



MAGIC MITTEN MANUAL

For Group Facilitators

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The Magic Mitten app provides children with valuable tools to help them cope with stress and adversity.

Authors

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More information: <https://magicmitten.org>

To download the app, search for Magic Mitten.



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Table 1. Overview of the Magic Mitten Blended Learning Program

Session Number	Theme	Learning Goal
Introduction	Welcome and Pre-Evaluation	Create a safe, supportive group atmosphere and establish program objectives.
1	Understanding and Influencing Emotions	Help children recognize and influence emotions through actions and thoughts.
2	Managing Anger and Using the Helping Hand	Teach strategies for recognizing and managing anger.
3	Building Habits That Help Us Feel Good	Identify and establish routines and behaviors that bring happiness and security.
4	Focusing on What We Can Control	Empower children to focus on what they can influence, reducing anxiety and fostering confidence.
5	Facing Fears and Letting Feelings Out	Guide children to manage fears and express emotions safely and constructively.
6	Finding Strengths and Learning from Challenges	Help children identify strengths and understand growth through challenges.
7	Celebrating Memories and Saying Goodbye	Reflect on personal growth and program experiences while preparing for the future.
Post-Test	Program Impact Evaluation	Evaluate children' emotional growth and program feedback.

Table 1 summarizes the Magic Mitten program's session themes and goals.

Introduction & Pre-Evaluation

Help children feel welcome and set a positive tone for the group, emphasizing that these sessions are safe, supportive, and dedicated to their well-being and growth.

Warm-up (10 minutes)

Ball-Passing Icebreaker: Begin with a Syla-passing game using a Syla, the bird from the Magic Mitten story (or a ball). Each child introduces themselves and shares a fun fact (e.g., favorite activity or pet). This helps



children feel included, break the ice, and connect with others in the group. The group facilitator(s) start with role modeling, e.g., "I am Solfrid, I am 52 years old, and I live with my husband. I love kayaking, and I love cashew nuts!"

Program Overview: Explain the program, focusing on how it will help them learn to manage their emotions and support each other in a fun, magical journey. Emphasize that the sessions are for their well-being and growth.

Key Activities (15 minutes each)

Reading or Listening (15 minutes)



Summary: 8-year-old twins Andriy and Anna find a magical white mitten under an oak tree on a chilly day amidst war. The mitten reminds them of a folk tale, and a friendly bird named Syla appears, offering companionship and guidance. Syla promises to support them through emotional challenges and advocates for curiosity and hope.

Instructions: Use the app or booklet. If the booklet is used, the children can do some reading, starting with those who want to read. But feel free to read aloud as a group facilitator, too!

Help children relate to the characters' emotions and experiences. Encourage the children to imagine themselves in the story by asking questions like, "How would you feel if you found a magic mitten?" or "What do you think Syla wants to teach Andriy and Anna?" Let them take turns sharing their thoughts.

Creating a Safe and Supportive Group Environment (15 minutes)



Objective: Establish a sense of trust and inclusion in the group.

Instructions: Discuss the importance of listening to each other and being kind, like the characters in the story. Make a list of “group rules” that are positive, e.g., “We listen when someone is talking, We take turns and share, We use kind words and actions, We help each other when someone needs support, We ask for help when we feel unsure, We celebrate each other’s ideas and successes, If a topic feels too overwhelming, we can say ‘let’s pause’ to take a break before continuing.”

Reflecting on Emotions (15 minutes)



Objective: Encourage children to identify and share emotions they might feel in challenging situations.

Instructions: Ask children to draw what their emotions look like when they feel scared, excited, or sad.



Creating expectations by providing overview

Take a moment to introduce the Magic Mitten folder and explain how it will be used. Providing each child with a folder and a printed timetable of the sessions helps create structure and a sense of ownership over their learning journey. The folder will be a personal space to keep their drawings, writings, and other materials from the sessions. Encourage children to decorate the Magic Mitten cover page, which can be found in the appendix. This small creative activity can help them feel more connected to the group and excited about the sessions ahead. Keeping all their work in one place allows them to reflect on their progress, reinforcing key lessons and providing support during challenging times.

Pre-Assessment (Appendix 1)

We suggest using standardized tools such as the **Strengths and Difficulties Questionnaire (SDQ)** and the **WHO-5 Well-Being Index** to assess emotional and behavioral strengths, difficulties, and overall well-being. These tools are age-appropriate, widely validated, and provide reliable data for analysis. Additionally, we recommend including **feasibility questions** tailored to the MM group, focusing on their experience with the process, such as understanding the questions, comfort in participating, and perceived relevance of the topics. See the Appendix for feasibility questions to guide this part of the assessment. This combination provides a well-rounded approach to understanding the children’s well-being and the practicality of the data collection process.

Preparation:

Make a list that matches names and ID numbers. When collecting data, use unique IDs instead of names on questionnaires to maintain children’s anonymity and protect

their confidentiality. This encourages honest responses, as children feel their identity is secure. To implement this, assign each participant a unique ID in advance and ensure it is written on their questionnaire. If necessary for follow-up, keep a separate, secure list linking IDs to names, accessible only to authorized personnel. This approach aligns with ethical standards and ensures the privacy and integrity of the data collected.

When administering questionnaires, adapt the process to the literacy levels of the group. For children with high literacy, it is acceptable to allow them to read and complete the questionnaire independently, provided they understand the instructions. However, for groups with mixed literacy levels, use a Read-Aloud Format: read each question aloud to the group clearly and slowly and repeat or rephrase as necessary. Offer assistance to children who need extra support, ensuring their responses are accurately captured. Helpers should encourage children to express their ideas and write down precisely what the child communicates without altering its meaning. Tailoring the approach based on the group's needs is essential to collect valid and reliable data from every participant.

- Typically, answering the questionnaires takes about 20 minutes, but make sure you have enough time—set aside half an hour just to be sure!
- Collect the digitally or with pencil & paper.

Administration

Explain the purpose of the activity in simple, reassuring terms: *"We want to learn about how you feel and what you think so we can improve things for everyone. There are no right or wrong answers; you know yourself best, so please answer honestly."*

When finished: Show appreciation, give compliments!

Closing the Session (10 minutes)



Conclude with a group reflection on what children learned about the characters and themselves. Use soup bubbles to encourage the children to participate in the conversation. Emphasize that the sessions are a safe space to explore their feelings and grow together.

Key Takeaways for the Children

- The sessions are for their well-being and growth.
- You learn exercises you can use in your everyday life.
- It's okay to share feelings and listen to others.
- They are part of a supportive group where they can express themselves.

Handouts and Other Materials

- The Magic Mitten app for listening/exercises or the Magic Mitten book for reading/exercises.
- Sylá, or a small soft ball.
- A folder for the children's drawings and notes.

- The Magic Mitten Folder Front Page
- Paper and crayons.
- Assessment sheets: Appendix 1 + SDQ-child version.

On starting a group for the social and emotional

The Magic Mitten program's introduction session for children aged 8-12 is a crucial opportunity to set the tone for the entire program. Since first impressions can have a lasting impact, creating a warm, welcoming atmosphere is essential.

Children in this age group may feel shy or anxious in new settings, so the primary goal of the first session is to help them feel safe, included, and eager to participate. Fun, lighthearted icebreaker activities are chosen to encourage playful interaction and help the children get to know one another. These activities break the ice and build friendships and a sense of belonging within the group.

The facilitator plays a pivotal role during this initial session, serving as a role model and a guide. By demonstrating kindness, patience, and active listening, the facilitator sets the tone for positive group dynamics. Their warmth and attentiveness signal to the children that this is a space where they will be heard and understood, encouraging them to open up and share their thoughts, feelings, and experiences as the program unfolds.

The first session focuses on creating a safe and engaging learning environment. Activities are designed to promote self-expression and creativity naturally and enjoyably for the children. Through storytelling, games, and simple discussions, the children can explore their emotions while learning to listen to and respect each other's perspectives.

Building trust and fostering a sense of community is essential. By cultivating a positive environment where children feel their voices matter and their stories are valued, they develop confidence and a sense of security within the group. This connection helps alleviate anxieties or fears about being in a new setting, empowering them to participate fully in the program.

As group facilitators, you can encourage children to create a Magic Mitten folder for the sessions to help them track their learning and personal reflections. This folder can serve as a dedicated space where they can collect their drawings, writings, and other program materials, keeping everything organized in one place. A folder allows children to revisit their work whenever they need support or a reminder of what they've learned. It can be beneficial during challenging moments, providing them with a sense of continuity and personal growth. Looking back at their own words and images can reinforce key lessons and serve as a source of comfort—like keeping a personal record of their journey.

The first session of the Magic Mitten program is about establishing a safe, inclusive, and fun space where children can connect, share, and grow. The icebreaker activities help them feel comfortable while the facilitator models empathy and respect, laying the foundation for a supportive group dynamic. This opening session paves the way for a meaningful journey where children are encouraged to express themselves, learn, and build resilience in a supportive environment.

Scoring Magic Mitten Feasibility Questions

	Very Hard	Hard	Easy	Very Easy
Know what I feel.	3	2	1	0
Control what you do when you get angry.	3	2	1	0
I can recognize when I feel afraid and know some good ways to handle it.	3	2	1	0
understand how others feel	3	2	1	0
talk about feelings	3	2	1	0
solve problems	3	2	1	0

Scoring WHO-5

Over the last two weeks:	All the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
I have felt cheerful and in good spirits	5	4	3	2	1	0
I have felt calm and relaxed	5	4	3	2	1	0
I have felt active and vigorous	5	4	3	2	1	0
I woke up feeling fresh and rested	5	4	3	2	1	0
My daily life has been filled with things that interest me	5	4	3	2	1	0

Scoring SDQ: <https://www.sdqinfo.org>

Day 1: Understanding and Influencing Our Emotions

Help children recognize and understand different emotions, teaching them how their actions and thoughts can help them feel calmer and more in control.

Warm-up (10 minutes)



Begin with a brief welcome and ask children how they are feeling. Please encourage them to share an emotion they experienced recently (e.g., happiness, sadness, or anger). This helps set a tone of openness about discussing feelings. Then it's time to play spaghetti! First, stand tall and stiff like dry spaghetti—arms up, muscles tight. Then, imagine you're boiling. Slowly relax and fall gently to the floor like soft, cooked spaghetti. Then stand up and shake it out! Start with your legs, then your hips, belly, shoulders, face, and cheeks. Wiggle and jiggle until you're entirely loose!



Key Activities (15 minutes each)

Reading or Listening (15 minutes)



- **Summary:** Anna and Andriy learn how the body responds to emotions, such as shaking or feeling tense when scared or sad. Sylva explains that these responses are natural, and releasing tension can help them feel better. This sets up the lesson that emotions can be influenced through intentional actions.
- **Instructions:** Use the app or booklet to guide children through the story, encouraging them to imagine the scenes as they listen.

Body Mapping for Emotions (Appendix 3)



Objective: Increase awareness of where emotions are felt in the body.

Instructions: Using a large body outline or individual sheets, ask children to color areas where they feel different emotions. This reinforces that physical sensations accompany feelings.

Relaxation Techniques: Muscle Tension and Release



Objective: Teach children to release tension caused by strong emotions.

Instructions: Guide them through the exercises, asking them to tense and release various muscle groups. Discuss how their body feels afterward. Explain that laughter is as healthy as the healthiest food!



Homework: Be a Feelings Detective!

This week, your mission is to be a Feelings Detective! Pay attention to your feelings now and then.

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you.
- Notice when you feel happy, excited, annoyed, nervous, calm, or any other emotion.
- See if you can spot how your body reacts. Do you smile when you are happy? Does your heart beat faster when you are nervous?

Closing the Session (10 minutes)



End with a brief reflection, asking each child to share one thing they learned about emotions.

Key Takeaways for the Children

- Emotions are natural and connected to the body.
- They can influence their feelings by drawing, talking, or relaxing.
- It is possible to feel more in control by recognizing and responding to emotions.
- There are no bad or good emotions—every emotion happens for a reason, even fear and anger.
- Most body reactions, like shaking, are normal responses to a challenging situation.

Handouts and Other Materials

- The Magic Mitten app for listening/exercises or the Magic Mitten book for reading/exercises.
- Appendix 3: Body Mapping Sheet
- Paper and crayons for drawing activities.

Day 2: Managing Anger and Using the Helping Hand

Introduce the Helping Hand, a simple tool for guiding children toward feeling safe and strong and teaching them how to recognize and manage strong feelings like anger.

Warm-up (10 minutes)



Welcome the children and briefly send Sylva around as a microphone among them; let them tell her the name of the person next to them and a good thing that has happened since the last time you met. Introduce today's focus on exploring anger.

Key Activities (15 minutes each)



Reading or Listening (15 minutes)

Summary: Anna feels hopeful, but Andriy struggles with anger and jealousy when comparing himself to a friend. Sylva explains that anger is natural but can be managed constructively. She introduces the Helping Hand method, which helps the twins identify and shift between negative ("red") and positive ("green") thoughts.

Instructions: Use the app or booklet to guide children through the story, encouraging them to reflect on today's story and what it made them think.



Introducing the Helping Hand

Complete an HH together on something many children can relate to about getting angry, like "I have to stop playing this game, even if I want to continue playing."

Example

1. What's up? Last night, my mom said I had to go to bed, even if I was in the midst of this exciting game.

2. Feelings: Angry (8), it was tough not to hit, kick and shout.

3. Red thoughts: She's an idiot! She doesn't understand or care about me; she wants it her way. My friends will think I'm a loser who stops during a game.

4. Green thoughts: She loves me and wants my best for tomorrow.

5. What can I do? I can put the game away, brush my teeth, and be ready for school and play tomorrow. I can save my fights for better reasons.

6. Who can support me? Mom, my friends.

Your Helping Hand (Appendix 4)

Objective: Apply the Helping Hand tool (Appendix).

Instructions: Guide the children to identify a situation in which they have felt angry, upset, worried, or sad and complete their helping hand for the first time. Children who cannot write can get help to do so.



Take a picture of a pleasant memory!



Objective: This activity helps children focus on positive memories, promoting feelings of happiness and safety. It can also serve as a calming tool in moments of anxiety or loneliness.

Instructions

Step 1: Set the Scene

- Gather the children in a quiet and comfortable space.
- Please encourage them to sit or lie in a relaxed position, ensuring they feel at ease.
- Ask them to close their eyes gently if they feel comfortable doing so.

Step 2: Introduce the Exercise

- Explain: *"We'll think about a beautiful memory together that makes us feel thrilled and safe. This can be a special time with family or friends, such as a birthday, a fun vacation, or a great day at school."*

Step 3: Guide the Memory Search

- Ask the children to place one hand on their heart. *"Feel your heartbeat and take a deep breath."*
- Encourage: *"Now, remember a beautiful moment when you felt pleased and safe. It could be during a holiday, playing with friends, or even a quiet moment with someone you love."*

Step 4: Visualize the Memory

- Once they've found a memory, guide them to visualize it: *"Imagine this moment clearly in your mind, like you're watching it happen again. Picture it like a photograph in your head. What colors, faces, or places do you see?"*
- Encourage them to "frame" the memory: *"Now, imagine putting this picture in a beautiful frame. What does your frame look like? Maybe it's golden, colorful, or sparkling!"*

- Add a title. *"If you want, title your photo like 'Best Vacation Ever' or 'My Happy Day.'"*

Step 5: Save the Memory

- Explain how to "save" this memory: *"Keep this special picture in your mind. It's like a treasure you can look at whenever you want. You can close your eyes, put your hand on your heart, and think of this picture when you feel nervous, sad, or want to feel happy."*

Step 6: Practice Recalling

- Encourage them to recall the picture later: *"Try remembering this picture before you go to bed tonight. Imagine it clearly as you relax and get ready to sleep."*



Homework: Picture it and Practice

This week, try one or more of these:

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you.
- Teach the Helping Hand to a relative or a friend.
- Notice when you feel happy, relaxed, curious, or other feelings, and try to find the green thoughts at the time.

Challenge: Learn the Helping Hand by heart. Remember which finger goes with which question by the next session.

Closing the Session (10 minutes)



Ask the children to share one green thought they will use in the future when being angry and not wanting to do something silly on instinct. Then, finish with a calming activity, such as shaking all body parts, starting with the feet and ending with the head.

Key Takeaways for the Children

- Anger and other emotions are normal and manageable.
- We can choose what thoughts we let control us.
- Awareness of physical sensations can help them identify and manage emotions.

Handouts and Other Materials

- The Magic Mitten app for listening/exercises, or the Magic Mitten book for reading/exercises.
- Appendix 4: The Helping Hand sheet
- Pencils/pens

Day 3: Building Habits That Help Us Feel Good

Support children in identifying routines and behaviors that bring happiness, calm, and a sense of security, encouraging them to create positive habits in their daily lives.

Warm-up (10 minutes)



Welcome the children warmly and introduce Syla as a "microphone" to pass around. Each child uses Syla to share the name of the person next to them and a "green thought" about something positive since their last meeting. Introduce today's theme: discovering behavior and routines that help us feel calm, happy, and secure.



Key Activities (15 minutes each)



Track your sensations! (Appendix 2)

What do you feel now? You can use all the shapes you see around the body.

Reading or Listening (15 minutes)



Summary: Andriy apologizes for his outburst, and Syla teaches the twins about "safe spaces"—imaginary places where they can feel calm and secure. She emphasizes creating routines to maintain stability and suggests sharing new skills with friends.

- **Instructions:** Use the app or booklet to guide the story reading, allowing the children to reflect on the lessons.

Breathing and Visualization, Safe Space



Objective: Teach children to use deep breathing and visualization to calm themselves.

Instructions: Introduce the "Where is a safe place?" exercise by gently explaining to the children that it can help them imagine a place where they feel calm and safe, even in difficult times. Reassure them that this place doesn't have to be real—it could be a memory, a dream, or an entirely imaginary space. Encourage them to close their eyes if they feel comfortable and think of a place where they feel safe or used to feeling secure. Prompt them to explore details about this space: who might be there, what they see, hear, or smell, and how it makes their body feel. Let them know it's okay to imagine a peaceful place they've never been before.

Guide them in a breathing exercise while visualizing the safe space.

Finally, invite them to draw or describe the safe place they've envisioned, allowing them to express it in a way that feels right for them.

Bring Back Your Old Traditions!

Objective: Help children think about family traditions they enjoyed in the past or develop new ones that can bring fun, joy, and togetherness at home.

Instructions: Ask the children, "Can you think of any fun traditions you had with your family, like baking together, going for walks, or reading stories before bed?" Invite them to draw or write about the traditions they'd like to bring back. If they can't think of any, encourage them to create new ones, like playing football on Saturdays, having pancakes every Sunday, starting a family diary, or sharing happy memories over hot chocolate. If they'd like, they can share their ideas with the group to inspire each other with fun family traditions.

Practicing the Helping Hand again (Appendix 4)

1. What's up?
2. Feelings
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?



Homework: Try a Feel-Good Habit!

This week, your mission is to try a small habit that helps you feel calm, happy, or safe—just like we practiced! You can try one or more of these:

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you.
- Take a few deep breaths before going to sleep.
- Imagine your safe space.
- Do something that makes you happy, like listening to music, stretching, or spending time with friends or animals.
- Bring back (or start!) a good family tradition.
- Use the Helping Hand on something that used to upset you, try to find out what red thoughts made things worse, and what green thoughts and actions you used to make things feel better.

Challenge: Try your habit at least once before the next session and see if it makes a difference! We'll talk about what worked next time.

Closing the Session (10minutes)

Revisit the safe spaces and make a summary together about what you have worked on today!

Key Takeaways for the Children

- Safe spaces can be real or imagined.
- Simple routines bring comfort and stability.
- Visualization and breathing exercises are helpful tools for relaxing and feeling better.

Handouts and Other Materials

- The Magic Mitten app for listening/exercises or the Magic Mitten book for reading/exercises.
- Appendix 3: Body Mapping Sheet
- Appendix 4: The Helping Hand sheet
- Paper for drawing and writing, and optional calming music for background during visualization.

Day 4: Focusing on What We Can Control

Empower children to concentrate on what they can influence, helping them feel more confident and less anxious by learning to channel their energy toward their choices and actions.



Warm-up (10 minutes)

Welcome the children warmly. Use Syla as a "microphone" and pass around again; let the children say their name and a "green thought" about something positive since their last meeting. Introduce today's theme: *"Today, we'll explore what we can and cannot change and how to make the best of it."* Ask what they remember from the last session. Explore the benefits/stories of those who have positive experiences using some of the tools you used last time (Helping Hand, Safe Space, Routines).



Key Activities (15 minutes each)

Reading or Listening



Summary: Syla helps Anna and Andriy understand that while some factors, like returning home, are uncontrollable, others—such as daily routines—can be managed. This empowers the twins to focus on what they can control.

Instructions: Use the app or booklet to guide the children through the story, encouraging them to reflect on the concepts.

Circle of influence-exercises (Appendix 5 & 6)



Objective: Teach children to recognize what they can control.

Instructions: Use the provided divided sheet (see Appendix). Ask children to sort the sentences into the correct sections by drawing lines:

- Connect sentences about things they can influence to the circle.
- Connect sentences about things they cannot control to the square.

After completing the exercise, ask each child to create their own list:

- Write or draw examples of things they can control in the circle.
- Write or draw examples of things they cannot control in the square.

Facilitation Tip: Encourage children to share examples from their lives and discuss why focusing on what they can control helps them feel more assertive and less anxious.

Stretch like a Tree



Purpose: This exercise helps children feel grounded, stable, and connected, promoting a sense of calm and inner strength.

Instructions: *Let's do a fun exercise to help us feel strong and steady, like a tree!* Ask the children to stand up and imagine they are a vast oak tree.

- *Plant your feet firmly on the ground. These are your roots, growing deep into the Earth. Now stretch your arms up to the sky, like strong branches reaching for the clouds.*

Lead the children in slow breathing: *Take a deep breath through your nose, letting it fill your belly. Then, slowly breathe out through your mouth.*

Repeat this a few times, keeping the movements gentle and steady.

Ask the children to notice how they feel: *Can you feel how connected you are to the Earth and the Sky? How strong and stable are you, just like a tree?*

Wrap-up by encouraging the children to use this exercise whenever they feel overwhelmed, reminding them of their inner strength and stability.

This simple and imaginative activity is perfect for calming the group and reinforcing the theme of resilience and control.

Help others, and you help yourself!



Ask children to reflect on who they've helped recently and identify someone they could help in the coming days. Have them write or draw a plan for how they can help. Provide examples to inspire them, such as playing with a lonely child, helping a classmate with homework, assisting an elderly person, standing up for someone being excluded, or surprising their parents by helping at home. This activity encourages a sense of control, connection, and positivity through acts of kindness.

Practicing the Helping Hand again (Appendix 4)

1. What's up?
2. Feelings:
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?



Homework: Focus on What You Can Control!

This week, your mission is to practice focusing on what you can influence! Pick one or more of these:

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you.
- When something feels frustrating, pause and ask yourself: Is this something I can change? If so, consider a small action you can take.
- If something is out of your control, practice letting it go and focusing on what you can do instead.
- Try the tree stretch exercise — stand strong like a tree and take deep breaths.
- Help someone! Do something kind for a friend, family member, or classmate, and notice how it makes you feel.
- Complete the Helping Hand for a problem you, a family member, or a friend is dealing with.

Challenge: Try shifting your focus at least once before the next session. We'll talk about what worked next time!

Closing the Session (10 minutes)



Ask the children to summarize what they have worked on today! Then, finish with a calming and fun activity, such as stretching like a tree and shaking all body parts.

Key Takeaways for the Children

- Awareness of what we can influence empowers problem-solving.
- Focusing on what we can influence and on actions can help when feeling overwhelmed.
- Accepting that there are many things we cannot control can help us save energy and focus on what truly matters.
- With practice, it becomes easier to shift focus and choose what we pay attention to.

Handouts and Other Materials

- The Magic Mitten app for listening/exercises or the Magic Mitten book for reading/exercises.
- Appendix 4: Helping Hand Sheet
- Appendix 5: Circle of Influence A
- Appendix 6: Circle of Influence B
- Pencils/pens.

Day 5: Facing Fears and Letting Feelings Out

Guide children in handling fears, building trust, and learning safe ways to express their emotions so they can feel lighter and stronger.

Warm-up (10 minutes)



Welcome the children warmly. Use Syla as a "microphone" and pass her around again; let the children share their names and a "green thought" about something positive since their last meeting. Introduce today's theme: ask what they remember from the previous session. Explore the benefits and stories of those who have had positive experiences using some of the tools you used last time (Stretch like a Tree, Circle of Influence, Helping Others, and Helping Hand).



Key Activities (15 minutes each)

Reading or Listening



Summary: After Anna wakes from a nightmare, she finds comfort in her mother's songs and hugs. Syla explains how trust, routines, and expressing emotions like crying can help release stress. She introduces "The Things I Know Game" to focus on positive constants in life.

- **Instructions:** Use the app or booklet to guide children through the story, encouraging them to reflect on Anna's experience and how she found comfort.

Things I know!

Objective: This activity encourages children to reflect on and identify elements of stability and joy in their lives. The exercise helps build awareness of positive and consistent experiences, fostering resilience and a sense of gratitude.

Instructions: Guide children in reflecting on moments of stability and joy. Ask them to think about the past week and upcoming days, identifying things that feel the same as they used to, like playing with a sibling or reading a favorite book. Encourage them to draw or write about these moments and, if they feel comfortable, share them with the group. Conclude by emphasizing the importance of recognizing positive, stable moments to build resilience and gratitude.

What is safe? (Appendix, 6)

Objective: Help the children to recognize and categorize experiences, people, sights, sounds, and smells that evoke feelings of safety, danger, or neutrality to build awareness of their emotional responses to their surroundings.

Instructions: Ask the children to consider their daily experiences and reflect on events, people, or sensations. Guide them to sort these into three categories:

- It makes me feel unsafe (Triangle)
- It makes me feel safe (Flower)
- It is neutral (Circle).

Encourage discussion about their choices if they feel comfortable. Conclude by emphasizing the importance of understanding what influences their sense of safety.

Practicing the Helping Hand again (Appendix 4)

1. What's up?
2. Feelings:
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?



Draw or write about a bad dream!

Invite children to write or draw about a bad dream they've experienced, then reimagine it with a positive or humorous ending where they feel safe and empowered. For example, they could chase a monster instead of being chased or succeed in a situation where they once felt powerless. Please encourage them to notice how their feelings and physical sensations change as they create their new version of the dream. This activity helps build emotional resilience and fosters a sense of control.

Safe Touch



Purpose: Teach children a simple self-soothing exercise to reduce stress and anxiety.

Instructions

1. Cross your arms and gently stroke from your shoulders to your elbows, repeating five times.
2. Use both hands to stroke your forehead, moving down to your cheeks on both sides five times.
3. Place your palms together and gently slide them side to side five times.

Encourage children to repeat the steps as needed until they feel calmer. This exercise helps create a sense of ease and comfort in the body.





Homework: Noticing What Feels Safe

This week, your mission is to pay attention to what makes you feel safe. Notice what makes you feel safe and calm—a place, a person, or a routine.

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you.
- If something makes you feel unsafe, think about who or what helps you feel better.
- Try using the Helping Hand when you feel scared or overwhelmed.
- If you have a bad dream, imagine a funny or powerful ending where you feel in control.
- Try the **Safe Touch** exercise when you need to relax.

Challenge: Pay attention to one safe or unsafe moment this week and consider how you handled it. We'll share it next time!

Closing the Session (10 minutes)



Ask the children to summarize what you have worked on today. If necessary, use soap bubbles to increase participation. Then, stretch like a tree, shake all body parts, and visualize your safe place while repeating a green thought you like to yourself, such as “Tomorrow will be better!” or “I am safe now.”

Key Takeaways for the Children

- Trusted people and routines provide comfort.
- Expressing emotions, including crying, is healthy.
- Positive thoughts and constants help in managing stress.

Handouts and Other Materials

- The Magic Mitten app or the Magic Mitten book.
- Paper and crayons for drawing.
- Appendix 4: Helping Hand Sheet
- Appendix 7: What is Safe?
- Optional calming music will be provided at the end of the session.

Day 6: Finding Our Strengths and Learning from Challenges

Help children discover their unique strengths and understand how overcoming challenges can make them braver and more resilient.



Warm-up (10 minutes)



Welcome the children and invite them to share something they did recently with Sylva (secretly whispering to her) that made them feel proud or accomplished.

Key Activities (15 minutes each)

Reading or Listening



Summary: With Sylva's help, Anna and Andriy reflect on their challenges and discover personal "superpowers" like adaptability, persistence, and empathy. They realize that humor, survival skills, and interests are strengths developed through their experiences.

Instructions: Use the app or booklet to guide the reading, encouraging the children to think about how they have grown through their challenges.

Superpowers (Appendix 8)



Objective: Help children identify their unique strengths.

Instructions: Provide worksheet, where children complete sentences like "I am strong because..." or "My superpower is..." Please encourage them to draw their superpower.

Learning from Challenges: Sharing Stories of Resilience



Objective: Emphasize growth through difficulties.

Instructions: Ask children to share stories of overcoming challenges and highlight the strengths they used in those moments. Discuss how their experiences have made them stronger.

Creative Activity: Drawing Strengths from Challenges



Objective: Encourage children to visualize how challenges have contributed to their strengths.

Instructions: Have them draw a time when they overcame a challenge and label the strengths they used. Share the drawings in small groups.

Practicing the Helping Hand again (Appendix 4)

Instructions: Start by sharing a brief story about a time when you helped someone. Encourage children to reflect on a time they made a difference for someone else. This sets the stage for exploring thoughts, feelings, and actions in the *Helping Hand* process. If no red thoughts, that's not a problem! When going through the hands afterwards: Focus on the children's strengths and kindness skills – what does it tell about them that they chose to be helpful in that situation?

1. What's up?
2. Feelings:
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?



Homework: Discover Your Strengths!

This week, your mission is to notice your strengths and how challenges make you stronger! Pick one or more things to try:

- Listen to this part of the Magic Mitten app, read this chapter in the book, or ask someone to read it with you. Think about how Anna and Andriy found their superpowers.
- Pay attention to something you do well—being kind, solving a problem, helping someone, or staying calm in a tricky situation.
- Think of a time when something was hard, but you kept going—what strength helped you?
- Ask a family member or friend: “*What do you think is one of my superpowers?*”
- Use the Helping Hand to solve a problem and focus on what strengths you can use to handle the challenge you are dealing with.

Challenge: Name at least two superpowers you possess before our next session!

Closing the Session (10 minutes)

Ask the children to share one new strength they discovered. Reinforce the message that they have "superpowers" to face future challenges. End with a group cheer to celebrate their accomplishments.

Key Takeaways for the Children

- Everyone has unique strengths that help them overcome challenges.
- Difficult experiences contribute to personal growth.
- Recognizing their strengths can make them feel more confident.
- Paying attention to what's around you can help you feel calm and worry less.

Handouts and Other Materials

- The Magic Mitten app or the Magic Mitten book.
- Appendix 4: Helping Hand Sheet
- Appendix 8: Superpower Sheet
- Paper and crayons for drawing.
- Optional stickers or small awards for participating.

Day 7: Celebrating Memories and Saying Goodbye

Facilitate a positive ending by helping children reflect on their favorite moments, celebrate their growth, and carry the skills they've learned into the future.

Warm-up (10 minutes)



Welcome the children warmly, acknowledging mixed emotions about the final session. Let them share their thoughts about today, and reward thoughts shared with soap bubbles! Remind them that today is about celebrating the experiences and growth they've achieved and the importance of pleasant goodbyes.



Key Activities (15 minutes each)

Reading or Listening



Summary: In the final story, Sylva expresses gratitude for her time with the twins, reminding them of the tools they've learned, including the Helping Hand technique. As she leaves, she reassures them that her lessons will remain with them through the Magic Mitten.

Instructions: Guide the children through the last story segment in the app or booklet, encouraging them to reflect on the lessons learned and how the twins felt about saying goodbye.

Emotional Regulation: Using the Helping Hand to Process Farewells

Objective: Teach children to manage feelings about endings.

Instructions: Guide a final Helping Hand exercise, focusing on emotions related to saying goodbye. Identify red (negative) thoughts and green (positive) thoughts.

1. What's up?
2. Feelings:
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?



Write a letter to Syla! (Appendix 9)

Encourage the children to write a weekly letter to Syla, sharing what is happening in their lives, how they feel, and what they have learned about themselves, others, and the world around them. Invite them to include their hopes and plans for the future, knowing Syla will "read" their letters from the sky. This activity provides a safe and creative way for children to express their emotions, reflect on their experiences, foster a sense of connection and hope, and can help them to remember what they learned in the sessions.

Closing the Session (10 minutes)

Conclude with a group reflection by inviting each child to share something they learned from others or something they are grateful for. End the session with a favorite group activity from previous sessions, such as "shivering," stretching like a tree, safe touch, or another activity the group enjoys, ensuring a positive and calming conclusion to the day.

Key Takeaways for the Children

- Goodbyes can be both sad and optimistic.
- The skills they've learned will continue to help them.
- Positive memories and emotional tools are valuable resources for the future.

Handouts and Other Materials

- The Magic Mitten app or the Magic Mitten book.
- Appendix 4: Helping Hand Sheet
- Appendix 9: Letter to Syla
- Optional stickers or small gifts (like Syla or a knitted Magic Mitten) to strengthen good memories from participating in The Magic Mitten Group.

Post-Test Assessment Guidelines

Use standardized tools and feedback to measure how the program has helped children grow in their social and emotional skills.

Purpose

Use the same standardized tools as before the program started, such as the Strengths and Difficulties Questionnaire (SDQ) and the WHO-5 Well-Being Index, to evaluate emotional and behavioral strengths, challenges, and overall well-being.

Complement these with feasibility questions tailored to the MM group to assess children's experience with the process, including understanding the questions, comfort in participation, and topic relevance. (See Appendix) This approach ensures a comprehensive understanding of the children's well-being and the practicality of the data collection process.

Preparation

Assign IDs: Prepare a list that links participant names to unique ID numbers, just as was done for the pre-assessment. This ensures consistency and maintains confidentiality. Use only the assigned IDs (not names) on the questionnaires to protect children's privacy and encourage honest responses. The list linking names to IDs should remain secure and accessible only to authorized personnel, aligning with ethical standards and safeguarding the integrity of the data.

Adapt for Literacy Levels: Use the same approach as in the pre-test to maintain consistency. Highly literate groups can complete questionnaires independently, while mixed literacy groups benefit from a Read-Aloud Format, ensuring everyone understands and can participate fully.

Time Allocation: Set aside about 30 minutes, as was done during the pre-test, to give all children ample time to respond without feeling rushed.

Data Collection: Collect data using the same method as the pre-test—digitally or with pencil and paper—to ensure consistency and comparability of results.

Administration (Appendix 9)

Introduce the Activity: Reassure children by explaining, "We want to learn how you feel and what you think to improve things for everyone. There are no right or wrong answers—just be honest because you know yourself best."

Support During the Process: Help, encouraging children to express their thoughts comfortably and confidently.

Closing: Show appreciation by thanking the children for their participation. Compliment their effort to foster a positive and supportive environment.

Following these guidelines ensures ethical, inclusive, and reliable data collection that respects the children's dignity and promotes meaningful insights.

Handouts:

- Appendix 10: MM Feasibility Questions 2 & WHO-5
- SDQ (Child-version, same age as used in the pre-test)

AFTER THE PROGRAM IS COMPLETED

Facilitator Reflection & Learning (Appendix 11)

Reflecting on your experience as a facilitator can enhance your learning and help you refine your approach for future groups. Thinking about what worked well, what was challenging, and how the children engaged can strengthen your skills and confidence in leading social-emotional learning sessions.

- Which activities did the children enjoy most and why?
- Were any exercises challenging or less effective?
- Memorable feedback from the children.
- Adjustments or new activities you introduced that were successful?
- Strategies that helped build trust and engagement.
- What would you do differently next time?

These reflections can also be valuable for future facilitators at your workplace. By documenting your insights, you can provide guidance for colleagues who may lead Magic Mitten groups in the future.

If you would like to share your reflections beyond your own learning, we welcome feedback that could help shape Magic Mitten 2.0. Please send your insights to solraknes@gmail.com with **#MagicMittenFeedback** in the subject line. Thank you for your dedication and for making a difference!

Scoring SDQ: <https://www.sdqinfo.org>

Scoring WHO-5

<i>Over the last two weeks...</i>	All the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
I have felt cheerful and in good spirits	5	4	3	2	1	0
I have felt calm and relaxed	5	4	3	2	1	0
I have felt active and vigorous	5	4	3	2	1	0
I woke up feeling fresh and rested	5	4	3	2	1	0
My daily life has been filled with things that interest me	5	4	3	2	1	0

Scoring Magic Mitten Feasibility Questions

The Magic Mitten app has helped me to...	A lot	Quite a bit	A little	Not at all
be more aware of what I feel	3	2	1	0
gain more control over myself	3	2	1	0
understand how others feel	3	2	1	0
talk about feelings	3	2	1	0
solve problems	3	2	1	0
feel better	3	2	1	0

Appendix

Includes resources, templates, and tools for facilitators to adapt the program to their group's needs.

OVERVIEW OF HANDOUTS NEEDED, SESSION BY SESSION.

Session	Handouts Needed
Introduction	Appendix 1: WHO-5 & MM Feasibility Questions 1 SDQ (Child, Parent, or Teacher version) - Download here Appendix 2a: Magic Mitten Folder Cover Page Appendix 2b: Timetable for magic Mitten Groups Seesions
Session 1	Appendix 3: Body Mapping Sheet
Session 2	Appendix 4: Helping Hand Sheet
Session 3	Appendix 3: Body Mapping Sheet Appendix 4: Helping Hand Sheet
Session 4	Appendix 4: Helping Hand Sheet Appendix 5: Circle of Influence A Appendix 6: Circle of Influence B
Session 5	Appendix 4: Helping Hand Sheet Appendix 7: What is Safe?
Session 6	Appendix 4: Helping Hand Sheet Appendix 8: Superpower Sheet
Session 7	Appendix 4: Helping Hand Sheet Appendix 9: Letter to Sylva
Post Test	Appendix 10: MM Feasibility Questions 2 & WHO-5 SDQ (Child, Parent, or Teacher version) - Download here
After the Program	Appendix 11: Facilitator Feedback & Recommendations

Appendix 1

How easy or difficult do you find it to...

	Very Hard	Hard	Easy	Very Easy
Know what I feel				
Control what you do when you get angry				
I can recognize when I feel afraid and know some good ways to handle it.				
Understand how others feel				
Talk about feelings				
Solve problems				

Over the last two weeks...	All the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
I have felt cheerful and in good spirits						
I have felt calm and relaxed						
I have felt active and vigorous						
I woke up feeling fresh and rested						
My daily life has been filled with things that interest me						

Magic Mitten Cover Folder



Welcome to Magic Mitten Groups!

We're so happy to have you here! This group is a space to explore emotions, learn new skills, and have fun together. Below, you'll find an overview of our sessions—each one has a special theme to help us grow, understand our feelings, and support each other.

Session Number	Theme	Date, Day and Time	Place
Introduction	Welcome and Getting Started		
1	Understanding Our Feelings & How to Influence Them		
2	Managing Anger & Using the Helping Hand		
3	Building Habits That Help Us Feel Good		
4	Focusing on What We Can Control		
5	Facing Fears and Letting Feelings Out .		
6	Finding Strengths and Learning from Challenges		
7	Celebrating Memories and Saying Goodbye		
Post-Test	Looking Back on What We Learned		

Group Facilitator Contact Info:

Appendix 3



Appendix 4

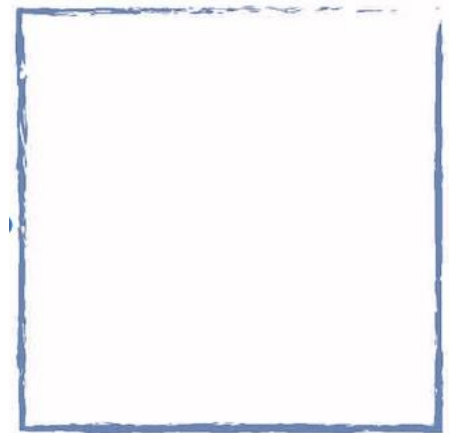
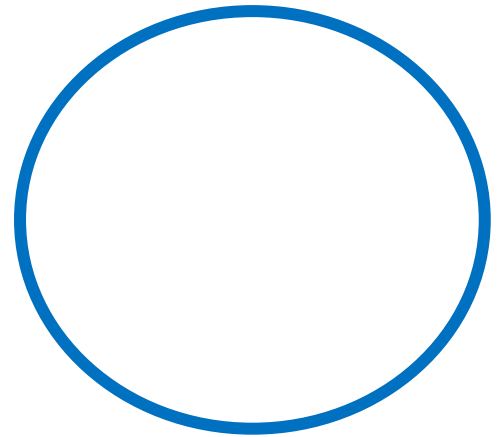


1. What's up?
2. Feelings
3. Red thoughts:
4. Green thoughts:
5. What can I do?
6. Who can support me?

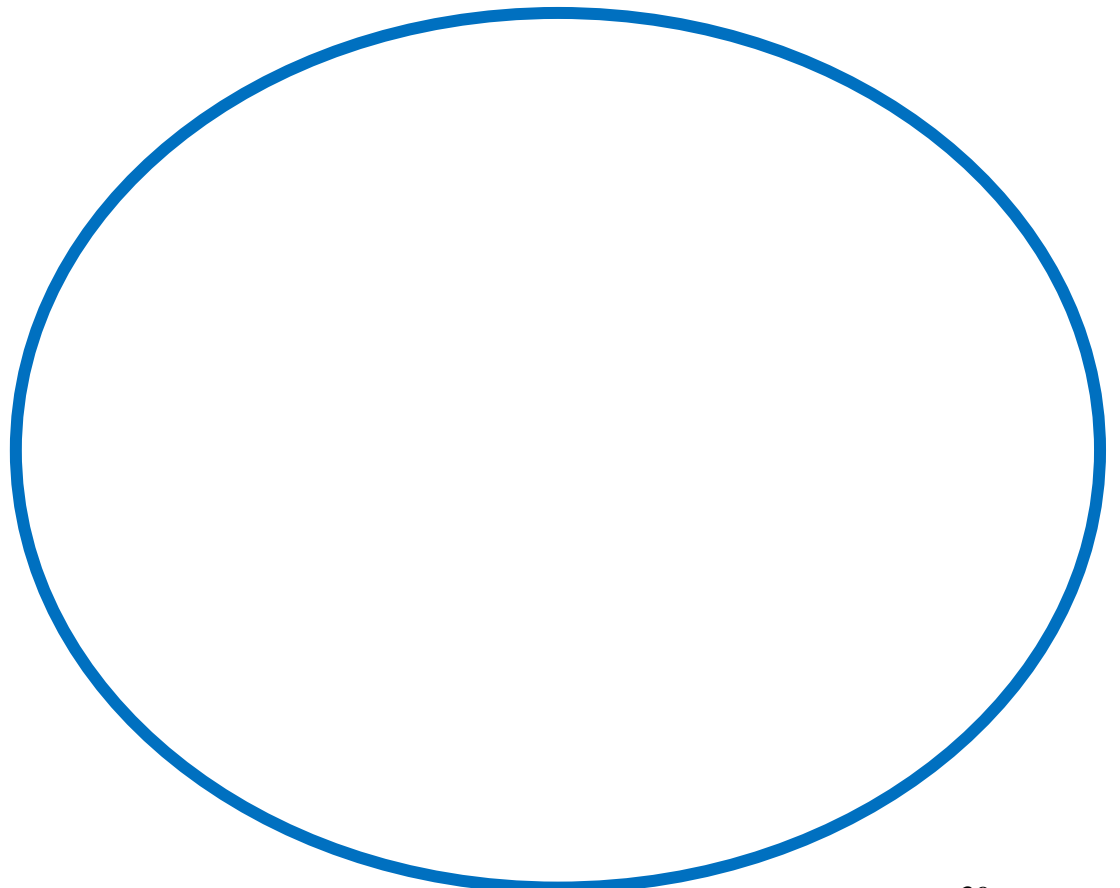
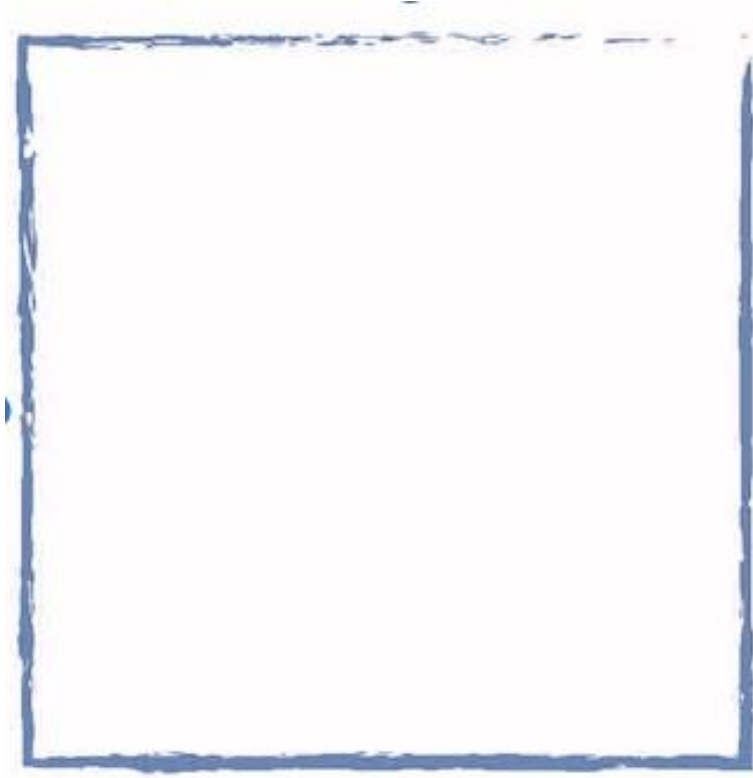
Appendix 5
Circle of Influence, A

Draw a line to the circle if you can influence it and to the square if you cannot.

1. Choosing who I play or spend time with.
2. Choosing my neighbors.
3. Traveling to other places.
4. Going to school.
5. How many siblings I have.
6. Asking for help.
7. Reading.
8. Past decisions that I made.
9. What grades do I get?
10. My Mom was sad and nervous.
11. Baking a pie with somebody.
12. The weather is turning rainy.
13. Seeing all of my family members.
14. Finding out new games with my friends.
15. Exploring my environment.
16. Skipping homework.
17. Falling asleep.
18. Going to bed in time.
19. Having to move to a new city.
20. My parents argued.
21. Learning a new sport.
22. Working out with my friends.
23. Telling about my fears to someone I trust.
24. Persisting even when something is challenging to do.
25. Staying curious.



Appendix 6
Circle of Influence, B



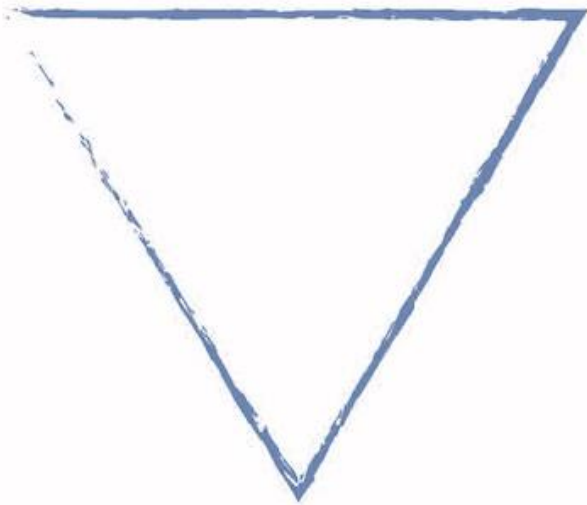
Appendix 7
What is safe?

Think about different things you see, hear, smell, or experience in your day. Some things might make you feel safe, some might feel scary or unsafe, and others might feel neutral—not good or bad, just okay. Take your time and think about how each thing makes you feel. There are no right or wrong answers—just what feels true for you!

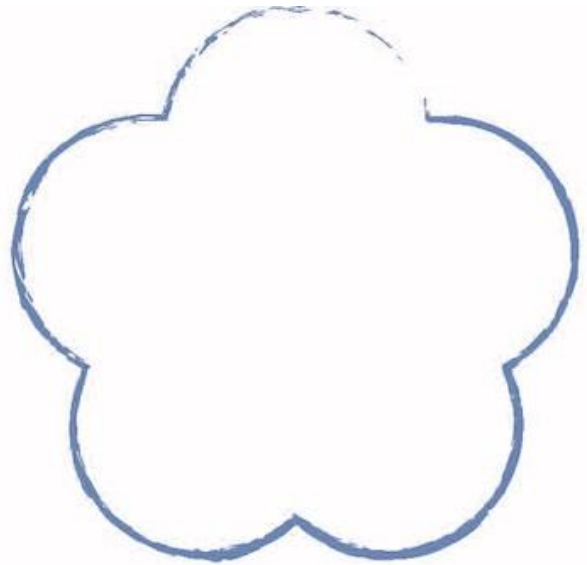
Triangle for things that make you feel unsafe.

Flower for things that make you feel safe.

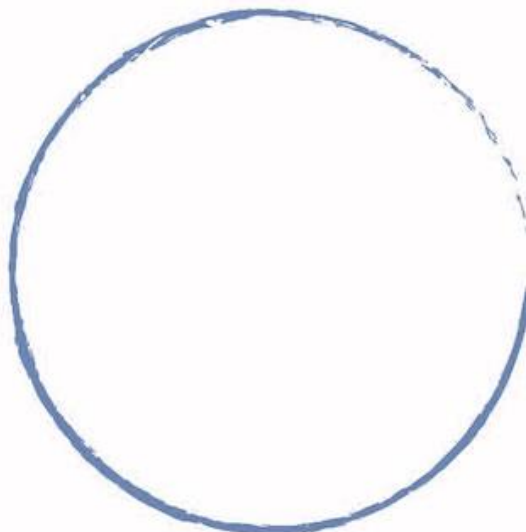
Circle for things that feel neutral.



IT MAKES ME FEEL UNSAFE



IT MAKES ME FEEL SAFE



IT IS NEUTRAL

Appendix 8

My superpowers

1. Finish the sentence or draw!

From all the changes and challenges in the past weeks, I learned about myself that

MY SUPERPOWER IS

.....
.....
.....

2. Now read the following superpowers, and color the ones that you have!

I can adapt to different new situations a lot better than I thought I could!

I can comfort people when they are scared or worried!

I am persistent and tough even when the circumstances are difficult!

I can recognize my emotions very well and talk about them with people I trust!

I can walk for a long time, even when I am very tired!

I am able to help my Mom and the people around me when they need me!

I can create a magical inner world that cheers me up from my imagination!

I am good at writing in a diary or short stories about my experiences!

I am good at remembering pleasant memories even when things are difficult!

I am good at cheering people up with my jokes or funny stories!

I am open to exploring new things around me in a new environment!

I can make new friendships easily!

Appendix 9

Write a letter to Sylva!

Tell Sylva what is happening to you, how you feel, what you have learned about yourself, others, the world, and your plans.



Appendix 10

<i>Over the last two weeks...</i>	All the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no time
I have felt cheerful and in good spirits						
I have felt calm and relaxed						
I have felt active and vigorous						
I woke up feeling fresh and rested						
My daily life has been filled with things that interest me						

<i>The Magic Mitten app has helped me to...</i>	A lot	Quite a bit	A little	Not at all
be more aware of what I feel				
gain more control over myself				
understand how others feel				
talk about feelings				
solve problems				
feel better				

Would you have recommended The Magic Mitten to a friend? yes no

What did you like most about the Magic Mitten?

What did you like the least about the Magic Mitten?

What did you learn from the Magic Mitten?

Appendix 11

Facilitator Feedback & Recommendations

Please take a moment to reflect on your experience and share your insights.

Program Feedback:

- What activities did the children enjoy most?
- Were any activities challenging or less effective?
- Did the children give any oral feedback that stood out?
- Did you add any new exercises or elements that worked well?
- Any suggestions to improve the sessions?

Tips for Other Facilitators:

- What advice would you give to a new facilitator?
- Any strategies that helped build trust and engagement?
- What would you do differently next time?

Your input may help shape **Magic Mitten 2.0!** Mark your mail #MagicMittenFeedback and thank you for sharing by mail with solraknes@gmail.com

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