



*Pag-Anduyog:  
Helping Children after  
a Disaster  
(Classroom Based  
Intervention after a  
Disaster)*

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# ***Pag Anduyog: The Albay Experience***

- Comprehensive Research using a Filipino Indigenous Research method known as “Pakikipagkwentuhan” (Storytelling)
- Cognizant of the psychological effects of this traumatic event especially to children who are considered to be at greater risk, two months after the typhoon, sometime in January 2007, the researchers decided to conduct a survey with in-depth interviews on the primary classroom trauma interventions delivered by selected elementary teachers in the Province of Albay, Philippines.

# Research Problems



- What were the classroom trauma interventions made available by the teachers to their pupils after Typhoon Reming?
- To what extent did the teachers make these interventions in their respective classrooms?
- What are the felt needs of the teachers in terms of psycho-trauma interventions in the classroom?
- What instructional materials may be prepared to integrate the basics of psycho-trauma?

# Results

The interventions made available by the teachers to their pupils and the activities undertaken in the classroom after the disaster included the following:

- **Storytelling** to let the pupils express their feelings
- Giving the children opportunity to **express** their fears and feelings through art and drawing
- Allowing the children to **discuss** their feelings and concerns about the disaster and addressing their questions regarding the incident
- Conducting **slow-paced lessons** in short durations with less homework given to pupils.
- Identifying pupils who were considered **high risk** and in need of psychological interventions
- Integrating **information about the disaster** in some related subject-areas

# Results

- These interventions made available by the teachers were not extensive, as there were only conducted **once** and not given considerable time.
- In the Need Assessment Survey, all the teachers felt the need to be trained on Special Case Management, Critical Incident Stress Debriefing, Art Therapy, Basics of Psycho-Trauma Management and Identifying Children Who Need Psychological Interventions. Aside from this, all of them felt the need to be provided with Instructional Materials in a form of a teaching guide with supplementary reading materials to integrate the basics of psycho-trauma in the classroom.

# Results

- In the light of said findings, the ***Teaching Guide and the Training Design for Teachers*** prepared by the researchers are deemed beneficial and timely to provide easy, practical and effective classroom based intervention activities to facilitate the learning experiences in classrooms especially after a disaster or any traumatic eventuality.



# Helping Children After a Disaster

(Classroom Based Interventions After a Disaster)

# Important Notes

- This guidebook offers **simple, easy to follow classroom-based activities** that a teacher-facilitator can use as he/she provides positive and meaningful learning experiences to his/her pupils when the latter report to school after a disaster. Each session plan “comes with a **MOM-LEAP**”-as it provides **Meaningful Objective, Materials, Methodology and Learning Points**
- This was crafted to ensure that teachers, as parent surrogates in the classroom, will understand and provide the kind of support, nurturance and guidance the pupils need as they slowly cope with the negative psychological and social effects of traumatic events.



# A Note for Teachers

As the children report to school after a disaster, it is necessary for the teachers to:

- Restructure the classroom in a way that the children will feel safe, secured, at ease, at home and comfortable.
- Protect the children from circumstances and frightening situations that will remind them of the traumatic event they experienced.
- Welcome the students with a smile. Be calm. Exude a friendly, nurturing aura

# A Note for Teachers

- Maintain a flexible, informal class schedule at least for a week or two, avoiding tedious school works that require high level of learning. Soothing activities may be provided. The suggested activities contained in this Teaching Guide may be considered. The teacher may plan to make some innovations in the suggested activities to suit classroom settings and learners' needs.
- Seek help if there is a need to. Identify the learners who need to be helped by a professional psychologist/trauma specialist. The supplementary reading materials provided herein on Identifying Children who need Psychological Interventions may be of great help.

# Session 1

## ***My Feelings Are Real!***

- ***Meaningful Objective: Ventilate and Validate their Feelings after a Disaster***
- ***Materials: What Do I Feel Today Activity Sheets, coloring materials, cassette or video, mat, song sheets, chair for the Love Seat Activity***



# Methodology

- Mood Setting
  - The pupils with the teacher-facilitator are seated on the floor in a circular formation
  - The song “Welcome to the Family” may be played on cassette or video and may be sung by the teacher and the pupils.
  - Activity:
  - Teacher Facilitator distributes the “What Do I Feel Today?” activity sheets and coloring materials to the pupils.
  - The pupils will be instructed to color the “face” that will best describe their feelings now that they are back to school with their teachers, classmates and friends.
  - They will be given 10-15 minutes to do the activity. They may take their snacks before the start of the big group sharing to ensure continuity of the activity and so as to avoid distractions
  - Big group sharing shall follow. The teacher-facilitator may prepare a LOVE SEAT. Let each pupil share to class their thoughts and feelings while sitting down on a “LOVE SEAT”.

# Methodology

- Everybody listens.
  - Providing comforting hugs or pat on the shoulders maybe done especially when the pupils seek it.
3. Closing
- a. The teacher-facilitator may provide a short lecturette on: “Feelings are Real”
  - b. The session may end with a song: “I Love You” (Barney Song)

# ***Learning Points***

***“My feelings are real and I acknowledge them as part of me”***

- By conducting this activity, ventilation and validation of feelings are done creatively and in child friendly manner. By giving this activity, children are given the venue to express their feelings after their traumatic exposure including their sensory experiences, thoughts and feelings which are tied to the event. Ventilation and validation are necessary to give the individual an opportunity to process their emotions.
- Teachers in this activity will act as the facilitators of debriefing. They are therefore expected to carefully listen and evaluate the thoughts, mood, affect, choice of words and perceptions of the critical incident and look for potential clues suggesting problems in terms of managing or coping with the tragic event within each of their pupils.

# Session 2

## *My Special Shirt*



- ***Meaningful Objective:*** At the end of the session, the pupils will be able to express their feelings about the disaster through drawing and share their unforgettable experiences with others as a form of emotional catharsis
- ***Materials:*** Bond papers, coloring materials

# *Methodology*

## 1. Mood Setting

The session may start with the song: “Aram sam sam”

Give the pupils bond papers and crayons

The teacher-facilitator will instruct them that for the session, the pupils will design their own “t-shirts”.

## 2. Activity:

The teacher-facilitator will instruct them that the T-shirt design will feature or will represent their most unforgettable experience (i.e. disaster they had just experienced). Give the pupils an hour to do the activity

The pupils will be instructed to post their drawings and share the ideas with the rest of the class

They may take their snacks before the start of the big group sharing to ensure continuity of the activity

Big group sharing shall follow.

Everybody listens.

# Closing

- a. The teacher-facilitator may ask the questions: Does the design or picture remind you of anything? What do you feel about the design or drawing?

# ***Learning Points***

**“Life is beautiful despite the tough stuffs it offers. Despite its ups and downs, it is still worth living for because we are surrounded by people we love.”**



# Points to Ponder

- The care of a child goes beyond the initial reaction or the physical injuries in a disaster situation. A catastrophe such as an earthquake, hurricane, tornado, fire, flood, or violent acts is frightening to children and adults alike. A child's reaction also depends on how much destruction and/or death he or she sees during and after the disaster. Talking about the event with children can decrease their fear. It is important to explain the event in words the child can understand, and at a level of detail that will not overwhelm them. This session will provide the children with avenue to share their experiences, vent emotions, and learn about stress reactions and symptoms and given referrals for further help if required.
- After this session, teachers should reassure children that the event is over and that they are "safe" and answer questions about the disaster reassuringly but honestly. Treating all fears genuinely and encouraging them to talk freely about the incident and their feelings will help them cope better.

# Points to Ponder

Teachers should be alert to these signs that indicate their pupils' may be feeling continued stress after traumatic events:

- Refusal to return to school and “clinging behavior”
- Sleep disturbances such as nightmares, screaming during sleep or bed wetting
  - Have problems staying or falling asleep
  - Loss of concentration and irritability
- Behavioral problems, which are not typical for the child, like misbehaving in school or at home
- Physical complaints (Stomachache, headache, dizziness) for which a physical cause cannot be found
  - Withdrawal from family and friends
    - Decreased activity
  - Preoccupation with the events
  - Acting younger than their age

If the symptoms above are severe or persistent they may need professional help. The child may need to be seen by a child and adolescent psychiatrist or psychologist.

# What we have done!



## Session 3: A *Special Card for You*

- ***“I AM HERE FOR YOU. TOGETHER WE CAN MAKE THINGS BETTER AGAIN”***
- **“I am loved, accepted and I belong”**



## Session 4: *Hop With A Friend*

*“I am celebrating my victory with you!”*

Giving worried children more time for warm and relaxing activities will facilitate and fast-track their coping. In a dramatic play, like the activity above, children will be able to realize that with others, they can be strong again and can gain control over their trauma and overcome feelings of helplessness.

# Session 5: *I am... I will... I can...*

***“I will bounce back!”***

Providing plenty of time and opportunities for children to work out their self-esteem and self-worth even after a disaster will facilitate greater wellness in them. Children who have a positive sense of self will feel that they have something worthwhile to contribute to the family and the community giving them a genuine sense of internal worth. By investing on their personal strengths, they can venture out into the world without fear, work toward attaining their goals and welcome life with anticipation and pleasure.

# Supplementary Reading

## REACTIONS AND GUIDELINES FOR CHILDREN FOLLOWING TRAUMA/DISASTER

<http://www.apa.org/practice/ptguidelines.html>

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# Training Design

TRAINING DESIGN FOR TEACHERS ON  
CLASSROOM BASED TRAUMA  
INTERVENTIONS (CBTI)

# Seminar Themes

## Day 1

Defining Trauma  
Basic Lecture on Psychotrauma  
Children's Responses to Trauma

## Day 2

Indication of Need for Referral, Documentation, Follow-up  
Critical Incident Stress Debriefing (CISD)  
Models of CISD  
Process of Conducting a CISD  
Ground Rules  
Team Member's Roles and Responsibilities  
Creative Arts in CISD  
Mock Debriefing with Children

### **Materials and Technical Facilities**

TV and DVD Player  
Computer and LCD Projector  
Bond Papers  
Crayons and Coloring Materials

# What we are doing now...



# Responding to the Challenged...

- For psychotrauma trainings and other trainings related to wellness, you may contact the authors via email:

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