



Trauma-Informed Facilitation: Tip-Sheet

1. Establish a "Brave Space"

Before starting, acknowledge that the material is difficult.

- Give Permission to Feel: Tell students it is okay to feel sad, angry, or confused.
- The "Right to Pass": Ensure students know they can step away or take a "mental health minute" if a particular story becomes too intense.
- Neutral Grounding: If the energy in the room becomes too heavy, use a grounding exercise (e.g., "Name three things you can see in this room right now") to bring students back to the present.

2. Monitor for "Secondary Trauma"

Watch for signs of distress in your students, such as total withdrawal, nervous laughter, or intense physical restlessness.

- Check-ins: Use "fist-to-five" (0 fingers = struggling, 5 fingers = doing great) to quickly gauge the emotional temperature of the room during transitions.
- Avoid Graphic Overload: While the holograms are age-appropriate, remind students that they do not need to seek out the most graphic details to understand the gravity of the history.

3. Focus on Agency and Resilience

To prevent students from feeling hopeless, balance the "history of suffering" with the "history of resilience."

- The Survivor's Life: Emphasize that the survivors are more than their trauma; they are people who built lives, families, and legacies after the events.
- Highlight Upstanders: Whenever possible, point to the moments of humanity and the individuals who chose to help.

4. Structured Debriefing

Never end a session on a traumatic note without a "cool down" period.

- The Reflection Buffer: Always leave at least 5–10 minutes at the end of a session for silent journaling or a low-stakes partner chat. This allows students to process their emotions before moving to their next class.
- Action as an Antidote: Help students channel their feelings into agency. Ask, "*Now that we know this truth, what is our responsibility to our community today?*"