

Post Trauma Peace Tools for Children at Risk Handbook (PPT3000 – Post Trauma Peace Tools 3000)

Classified according to the development areas from the 7 Petal School® of Pedagoogia 3000®

*There is no cause which merits
a higher priority than the protection
and development of children,
on whom the survival,
stability and advancement
of all nations – and,
indeed of human civilization – depends.*

Plan of Action of the World Summit for Children, September 30, 1990

UNICEF

Background

The crisis and violence that is currently felt in different places in the world, each day, progress and fundamental rights of children are violated. Their dreams and opportunities have been lost, as they lose their childhood and their right to enjoy it is denied. Children confront on a daily basis great danger because of armed conflict, extreme poverty, violence in any of its manifestations classified by laws, abandonment, sexual abuse, family violence, inequity, exploitation, exclusion, etc. In many places in addition, they are witnesses to the way in which their homes, schools, health centers and institutions dedicated to promote their healthy development, are completely destroyed or ruined.

Many children are forced to experiment firsthand what it feels like to have their loved ones killed or the separation of their nuclear family; and where there is armed conflict, they suffer the horrors of the loud thundering noise from bombs, making them, in a best case scenario, flee their country and to take refuge in camps located in a nearby country or take to the streets, exposing themselves to different situations that destabilize the natural homeostasis that an individual preserves, exceeding their capacity for response and adaptation, causing traumas and reactions that block their own personal development, their sociability and sense of purpose.

With the objective that these children not be a “lost generation” as UNICEF calls them, strong efforts are being made (among many other international efforts) under the basis of the Convention on Children’s

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Rights approved as an international treaty of human rights on November 20, 1989 and ratified on 1990 and which, with its 54 articles, is geared towards recognizing that:

“Children (human beings under the age of 18) are individuals with full rights to physical, mental and social development, to generate a model for health, education, survival, quality of life, among many other aspects aimed at progress for all of human society, especially those for the children of the world”.

In addition, it encourages the establishment of a safe environment that protects children from exploitation, being mistreated and violence, war, among others.

UNICEF makes a call for the parties in conflict, in the countries at war and to all the people that have children under their care, as well as those that have influence on them, to reaffirm the principle that children are not responsible for the conflicts and adverse situations that surround them and, therefore, should not be direct victims of this. On the contrary, they must be protected, “preserved” and cared for; there should be arrangements made at all times for access to those actions that can bring forth security, respect, understanding and that they ensure their integral and full development.

According to testimonies from teachers, parents, tutors and caretakers that care for children in this risk condition, the children’s bio-psycho-socio-spiritual chaotic state in which they are at is made evident, deeply limiting their physical, mental, emotional, social, creative, productive and personal development.

Proof of this state, assure some teachers, are the drawings made by these children and that manifest the memory of the tragic toll that violence has had in their lives. Said drawings show war tanks and soldiers that shoot at their homes, dead people in the middle of the street in the middle of a pool of blood. Others show a father, a mother and their son when they are being buried with their wounds clearly marked with red ink. Some detail the physical wounds and in their heart, as well as colors, details that denote sadness, anger, fear and resentment.

Also, their health is delicate, their mental concentration is scattered, their sociability is limited or fearful, their personal security shows to have deteriorated and their sense of life is uncertain, vague or hopeless. This is clear evidence that the disturbances or traumas that are anchored in their Being and keeps them from fully enjoying their childhood, from a harmonious development, from a balanced personality and from living within the nucleus of a family, in a happy, loving and understanding environment.

Although UNICEF jointly with other international organizations is making great strides to address this risk situation in which these children find themselves all over the world, unfortunately, the needs surpass the response capacity.

Pedagoogy 3000 Post Trauma Tools, PTT3000

With the objective of making a significant contribution to said efforts and of providing through education a ray of Light for these children that live in situations of risk, violence, abandonment, refugee camp, etc.

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in any part of the world, Pedagoogy 3000 is making available a program called Post Trauma Tools for at risk children and in vulnerable situation (PTT3000).

Said program is designed to provide alternative pedagogic-therapeutic actions geared towards understanding, healing, resilience, self-esteem and re-constructive power.

That is, tools that:

- Allow them to progressively overcome, or at least keep from getting worse, the internal havoc caused by violence and affective losses lived at such a young age
- Aim at developing a resilience capacity which will allow to confront adversity and tragedies, as well as deactivating trauma, threats or severe stress, to be able to adapt in a constructive manner to their daily reality.
- Aim at co-building their future and re-establishing their sense of Life

The actions that are suggested in this program consist of a compilation of educational and therapeutic techniques that were especially chosen to be shared with children and youth which find themselves in adverse life situations.

The characteristics of said tools are the following, they:

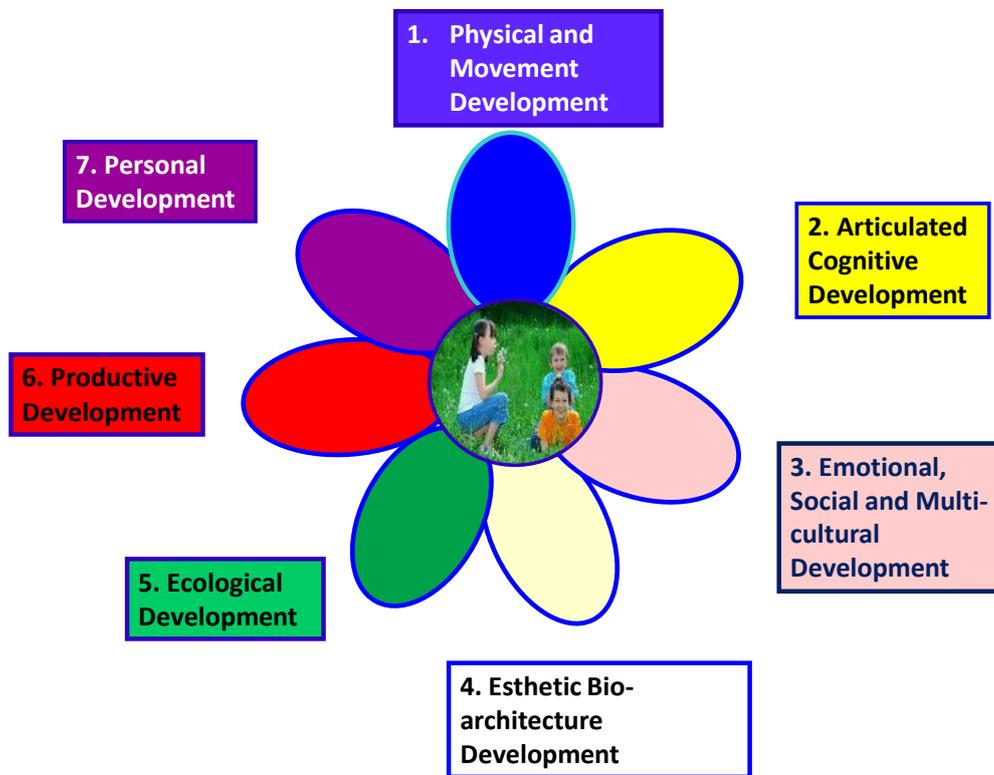
- Give security and are enjoyable
- Empower from a positive stand point
- Are easily replicated and are at everyone's reach, without the need of specialized training
- Don't require equipment or expensive materials

The Integral Dynamics of the 7 Petals

The Post Trauma Tools 3000 are organized according the 7 Petals dynamic or 7 pedagogical/therapeutic areas of Pedagoogy 3000, which are:

1. **Blue:** physical and movement development
2. **Yellow:** playful-cognitive articulated and contextualized development
3. **Pink:** socio-emotional and Peace Culture development
4. **White:** Arts, geometry and creativity development
5. **Green:** playful-ecological development
6. **Red:** productive (action and projects) development
7. **Purple:** personal development and anti-stress exercises

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List of Tools PTT3000

First Area, **Blue Petal**. Therapy through sports and physical exercises

This section consists of using movement as therapy and a bio-emotional-energetic regulator. It includes:

- 1 PMHG Psychomotor Healing Games, like for example, instinctive movement, ancestral movement, rotation movement and swiveling movement for bio-energetic consolidation games
- 2 Playful therapeutic games such as juggling and other exercises that involve ocular and limbic system movements
- 3 Brain Gym© (ATP, Awareness Through the Body – Phase 2)
- 4 Sports as therapy
- 5 Cooperative games
- 6 Circular and folk dances
- 7 Dances with the 5 senses (with colored ribbons, for example)
- 8 Yoga-stories: storytelling, making playful “asanas” for children (according to what’s permitted to touch)
- 9 Activities to trust your play mate: for example, “Guardian Angel” activity (these activities can be also done in the Pink Petal)
- 10 Coordinating activities and peripheral vision: the cane and Samurai, etc.

Second Area: **Yellow Petal**. Playful-cognitive Development

- 11 Cognitive recreational tools: for example, running cat, magic in math, ancestral mathematics, etc.
- 12 Cognitive knowledge according to the children’s needs and desires
- 13 Movies with didactic content
- 14 Playful activities to strengthen divergent thought, strengthen team work and search for different alternatives (for example, the Kohlberg Dilemma exercise)

Third Area: **Pink Petal**. Socio-emotional and Peace Culture Development

- 15 Integration techniques: “Lore” techniques and others
- 16 Emotional intelligence tools: emotion recognition, managing of emotions, voice and acting exercises. All done in a playful manner. Role-playing of emotions.
- 17 Non-violent Communication (NVC) for children. Communication tools adapted to children, empathic communication techniques and curtesy games.
- 18 Story telling time, with meaning and ethics, combined with exercises and stories with humor.
- 19 Learning that’s entertaining and laughter therapies
- 20 Peace Culture tools, peace mandalas, individual and group
- 21 Self-esteem and positive affirmation activities: self-esteem mandala, reconstructing self-esteem mandalas, heart rounds, the kindness tunnel, etc.
- 22 Cooperative games: for example, the Peace Chair, games about caring for oneself and others, etc.

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- 23 Conflict resolution tools: for example, dancing to transform conflicts, mirror of conflicts dance, nightmare dance, etc.
- 24 Confidence exercises: acro exercises, duplex exercises and balance exercises
- 25 Forgiveness and Reconciliation exercises from Dr. Leonel Narvaez, Ho'oponopono, local techniques, etc.

Fourth Area: **White Petal**, Esthetic and Bio-architecture Development

These are artistic tools that work with emotions, internal development and healing.

- 26 Meta-languages (These are universally known and understood tools, irrespective of language): Mandalas, labyrinths, cetacean codes, symbols and ancestral drawings, etc.
- 27 Geometry and art: Fibonacci, platonic solids, stars, doing exercises that take you from 2D to 3D, etc.
- 28 Chromo-therapy games: colored fabrics, colored paper ribbons, colored glasses, etc.
- 29 Drawing with the 5 senses: drawing music, a flavor, a smell, etc.
- 30 Transformation art: Miro technique, etc.
- 31 Cooperative art: collaborative murals, rotating mandala, group collage, etc.

Fifth Area, **Green Petal**, Playful ecological tools

- 32 Ecological Tools: like for example planting a garden with the children, growing edible and medicinal plants, game of planting a dream
- 33 Projects aimed at protecting the environment, recycling
- 34 Grounding exercises: example "I'm a tree", drum dance, earth dance
- 35 Self-sustaining projects and improving my surroundings
- 36 Caring for animals responsibly (when authorized)

Sixth Area, **Red Petal**, Action, occupational therapy and skills

- 37 Manual activities such as occupational therapies. These activities allow to strengthen self-esteem, creativity and strengthen solidarity ties
- 38 Learn a skill
- 39 Game of fair trade commerce (promote service, barter, honesty, discipline and creativity)
- 40 Activities for the community, the common good and for people that need it (elderly, wounded, mom who is going to have a baby, etc.)

Seventh Area, **Purple Petal**, Internal development and anti-stress techniques

- 41 Chromatic therapies: viso-chromatic techniques from Ricardo Beltramino (viso-emotional chromatic techniques that allow for an approach of bio trauma and re-assigning of brain abilities in children)
- 42 Sound-calibrating therapies from Ricardo Beltramino
- 43 Tapping: algorithms proposed by the Thought Field Therapy from Dr. Roger Callahan
- 44 Some *Mindfulness* techniques (Phase 2)
- 45 Sound-harmonics: ancestral sounds, animal, nature, dolphin, and water sounds, priority to what can be done with their voice, Beltramino PowerPoint, etc.

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- 46 Bio-recalibration of the Electromagnetic Field and anchoring: for example, tree game, feet game, rain game, active meditation to the four directions to amplify the heart's electromagnetic field, etc.
- 47 "Hand" program (Synergetic doctors and Dr. Jorge Carvajal Carrillo)
- 48 Breathing games and anti-stress techniques for children: tension and release, etc.
- 49 Protection exercises: for example, positive energy bath, protection bubble, etc.
- 50 Self digi-pressure (Phase 2)
- 51 Comfort creative visualizations: internal wise person, my heart's advice, magic carpet, etc.

Caring for the teacher or facilitator

- 52. Self-care culture (to counteract *compassion fatigue*)
- 53. Culture of care taking

Includes: anti-stress techniques for teachers and conscious breathing. Children are very sensitive to emotional states and the teacher's or facilitator's stress level. The first step is to calm down as an educator, breathe and know quick anti-stress techniques for ourselves and being coherent with what you say, do and think.

Example of tuning exercises:

- Listen to your heart
- Synchronized breathing
- Looking into eyes (when culture allows)
- Reconnecting with the inner child

Recommendations from Alicia Soto (Psychologist and therapist from Uruguay)

Methodology

The methodology for PTT3000 is taken in part from the "Forgiveness and Reconciliation Schools" from Colombia methodology, combined with the Pedagoogy 3000 methodology for an integral non-invasive approach, socio-emotional techniques, non-violent communication tools and Peace Culture; they were gathered by Nelly Chavarria (Mexico), President of Pedagoogia 3000 Association in Mexico and of Educators for Peace Association – Mexico and Noemi Paymal, author of Pedagoogia 3000. Nelly Chavarria is a Certified Facilitator, specialized in caring for victims of violence. Noemi Paymal is the Pedagoogia 3000 Director and author of 4 books and 33 educational workbooks.

The PTT3000 approach allows:

- Exploring healing forms of conduct when faced with trauma and daily conflict
- Developing a personality that promotes attitude modification that finds possible ways of reacting non-violently when faced with difficult and conflict situations in daily life
- Facilitates a self-building process and developing genuine self-confidence

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- Provides exercises for anger and pain management to generate a reconstructive dynamic of types of emotional reaction
- Restore the “3 S’s” Self-security, Sociability, and Sense of Life.
- Facilitates a decision making strength of transmutation, clarifying the myths about forgiveness.
- Freeing the Essential Being within the person
- Putting in motion a specific idea of compassion (caring ethic)
- Initiate restorative transition processes (“break chains”)
- Build truth using assertive communication to have elementary conceptual schemes to discern the need for truth in a reconciling process.
- Restorative justice: hetero-restoration and self-restoration.
- Establish an understanding to overcome conflict and establish non-violent interaction agreements.
- Move from a negative memory to a HEARTWARMING one
- Celebrate the process



Noemi, Said and Yasmin in Damascus, May 25, 2011.

Appendices

Some examples:

Sports, Blue Petal

Deheishe Refugee Camp in Bethlehem, Palestine

Take a backyard, make an important renovation, plant some seeds, add a little paint and it's ready!: the space is ready to install a basketball basket, a soccer field goal and a net for ball games and have the most pleasure that children from the Deheishe refugee camp can have.



The project, supported by Humanium and implemented by the Palestine association Karama, consists of creating a space for games and sports in the patio of the Karama Center, situated in the Deheishe refugee camp, within the Bethlehem municipality in the West Bank.

The Karama association proposes numerous activities

both educational as well as recreational for children, adolescents, young adults and women from the fields. Their objective is "to help them forget the daily difficulties they confront as refugees".

with this project, Karama and Humanium offer children a recreational space for games and sports, something not very common in refugee camps.

Under the motto "one for all and all for one!", team sports allow children to establish friendship bonds, release some stress, develop themselves and acquire self-confidence. In addition, having the privilege of playing outdoors, children can focus more at school and also in having better academic results. Sports is also a synonym for mobility and freedom to move, two rights that are denied in camps.

