



EMOTIONAL RESILIENCE PROGRAM

Tackling the emotional impact of COVID-19
in children in distress

ABOUT THIS MANUAL

Most of the population around the globe is suffering the impact of the Covid19. PlayOnside has created this manual to share information, ideas and activities that we hope can be used and inspire other organizations, schools or individuals, not only in Mae Sot, but all over the world in order to promote resilience of the most vulnerable groups during these difficult time.

“RESILIENCE IS THE ABILITY TO FACE LIFE'S ADVERSITIES, TRANSFORM PAIN INTO A DRIVING FORCE IN ORDER TO OVERCOME AND BECOME STRENGTHENED BY THEM”

-ANONYMOUS-

Play  **onside**
for equal opportunity

OUR FUTURE IS NOW

CONTENT



CONTEXT

THE THAI-MYANMAR BORDER	4
ABOUT PLAYONSIDE	4
EFFECTS OF THE COVID-19 ON THE MIGRANT COMMUNITY	5



EMOTIONAL RESILIENCE PROGRAM

COURSE DESCRIPTION	6
PLAYONSIDE PEDAGOGICAL APPROACH	6
CLASS SCHEDULE	6



HOW TO USE THIS MANUAL

THE RESOURCES	7
THE SYLLABUS	8
LESSON PLANS	11
TEACHING AIDS AND HOMEWORK	35

CONTEXT

THE THAI-MYANMAR BORDER

On the west part of the country, Thailand shares its border with Myanmar, a country that over the last 60 years has been under the military power and many different ethnic minorities are still suffering suppression from the Burmese government. The suppression and violence created a huge refugee situation in Thailand as people fled across the border in search of safety and a better life. It has been estimated that there are still up to 200,000 Burmese scraping a living along the border today.



There is over 200,000 migrant workers in Tak province working mostly in agriculture and factory work



Many are in here with their families as there are more vocational opportunities in Thailand compared to Myanmar



Most have lived in Thailand for many years and see their future here

ABOUT PLAYONSIDE



PlayOnside is an organization that for the last 7 years, has been using the power of sports to promote Social Inclusion, Gender Equality and Empowerment of the Burmese community displaced on the Thai-Burma border.

Due to the pandemic and the huge impact that COVID-19 is having in the communities, PlayOnside has used its experience, knowledge and resources to create and implement this Emotional Resilience Program as part of the Home Based Learning, an initiative based on community teaching with a limited number of students due to the closure of schools, to reduce, follow-up and tackle the emotional impact in children, teachers and parents of the COVID-19.

EFFECTS OF COVID-19 ON THE MIGRANT COMMUNITY



Increased risk of child labor



Increased child protection and domestic violence



Families without food supplies or drinking water



Vulnerable community members more isolated



Inability to travel



Widespread depression and anxiety



Many daily wage workers have lost their jobs, many workers without salary for months



Closure of the Migrant Learning Centres leads to Home Based Learning.

EMOTIONAL RESILIENCE PROGRAM

COURSE DESCRIPTION

The objective of this course is to provide emotional support for children and parents affected by the COVID-19 allowing the coaches to be able to closely follow-up on the students' situation and tackle those cases that need further intervention.

PLAYONSIDE PEDAGOGICAL APPROACH

- PlayOnside's Emotional Resilience Program approach is based on discussions, games, sport and fun in order to bring motivation to the children and team building within the communities.
- Each unit addresses different areas of the emotional impact of the pandemic.
- Discussions are tightly linked with the practical games and activities, with highlights on critical thinking skills.
- Every lesson starts with a "reflection discussion" based on the students' feelings and emotions, in order to keep track on their current situation.
- Homework is created to reinforce the knowledge of the topic and involve the parents in the children's learning.

CLASS SCHEDULE

- Because of the small groups and limited resources, Playonside has adapted the content to the exceptional circumstances providing one hour of teaching per week for each group.
- The extension of this program will depend on the re-opening of the Migrant Learning Centres according to the Thai regulations.
- This period can be considered as an emergency period due to the covid19 pandemic and the regulations by the Thai government.

HOW TO USE THIS MANUAL

COLOUR CONES CODE

In order to keep get the information about the kids emotions before and after the training. Using the color code kids might feel more comfortable in order to express how they feel. It is important to keep this routine that gradually creates a comfort space for the kids to share.



THE HAPPINESS CARD

This card helps the coaches to collect regularly the information provided by the players in order to follow-up their situation and identify those cases that need to be addressed.

SCHOOL		GROUP NAME				WEEK			
NAMES	BEFORE				AFTER				
	H	N	S	A	H	N	S	A	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
TOTAL									

H=HAPPY N=NORMAL, S=SAD, A=ANGRY

TEACHING AIDS

Teaching Aids are provided and organized to deliver the lessons. Pictures, post-its, videos are part of the lesson in order to increase the quality of the teaching and facilitate the understanding for the students

HOMEWORK

Every lesson plan includes a homework part. This homework are designed to reinforced the topic of the lesson, explore their creativity and engage the parents in their child's learning.

BLOCK I

FOCUS ON MANAGING EMOTIONS

WEEK 1



Introduction of the topic

How did you feel during the last 2 months?
Washing hands routines and safety protocols

WEEK 2



Cooperation

What is cooperation?
Critical Thinking and teambuilding games

WEEK 3



Identify your emotions

Identify different emotions
How do you feel when you do...?

WEEK 4



Anger management I

What makes you angry?
How do you release your anger? Positive and negative response

WEEK 5



Anger management II

Reinforce the knowledge from the previous lesson
Exercises to release your anger in a positive way

WEEK 6



Fear I

Situations that provokes fear and stress and classify into positive, tolerable and toxic.

WEEK 7



Fear II

identify different daily problems and their positive and negative consequences.
Introduction to the process on how to solve a problem.

WEEK 8



Fear III

The four stages of problem solving

BLOCK II

SELF, AUTONOMY AND RESPONSIBILITY

WEEK 9



Knowing yourself

Who am I?

Who am I for the other people?

WEEK 10



Self-esteem

Understanding and accepting own strengths and weaknesses

WEEK 11



Self-confidence

Self-efficacy, or confidence as it is commonly known, is the optimistic self-belief in one's competence or chances of successfully accomplishing a task and producing a favourable outcome.

WEEK 12



Worrisome I

The CB triangle (Thoughts/Emotion/Behavior)

Difference between Thoughts/Emotion/Behavior

Optimism vs. Pessimism (Thoughts)

WEEK 13



Worrisome II

Connecting Thoughts/Emotion/Behavior

WEEK 14



Review of bloc II

BLOCK III

BUILD, STRENGTHEN AND PROMOTE SUPPORTIVE RELATIONSHIPS

WEEK 15



Empathy I

Ability to recognize others' feelings and emotions
Understanding the others

WEEK 16



Empathy II

Do people understand me?
Communication

WEEK 17



Social skills and peer support

Ability to seek assistance from others
Safety network / strategic plan

BLOCK IV

CREATE OPPORTUNITIES FOR PERSONAL CHANGE

WEEK 18



Healthy habits

Nutrition
Sleep
Hydratation
Regular exercise
Thoughts
Boredom

WEEK 19



Review of block III and IV