



Psychological **First Aid** for **CHILDREN**

Guidance Manual Containing Activities Applicable for
Child Protection during Emergency Disaster Situations



National Child Protection Authority

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during Emergency Disaster Situations



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First Edition:

2019

Published by:

National Child Protection Authority

No. 330

Thalawathugoda Road

Madiwela

Sri Jayawardenepura

ISBN 978-955-1417-20-8

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Printed at the State Printing Corporation

Panaluwa, Padukka.

Foreword

Disasters can occur either due to natural causes or due to various human activities. However, it is children who suffer most in disaster situations; the life of a child is more seriously affected quantitatively and qualitatively in every aspect than that of an adult in disaster situations.

Children are a group who are not capable of making self decisions for their existence. Essentially, they have to depend on other parties for their existence. Its with the support of others that children find security, fulfill their needs and carry out all other activities.

Parents do not think of their own lives when they work for the sake of their children. In the absence of parents, this duty is fulfilled by their next of kin; if not, neighbours or other groups will come forward to fulfill that duty. However, a security that is better than that of parents will not be provided to children by any other party. Children may lose their parents during a disaster; they may even lose their relatives. In such situations, the other groups in society must provide security to children considering children to be a common treasure.

When a disaster occurs immature children with little experience, unlike adults, will soon feel helpless; they will feel confused; they will feel fear and uncertainty. In such situations they will soon feel quite helpless. Children who face such situations will not recover as fast as, to the same extent as, and in the same quality as adults. That requires specialized behaviours, activities, substitutions and treatment as well.

I am very pleased to state that the National Child Protection Authority, taking these aspects into consideration, has prepared guidelines on giving psychological first aid to children who experience such situations and is making it available for the use of all relevant parties. I would like to commend the great care and commitment displayed by the Psychosocial Unit of the Child Protection Authority in preparing these guidelines, and would like to extend my gratitude to them for their tremendous effort. I should also commend the cooperation extended by various parties in the Authority as well as those from outside in making this task an immense success. I would like to extend my sincere thanks to all those parties. Finally, I would like to request all relevant parties implement this with determined effort and commitment keeping in mind maximum well-being of the child.

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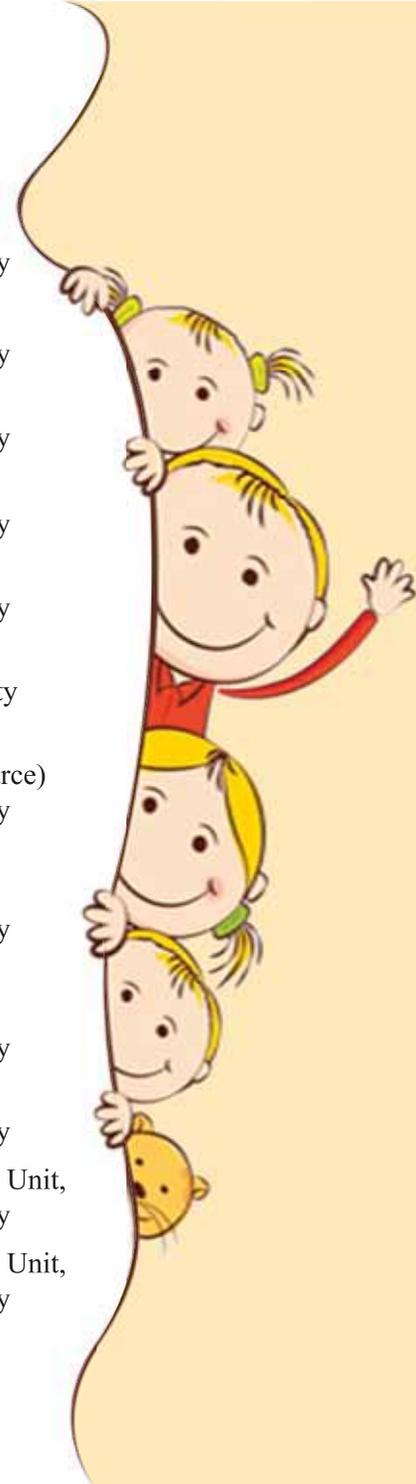
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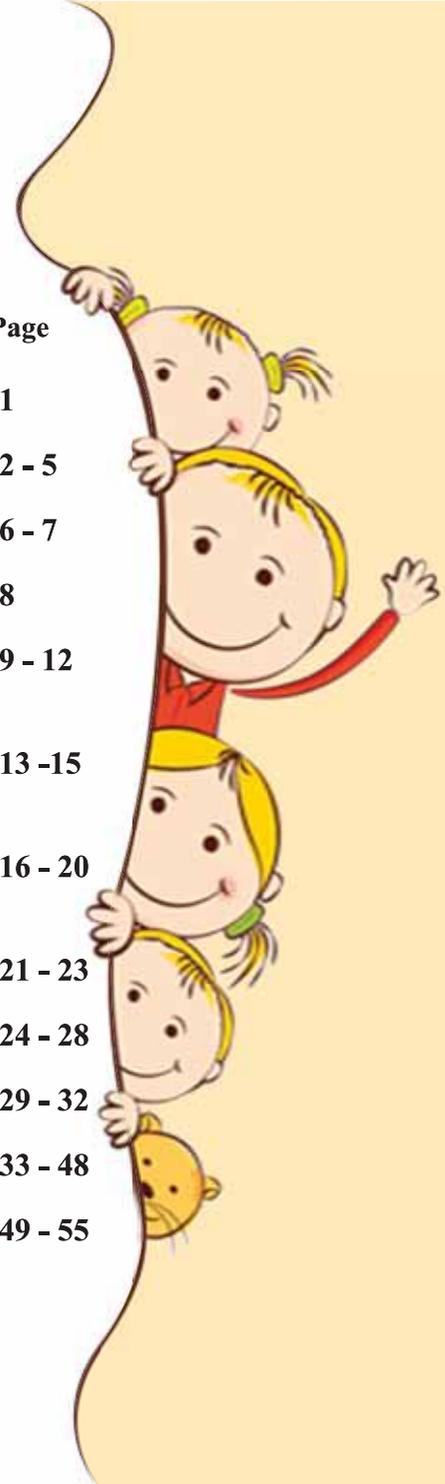
Publication

National Child Protection Authority



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Objectives

1. Ensuring good mental health and psychosocial well-being of children affected by disasters.
2. Identifying the nature of treatment required for the psychological problems faced by children affected by disasters and providing psychosocial coordination.
3. Developing the knowledge, attitudes and skills of the professionals engaged in this sector.
4. Providing children and the community with basic understanding on child protection, child abuse and being safe from abuse.
5. Providing a proper guidance to the professionals in government, non-governmental and volunteer organizations.
6. Making this available for use by any party that shows an interest in this area.
7. Ensuring maximum well-being of children affected by disasters and providing psychosocial support in such situations.

Introduction

It is very essential that steps are taken to ensure the protection of children, on whom the future of a country depends. National Child Protection Authority acts as one of the country's foremost institutes that work towards ensuring the protection of children. In terms of the provisions of the National Child Protection Authority Act No. 50 of 1998, the Authority acts towards prevention of child abuse, ensuring of child protection, and reintegration of children who become victims of child abuse into society.

In terms of the United Nations Convention on the Rights of the Child, a child is a person who is below 18 years of age. Therefore it is the responsibility of all adults to provide opportunities for all individuals below 18 years to enjoy all the rights recognized by the Convention, and to ensure the protection, development, well-being and participation of children. According to the Sri Lankan law, the age limits in the definition of 'child' varies according the nature of the offence. According to general acceptance and in terms of Section 40 of the National Child Protection Authority Act, a person who is below 18 years of age is defined as a child.

Having a good physical and mental health for building a strong personality in children has a direct impact on the future development of children. At present there is a serious dialogue on the issue of child protection where various aspects related to child protection are discussed. Providing psychosocial support to children in emergency disaster situations, too, is focused in this dialogue.

There also are occasions where psychological disorders such as follows are identified in children who suffer such hazards:

- Depression
- Anxiety
- Substance abuse
- Eating Disorders
- Schizophrenia
- Post-traumatic Stress Disorder

Such children should be provided with psychosocial coordination including psychological treatment, counselling, and psychotherapy services. In such situations, child protection risk and its extent vary depending on the nature of the disaster.

Disasters

Disasters are of two types, namely natural disasters and manmade disasters.

Natural Disasters	Manmade Disasters
<ul style="list-style-type: none"> • flood • earthquakes • volcanic eruptions • whirlwinds • landslides • tsunami 	<ul style="list-style-type: none"> • civil wars • nuclear experiments • terrorist bomb attacks • sea-related disasters • chemical explosions • destructive activities by extremist groups

However, such situations affect the overall development of children as well as the development of a country and the entire human kind. Disasters may result in any or even all of the following:

- child deaths or injuries to children
- becoming orphaned
- becoming destitute
- separation from families
- isolation
- taking on to various groups
- being vulnerable to dangers
- becoming disabled
- children becoming victims of trafficking
- displaying symptoms of physical or mental disorders
- child abuse
- getting used to take drugs
- becoming a victim of drug trafficking
- absenteeism in school
- anti - social behaviours
- weak personality traits

The National Disaster Management Policy declared by the Ministry of Disaster Management contains provisions for ensuring the protection, mental health and psychosocial well-being of children. **Section 13(d)** of that Policy specifically states that **gender equality, especially empowerment of girls and women should be ensured in disaster management**, and **Section 21(a)** states that **children who become victims of disasters should be provided with access to continuous education as required.**

Before facing a disaster situation, most children naturally try to build a personality unique to them by engaging in normal activities such as taking responsibilities within their families, making self-decisions and taking leadership in peer groups. During disaster situations children have to face vulnerable or challenging conditions and have to seek the support of others. Children get the opportunity to learn it through family members, caretakers or other persons.

There are children who successfully face the challenges they encounter during disaster situations. What is evident from this is that the social environment in which such children have grown up have enabled them to face challenges effectively and to be safe from risks. Personality traits that are growing in children are unique to each child; these personality traits differ from child to child depending on the environmental and social factors to which the child has been exposed. Further, although the vulnerability of the disaster situations that the affected children have experienced is very high, the environment that has been subjected to the disaster may also contain factors that make such children feel safe. Such factors may include living with parents, availability of a person to provide security, and receiving the support of friends. Moreover, it can be observed that, during disaster situations children develop the skill to lead groups and the capacity to solve problems, and they also build strong inter-relationships. However, it can be identified that such skills are developed mostly in children who are exposed to situations with minimum vulnerability and with reasonable safety factors.

Each child is unique when faced with a disaster. When working with children, it is very essential that particular attention is given to each child and prior observations are made about them in order to understand their mental situation. Guidance manuals and other documents on disaster situations have been published by international and non-governmental organizations. It is expected through this manual to provide knowledge about psychological first aid including knowledge about working with children, building a safe environment for children, and ensuring the mental health of children. This manual will help improve and update the knowledge of professionals and other parties who work with children during disaster situations on psychological first aid.

Definitions

Depression – This is a common and serious mental condition that affects emotionally. This impacts day-to-day activities, and affects the way a person thinks and acts. The symptoms of this condition may include problems related to eating food and sleeping, loss of hope and feeling sad.

Anxiety – Anxiety is a kind of stress. Feelings of confusion and worry can be observed in persons with anxiety. It is characterized by physical symptoms such as sweating, palpitations, headache, increase of blood pressure or increase of the rate of heart beat.

Substance Abuse – Substance abuse is a disease condition; despite its harmful impact, addicted persons cannot give up the habit of using drugs. Use of alcohol and drugs results in mental health problems and mental disease conditions. Those who are addicted to alcohol and drugs may tend to commit social crimes or anti-social acts. Long-term weaknesses in personality and personality disorders can be observed in such persons.

Eating Disorders – This is a mental disorder caused by abnormal food habits of a person. This adversely impacts the physical and mental health of a person. Persons with eating disorders may take food in very small amounts and in very large amounts. Eating disorders may exist in persons with depression, anxiety and substance abuse.

Post-Traumatic Stress Disorder (PTSD) – Post-traumatic stress disorder is a condition related to mental stress and shock that is caused after experiencing a death or a serious physical injury, or after been exposed to a threatening incident or a pain. This is a condition of anxiety that is developed in persons after experiencing shocking incidents such as crimes, accidents, violent incidents or natural disasters.

Schizophrenia – This is a severe mental disorder that affects how a person thinks, feels and behaves. A person with schizophrenia finds it difficult to differentiate between real things and imaginary things, and also finds it difficult to express emotions; symptoms may vary from person to person.

Mental Health – How a person thinks and acts impacts his/her mental health – maintaining balanced emotions and behaviours enables a person to live a contented life. If not, a person's thoughts, moods, life experiences and biological factors may result in problems of mental disorders.

Psychosocial Well - being – Psychological well-being refers to the positive social relationships that a person maintains with the family, friends and the community. The cognitive, emotional and spiritual strengths of a person/child impact this. Psychosocial well-being is a fine inter-relationship that is built up psychologically and socially. Mental well-being is development of life skills, understanding inter-relationships and identifying environmental and cultural situations.

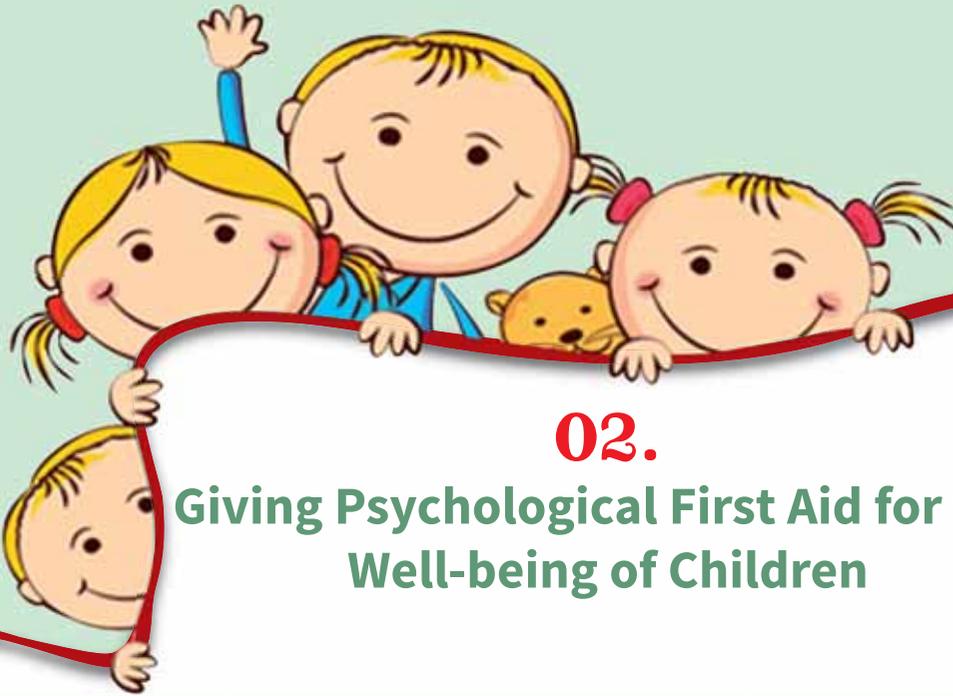
Cognition – Cognition is a higher psychological process in humans. It is the knowledge and understanding that are gained through the thoughts, experiences and senses of a person. This includes memory, reasoning, problem solving, making decisions, perception, thinking, imagination, language, calculation and planning.



01. **Psychological First Aid**

Psychological first aid (PFA) is a form of formal, human response given to a fellow human being suffering a crisis or is in need of help (IASC 2007). The objective of psychological first aid is to provide the practical guidance and psychological support to a person who is suffering a mental agony in order to rescue him from his agony. Such assistance includes the following:

1. ensuring safety, building relationships with others, and calming.
2. facilitating social, physical and emotional support.
3. Creating the possibility to support them as an individual and as a community.



02. Giving Psychological First Aid for the Well-being of Children

After a disaster, affected children basically display changes in social relationships, emotions and behaviours. Such changes are caused by:

- ◆ insecurity
- ◆ separation
- ◆ lack of information
- ◆ loss of father or mother
- ◆ Anxiety due to rumours

Persistence of such causes for a long time results in mental conditions such as problems in sleeping, having nightmares, anxiety, and getting frightened.

A disaster, most often, is an unexpected situation, and therefore, children who face disasters experience a shock. As a result of a disaster, children may face situations such as:

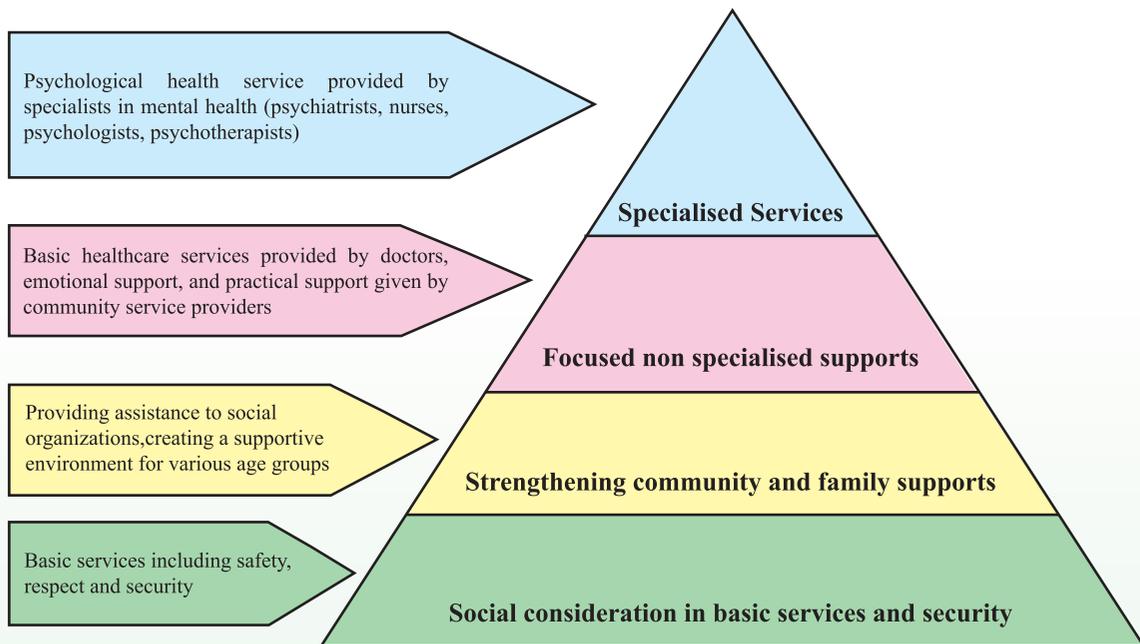
- death of close relatives or members of their community
- close associates going missing
- becoming homeless
- having to live in a camp environment
- Problems in getting basic needs fulfilled

Disasters have a more serious impact on children

Disasters may affect children in various ways. The nature of the impact on children varies according to factors such as the age of the children, the nature of the disaster, and the care received after the disaster. If the basic needs of children are fulfilled after a disaster, and if adequate security and care are given to such children, most children fully recover within a very short period of time. The community and the family services can be strengthened in order to help children who are seriously affected by disasters to recover.

Therefore it is important to create a friendly environment for children. Further, it is essential to provide targeted services to help some of the children affected by disasters to recover. Such children can be given help to recover by providing basic healthcare facilities targeting them, by giving them emotional support and by providing them with psychosocial support in various ways. It is also necessary to provide dedicated professional level services to help children who are severely affected by disasters to recover. Such interventions have been illustrated in the following pyramid:

Phases of the interventions made after a disaster



(Minimum Standards for Child protection in Humanitarian Action, 2012)

Preparedness

It is essential that there is proper preparation for providing psychological first aid for children after a disaster. Information and data already available about disasters can be used for that. It is also important to carry out a needs assessment within a very short period of time after the disaster. When doing that assessment it is important to direct the attention to the following facts:

1. Carrying out a review of the present situation promptly using the information available at the time. Special attention should be paid to the situation and the needs of children.
2. It should be ensured that various factors that are required in helping children to recover, namely education, healthcare, psychosocial support, coordination in providing protection to children and a referral process are available.
3. Currently available community based support, targeted support and specialized support should also be identified. A coordination mechanism needed for that should be identified, too.
4. A training on psychological first aid should be given to officials who are engaged in other sectors (such as water supply, sanitation and cleanliness, camp management, education) that provide support services to the community during a disaster situation.



03. Characteristics Displayed by Children Who Face Sudden Disasters

Physical:

- sweating and getting chilled
- increase in heart rate and in breathing rate
- stomach ache, vomiting and loose stools
- increase or decrease of body weight, changes in appetite
- extreme shock
- exhaustion
- muscle twitching and pain
- trembling (in the hands and lips)
- headache
- body pain and aches
- wounds, scratches and bruises

Psychological and Emotional:

- Sadness, sorrow, depression, unhappy moods
- mental pressure and shock
- feeling pessimistic
- anxiety and fear
- not responding to stimuli
- loneliness, disorientation, and feeling of isolation

- being unable to sleep and having sorrowful dreams
- not been sensitive to the external environment
- feeling guilty conscious
- not showing any closeness to those who give support
- blank expressions
- trying to be with parents and guardians
- confusion and being away from the environment of realism
- laziness and uneasiness
- loss of memory
- not following instructions
- not joining others

Behavioural:

- diminishing of activeness
- difficulty in understanding and obeying laws
- being unable to control impulses
- communicating the disastrous history either in the daily routine or in doing sports
- causing self-injury
- communication difficulty
- aggressiveness against others
- crying
- interruption to sleep, change of sleeping habits
- keeping away from society, silence
- eating disorders, change of eating habits
- being alert to changes in the environment
- use of drugs
- contrary behaviours

Cognition:

- Difficulty in managing and controlling attention
- Difficulty in focusing on some task and to stay focused until that task has been finished
- Loss of enthusiasm to look for new things
- Difficulty in planning and in harbouring hopes
- Difficulty in preparing new information
- Problems in getting adapted to different times, namely morning, daytime and night.
- Being unable to understand his/her own contribution
- Problems related to hearing and towards what is happening to him/her vision
- Difficulties in learning
- Problems in developing language skills

Social:

- Rejecting adults
- Uncertainty about the trustworthiness of the world and about hopes
- Being neglected by friends
- Uncertainty and suspicion
- Getting rejected by peers or being subjected to ridicule
- Inter-personal difficulties
- Having been subjected or high risk of being subjected
- Lack of trust to build up social to abuse relationships again
- Dropping out from school

Remember: These characteristics may not be observed in all children while one child may display one or more of these characteristics. The characteristics displayed can vary from child to child.



04.

Factors that should be Considered When Giving psychological First Aid to Children

The environment or the location

- The most suitable is a location where the child can be spoken to in private and where the child's attention will not be diverted.
E.g. When speaking to a child, the location should be safe, and the child should feel free to speak and there should be confidentiality.
- The location should have a child-friendly and free environment with sufficient space.
E.g. it can be a health services centre, temporary safe centre, school, a place where food is distributed or any other child-friendly place.

Welcoming the child

- It is very important to give the child an unconditional, warm welcome. That means, when dealing with the child, the religion, ethnicity, language, gender or the family background of the child or any other criterion should not be taken into consideration.
- Every child should be given an equal respect and recognition without any difference.

Consent of the child

- Action should be taken so that the child is never isolated.
- It is necessary that the child is consulted about his/her liking for the environment and the location that has been chosen for speaking to the child.
- It is very important to speak in a manner that the child will build up trust about you. It is also important to speak to the child so that a good relationship will be built with the child.
- Tell the child what you expect to speak to him/her about. (Speaking to the child without saying it will result in the child being subjected to further mental pressure and emotional abuse.)
- Building of relationships may vary depending on the level of risk of the disaster that the child has experienced.

Ensuring that the child is safe

- If the child is in a safe environment with a suitable caretaker or adult, let the child to be there.
- Build confidence in the child by ensuring safety and by easing fear.
- Also, take steps to collect necessary information about the caretaker who the child is with.
- In the absence of the child's parents or a proper guardian, take action to connect the child to a government recognized or legally accepted institute.
- Further, if the child's mother or father or the guardian lives in another camp or another area, provide the necessary coordination through responsible officers.

(District Child Protection Officers and District Psychosocial Officers in District Secretariats, Divisional Child Protection Officers, Child Rights Promotion Officers, Early Childhood Development Officers, Women Development Officers, Counselling Officers, Social Services Officers, Disaster Relief Services Officers in Divisional Secretariats or any other responsible officer.)

- Always be vigilant about the behaviours and activities of children.

E.g. Behaviours in sleeping, eating food, tranquillity of mind, expression of feelings

Active listening

- Let the child know and convince the child that you are ready to carefully listen to everything the child is saying.
- Tell the child that you are going to help the child, and become very close to the child.
- When you say so, the child will be encouraged to get a start to speak with you and to tell you things that you have not even asked about.
- In these situations, never force the child to tell his/her story.
- If the child is telling his/her story, do not interrupt him/her while he/she is speaking.
- Do not divert the child's attention.
- Pay more attention to what the child likes to speak about.

Silence

- Respect the child's silence.
- Quietly and tolerantly give the maximum time the child needs.
- Let the child be free until he/she is ready to start a discussion.
- Do not try to ask questions breaking the silence.
- Being silent may vary according to environmental conditions and the age of the child.
- Try to get the child to do a very simple activity with the child's consent. E.g. writing something, drawing pictures, painting, using clay, origami and use of practical methods.

Empathy

- Take steps to make the child feel safe by showing empathy to what the child is saying.
- Try to understand what the child is saying from the point of view of the child.
- Imagine yourself to be a child and think of how you would feel if you faced such a situation.

Trustworthiness

- Build up psychological balance in children by creating a trustworthy and safe environment.
- Tell the child that what is said to you will not be shared with anybody else.
- When you build up trust in the child, the child will be encouraged to tell you what he/she has not revealed or what he/she has been hiding.

Honesty and confidentiality

- Do not give false information about what you are not aware of.
- Do not give the child promises and hopes about what you cannot do.
- Tell the child that confidentiality of what the child says will be maintained, and that the necessary information will be given to the relevant institutions as required.

Preventing recurrence of emotional shock and stressful situations

- When you are before such children, do not exchange information about the incidents or stories about other children or persons who have been affected by the disaster.
- Do not let the children get exposed to disaster related announcements, news, etc. on media.
- If there is the facility to watch TV in the location, limit the time given to the children for watching TV.
- Doing so will help prevent children from feeling fear and from being subjected to mental suffering again and again resulting in psychological disorders.

Good communication

- You can become very close to the child by building a good inter-relationship with the child, and thereby what the child says will properly tally with what you ask the child.
- It is important in taking the approach to engage in a discussion with the child.

Emotional balance

- Do not change your facial expressions when you are listening to what the child is saying.
- Identify the emotional characteristics (feelings and behaviours) of the child's story and take steps to maintain balanced expressions.
- If your facial expressions change, the child may refuse to continue speaking to you.

Mental concentration

- When working with such children who have become victims of disasters, it is essential that you have a strong mentality to listen to their views and shocking experiences. If not steps should be taken to build up such a mentality.
- If that is not possible, children can be referred to a counsellor or other officer who has such capability. (Assistance can be obtained from Divisional Child Protection Officers, Counselling Officers, Child Rights Promotion Officers, Women Development Officers, Social Services Officers or any other responsible officer attached to the Divisional Secretariat)

Not having presumptions

- Presumptions and conclusions should not be made before speaking to the child and before identifying their needs.
- Do not say anything that suggests that you have arrived at conclusions about the child's feelings.
- Do not depend on the information given by others about each child affected by the disaster.
- Do not make presumptions based on personal experiences, personal views or information given by others.

Praising

- If the child has a strong mental capacity or ability to solve his/her problem by himself/herself as appropriate, praise the child for that.
- Encourage the child further and give due respect to the child.
- The dignity and self-confidence of the child can be developed by doing so.



05. **How Communication with Children should be done as Professionals**

- ◆ When helping others, be careful about your own physical and mental health.
- ◆ Harbour no fear about a child's seeing sorrow being expressed by crying or by other means.
- ◆ Never delay helping a child who has lost a close relation due to death.
- ◆ Do not refrain from speaking to a child because of the feelings you get or worries you have.
- ◆ Be very close to the child so that you can listen to and speak to the child, cuddle the child or so that you are able to give to the child anything that you think the child needs as appropriate to the occasion. On such situations children and adolescents need more attention and physical touch than in other times.

- ◆ On such occasions let the child fully express the sorrow that the child is feeling, and to share his/her sorrow as he/she wishes.
- ◆ Encourage the child to be patient with himself/herself, not to have over expectations, and not to decide that certain things should essentially be done.
- ◆ Speak about the physical changes that take place after death.

Explain to the child that a person completely stops breathing after death, and that a person does not feel any pain after death, for example. If not, the child will get fearful feelings about
- ◆ You should be especially careful when describing death.

For example, if death is described as a sleep from which one will never wake up, the child may feel a great fear about sleeping. If the child is told that the dead person, who had been very close to the child, has gone to a faraway place, the child will feel that the person has deserted the child. Always explain to the child the real situation.
- ◆ Let the child speak any amount for any duration about the dead person whom the child had loved. Sometimes it may happen too often. However, it will help the child to understand the nature of the loss he/she is suffering, and to bear it up.
- ◆ Give answers to the questions asked by the child although the questions seem to be strange or different. It will be useful to get clarified as to what the child was thinking about by asking such a question. Doing so will help understand the nature of the child's wrong attitudes about death. Be careful about the possible risk of committing suicide. Be so careful as to refer the child to a counsellor or to a mental health service. Be sensitive to the reactions of the child.

- ◆ When the child is speaking about the dead person whom the child had loved, do not try to change the topic. As it will be useful to both of you, do not let the child feel that the child will not be allowed to speak about the dead person.
- ◆ Let the child mention the name of the dead person. Although you may feel that it will be painful for the child to mention that name, let the child mention it; the child has not forgotten that person.
- ◆ Do not tell anything about what a bereaved child should do or what kind of feelings he/she should have, for the way sorrow is expressed varies from child to child.
- ◆ Pay particular attention to children with special needs and identify them because the capacity of such children to face and get over shock is higher than that of other children. E.g. mentally retarded children.
- ◆ When working with children act as an exemplary person. It is by imitating adults that children learn things. When responding to a sudden disaster, children always learn by following adults.
- ◆ Identify the children who are capable of acting cooperatively during disaster situations, and link such children with other children. The support of such children can be obtained to help others. Positive thoughts can be instilled in children through such acts.
- ◆ Use your experiences and strategic thinking when working with such children.
- ◆ Do not allow persons who have consumed or who consume drugs to enter the premises where the children live.



06. Psychological First Aid and Other factors

Sanitation and cleanliness

- It is important to draw attention towards the qualitiveness, quantitiveness as well as correct use of sanitary facilities available for children.
- It is essential to pay particular attention when providing sanitary facilities for girls.
- It is also important to pay attention to the cleanliness and suitability or unsuitability of the children's clothes and to the methodology available for distributing clothes. E.g. towel.
- When giving food and liquids to infants, hygienic and sterilized bottles and items should be used.
- Provide children with hygienic items of higher standard and higher quality. E.g. check the manufactured date and the expiry date.

- Provide as much facilities as possible to dry the children's wet clothes.
- If children show signs of infections or other disease conditions, take steps to refer such children to a medical officer.

Media publicity and its impact

- Using only the voice recordings of children without using their photographs when giving publicity through media.
- In doing so, children's identity and privacy should be fully safeguarded.
- Children should be prevented from further seeing the names and photographs of and reports about the areas that had been subjected to disasters.
- Boards should be displayed giving notice that **taking photographs is prohibited.**

Child protection and child abuse

- Raising awareness about types of child abuse and child protection.
- Educating children, parents and the community on risk factors and being safe in a disaster environment.
- Educating children, parents and the community on the government and non-governmental organization and officers that are engaged in child protection activities.
- Teaching children the methods of being safe from abuse.
- It is important to be careful so that appropriate, simple language and methods that suit the age of children are used when discussing these matters with children.

Education

- Making arrangements to give education to the children who have not faced the disaster situation or the disaster risk and are staying in safe centres (schools, religious places or other) during the disaster relief period.
- Implementing programmes in coordination with the teachers and principals of the schools in the area.
- Developing lessons containing very simple and appropriate practical activities for children based on factors such as children's age, language and behaviours.
- Conducting practical sessions in order to cover the syllabuses of the children who are sitting the G.C.E. O/L and A/L examinations.

E.g. Support of the volunteer officers related to the subjects and support of university students can be obtained for that.

- Providing opportunity for children who do not attend school to engage in handicraft and handwork.
- Follow-up of educational activities.

Follow-up

- After the disaster situation, teaching children to protect the environment.
- Providing the necessary coordination for rebuilding a strong family background after the disaster situation.
- Forming children's clubs and youth clubs, and educating children and carrying out follow-up (Education activities, health, nutrition, family relationships and security etc.)
- Rebuilding the broken social relationships of the child or linking with the relevant parties.

Maintaining registers and records

- Maintaining registers and information about children in the centre and their guardians.
- In maintaining such information, attention should be paid to the age and the gender of the children and to other specific matters.
- If there are children who are being given medical treatment, separate records should be maintained about such children.
- Maintaining documents and records about children who do not have any guardian.
- When moving away from camps or when transferring from camps, keeping records of children who have been affected by disaster situations.

Selection of responsible adults for Child Friendly Space

- Preferably, the responsible persons should be selected from the camp community. This can be teachers, preschool teachers or others that have experiences working with children.
- In the selection process, be aware of caste and class systems in the camp. Selection must be done in close cooperation with the camp community.
- Ideally the selected adults are both young and older people, male and female. Ideally the ratio should be two adults – one male and one female engaged per 50 children. However the ratio of facilitators to children should consider the age group of the children.
- Adolescent males or females can assist the responsible adults to organize different types of activities.

Infants – two years of age
Accompanied by caregiver
Ratio 1:15

2 – 5 years of age
Ratio 1:20

6-12 years of age
Ratio 1:25

13-18 years of age
Ratio 1:25

- Before selection, the suggested adults must be interviewed including an orientation about their responsibility. Selected persons sign a temporary contract. They must agree to follow the “Code of conduct” and Child Protection Protocol of the implementing agency.
- They should agree to abide by the code of conduct of the implementing agency or the guidelines of the National Child Protection Authority on child-friendly camp management.
(See annexure 01)
- It is suggested that the selected adults are paid a reasonable monthly allowance depending on their duties and responsibilities.

Responsibility

The selected volunteers are:

- Responsible for organizing the activities.
- Give children attention and response when they express feelings and experiences.
- Include all children in the activities. Some children need extra support/attention to join the group. E.g. children with disabilities
- Mobilize other resources in the camp to assist the activities. E.g. Adolescents and parents
- Identify children with special needs. - Receive advice from implementing agency staff and if necessary
- Refer children/families to governmental services.



07.

Basic Requirements of a Child for a Comprehensive Growth

Before ensuring the physical and psychological well-being of a child, it is essential to check whether their basic requirements have been fulfilled. Any child has four essential basic needs. It is important to check whether those needs of children who have faced a disaster situation have been fulfilled, too.

1. Whether the child has a safe, responsive, loving relationship with adults

- Although this relationship exists mainly with parents, sometimes such relationships can exist with others, too. A child who loses his/her parents in a disaster may get love and protection from a family member, relative, adult or a professional in the field. This is an important factor that is needed by children from infancy to adolescence.
- The extent of the steadiness and constancy of the loving care for the child provides the child with confidence about his/her own life and with the ability to build relationships with others, to face novel experiences and to face various changes in life. A child who has faced a disaster situation can turn it into a special experience in his/her life. Through such experiences, children learn to face challenges with courage.

- A sudden break-up of or a change in such relationships will cause a stress situation in children. E.g. Loss of family members or close associates. If the child is not capable of understanding the nature of the incident, the stress he feels will be higher. Therefore, a separation that happens at least for a short period should be explained to the child to the level of understanding of the child, and he/she should be prepared for that as far as possible.
- Parents and caretakers should always be alert about the needs of and changes in children, and the child should be made aware that his/her needs are responded to.
- The child should be provided with the opportunity to enjoy the novel experiences he/she gets in life and to learn through those experiences. Also, it is important that adults help the child to understand the diverseness of world through various media channels such as books, newspapers, the radio and the television.

Love the child in a way that the child feels it.

- Responding to the needs of the child and fulfilling them as far as possible.
- Responding to the child when he/she is crying.
- Holding the child in the hands and fondling him/her keeping him/her on the lap.
- Cuddling the child and being very close to him/her.
- Speaking to the child and smiling at him/her.
- Understanding the child's feelings and behaviours.
- Sharing experiences with the child.
- Being very dear to the child, and listening to him/her.
- Letting the child enjoy his/her freedom.
- Giving the child the opportunity to make decisions.

2. Fulfilling good health needs

Maintaining good health impacts the development of the child. This is a factor that is common to all children, and it is the responsibility of the caretakers or guardians to fulfill this requirement.

- Being clean.
- Providing good food and pure water ensuring that the food and water are safe.
- Immunization
- Giving the right treatment during illnesses. E.g., injections and medicines
- Adopting good, sanitary methods.
E.g., for infants, small children and girls
- Protecting children from dangers, identifying risk situations and raising awareness about them.

3. Letting the child learn through various experiences gained in life

The child gets the opportunity to learn many things through the experiences he/she gains by letting him/her get his/her needs fulfilled by himself/herself as far as possible rather than fulfilling all the needs of the child by adults.

- Letting the child do the things that he/she can do by himself/herself.
E.g., taking food, getting dressed, washing the face
- Helping the child to develop understanding about the world around him/her.
E.g., identifying colours, guests, shapes, sounds, objects etc.
- Gradually giving the mechanical knowledge on how various things happen.
- Clarifying the causes for various things to happen.
- Giving the child understanding about natural phenomena such as rain, clouds and lightening.
- Giving the child the opportunity to learn different ways of behaving in the presence of others through the child's relationships with other family members and through the relationships with friends.

- Giving the child the opportunity to express his/her thoughts, feelings or views to others.
- Giving the child the opportunity to read and write.
- Letting the child think of and understanding concepts.
- Helping the child to learn how to face the difficulties that are faced in day-to-day life.
- Letting the child find or teaching the child the solutions for certain difficulties that the child encounters in day-to-day life.

4. Giving the opportunity to build self-belief, self-confidence and self-respect

The child should be given the opportunity to develop self-belief and dignity, to receive praise from the persons that the child considers important, and to get the child's abilities admired by others. Praising the child for the good things he/she has done should not be delayed because of a wrong he has done earlier.



08.

Psycho-social activities that can be done with children

In such situations the level of risk of the disaster situations children face may vary from child to child. Children experience disasters in mentality levels that differ from child to child. Basically, such children should be identified, and the following factors should be taken into consideration when their participation in such activities is invited:

- As some children like to engage in group activities and some others like to engage in activities individually, the necessary intervention should be made considering the views of the children.
E.g., drawing pictures, making stories, miming, singing
- When doing psycho-social activities, appropriate activities should be given to children considering the age of the children.
- Children should not be discriminated based on their religion, language or ethnicity, and all the children should be treated with equality.

- If a child wants to be away from or completely get out of an activity while the activity is being done, let the child do so. Do not force the child. In such situations, it is important that you manage the children using your creative thinking and methodologies.
- Encouraging or motivating children to participate in an activity can be done as appropriate to the situation.
- When working with such children (when doing activities), help the children to get accustomed to the normal daily routine after the lapse of a certain period of time.

Following taken from Supporting Children and Families in IDP Camps, Dili, Timor-Leste, 2006 Draft Prepared by the Child Protection Working Group of the Inter-agency Humanitarian Coordinating Group, Timor-Leste, July 2006.

Do's and Don'ts of planning activities for children

DO

- Ask children what they would like to do and give them choices
- Allow them to express their opinions and concerns.
- Choose activities that children know and are familiar with (e.g. like traditional games and sports).
- Keep children interested having activities flow smoothly from simple to more complicated ones.
- Encourage children to join and even assist in organizing these activities but do not force them to participate.
- Communicate with children in their local language or the language they are comfortable with.
- Involve children of all ages, both boys and girls as well as, those with special needs.
- Check with children if they are comfortable with the people they are working with.
- Engage parents and caregivers in these activities when appropriate.

- Ensure that all activities are age appropriate and gender sensitive.
- Make sure people are properly informed of the activities that are going to take place.
- Activities should do-no-harm. If the staff/volunteers do not have the skills to conduct the activity appropriately, it should not be attempted. This is especially important in activities that might lead to discussions where the staff don't have the answers or are not qualified to respond to the outcome of the activity.
- Encourage children with different disabilities to participate in activities. Children give each other support.

DON'T

- Force children to participate or inconvenience them when they have other things to do.
- Leave children unsupervised or without some guidance.
- Make promises you cannot keep.
- Speak to children in a patronizing or condescending way.
- Hit children or use any form of corporal punishment on them.
- Create a sense of unhealthy competition among children.
- Use children's space for other functions such as distributions, adult meetings.

Factors to be taken into consideration when doing group activities

- It is important to select a safe and spacious place for group activities.
- When grouping children, it is important to group them taking into consideration the age and the language of the children who participate in the activity.
- If children like to form groups with peers, school friends or close associates, let them do so based on their need.

- Get the children who usually get together as a habit to join different groups, and provide them with the opportunity to make new friends and to build new relationships.
- Appoint a group leader for each group. Give opportunities for children who are usually shy and who are not very popular to be group leaders.

Objectives of assigning children with activities to draw pictures and facts to be kept in mind

Objectives

- Giving the opportunity for children to express their feelings through drawing pictures.
- As some children can express feelings by drawing pictures rather than by speaking out, opportunity should be given to them for that.
- Providing the children with the opportunity to express their feelings to others in a safe and collaborative environment. This will help ease their loneliness.
- It will also help find strategies for effectively dealing with crisis situations.

Facts to be kept in mind when handling activities to draw pictures:

- Tell the children that they can draw pictures as they wish. Accept any response as a correct response. Tell them that marks will not be given for their pictures, or their pictures will not be judged in any other way.
- Let the children throw their pictures away if they wish to.
- If possible, give them the opportunity to use various mediums of painting (coloured pencils, pastel, painting brush, platinum pens etc.).
- Do not draw pictures for them. Do not try to control what they are drawing.
- Do not make drawing pictures compulsory for every child.

Objectives of psycho-social activities

- ◆ Encouraging the skill of making assumptions.
- ◆ Building self-confidence and self-esteem.
- ◆ Developing the self-decision making ability and ability to find solutions.
- ◆ Developing strong personality skills.
- ◆ Encouraging presentation skills.
- ◆ Providing opportunity to express views.
- ◆ Giving opportunity to get enjoyment and pleasure.
- ◆ Creating mental ease and relaxation.
- ◆ Directing children to face and overcome challenges.
- ◆ Developing attitudes and skills on leadership.
- ◆ Giving emotional support.
- ◆ Giving the opportunity find their identity and to identify their strengths.
- ◆ Developing creative ideas and the power of imagination.
- ◆ Understanding the feelings and emotions of children, and learning examples for life through that.
- ◆ Building good social and communication skills.
- ◆ Self-development and self-understanding.
- ◆ Developing the problem solving skills.
- ◆ Enhancing intellectual development skills.
- ◆ Helping children to maintain a stable mental health.
- ◆ Giving the opportunity to build inter-personal relationships.

Psycho-social activities

Activity 01 - (05 – 18 years of age)

Creative Activities

Materials needed: Drawing paper, pastel or paint



- Step 1: Ask the children to stand and form a circle.
- Step 2: Give a warm welcome to the children.
- Step 3: Engage in one or two physical exercises with children (E.g, jumping up, raising hands and putting hands down).
- Step 4: Divide the children into several groups depending on the number of children.
- Step 5: Describe the activities that they are going to do. Have a discussion with them.
- Step 6: Provide a large sheet of drawing paper and a box of colour or paint for each group, ask the children to sit around the sheet of paper, and ask them to draw on the paper anything they like.
- Step 7: After about five minutes, the sheet of paper can be changed, and (if necessary) it can be given to the other group. Give them the time to draw pictures on the entire sheet of paper.
- Step 8: After they have finished colouring, have a discussion about their pictures. Discuss the following:
 - what the children felt;
 - what the children understood;
 - what they think about drawing pictures as a group; and
 - what they like most and what they dislike most about the activity.
- Step 9: Check whether the children who participated in the activity have any questions to ask, give opportunity for the children to leave one another, calm them and finish the activity.

Activity 02 – (06 – 18 years of age)

My Safe Place

Materials needed: Sheets of white cardboard or white paper, pastel

Step 1: Ask the children to close their eyes, and ask them to think of a place where they have full protection and happiness. If there are children who do not like to close their eyes, ask them to keep quiet and to listen carefully.

Step 2: Ask them to think of the appearance of that place, to imagine who they are within that place, and what they are doing.

Step 3: Tell them that the place they think of can be a real place or an imaginary place.

➤ **Special notes:**

If there is a child who is suffering a serious post-traumatic stress disorder or who is suffering pain, ask them to draw pictures of an imaginary place of protection with a particular thing, place or an activity.

Step 4: Discuss the following with the children:

- What is your place of protection?
- How do you get to that place?
- What does that place look like?
- Are you there with somebody or all alone?
- What do you like to talk about with the other children who are there?
- How can you make that place a safe place?

Step 5: Check whether the children who participated in the activity have any questions to ask, give opportunity for the children to leave one another, calm them and finish the activity.

This activity provides the opportunity to identify the children with psychological disorders, if there are any.

Activity 03 - (10 – 18 years of age) Solar System

Materials needed: Sheets of white paper (A4 size), colour pencils or pastel.

Step 01: Ask the children to draw on the sheet of white paper they have been provided with a few rings like those in the pictures of the solar system. Let them use any colour or colours they like when drawing the rings.

Step 02: Tell the children that they are in the middle of the picture they have drawn, and ask them to mark the point where they are standing. This is similar to the position of the sun in the solar system.

Step 03: Ask the children to mark on the rings they have drawn the persons who the children keep company with and move within the environment where they are living in at present. That is similar to the position of the planets in the solar system.

E.g., parents, family members, relatives, friends or other persons can be marked here.

Step 04: Ask the child to draw on the other side of the paper the way that the child expects relationships to be maintained.

E.g., A child who has lost a parent may draw his/her parents in the world he/she expects. The persons with whom the children maintain relationships may vary according to the environment they live in.

In this activity, enquiring the child about the persons or members whom the child has marked should be done as required without any form of forcing.

Through this activity children who are facing difficulties in interpersonal relationships and who need psychosocial support can be identified and the necessary coordination can be provided.

Activity 04 - (10 – 18 years of age)

Scribbling Art

- Step 1: To do this activity, ask the children to get into pairs and provide each pair with a sheet of drawing paper and pastel.
- Step 2: Ask one child in the pair to scribble a drawing, and give the opportunity for the other child to find an image or a picture of something in the drawing.
- Step 3: Ask the children to colour the image or the picture in a dark colour so that the image or the picture in the drawing is highlighted.
- Step 4: Give the opportunity for the child to briefly express his/her view about the picture.
- Step 5: Ask the children to change roles so that the other child in the pair gets the opportunity to scribble a drawing.

This activity helps develop children's creativity and thinking capacity. They also learn to be tolerant and work cooperatively.

Activity 05—(10 -18 years of age)

Role Playing

- Step 1: One child stands before the group and role plays the character of some person. The child may role play a character in a drama or some other individual.
E.g., heroes, professionals, sportsmen, characters in folk stories, characters from the history
- Step 2: Give the opportunity for the participants to ask a few questions from the child who performs the role playing.
- Step 3: The participants can identify the character and give the answer they assume. Encourage the children who give the correct answer and praise them.
- Step 4: The activity can be finished after giving the opportunity for others in the group to present their role playing.

This arouses curiosity in the child and gives them enjoyment while developing their imagination and personality.

Activity 06 - (10 – 18 years of age)

Music Therapy

Step 1: Get the children to sit forming a circle and place some musical instruments in the centre. Creatively made musical instruments, too, can be added to this set of instruments.

Step 2: Ask the children to select any of those musical instruments.

Step 3: Let the child freely express using the selected instrument the different feelings they get (their emotions).

E.g., when the child feels some sorrow, happiness, fear, anger or pain, expressing it by way of playing the musical instrument.

Step 4: Give all the children in the group the opportunity to play an instrument.

Step 5: Then, give one child the opportunity to express some feeling (E.g., happiness) as a beginning and ask the other children in the group to support him/her by making a sound using the instrument they have got.

Step 6: In this activity children play their musical instruments as they wish.

Step 7: At the end of this activity, discuss with children what they felt and experienced during the activity.

Through this activity children understand that feelings can be expressed in different ways and that each child feels in a different way. This provides the opportunity for children to understand the feelings others in a group and to share their feelings.

Activity 07 - (10 – 18 years of age)**Body Mapping**

Materials needed: Large sheets of white paper, pastel or other colouring material

- Step 1: Ask the children to draw the figure of a human body on the larger sheet of white paper.
- Step 2: The activity can also be done by dividing the children into groups depending on the number of children.
- Step 3: Ask the children to write using their own words the feelings and thoughts they had for each part of the human body when facing a disaster situation. Let them write anything they wish to.
- Step 4: Then discuss the following with children:
- what they felt/thought about the activity; and
 - The experiences they gained during the activity.

Through this activity children can be provided with the opportunity to feel relaxed and to express their feelings, and it also helps identify the psychological needs of children.

Activity 08 - (06 – 18 years of age)**Name Ball**

- Step 1: Ask the children to sit as a group. Provide the group with a ball, and ask them to pass the ball around the group.
- Step 2: When each child receives the ball, he/she has to say his/her name and make some movement as he/she wishes. E.g., the child may say his/her name softly, loudly or shyly.
- Step 3: Every child in the group has to repeat the name in the same way the child utters it, and to imitate the movement made by the child. Every child should be given the opportunity to speak in this activity.

- Step 4: This activity can be modified as ‘Information Ball’ and children can be asked to say anything they wish to. Similarly, this activity can be done under various themes as well. Through this activity children develop their social skills, and they also learn to make rhythmic movements.

Activity 09 - (12 – 18 years of age)

Cover the space

- Step 1: Select a place with sufficient space for this activity. Ask the children to walk about everywhere in the space without speaking to other children and without expressing any view.
- Step 2: Ask the children to stop moving and stand in the same posture (to freeze) at once when you suddenly clap your hands, and ask them to start walking again when you clap your hands once again.
- Step 3: Repeat this activity until all the children have fully understood the activity.
- Step 4: Then ask the children to do various activities and clap your hands in the same way. It can be an imitation of some profession, a person or a feeling. Ask them to freeze themselves following the instructions given by you.
- Step 5: Give a start with simple activities. E.g., imitating teacher, driver, nurse, pupil etc.
- Step 6: Then give the opportunity for the children to express their emotions. E.g., happiness, sorrow, shyness, anger, surprise etc.
- Step 7: Ask the children to include all these, namely a person or a profession and emotions, and to perform a role playing. E.g., a student who is feeling sad, a sportsman who is in a happy mood
- Step 8: This activity can be done making necessary changes to suit the situation. E.g., acting as a group with other children during a disaster situation.
- Through this activity children understand the emotions of other children and they identify different ways of expressing their emotions. They also learn to be sensitive towards children with special needs.

Activity 10 - (12 – 18 years of age)

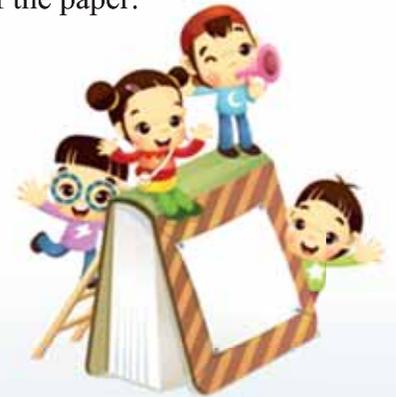
Walking Billboard

Materials needed: Large sheets of white paper (A3 size), glue or gum tape, pastel or pens.

Step 1: Provide each child in the group with a sheet of white paper. Ask the children to divide the sheet of paper in to six parts.

Step 2: Ask the children to draw the following in the six parts of the paper:

1. the child's favourite colour;
2. the child's favourite food;
3. the child's family;
4. the things that they like most to do;
5. things that they do not like to do; and
6. things that they like to do in future.



Step 3: When the children have finished drawing, ask them to paste the sheet of paper on their chest.

Step 4: Ask them to walk around and to ask the others about the pictures they have drawn.

Step 5: Discuss with them the similarities and differences they have observed between their own pictures and those of the others.

This activity helps build interpersonal relationships between children and identify diversities among children.

If there are children who do not like to draw pictures, ask them to write about things they like; however, such children should be encouraged to draw pictures. If there are children with special needs, get other children to help them.

Activity 11 - (06 – 18 years of age)

The Mirror

- Step 1: Ask the children to stand in two lines so that there are equal numbers of children in each line.
- Step 2: Now, name one line as the ‘mirror’ and the other line as the ‘actors’.
- Step 3: Ask the children in the ‘actors’ line to act displaying emotions such as happiness, bravery, peacefulness, power, and enthusiasm.
- Step 4: The children in the ‘mirror’ line should try to act the same thing as those in the ‘actors’ line do.
- Step 5: Then change roles so that every child gets the opportunity act as a ‘mirror’ and an ‘actor’ both.
- Step 6: Discuss the following about the activity with the children:
- whether it is easy to act as a mirror;
 - whether it is easy to imitate the actions performed by others, and whether they like to do so;
 - what they think about the member who stood opposite them / about the cooperation extended by them.

If you think that it is not proper to get both boys and girls stand together in this activity, ask the boys and girls to stand in separate lines.

This activity helps build creativity, cooperation and concentration in children.



Activity 12 - (06 – 12 years of age)

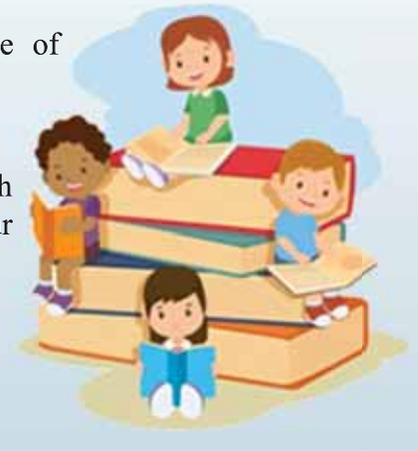
House, Tree, Sun

Materials needed: Large sheets of white paper, platignum or coloured markers

- Step 1: Ask the children to get into pairs, and provide each pair with a sheet of white paper and a pen.
- Step 2: Tell the children that they are doing this activity without speaking to one another.
- Step 3: Ask each pair of children to sit facing each other. Place the white sheet of paper between them.
- Step 4: Ask both of them to hold the marker/platignum pen together and to jointly draw a house, a tree and a line.
- Step 5: After they have finished drawing the picture, ask them to show their picture to the others and ask them to describe the experiences they gained while drawing the picture.
- Step 6: Discuss the following with regard to this activity:
 - whether it is easy to draw the picture; and
 - how they communicated when they were drawing the picture without speaking to each other.

Through this activity children learn the importance of verbal and non-verbal communication.

Special note: When doing the activities described above with children, you can further develop those activities by using your creativity, strategic knowledge and skills.



Some other simple activities

- ❖ Drawing pictures
- ❖ Providing books with pictures printed in it for children to colour
- ❖ Drawing pictures on the sand
- ❖ Playing with clay or creating various objects with clay
- ❖ Relating stories for children to listen to
- ❖ Providing children with story books to read
- ❖ Creating or making stories (individually or in groups)
- ❖ Giving the opportunity for singing (solo, duet or group singing)
- ❖ Giving the opportunity for presentations such as dramas, mimes, songs and dances
- ❖ Getting the children to listen to various sounds
- ❖ Simple relaxation exercises – e.g., simple or deep inhaling and exhaling
- ❖ Imitating sounds
(E.g., sounds of birds, animals, vehicles etc. When one child makes a sound, ask the other children to identify the sound.)
- ❖ Engaging children in handicraft and handwork. (Discarded materials such as paper, beads and cloth can be used for this.)
E.g., Art of origami: See the annexure 3.
- ❖ Give the opportunity for the children to engage in various sports activities in an open area.
- ❖ Give them the opportunity to engage in physical exercises.



09. Let us identify child protection and child abuse

Child protection is to prevent children from being subjected to abuse, neglect, exploitation and violence against children or to respond against such acts. Every child has the right to receive protection.

Child abuse is something of which one particular cause cannot be specifically mentioned. This is a condition that occurs due to a combination of complex psychological and social factors. Therefore, there is the risk of children being subjected to abuse in any situation, at any time in any place. If described simply, abuse means wrong use. When a child is subjected to abuse, he/she has to suffer various difficult conditions such as physical and mental damages, shock, disorders, and emotional and social problems.

Forms of child abuse

- physical abuse
- emotional and psychological abuse
- neglect
- sexual abuse

(World Health Organization, 2006)

Physical abuse

If a person causes any damage to the body of a child, it is a physical abuse. This includes hitting, kicking, improper shaking, burning, pinching, biting, assaulting, harassing, throwing, pushing, pressing hard and whipping. Giving corporal punishment is not an effective way of shaping the behaviour of children, and it results in the risk of causing fear and mental suffering.

Sexual abuse

If a person uses a child for any sexual activity, it is a sexual abuse, and sexual abuse of children can occur in various ways. A child may be subjected to sexual abuse with or without physical contact. This includes touching the sexual organs of a child, masturbating, hand strategy, oral sexual activities, inserting the penis, fingers or other objects into the vagina or anus, or showing pornographic materials to children.

Emotional and psychological abuse

Damaging children's emotional development is mental abuse. This will result in children feeling fear, insecurity, worthlessness, lack of love, depression and causing self-harm. This can exert a very serious impact on the child's physical, social, intellectual, or emotional development.

Psychological abuse include yelling, swearing, rejecting, assaulting, threatening, harassing or calling names that are bad or not suitable to the child, crying out or causing shame, or insulting or mocking.

Neglect

The child becomes neglected when the child's parents or guardians do not pay attention to the child or fails to provide the child with basic needs, namely food, clothes, shelter, basic healthcare or supervision, rearing, or giving protection against risks.

Physical neglect: Physical neglect includes intentionally refraining from feeding the child, from giving medicine when the child gets ill, and from protecting the child against social and physical dangers.

Psychological neglect: This includes the physical and mental problems that the child suffers when the child is not given the love and affection the child needs.

Action for protecting children from abuse

- Openly discuss with children. Listen to them.
- Educate children on “good touch” and “bad touch”.
- Teach children to say “Don’t”.
- Ask the children to get away from the place.
- Ask the children to scream.
- Teach children to tell the incident to a trustworthy adult.
- Teach the children who a stranger is.
- Teach children how to prevent dangerous situations and how to protect themselves.
- Discuss different ways of protecting themselves when they are away from home.

Educate the children on ‘good touch’ and ‘bad touch’.

- Teach the children to name the body parts using a doll.
- Through this they learn to use appropriate language to ask questions and express views about body parts.
- Children should learn that their body is their own and they are the sole owner of their body.
- Children should be well aware that there are differences between girls and boys physically.
- Explain to them that one should be dressed so that the dress fully covers the private parts of the body, and that it is not proper to move about in the house without any dress or wearing clothes indecently.
- Explain to children what a ‘good touch’ is and what a ‘bad touch’ is. Children understand that a ‘good touch’ makes them feel that they have protection, love and kindness, warmth and happiness. E.g., hugging by a parent.
- Sometimes ‘a touch’ made with good intentions can be painful.

E.g., cleaning a wound



- Explain to the children that ‘bad touch’ causes discomfort and suffering for the body.
- Teach the children that, if a ‘touch’ makes them feel fear and discomfort, or if a person touches the parts of their body that should be covered with undergarments, it is a bad touch (sexual abuse).
- Explain to the children that, if somebody asks them not to tell anybody about the ‘touch’, it is a ‘bad touch’.
- Further, explain to the children that a ‘touch’ for sexual abuse can give pleasure.

Institutes from which assistance can be obtained with regard to cases of child abuse

Srl. No.	Name of the Institute	Telephone Number	Fax Number
01.	National Child Protection Authority No. 330, Thalawathugoda Road, Madiwela, Sri Jayawardanepura.	0112 778 911-14	0112 778 915
02.	Sri Lanka Child Helpline National Child Protection Authority	1929	-
03.	Ministry of Women and Child Affairs and Dry Zone Development, Fifth Floor, Stage II Sethsiripaya, Battaramulla.	0112 186 055	0112 187 249
04.	Department of Probation and Childcare Services Third Floor, Stage II Sethsiripaya, Battaramulla.	0112 187 283	0112 187 285

05.	Children's Secretariat, Sixth Floor, Stage II Sethsiripaya, Battaramulla.	0112 186 054	0112 187 277
06.	National Mental Health Support Service, Ministry of Health, Ven. Baddegama Wimalawansa Mawatha, Colombo.	1926	-
07.	Bureau for the Prevention of Abuse of Children and Women, No. 78, First Floor, MukThar Plaza Building, Grandpass Road, Colombo 14.	0112 337 041 0112 444 444	0112 337 041
08.	Children's and Women's Division, 7th Floor, Labour Secretariat, Colombo 05.	0112 581 998 0112 368 291	0112 581 145
09.	Family Health Bureau, No. 231, De Saram Place, Colombo 10.	0112 692 746	0112 692 746
10.	Legal Aid Commission of Sri Lanka, 129, High Court Complex, Hulftsdrop Street, Colombo 12.	0115 335 329	0112 433 618

11.	Human Rights Commission of Sri Lanka, 108, Barnes Place, Colombo 07.	0112 694 925 0112 685 980	0112 694 924
12.	Social Services Department, 2nd Floor, Stage II Sethsiripaya, Battaramulla.	0112 694 925 0112 685 980	0112 186 276
13.	Ministry of Disaster Management, Vidya Mawatha, Colombo 07.	0112665170	0112665170
14.	Disaster Management Centre, 120/2, Vidya Mawatha, Colombo 07.	0112136136	0112670025
	Emergency Operation Centre	0112136222	-

District Child Protection Officers and District Psychosocial Officers of the National Child Protection Authority

Srl. No.	District	Office	Fax
01	Colombo	0112369150	0112369142
02	Gampaha	0332222283	0332222900
03	Kalutara	0342222221	0342222635
04	Kandy	0812222233	0812233186
05	Matale	0662222233	0662222235
06	Nuwara-Eliya	0522222236	0522222610
07	Galle	0914944818	0912222972
08	Matara	0412222284	0412222234
09	Hambantota	0472222366	0472256247
10	Jaffna	0212222774	0212222355
11	Mannar	0232222203	0232222232
12	Vavuniya	0242222235	0242222212
13	Mullativu	0212240055	0212900045
14	Killinochchi	0212283965	0212283966
15	Batticaloa	0652222248	0652224466
16	Ampara	0632222206	0632222130
17	Trincomalee	0262222233	0262225578
18	Kurunegala	0372221925	0372222350
19	Puttalam	0323290187	0322265543
20	Anuradhapura	0252222233	0252222235
21	Polonnaruwa	0272222233	0272225578
22	Badulla	0552276234	0552276025
23	Moneragala	0552276230	0552276025
24	Ratnapura	0452222233	0452222140
25	Kegalle	0352222233	0352232620

Reference

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- Psychological first aid: Set of Guidelines for field activities (2011). World Health Organization
- Convention on the Rights of the Child. (1989)
- Let us help children. (1997).Unicef
- Emergency Disaster Operating Instructions. (2016).National Child Protection Authority
- Guidelines for child friendly spaces in Emergencies. (2011)
- IASC (2007). Guidelines on Mental Health and Psychosocial support in Emergency Settings.
- Minimum Standards for Child protection in Humanitarian Action. (2012). Child Protection Working Group (CPWG).
- Pathirana, B. (2008). Helping to heal abused Children. Save the Children
- Protecting Children in Disasters (A guide for parks and Recreation Professionals). (2015). Save the Children
- Psychological First Aid Training Manual for Child Practitioners. (2013). Save the Children
- Psychosocial Play and Activity Book for Children and Youth Exposed to Difficult Circumstances. (2002). UNICEF
- Psychosocial support recreational Activities Resource Guide. (2016). UNRWA Department of Education
- Shathvigan, N. (2013). Safeguarding our Children (A handbook for responsible adults). National Child Protection Authority
- The views of children on emergency preparedness and response in Sri Lanka. (2017). Save the Children

Annexure 01

NCPA guidelines on Child friendly camp management

- Parents may not be able to protect their children from danger or provide for their needs, give children appropriate attention and guidance due to the trauma of the emergency and they are preoccupied with meeting basic needs.
- Appoint a focal point person for child protection from the camp management.
- Ensure data on children are recorded with the minimum details of sex, age, school grade and guardianship.
- Be aware of places of physical hazards for children in the surrounding and prevent children from going into areas. (ex: unprotected well)
- Ensure children protected from all forms of abuse and exploitations.
- Have a mechanism to obtain children's concerns/suggestions.

Look

- Observe for safety
- Observe for children with obvious urgent basic needs
- Observe for children with serious distress reactions
- Those separated from caregivers
- Children with health conditions, disabilities and special needs

Listen

- Make contact with children who may need support
- Ask about children's needs and concerns
- Listen to children and help them feel calm

Link

- Help children address basic needs and access services
- Help children cope with problems
- Give information
- Connect children with loved ones and social support
- Please ensure minimum safety in facilities. (Ex: lighting in toilets, changing facilities, etc)
- Maintain register of visitors.(Information on name, sex, address, NIC, purpose of visit, date and time of entry and departure)

Annexure 02

NCPA guidelines for volunteers and those working with children in emergency situations

- Two or more adults must supervise all activities where children are involved. At least two adults must be present at all times.
- He/she should not spend time alone with a single child. Child should not be taken out of the camp site.
- Likewise they must avoid flirting, unwelcome flattering, or making suggestive comments to minors.
- They must not fondle, hold, kiss, cuddle, or touch minors in an inappropriate or culturally insensitive way.
- They must not stay overnight within the camps site alone with one or more non-related children or minors.
- Do not hit children or use any kind of physical punishment, humiliate or verbally abuse children.
- Never use race, ethnicity, and religion or family relations as basis for inclusion or exclusion. Be responsible for treating all children with dignity, respect and fairness.
- Pay attention to children's opinion.
- Aid workers must be concerned about perception and appearance in their relationships with minors and children.
- Do not take photographs of individual children.
- Do not engage in providing counseling for children. Refer them to relevant experts.
- Avoid sharing your personal contacts.

Core principles of a code of conduct for volunteers and those working with children

- Exploitation and abuse of children is a punishable offence
- Exchange of money, employment, goods, or services for sex, including sexual favors or other forms of humiliating, degrading or exploitation is prohibited. This includes exchange of assistance that is due to beneficiaries.
- Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age consent locally. Mistaken belief in the age of a child is not a defense;
- Sexual relationships between volunteers/workers and beneficiaries are unethical and should not take place since they are based on inherently unequal power dynamics. Such relationships undermine the credibility and integrity of humanitarian work.

Where a volunteer/ worker develops concerns or suspicious regarding abuse or exploitation by a fellow volunteer/worker, whether in the same agency or not, she / he must report such concerns via established reporting mechanisms

Annexure 03

Figures for Handwork

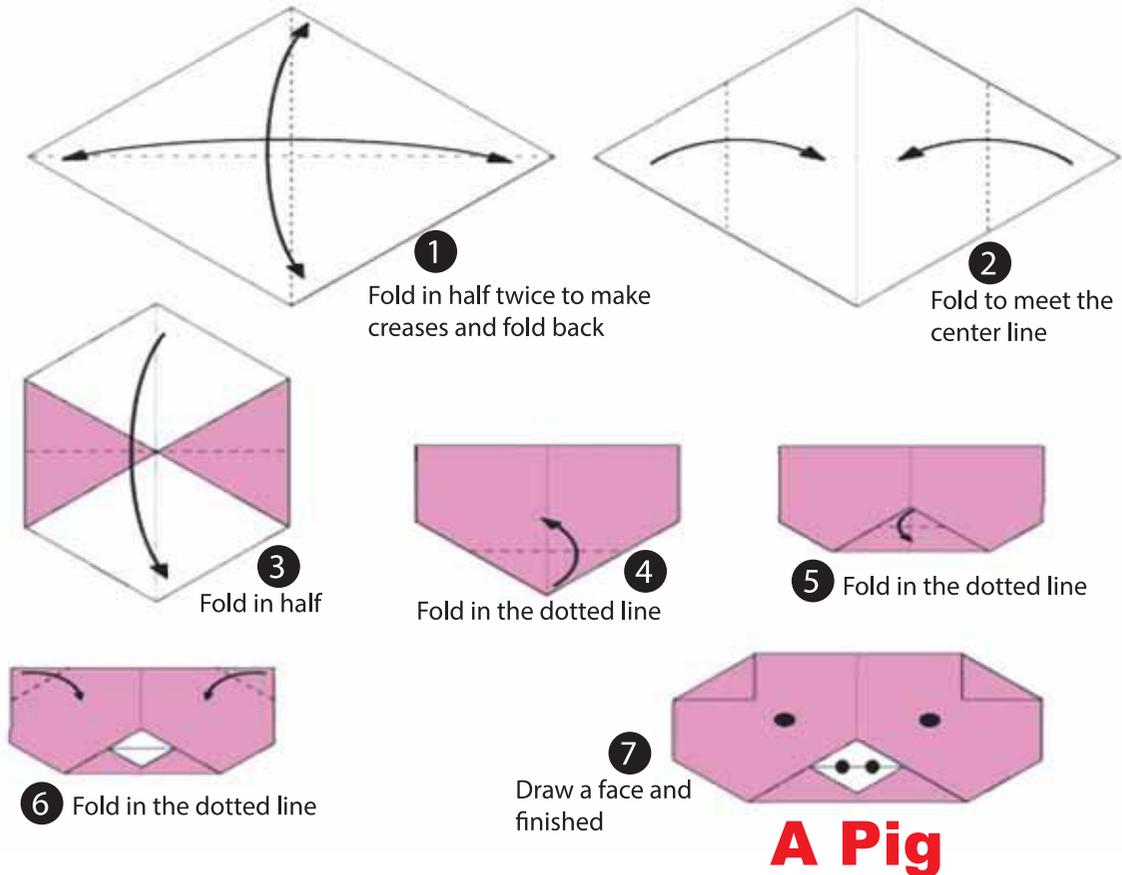


Figure 1

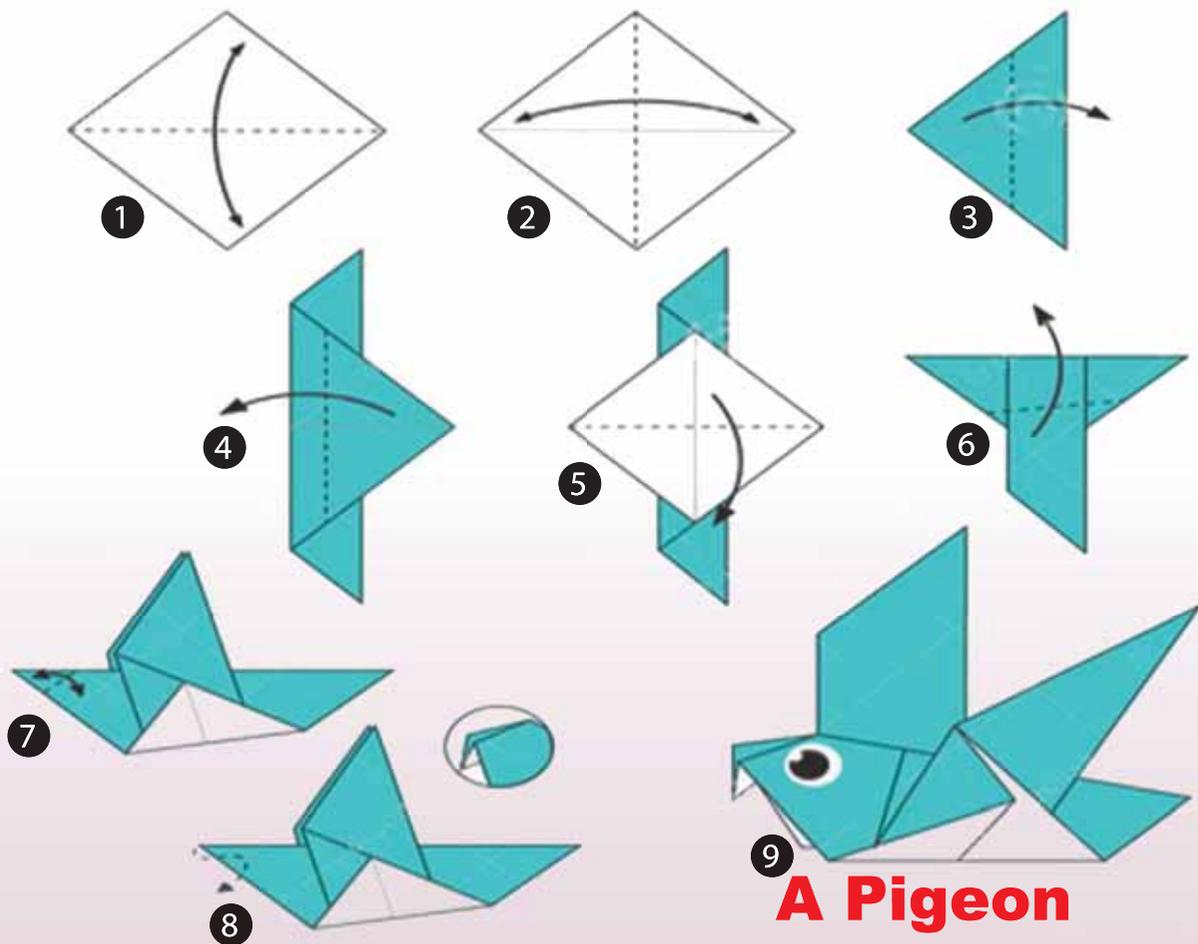
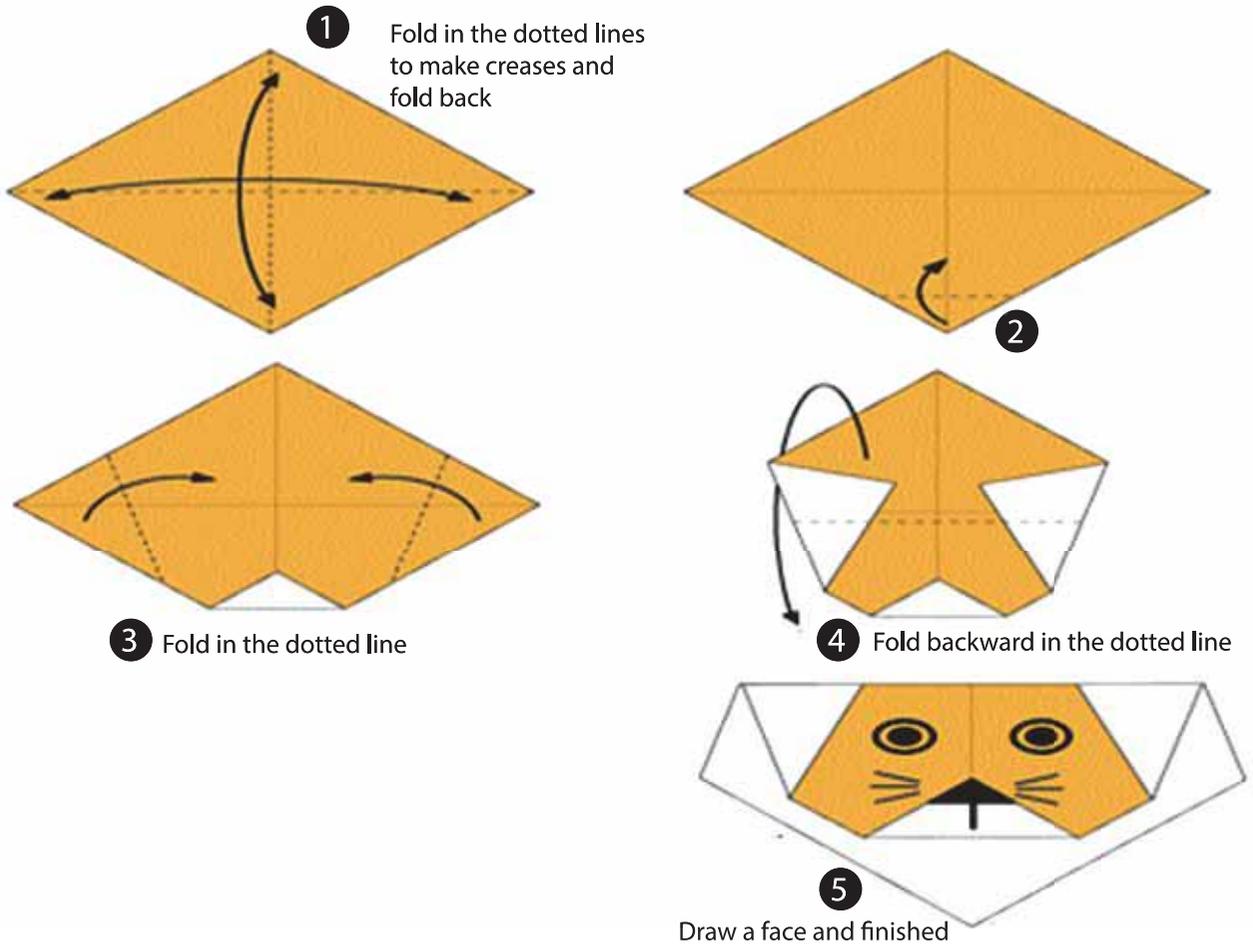


Figure 2



A Lion (Face)

Figure 3

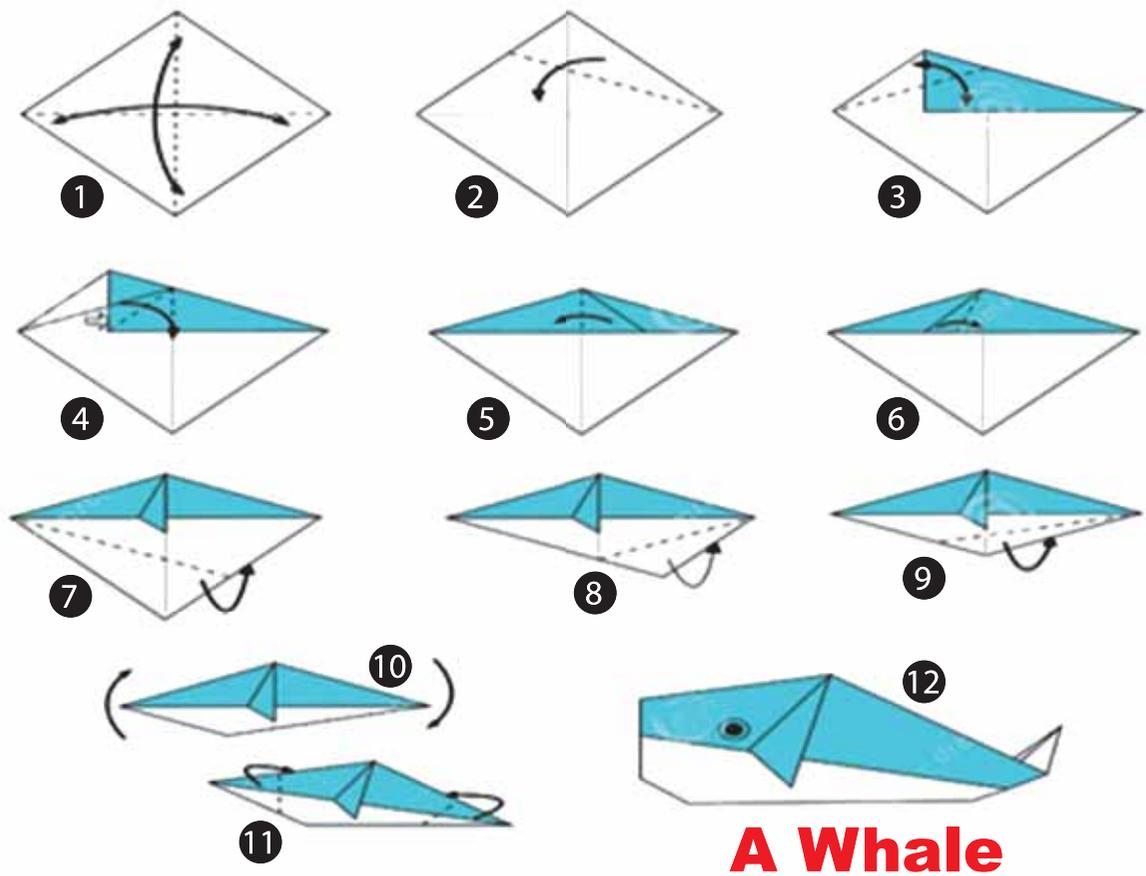


Figure 4

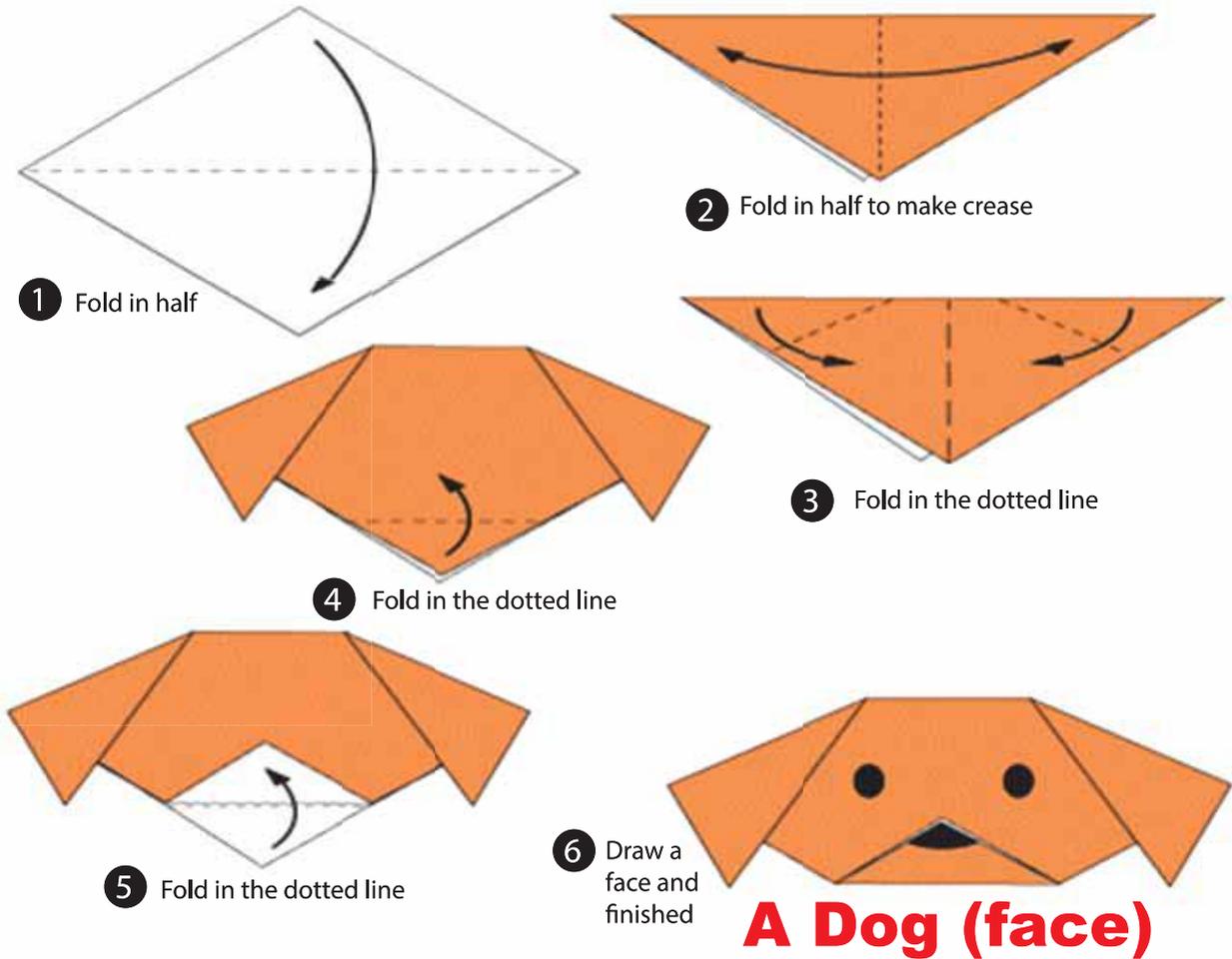


Figure 5

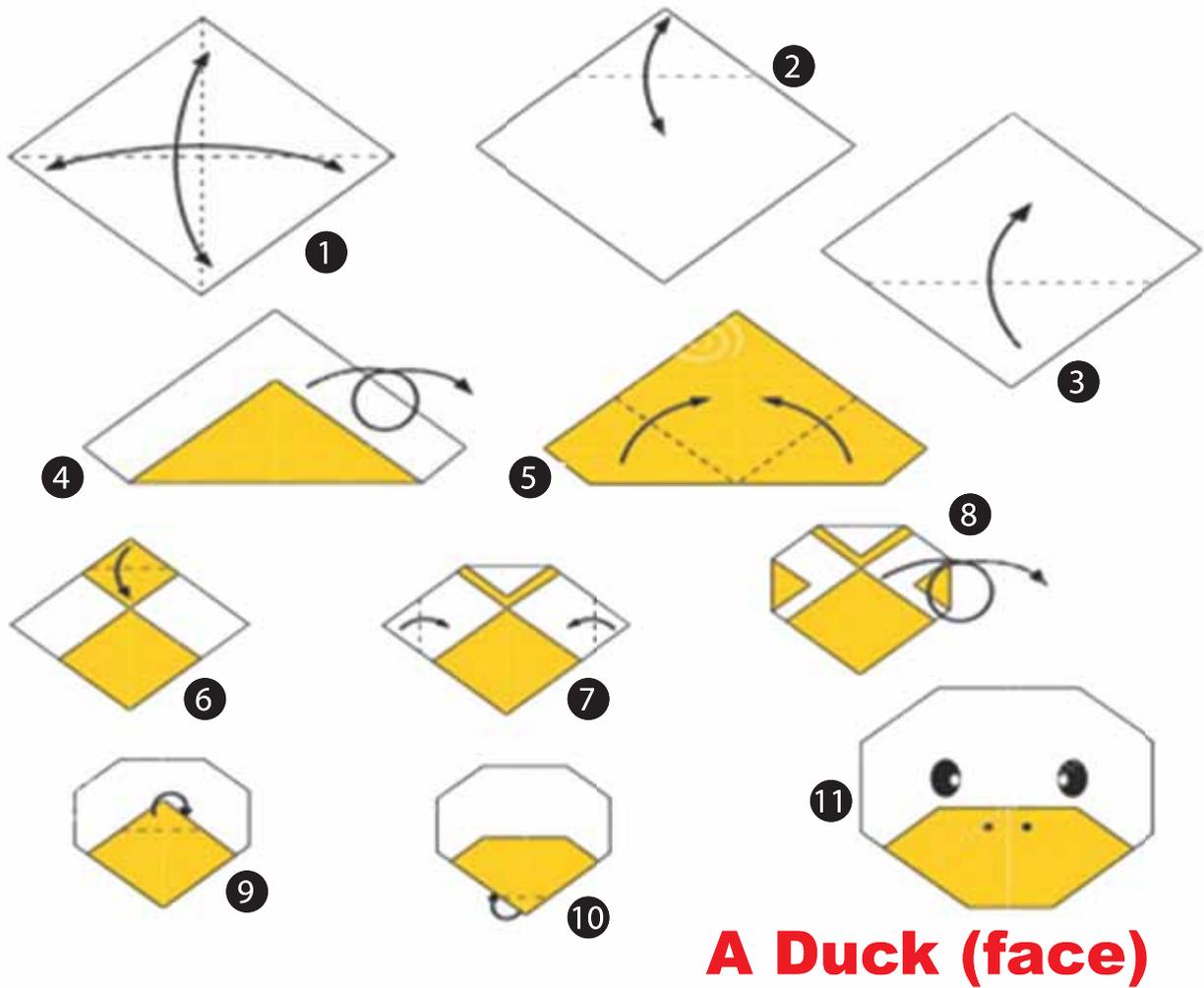


Figure 6

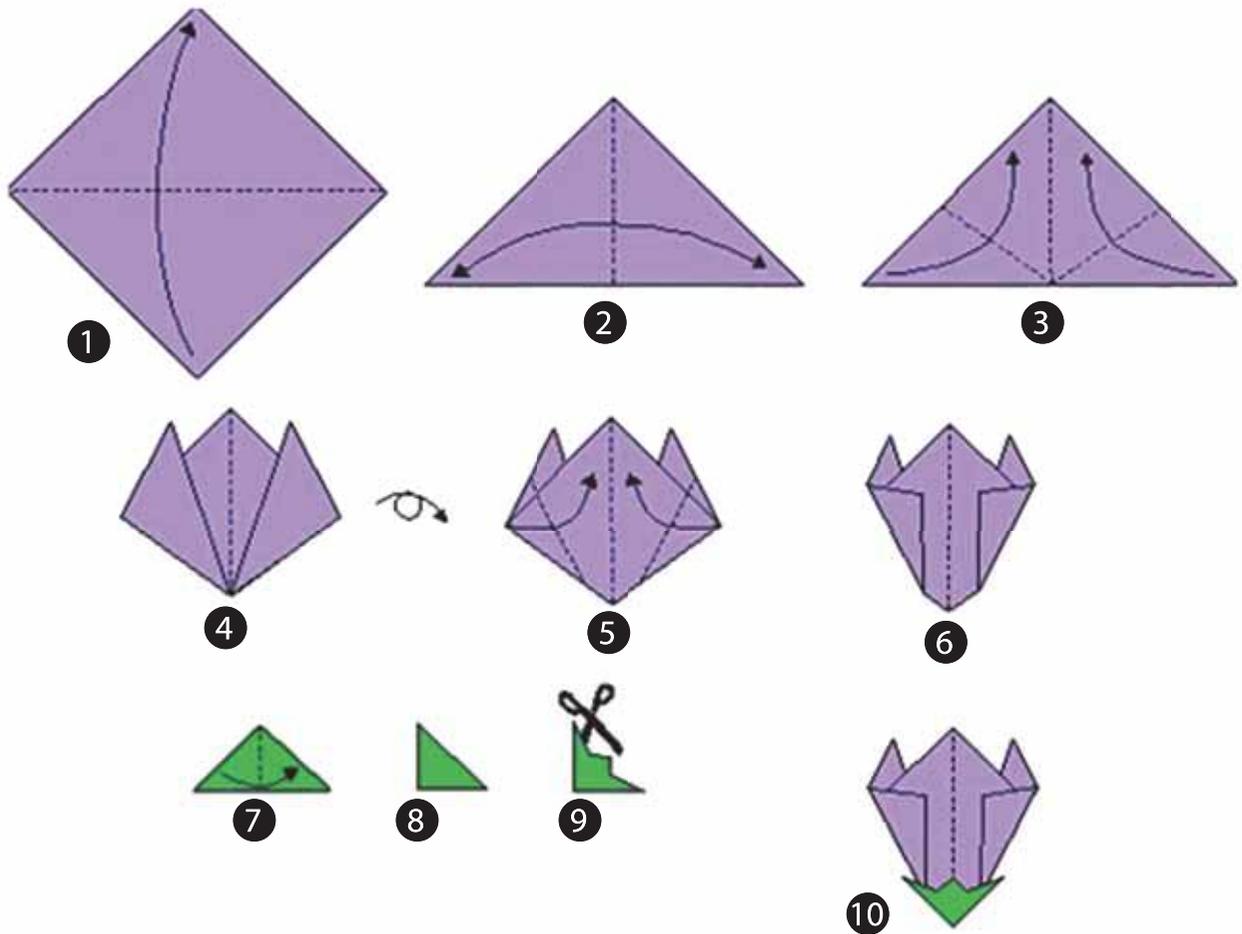


Figure 7

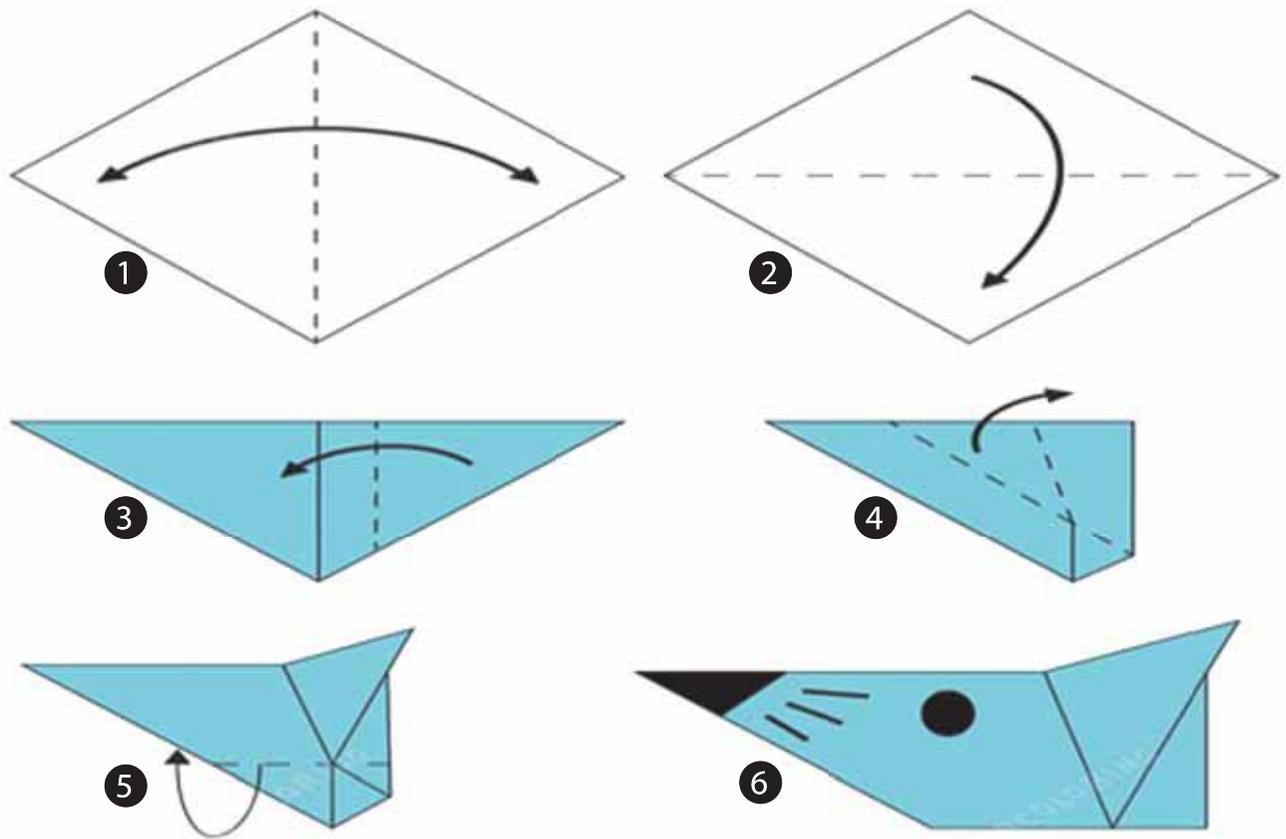
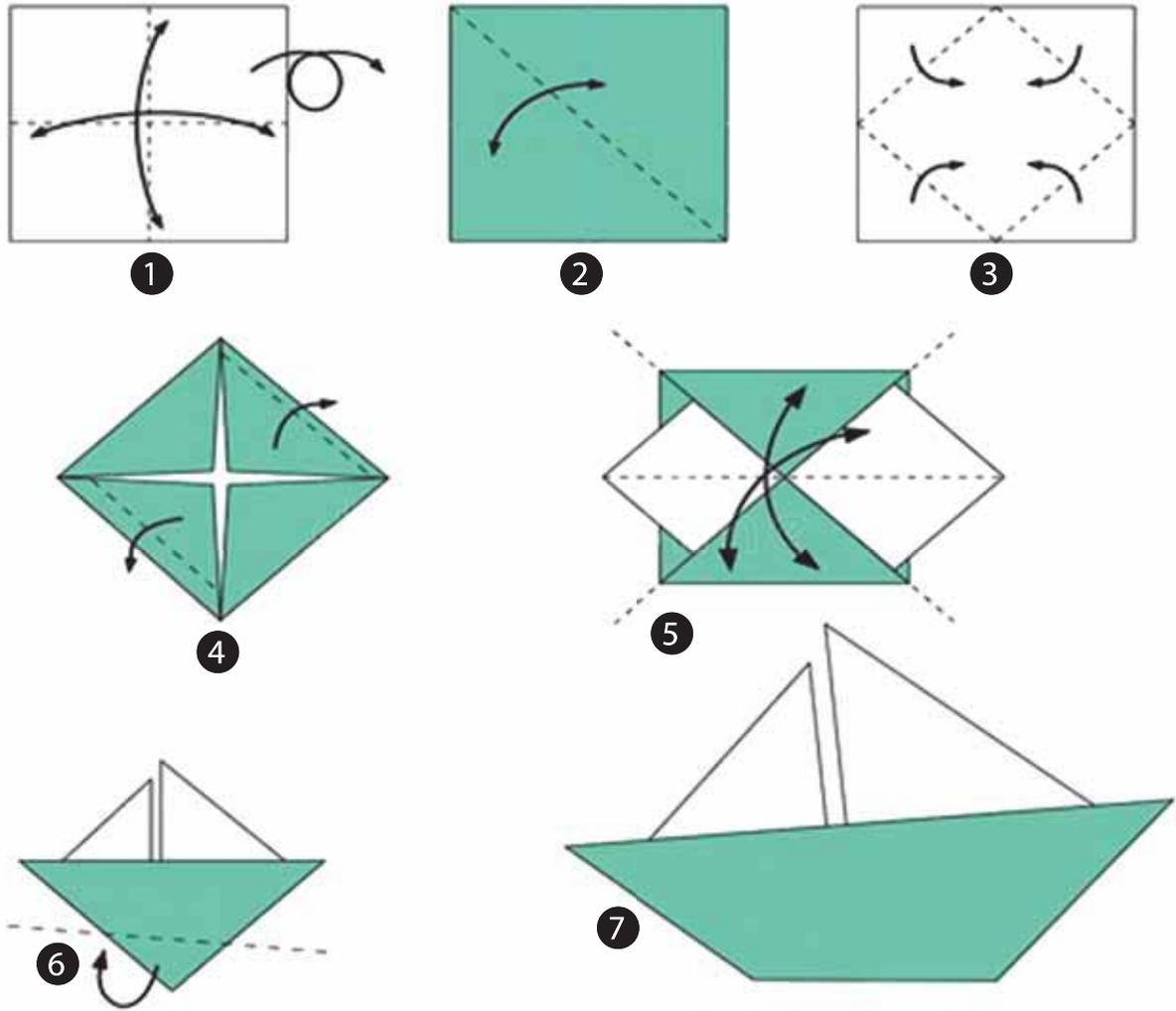


Figure 8



A Little Boat

Figure 9

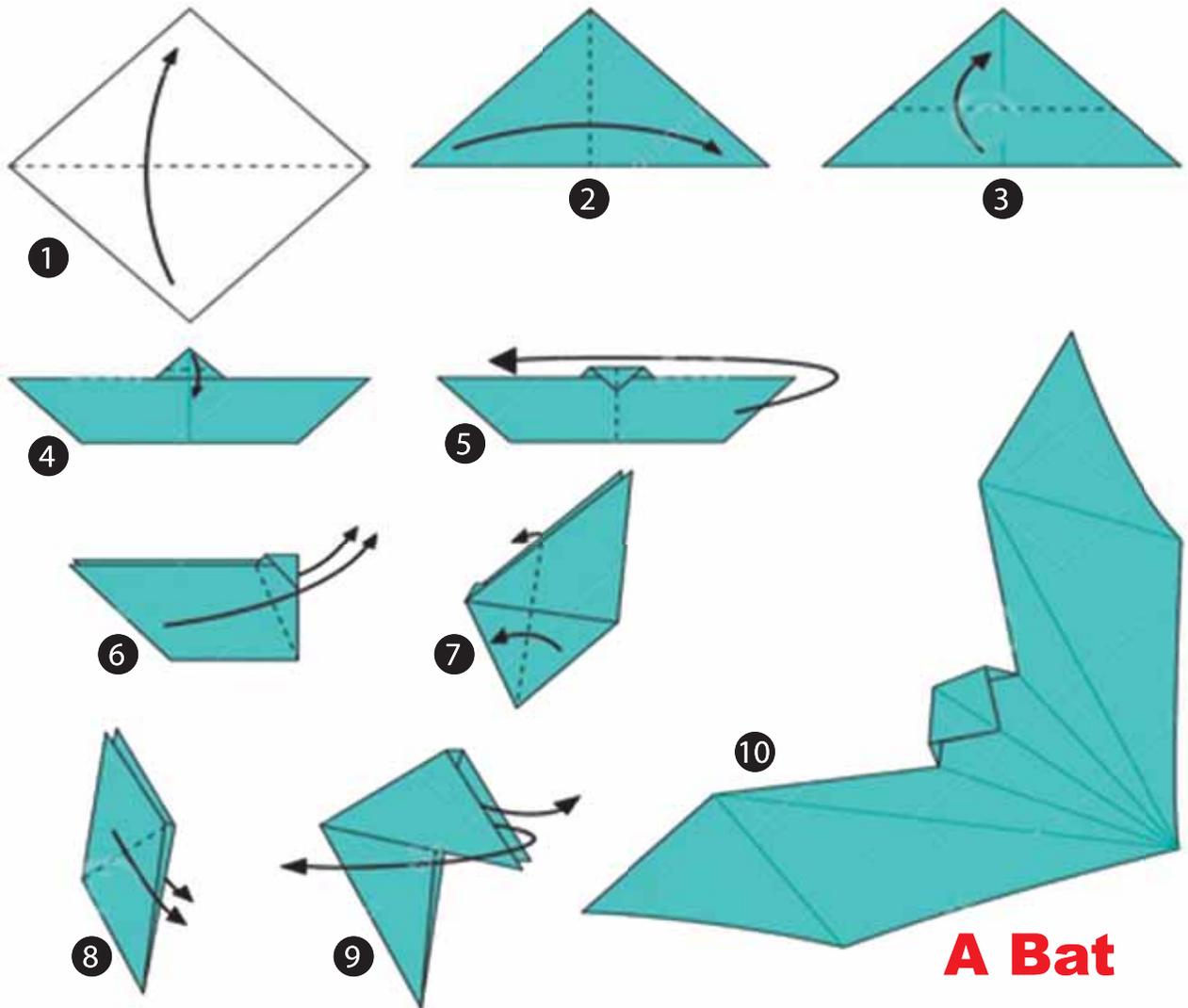
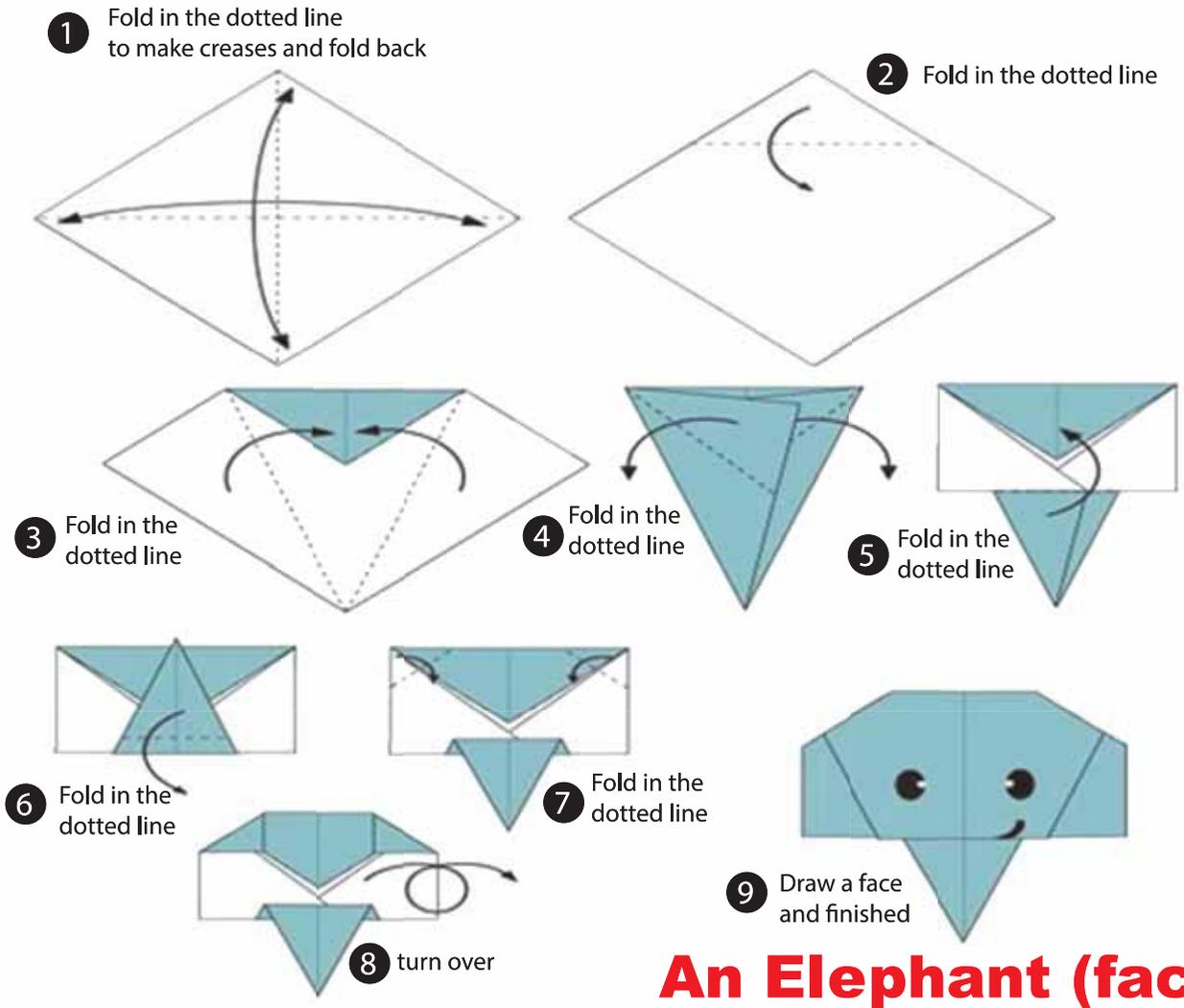
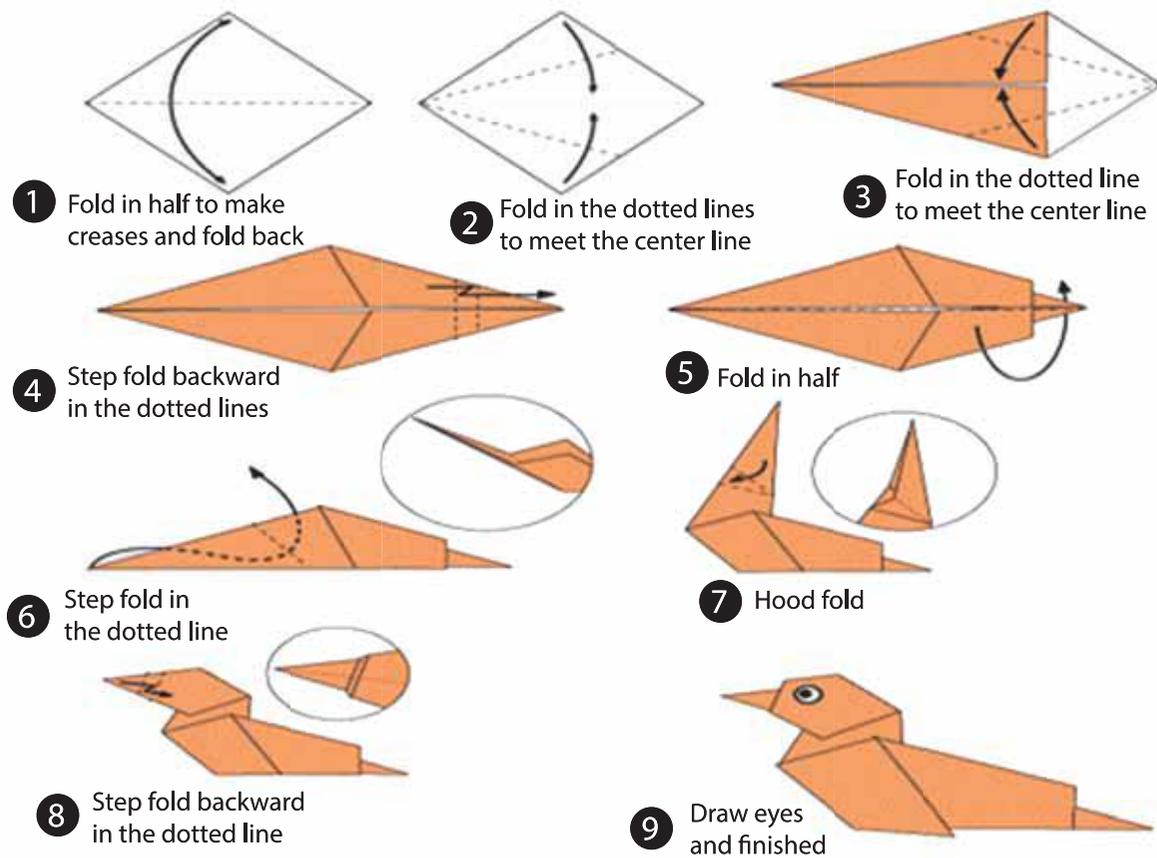


Figure 10



An Elephant (face)

Figure 11



A Wild Duck

Figure 12



National Child Protection Authority,

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Madiwela, Sri Jayawardanepura.

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