

Monitoring report on the results of the implementation of the “Healing Forest” programme

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General information

Today's Ukrainian children are growing up during wartime and are therefore under constant stress and danger, which deplete their natural stress resistance mechanisms and increase the risk of post-traumatic disorders. Even after the active phase of hostilities ends, our children will need long-term support and care from adults to help them cope with their experiences of living and growing up in wartime.

In response to the urgent need for systematic work to build resilience and a sense of security in preschool children, the All-Ukrainian Charity “Child Well-being Fund Ukraine” has initiated the project “Strengthening resilience and improving mental health of children in Ukraine through the implementation of a training program for educators”. The project is being implemented in partnership with ChildFund Deutschland with financial support of the German Federal Ministry of Economic Cooperation and Development (BMZ).

The project is based on the “Healing Forest” methodology described by Israeli psychologists Muli Lahad and Ronen Berger. It is based on contemporary research into childhood trauma and practical experience in psychological rehabilitation, offering effective means of developing resilience in children through creative interaction with nature and art in a supportive relationship with adults. The key idea of the programme is that children have natural resources for self-healing, and the task of adults is to create a safe environment for unleashing the healing potential of play, imagination and expressive creativity in the bosom of nature.

In the realities of Ukraine's current war, the lion's share of psychosocial support for children falls on the shoulders of educators — kindergarten teachers, teachers, school psychologists, and social pedagogues. Therefore, they need high-quality psychological training on resilience (both their own and that of their students) and effective psychological strategies for overcoming stressful situations more than anyone else.

As part of the implementation of the above-mentioned project, the All-Ukrainian Charity “Child Well-being Fund Ukraine” set a goal to equip Ukrainian educators with an accessible and practical tool for developing resilience and a sense of security in children aged 4–7.

From January 2024 to February 2025, training was provided to 32 master trainers and 490 educators on the “Healing Forest” methodology. The initial step was the piloting of the Israeli “Healing Forest” methodology in order to adapt it to the current Ukrainian realities and the specific features of the educational process.

The results of testing the “Healing Forest” methodology demonstrated a positive impact on the psycho-emotional state of children (see detailed description in the relevant monitoring report).

The second wave of the programme implementation was organised between March and June 2025.

Methodology for evaluating results

To evaluate the results of the second wave of the “Healing Forest” program, which was implemented in kindergartens and schools in the target regions, the project team applied the same methods as during the pilot testing of the methodology conducted in spring 2024. Specifically, surveys were conducted among parents and teachers/kindergarten teachers regarding their observations of children’s behavior before the start of the program and after its completion. Surveys of parents/close relatives were conducted using an online questionnaire created in Google Forms, while surveys of teachers and kindergarten teachers used questionnaires in MS Excel. The questionnaires were based on those developed for data collection during the pilot testing of the program and were refined taking into account feedback from the program trainers and the findings obtained from the analysis of the pilot data.

In both cases, the surveys were conducted confidentially, and personal information about respondents and children was coded for further analysis of the collected data.

In addition to collecting quantitative data, the project team held online consultation meetings throughout March–May 2025 and additional offline events in June 2025, during which specialists had the opportunity to share their feedback on the programme's implementation, exchange experiences and discuss the results of their work with children. In addition, upon completion of the programme, teachers and kindergarten teachers shared individual stories about changes in children's behaviour and reactions.

Key survey results

During the second wave, the programme was implemented in 195 of the 250 planned pre-school and general secondary education institutions in the target regions. A total of 387 specialists involved 3,671 children aged 4–7 in the programme. Some of the specialists trained within the project plan to start implementing the programme in their institutions in the new academic year.

To analyse the results of the programme's implementation, data on children for whom there are records in the parent survey both before and after the programme, as well as data on children for whom there are records in the teacher and kindergarten teacher survey for the same periods,

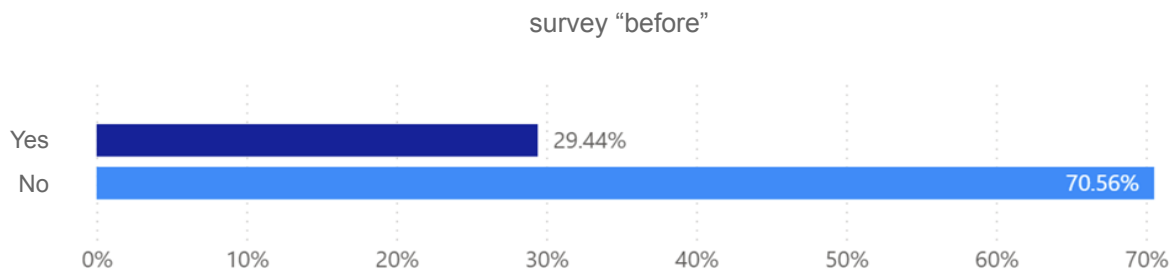
were used. Thus, the number of analysed pairs of responses in the parent survey is 557, and in the teacher and kindergarten teacher survey, 981.

Results of the parent survey

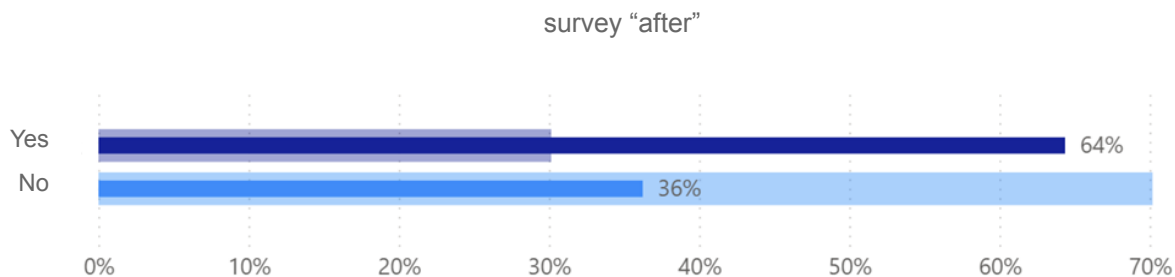
Among the children who participated in the programme, 30% had experienced and/or witnessed traumatic events in the previous three months.

Overall, this indicator remains unchanged at the end of the programme. However, only for 64% of children whose parents reported at the beginning of the programme that they had witnessed traumatic events does this experience remain relevant at the end.

Experience of traumatic events and/or situations (in the last 3 months)

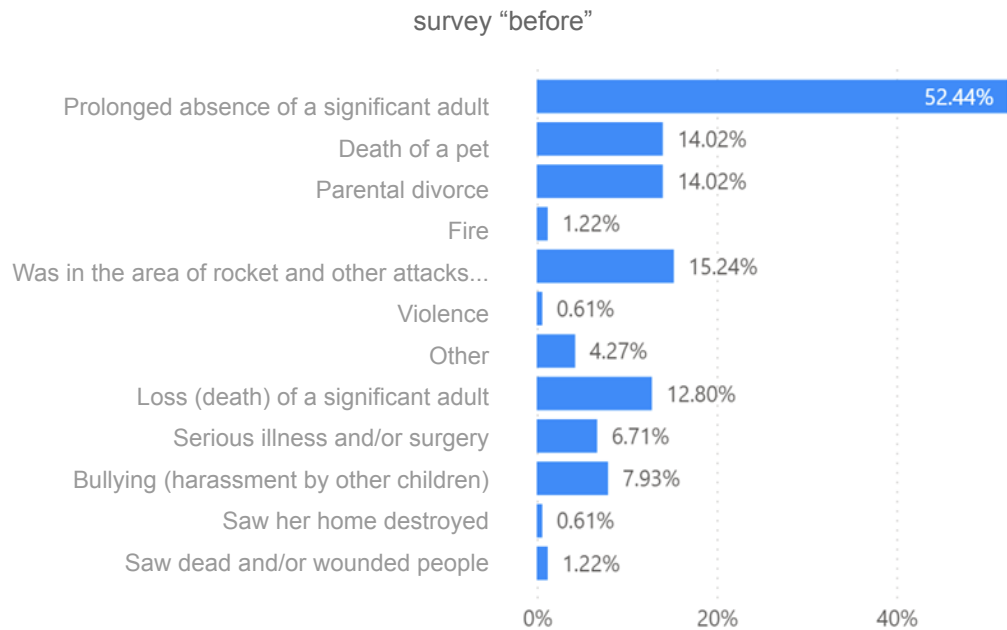


Experience of traumatic events and/or situations (in the last 3 months)

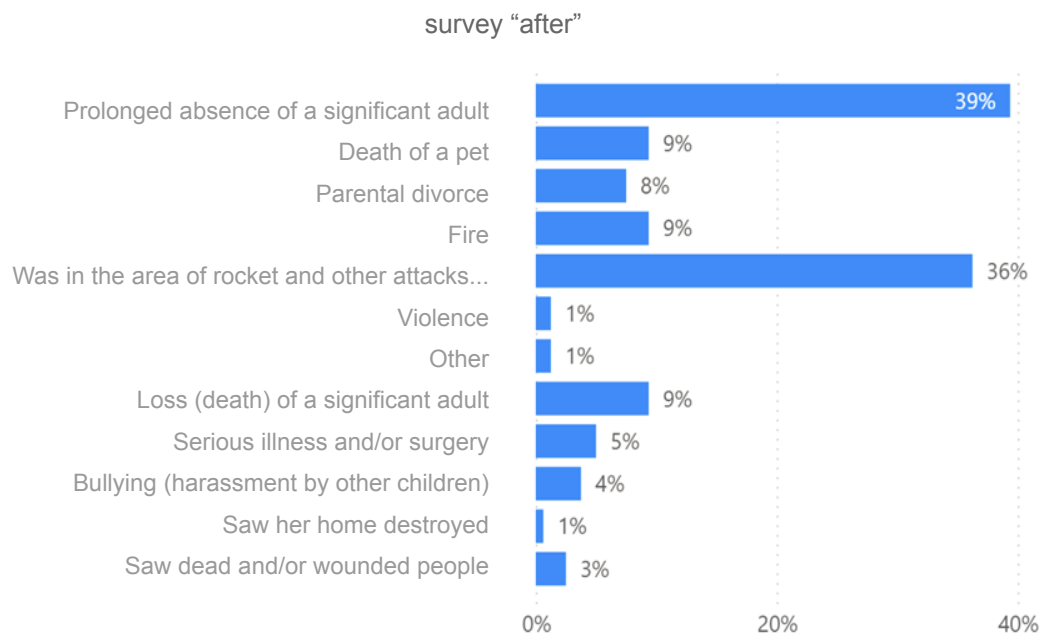


Among such events, the most frequently mentioned are the prolonged absence of a significant adult (52.44% at the beginning of the programme and 39% at its completion), staying in an area of intense rocket and other shelling (15.24% at the beginning of the programme and 9% at its completion), the death of a pet (14.02% at the beginning of the programme and 9% at its completion), parental divorce (14.02% at the beginning of the programme and 8% at its completion), and the loss (death) of a significant adult (12.08% at the beginning of the programme and 9% at its completion).

Experience of traumatic events and/or situations (in the last 3 months)

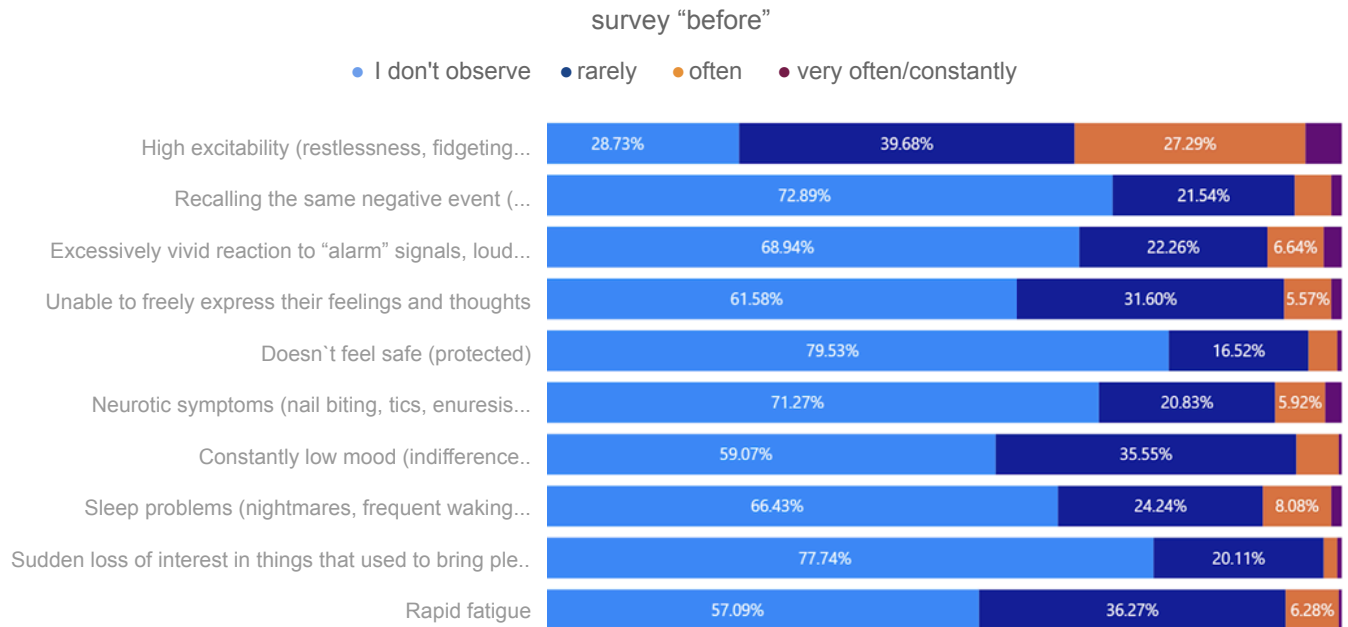


Experience of traumatic events and/or situations (in the last 3 months)



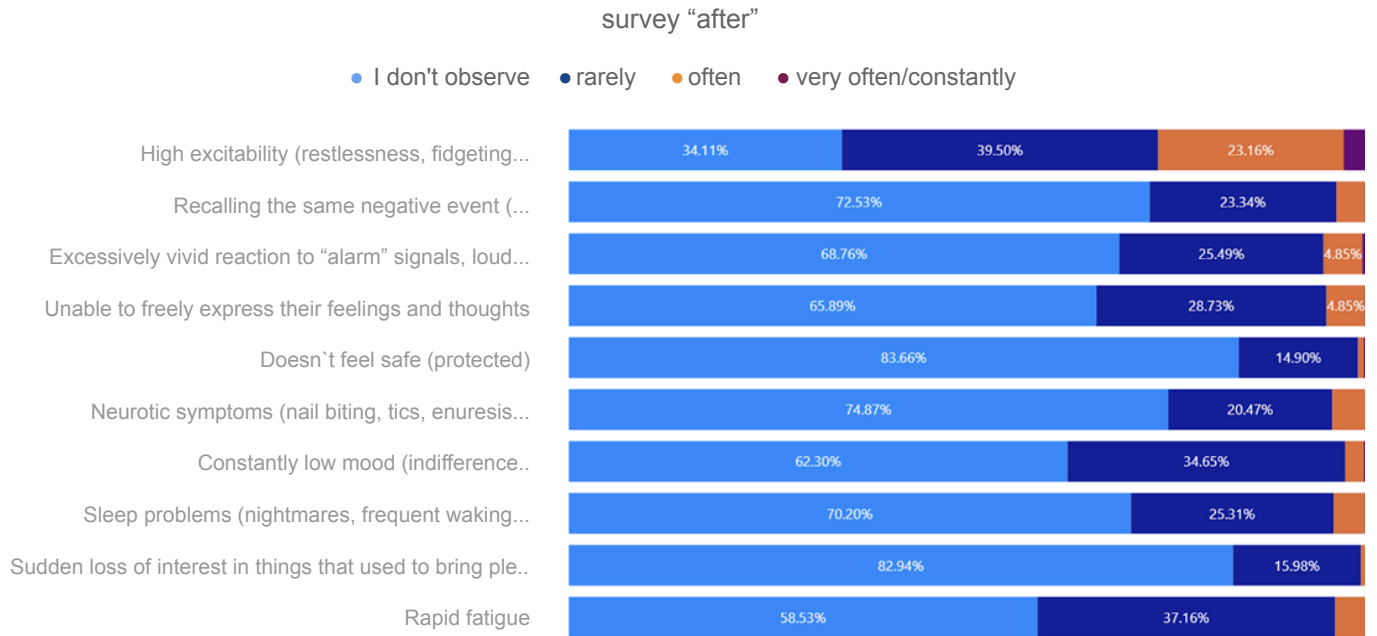
Before the programme began, among the signs indicating traumatic experiences, parents often and very often observed high arousal in 31.6% of children, an overly vivid reaction to “alarm” signals in 8.79% of children, and sleep problems in 9.34% of children.

Symptoms and their intensity



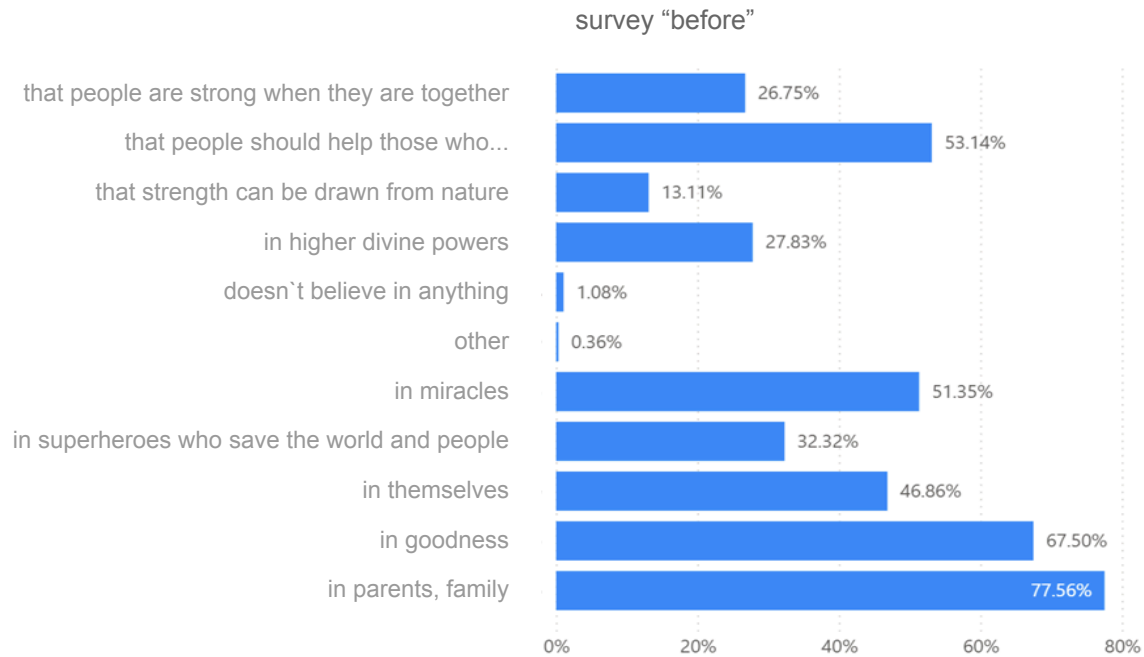
Upon completion of the programme, the frequency of most symptoms decreased, including those that were prevalent in children before the start of classes, namely, the proportion of children exhibiting high excitability decreased to 26.39%, excessive bright reaction to alarm signals – to 5.75%, sleep problems – to 4.49%.

Symptoms and their intensity

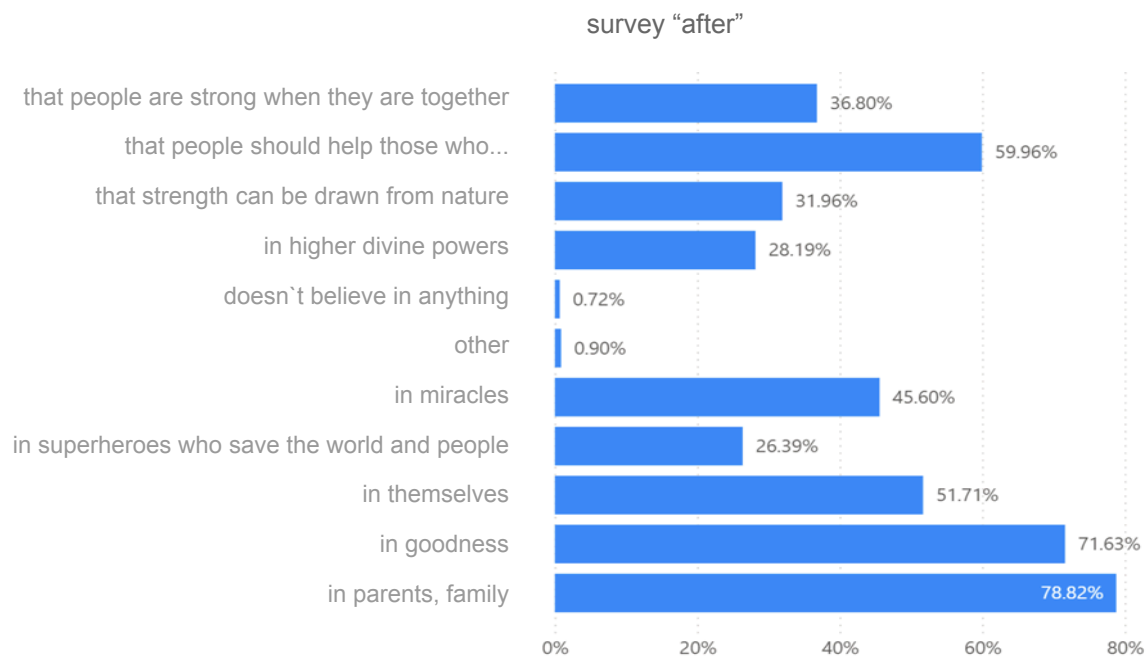


Parents also observe changes in what their children believe. For example, the proportion of children who believe that people are strong when they are together increased from 26.75% to 36.90%, the proportion of children who believe that strength can be drawn from nature increased from 13.11% to 31.96%, while the proportion of children who believe in superheroes has decreased from 32.32% to 26.39%.

What does the child believe in?

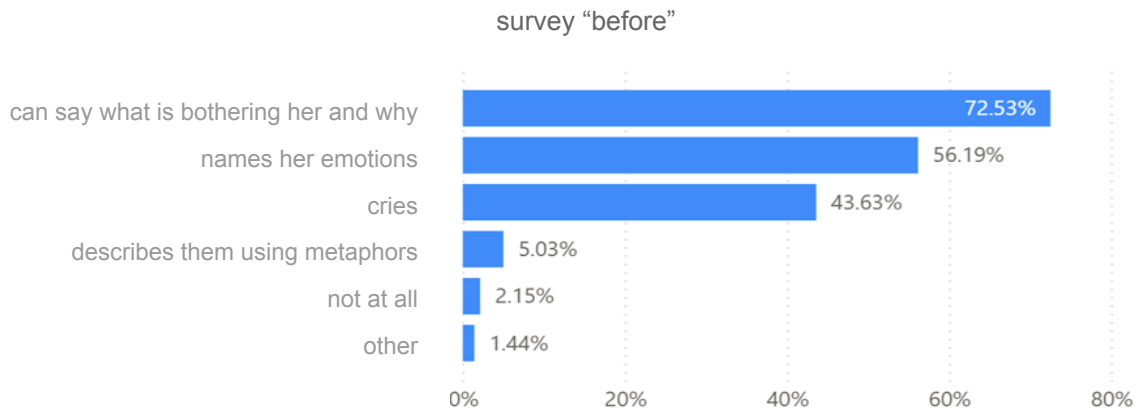


What does the child believe in?

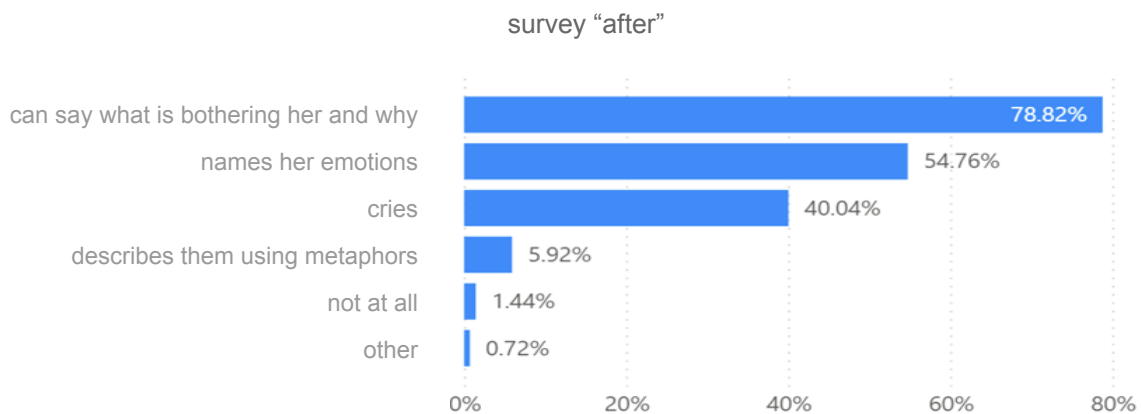


There has been a slight change in how children express their inner feelings. In particular, at the end of the programme, the parents of 78.82% of children reported that their child could talk about what was bothering them and why, compared to 72.53% of children at the beginning of the programme. The proportion of children who, according to their parents' observations, name their emotions decreased from 56.19% to 54.76%, and the proportion of children who cry also decreased from 43.63% to 40.04%.

How a child expresses their inner feelings

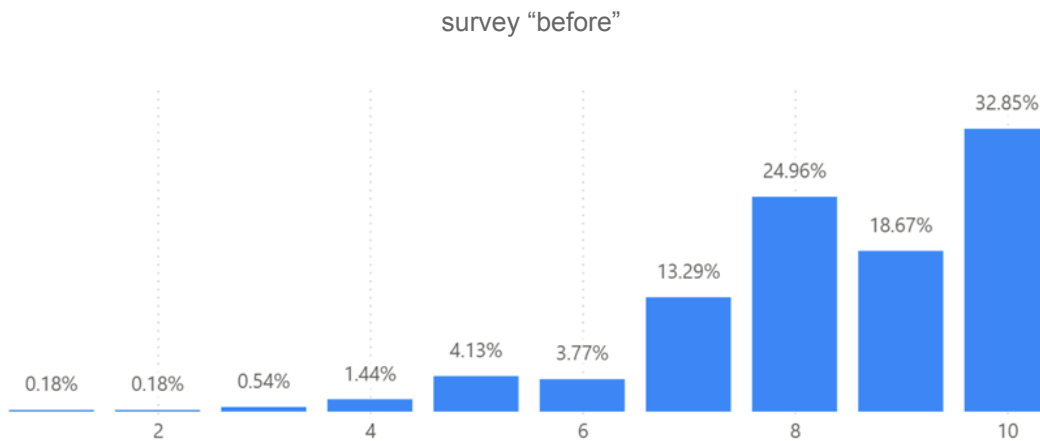


How a child expresses their inner feelings

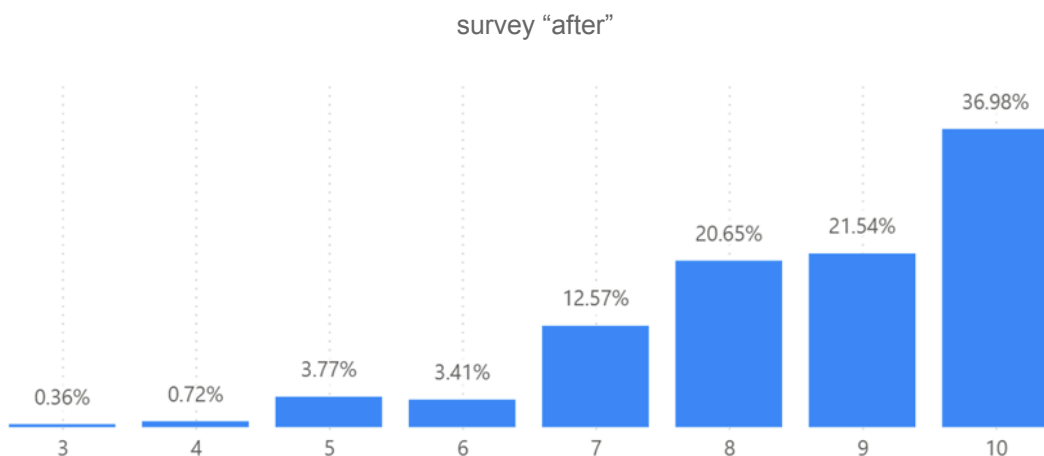


There have also been changes in how parents assess their children's imagination levels. The proportion of children whose imagination levels were rated by their parents as 8-10 points increased from 76.48% to 79.17%. At the end of the programme, there were no children whose imagination levels were rated by their parents as 1-2 points, as was the case at the beginning of the programme.

Level of a child's imagination



Level of a child's imagination



Note: The higher the score, the better the child's imagination and creativity are developed. They can easily imagine objects/characters/people in their absence, create new images, invent games, come up with entertainment for themselves, etc.

The nature of children's interactions with other people has not changed significantly. The proportion of children who are drawn to others but do not approach them to get acquainted has decreased from 34.47% to 30.70%, and the proportion of children who are greatly upset by defeats in competitions with others has decreased from 41.47% to 35.01%. At the same time, the proportion of children who willingly help others increased from 55.12% to 57.45%, the proportion of those who can empathise and sympathise increased from 59.25% to 61.22%, and the proportion of those who can approach any child to get acquainted and start a conversation increased from 57.63% to 62.12%.

How sociable is the child with others?

survey “before”



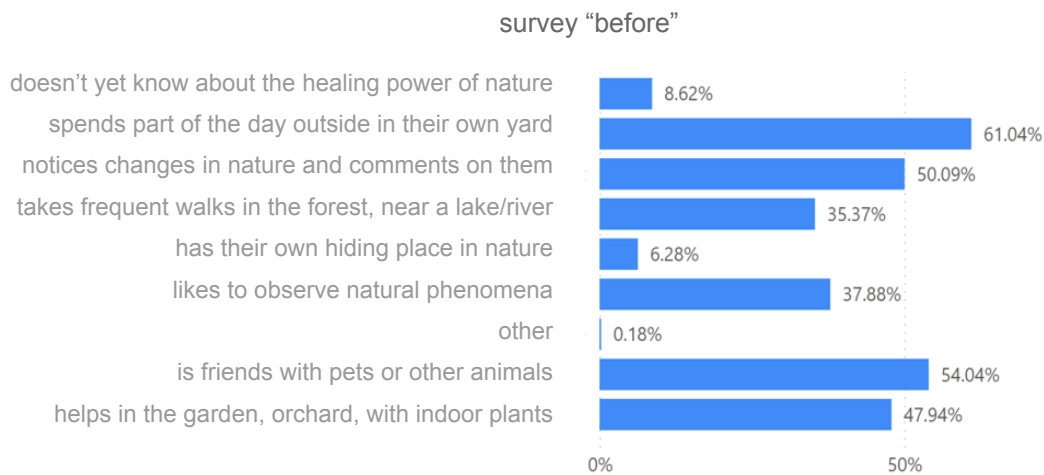
How sociable is the child with others?

survey “after”

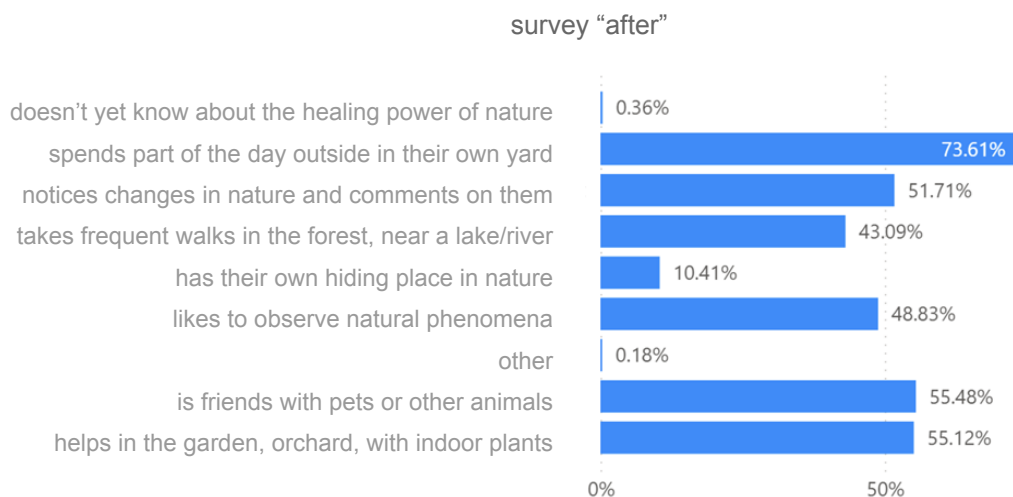


The nature of children's interaction with nature has changed. For example, the proportion of children who spend part of the day outdoors in their own yard increased from 61.04% to 73.61%, the proportion of children who frequently go for walks in the forest, park or near a lake increased from 35.27% to 43.09%, and the proportion of children who like to observe natural phenomena has increased from 37.88% to 48.83%.

How children interact with nature



How children interact with nature



The number of children who do not independently explore the world around them has almost halved (from 6.64% to 3.77%). The proportion of children who need repeated explanations of what they are learning has also decreased, from 13.82% to 12.03%. The proportion of children whose parents say they are inquisitive and ask a lot of questions increased from 79.71% to

84.38%, while the proportion of children whose parents say they are quick-witted and observant increased from 63.29% to 66.07%.

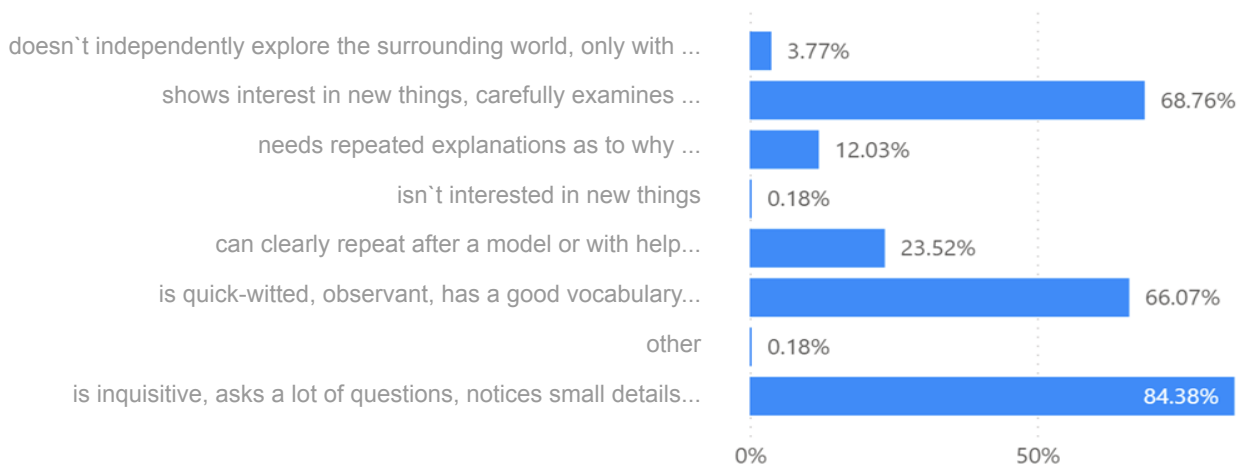
Features of the development of a child's cognitive sphere

survey “before”



Features of the development of a child's cognitive sphere

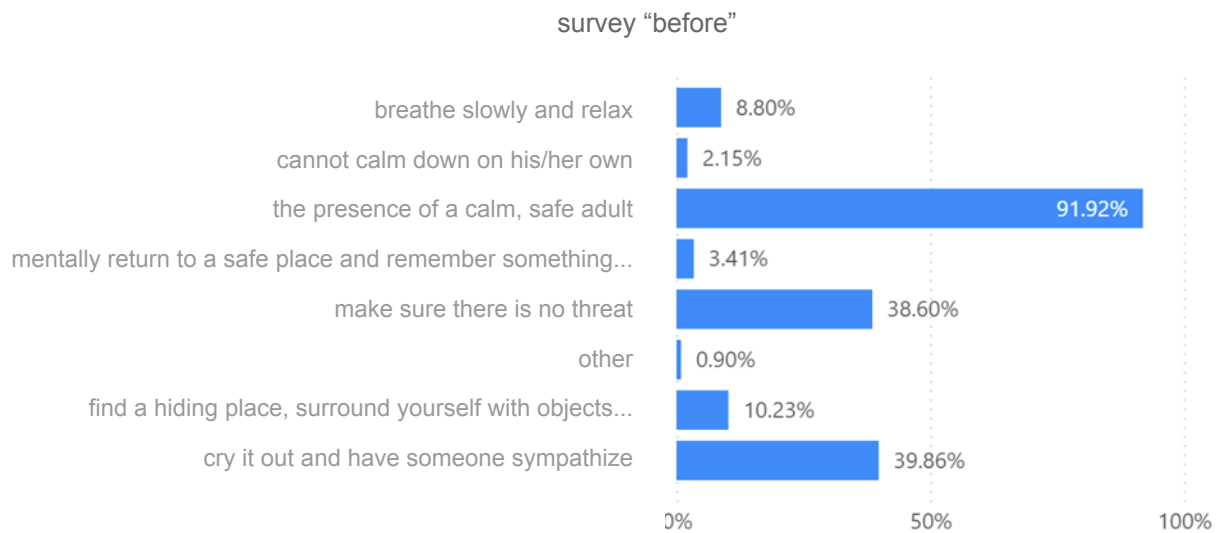
survey “after”



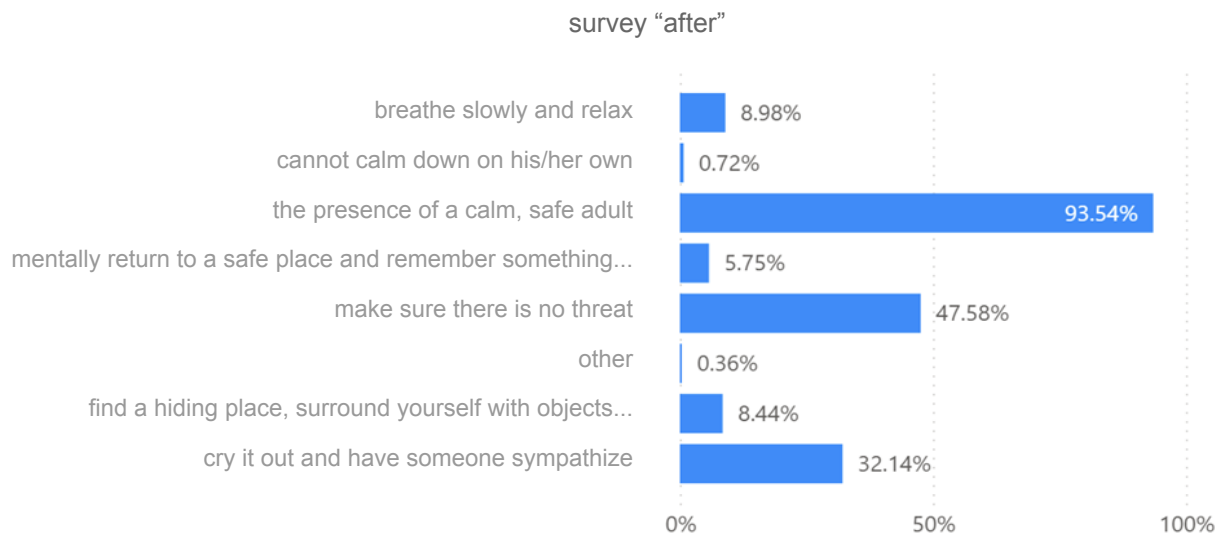
There were minor changes in the ways that help children calm their fears and feel safe. For example, 8.80% of parents noted that special breathing and relaxation techniques helped their children before the program, and 8.98% noted this after the program. The calming effect of having a calm, safe adult nearby was noted by 91.92% of parents at the start of the program and

93.54% at the end. At the same time, the proportion of children whose parents reported that the child didn't know how to or couldn't calm down on their own decreased almost threefold (from 2.15% to 0.72%). The proportion of children who need help to cry it out and be comforted also decreased, from 39.86% to 32.14%, while the proportion of children who need help to be reassured that there is no threat increased from 38.60% to 47.58%.

What helps calm fear and feel safe



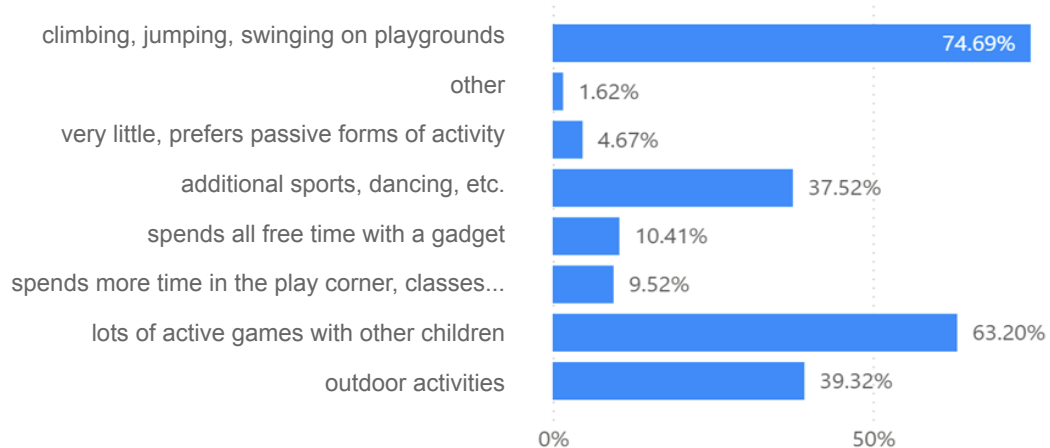
What helps calm fear and feel safe



There have also been changes in the types of physical activity children engage in. The number of children whose parents report that they aren't very physically active and prefer passive forms of activity has decreased by half (from 4.67% to 2.87%). The number of children whose parents report that they spend all their free time with a gadget has decreased by two and a half times (from 10.41% to 3.95%). The proportion of children whose parents observe that they are involved in many active games with other children increased from 63.20% to 70.38%. The proportion of children who are active outdoors increased from 39.32% to 52.24%.

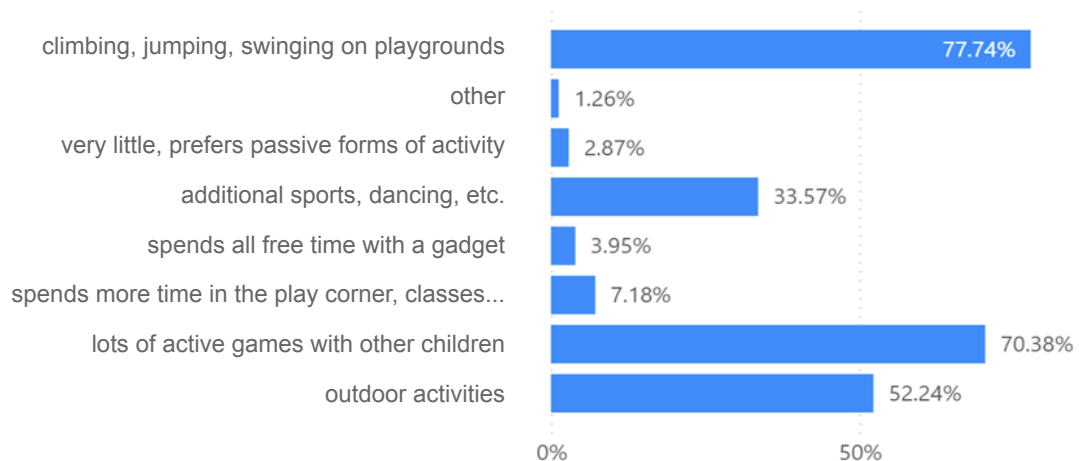
How physically active is your child?

survey “before”



How physically active is your child?

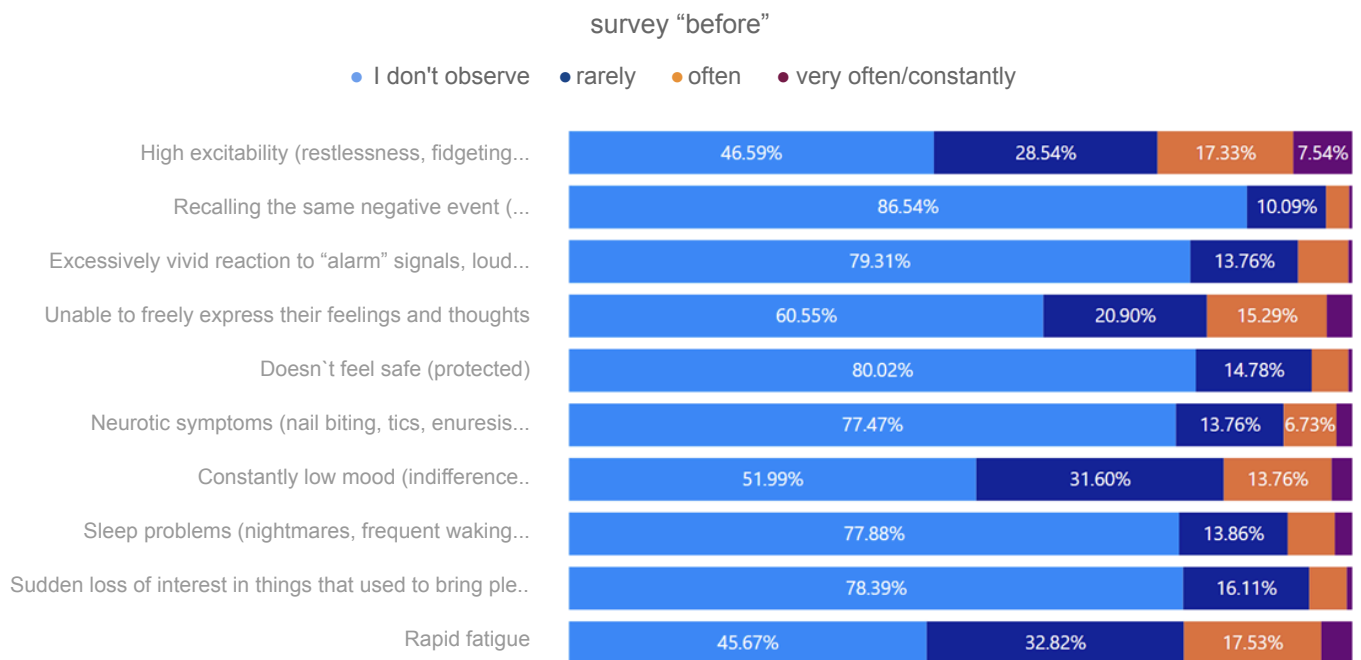
survey “after”



Results of a survey of education specialists

Before the program began, among the signs indicating traumatic experiences (*Which of the following signs and to what extent have you observed in the child over the past three months?*), teachers and kindergarten teachers often and very often/constantly observed high excitability in 24.87% of children, inability to freely express their feelings in 18.55%, constantly low mood in 16.41%, and rapid fatigue in 21.51%.

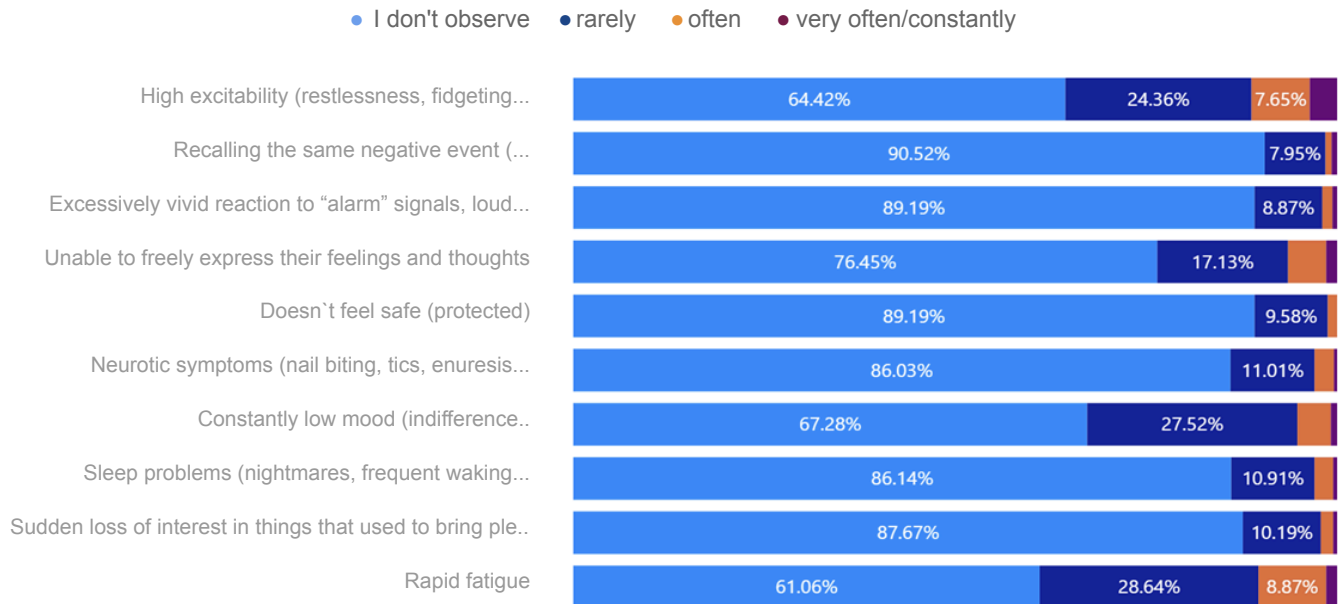
Symptoms and their intensity



Upon completion of the program, the frequency of observations of any signs decreased, including those that prevailed in children before the start of classes, namely, the proportion of children demonstrating high excitability decreased to 11.22%, the inability to freely express their feelings – to 6.42%, persistently low mood to 5.2%, and rapid fatigue to 10.3%.

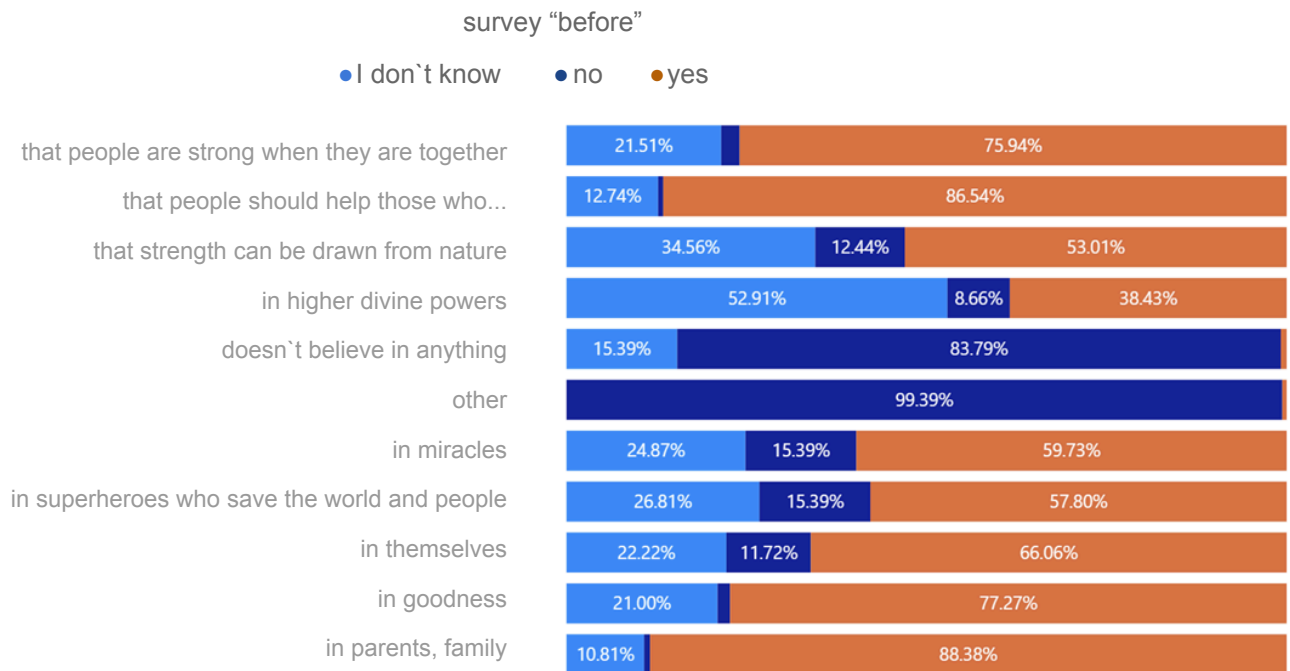
Symptoms and their intensity

survey “after”

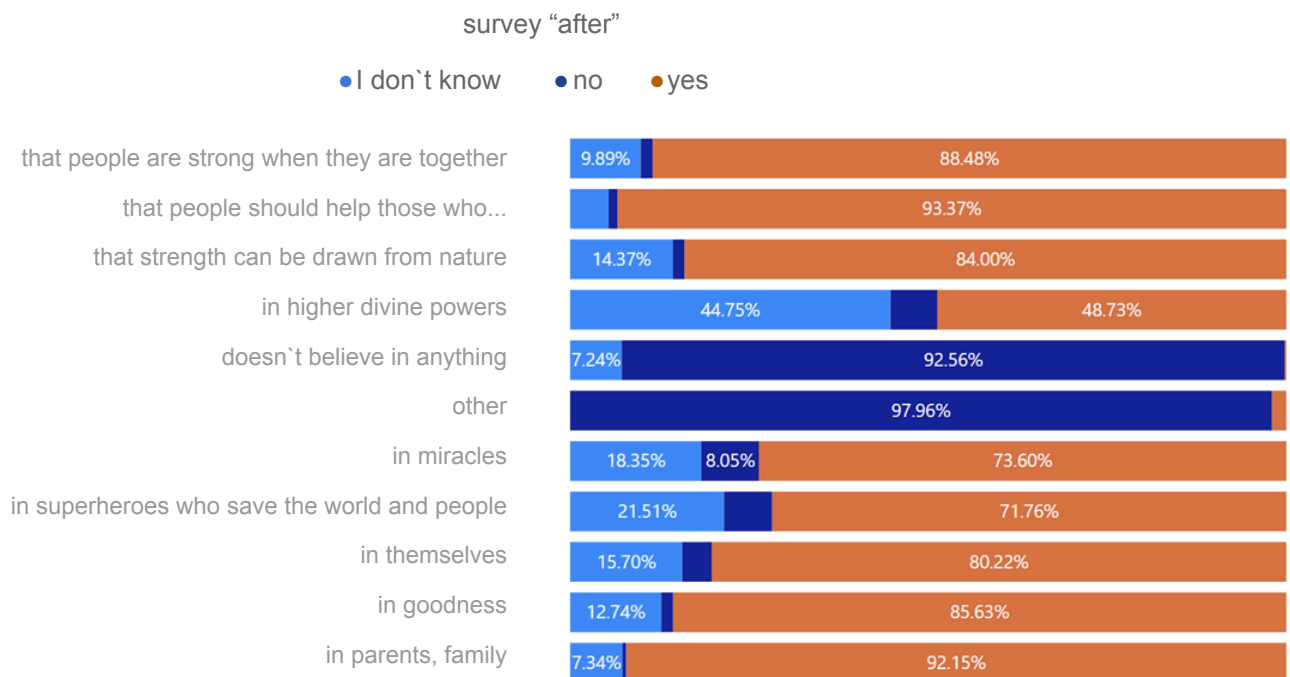


According to teachers and kindergarten teachers, the proportion of children who believe in something has also increased.

What does the child believe in?

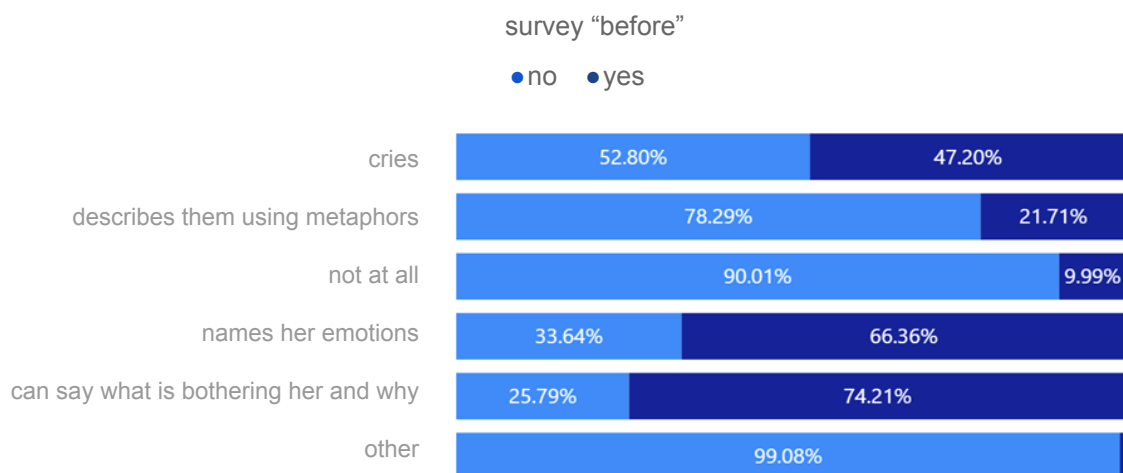


What does the child believe in?

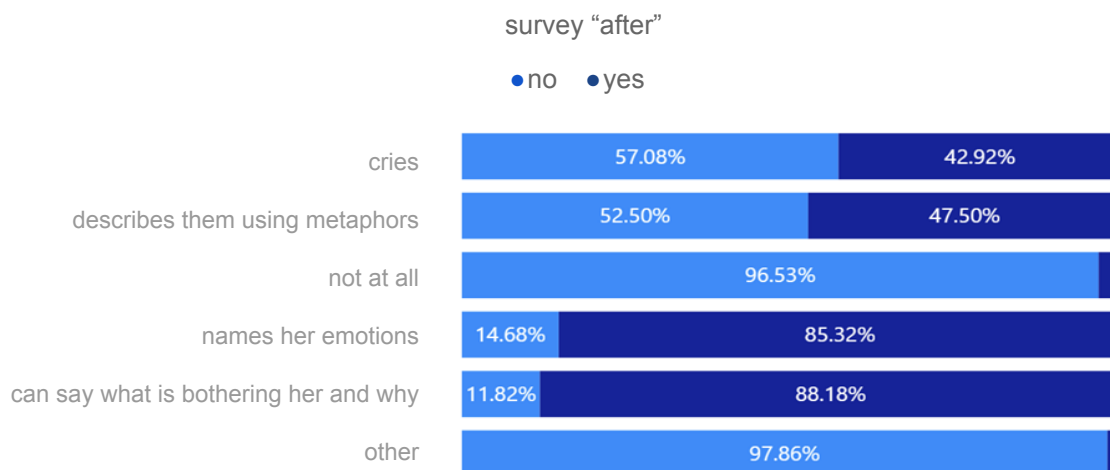


According to the results of the program, as observed by teachers and kindergarten teachers, children demonstrate changes in how they express their inner feelings. In particular, the proportion of children who express their feelings by crying decreased from 47.20% to 42.92%, the proportion of children who do so using metaphors increased from 21.71% to 47.50%, the proportion of those who name their emotions increased from 66.36% to 85.32%, and the proportion of those who can independently describe what is bothering them and why increased from 74.21% to 88.18%.

How a child expresses their inner feelings

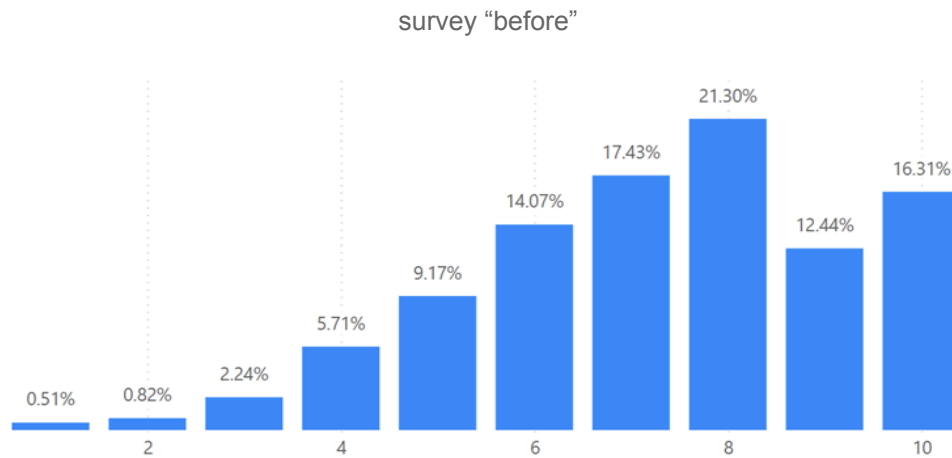


How a child expresses their inner feelings

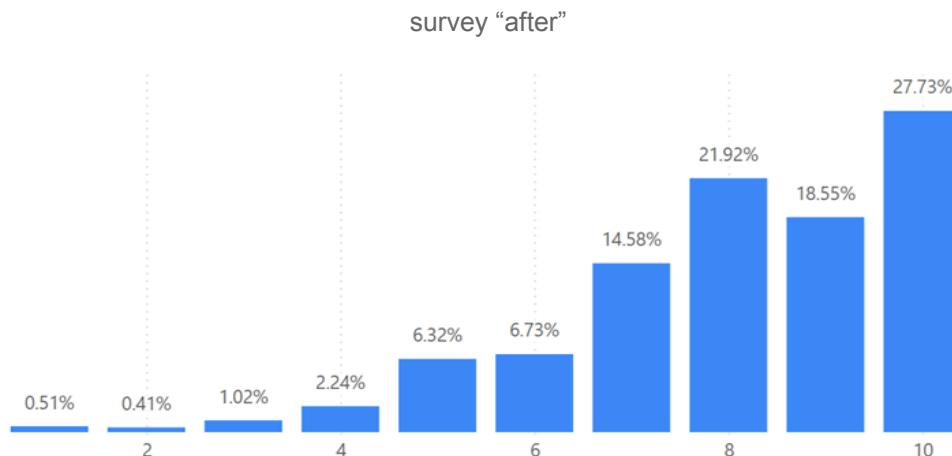


There have also been changes towards better development of imagination and creativity in children. The number of children whose imagination is rated by teachers at 8-10 points has increased.

Level of a child's imagination



Level of a child's imagination



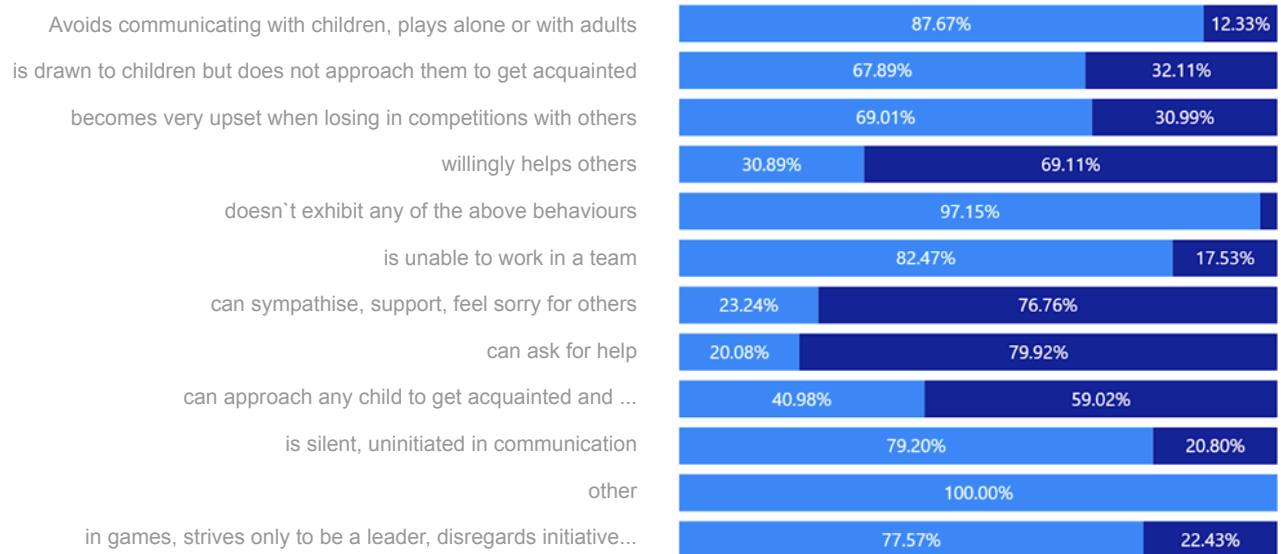
Note: The higher the score, the better the child's imagination and creativity are developed. They can easily imagine objects/characters/people in their absence, create new images, invent games, come up with entertainment for themselves, etc.

Thanks to participation in the program, the quality of children's interactions with others has also changed: fewer children now avoid communicating with other children, more children behave more decisively and are able to approach others to get acquainted, and the proportion of those who willingly help others has increased. The number of children who are silent and unresponsive in communication has almost halved (from 20.80% to 9.99%).

How sociable is the child with others?

survey “before”

● no ● yes



How sociable is the child with others?

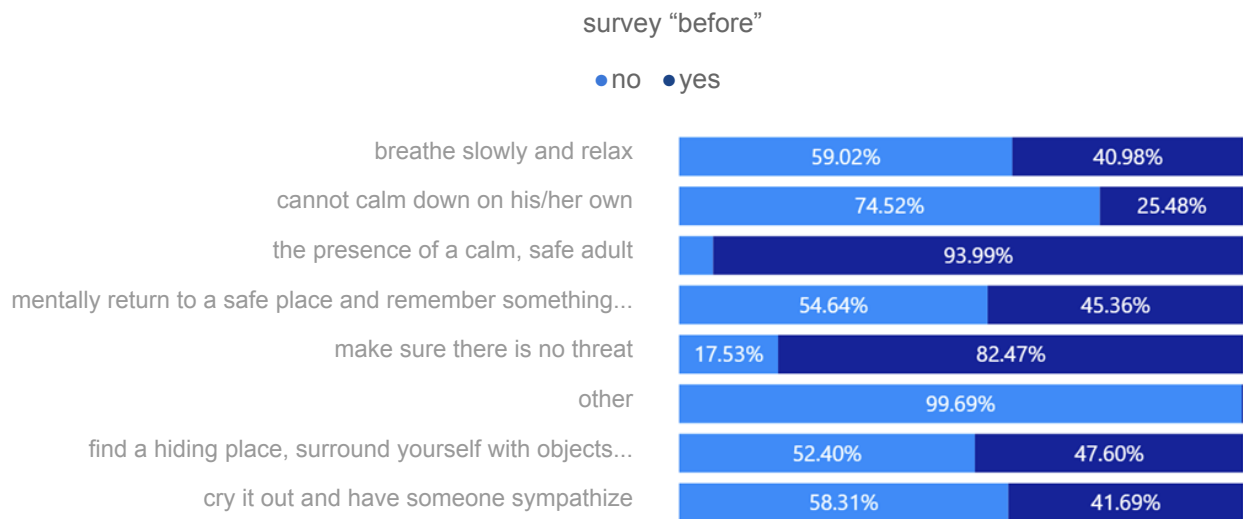
survey “after”

● no ● yes

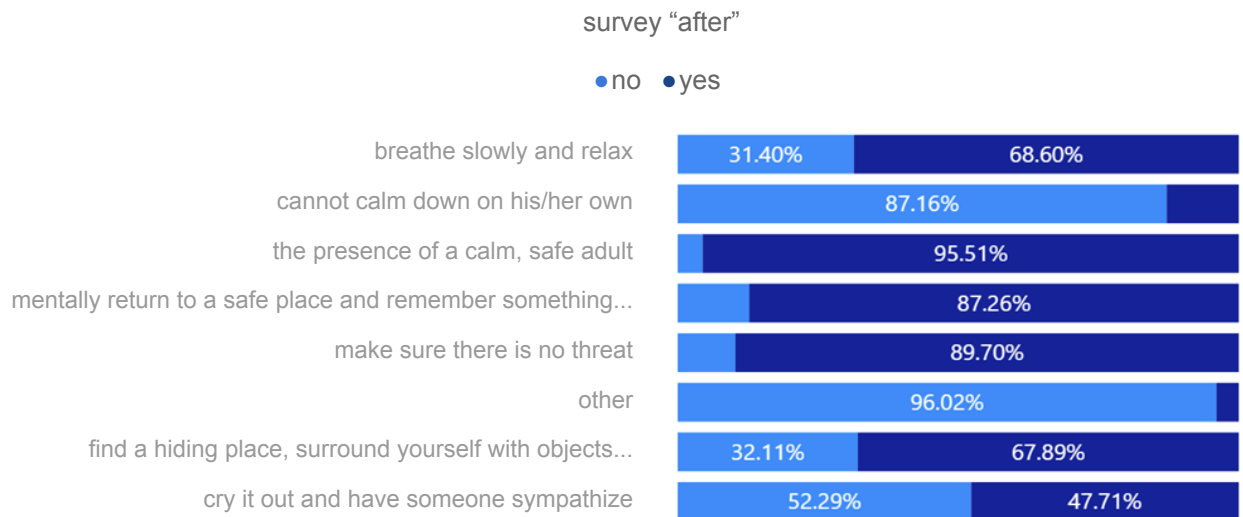


As a result of participating in the program, children acquired self-regulation and calming skills. In particular, the proportion of children who find breathing and relaxation exercises helpful in calming their fears increased from 40.98% to 68.60%. The number of children who cannot or do not know how to calm themselves down independently decreased almost twice – from 25.48% to 12.84%. 87.26% of children find it helpful to mentally return to a safe place and remember something pleasant, compared to 45.36% at the beginning of the program.

What helps calm fear and feel safe



What helps calm fear and feel safe



The number of children who do not independently explore the world around them has decreased by almost half (from 22.43% to 11.72%). The proportion of children who need repeated explanations of what they are being taught has also decreased from 34.56% to 22.02%. The proportion of children (from 71.36% to 81.86%) whom teachers and kindergarten teachers observe to be quick-witted, observation skills, and a good vocabulary, and more children are demonstrating curiosity, asking many questions, and noticing small details (the number increased from 60.35% to 77.27%).

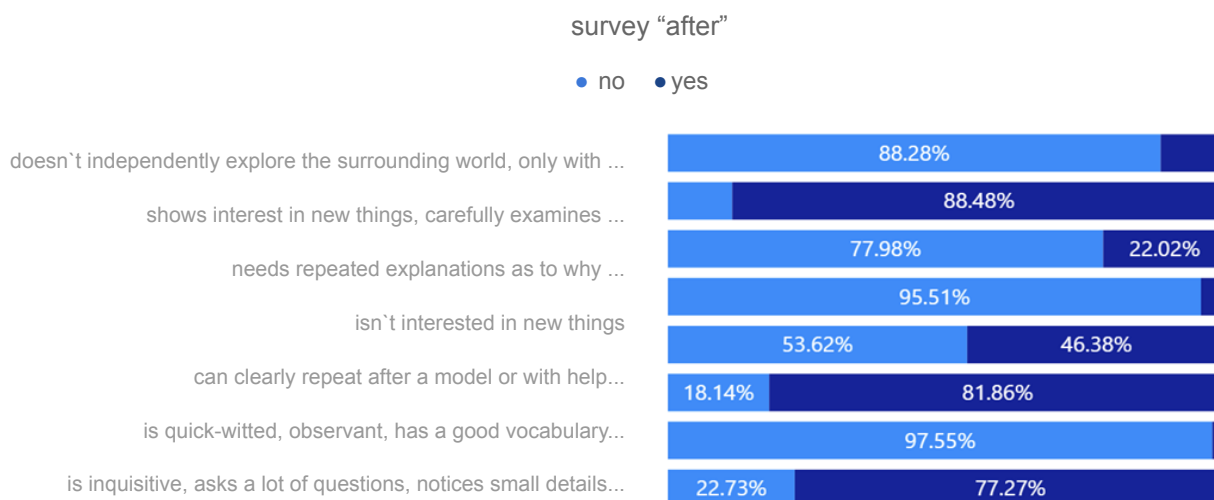
Features of the development of a child's cognitive sphere

survey “before”

• no • yes



Features of the development of a child's cognitive sphere



Success stories

A 5-year-old girl from Cherkasy oblast, calm, sensitive, sometimes emotionally unstable, had difficulty expressing her own thoughts, proposing or finding solutions. She liked to play with one person from the group, without joining subgroups. During the programme, she became more open, began to share the reasons for her mood, put forward her suggestions, and clearly followed the rules and rituals. Kindergarten teachers also note that the girl has become creatively open and has boundless imagination. She began to enjoy working in a team and performing tasks together.

A 6-year-old boy from Ivano-Frankivsk oblast, active and positive, but not always obedient. According to the results of the programme, teachers note that he has become more restrained, stopped interrupting, and instead began to raise his hand when he wants to say something.

A boy with special educational needs, aged 7, from Chernivtsi oblast, was withdrawn and afraid to speak. During the classes, he began to feel safer, realised that no one was laughing at him because of his speech problems, and became more eager to communicate. He eagerly awaited each new class. He made friends. Now he happily goes to school and is in no hurry to go home after class.

A 5,5-year-old girl from Vinnytsia oblast was quite shy, unable to defend her personal boundaries, afraid to express herself and speak in public. Thanks to the classes, she began to speak and became more confident. According to her mother's observations, she now says 'no'

more often to the manipulations of her older friends outside of kindergarten. The girl has also become more independent.

Conclusions

The results of the analysis of data from surveys of parents, teachers, and kindergarten teachers confirm the positive impact of the programme on the psycho-emotional state of children, which the project team also observed during the programme's trial phase in 2024. Overall, the programme has proven effective in increasing children's resilience to stress and developing emotional expressiveness, social skills, and self-regulation.

In particular, classes under the programme contribute to:

- **Reducing manifestations of stress and traumatic experiences.** The frequency of many symptoms, including increased agitation, inability to freely express one's feelings, sleep problems, vivid reactions to anxiety signals, constantly low mood and rapid fatigue, has significantly decreased.
- **Improved emotional expressiveness.** More children learned to name their emotions, explain what was bothering them, and use metaphors to express their feelings. The proportion of those who respond to difficulties by crying decreased.
- **Development of imagination and creativity.** The proportion of children whose parents, teachers, and kindergarten teachers note a high level of imagination also increased. At the same time, there were no low ratings among parents.
- **Improved social interaction.** The number of children who show initiative in communication, are willing to help and empathise with others has increased. Fewer children have become withdrawn or unmotivated.
- **Increased interaction with nature and cognitive activity.** Children spend more time outdoors, explore their environment more often, and show curiosity and observation skills.
- **The development of self-regulation skills.** The number of children who use breathing and relaxation exercises, imaginary “safe places” or adult support to calm down has increased. The proportion of children who cannot calm themselves down has decreased.
- **Increased physical activity.** More parents report that their children participate in outdoor games and activities, while fewer report that their children prefer gadgets or passive activities.

Annex 1 Questionnaire for parents/close relatives at the beginning of the programme

Dear adults!

You are filling out this form because the child you are raising will be participating in healing sessions as part of the psychoprophylactic programme “The Healing Forest: growing resilience and a sense of security”.

Your answers will help us assess how effective this psychoprophylactic method is in improving the mental health of children in Ukraine.

All information received will be used exclusively for the purposes of the project and will remain confidential, i.e. without reference to the personal data provided.

For this purpose, each questionnaire will be assigned a numerical code.

It takes approximately 15 minutes to complete the questionnaire.

Thank you in advance! Your honest answers will help us work more effectively with children.

The project “Strengthening resilience and improving mental health of children in Ukraine through the implementation of a training program for educators” in partnership with ChildFund Deutschland with financial support of German Federal Ministry of Economic Cooperation and Development (BMZ).

Your surname, first name, patronymic

Your telephone number in the format 0XX-XXX-XX-XX

You are

- mother
- father
- legal guardian
- other family member

Current area of residence:

- Vinnytsia oblast
- Volyn oblast
- Ivano-Frankivsk oblast
- Ternopil oblast
- Cherkasy oblast
- Chernivtsi oblast
- Other oblast

Current name of the settlement

Surname and first name of the child participating in the healing sessions

Gender of the child

How old is the child?

- 4 years old
- 5 years old
- 6 years old
- 7 years old
- 8 years old

Does the child have any of the following statuses? Select all applicable options:

- Child with disability
- Internally displaced person (IDP)
- Child whose father or mother is a participant in combat operations
- Child raised in a foster/guardian family
- Member of a large family
- Child with special educational needs
- Does not belong to any of the above groups
- Other

Child:

- attends kindergarten
- attends primary school

Name of the educational institution the child attends

How long has the child been attending this educational institution?

- Less than three months
- Three to six months
- More than six months

Which of the following events and/or situations has your child experienced or witnessed in the last three months? Select all that apply

- Loss (death) of a significant adult
- Prolonged absence of a significant adult
- Was in an area of intense rocket and other shelling (heard loud explosions, saw explosions, destruction)
- Saw their home destroyed
- Saw dead and/or injured people
- Car accident
- Parental divorce
- Fire
- Violence
- Serious illness and/or surgery
- Bullying (harassment by other children)
- Death of a pet
- Other (please specify)
- None of the above
- Other:

Which of the following symptoms and to what extent have you observed in your child over the past three months?

	I don't observe it	rarely	often	very often/constantly
Rapid fatigue				
Constantly low mood (indifference)				
High excitability (restlessness, fidgeting, excessive talkativeness, irritability)				
Sleep problems (nightmares, frequent waking, difficulty falling asleep, not sleeping during daytime naps at nursery)				
Neurotic symptoms (nail biting, tics, enuresis, stuttering, tantrums)				
Sudden loss of interest in things that used to bring pleasure				
Repeatedly bringing up the same negative event (situation, person)				
Does not feel safe (protected)				
Cannot freely express their feelings and thoughts				
Excessively strong reaction to “alarm” signals, loud noises, etc.				

Does the child have faith and what does he or she believe in? Select all applicable options

- In goodness (“everything will be fine”);
- in miracles (magicians, fairies);
- in superheroes who save the world and people;

- in parents, family;
- in himself or herself;
- in higher divine powers;
- that people should help those in need;
- that people are strong when they are together;
- that strength can be drawn from nature;
- doesn't believe in anything;
- other option _____

How does the child express their inner feelings? Select all applicable options

- Can tell what is bothering them and why;
- names their emotions (“I'm sad”, “I'm angry”, “I want to cry”, “I'm offended”, “I'm nervous”, “I'm afraid”, etc.);
- describes them using metaphors (“I'm like a bomb right now”, “I feel like our cat”, “It's raining inside me”, etc.)
- cries;
- none of the above
- other option _____

How sociable is the child with others? Select all applicable options

- Reaches out to other children but doesn't approach to introduce themselves;
- can approach any child to introduce themselves and suggest a game;
- avoids interaction with other children, plays alone or with adults;
- cannot perform tasks in a team;
- in games, wants to be the leader only, ignores others' initiatives;
- gets very upset by losing in competitions with others;
- can ask for help;
- willingly helps others;
- can empathize, offer support, or show compassion;
- quiet, unassertive in social interactions;
- shows none of the above
- other option _____

How would you rate your child's imagination? (Choose a score from 1 to 10. The higher the score, the better your child's imagination and creativity are developed. They can easily imagine objects/characters/people when they aren't present, create new images, invent games, come up with entertainment for themselves, etc.) _____ points.

What are the characteristics of a child's cognitive development? Select all applicable options

- Quick-witted, observant, has a good vocabulary and memory for her age;
- inquisitive, asks a lot of questions, notices small details;
- can clearly repeat after a model or with help, but cannot complete the task independently;
- shows interest in new things, examines them carefully, explores them;
- needs repeated explanations of what is being taught;
- isn't interested in new things;
- doesn't explore the world around them independently, only with the help of adults;
- other option _____

How physically active is your child? Select all applicable options

- Lots of active games with other children;
- additional sports, dancing, etc.;
- outdoor activities (building, crafting, caring for plants, etc.);
- climbing, jumping, swinging on playgrounds;
- very little, prefers passive activities;
- spends most of their time in the play corner, doing activities at the table;
- spends all their free time with a gadget;
- other option _____

How does the child interact with nature? Select all applicable options

- Has frequent walks in the forest, park, near a lake/river;
- spends part of the day outdoors in their own yard;
- has their own shelter in nature (hut, hideout, personal secret place);
- helps in the vegetable garden, orchard, or with indoor plants;
- likes to observe natural phenomena;
- is friends with pets (spends a lot of time with them, plays, takes care of them, etc.) or with other animals and plants;

- notices changes in nature and comments on them;
- doesn't yet know about the healing power of nature
- other option _____

What helps a child calm down and feel safe? Select all applicable options

- The presence of a calm, safe adult nearby;
- making sure that there is no threat;
- crying it out and having someone comfort them;
- mentally returning to a safe place and remembering something pleasant that happened there;
- breathing slowly and deliberately and relaxing;
- finding a hiding place, surrounding themselves with protective objects, hugging a favourite toy;
- unable to calm down on their own
- other option _____

If you have any comments, questions or suggestions for the project organisers, you can leave them here

Annex 2 Questionnaire for parents/close adults at the end of the programme

Dear adults!

You are filling out this questionnaire because the child you are raising has participated in healing sessions as part of the psychoprophylactic programme “The Healing Forest: growing resilience and a sense of security”.

Your answers will help us assess how effective this psychoprophylactic method is in improving the mental health of children in Ukraine.

All information received will be used exclusively for the purposes of the project and will remain confidential, i.e., without reference to the personal data provided.

For this purpose, each questionnaire will be assigned a numerical code.

It takes approximately 15 minutes to complete the questionnaire.

Thank you in advance! Your honest answers will help us work more effectively with children.

The project “Strengthening resilience and improving mental health of children in Ukraine through the implementation of a training program for educators” in partnership with ChildFund Deutschland with financial support of German Federal Ministry of Economic Cooperation and Development (BMZ).

Your surname, first name, patronymic

Your telephone number in the format 0XX-XXX-XX-XX

You are

- mother
- father
- legal guardian
- other family member

Current area of residence:

- Vinnytsia oblast

- Volyn oblast
- Ivano-Frankivsk oblast
- Ternopil oblast
- Cherkasy oblast
- Chernivtsi oblast
- Other oblast

Current name of the settlement

Surname and first name of the child participating in the healing sessions

Which of the following events and/or situations has your child experienced or witnessed in the last three months? Select all that apply

- Loss (death) of a significant adult
- Prolonged absence of a significant adult
- Was in an area of intense rocket and other shelling (heard loud explosions, saw explosions, destruction)
- Saw their home destroyed
- Saw dead and/or injured people
- Car accident
- Parental divorce
- Fire
- Violence
- Serious illness and/or surgery
- Bullying (harassment by other children)
- Death of a pet
- Other (please specify)
- None of the above
- Other:

Which of the following symptoms and to what extent have you observed in your child over the past three months?

	I don't observe it	rarely	often	very often/constantly
Rapid fatigue				
Constantly low mood (indifference)				
High excitability (restlessness, fidgeting, excessive talkativeness, irritability)				
Sleep problems (nightmares, frequent waking, difficulty falling asleep, not sleeping during daytime naps at nursery)				
Neurotic symptoms (nail biting, tics, enuresis, stuttering, tantrums)				
Sudden loss of interest in things that used to bring pleasure				
Repeatedly bringing up the same negative event (situation, person)				
Does not feel safe (protected)				
Cannot freely express their feelings and thoughts				
Excessively strong reaction to “alarm” signals, loud noises, etc.				

Does the child have faith and what does he or she believe in? Select all applicable options

- In goodness (“everything will be fine”);
- in miracles (magicians, fairies);
- in superheroes who save the world and people;

- in parents, family;
- in himself or herself;
- in higher divine powers;
- that people should help those in need;
- that people are strong when they are together;
- that strength can be drawn from nature;
- doesn't believe in anything;
- other option _____

How does the child express their inner feelings? Select all applicable options

- Can tell what is bothering them and why;
- names their emotions (“I'm sad”, “I'm angry”, “I want to cry”, “I'm offended”, “I'm nervous”, “I'm afraid”, etc.);
- describes them using metaphors (“I'm like a bomb right now”, “I feel like our cat”, “It's raining inside me”, etc.)
- cries;
- none of the above
- other option _____

How sociable is the child with others? Select all applicable options

- Reaches out to other children but doesn't approach to introduce themselves;
- can approach any child to introduce themselves and suggest a game;
- avoids interaction with other children, plays alone or with adults;
- cannot perform tasks in a team;
- in games, wants to be the leader only, ignores others' initiatives;
- gets very upset by losing in competitions with others;
- can ask for help;
- willingly helps others;
- can empathize, offer support, or show compassion;
- quiet, unassertive in social interactions;
- shows none of the above
- other option _____

How would you rate your child's imagination? (Choose a score from 1 to 10. The higher the score, the better your child's imagination and creativity are developed. They can easily imagine objects/characters/people when they aren't present, create new images, invent games, come up with entertainment for themselves, etc.) _____ points.

What are the characteristics of a child's cognitive development? Select all applicable options

- Quick-witted, observant, has a good vocabulary and memory for her age;
- inquisitive, asks a lot of questions, notices small details;
- can clearly repeat after a model or with help, but cannot complete the task independently;
- shows interest in new things, examines them carefully, explores them;
- needs repeated explanations of what is being taught;
- isn't interested in new things;
- doesn't explore the world around them independently, only with the help of adults;
- other option _____

How physically active is your child? Select all applicable options

- Lots of active games with other children;
- additional sports, dancing, etc.;
- outdoor activities (building, crafting, caring for plants, etc.);
- climbing, jumping, swinging on playgrounds;
- very little, prefers passive activities;
- spends most of their time in the play corner, doing activities at the table;
- spends all their free time with a gadget;
- other option _____

How does the child interact with nature? Select all applicable options

- Has frequent walks in the forest, park, near a lake/river;
- spends part of the day outdoors in their own yard;
- has their own shelter in nature (hut, hideout, personal secret place);
- helps in the vegetable garden, orchard, or with indoor plants;
- likes to observe natural phenomena;
- is friends with pets (spends a lot of time with them, plays, takes care of them, etc.) or with other animals and plants;

- notices changes in nature and comments on them;
- doesn't yet know about the healing power of nature
- other option _____

What helps a child calm down and feel safe? Select all applicable options

- The presence of a calm, safe adult nearby;
- making sure that there is no threat;
- crying it out and having someone comfort them;
- mentally returning to a safe place and remembering something pleasant that happened there;
- breathing slowly and deliberately and relaxing;
- finding a hiding place, surrounding themselves with protective objects, hugging a favourite toy;
- unable to calm down on their own
- other option _____

If you would like to share your impressions of your child's participation in “The Healing Forest” programme, you can leave them here

All-Ukrainian Charity «Child Well-being Fund Ukraine»

The project “Strengthening resilience and improving mental health of children in Ukraine through the implementation of a training program for educators”

Annex 3 Questionnaire for teachers/kindergarten teachers

The questionnaire for teachers/kindergarten teachers is attached as a separate file.