

Worries of the World Bitesize Information Sheet

Children in crisis need to know

- Will I be ok?
- Will you be ok?
- Will everyone I love be ok?
- Will the world that I know be ok?

4 Pillars of Security that everyone needs-

People, Places, Routines, Rituals

Every child different, some may have ACES (Adverse Childhood Experiences) and there are different types of stress and trauma –

Positive stress, Tolerable stress, Toxic stress.

Common emotional reactions to trauma –

Shock, confusion, fear or worry, grief, anger, guilt, shame and surprise, helplessness, sadness, hopelessness and despair

Common changes in behaviour –

Changes in appetite and/or sleeping, anxiety and tension, crying or depression, headaches and low resistance to illness, anger or short temper, listlessness, apathy, numbness, fatigue, hyperactivity, mood swings, difficulty concentrating, replaying events over and over.

Childrens understanding, behaviour and what they need is different at different ages.

Helping children live in the world –

- ❖ Children need our views about life, the natural world, and social issues articulated in **language they are developmentally able to understand.**
- ❖ They **observe** not just what we say but what we do.
- ❖ How and what we teach our children depends on who we are: our civic nature; our spirituality; and our **willingness to learn** about events, respond with **compassion and generosity**, and pass that **empathy** on to our children.

Supporting children, what to expect –

- ❖ **Repetitive play** may occur in which themes or aspects of the trauma are expressed
- ❖ Children may have **frightening dreams** without recognisable content that they can articulate
- ❖ Trauma-specific **re-enactments** may occur

What to do –

- ❖ Be **fully present** for the children.
- ❖ Brief, simple explanations. Avoid media exposure.
- ❖ Consistent routines and opportunities for play.
- ❖ Offer reassurance and clarity

Supporting adults, what to expect –

- ❖ May **avoid thoughts, feelings, or conversations** associated with the trauma
- ❖ Might have an **inability to recall** important aspects of the trauma
- ❖ Might demonstrate a **detachment** from current events
- ❖ Might have difficulty **sleeping**, demonstrate sleep deprivation behaviour (anxiety, irritability, outbursts, hypervigilance)

Supporting adults, what to do –

- ❖ **Recognise** that staff may be struggling, too.
- ❖ Offer **accurate and timely** information.
- ❖ Inform that staff might need to temporarily **set aside emotions** to focus on the children.
- ❖ At the same time, encourage staff to **communicate feelings** of being overwhelmed or burnt out. Offer support and find solutions.
- ❖ Encourage self-care. **Staff must meet their own needs if they are to support children and families.**

For further support visit - [Worries about the world | Childline](#)