

## **\*\*GAN (kindergarten)\*\***

Actions at Gan will not be specifically proactive, as the climate there is suitable for natural expressions and emotions to arise. Nevertheless, the following recommendations are given to respond to situations that may occur:

- Convey the idea that the war is far away, and we are 100% safe here.
- If they ask, "Why are they fighting?" You can say, "They are fighting over who should have the land, but the land and the fighters are very far away."
- Reiterate that we are completely secure.
- Speak with a warm tone, maintaining eye contact, and without judging.
- Use short and defined responses.
- At the end of the conversation, make sure not to leave the child in a state of distress. Try to assess their level of anxiety by observing their body language, considering if they use their usual tone of voice, and observing their breathing.
- If they seem worried, give them more hugs and offer emotional support.
- Share your concerns with the psychopedagogical team.
- Explain to everyone that there is extra security at school these days. This way, we will be even safer because these "mossos" (if they are in uniform; if not in uniform, simply say people) are taking care of us.
- Encourage them to talk to their parents about any questions that arise.
- For older children, they can be asked to color some of the proposed figures.

## **\*\*First to Third Grade\*\***

The main objective is for the children to understand that the increased security at school is due to prevention and is not a threat.

- Explain to everyone that there is extra security at school. This way, we will be even safer because the "mossos" (if they wear uniforms; if not, just say people) are looking after us.
- Color the proposed pictures and do the word search.

If, from here, the children want to initiate a dialogue, we should consider the following:

Recommended attitudes:

- Allow them to participate and answer questions at their level.
- Speak to them in a warm and non-judgmental tone.
- All feelings are legitimate and acceptable: anger, sadness, confusion, fear, and even apathy. If the tutor finds it appropriate, they can show this video in class regarding emotions: [link to video].
- Do not lie, speak to their level, and omit information that is not suitable for their age.
- Be careful not to vilify other cultures and countries.
- Provide short and defined responses.

Messages that can be given if they talk about the war:

- The war is very far away, and we are completely safe here.

- Show the students that the tutors and the entire Hatikva family are here to help them be well.
- Our position is that they should not watch online videos of the war. Never.

Focus on the helpers: the global Jewish and Israeli community that offered to donate blood, families in Israel that have opened their homes to families from the south or those whose flights were canceled.

At the end of the conversation, it is important to ensure that the child is not left in a state of distress. Try to assess their level of anxiety by observing their body language, considering if they use their usual tone of voice, and observing their breathing.

If they seem worried, give them more hugs and offer comfort. Listen to their emotions and understand them.

Encourage them to talk to their parents about their concerns.

Share your concerns with the psychopedagogical team.

### **\*\*Fourth to Sixth Grade\*\***

Students should understand the increased security at school. We advise the following attitudes and messages for teachers:

- The war is very far away, and we are 100% safe here.
- Find out what your students are overhearing/seeing on the Internet, television, or on social media. It is not advised for them to watch images of the war, and if they do, it should be with an adult with whom they can share it.
- Ask your students if they are worried and/or scared about the war.
- Show the students that we are here to help them.
- Discourage the posting of videos on social media. There are many fake videos and others that are too graphic or violent.
- Do not lie or say things you don't know are true just to calm them. It's better to say what the student can understand at their level.
- Avoid harmful stereotypes. Be careful not to vilify other cultures and countries.
- Focus on the helpers: the global Jewish and Israeli community that offered to donate blood, host Israelis whose flights were canceled, or families in Israel who have opened their homes to families from the south.
- Encourage those who feel the need to do something to volunteer; translate videos/brochures supporting Israel into Spanish/Catalan, ask their parents to host Israelis stranded in Barcelona, raise money through online awareness, etc.
- Explain that there is extra security personnel. Not because we have had any kind of threat or reason to worry, but this way we know we are safe.
- At the end of the conversation, it is important to ensure that the children are not left in a state of distress. Try to assess their level of anxiety by observing their body language, considering if they use their usual tone of voice, and observing their breathing.
- Count on the psychopedagogical team for anything you need.

### **\*\*High School (ESO)\*\***

- Find out what your students are overhearing/seeing on the Internet, television, or on social media.

- Ask your students if they are worried and/or scared about the war.
- Do not lie or say things you don't know are true just to calm them.
- Don't overwhelm your students with unnecessary information.
- Discourage the posting of videos on social media. There are many fake videos and others that are too graphic or violent.
- Avoid harmful stereotypes. Be careful not to vilify other cultures and countries.
- It is possible that they may not agree with the purpose of the war or the act of military intervention. This is true for both sides that are fighting. Allow for debate if it is done respectfully. If students cannot have a respectful conversation, stop it immediately.
- Encourage those who feel the need to do something to volunteer; translate videos/brochures supporting Israel into Spanish/Catalan, ask their parents to host Israelis stranded in Barcelona, raise money through online awareness, etc.
- Explain that there is extra security personnel. Not because we have had any kind of threat or reason to worry, but this way we know we are safe.
- At the end of the conversation, it is important to ensure that the children are not left in a state of distress. Try to assess their level of anxiety by observing their body language, considering if they use their usual tone of voice, and observing their breathing.
- Count on the psychopedagogical team for anything you need.

I hope this helps! If you have any specific questions or need further assistance, please let me know.