

# Humankind's Magic Healing

After every disaster comes a story of amazing recovery, we just rarely hear it. Let's show our children how phenomenally good we are at picking ourselves up again.

## Watch this!

### *Play Children United*

- This film features children from around the world who have survived hardships and trauma. They share the difficult situations that they have been through, how they overcame them, and how they found happiness in their world again.



## Talk about it!

	What did they take away from this film? Ask your students!	How can they relate this film to their own lives? Ask them!
Emotions	<ul style="list-style-type: none"> <li>• This film featured children who have faced various hardships. What were they? (bullying, having to escape a war zone and living in a refugee camp, living in a violent area, surviving a terrorist attack, being homeless and in jail)</li> <li>• Which hardship would have been the hardest for you to get through? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever faced a hardship that you didn't think you could get through?</li> <li>• What made you keep going when you felt like things were hopeless?</li> <li>• Who are you able to turn to when things feel bad?</li> <li>• How does talking to someone about how you feel help you?</li> </ul>
Reasoning	<ul style="list-style-type: none"> <li>• What got these children through their hardships?</li> <li>• What passions did they discover as a result of the injuries?</li> <li>• Do you think that they would have found these passions if they never went through these hardships?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you think that there are any situations that are completely hopeless?</li> <li>• How does hope and positive thinking give you the energy to keep going in difficult situations?</li> </ul>
Actions	<ul style="list-style-type: none"> <li>• The film talked about changing negative energy into positive energy. How did they do that?</li> <li>• How have their experiences changed the way they look at their future?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever changed your negative thoughts into positive thoughts?</li> <li>• If so, has this helped your situation get better?</li> <li>• What else can you do when things feel hopeless?</li> </ul>

# Try this!

## Discuss it!

Humans, even children, have an ability to get through tough situations.

- Ask your students to raise their hands if they don't think that they could do what the children in the film did. Count the number of hands raised.
- Ask your students what all of the children in the film had in common.
- Write them on the board, being sure to write the positive words on one side of the board and the negative words on the other side.
- Point out that despite the negative things they went through, these people still have a number of positive traits, which your students may have come up with.
- Ensure that the word "brave" makes it onto the board and ask them what it means.
- Many students may state that being brave means that they are not scared.
- Open the dictionary or look on the internet and inform them that "brave" means "ready to face and endure danger or pain." Inform them that people who are brave do something despite being scared. We all have the ability to be brave and get through tough situations.
- Pass out paper to the class and ask them all to write down something that they are afraid to do or to say to another person.
- Tell the class that they are all capable of achieving the word "brave" as one of their character traits. Ask for a volunteer to come to the front of the room and do the thing they wrote on their paper.
- Afterwards, award them with the word "brave" via a patch or sign. Celebrate these moments and help them see that they all have greatness within them.

## Celebrate it!

It is only when we believe we are capable of greatness do we strive for it.

- Ask students to come up with a list of positive character traits and list them on the board.
- If need be, use the internet to search for positive character traits and ask the class if those words should be included on the board or not.
- Assign each word a color from a series of magic markers or beads that you have in the classroom.
- Tell each student that they are to think back and try to come up with one event that they have experienced that make them believe that they have each of these character traits.
- Cut paper into strips or use string to make bracelets.
- For each character trait that they have, ask them to color a bar on the paper or string the bead on the string.
- After they have finished, have them note how many positive traits they have.
- Remind them that achieving these character traits is a lifelong process, but that they should wear their bracelets with honor and add to them when they attain a new character trait.

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# Try this!

## Learn about the most important character traits!

Humans, even children, have an ability to get through tough situations.

- Talk to your child about the video and what types of character traits he/she saw and you saw among the children featured in the film.
- Review the following character traits, discussing what each of them mean.
  - Integrity
  - Honesty
  - Loyalty
  - Respectfulness
  - Responsibility
  - Humility
  - Compassion
  - Fairness
  - Forgiveness
  - Courageousness
  - Generosity
  - Perseverance
  - Politeness
  - Kindness
  - Lovingness
  - Optimism
  - Reliability
  - Conscientiousness
- Review the film again and ask your child to point out when they see one of the character traits above and make a check mark next to it.
- Tell your child that these character traits are important not only to get you through difficult situations, but also help you have a happy life.

## Make it and Own it!

It is only when we believe we are capable of greatness do we strive for it.

- Get a series of different colored beads, one to match each character trait above and some string in order to make a bracelet or beaded charm.
- Review the character traits again, this time thinking with your child about which character traits he/she has displayed at various times in their lives.
- For each trait he/she has displayed, string the colored bead onto the string.
- Explain to your child that all of these traits are inside of us, we just have to choose when to bring them out. Until then, he/she can wear the charm with pride.
- Celebrate all of the charms they have acquired and remind them that there is a lifetime for them to earn more traits.
- When your child does display a new trait, he/she can add the bead to their charm and celebrate this accomplishment.