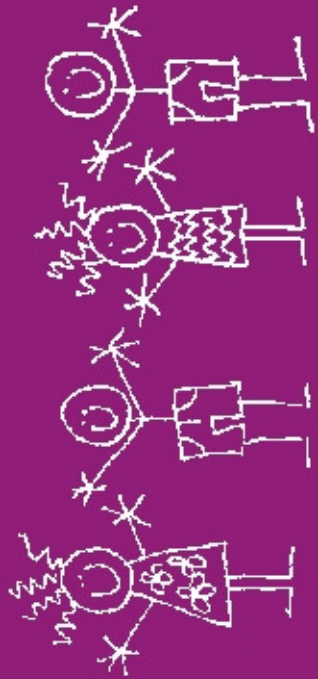




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“We do not believe in ourselves until someone reveals that deep inside us **something is valuable**, worth listening to, worthy of our trust, **saCred** to our touch.”

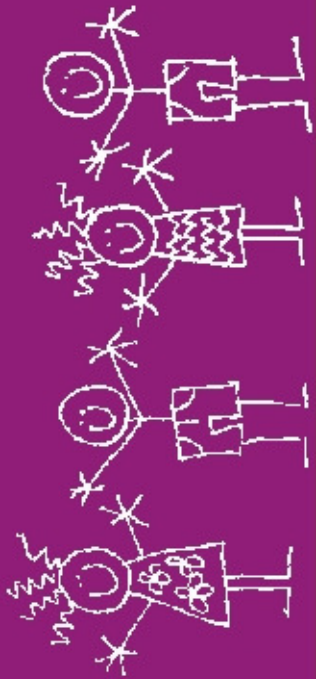
*e e cummings*



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# Our Vision is of.....

*Safe loving spaces created  
and held by every member of  
the community where  
children are given full  
permission to be children and  
play*



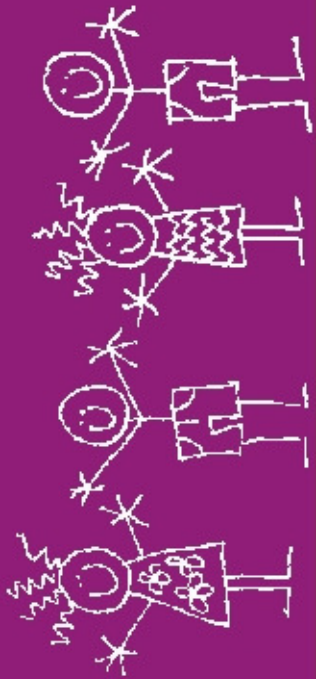
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# Our Mission

*To strengthen the community response to taking care of bereaved children by working in partnerships with organisations that serve children in communities.*

*To bring hope and healing to bereaved children, their care-givers, families and other caring community members using play for communication and healing in communities affected by death and loss.*

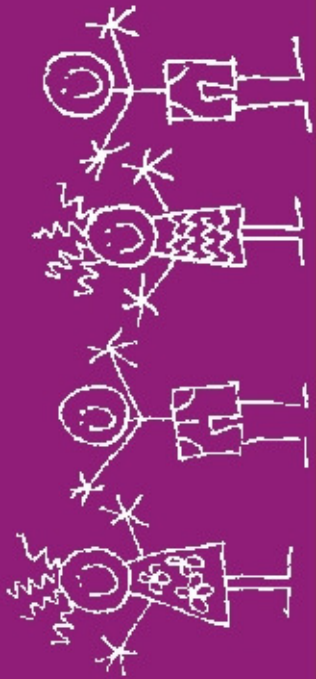


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# Our Aims

*Working alongside partners providing material support we provide...*

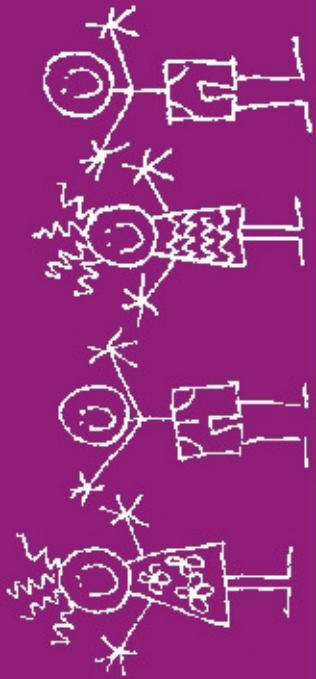
- *Awareness in the greater community of the impact of loss of loved ones*
- *Play interventions to help children deal with loss*
- *Play interventions to support families and adults in the children's lives*



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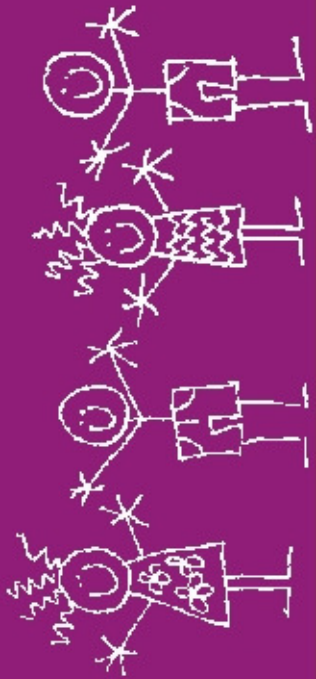
# Our Aims

- *Train and mentor in practice community members to use play to meet the emotional needs of bereaved children*
- *To scale up this intervention we transfer skills to partner organisations to train others in their organisations*



# Programmes to strengthen relationships with children

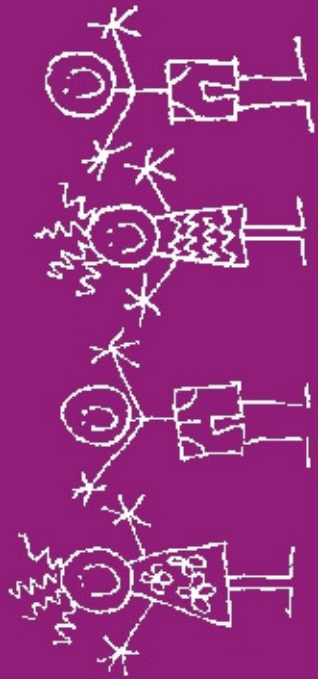
- *Family support programme*
- *Play for communication training*



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# Family 'Thandanani Time'

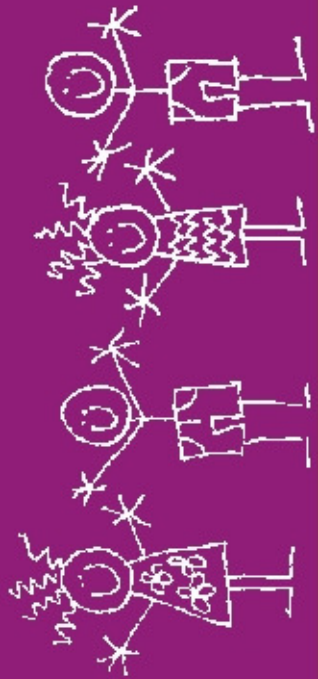


- 9 sessions with homework
- Build positive conception of child & communication:
  - ✓ affection and positive affirmation,
  - ✓ limit setting and
  - ✓ expanding meaning by telling family story.



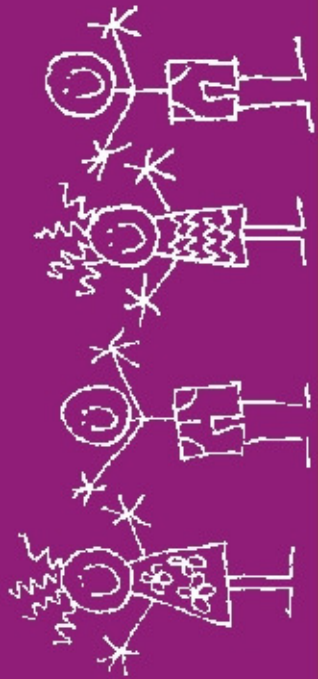
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# Play for communication



- Focus on people working with children
  - ✓ re-remembering own childhood,
  - ✓ positive conception of child,
  - ✓ play as means for communication

# Biggest Learning



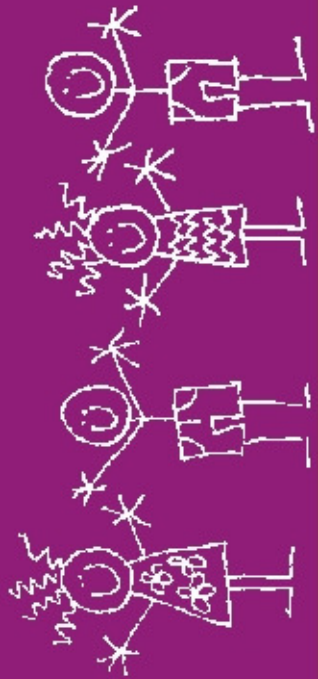
- *Fit*
- *Readiness*
- *Support*
- *Self, Other, Boundaries*



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# Supporting those who care



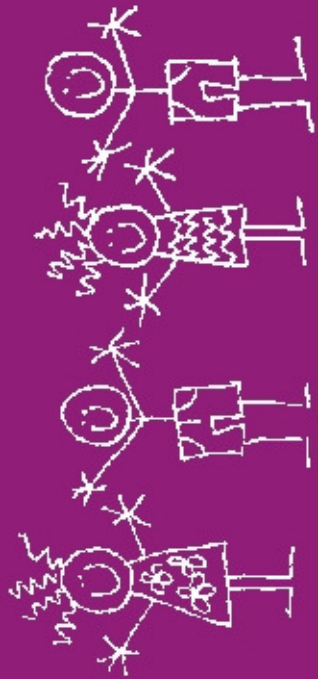
- *Developing reflective practice*
- *3 x 2 days workshops*
- *Workshop 1: SELF:  
focus on self care and self  
awareness*



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# Supporting those who care



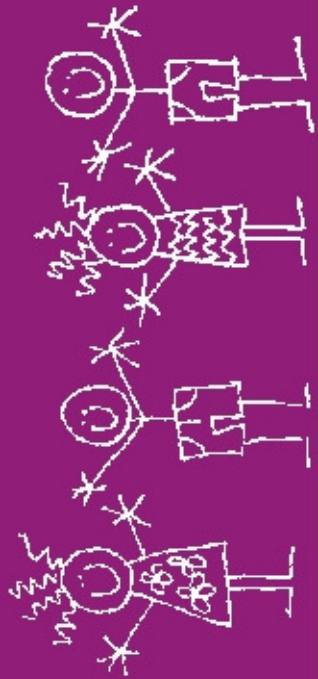
- **Workshop 2: RELATIONSHIPS:**  
*focus on boundaries conflict resolution, understanding interactions and self-other awareness, debriefing skills*
- **Workshop 3: ORGANISATION:**  
*developing reflection and emotional support in your organization - peer supervision and creative reflection processes*



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# What works

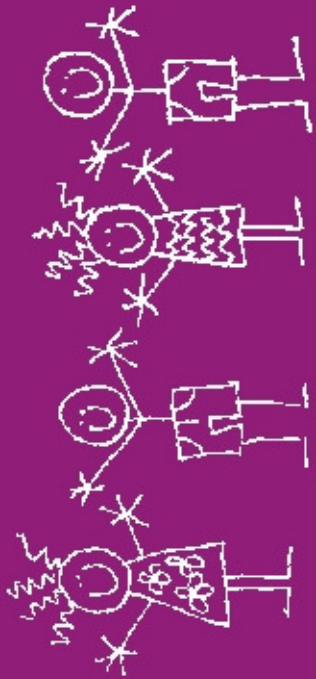


- *Positive conception of the child*
- *Positive expectation of the carer's commitment to care*
- *Doing with*
- *Go slowly*
- *Practice many play techniques*

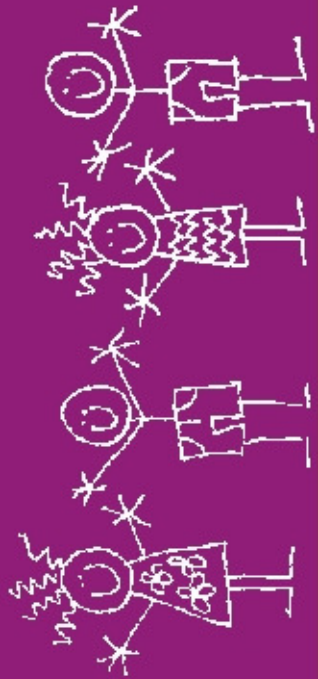


# What works

- *Focus on 'how to', 'can do'*
- *Process not activity*
- *Awareness and support - not therapy*
- *Keep doing direct work*



If you can't do it, you can't teach it- Learn by doing



- *Experiential learning*
  - *Starts with self*
  - *Real Play*
  - *Connect with a part of self*
  - *Reflect on the significance of the experience*

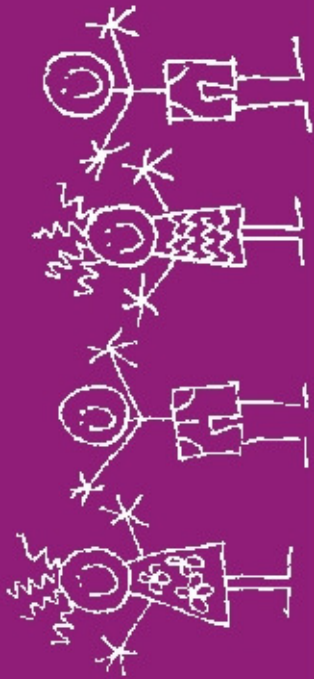


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# What can everyone do?

## *Accessible techniques & practice*

- *Fit with children/caregivers*
- *1 - 2 hour sessions*
- *Structure, pattern, rhythm*
- *Beginning, Middle, End*
- *Phases of healing relationship*
- *Practical*

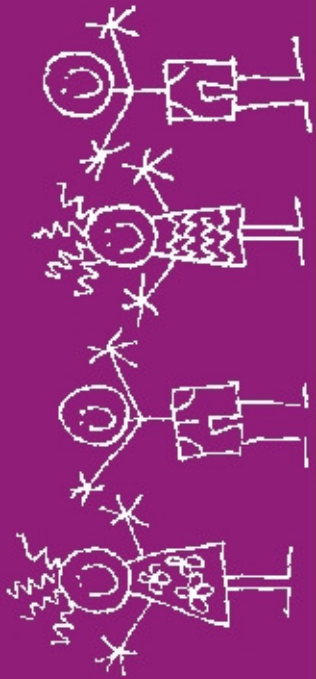


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Its not about what I do – its  
about what I help you to do

## *Explicit Skills transfer Strategy*

- *Invitation & Choice*
- *Contracting*
- *Learning & practice in training*
- *Implementation*
- *Evaluation*
- *Reflection and feedback*
- *Planning next steps*



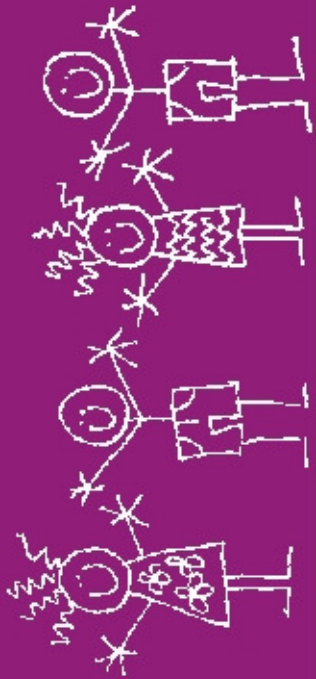
# Bringing the process to life:

## *Layer 1: Intention & trust*

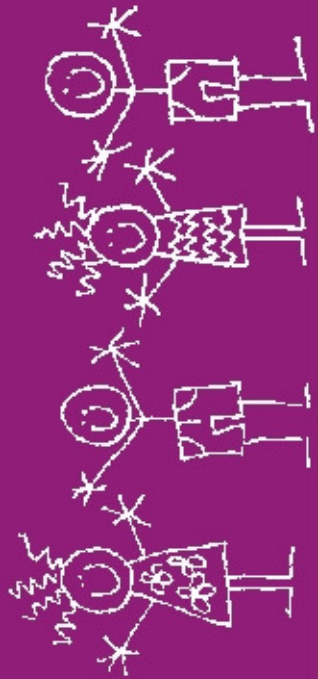
## *Layer 2: Listening*

- *Being heard*
- *listening to others*
- *Reflect feelings & strengths*
- *Practice practice practice*

## *Layer 3: Play Technique*



# Bringing the process to life:



## *Layer 4: Process*

- *Creating safe spaces*
- *Timing & rhythm*
- *Journey & relationship*
- *Practical aspects*

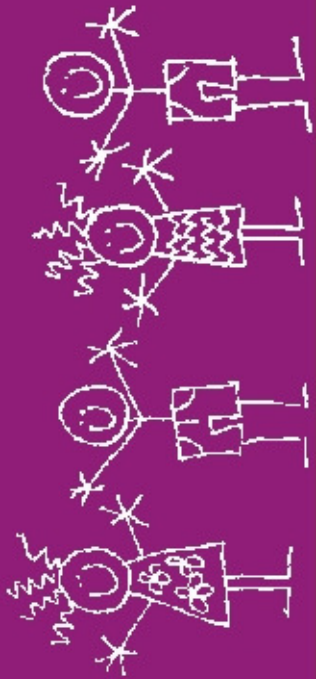
## *Layer 5: Structure & support, around implementation*

## *Layer 6: Independent Learning*

# Finally

*Our capacity to care is our greatest asset and we need to pay attention to sustaining it*

- *How do you hold the relationships of those who care for children and families in your organisation?*
- *What does that look like and feel like in practice?*



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