



## **Recognise children that may be struggling**

All children are unique and can be impacted by different parts of the story. They need to understand the situation in terms of what it means to them and their own safety and well-being.

- Look out for grief responses eg: shaking, not sleeping, withdrawn socially, no desire to participate in their usual activities, trouble eating, snappy, shakiness, not wanting to be separated from parents
- Parents that are feeling anxious/scared/ traumatised – this anxiety might have affected children that (don't want to let you go)
- Children unable to process information- feeling unsafe/scared

**Please see Leading Lights for information (links from home page)**

Tips for helping children:

- Allow children to talk about their feelings. (open ended questions and ask directly what they are worried about) Respond with minimum information (be safe and age appropriate)
- Continue routines as usual
- Play and laugh
- Encourage adequate rest and eating

## **How to be aware of teachers who may be struggling:**

When we experience a disaster we can have a variety of reactions, all of which can be common responses to difficult situations.

Any educator who works directly with traumatized children and adolescents is vulnerable to the affects of trauma.

These reactions can include:

- Feeling physically and mentally drained
- Having difficulty making decisions or staying focused on topics
- Becoming easily frustrated, increased irritability or impatience.
- Feeling numb and detached
- Decreased concentration
- Withdrawn

**Please see leading Lights for more information on Self-Care for educators and links to helplines and EAP.**

Tips for self care:

- Don't do it alone (get support by working in teams- check in with each other)
- Recognise trauma in yourselves (not a sign of weakness or incompetence)
- Seek help (talk to a professional)
- Attend self care

