MY POSITIVE LIFE JOURNEY

IT STARTS WITH ME



FOR PARENTS

NAME: .....

THINK INK SHARE ACTION

GREETINGS

This **MY life journey, it starts with me** self-help booklet is specially made for parents who have had to leave their country. In this book you can write about your experiences during your journey and right now. You can look ahead, how do you see your future?

We also incorporated advice and exercises on raising children in times of conflict and displacements in this book.

WE HOPE THAT YOU CAN FIND HOPE FOR THE FUTURE WITHIN THIS BOOK



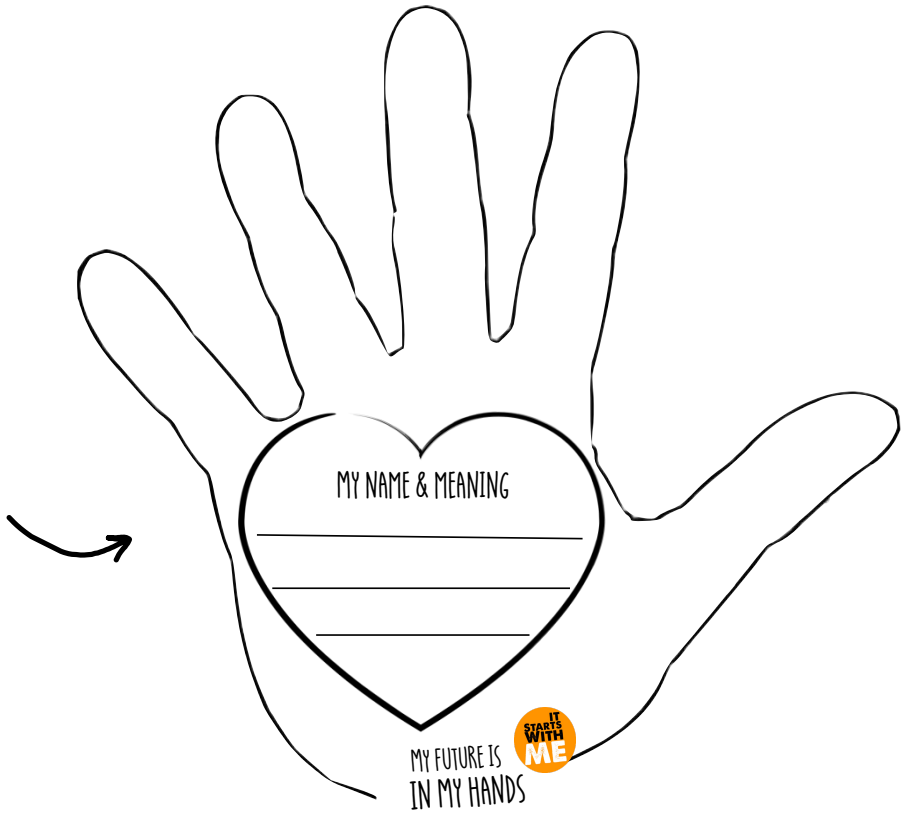
Your story, your future is in your hands. At the end of this book you will fill an empty hand like this one with your own goals, values, hopes, strengths etc.

MY (HIS)STORY

My name

……

WRITE THE MEANING OF
YOUR NAME INSIDE THIS HAND



The country and place where I was born:

……

These are the names of important people in my life, my immediate family members & close friends:

……
……
……
……

This is what I will never forget about my father or mother:

……
……
……



Five memories of my childhood:

……

……

……

……

……

……

……

WRITE THEM IN THIS HAND

Which childhood experience is still affecting you today?

……

……

I lived in these places:

……

The names of the school(s) I attended:

……

What I did after I finished my school:

……

……

I worked as: ……

I cared for: ……

MY LIFE BEFORE DEPARTURE

My activities on a normal day:

.....

.....

Fun things I did in my spare time:

.....

My house looked like:

.....

I shared my home with:

.....

I often spend time with:

.....



Five nice things of my country:

.....

.....

.....

.....

.....

.....

WRITE THEM IN THIS HAND

My favorite place:

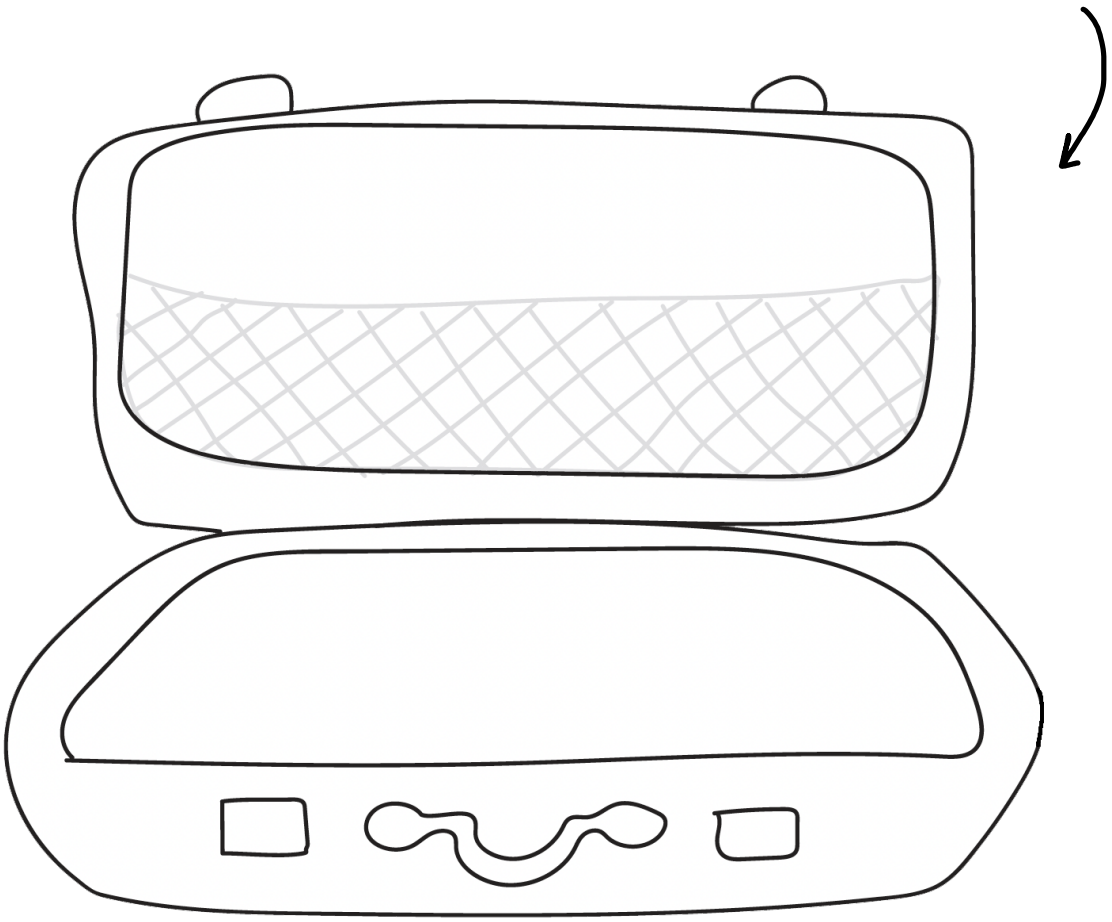
.....

MY JOURNEY

The date I left my home: .....

These are the essential items I packed for my family that hold importance to us.

WRITE IT IN THE SUITCASE



These are the items I wanted to bring, but couldn't:

.....

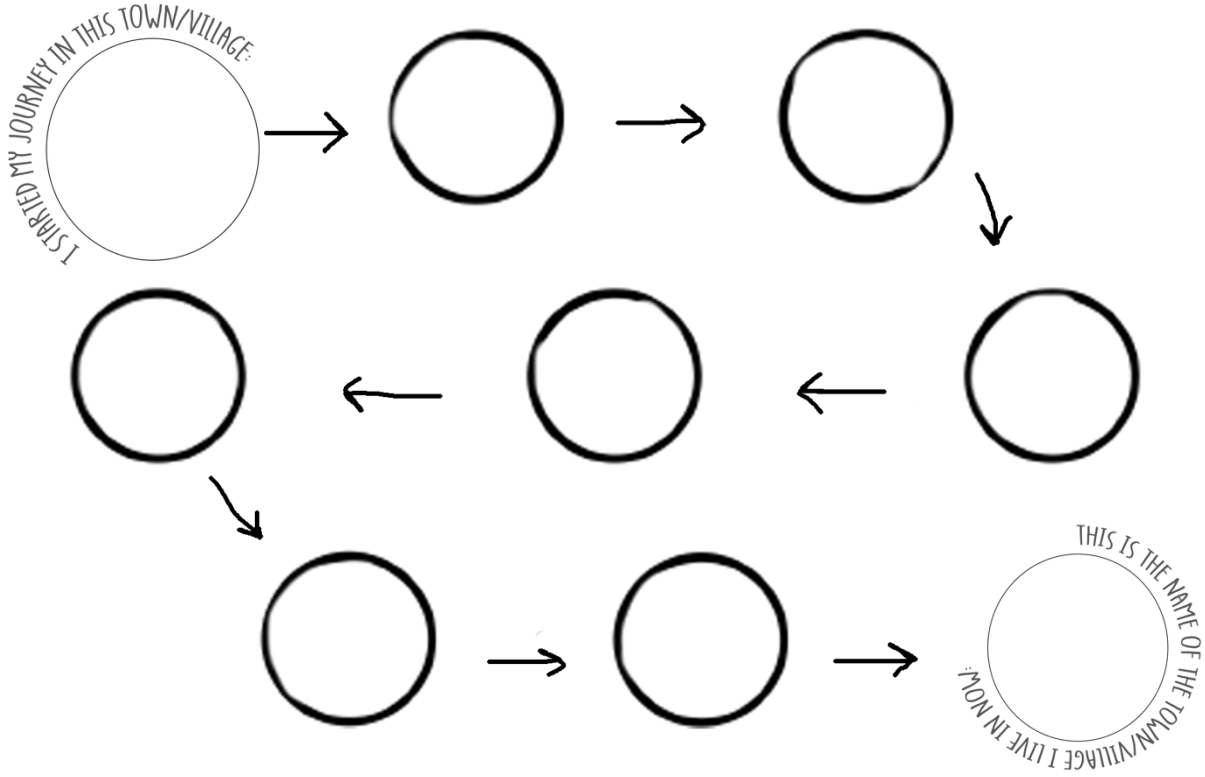
.....

.....

.....

MY DEPARTURE JOURNEY-MAP LOOKS LIKE THIS

Instruction: Write the name of the village or town you lived in, in the first circle. Then write the name of the town or village you live in now, in the last circle.



Write in the circles in between:

- Places where you stopped along the way
- Where you crossed the border
- Places where you have slept

What modes of transports have you used during your journey?

.....

These are the reasons I left my country:

.....

.....

.....



Five things I remember about my journey:

……

……

……

……

……

……

……

WRITE THEM IN THIS HAND

Funny or nice things that happened along the way:

……

……

Stupid or bad things that happened along the way:

……

……

This is how I felt during my journey:



……

……



Know that it is normal and human to feel sad, angry, afraid or lonely when you have to deal with a lot of negative experiences for a long time. It is okay to accept these feelings. Share how you feel with the people around you and seek distractions. If you are feeling depressed or angry all the time or if you are afraid that you will harm yourself or others, **ask for help**.

THE PEOPLE I REMEMBER ON MY JOURNEY



I started my journey with these people and this is what I liked about them:

.....

.....

.....

These are the things they do well:

.....

I think these are the things I do that they like about me:

.....

These people helped me or my group along the way:

.....

This is what they did to help me:

.....

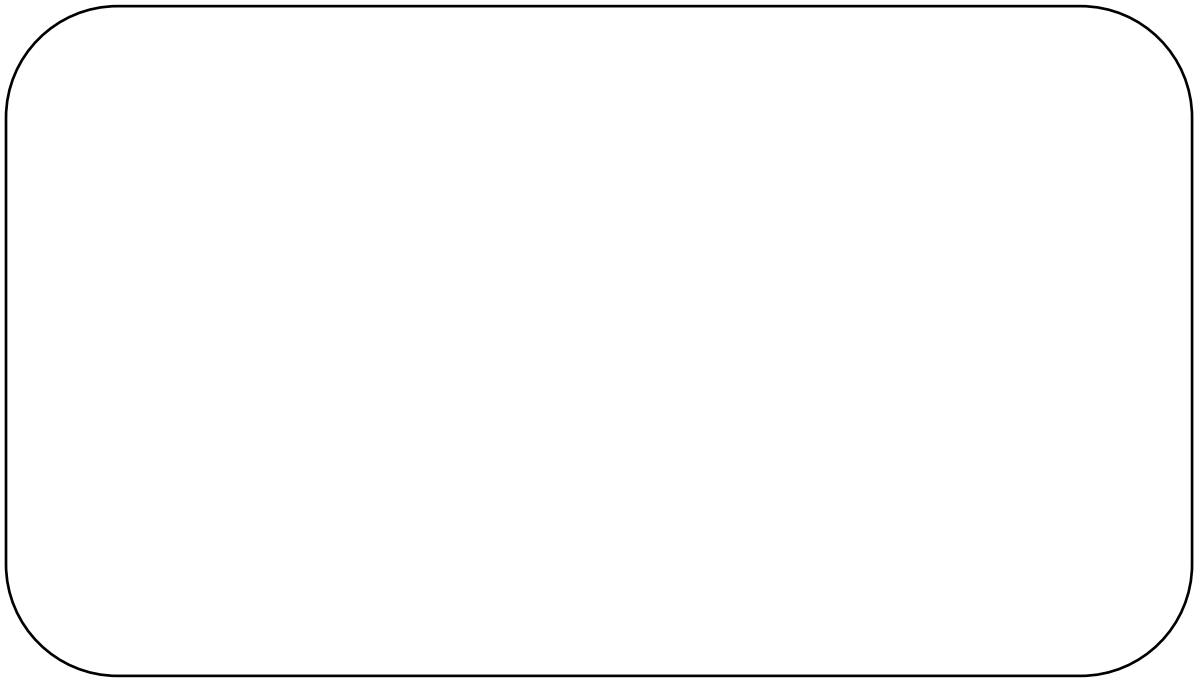
Were you able to help someone along the way? If yes, how?

.....

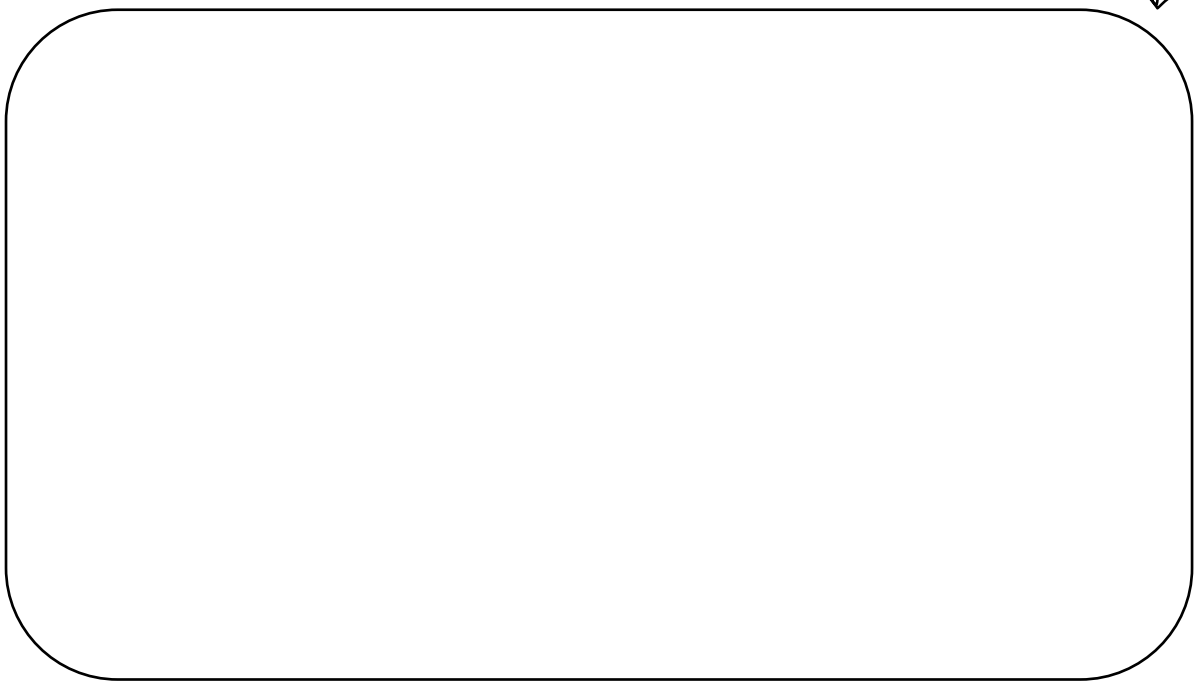
.....

MY JOURNEY AS A CAREGIVER (WRITE OR DRAW IT IN THESE BOXES)

As a caregiver to children, this journey was challenging for me when



As a caregiver to children, during our journey I laughed when



WHERE I AM NOW



Now I live in:

……

First words I learned in the language of the country I am in now and its meaning:

……

The things I like about the area I am living in now:

……

Differences between the country I am in now, compared with my homeland:

……

……

……

Similarities between the country I am in now, compared with my homeland:

……

……

……

I now live with the following people:

……

DAILY ROUTINES / RITUALS



A routine is the usual series of things that you do at a particular time. It is the practice of regularly doing things in a fixed order. A daily routine is having a structured plan and strategy for the day. **As humans we need routine in our daily lives because it creates stability, which helps us to feel safe.**

I usually eat .....

I eat with .....

I eat at (location) .....

My favorite food .....

These are the foods that are different from the food I used to eat:

.....

The food I eat now that I like .....

The food I eat now that I don't like .....

Does it smell different where you are now? What does this smell remind you of?

.....

I go to sleep at .....

I wake up at .....

(Cultural) rituals, traditions or routines which are important to me:

……

……

New routines or rituals I have learned in the country I am in now:

……

MY CHILD'S DAILY LIFE ROUTINES

Ask your child(ren) how they are doing in their everyday lives. You can use the worksheet “Let's get to know each other more!” on page 34 of this book.

How did your child’s daily life change? (school, sleep, bedtime, food, friends, activities)

……

……

……

……

What rituals and routines are important for your child?

……

……

Did your child’s behavior change during the journey? YES / NO
This is how my child's behavior changed:

……

……

……

1 WEEK IN MY NEW LIFE

This is what I did last week:

Instruction: Write what you did on that day, fun things but also the difficult or sad things.

Monday

……

……

Tuesday

……

……

Wednesday

……

……

Thursday

……

……

Friday

……

……

Saturday

……

……

Sunday

……

……

If I compare the past week with a week in my home country I notice:

……

……

……

DEALING WITH LIFE CHANGES

The biggest difference in responsibilities in my life now compared to life in my home country is:

……

……

……

……

……

……

New challenges that I'm experiencing as a parent are:

……

……

……

……

……

……

How would you react on this kind of behavior when you were still in your homeland?

……

……

……

……

……

MY REACTION TO STRESS OR FEAR

At the base there are 3 ways to react on an event of stress, fear or anxiety: **FLIGHT, FIGHT, FREEZE**. In a flight reaction, someone wants to run away. In a fight reaction, someone counterattacks. In a freeze state, someone doesn't know what to do anymore. Everyone has a certain preferred and automatic reation.

My automatic reaction on an event of stress, fear or anxiety is to:

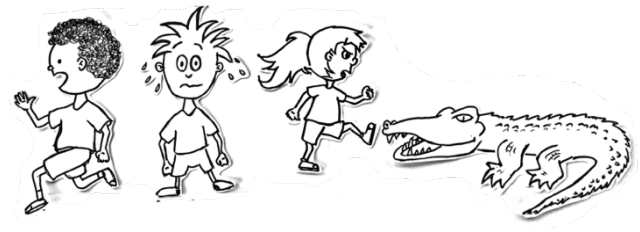
……

……

……

……

……



Different situations require different ways of responding. The sooner you recognize that you are feeling stressed and want to react automatically, the better you can adjust your response, if necessary.

The effect on my behaviour is (think of effects on yourself, your emotions and on others):

……

……

……

……

……

In future would you sometimes prefer to react differently when in an anxious and or stressful situation?

☐ NO, my reaction is always appropriate in these situations

☐ YES, sometimes I would ….

……

……

My biggest fear and or concern at this moment is:

……

……

……

Think of someone you admire. Who is it? How would this person react in your situation?

……

……

……

Also ask people close to you what they would do.



MY VALUES

Values are important to build positive character and behaviour.

My most important values are:



WRITE THEM IN THIS HAND

THINK ABOUT: TRUST, HONESTY, PEACE, HUMOUR, FUN, RELAXATION, RESPONSIBILITY, COMMITMENT, LOVE, COURAGE, ETC.

IT IS THROUGH OUR BEHAVIOR THAT CHILDREN LEARN ABOUT VALUES

How can you demonstrate these values in your everyday lives?

(For example, if we value honestly, we will make sure we always speak the truth with each other and others, even when it is hard)

……

……

……

……

……

……

……

MY PRESENT & MY FUTURE



Memories influence our behavior and the way we think about ourselves. We cannot change what happened to us, however, we can change the way we think about it and respond to it now and in future. **Resilience** is not about being able to prevent negative things but about being able to cope with them. There is hope for a better future!

MY PERSONAL GOALS

Write down your goals. Written goals have a way of transforming wishes into wants -> can'ts into cans -> dreams into plans -> and plans into reality. Don't just think it!

THINK IT, INK IT, AND SHARE IT SO THAT YOU CAN ACTION IT!

Some of my personal goals:

.....

.....

.....

.....

.....

.....

.....

WRITE THEM IN THIS HAND



I CHOOSE TO BE A CONQUERER!



Life as a refugee can be a lonely experience, especially if you are mourning family, friends and things you may have lost. Realize that you have influence over your thoughts, your feelings and your behavior. We call this your circle of influence. **Remember: A positive lifejourney, a positive future, it starts with ME! You are valuable to others!**

POSITIVE THOUGHTS ABOUT MYSELF

Positive thinking means that **you approach negative things in a more positive and productive way**. You think the best is going to happen, not the worst. Positive thinking often starts with self-talk and self-talk is the endless stream of unspoken thoughts that run through your head.

Five positive qualities, characteristics and strengths of myself:

……

……

……

……

WRITE THEM IN THIS HAND





Strengthening MY strengths

Your strengths **can be supported through experience**. Identify, renew and expand your strengths, and you will feel the positive motivation within yourself.

I will use these strengths of mine more often:

……

Strengthening YOUR CHILD'S strengths

My child is good at:

……

……

……

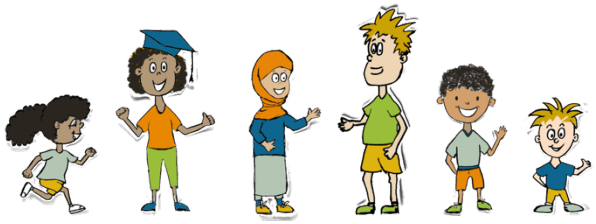
Encourage your child(ren) to use these strengths.

CHILDREN SEE, CHILDREN DO

You are giving your child the best example by sharing and actioning a positive and resilient way of life. Think of all you have written in this book, about your history, your positive thoughts, your values, your feelings or daily routines. It is your responsibility as a parent to pass these on to your children.



CHILDREN ARE GREAT IMITATORS.



LET'S GIVE THEM SOMETHING GREAT TO IMITATE!

NEWS



Try to turn off the 24/7 news channels on your phone and tv and only check the news once or twice a day **with a reputable source**. Watching negative messages and news can effect your mind and actions negatively.

IF I WAS ASKED TO WRITE AN ARTICLE ABOUT MY COUNTRY

The title would be:

……

The message in my article would be:

……

……

……

THIS IS HOW MY ARTICLE WOULD LOOK LIKE (AD DRAWINGS OR PICTURES IF YOU LIKE)



WRITE THEM IN THIS HAND

Five things I hope that will be done in my country :

……

……

……

……

……

FOCUSING ON MY INNER CIRCLE OF INFLUENCE

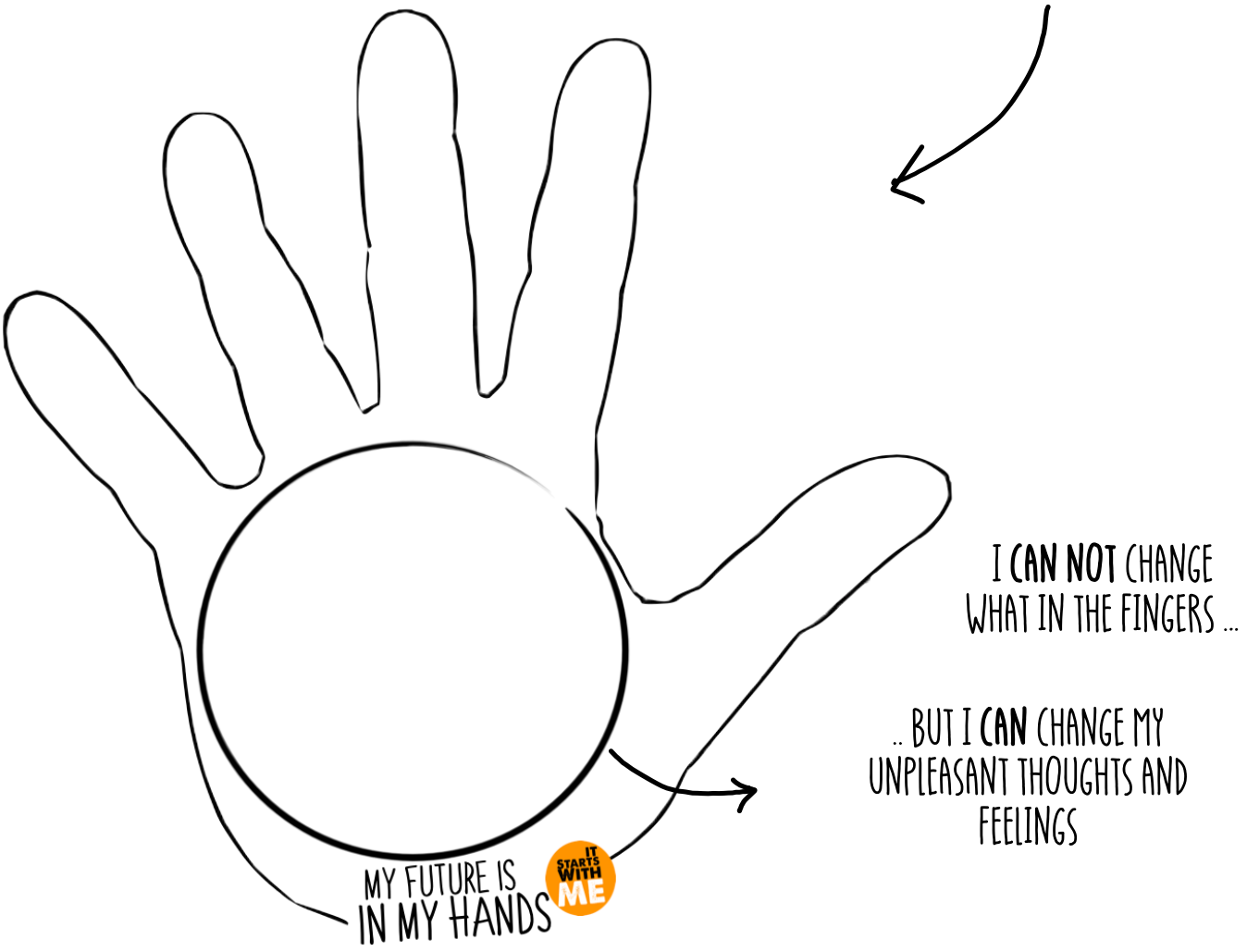
MY INNER CIRCLE OF INFLUENCE →MY THOUGHTS→ MY FEELINGS →MY BEHAVIOR

Everything you experience evokes a thought in you. These thoughts affect your feelings and your feelings affect your behavior.

INFLUENCES OUTSIDE MY CIRCLE OF INFLUENCE

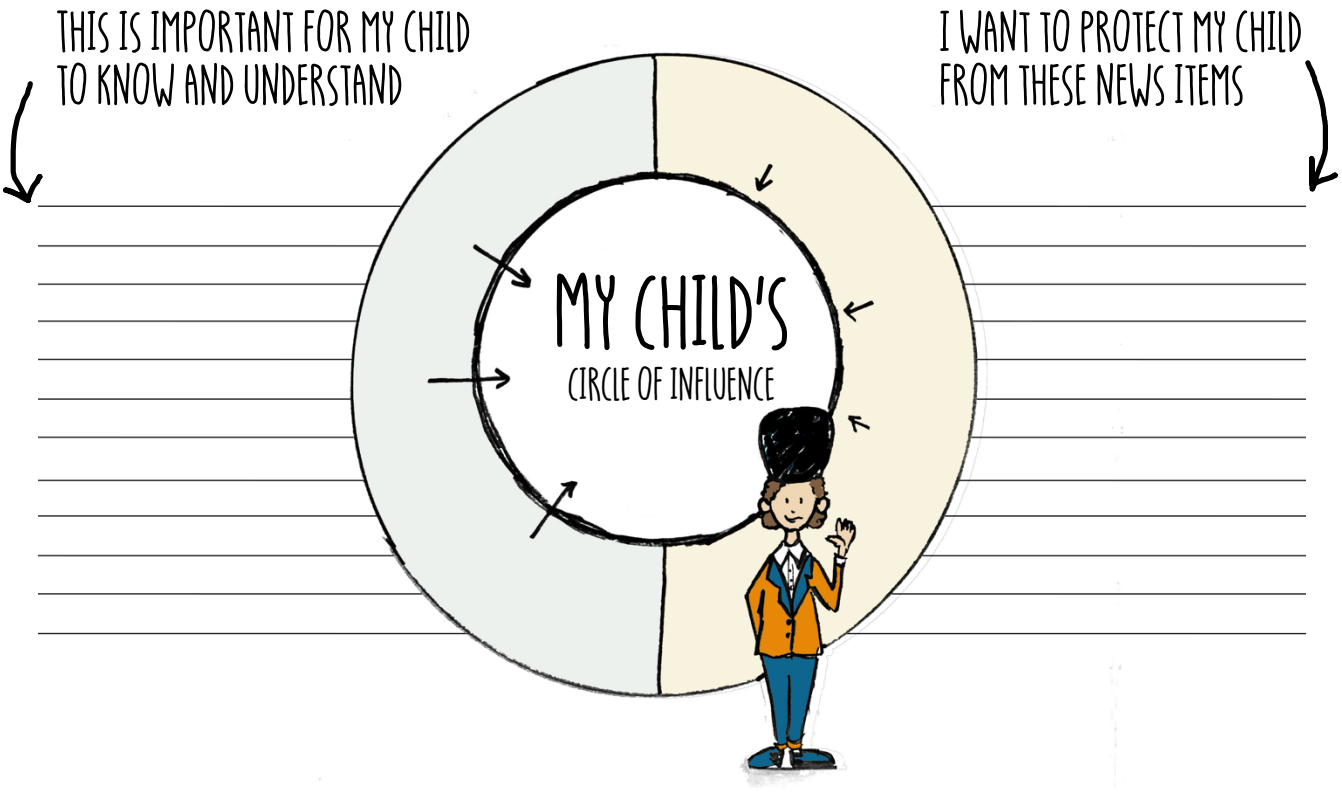
There is indeed an outer circle of influence which are things that have an influence on you but you cannot change them i.e. the world, the war, my parents, behavior of others, economy, etc. If you spend a lot of time and attention on negative things outside your circle of influence, it will make you feel powerless.
Therefore, it is better to put your focus on your own circle of influence. Spend your time and attention on changing your own (negative) thoughts. This way you can influence your feelings and your own behavior in a positive way. You are in charge of your own thoughts.

In the circle of the hand, write down your thoughts, feelings and behavior. In the fingers, write things from outside that affect you.



CHILDREN AND THE NEWS

As a parent you can be a gatekeeper for children's circle of influence. For example you as a parent can be a gatekeeper for the news items that reaches your child.



Talking to children about the hardest and worst things, and teaching them to deal with the difficulties that these things have caused, provides them with the best foundation for coping in the future. Explanations of what is happening, what has happened, and what the war was about, also help children regulate their emotions.



Children need guidance from adults in order to understand the news. We suggest that you check the news in the evening after the children have been put to bed, or get a news summary when the children are busy doing other things. Children do not need to know all the gruesome details, but important information affecting their lives now, and in the future, should not be hidden from them.

I AM GOING TO DESTROY THIS PAGE

Use this page to write or draw the things you do not want to think about anymore i.e., events and thoughts that makes you angry and sad. When you are done, cut this page out of your book and destroy it. (Consider: Tearing it up, burning it, or throwing it in the bin)

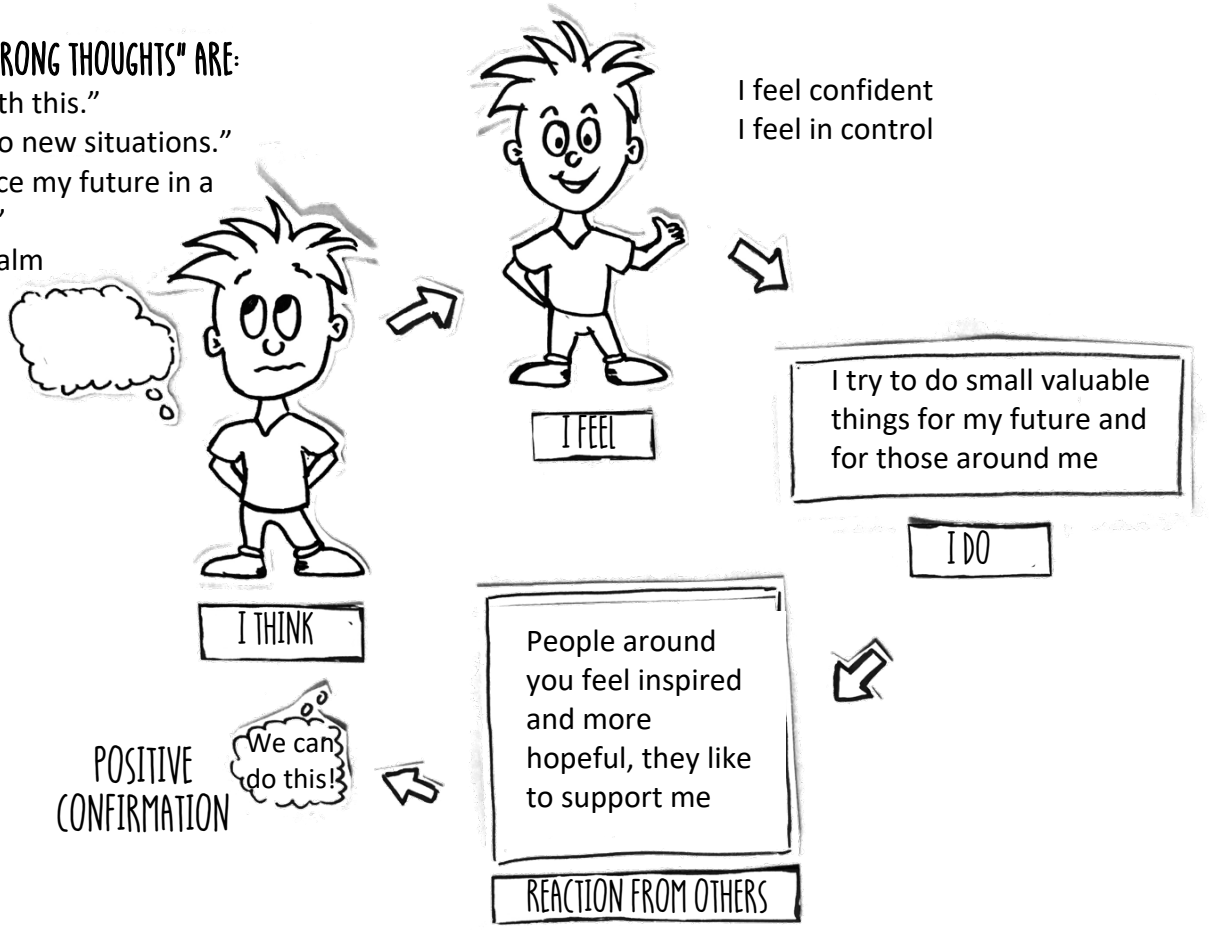
THE VALUE OF POSITIVE THOUGHTS



If you start living with positive thoughts, it will give you a positive feeling of self confidence. This feeling will lead to positive behavior and through your behavior you are influencing the people around you. When they experience your positive behaviour you will inspire them to support you and to follow.

EXAMPLES OF "STRONG THOUGHTS" ARE:

"I can deal with this."
"I can adapt to new situations."
"I can influence my future in a positive way."
"I'm able to calm down again."



SMALL STEP FORWARD

Positive thoughts cannot change a negative situation, nor can your fears and worries disappear so easily. Still, positive thoughts can help you take a small step forward, a first step toward a more positive future.

THIS IS **MY** POSITIVE SPIRAL.

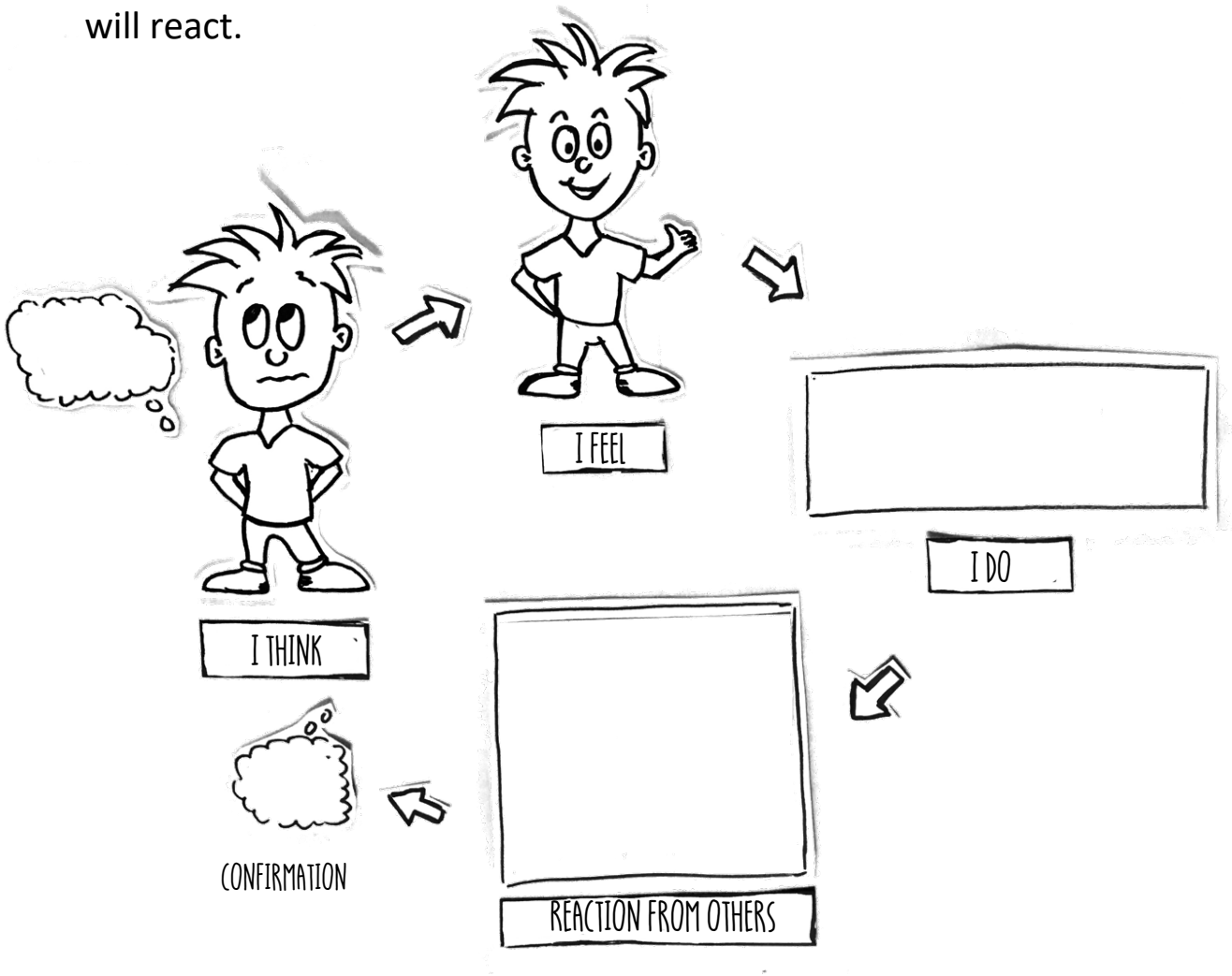
One positive thought I want to start with:

.....

.....

.....

Fill-in below this positive thought and continue to write down the feeling this thought gives you, your action and how you think others will react.





Speak positive thoughts to yourself Instead of saying, “I want to be happy,” say, “I am a happy person.” Instead of saying, “I want to be a survivor not a victim,” say, “I am a survivor and not a victim!” Say it out loud every day.

POSITIVE PEOPLE AROUND ME

If possible, stay in close contact with your family and invest time in building new relationships and an effective and positive network in your new circumstances. Connecting with people who have gone through the same experience can also be very helpful. **Interaction and contact with others is a good investment, in the present and in the future.**

Positive people I want to surround myself with:

.....

.....

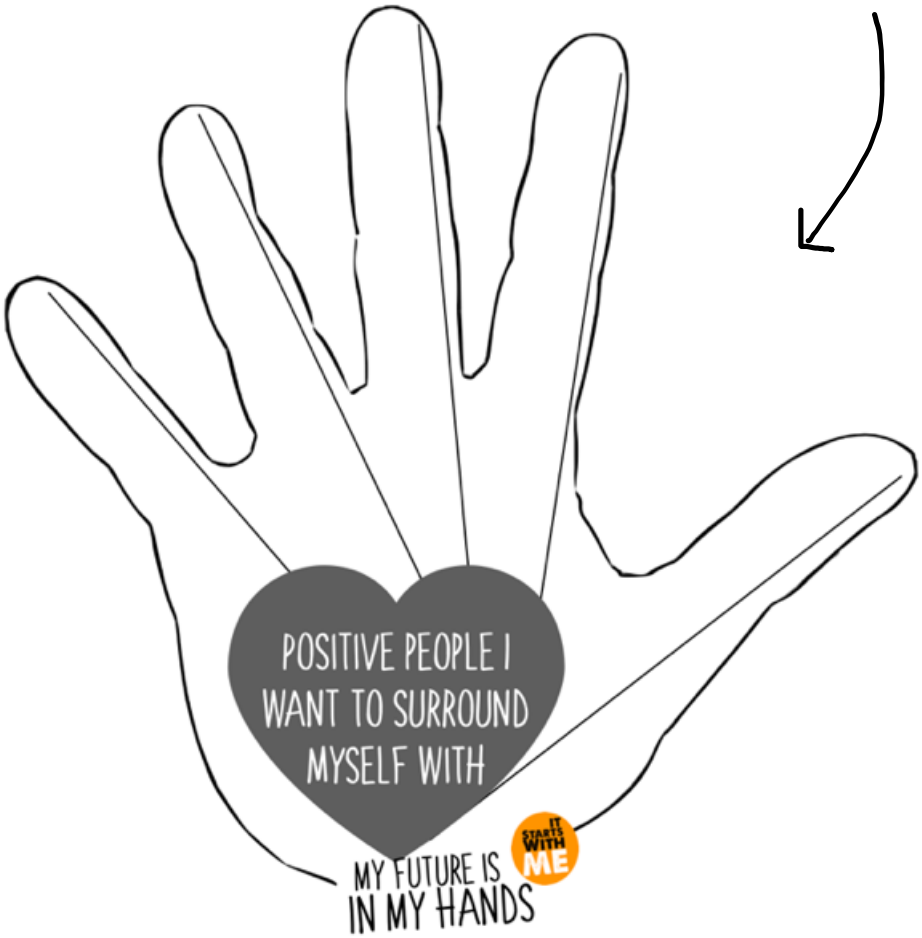
.....

.....

.....



WRITE THEIR NAMES IN THIS HAND



BUILDING STRONG RELATIONSHIPS

People show and feel their love and appreciation in different ways. According to author Gary Chapman there are five love languages. Knowing and understanding these five languages empower us to understand one another much better. This allows us to action better communication and to build stronger relationships because we understand and have an appreciation for each other.



BEING HELPFUL I.E. FIXING SOMEONE'S BIKE OR COOKING A SPECIAL DINNER



A CUDDLE OR A FUN WRESTLING GAME.

COMPLIMENTS, WORDS OF AFFECTION AND WARMTH, PRAISE AND ENCOURAGEMENT





SURPRISES, WRAPPING PRESENTS BEAUTIFULLY OR GIVING THEM IN A SPECIAL WAY

YOUR UNDIVIDED ATTENTION. DOING SOMETHING TOGETHER



My preferred love language is:

……

This is what I do when I show my love or appreciation:

……

……

Ask your child(ren) and people close to you about their love language

Name + love language ……

Name + love language ……

Name + love language ……

Name + love language ……

Make a commitment to show your love in such a way that it has meaning for the other person, your partner, child, family or friends.

To strengthen my relations I will start to use these love languages:

……

MEASURE YOUR TANK

If you had to compare your positive feelings and energy to that of a fuel tank of a car, how would you gauge your tank?



MY TANK IS ..... % FULL

I refuel my tank by doing these things:

.....

Activities that gives me energy .....

.....

Sports and games I like to play .....

.....

Music I like to listen to .....

.....

Movies I like to watch .....

.....

Books I like to read .....

.....

Outdoor activities I enjoy .....

.....

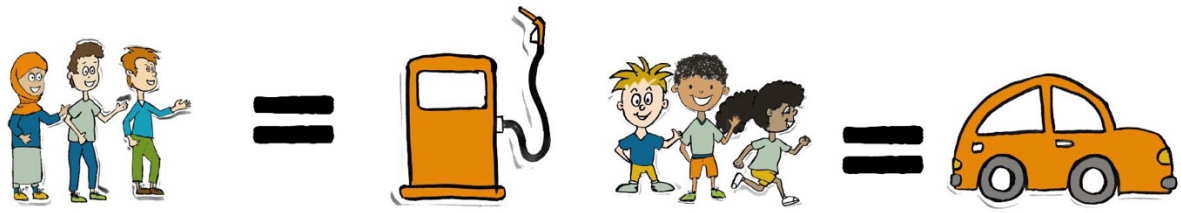
The last time I refueled my tank was:

.....



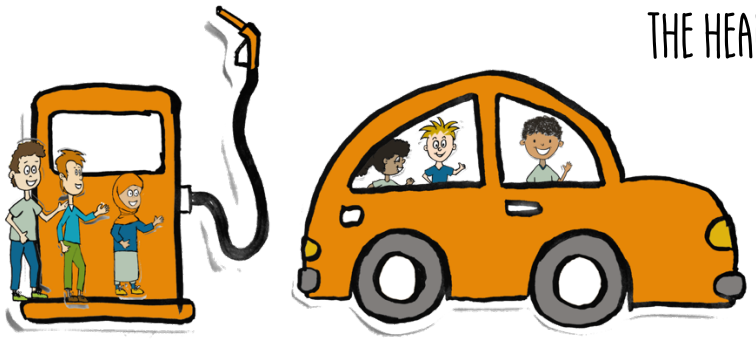
The more time you spend doing things you love to do, the better it makes you feel. Doing the things you enjoy causes your brain to produce higher levels of endorphins, which are chemicals in the brain that increase your sense of joy and well-being. Engaging in activities we love also helps us recall other times we've done them, and those memories increase our self worth. Our favourite activities are often things we do well, which is a factor in increasing our self-esteem.

THE PRINCIPLE OF THE PETROL STATION



The role of children and parents in upbringing can be compared to cars and petrol stations. Children are like cars. They travel every day and cannot drive on an empty tank. In addition to petrol, cars (i.e. children) need regular check-ups and maintenance. Parents are like petrol stations. Children can get their fuel here and are checked and maintained. A petrol station (you) needs a petrol supply and knowledge about car maintenance (children).

If the filling station is not replenished with petrol and knowledge, the car cannot be refuelled or properly maintained. You then run the risk that the car, i.e. your child, will go to another filling station and fill up with the wrong fuel (wrong influences). It is therefore important that you ensure that your filling station is refilled on time by investing in yourself.



THE HEALTHY PETROL OUR CHILDREN NEED

Guidance, time, love, care, discipline, structure, belonging, communication, values, self esteem etc.

This is how I (re)fuel the tank of my child(ren):

……

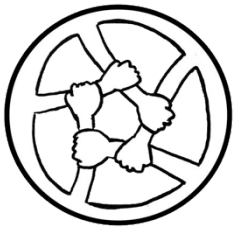
……

You are not the only petrol station with healthy petrol. It is okay to ask other people for help. Which people do you wish would refuel your child's tank?

……

……

LOVE AND RECOGNITION



Make it a habit to think about how valuable your child is to you and share those positive thoughts with him or her. Tell them what you like about them and what are the things you appreciate.

Belonging

Our goal as parents is to create an accepting environment where our children feel they belong with us. This involves truly hearing what your child is communicating, with and without words. It implies acceptance of feelings and therefore also acceptance of the child as a person. With this you create a sense of belonging.

Safety

Being a member of a group makes you feel safe, affiliated, respected and not marginalized. If your situation is very uncertain or if your child doesn't feel safe, don't leave your child alone. If you cannot be there, communicate clearly how long you will be away and when or how you will keep in contact.

Comfort

Remember you are your child's petrol station and *comfort* is much needed petrol for your child, especially now.

Play together

Have fun together by playing games. Play outside because nature is free. You don't have to be a rich parent to be a good parent. Families that play together stay together.

SPEND TIME WITH YOUR CHILDREN



LET'S GET TO KNOW EACH OTHER MORE!

AS PARENT THIS IS WHAT I THINK MY CHILD WOULD WRITE DOWN ABOUT HIM OR HERSELF

Good/fun character traits .....

Talents (what is your child good at?) .....

A weakness .....

Favourite subjects at school .....

Worse subjects at school .....

Name of (favourite) teacher .....

Favourite TV programme .....

Favourite meal .....

Best friends .....

What your child wants to be in the future.....

..... FOLD HERE .....

TO BE COMPLETED BY THE CHILD

My good/fun character traits .....

My talents (what am I good at) .....

My weakness .....

My favourite subject at school .....

My worse subject at school .....

Name of my (favourite) teacher .....

My favourite TV programme .....

My favourite meal .....

My best friends .....

What I want to be when I grow up .....

COMPARE YOUR ANSWERS AND DISCUSS ANY DIFFERENCES YOU MAY HAVE FOUND BETWEEN YOUR ANSWERS!

DISCUSS YOUR FEELINGS

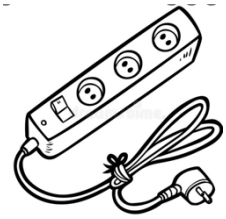


We all want people to understand us and our behaviour. Remember, your thoughts and feelings influences your behaviour, that is why it is important to talk about your feelings. Sharing your thoughts and feelings with others helps them to understand you and your behaviour.



It is not easy to just talk abour your feelings but we want to encourage you to use our OBJECT BOX TOOL. Take an object to describe how you feel so that others can objectively, without quick reaction or judgement, understand you better.

Examples



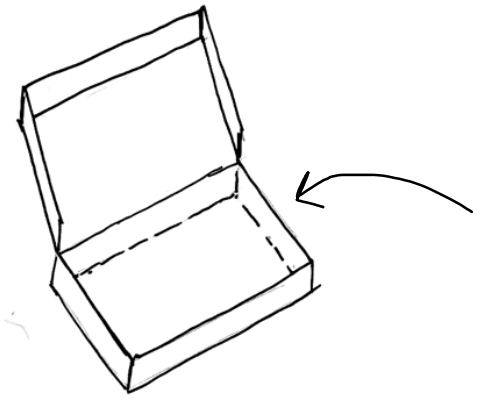
"I feel like an extension lead with a multi plug. Everyone drains energy from me, and I can't recharge myself. I would also like to recharge my own energy somewhere."

"Yesterday I was like a kiwi, hairy and rough on the outside, but beautiful and sweet inside. Unfortunately, I didn't give anyone the chance to see my beautiful inside."

What object can help you describe how you feel about yourself, your behaviour, your home and your life?

……

……



Put all kind of objects in a box and ask people close to you which object they would compare their feeling with.
You will be surprised how this object box tool helps to start a valuable conversation.

THINK OF OBJECTS LIKE KEYS, AN EMPTY GLASS, A PHONE, SEEDS, AN EGG, FRUIT, A CHARGER, A CAN OF SODA ETC.

FEELINGS OF GUILT



Sometimes people believe they have done something wrong by surviving a traumatic event when others have not experienced something similar. It creates a feeling of self-guilt which holds you back because it makes you feel unhappy and disconnected.

Do you recognize this feeling in yourself or in others around you?

.....



Reality is that sharing these thoughts and feelings with each other will increase mutual understanding and connection and therefor build and strengthen relationships. In the activity below answer these questions and then engage with others around you and encourage them to also THINK, INK and SHARE this activity.

Does anyone important to you blame you for leaving?

☐ YES ☐ NO

Why people who are important to you are happy that you have chosen to leave?

.....

.....

.....

What can you do now that you couldn't have done if you stayed in your country?

.....

.....

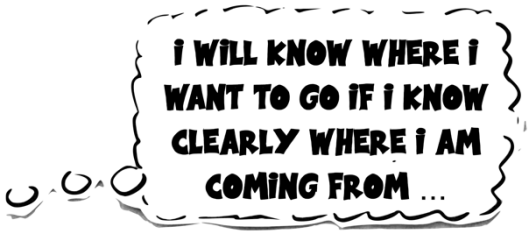
.....

SHARING IS A FIRST STEP TO ACTION

In this book you have written about your life journey and your story. Sharing your story with other people will strengthen your relationships and your sense of belonging. Sharing stories, hopes, learned lessons and plans for the future helps to motivate us and gives us momentum to go into positive action.

AFTER THINKING AND WRITING IT IS TIME TO SHARE AND ACTION.





Things in this book I like to share:

.....

.....

.....

.....

.....

I am going to share this with:

.....

.....



Ask people around you if they like to share something about their life, their history or their journey.

Did you know there is a **life journey book available for children** as well? Free download this book via https://www.lifebookforyouth.com/mylifejourneybook

COMMUNICATION WITH CHILDREN

In this chapter we share information and advice based on experiences from other parents who cares for children through conflict and displacements. Look what is appropriate for you and your child and your situation.

Take note of what the children say and do
Children often come up with solutions if you listen to them and acknowledge their feelings.

Talking about the absolute worst
Having an open dialogue about painful subjects enables the child to talk about difficult issues. We strongly advise you to tell your children what you know, but to do it with compassion and care. The news might be hard for children to accept.

Describe their feelings
“I see you are sad / angry / afraid / happy.” It is through interaction with their parents that children gradually learn to calm themselves down when they are feeling anxious. If your children have experienced frightening things, you as a parent can help them put their fears into words and advise them what to do when they are having a tough time.

Acknowledge their feelings
If your child is angry or sad it is important to acknowledge the feeling.
I understand you are sad / angry / afraid / happy because…. Describe the reason.

Explain
Children need help from adults to organize their memories so that they become less overpowering and less distressing. In our experience children, especially when they reach school age, want to understand their parents’ decision to leave the country. Younger children can make drawings, while older children can write their thoughts down.

Tell family stories
Share stories about your family, your childhood, your grandsparents and great-grandparents with your child[ren]. This will give your child[ren] connection to their historial roots.

Ask questions
Feel free to follow up with questions that pave the way for further conversation: “What do you think about that? Have you thought a lot about...? I’ve been thinking a lot about…Is there anyone you’re thinking about?” Sometimes you can start a conversation by talking about another boy or girl and what he or she went through, and then you can ask: “Is that something that you can relate to?”

Talk about your feelings – The object box
Open and clear communication therefore means that you express how you are feeling, in other words, that you try to put into words what the children are observing. In that way, the children will also learn how to express their own thoughts and reactions, while at the same time learning ways in which to regulate their emotions.



Use an object box if this helps you to express your feelings.



LOOK FOR OPPORTUNITIES TO PRAISE YOUR CHILD(REN)

Children love praise from people they care about. Praising a child’s behaviour makes them more likely to repeat that behaviour.

To praise effectively, explain exactly what it is that you are pleased with.
Instead of only saying *'Well done!', ‘Good job, thanks.’*
Say: *'Thank for putting the book back in its place when you finished with it.'*
Say: *‘Thank you very much for picking the paper up for me. You are very helpful.’*

Can you think of any other examples of times when you can be more specific when praising your child when they do something you are pleased with and would like to see them do again?

……

……

……

……

……

IT'S IN MY HANDS

THINK about the most important things with regards to your goals, strengths, hopes, feelings, etc., that you have learned in this My Life Journey Book. **INK** it, **SHARE** it so that you can **ACTION** it. [Tip: Go back and read what you have written in the smaller hands throughout the book.]



MY COMMITMENT TO ACTION



After **think**ink, **ink**ing, **shar[e]**ing it is time to **action** your positive life journey and your story. Always remember that IT IS IN YOUR HANDS and even more important, IT STARTS WITH YOU. Put you hand on your heart and say to yourself, "**it starts with ME**.' (take a look at your top 5 values and goals for inspiration)

From today I will stop (write an action or thought):

.....

.....

.....

From today I will start (write an action or thought):

.....

.....

.....

From today I will continue:

.....

.....

.....

I can get support from:

.....

.....

Date ..... Signature .....

NOTES & PICTURES

This self-help book is the result of much enthusiasm and our desire to empower people dealing with loss and stress. Together with Life Book For Youth, FICE Netherlands and the University of Groningen we developed a life journey book for children from Ukraine. We heard from several parents and organizations that there was also a need for a similar book for parents and young adults.
As Peer3 we therefore decided to create this book. Several professionals and parents have read along and we took their input and advice into account when developing it.

OUR PROGRAMME IT STARTS WITH ME

Developers: Adéle Grosse and Hanne Peerenboom at Peer3
The journey of *It Starts With ME* has its origin in South Afrika. A lot of what we share in this booklet is what Adéle Grosse wrote for her very own victim-to-survivor journey in 2003. In 2014 the path of Adéle crossed the path of Peer3. Since then we've worked on the professionalisation and development of the training It Starts With Me for Dutch parents, children and professionals.

For more information about *It Starts With ME* tools or group trainings, you can contact us by email info@peer3.nl or have a look at www.peer3.nl



SPECIAL THANKS TO

We are gratefull you all wanted to contribute: Iryna Batyreva, Elianne Zijlstra, Prof. Aala El-khani, Martine Tobé and Alma Bezemer.

OTHER SOURCES CONSULTED

- **Guide for refugee parents** by psychologists Atle Dyregrov and Magne Raunda len
- **Lifebook for youth** Lifebook is giving children a new and expanded view of the past, drawing strength and confidence for their future
- **Caring for children through conflict and displacements** developed by Aala El-Khani, Rachel Calam and Kim Cartwright, University of Manchester, UK https://www.unodc.org/unodc/en/prevention/prevention-through-family-skills.html
- **Self-Help Booklet for Men facing crisis and displacement** by Dr. Tayseer Hassoun International Organization for Migration 2014
- **Self Help Plus (SH+)** Program of the LANCET
- **The 7 Habits of Highly Effective People** by Steven Covey (circle of influence)
- **The 5 love languages** by Gary chapman
- **Me in the eyes of**, an essay of Maggie-Schauer about The functions of guilt and shame after psychotrauma https://www.ntvp.nl/wp-content/uploads/Essay-Maggie-Schauer.pdf