

WORRYING ABOUT WAR & CONFLICT



A RESOURCE BANK TO
SUPPORT CHILDREN
AND YOUNG PEOPLE'S
EMOTIONAL WELL-
BEING

CONTENTS

OTHER RESOURCES
TALKING ABOUT WAR
ANSWERING QUESTIONS AND NOTICING
FACT CHECKING
COMMUNICATION IN PRINT
EMOTIONAL WELL-BEING



OTHER RESOURCES

Lots of people have made or gathered information that you might find helpful.

We have collected the details of these resources to make it easier for you to find them.

Please take time to check the sources.

If you are worried:

- Childline
<https://www.childline.org.uk/get-involved/articles/worrying-about-russia-ukraine/>
- Some activities in this pack might be helpful
- Talk to a trusted adult

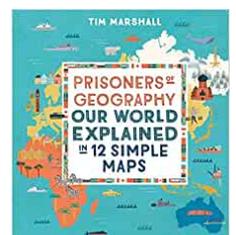
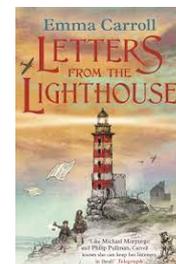
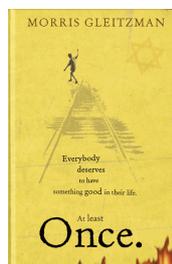
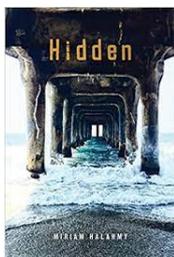
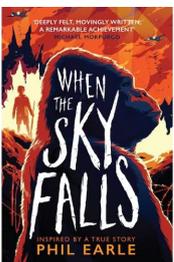
Finding out more:

- Newsround
<https://www.bbc.co.uk/newsround>
- Assembly from No Outsiders <https://no-outsiders-assembly.blogspot.com/2022/02/ukraine.html?m=1>
- Educate against hate
<https://educateagainsthate.com/resources/generation-global/>



Helpful organisations:

- Little Troupers (supporting children of British military personnel)
<https://www.littletroopers.net/>
- Service Children Personnel Alliance (has school resources as well as those for children)
<https://www.scipalliance.org/>
- Red Cross
<https://www.redcross.org.uk/get-involved/teaching-resources>
- Department for Education
<https://educationhub.blog.gov.uk/2022/02/25/help-for-teachers-and-families-to-talk-to-pupils-about-russias-invasion-of-ukraine-and-how-to-help-them-avoid-misinformation/>
- Voices of children
<https://voices.org.ua/en/>



TALKING ABOUT WAR AND CONFLICT

Talking about war, and feeling confident and comfortable about it can be very difficult. Remember that some people might not have had any direct experiences of war. Others may have had direct experiences which can also be difficult. We have collected some ideas to help you think about approaches and strategies.

Remember a child's age and stage of development

Every child is different and even children of the same age don't all understand the world in the same way. When approaching the subject of war and conflict or answering questions it is important that the information presented is honest but understandable. Additionally, it might be that children have knowledge or direct experience of war from family members or being involved in conflict themselves in other countries. Be mindful of this before you make decisions to share images, news headlines and other information that may be upsetting.

Be honest

Children and young people might ask lots of questions about what is going to happen next. The reality is that we don't know and that can be uncomfortable to talk about and some children might find the lack of definite answer really hard to comprehend.

Understanding geography

Some children might know where the countries are. Others might not have left their home town. When discussing other countries, some pupils might need help to be able to locate them on a globe or a map. Use questions as an opportunity for children to contextualise where they are. This may reduce fears for some children depending on their context. For others, it may increase worries especially if they have family or friends in those countries or neighbouring ones.



TALKING ABOUT WAR & CONFLICT

Nuance, not stereotyping

Some children, staff and communities may come from areas which are involved in current conflict. Every person has different experiences. Being factual is important but so is remembering that individuals in your school community may be from, or have links to, different sides of the conflict.

Fact finding

Promote fact finding and prompt children and young people to think about key ideas such as misinformation, propaganda, trusted sources, fact versus fiction, and always respond robustly to hate speech.

A community response

Liaise with other members of your school community; history, politics, sociology as well as staff that might have personal connections might be able to help. Be mindful that the conflict might be upsetting for members of your community.



FACT CHECKING

There is a lot of information that is accessible. It is now accessible 24 hours a day, every day. People can share images at a click of a button as well as news articles and stories. Fact checking (finding out if something is true) is even more important in times of conflict.

- Is the source reliable?
- How do you know it is reliable?
- Has the image/story been verified if on social media?
- What is the purpose of the article/story/photograph?
- Who has shared the information with you?
- Who published the article?
- When was it published/shared?
- What are the author's credentials?



ANSWERING QUESTIONS & NOTICING

What have you heard about the conflict?

I have noticed that you have been watching the news...

Do you have any worries?

How do you know if the source is true?

How do you feel about this information?

Do you think the conflict affects you directly?

I heard you talking to a friend about the conflict, do you have any questions?

Where did you find out the information?

I don't know the answer to that question, shall we find out together?

What is a reliable news source to find out more information?



Grounding Techniques

What is a mood board?

A mood board is an arrangement of pictures, materials, bits of writing (you can cut up from a newspaper or magazine or quotes that you like). The idea is that you explore what is happening in the news. The mood board can be shared with others to explain how you feel, or can be something that you keep private. If you want, you can do the mood board on the computer.

What might I need?

- A large piece of paper
- Pens for writing
- Colouring pencils or pens for drawing, sketching
- Magazines or newspapers
- Scissors
- Imagination



Difficult conversations

Have a look at the different events below. Think about how you may respond in these situations? Would your friends or family respond differently? If you are worried about anything, who could you talk to?

Your friend's parents is a journalist and she is currently in a place which you know there has been fighting. She comes into school very upset and is crying.

You have seen some pictures of the conflict that make you feel upset. You find that you keep on thinking about those images.

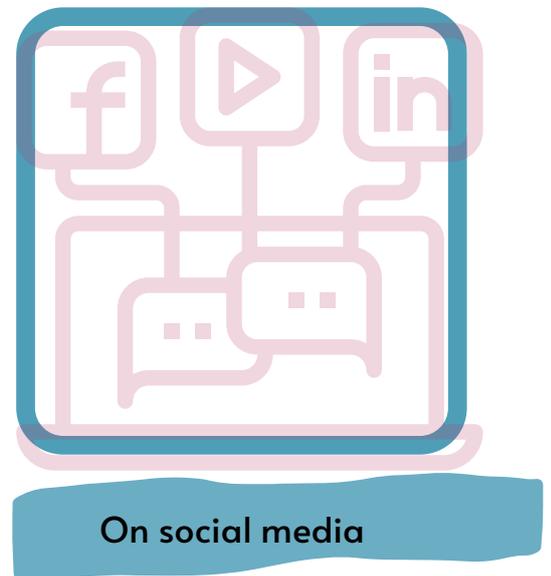
Your friend is from Poland. You know that her family still lives in Poland and lives near Ukraine.

You have heard adults talking about war. You are worried that you or someone you know might be asked to fight in the war.

Noticing our feelings

Our emotions are varied and change depending on a variety of factors. This resource is to help you notice when you might feel certain things, identify how it effects you physically and then consider different ways to respond.

We want you to start with noticing your feelings at different points during the day and writing notes in each box.



With other people



When trying to sleep



Going home

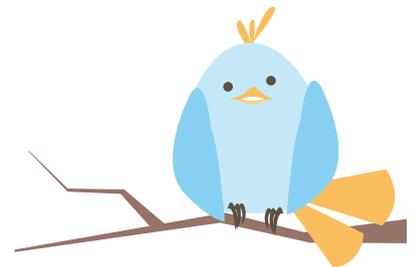
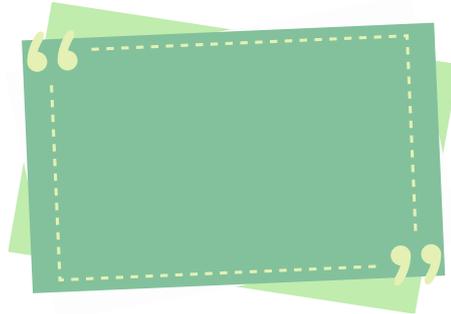
Managing difficult thoughts

Feeling worried is a good way of keeping safe but sometimes anxious thoughts can take over our lives and make things hard. When there is news about conflict on the TV, social media and newspapers it can make those feelings even more difficult to deal with. You might also have specific reasons to feel worried if conflict involves someone in your family or one of your friends

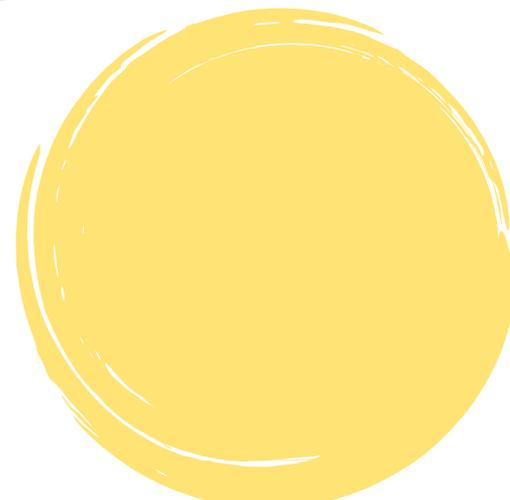
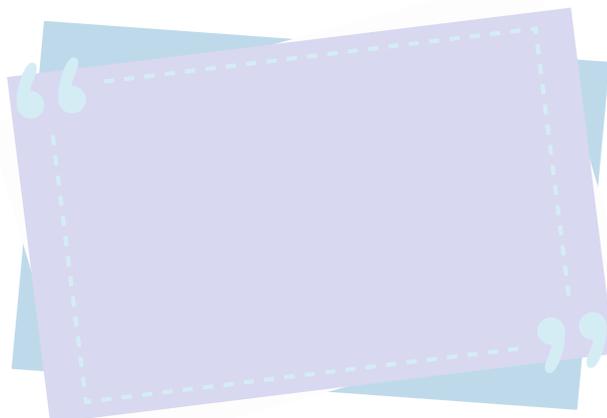
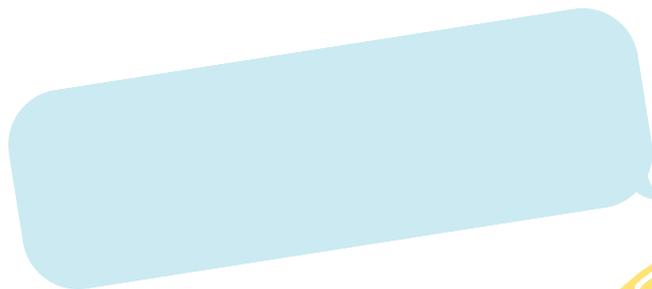
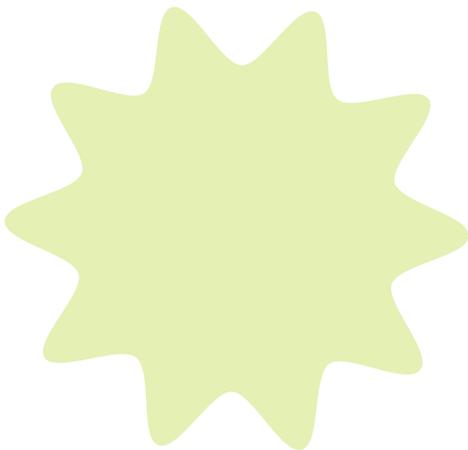
There are different ways you can manage these. We've put some ideas for you but can you think of ones that would be helpful to you.



Drawing



Watching nature



Managing difficult thoughts

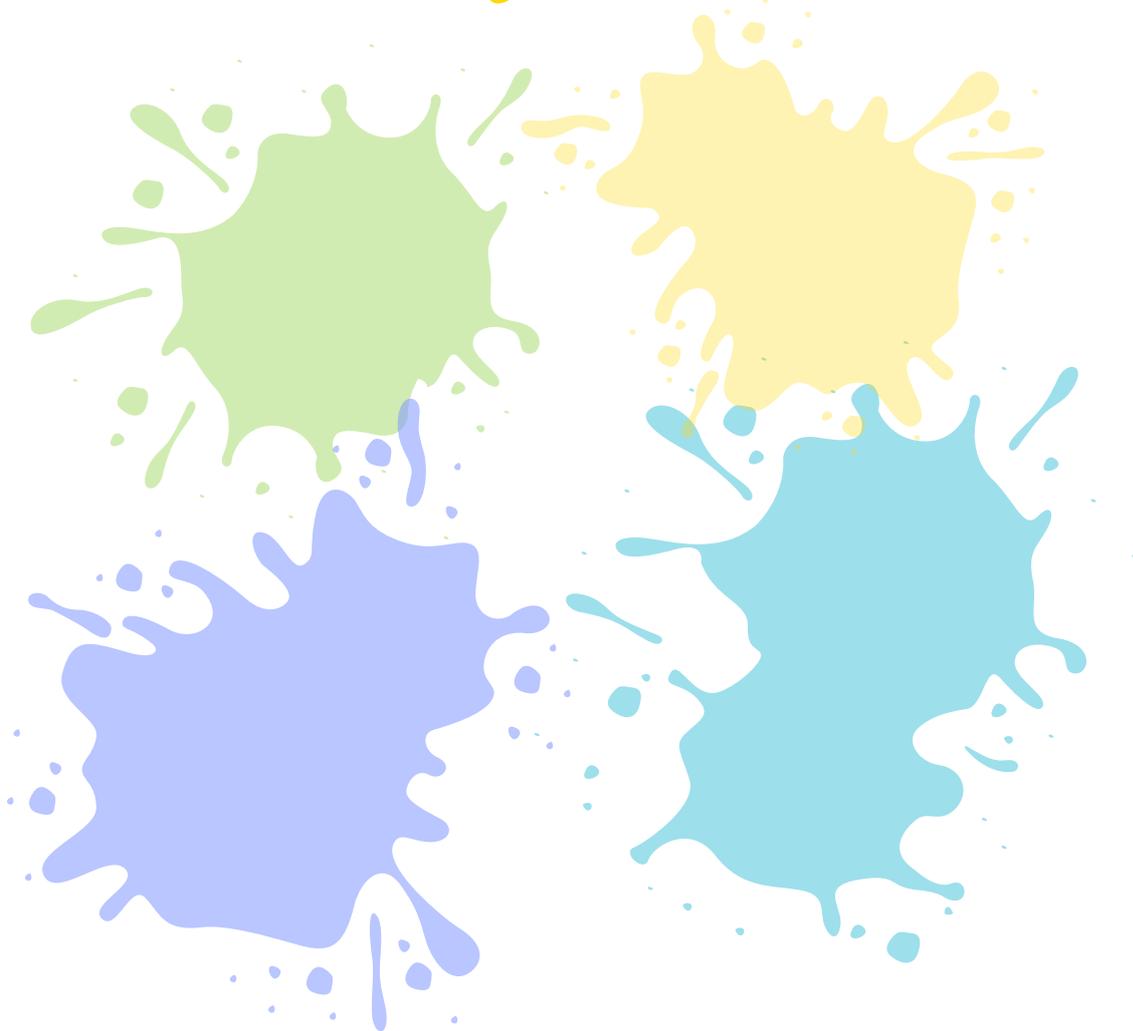
Anxious thoughts are 'an over amplification of a perceived threat'. This means that our thoughts get bigger than the threat is. Feeling worried is a good way of keeping safe but sometimes anxious thoughts can take over our lives and make things hard. There are different ways you can manage these. We've put some ideas for you but can you think of ones that would be helpful to you.



Meeting with friends



Playing computer games



Draw How You Feel

Look at the different emotions.

Do you know what they feel like? With an adult choose an emotion that you experience often and think about how it feels on your body. For example if you are worried, does your heart beat faster? Or if you are angry your face might feel hot.

worried

proud

frustrated

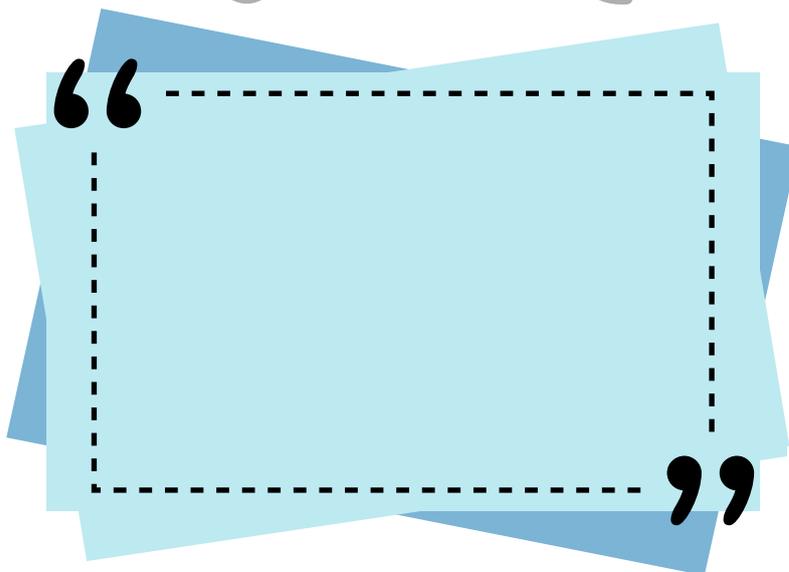
excited

happy

angry

sad

nervous

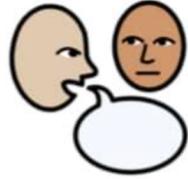




lots of people are worried about Russia and Ukraine



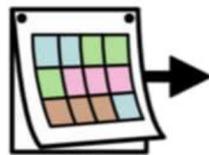
You might be worried too, this is ok and is very normal



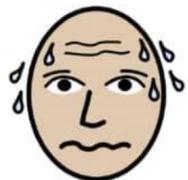
talk to a friend or family member about how you are feeling



try to focus on what is happening right now



Instead of what might happen in the future



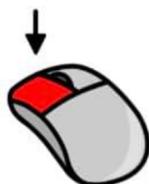
try to notice anything that makes you feel more worried



this could be social media or the news for example.



The news can sometimes make things sound worse than it actually is



this is because most people will be more likely to click and read the news with a scary title rather than a boring fact



which is what makes them more money



most social media posts want you to like, comment and share



so like the news will also make things sound worse than it is



also anyone can post anything they want on social media so some things may not always be true



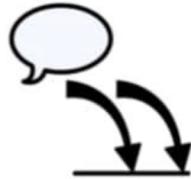
it's sometimes good to keep up to date with the news



but if it's worrying you, you can turn it off for as long as you need to



affirmations are sentences that you say to yourself to help you feel better. It could be "I am brave" or "I am happy" etc



after saying an affirmation over and over again you should believe what you are saying and feel better



if you are very worried you could also speak to your GP or the Samaritans



If you want to call Samaritans their phone number is 116 123

<18



If you are under 18 years old you can call Childline on 0800 1111

THANK YOU

Communicate in print created and permission to use
from Sally Hirst

For those who shared ideas & signposted to other
resources

Other resources curated and created can be found at
by Sarah Johnson at
www.phoenixeducationconsultancy.com

