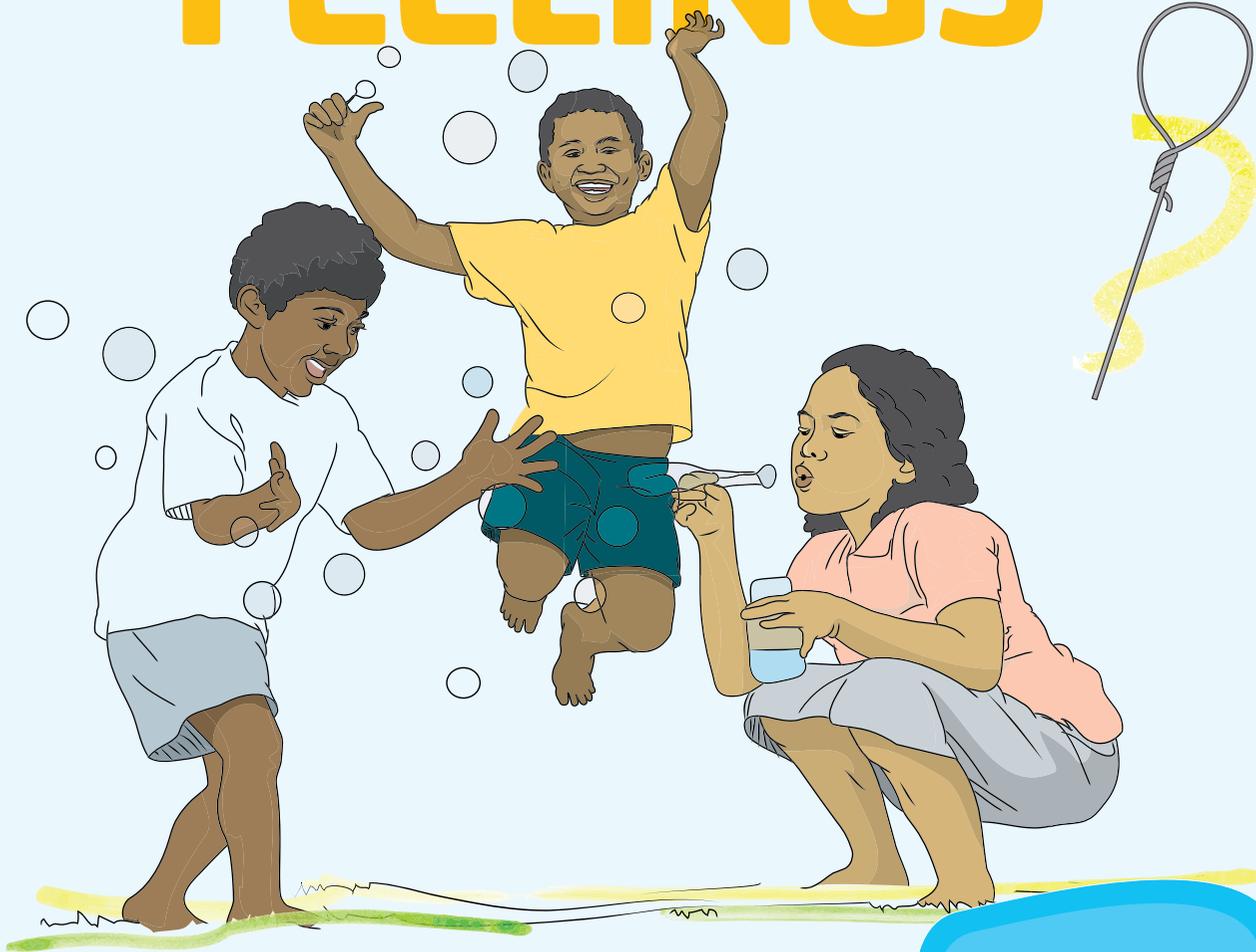




SHARING STORIES & FEELINGS



Helping kids
deal with
difficult
situations.



This book is part of a set of materials for children and caregivers in Fiji to help meet psychosocial needs after a cyclone.

This set of materials was produced with a unique group of participants who came together to produce a gift for the children of Fiji. People from the Ministries of Education, Health, Social Welfare and Information, together with participants from a range of NGOs, the University of the South Pacific and some of the most creative talent in the country developed materials to help children heal and to support their courage and resiliency.

Children's difficult emotions during these difficult times are normal and they should be acknowledged and accepted. These emotions come after a disaster but they are part of everyday life as well.

Our hope is that these materials will help them to feel that they are not alone, that there are many helpers and caregivers to support them. This includes children and adults with disabilities and those from marginalized groups who have a role to play in contributing to positive change in their families and communities.

We hope that you will use these materials in many creative ways. In addition, we know that you will come up with your own excellent ideas to help and support children during and after a natural disaster and in everyday life. We welcome your feedback on the materials and your suggestions for improvements and additional needs of Fijian children.





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INTRODUCTION

Everyone has feelings: fear, anger, sadness, loneliness; happiness, excitement, joy. We may feel pain, grief. All these feelings are normal. Adults, children – all have these feelings. You can be a student or a teacher; patient or a nurse; child and/or caregiver.

Everyone has challenges in their life: stress, disability, natural disasters, family problems, school, work. We all have challenges, and react to them, in our unique way .

HOW we learn to handle our emotions, and meet these challenges, help us during our whole life. This guide, and the books and posters this guide goes with, help us assist children how to recognize feelings and deal with them positively. These also help you, this reader, strengthen your own positive reactions to stress.

**We are resilient.
We are strong.
We are inclusive.
We can succeed,
and we will succeed.
Together.**

This guide is designed as a reference material to help children manage their fears and emotions. The stories and activities in the companion books and posters together with this guide will help caregivers and parents working with all children, especially those that might be dealing with psycho-social challenges. Bullying, abuse, neglect, fears... these are some issues stressing our children.

Feel free to make adaptations to the activities in the book to suit your child's need! Sing and dance with your child, enjoy nature and share together the comfort of the relaxation exercises. Learn communicating in sign language and enjoy the gift of life in a very natural way.

As adults, we learn as much as we teach from our children. As we share coping skills, we can learn how to use these skills in our own lives.





WHO CAN USE THESE MATERIALS

We want to focus on the cyclone – we also want to develop tools that will work for all children for all times

Much is asked of children in today's world. For many children we work with, the losses they experience is more than most children will ever bear. How they cope, how they survive, will depend on many factors. Much will depend on how resilient they are – and this means how they were and are supported and nurtured.

The messages in these stories can used for all stressful situations.

● Health Sector

Health care workers can provide young children and families with child appropriate books to keep in crowded waiting rooms, volunteer readers model the pleasure and techniques of looking at books together.

Hang the posters around the health clinics, as well as in well child waiting areas. Hospitals can share a poster and book as part of a gift package for newborns.

● Child Welfare

Integrate holistic care into child protection to ensure reaching the YOUNGEST children.

Explore innovative and fun ways that Child Protection Partners can use these resources with children and adults to positively affect the people in their own lives. Use these books and posters wherever children are hurting.

● Information/Media

Help share these stories by adapting them to radio, TV, newspaper. Use traditional media to tell these stories.

Find other positive examples of resilience and share them.

ACTIVITIES



Reading can be fun! When we read with children, make sure you hold the book so children can see the pictures at the same time you are reading the words. Move your finger along with the words. While you are reading the story, ask children fun questions about it!

● Some questions can include:

- What is this book/poster about?
- How did ____ feel when ____ happened?
- What was your favourite part of the book?
- What was your favourite activity in the poster?

Asking questions while reading stories help children understand what the story is about, and how they can relate to the situations and feelings in the stories. Don't forget – let children ask questions too!

Along with sharing stories and talking about them, you can also play games and do activities together!

● What are some things we can do?

● **Drama/Role Play** - Let's act out the story! Pretend that you are the main characters/actors in the book – how do you feel? Why?

● **Sequencing the story** – retell the story; have children fill in the gaps . Have flashcards or pictures from the story, and have the children put the pictures in order of the story – or, they can move the pictures in different orders, to make a different story!

● **Drawing** – Get children to draw their favourite character or favourite part of the story

● **Matching** – relate objects in story to their own environment – match pictures to the real objects, match pictures to pictures, match pictures to the words of the objects

● **Blowing bubbles** - Children can blow bubbles and watch them float and pop; they can try and catch and pop the bubbles themselves. Blowing bubbles have many benefits.

- The act of blowing bubbles out slowly to make the bubbles help children slow their heart rate and calm their thoughts.
- Watching the bubbles floating in the air can have a calming, soothing effect on children.
- Trying to catch and pop the bubbles can be a fun way for children to act out their fears and anger in a positive way.

● **Breathing/Meditation** - learning how to slow our breath and focus our minds can be calming and a good technique to learn for the future as well slowly breath in, then out. You can start by breathing to a count of 5, then increasing up to 10 by slowing your breathe more. As you breathe in, think positive thoughts, good things that are happening. As you breathe out, think of fears, anger, sadness, other feelings that you want to “breathe out of you”, and imagine them leaving your body and mind as you breath out. Breathe in calm, breathe out negative thoughts.



“We’ll Be There for You”

*A Song About Helpers!
(Sung to the tune of, “We Are One Big Happy Family”)*

Mom, Dad, brothers and sisters
Thank you for all that you’ve done
Through thick and thin I made it through
Because of you.

Chorus:
I’ll be there for you (my brother)
I’ll be there for you (my sister)
No matter what
Life may bring
I’ll be there for you.

Teachers are so great
Lead and show me the way
When I fail you guide me through
They can do it for you!

(Chorus)

With loving hearts and helping hands
Nurses are my best friends.
With kind words and love and care
Nurses are always there.

(Chorus)

The uniformed men come marching through
Not with guns but boxes and tools
“Bula” and a handshake and a big smile to you
Emergency helpers are helpers too.

(Chorus)
Friends will always comfort you
Friends are close to you
Friends are first to encourage you
Friends are always there for you.

(Chorus)

You’re the angels sent from heaven to help us through
The hardship faced that we went through
It’s the love you shared
That pulled us through

We’ll be there for you (my brother)
We’ll be there for you (my sister)
No matter what
Life may bring
We’ll be there for you.



“I Can Do It!”

A Song/Poem about Resiliency

I may be blind, but I can hear
The sound of the bird singing, calms my fears
I can do it!

I may be deaf but I can see
The colours of the rainbow, they cheer me
I can do it!

I can't walk, but there's lot's I can do
Being positive sees me through
I can do it!

I can't speak, but with my two hands
I can comfort you, give a hug and kiss too
I can do it!

We might be kids, we might be small,
But we can achieve through it all
We can do it!



“My Feelings!”

A Poem to Act Out

When you have a feeling, Try this for your healing!
When mad is in your face, Find a very quiet place.

When anger lands, Roll your hands.
When you kick and scream, Relax and think of a funny dream.

When you feel sad, Think of what makes you glad.
When you are scared, Run to someone who cares.

When you are in fear, Sing a song so dear.
When you are in shame, You are not to blame.

When you cannot cope, Look to someone for hope.
When you feel lonely, Seek a hug so homely.

When someone gives you a miss, Get yourself a BUBU kiss!
Everyone has good ideas too, Now, what would YOU do?





“Everyone Can Build”

A poem about re-building

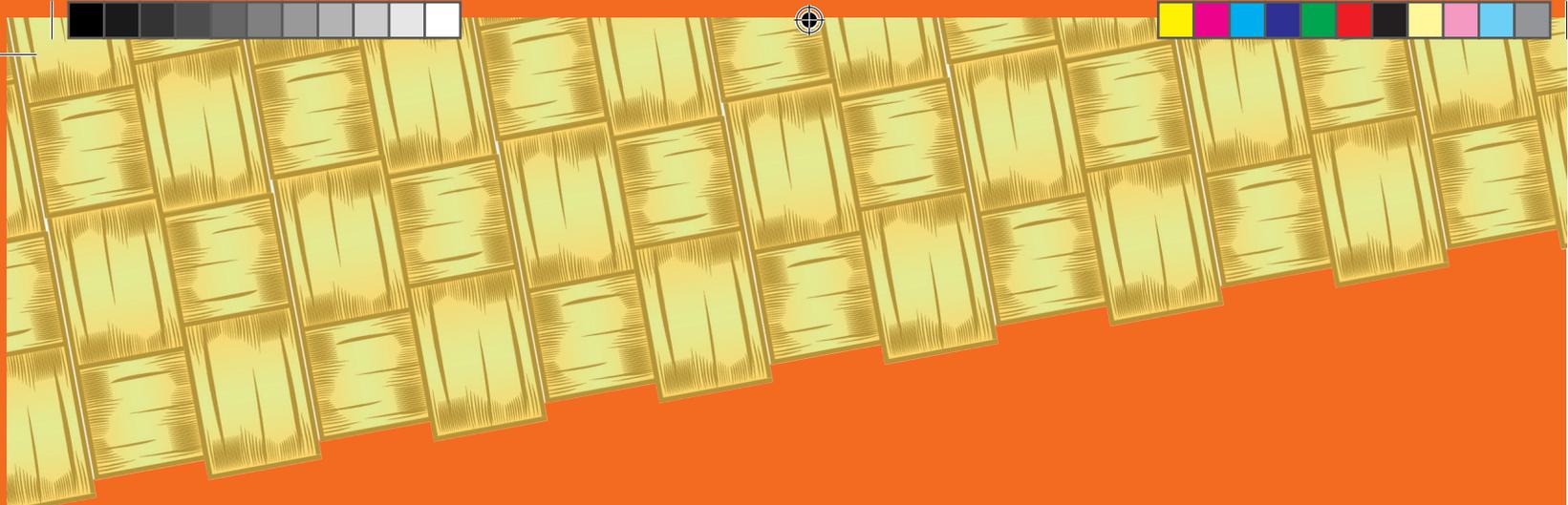
Everyone can build
Even you my child
You are special
You are mine

Boys can hammer
And girls can too
I'm a builder
and so are you!

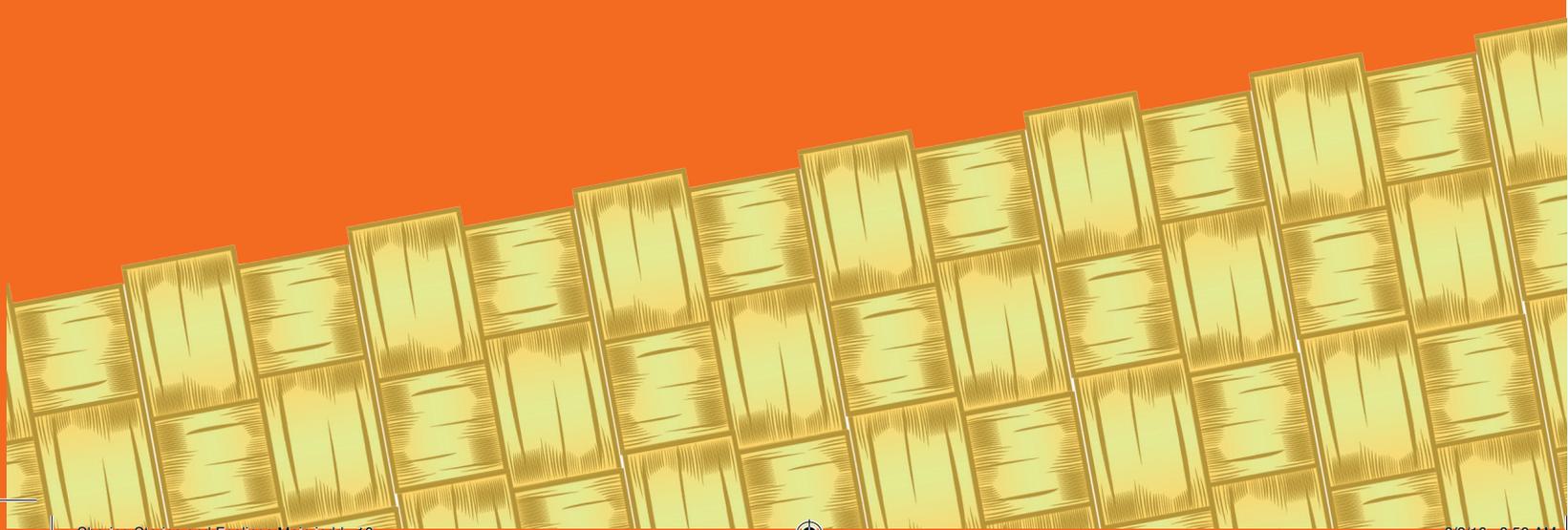
Mind your head
Mind your feet
When you do, you won't get hit
This is an important safety tip

Everyone can build
Even you my child
You are special





SUPPORTING 3-5 YEAR OLDS



SUPPORTING 3-5 YEAR OLDS

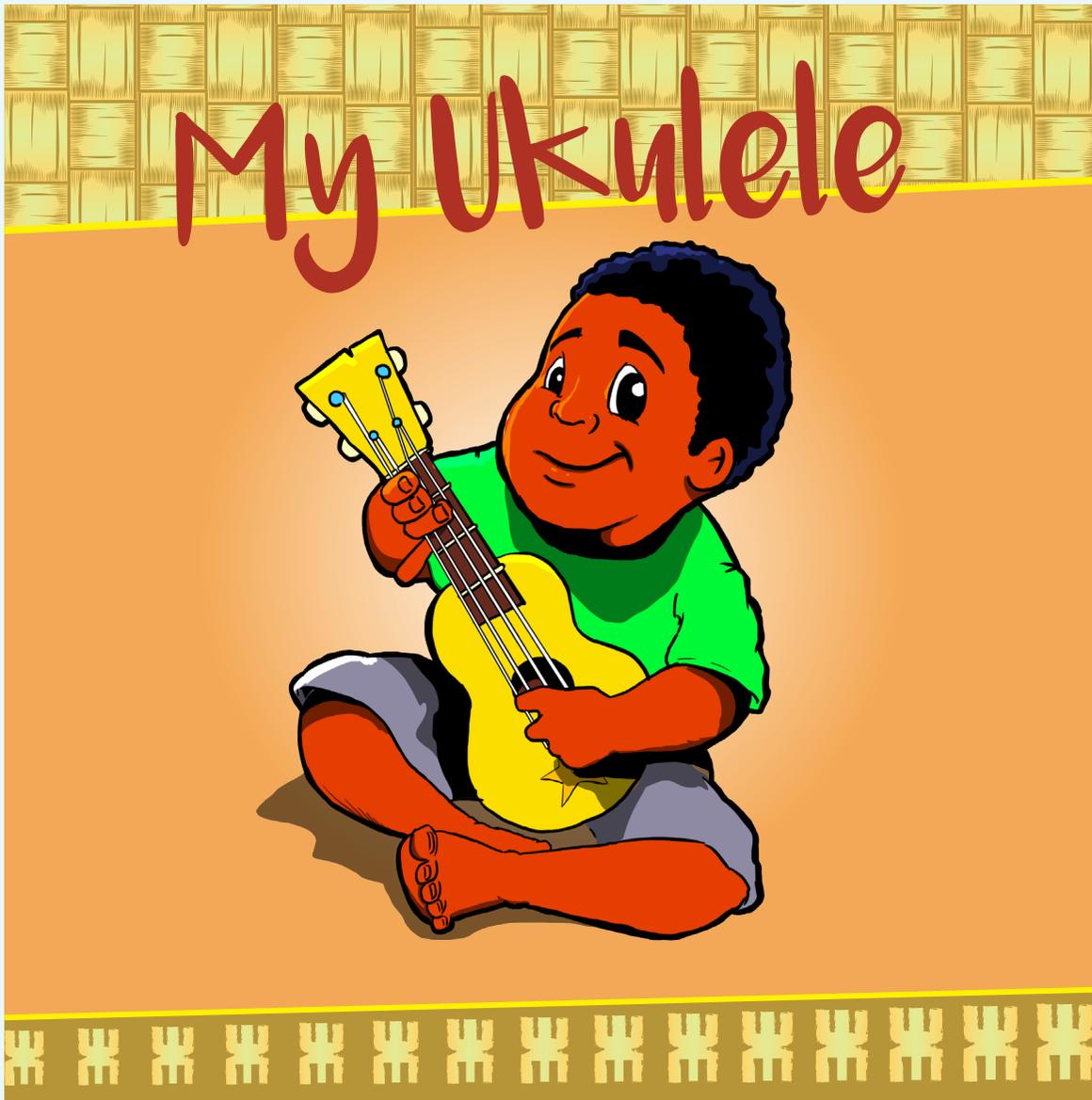


Young children may not understand what is happening around them during a cyclone or other emergency, and may get scared because of what they felt and saw.

They need a safe place to freely express their feelings and themselves. They need to know that their feelings are normal and that there are things they can do to control and work through these feelings. It is difficult for young children to express themselves because of their limited vocabularies.

However, they may show their feelings through behaviours. It is important for adults to be loving and caring.





What is the story is about?

This story is about a boy's ukulele that was damaged after a bad storm. After the storm, his father found the ukulele and fixed it. This story teaches us about re-building, and how it can help mend broken spirits. This is a story of encouragement and comfort.

What else can you do with this story?

Make a ukulele and other musical instruments out of local materials! Sing songs together with a ukulele. Play together! Think of ways children with disabilities can also play musical instruments! Examples include:

- A child who is deaf can use a shaker; they can feel the vibration of the shaker tube, and have fun with everyone! Playing with coconut shell foot drums are also good for a child who is deaf; they can feel the beat as they stamp their feet!
- A child who is blind can hit 2 sticks or coconut shells together to the beat!
- A child with limited mobility can use bamboo sticks to hit together or on a drum or the floor.





HOW TO MAKE MUSICAL INSTRUMENTS:

Making music with your child can be fun using materials from the environment.

● **Shakers:** - A variety of things could be used to make shakers.

1. Help your child collect empty plastic coke- bottles.
2. Gather small stones, pebbles, seeds, rice grains etc and fill them in the bottle.
3. Close the bottle lid tightly. Paint the bottle with different designs to make it colourful.

● **Drums:** - Could be made from empty tins and strips of rubber from old tyre-tubes.

1. Collect empty tins or cans; medium or large sizes would be ideal.
2. Open the closed end of the tin.
3. Cut out two circular strips of rubber from old tyre tubes big enough to cover both ends
4. Stitch the ends of the tube using fishing line and a thick needle.

● **String-Shakers:-** Collect bottle caps

1. Make a small hole into each of the bottle caps
2. Tie a knot on one end of piece of string
3. Thread the string through the hole of each bottle cap
4. Tie a knot after each bottle cap so that it stays in place
5. Add 10 bottle caps onto the length of string
6. The bottle caps hitting each other makes the rattling sound

● **Coconut shell Foot drums**

1. Find two cleaned husked coconut shells
2. Make a hole at the tip of each shell
3. Tie a string long enough to be held from a standing position.
4. Child puts his foot on to the shell (as in like wearing shoes) balancing his feet well on to the shells.
5. This instrument is used in making a noise by stamping the foot with the shell on the ground as in playing the foot drums.

● **Coconut Shell-Ukulele**

1. Using a half coconut shell, wrap three or four rubber bands around it as it looks like strings in a ukulele.
2. The child makes music with the rubber band as in strings of the ukulele.

● **Bottle-Xylophone**

1. Collect and fill up plastic or glass bottles with different levels of water. Each bottle when hit with a stick, pencil or ruler will give a different sound. This will be a good instrument for children with physical
2. impairment, especially developing their fine motor skills.





What is the story is about?

This story is about a kitten who loses his parents during Cyclone Winston, and gets adopted by his puppy friend and family. This story is about adapting to a new environment. We are all members of a larger family, and we can help take care of each other.

Activity: Mirror Play!

An adult and child can play this together, or 2 children. Taking turns, one does an action and the other needs to follow – such as nodding the head, making faces, etc.

*“Mirror, mirror on the wall
I’ll always get up after I fall.
Whether I run, walk, stroll, or crawl,
I’ll set my goals and achieve them all!”*





GAME: SITTING VOLLEYBALL!

To learn about adapting to our environment, play volleyball – but everyone is sitting! This is a good activity to talk about learning how to adapt to differences in our environment. This is also good to play when including children with physical disabilities. For children who are blind, use a ball with a bell so they can hear where the ball is!

Set-up:

- The net is tied to posts across the floor, but at a height the same as the children's heads in the sitting position.
- Have the same number of children on each side.
- Pass the ball back and forth between the teams, over the net from sitting/kneeling positions.
- Standing is not allowed!



Lets Have Fun Again!



What is the story is about?

his story is about a little boy named Serevi who was very afraid after Cyclone Winston. When he went to kindy, he learned that all the other children were afraid like him! The teacher brought out some toys, and playing together helped them learn that they could have fun again. This story teaches us that we can all be a comfort to others; when we feel better, we are then able to help others feel better too.

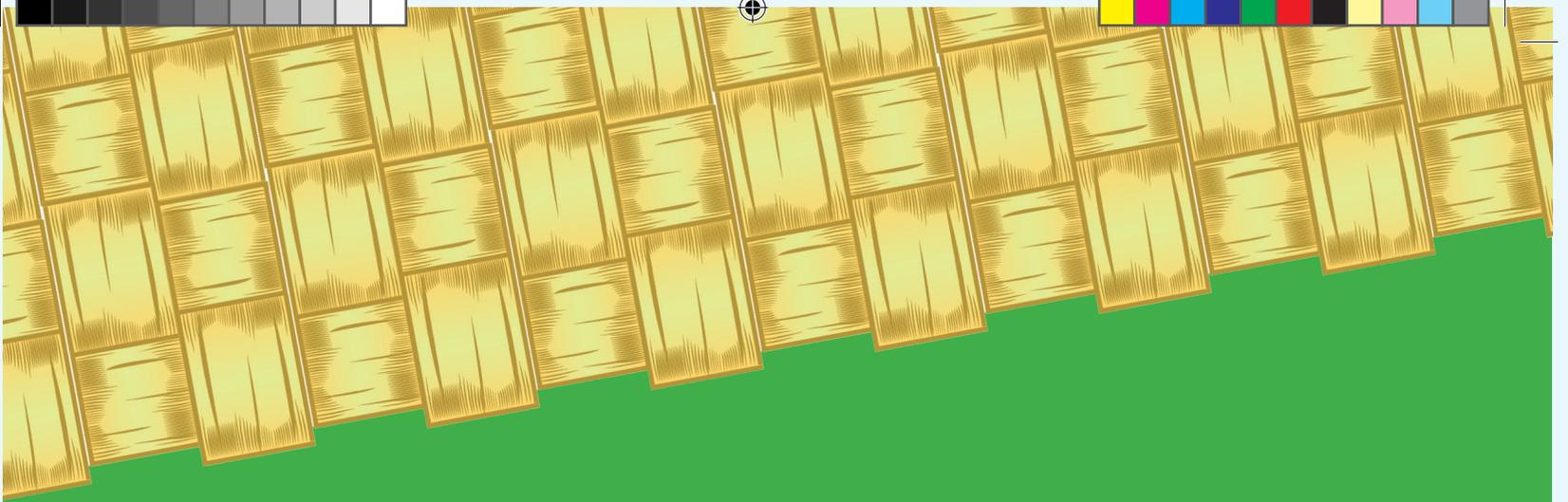
GAME: DOMINOES

Dominoes can be used to express or describe their feelings. Each domino will represent things that made them feel an emotion. Ask the child to pile the domino on top of each other to one side of the things that made them feel scared during the cyclone.

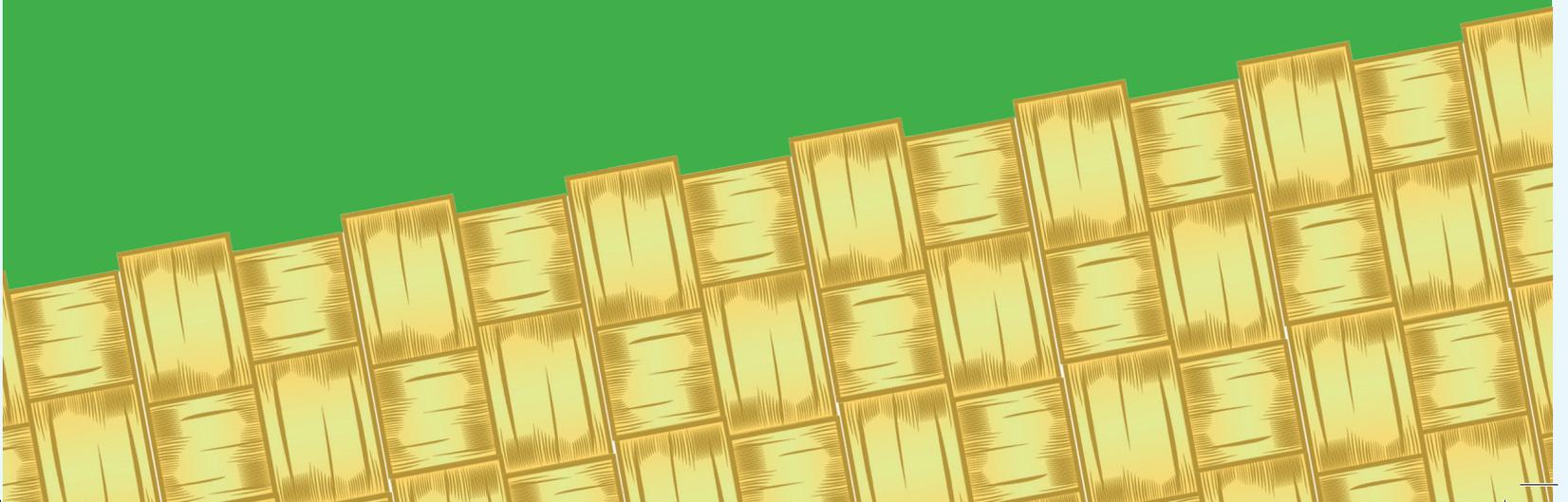
After they have piled the dominoes to one side, ask them to remove the dominoes from the pile by describing what made them feel better after the cyclone.

If there are no dominoes to play with, you can do this activity with rocks, seeds or sticks.





SUPPORTING 6-8 YEAR OLDS



SUPPORTING 6 - 8 YEAR OLDS



School can be a stressful time and place for anyone. Children between the ages of 6 - 8 years old may have to deal with adjusting to a new school, bullying, school exams as well as stressful situations at their homes.

Caregivers can make their classrooms or homes a safe place for children to talk about their feelings and any problems they may be facing. They can do this by ensuring that all children feel included and are accepted.

Children need to know they are in a safe environment. They need to know that their feelings and thoughts are normal and that there are other children all over the world that have the same feelings and thoughts.

Children can learn how to handle negative or stressful situations in a positive way. They can learn how to help their siblings, classmates and friends in stressful events.

When reading stories with older children, you can ask more difficult questions:

- Why do you think _____?
- Ask about feelings, ask about actions that happened – WHY?
- What do you think would happen if _____?
- Ask alternative scenarios

How can these books be integrated into other subjects? Here are some ideas!

Early Literacy

Children this age can begin to write their own story. What would they do in the same situation? Write it down! Children can write a song or rhyme to express their feelings, and feeling safe. If they cannot write, children can tell the story while an adult or older classmate writes their story down.

Make picture cards of individual faces (sad, angry, happy, mad, scared, etc.) and different card sets with the feeling words written on them – children match the word to the picture. During this game, they can also talk about how they feel.

If paper supplies are not available, you can use bark, leaves, old material, etc to draw and write the faces and words.

● Math

Use feelings, actions, results to count, graph, determine percentages. This can also help children see they are not alone in their feelings, or in their struggles.

- How many people feel ___ today? We have x number of children, so let's (graph, draw bar chart, determine %) # children who are sad vs. angry today....
- How many children had damage to their homes; in what rooms (home totally destroyed, home damaged, damaged toilet, kitchen, bedroom, etc)

● Art

Do a “feelings” check in the first few weeks after a cyclone or other emergency. Ask who is feeling (happy, angry, sad, ok, etc....) today, by a show of hands. This will help children feel like their feelings are important, and let them respect their own feelings while getting ready to focus on the day's schooling. Children can draw their feelings. You can even spend a few minutes during the day to have an open discussion on what is bothering them.

● Physical Education

Children can throw or kick balls as a way to express their anger. Set up targets they can use to represent different emotions or circumstances that children can aim at; this way they can “symbolically” hurt the terrible situation that hurt them (i.e., a poster on a tree saying “Cyclone Winston” that children can kick or throw balls at).



ACTIVITY:

Make a “Word Find”! See if you can find these words in the puzzle – family, smile, inspire, inclusive, positive, home, happy, strong, support, better, succeed, encourage, and resilience.

FIND THESE WORDS:

- | | | | | | |
|--------------|------------|---------|----------|-----------|-------|
| Happy | Inclusive | Inspire | Family | Kiss | Smile |
| Positive | Resilience | Home | Hug | Encourage | Hope |
| Support | Love | All | Friendly | Good | |

G	U	H	L	O	V	E	K	I	S	S
R	E	S	I	L	I	E	N	C	E	E
S	L	V	N	F	A	M	I	L	Y	N
T	L	O	C	O	H	O	P	E	P	C
R	M	L	L	A	C	H	C	N	P	O
O	S	S	U	P	P	O	R	T	A	U
N	P	O	S	I	T	I	V	E	H	R
G	S	M	I	N	S	P	I	R	E	A
L	L	A	V	S	U	C	D	O	O	G
F	R	I	E	N	D	L	Y	A	B	E



What is the story is about?

This story is about a little girl Rita who is traumatized by the cyclone. Her parents can't cheer her up, so they took her to her friend Melita's house. Melita, who is deaf, her dog, and Rita all play together, and Rita feels better.

This story helps us learn how to get over our fears, and how best friends help each other. It also shows us how it doesn't matter if our friend is different than us or has a disability, we can all be friends together.

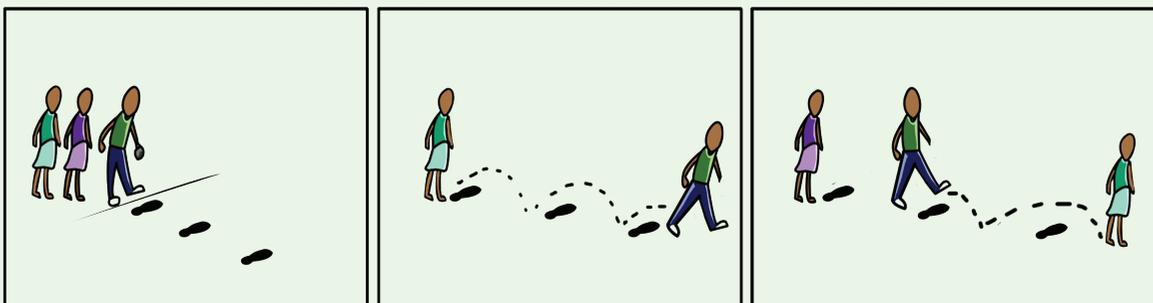


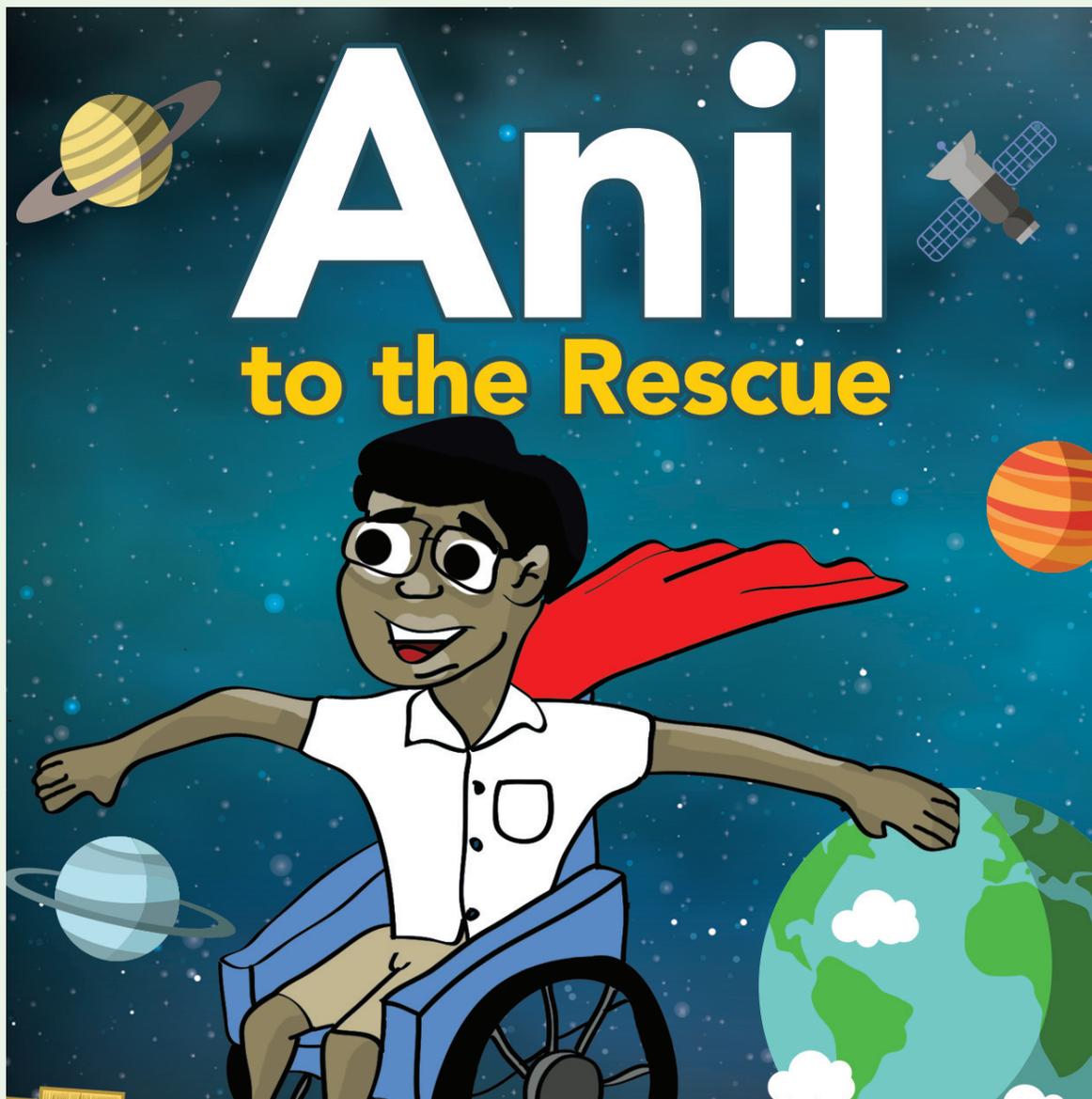
HERE IS A GAME TO PLAY: FAIRY STEPS !

1. In a line, put 3 shoes with at least a foot apart (so there is room between the shoes to stand; imagine Shoe A, B, C). The children line up behind the last shoe in line.
2. Each child jumps down the line one at a time, between the shoes.
3. When the person at the end of the line (who is the leader!) reaches the last shoe (shoe C), he or she moves the last shoe to where the child landed.
4. Now, all the children in the line turn around so the last in line becomes first, and the first in line is now last.....
5. Everyone jumps down the line, stepping only once between the shoes – the last child moves the shoe (shoe A) to where the child lands. With each round of jumping, the shoes move further apart.
6. The child who cannot jump between the shoes, is “out”. The game is over when all children are now out, because they cannot make the jump between shoes.

Adaptations:

- Children with limited mobility can be included too! They can be the last child in line, and instead of jumping, they try to throw a ball past all 3 shoes.
- A child who is blind can hold the hands of a child with sight and they can jump together.





What is the story is about?

In this story, Litea has to relocate to a new school in a new town. Litea misses her family, and everything familiar to her.

Anil, a student in her new school, befriends her and cheers her up by giving her rides on his wheelchair. This story is about how to make new friends, help newcomers feel at home, and that we can work together to make us feel better.



NUMBER GAME

Adult or child calls out a number, and all children form groups of that number. If an adult call out “three!” then children need to make groups of three. If any child or children are left out, they get asked to do something (dance, sing, etc). Repeat the game, calling out different numbers for children to make groups.

This is a good game to illustrate the need to plan for everyone, so no one is left out.

Adaptation:

A child with a disability can be the one to call out the numbers.

Here’s a game you can play together! Chant or sing together while acting the movements.

*It's ok if you can't talk,
It's ok if you can't walk
It's ok if you can't see
Come play with me*

*It's ok to be sad,
It's ok to be mad
These feelings are normal
They are ones I've had*

*It's great when you're happy
But it's ok to feel blue
But remember – everyone's special
Both me and you*





Elena the CLEVER Girl



What is the story is about?

This is a story about Elena, who helped save her village when Cyclone Winston struck by finding a safe place for everyone to hide. This story teaches us about bravery, and problem solving. It teaches us how important it is to share with others.

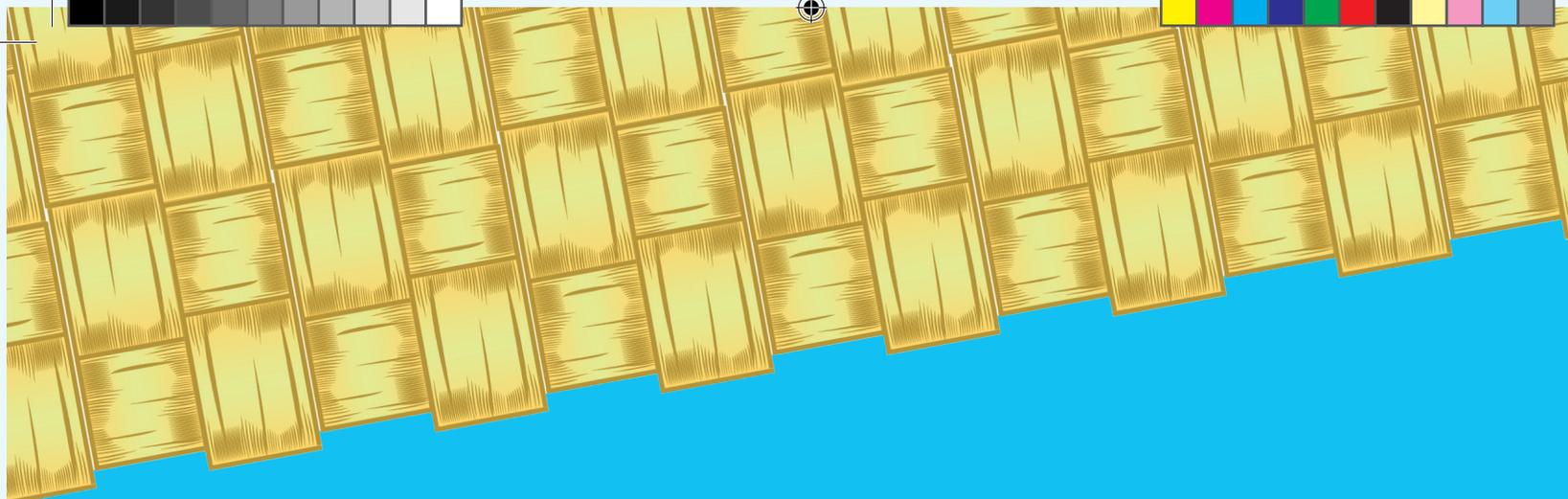
What activity can you do with this book?

Think of other potential disasters, and other people in your village.

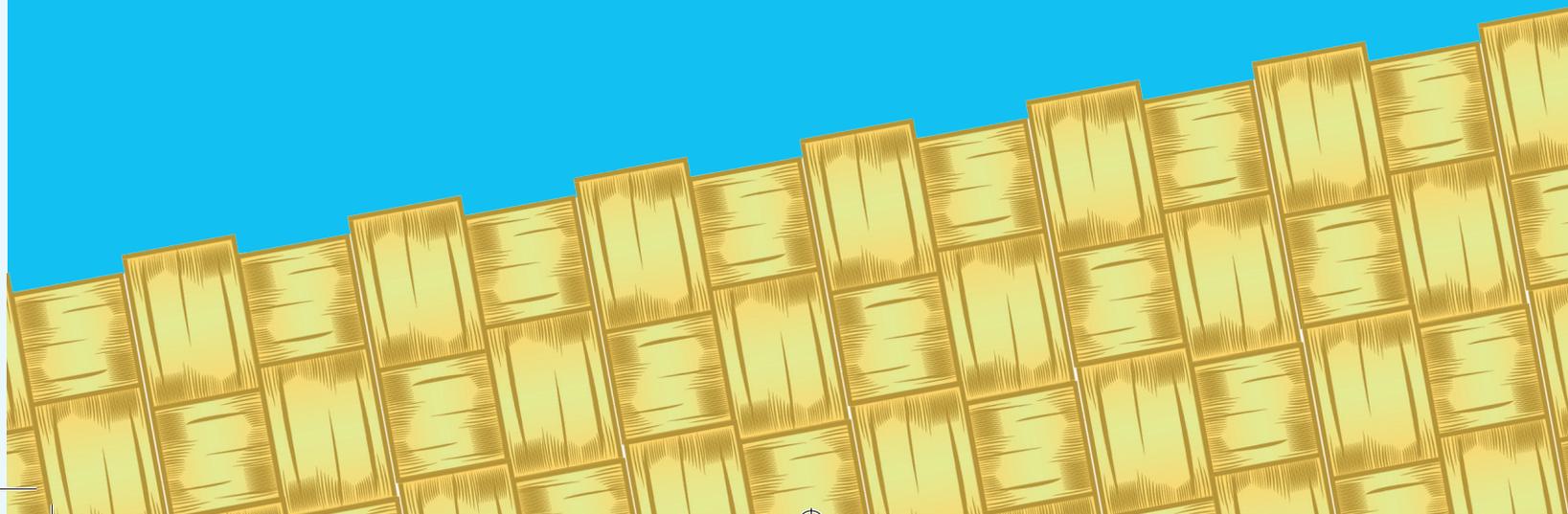
- Where could an elderly man or woman go to be safe?
- Where could someone in a wheelchair go to be safe?
- Where could someone who lives alone go to be safe?
- Where and how could someone who is blind go to be safe?
- If you are in your school, where could your class go to be safe?

You can have a discussion, and then pick some other general activities to do about the children's answers (such as drawing, etc.).





POSTERS FOR 3-8 YEAR OLD KIDS



POSTERS FOR 3 - 8 YEAR OLD KIDS

There are posters that can help children identify what they can do when they feel different. When afraid; when sad; when angry; when something bad happens... Everyone has these feelings. What can we do when we feel these ways? These posters help us show children how they can handle their emotions in positive ways.

When you see these posters, talk with your child. Go over what the children in the posters are doing, and then ask,

*When sad; "What can YOU do?"
When angry; "What can YOU do?"
When something bad happens "What can YOU do?"
Talk about their answer. Share what YOU do with the child.*

Here's a game you can play together! Chant or sing together while acting the movements.

*It's ok if you can't talk,
It's ok if you can't walk
It's ok if you can't see
Come play with me*

*It's ok to be sad,
It's ok to be mad
These feelings are normal
They are ones I've had*

*It's great when you're happy
But it's ok to feel blue
But remember – everyone's special
Both me and you*



WHAT I CAN DO WHEN I FEEL AFRAID

BE A HERO



GET BUBU KISSES



PLAY WITH MUM AND DAD



MAKE FUN THINGS



WHAT I CAN DO WHEN I FEEL SAD



TURN THAT FROWN UPSIDE DOWN



MAKE MUSIC



PLANT FLOWERS



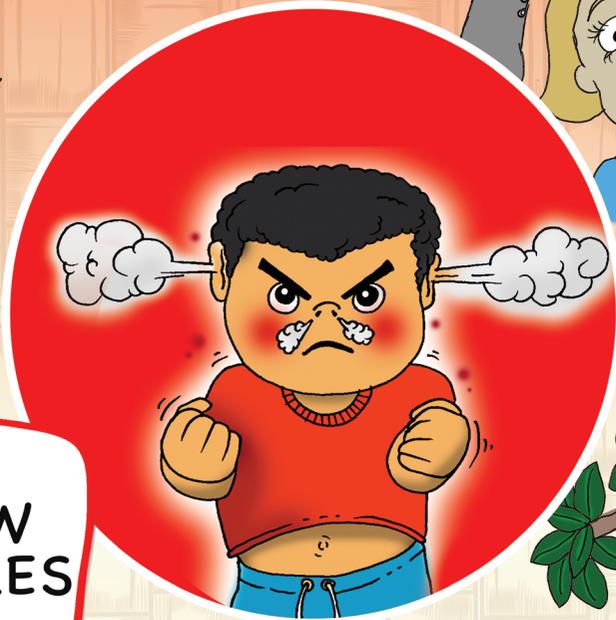
DANCE

WHAT I CAN DO WHEN I FEEL ANGRY

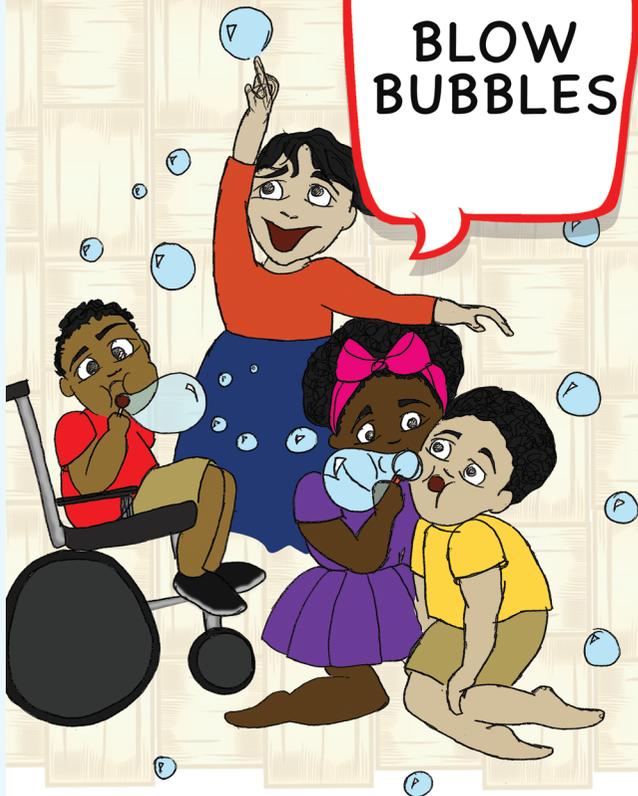
PLAY WITH NANNA



MAKE FUNNY FACES



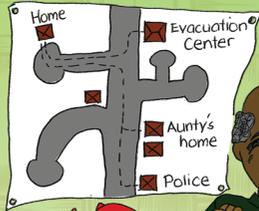
BLOW BUBBLES



GO TO MY THINKING TREE



WHAT I CAN DO WHEN THERE IS AN EMERGENCY



HAVE AN EMERGENCY PLAN

KNOW HELP NUMBERS

EMERGENCY CONTACTS
919
917



GO TO SAFETY

STAY SAFE



READ TO LITTLE ONES WHEN THEY ARE AFRAID





GLOSSARY OF KEY SIGN LANGUAGE WORDS

The following glossary shows you how to make words using Fijian Sign Language. The arrows with the pictures show you the direction you move your fingers/hands for specific word signs.



Note: Rotate fingers in a circular motion.



This means **FAMILY**

Note: Tap fingers twice



This means **FATHER**

Note: Tap fingers twice



This means **MOTHER**



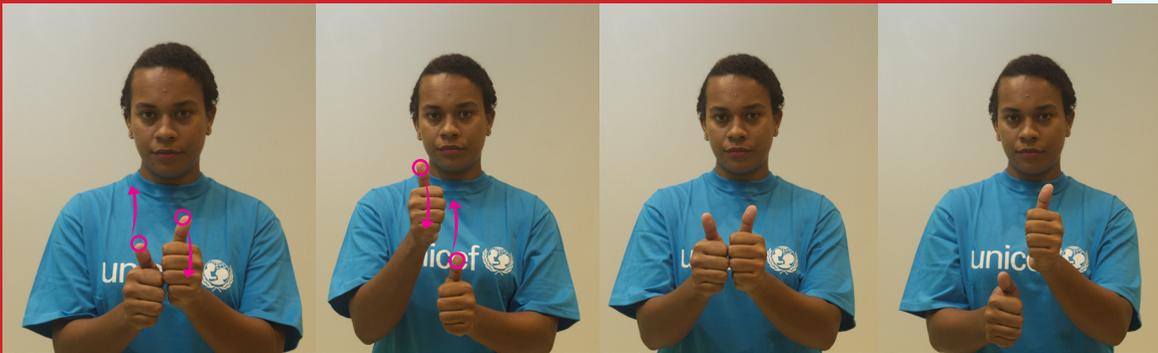


Note: Move the finger down and up twice.



This means **SISTER**

Note: Move hand up and down in an opposite motion



This means **BROTHER**

Note: Tap little fingers together



This means **SON**



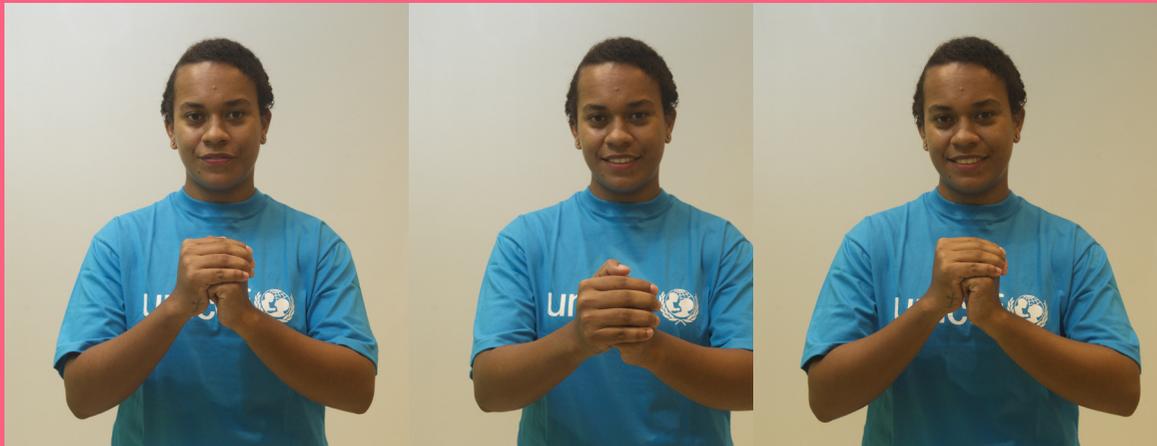


Note: Tap the fingers together



This means **DAUGHTER**

Note: Fist your right hand and place your left hand over it in front of you, move it twice in a back and forth motion.



This means **FRIEND**

Note: Point to yourself, then move your finger down



This means **I**





Note: Place right hand on the hip and move you hand up and out



This means **FEEL**



This means **CAN**



This means **SAD**





Note: Clap with your right hand, going in an upward motion



This means **HAPPY**

Note: Finger on forehead, then twist finger while moving finger up



This means **UNDERSTAND**

Note: Thumb up position, move from chest out



This means **AM**



This means **GOOD**



This means **SMILE**



This means **LOVE**





*Note: Place right fingers on top of left fingers and move back and forth in front of you.
This depends on the context. The sign "I help you" moves away from me. The sign "Help me" moves toward me.*



This means **HELP**



This means **THANK YOU**



This means **BE**



Note: Thumbs move back and forth in opposite directions twice



This means **BETTER**

Note: Point to your head, cross your fists, then open your hand as if projecting your thoughts



This means **IMAGINATION**



This means **OK**





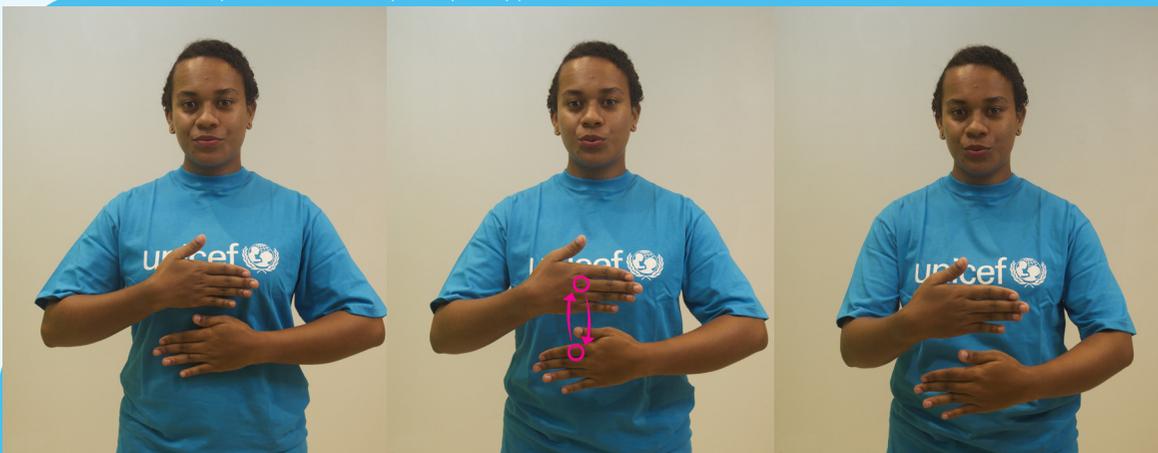
This means **CONFIDENT**

Note: Move your two fingers back and forth



This means **DANCE**

Note: Move your hands back and forth in front of you



This means **BREATHE**





Note: Palms faced out, move your hands in a circular motion up and out



This means **PLAY**



This means **HUG**



This means **COME**





Note: Cross your pointer finger and middle finger, bring your middle finger down, lift your middle finger and face your palm up



This means **FOR**



This means **DO**

Note: clasp your left hand with your right and bring them to your chest



This means **SAFE**




This means **PRAY**



This means **IDEA**

Note: Rotate your hand in a clockwise direction while resting it on your cheek



This means **WILL**





Note: Tap your finger on your cheek



This means **FUN**

Note: Tap finger on your chin bring your hand down, then back to chin, and put hand out



This means **PLEASE**



CONCLUSION

Children's books and posters can be used to promote self-confidence for all children and families in Fiji.

Even the youngest children can have a positive impact on others. With support, they can believe in themselves, and positively affect the lives of their families and communities.

FOR FURTHER INFORMATION AND SUPPORT

Emergency Contacts

Lifeline Crisis Intervention - 132454
National Child Help – 1325 (Toll Free)
Adult Counselling – 5640
Empower Pacific Helpline – 5626 (Toll Free)

Fiji Women's Crisis Centre

Suva – 9209470
Nadi – 9182884
Labasa – 8814609
Ba – 9239755
Rakiraki – 9129790

Stress Management Ward

Suva (CWM Hospital) – 3313444 ext 341942
Lautoka – 6660399 ext 641223
Labasa – 8811444 ext 841100
Community Mental Health Teams
Central/Eastern – 8930255
Western – 6640243
Northern – 8812522

Ministry of Education Heritage & Arts - 3314477
Fiji Red Cross Society – 3314138 or 9992325
Police Emergency Line - 917





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