Post-earthquake Relief through Education
Training of Teachers

Lesson Plans

Each session will consist of two trainers. They will either be co-trainers, or one lead trainer with an assistant trainer. Class size should be limited to 30 participants.

**Notes in *italics* below refer to how teachers can implement the activities with their students. These points must be emphasized in the sessions in order to ensure that teachers will be able to bring these lessons to the classrooms with their students with necessary adaptations.

Room Set Up: Ideally, there would be two areas: one area with chairs for all participants arranged in a circle for reflection and sharing, and one area with 6 tables for group work. If this is not possible, arrange desk and bench together in one large circle.

Learning Objective:

1. Understand the background information related to earthquakes.
2. Understand the Lesson Plans and their Learning Objectives.
3. Be able to give teachers the tools to have the confidence to deal with post traumatic children, and facilitate the sessions smoothly.
4. Be able to plan and conduct earthquake drills.
5. Understand that students need to have the opportunity to connect and express themselves on a regular basis.
6. Support teachers to conduct Morning Meetings, to be able to continue with meeting the needs of the students.
7. Identify, where possible, the needs of students who need further support and follow up. (Extra teacher time, School management, colleagues, parents, specialists, etc.)

Message: Date:

Dear Teachers,

Namaste and welcome to the session on Post-earthquake Relief through Education: Training of Teachers. We are here to share our experience on how to prepare ourselves to help students return to school and feel safe after the trauma they have experienced over the last few weeks. We have worked with psychologists, teachers and students to create these activities. We will do everything that we expect Teachers to do with the students, with you. We have all been through a lot in the past few weeks, we have been taking care of our families and friends. Everyone's experience will not be the same, but our aim is to provide students with a sense of safety and empowerment to deal with the situation.

We hope you will participate actively through the day and share your experiences.

Have a great day!

Trainers’Names
Activity 1: Introduction
Activity 2: Warm up: I Am Feeling Safe
Activity 3: Antelope Story
Activity 4: “Web of Connection”
Activity 5: Understanding the Primer
BREAKE
Activity 6: Draw and Share
Activity 7: Earthquake Drill: Directions and Practice.
Activity 8: Warm up “WOOSH”- Passing the sound
Activity 9: Morning Meeting
Activity 10: I am Good at- Story Making and Sharing (optional if time permits)
LUNCH
Activity 11: Story to Art/ Story to Drama
Activity 12: Re-Build
Activity 13: Warm-up: How Have I Become Stronger
BREAKE
Activity 14: Review of Lesson Plan package
Activity 15: End of Day- Breathing Exercises
Activity 16: Responses Sheet

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Material</th>
<th>T</th>
<th>AT</th>
</tr>
</thead>
</table>
| Activity 1: Introduction:  
- Introduce the trainers and trainees. Make sure everyone has a Name Tag and wears it.  
- Read the message  
Mention the following points: These activities are tried and tested strategies to help students overcome the trauma they have experienced because of the earthquake.  
**Explain that in case there is a tremor during the training session, where the exits are located, and which open are to meet in.** | Name tag, markers | 10 | 0 |
| Activity 2: Warm up: I Am Feeling Safe  
Learning Objective: To help the teachers feel grounded  
Trainer welcomes teachers, asks them to stand in a circle, holding hands (including teacher) and asks: “Are you feeling safe right now?” and says “If you are feeling safe, put your right foot in”. (If someone does not put their foot in ask them: “Is the ground shaking? Are your feet firmly on the ground? Student will say, “yes”. “Then you are safe, and then say, “Right now you are safe”.) When everyone puts their foot in, revalidate by saying: “So we are all feeling safe right now”.

*Briefly explain package. What is our common goal? Importance of providing safe environment for returning children. Cannot hope to do the work of psychologists, but we can create an environment where students feel safe not only physically, but also to open up and share experiences- whether that is going to be on the first day back, or a month later. Need to keep dialogue open. Children do not learn when they do not feel safe.* | 5 | 15 |
### Activity 3: Antelope Story

**Learning Objective:** To help children understand that trauma freezes you and release energy locked in the body because of the trauma.

**Instructions:**
- Share information/story about antelopes.
- “I am going to tell you a story about a deer (small deerlike animal) who faces a dangerous situation and overcomes it.”
- Read the story* (attached at the end of today’s plan) and ask students to act the part of the Grandfather as you read.
- 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.
- At the end of the story ask them to return to their normal standing position where they feel strong, steady and safe.

Discuss how their bodies felt.
- How did you feel?
- Did your emotions change during the story?
- How did you feel when the lion walked away?
- Did this experience remind you of anything?

**Teacher’s note:**
1. 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. 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.
2. 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. (How did you feel, when did your emotions change? Does this remind you of anything?)

### Activity 4: “Web of Connection”

**Learning Objective:** Connecting with everyone’s experiences during the earthquake.

**Instruction:** Make a big circle with ten volunteers.

**Step 1:** Positive sharing: Pass a ball of string to another person and say something positive about yourself. Each person holds the string before passing the ball.

**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 prompt:
1. “Tell us what you were during the earthquake and what happened.” Share.
2. How did you feel? (optional for younger children)
3. How did you cope? What helped you to cope? (optional for younger children)
Step 4: After listening to each other’s stories, how do you feel now? (optional for younger children)

Open the floor for any more comments/discussion as you see fit.

**Teacher Note:**
1. Our life is one big continuity. Everyone has a sense of the future. In trauma, you are afraid of the break in continuity. Everyone has had some kind of discontinuity. How will you bridge it? What are you going to do about it? Your students will be disturbed, help the students build this bridge. (for Teacher awareness)

2. Include some time for discussing how to talk to children about earthquakes.

3. It is important to validate children’s feelings and not impose your feelings; of linking their comments/fears/emotions to other students or adults, but not belittle what they say

**Don’t:** Judge or criticize a child’s expression about an experience (e.g. “So what, everyone has lost their house.” Don’t say, “It’s happening to everyone so that’s nothing new;”)

**Do:** Validate it: e.g. It must be very sad to lose your house) Do say, “It sounds like many of us are experiencing that, and yes it can be scary.”

---

**Activity 5: Understanding the Primer**

**Learning Objective:** Trainers Understand the background information related to earthquakes, and the need to support children.

Divide the Class into five groups of six. Each group will get two topics to read and explain.

Everyone reads the context and background, then each group takes up two topics (1-2, 3-4, 5-6, 7-8, 9-10). They read the material together in the group, and relate the material to their own context. They present:

1. The content
2. Its relevance
3. Whether anything was unclear.

As far as practicable each member of the group will present.

*Remind teachers to intersperse songs, energisers and to read a Book at intervals during the day, as appropriate.*

---

**Material:**
- Post Earthquake Primer for Teachers and Students
- Chart paper to make presentation

---

**BREAK**

---

**Activity 6: Draw and Share**

**Learning Objective:** Self Expression

**Instructions:** Ask students to draw something that has happened in the past few weeks. Teacher moves around the classroom observing the students and giving them time to draw. Do 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 share in pairs, and then in fours. The group will choose one student from their group to share with the whole class.

Teacher validates what the students says, and tries to make the link with other students’ feelings.

Teacher note:

1. 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.

2. 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.

3. 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.

Model how the teacher should walk around the classroom, and what to say, (Teacher should not comment on the quality of the drawing, but listen to what the children have to say about their drawing.) what not to say. After drawing ask the teachers if they noticed what the trainer was doing while they were drawing.

Activity 7: Earthquake Drill (Safety Plan): Directions and Practice.

Learning Objective: Physically experience the procedures to be followed during an earthquake

Note: 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. Teachers will discuss with students the importance of an earthquake drill, discuss the procedure for 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. Tell them that by practicing the drill, they will feel safer if it really has to be used.

Instructions: Share importance for the School to have a plan. Divide teachers into small groups of five. Ask them to write down what they would plan for their school, depending on whether it is a High-rise, Ground floor school, or TLC, for 10 minutes. Regroup, every group share briefly. After first group shares, next group only shares what has not already been said, etc. The last group will probably have very little or nothing to add. 8 minutes Write all suggestions on chart paper in 3 columns: High-rise, Ground floor, TLC.

Make a plan for the room that you are in, and then practice it for real.
Remind Teachers that this plan is for now. If they are in TLCs, they need to revisit the plan when building is ready. That they need to practice regularly so that children do not panic and the process will be smoother if the kids are confident about what to do, and experiencing with their bodies helps them to remember better.

When you revisit Earthquake drill with students, start by asking students to take turns to repeat what the steps are to evacuate 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.

Teacher 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.)

Activity 8: Warm up “WOOSH”- Passing the sound.
Learning Objective: Warm-up/ Ice-breaker
Instructions: Teacher creates a sound and passes that sound with both hands to a student (as if throwing a ball underhand), for example: “Whoosh!” The student receives the sound says “Whoosh!” while receiving with both hands. The student then makes a different sound, e.g. “Quack! Quack!” and passes it to another student. The next student receives it, saying, “Quack! Quack!”, and passes it saying, e.g. “Clang! Clang!” And so on.
Note: Students need to look at the eyes of the person they are passing the sound to. Pass to someone who has not had a turn, so that everyone has a turn.

Teacher note: Do at least one warm-up activity every day. Importance of Warm-up activities.

Activity 9: Morning/Class Meeting:
Learning Objective: Students learn to share their ideas and feelings and listen to that of others (see teacher note below)

Procedures: Teacher writes on the board:
Date:

Dear Boys and Girls,
Good Morning. 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.
Have a great day!
Love Mrs. P and Mr. S

Teacher then tells the participants that we are going to model a Morning/Class Meeting. It would be best to do a Morning/Class Meeting every day, in order to give students the opportunity to talk about their topic of choice, or to make class decisions.
1. The teacher asks the students to sit in a circle, and greets them with a namastey.
2. The teacher asks one child to volunteer to read the message on the board.
3. The teacher then asks students to think of ways to help our community.
4. After giving them some time to think, the teacher asks them if they are all ready.
5. When the students are ready, the teacher asks the students to share their ideas, and writes down each idea on the chart paper/black board.
6. The teacher asks the students to listen and to mark when the idea has been repeated. When the idea is repeated, the teacher makes one more tally mark next to the idea that has been shared.
7. When all the students have finished sharing, the teacher either asks the students to read the points or reads it for the students.
8. The teacher asks the students to decide on one activity they would like to implement, or use the tally marks to decide.
9. The teacher tells the students that they will discuss how to implement their plan to help the community, in the next meeting.

The teacher thanks the students for their participation.

Teacher Note: Ask the participants to think the importance of doing Morning/Class Meetings. List responses, and add to the list yourself if needed.

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, teacher shows that every member of the community has a right to contribute ideas and gain respect.

When teachers model 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 life, collaborative learning, and conflict resolution.
**Activity 10: I am Good At- Story Making and Sharing**
(Optional activity if time permits.)

**Learning Objective:** Recognizing our own strengths and feeling positive

**A. For Older Students**

Make a list of children's names on a newsprint paper, and next to it:
I am good at, write down what the students say.
Raju: I am confident
Kiran: I have a sense of humor
And so on.

Ask students to write a story/poem/comic strip about how they have used their strength. Can be illustrated if they finish early. Teacher then takes the stories to compile into a book “I Am Good At” to be shared by the author the next day.

**B. For Younger Students**

Give each child a horizontal piece of paper divided into two down the middle. 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.

Compile drawings and text into a class book titled “I Am Good At” to be shared by the authors the next day.

*One Trainer compiles book now*

**LUNCH**

**Activity 11: Story to Art/ Story to Drama**

**Learning Objective:** Expressing stories through art/drama and identifying coping mechanisms. Divide class into two groups.

Instructions:

**Option 1: Story to Art**

- **Opener:** Ask participants if they like to listen to stories, or like to draw.
- **Demonstration:** Read one story; T has already drawn a picture for that story 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.**
- **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 move 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: 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?

**Option 2: Story to Drama**
- 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: 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?

**Activity 12: Re-Build**

**Learning Objective:** Instill hope for the future

Talk about what they would like to build if they could and imagine how it would look after they rebuilt it.
Would they like it to look the same as before?
Would they like to delete old features?
Would they like to add new features?
The teacher asks students to review the list they created for Activity 2, 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.

**Techniques**
- cutting paper into different shapes
- pasting the shapes together to create new shapes

Glue, scraps of paper, sheets of paper to make the collage on

| 30 | 330 |
- the collage should include a picture of a strong, building that you would like to be part of your community.

Teacher’s note:
1. *This collage activity is to have a positive impact on the students, helping to build a sense of confidence and hope for the future.*
2. *Teachers show students a collage of something other than a building they will have done in their training. It could be a collage of a tree, or a cup or anything that is not related to monument or their home.*

**Activity 13: Warm Up: How I have become strong.**
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 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.

<table>
<thead>
<tr>
<th>A ball or any object to pass in a circle</th>
<th>10 340</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAK</strong></td>
<td>15 355</td>
</tr>
</tbody>
</table>

**Activity 14: Review of Lesson plan package**
Teachers/Trainers sit in small groups to review the Lesson Plan package and ask for any clarification.

<table>
<thead>
<tr>
<th>50 405</th>
</tr>
</thead>
</table>

**Activity 15: End of Day Activity- breathing exercises**
Learning Objective: To leave school on a positive note

Instruction:
- Take a deep breath through your nose, 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 (optional- or do I Am Going to Help Myself)

Teacher Note: 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?

<table>
<thead>
<tr>
<th>5 410</th>
</tr>
</thead>
</table>

**Activity 16: Responses sheet**

| 5 420 |
बालबालिकाहसँग शूक्रम्धारे कसरी कुरा गने?

1. बालबालिकाहरूले भावनाले कदर गन्नुहोस्। उनीहरूले भनेर एउटै ध्यानपूर्वक सुन्नुहोस् र अफ्नो मात्र भनाउं।
2. बालबालिकाहरूले बुझिता डरौं बुझिता डरौं र अझ विस्तिर पाँच कूलको पल र कार्य गन्नुहोस्।
3. बालबालिकाहरूले लागि प्रश्न सोन्न र आफ्नो काै दियो। त्यस्तै भनिने विधिका कै रूपी रामाइचार क्रमाक्रम गर्नुहोस्।
4. आफ्नो जिक्के प्रयोग भन्ने बालबालिकाहरूले विकस्थलको रूपमा अनुसार कार्य गन्नुहोस्।
5. गलत सुचना प्रयासित गन्नुहोस्, हल्लालाई सत्य झै प्रश्ननुहोस्। तपाईंको भालबालिकाहरूले भरोसा बलियो राख्नुहोस्।
6. बालबालिकाहरूले आफ्नो भावना दियो। उनीहरूले एउटै प्रश्न वार्ता सोधिपर्नुहोस्।
7. आफ्नो मनोदशाहरूले बुझिता डरौं बुझिता डरौं। एउटै कठिन परिस्थितीको सामना गन्नुहोस्।
8. बालबालिकाहरूले दक्षिण अनुसार भन्ने भन्ने ध्यानमध्यमै उनीहरूले आफ्नो भावना दियो। अवसर प्रदान गन्नुहोस्।
9. बालबालिकाहरूले नेपालीको प्रश्नको जवाब दिन जरी हुन्छ। बालबालिकाहसँग आन्तरिक विवाद छलफल गन्नुहोस्।
10. भुक्त सबिध सत पान भन्ने सबै नको उर ध्यान नभएको वषयको नको उर त झन दिनै हुन्छ।
11. बुझि समस्तिर घनिष्ट र सकिन्ने नदेखाउनुहोस्। जसले बालबालिकाहसँग इन बन्दी अनुभाव गन्नुहोस्।
12. भूक्त सम्बन्ध रूपमा कॉ मलको सहयोग गन्नुहोस्। अन्य वषयको सहयोग गन्नुहोस्।
Some Tips on Talking to Children about the Earthquake

1. Validate children’s feelings and don’t impose your feelings. Listen.
2. Acknowledge their fears, but don’t fan them.
3. Create an environment where children can ask questions and are comfortable to share. Use trigger activities (like games) to help them share.
4. Keep discussion to the developmental level of the children you are dealing with.
5. Do not make up information, don’t spread rumours, you may lose their trust.
6. Know that you will be giving kids more than one chance to talk about this. If they are asking the same questions many times, remember they are seeking reassurance.
7. Acknowledge your emotions but remember that you are modeling coping skills and resilience, don’t spook children by panicking yourself.
8. Give them opportunities to express themselves in any medium they choose and you can offer them: draw, write, act, paint, journal, collage, clay, poetry, plays, dance, music, physical games, building blocks and so on.
9. Don't bring up questions that aren't raised by the children--i.e. will this happen again? Don't feel you need to answer questions that you can't.
10. Go through the safety procedures and how to evacuate the building when an earthquake happens.
11. Do not show them shocking and painful video footage that can disturb them.
12. Discuss, brainstorm and work on what you as a community can do to support relief efforts--depending on whom this is appropriate for. The message is that people help one another. And you can make a difference.