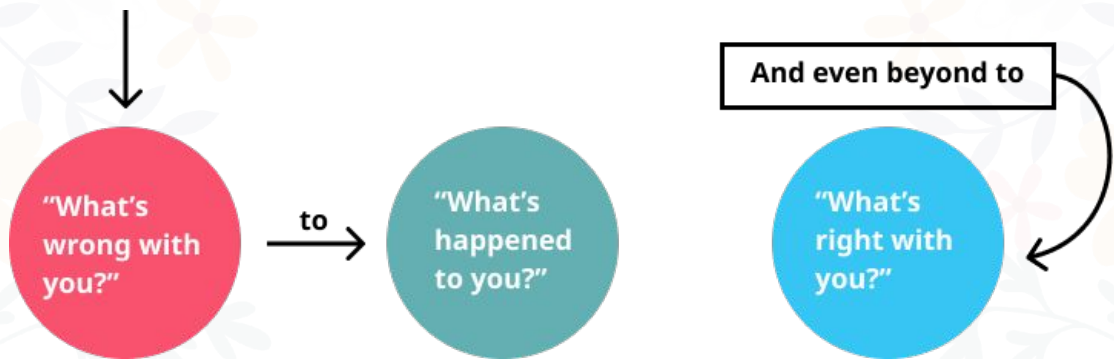
L. O. V. E

Listen	Let the child know you hear them. Tell them, “I hear you.”
Observe	Let the child know you hear them. Tell them, “I see you.”
Validate	Acknowledge when a child expresses themselves. “I understand how you might feel.”
Empathy	Even though we don't have the actual experience of putting ourselves in their shoes, we can have cognitive empathy and ask ourselves what emotions would come up for us in their circumstances. Ask yourself, “If I lost my _____, I would probably feel very sad/angry/helpless or other emotions.

Work to hold a place where children can have space to express emotion.

We want to shine a light on ‘What’s right with you.’ In the past, when people correct children they might have used phrases like, “What’s wrong with you?” To use a strengths-or assets-based lens, let’s ask, **“What’s right with you?”**

In asking “what’s right with you?” there is space to expand and rebuild one’s identity. Recognizing and affirming all the things that are strengths or assets-based supports movement into resiliency and greater confidence.



We must recognize the strengths and assets of children/youth by asking, “What is right with you?”

As a caregiver, lean into compassion

“One of the first things I try to explain to caretakers is: Don’t take it personally. Don’t see an intention behind a behavior.”

- Richard P. Brown, M.D.,
Associate Professor of Clinical Psychiatry

Adults supporting children and youth who have been displaced youth should avoid seeing inappropriate or maladaptive behaviors as something personal or meant to provoke or bring down a position of authority. This can be hard as this can activate individual “wounds” or defensive mechanisms within ourselves, as adults. We can practice, instead, to lean into compassion in which we understand that perhaps the child or youth may not have any other way to release unpleasant feelings.

Children and youth who have been displaced may feel disempowered, helpless, and vulnerable. From this place, children/youth may engage in attempts to feel stronger through misguided attempts or activities that can harm themselves or others. Helping children/youth learn healthy ways to self-center and self-soothe is the goal. Adults must model this behavior and start from a calm, centered place.

A perspective to keep in mind here is to convey the message that children/youth do not need to be “rescued” by others but can be taught, through support by others, the ability to center and soothe themselves when feeling dysregulated. Lean into modeling self-centering and self-soothing. Children need adults that believe in their potential to heal and have a fulfilled life. When children have adults that see the child’s limitless potential, the child has a broader vision of the possibilities available to them in life.

Attend to voice and how you communicate care

*“Be gentle,
My heart still hides wounds
That never bleed.”*

- Alexandra Vasiliu

Voice, tone, and facial expressions are all important considerations when working to communicate care. A kind and gentle tone can speak volumes to a child, as can a tense tone or one that is overly authoritarian. One tip is to ask for feedback on your voice, ask about the volume, and if it is sounding gentle. It is important, when able, to always be responsive to the children by asking for their feedback and listening to their input.

Our nonverbal communication, including our facial expressions, can also impact children. A tense face might make a child who has been displaced think something bad might happen. Being mindful of our facial expressions we may think about relaxing and softening the muscles around the eyes and smiling in order to communicate care.

For more information about how to talk to children and youth about war and conflict, see the excellent eight-page resource [here](https://www.beaconhouse.org.uk) (information courtesy of Beacon House Therapeutic Services & Trauma Team | 2021 | www.beaconhouse.org.uk) that includes developmental ages, tips, and strategies.

Support Identity Development

“Identity implies understandings and sensibilities associated with multifaceted personal and social group statuses. It suggests self-reflection and self-respect and refers to how we view ourselves. Having a healthy sense of identity is important developmentally across the lifespan because it buffers against negative or traumatic experiences and contributes to positive life outcomes.”

- Robert Jagers, Vice President, Research
Collaborative for Academic, Social, and Emotional Learning (CASEL)

Because children/youth who have been displaced have experienced so much loss, their identity development can be disrupted. The loss of home, family, loved ones, and familiarity with daily life are all factors that influence one's sense of identity. It might be helpful to encourage displaced children and youth to think about who they will be at that moment. You might support children and youth with questions such as

- Who am I within this new space?
- Who am I in this new environment?
- Who am I outside of not being where I'm supposed to be?
- Who am I without all this trauma?



“As a global community, our children’s mental health and resilience is an investment we must make- not only for their well-being and prosperity, but for the well-being and prosperity of a world we will create together.”

- Samier Mansur,
CEO & Founder No Limit Generation

Discussion Questions

Take a moment to reflect individually and, if possible, discuss with others

1. *What kind of world can we create for youth who have been displaced?*
2. *How might one remain responsive and without judgment when supporting children and youth who have been displaced?*
3. *How might one try to not take behaviours personally when supporting children/youth?*
4. *What is one next step one might take to support children and youth who have been displaced?*
5. *How might children and youth who have been displaced need opportunities for identity development, and what types of activities or conversations might support that need?*
6. *How might grief and loss be impacting children and youth who have been displaced, and what are suggestions for support?*
7. *What might be some things one can do to enhance care for children and youth who have been displaced.*

Additional Resources

1. Mental Health and Psycho-Social Support Working Group in Myanmar
<https://www.mhpssmyanmar.org/myanmarmhpssresponse>

Extra Resources

1. Beacon House - Image or information courtesy of Beacon House Therapeutic Services & Trauma Team | 2021 | www.beaconhouse.org.uk
1. Harvard University Center on the Developing Child
<https://developingchild.harvard.edu/>
<https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>
1. National Child Traumatic Stress Network
<https://www.nctsn.org/resources/age-related-reactions-traumatic-event>
1. information courtesy of Beacon House Therapeutic Services & Trauma Team
<https://beaconhouse.org.uk/wp-content/uploads/2022/03/Talking-to-children-about-war-and-conflict.pdf>

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Lesson 2: Child and Youth Wellbeing Exercises



Child and Youth Wellbeing Exercises

“Breath-Body-Mind(BBM) helps balance the stress response systems and activates the healing, calming capacities of the nervous system.”

- Richard P. Brown, M.D.,

Associate Professor of Clinical Psychiatry

Guiding Questions

- How can exercises support a child's well-being?
- How do breathing and movement exercises improve nervous systems?
- What are Breath-Body-Mind Practices?
- How do I best match BBM Practices to the emotional state of a child or children?

Why Breath-Body-Mind (BBM) Practices?

Exercises for the body and mind go a long way. Children and youth who have been displaced or have been in post-conflict environments can be supported in healing by being taught to give attention to the nervous system through Breath-Body-Mind Practices. Well-being exercises and breathing are important practices for children and youth to learn. The following guide and practices aim to support the use of BBM Practices with children and youth who have been displaced and youth who feel the impacts of stress so they can ultimately heal and thrive.

How Breath-Body-Mind (BBM) Practices Work

The nervous system is the foundation of everything that happens in the brain and body, and it is impacted by stress. Stress and adverse events can cause imbalances in the nervous system. Fortunately, our body has healing mechanisms to deal with everyday stress. However, when stress is too severe or prolonged, as occurs during wars and displacement, then the healing systems may become overwhelmed and unable to reverse the damage. BBM practices can provide the extra support that the body and mind need to protect against the adverse effects of excess stress.

Our body has a stress response system counterbalanced by a soothing, healing, recharging, social bonding system that repairs damage that occurs during the stress response.

When those two systems balance properly and are activated properly, the mind and the body can heal. It activates its internal healing mechanisms. These Breath-Body-Mind techniques have been carried over thousands of years in different cultures around the world and have proven to act in the same way to rebalance and reboot the autonomic nervous system (the part of the nervous system that controls muscles of internal organs such as the heart, lungs, intestines, and glands).

Body-Breath-Mind Practices can help rebalance and reboot the autonomic nervous system.

Practices Support Multiple Emotional States

“Breath-Body-Mind includes a variety of practices that can be sequenced to address the wide range of emotional states that people experience.”

- Patricia Gerbarg, M.D.,

Assistant Professor in Clinical Psychiatry

Breath-Body-Mind practices can help children experience a variety of emotional states. Children and youth who have been displaced may have difficulty focusing or being in the present moment because their minds may wander or be preoccupied with disturbing images or worries. Emotions can range from fear to anger, sadness, rage, isolation, disconnection, or loneliness, and emotional states can change quickly. Exercises and practices can help to ground children/youth, and a focus on breathing can support them in feeling centered and connected. Helping children who have been displaced gain awareness of how they are feeling can raise overall awareness and emotional competence.

Breathwork changes your Inner World

“Breathing can balance the two parts of the nervous system and bring about a state where we’re alert and paying attention, but at the same time calm and relaxed.”

- Patricia Gerbarg, M.D.,

Assistant Professor in Clinical Psychiatry

Grounding and breathing exercises can help children feel more centered and more connected. Often children who have had a trauma are scanning the environment for dangers and their minds wander. They may be dealing with intrusive thoughts about the past and this can take them out of the moment.

When a child's breathing slows, there's a shift in their nervous system. It moves them away from feeling fearful and defensive, toward feeling safer, more relaxed, and calmer.

Understanding the Practices

The practices are divided into categories based on the type of practice in relation to the mood or energy level.

Coherent breathing, or resonant breathing, slows the breath. The length of the in-breath equals the length of the out-breath. Coherence breathing balances the two parts of the nervous system and brings about a state wherein we are alert and attentive, as well as calm and relaxed. (Need graphic coherent breathing 4-4/ 2-2) The normal breath rate for an average adult is between 14 and 20 breaths per minute. The rate of Coherent breathing for most adults is from 3 to 6 breaths per minute. Children above the age of 10 can usually breathe at 5 breaths per minute. Younger children need faster Coherent rates.

It is recommended that BBM practices are taught before the child has a panic attack, flashback, or another intense emotional state. It can be more difficult to teach BBM practices amid such emotional states. Children can learn how to use BBM practices to regulate their own emotions when they experience negative emotions. Therefore consider teaching grounding and other BBM practices in preparation for a time of heightened emotions.

Teach practices ahead of time whenever possible.

After the overview, you'll find an alphabetized list of the practices that are also linked to videos. The goal is to use the guidebook and videos in conjunction to teach Breath-Body-Mind Practices.

Calming Practices



"It's very important for children to know that wherever they may be, they have a way to calm themselves down."

— Patricia L. Gerbarg, M.D.,
Assistant Clinical Professor in Psychiatry

Calming Exercises support:

- Reassurance
- Calming
- falling asleep
- centering

Breathing Arm Movements

Breathing Buddy

Cloud Visualization

Magic Flower Candle

One Finger Tap

[Video](#)

[Video](#)

[Video](#)

[Video](#)

[Video](#)

Tips for Calming Practices:

- Focus on coherent breathing
- Use with Breathing Buddies
- (Any more here?)

Grounding Practices



"Grounding practices help children and youth feel more centered and connected, rather than like they're being overwhelmed, flooded, or cast adrift in their emotions."

— Patricia L. Gerbarg, M.D.,
Assistant Clinical Professor in Psychiatry

Grounding Exercises support

- centering- providing a sense of security
- a child that is experiencing a flashback

Breathing and Arm Movements

One Finger Tap

The Tree

Sky Earth

Energy Ball

[Video](#)

[Video](#)

[Video](#)

[Video](#)

Tips to support Grounding Practices:

- Start by wiggling feet and toes
- Put attention to the bottom of your feet-wiggle your toes and notice the ground.
- Stand tall like a tree
- Include imagery of roots in the Earth

Energizing Empowering Exercises



“You can support youth in moving through blocked patterns from trauma and into nervous system recovery through movement.”

— Patricia L. Gerbarg, M.D.,
Assistant Clinical Professor in Psychiatry

Empowerment Exercises support

- feelings of helplessness
- pushing away fear
- calming anger through movement
- bringing attention to the present
- promoting feelings of safety

Ha! Breath
One Finger Tap
Sky Earth Energy Ball
The Tree

[Video](#)
[Video](#)
[Video](#)
[Video](#)

Tips:

- Focus on standing tall.
- Point hands and palms facing the face.

Exercises for Stress/ Sadness



“Shaking breaks up the energy pattern of the defensive state, and it can break children and youth out of whatever they have been locked into.”

— Patricia L. Gerbarg, M.D.,
Assistant Clinical Professor in Psychiatry

Use Stress/Sadness Exercises to

- Quickly relieve stress
- Break up patterns

Ha! Breath
Shaking
Tap Tap Tap

[Video](#)
[Video](#)
[Video](#)

Tips:

Simply bounce up and down.

The Breath - Body - Mind practices below are listed in alphabetical order.

Breathing & Arm Movements

[Video](#)

Breathing Buddy

[Video](#)

Cloud Visualization

[Video](#)

Ha! Breath

[Video](#)

Magic Flower Candle
One Finger Tap
Shaking
Tap Tap Tap
The Tree Exercise

[Video](#)
[Video](#)
[Video](#)
[Video](#)
[Video](#)

Discussion Questions

Take a moment to reflect individually and, if possible, discuss with others

1. *What are some of the signals you might notice in children and youth who have been displaced that might indicate the need for a Breath-Body-Mind practice?*
2. *Considering the tools offered here, what most resonates as helpful to you?*
3. *How might using these practices in various contexts address varying emotional states?*
4. *What hopes do you hold for how the practices might impact the youth in your community?*

Extra Resources

1. 5-4-3-2-1 Technique
1. Breath Awareness Practice from Dr. Dan Siegel

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Lesson 3: Self Care, then Child Care



Caregiver Training and Wellbeing

"Everything starts with self."

- Somiari Fubara,
Mental Health & Trauma Specialist

Guiding Questions

- Why is it vital to engage in self-care before child care?
- What are some effective practices that can support educators/caregivers in staying focused, engaged, and able to meet the needs of the children in a sustainable way?

Why Self Care?

"Being in a trauma environment with so many suffering people who have what feels like endless needs, you also need to take care of your inner needs".

- Richard P. Brown, M.D.,
Associate Professor of Clinical Psychiatry

Caregivers provide vital buffering as children navigate harsh environments.

A caregiver's well-being can have a direct impact on a child's development. In order to provide the highest quality of care one can, it is essential to pay attention to one's own mental health. Because caregivers need to be stable, connected, attentive, and responsive, if they are lacking the resources to take care of themselves it can be harder to care for others.

YOU CAN'T POUR FROM AN EMPTY CUP



"If you can't take care of yourself, you can't take care of others."

Self Awareness is Key

“Being aware of oneself means doing a kind of check-in with yourself. You need to calm and center yourself first. If you are calm and centered, that will emanate from you. Children will pick that up from you.”

- Patricia Gerbarg, M.D.,
Assistant Professor in Clinical Psychiatry

Self-awareness is about ongoing learning to know ourselves by consciously reflecting on the way we think, feel, and behave. When we learn something new about ourselves we are increasing our self-awareness.

First, we start by noticing; noticing what is happening with our thoughts and in the sensations in our bodies. We can get curious about what is happening within us and work towards articulating that “noticing”. Curiosity is essential to deepening self-awareness. One technique we can use is called body scanning. Body scanning can help us make specific connections to what is happening in our bodies. We can also journal, talk to others, or intentionally pause throughout the day to check in with ourselves. Through self-reflection, we can assess whether there were any changes within us after an experience or after a well-being practice. This guidebook offers many practices that support this awareness for both adults and children/youth.

The practices shared in this guidebook will utilize color coding from the quadrants that will facilitate a person’s awareness of how they feel and how they might impact their own state.

The Connection to Healing

Many caregivers may be experiencing stress, toxic stress, and symptoms of trauma.

Through self-awareness, one can recognize their own stress level, which is a starting point for getting oneself to a place that is resilient and centered.

Unchecked distress can have a negative impact on the very people you are trying to help, and you may be unintentionally retraumatizing them.

Many adults will experience stress. This is normal. What happens to individuals who experience high levels of stress over a period of time is that even when they are not experiencing life-threatening danger, their bodies respond the same way. When our bodies are in a continual fight or flight, it is hard to be calm and centered.

Once adults learn how to calm their minds and bodies, they are working toward showing up as their best selves on a daily basis for children. From a centered place, we can more deeply notice them, their physical language, and their activity level. We can notice who is anxious, who may be depressed, and be attuned to the energy and mood in the room. When we are attuned, we can be responsive. Learning how to regulate our emotions and calm our nervous system using practices like those shared in this video series sets us on this path to healing.

When does stress become a trauma?

We all know what it's like to feel stressed, but it's not easy to pin down exactly what stress means.

Positive stress is often associated with the anticipation of some level of performance and emotions such as excitement, enthusiasm, focus, and optimism. This includes things like the first day of school, taking a test, being at the starting line for a race, or planning a big event. We need positive stress to develop healthily and become thriving individuals in society.

When we say things like "this is stressful" or "I'm stressed", we might be experiencing **tolerable** stress. It is the feeling of being overwhelmed or feeling like you can not cope with mental or emotional pressure. Sometimes situations or events put pressure on us. For example, there are times we have lots to do and think about and feel overwhelmed, or we are in a situation where we don't have much control over what happens.

Other times, our stress may be more persistent, and unrelenting, as with the death of a loved one, loss of a home due to a natural disaster, or the sudden loss of a job. We may experience feeling tired, lacking confidence, frustrated, angry, or worried. Tolerable stress can be damaging, yet, if we have to nurture and buffering support, recovery can occur and we return to our natural state of health and well-being.

Toxic stress, on the other hand, is prolonged, with the constant release of stress hormones, cortisol, and adrenaline, readying the body for fight, flight, or freeze. Emotions such as anxiousness, alienation, worry, anger, and depression are relentless, and over time, become toxic stress that can hurt attention, working memory, decision-making, and emotion regulation.

Toxic stress occurs from circumstances such as abuse, neglect, living in extreme poverty, and/or being separated from one's family.

Going through frightening or distressing events or situations, such as witnessing violence and being displaced, can result in physical, emotional, and/or psychological **trauma**.

With the constant release of the stress hormones, cortisol, and adrenaline, trauma takes a toll on physical, emotional, and mental health.

“When people have been traumatized, they are stuck in paralysis - the immobility reaction or abrupt explosions of rage.”

- Peter A. Levine, Ph.D.

When we are placed under pressure, experiencing demands and situations that we find difficult to cope with, we may react with a survival response of fight, flight, freeze or fawn. We move from an ability to be responsive to being reactive with our emotions, words, and actions.

Moving Forward from Tragedy

“It's hard for most people who've not been through it to even imagine and comprehend because it so upends your vision of what is fair and just in life that you often feel totally betrayed.”

- Richard P. Brown, M.D.,

Associate Professor of Clinical Psychiatry

It is common for those who have experienced tragedy and yet survived, to feel a sense of “survivor guilt”. It is common for those who have survived a disaster to wonder “Why?... “Why was I the one that survived?” While this wondering is normal, finding a way to go forward in life can be difficult.

Some people choose to live in a way that is most meaningful, to honor the people who have died. Nurturing oneself, one's children, and one's community helps move everyone in the community toward recovery and a position of thriving.

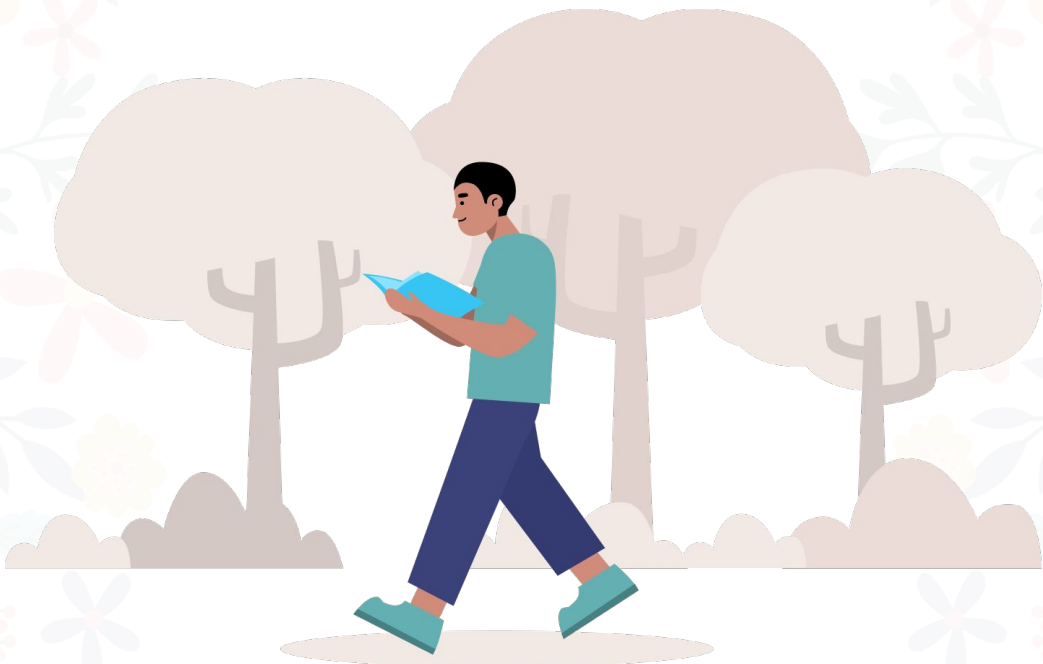
“The issue is you are here now, and going forward, what is the way to live your life in a way that is most meaningful, to honor the people who have died, and honor the best in human beings?”

- Richard P. Brown, M.D.,

Associate Professor of Clinical Psychiatry

Prevent Burnout with these Wellbeing Breaks

It's very important to take space in the day, to assess how you are feeling, what your stress level is and whether or not you need something to bring your stress level down. Ideally, three or four times a day, you could take ten minutes to engage in a self-care practice like the exercises introduced in this video series or something such as, taking a walk, listening to music, or doing yoga, qigong, tai chi, or other mind-body practices. These small breaks you give to yourself can help recharge you and keep you from burning out and becoming exhausted or overwhelmed. These well-being breaks will help you be able to do the things you want to do and have the capacity and presence to help others.



"When you do breathing and go into your inner self, you're beginning to work on a higher level, not just a physical level."

- Richard P. Brown, M.D.,
Associate Professor of Clinical Psychiatry

For Parents, Be a Healing Presence for Your Child

“You have to have one hand to take care of yourself. You have to have one hand to take care of the others close to you. I think that you have to have the intention that you are here to perform that restorative function, continue your community, and help it thrive again. ”

- Richard P. Brown, M.D.,

Associate Professor of Clinical Psychiatry

Support For Parents

There are a couple of core considerations for parents and long term caregivers. First, examining the situation and acknowledging that it is most likely a very difficult one.

Parents/caregivers may have been through incredibly challenging experiences. Care for oneself and others may not be easy. A parent/caregiver's nervous system may be under stress, and they may be reacting, significantly but normally, to traumatic circumstances. In addition, they may be feeling anxiety, depression, or exhaustion. There may be limited time and energy available, but encouraging self-care, even for a few minutes, can help in the moment and in recovery.

In thinking about care, there are two primary parts: the parent's part; their awareness of themselves, and preparation of themselves; then there's the child's part. Here, we are focusing on the parent's part. We want to help parents realize they need to care for themselves as best as they can and that these tools will help them become more stress-resilient. **When a parent is calm and centered, it will help their child feel safe and support both the child and themselves with recovery.**

Some reflections for parents to consider:

- Take pauses frequently to recognize your situation.
- Notice whether you may be under stress, and pay attention to those times when you might need to take a moment and regulate your nervous system.
- Consider doing these practices each day.
- Consider doing them with your child.
- Consider doing them with your local community. Your emotional state is affecting the children.



Breath-Body-Mind practices

Caretakers of traumatized people -- adults or children -- also have to take care of themselves because they can absorb tremendous stress working with those who have been traumatized. The following practices support adults in various emotional states and ideally are practiced daily, whether feeling needed or not. It is also beneficial to do them with children and youth. See the Module on Child/Youth Breath-Body-Mind Practices.

Supporting Caregivers

An important piece of supporting caregivers is to consider their circumstances. What stressors may they be experiencing? Be sure to think about both practical and emotional stressors. Next, reflect on what coping or support strategies might be helpful for them? Consider asking them: what self-care activities they are already engaging in during their day? What other self-care ideas might they have? Do they have examples from folks in their community that is caring for themselves and coping well? If needed, you can assist them to identify strategies like breathing, going for a walk, talking to a friend, or taking a break

You can help by

- Establishing a strong relationship with the parent/caregiver
- Assisting caregivers with identifying sources of stress & strategies for alleviating stress
- Helping them identify their emotions
- Supporting healthy communication/conflict resolution
- Emphasizing the importance of daily routines and how to create them
- Connecting to local resources: Are there local resources you can connect the caregiver to that will provide needed support? This could include peer groups, social/community services, health care, counseling, or support for childcare.

A list of general support and psycho-social support providers for Myanmar is listed here:

Mental Health and Psycho-Social Support Working Group in Myanmar
(a repository of providers as well as a range of resources)

Jue Jue's Safe Space (videos, most in Burmese)

Citta Consulting Services

Metanoia

How She Did it (training opportunities for women, including on mental health and psycho-social support)

Call Me Today

Talk with Me

Mee Pya Tike

“You're the one who can make your child feel safe. And that's the most important thing in helping them endure these difficult times and helping them recover to be healthy, whole people who can have fulfilling and happy lives..”

- Patricia Gerbarg, M.D.,
Assistant Professor in Clinical Psychiatry

Community... is what we all need.

All the people who are living in the same building can engage in breathing practices as a group. When a large group of people, together, harmonize their energy in this way it can create a zone of safety, community, and sharing.

YOU Can Make a Difference

“Protective factors or characteristics that enable individuals to transform adversity and develop resilience include caring relationships that convey compassion, understanding, respect, and interest; are grounded in listening, and establish safety and basic trust.”

- Bonnie Bernard, M.S.W.

A Pathway to Hope

Every individual in a child's life can play a role in increasing positive childhood experiences. Developing strong and positive relationships are opportunities that can act as a buffering, protective mechanism to harm caused by stress and adversity.

The four building blocks of HOPE (Tufts Medical Center 2022) describe broad types of experiences that children need that can provide a foundational base of support for youth including

- A healthy relationship with a parent, caregiver, educator, or other adults
- A safe place to live and play, along with regular access to healthy food
- A group in which youth can develop a sense of connection and belonging
- A friend to play with regularly that can allow for a child's emotional growth

“The more healthy relationships a child has, the more likely he will be able to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

- Dr. Bruce Perry,
Psychiatrist

The well-being practices below are listed in alphabetical order.

Breathing Technique 6-2:

[Video](#) / Handout

Energize through Tapping:

[Video](#) / Handout

Guided Meditation with Coherent Breathing:

Video / Handout

Ha! Breath:

[Video](#)/Handout

Shaking & Energy Clearing:

[Video](#)/ Handout

Summary Page of Adult Practices

Discussion Questions

Take a moment to reflect individually and, if possible, discuss with others

1. What are some of the signals you notice in yourself that might indicate you need to attend to your stress?
2. Considering the tools offered here, what most resonates as helpful to you?
3. How might using these practices facilitate your ability to be present for others?

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<https://positiveexperience.org/wp-content/uploads/2021/09/4BBs-Poster.pdf>
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Discussion Guide for Facilitators



Discussion Guide for Facilitators

This document provides a summary of the discussion questions from each episode in the video series and may be used to support facilitators of a group collectively viewing the video series.

Some reminders to consider while preparing for hosting or facilitating discussion include:

- Emphasizing equality
- Setting the tone for a respectful community
- Strategies to keep the flow moving
- Keeping the focus on the group as a whole
- Releasing the desire to “fix” or “rescue”
- Expect emotion or discomfort to arise and name and normalize it in advance

Discussion Questions

Welcome

- Introductions
- Agreements

Module 1 Impacts of Displacement and Instability

- What kind of world can we create for youth who have been displaced?
- How might one remain responsive and without judgment when supporting children and youth who have been displaced?
- How might one try to not take behaviors personally when supporting children/youth?
- What is one next step one might take to support children and youth who have been displaced?
- How might children and youth who have been displaced need opportunities for identity development, and what types of activities or conversations might support that need?
- How might grief and loss be impacting children and youth who have been displaced, and what are suggestions for support?
- What might be some things one can do to enhance care for children and youth who have been displaced.

Module 2 How Breath-Body-Mind Exercises Work

- What are some of the signals you might notice in displaced youth that might indicate the need to attend to stress?
- Considering the tools offered here, what most resonates as helpful to you?
- How might using these practices in various contexts address varying emotional states?
- What hopes do you hold for youth in your community?

Module 3 Self Care, then Child Care

- What are some of the signals you notice in yourself that might indicate you need to attend to your stress?
- Considering the tools offered here, what most resonates as helpful to you?
- How might using these practices facilitate your ability to be present for others?

Summary

- After participating in this healing project, what is one key learning you are taking away?

About us



No Limit Generation is a Washington DC-based 501c3 organization. In times of crisis, educators, families, and youth serving professionals are not often equipped with the adequate training or resources they need to address the unique challenges faced by children. No Limit Generation (NLG) bridges this gap with a unique human-centered process that combines powerful storytelling with evidence-based guidance from respected community leaders and national experts.

For more information, visit www.nolimitgen.org. Training videos are an effective, scalable, and sustainable response to what is a local (and national) mental health crisis among children. They are accessed in 100+ countries and all 50 states, and designed to support educators, parents/guardians, youth serving professionals, and humanitarian aid workers.



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