



# Psychosocial Support for Youth in Post-Conflict Situations

A trainer's handbook

**Psychosocial Centre**



International Federation  
of Red Cross and Red Crescent Societies

**DANISH RED CROSS**  
**YOUTH**



# Psychosocial Support for Youth in Post-Conflict Situations

A trainer's handbook

## Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook

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Other IFRC PS Centre publications:

- Community-based Psychosocial Support: A training kit
- Psychosocial Interventions: A handbook
- Caring for Volunteers: A psychosocial support toolkit
- Children's Resilience Programme: Psychosocial support in and out of schools
- Lay Counselling: A trainer's manual
- Life Skills – Skills for Life: A handbook

The above materials can be downloaded from the IFRC PS Centre website.

Other materials produced by Danish Red Cross Youth:

- Volunteer Handbook: A guide to life skills activities
  - Life Planning Skills: A psychosocial annex for youth affected by conflict and war
  - Volunteer Handbook: Implementing Sports Activities for Vulnerable Children and Youth
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## Foreword

Every year, hundreds of thousands of young people around the world experience violent conflicts first hand. Violent conflicts interfere with youth development by disrupting everyday life, not only while the conflict is on-going, but also after the grenades and gunshots have fallen silent. Growing up surrounded by conflict and living in a post-conflict setting will have enormous impact on the lives of young people and their prospects as they grow into adulthood.

Over the years, Red Cross and Red Crescent staff and volunteers have provided support to young people in post-conflict situations through psychosocial activities. Providing this kind of help to vulnerable people can take many forms and requires trained staff and volunteers.

Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook is a joint initiative of the Reference Centre for Psychosocial Support of the International Federation of Red Cross and Red Crescent Societies (the PS Centre) and Danish Red Cross Youth. It uniquely combines a training programme in community-based psychosocial support for youth in post-conflict situations together with modules on facilitating training. The materials have been designed to develop staff and volunteers' skills, either as a basic training in psychosocial support or as a training of trainers in psychosocial support.

The training can be delivered as a separate package or it can be included as a component of existing programmes, for example, in disaster preparedness, first aid or social welfare. Wherever it is delivered, this type of training seeks both to strengthen the quality of care for beneficiaries and to provide sound support for staff and volunteers.

Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook draws on the extensive range of psychosocial materials produced by the PS Centre as well as on the latest research on youth and youth development. Additional input, case studies and feedback from Uganda Red Cross Society, Liberian Red Cross Society and South Sudan Red Cross Society have also been included based upon the field test conducted in the respective National Societies.

We hope it will be a useful tool for the Red Cross and Red Crescent Movement, as well as for other stakeholders in the field of psychosocial support.



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Ricci Shrock/CRC



# Introduction

## **The Psychosocial Centre and the Danish Red Cross Youth**

The PS Centre works in partnership with other services of the Red Cross Red Crescent Movement in order to serve the psychosocial needs of individuals and communities. The PS Centre has a large database of psychosocial support publications, which is accessible from our website at [www.pscentre.org](http://www.pscentre.org). We also have a wide range of other materials including resources on setting up psychosocial programmes. For new ideas and the latest in psychosocial support, you are welcome to subscribe to our magazine *Coping with Crisis*, which is published three times a year, our Facebook page (IFRC Reference Centre for Psychosocial Support), and PS News, our monthly e-newsletter.

The Danish Red Cross Youth (DRCY) has many years of experience implementing psychosocial projects for vulnerable youth together with local Red Cross and Red Crescent societies in Africa and the Middle East. Using a peer-to-peer approach, DRCY volunteers are working to build local young volunteer capacity to facilitate life skills and psychosocial activities for vulnerable youth. The activities implemented are primarily sports and games, forum theatre, music and singing. DRCY is consistently working on improving methods and materials that are being used in our projects. For more information, please visit our website at [www.urk.dk/hvem-er-vi/in-english](http://www.urk.dk/hvem-er-vi/in-english).

## **Aims of the training programme**

The training programme aims to provide staff and volunteers with an understanding of youth in post-conflict situations, as well as building capacity in facilitating psychosocial support training.

The training programme consists of six modules. The first module aims to provide the participants with an understanding of the basic principles of psychosocial support and reactions to armed conflicts. The second module focuses on the concept of youth and on psychosocial support programmes for youth in post-conflict situations. The third module aims to train the participants' facilitation techniques. The fourth module aims to develop supportive communication skills. The fifth module focuses on supporting volunteers to be able to care for colleagues and themselves. The aim of the sixth module is to provide the participants with the opportunity to plan and facilitate a training workshop in psychosocial support for youth reflecting the needs of their local community.

## **Audience: Who is this handbook for?**

This training handbook is designed for trainers, staff and volunteers in psychosocial support for youth in post-conflict situations. The training programme outlined in this handbook can be used in two ways – either as a Training of Trainers (ToT), or as a basic training.

### 1. Training of Trainers

The ToT in psychosocial support for youth in post-conflict situations provides participants with an understanding of basic concepts, terminology and skills required to train other people (usually volunteers who work in the field) in psychosocial support. The ToT also empowers participants to deal with sensitive issues and provide reassurance as well as emotional support.

The trainer of a ToT should preferably have a background in health, mental health, social welfare, education or conflict studies, or have a good understanding of social work, psychology and youth in post-conflict situations. Additionally, good communication skills and knowledge of facilitating trainings for adults are essential.

The ToT in psychosocial support for youth in post-conflict situations will enable participants to:

- facilitate trainings for other volunteers
- understand psychological and social reactions, needs and interventions, respecting relevant and appropriate cultural frameworks
- plan a variety of interventions that are sensitive to local circumstances
- plan a training workshop, and adapt materials to the local context.

The ideal number of participants for a ToT workshop is between 12 and 18. National Societies are advised to recruit participants who have an opportunity to train others in the community, in order for the training to achieve maximum effect. The ToT can be structured in different ways, based on the needs of the National Society. However, we recommend that a ToT be completed in no less than five days and that it include modules one through six.

### 2. Basic training

This training aims to provide a basic introduction to psychosocial support and facilitation techniques. Participants may come from a variety of backgrounds, not necessarily a health, mental health or social welfare background. The length of this training can vary depending on the needs of participants and

the request for training. It should include modules one through five. The preferred maximum number of participants per training is 18.

The person conducting basic training should have completed the ToT.

The basic training will enable participants to:

- become familiar with psychological and social reactions, needs and interventions, respecting relevant and appropriate cultural frameworks
- plan and implement a variety of interventions sensitive to local circumstances
- undertake psychosocial activities for vulnerable youth.

### The psychosocial trainer

A psychosocial support trainer should ideally possess the following knowledge and skills:

- knowledge of the the Red Cross Red Crescent Movement
- knowledge of youth in post-conflict situations and working conditions in the field
- training and facilitation skills
- skills and experience in supporting others.

It is important that the trainer is well prepared and feels comfortable with the topics that are to be covered in the training. As a psychosocial trainer, it is important to 'walk the talk.' This means that the trainer should:

- trust and believe in the abilities of young people
- listen to participants and understand without interrupting, evaluating or judging what is being said
- manage group processes in a non-discriminating way
- communicate in a constructive and respectful manner, being aware of appropriate language, posture, gesture and facial expressions
- be flexible and responsive, adapting activities when needed
- protect minority points of view
- keep the discussion moving, limiting each individual contribution to make time for everyone
- be sensitive to unexpressed feelings
- be empathic

- allow participants to make their own decisions and not make decisions on their behalf
- be prepared to take part in activities when needed.

If a National Society is not able to identify a local trainer, the PS Centre can provide assistance with finding a trainer and can give advice on training programmes.

### Using the handbook

People differ in how they assimilate information. Visual presentations, interactive exercises and short teaching slots will all help in meeting different learning styles. The handbook features various training methods and ways of reviewing the materials that help maintain participants' interest and integrate learning.

Each module has trainer's notes, together with PowerPoint slides and teaching materials on each topic. The trainer's notes for each module include:

- learning objectives which constitute the overall aims of the module
- an introduction, so that the trainer can set the scene, introducing the topic and motivating participants for the learning process
- notes about the topic with accompanying PowerPoint slides plus fact boxes with additional information
- instructions for activities and group exercises that correspond to the objectives of the module
- a recap activity at the end of the module.

The trainer's notes feature specific activities for each module. The activities are designed to help participants understand the relevance of the training in relation to their own situations. They are also aimed at broadening participants' view of their work through interaction with other group members.

The trainer's notes also contain suggestions for discussions with participants. Discussion questions are directed at participants' experiences to stimulate reflection and awareness. The intention is for participants to share experiences rather than come up

with predetermined conclusions. According to the needs and interests of each group, different discussion questions from those listed in the trainer's book can be used.

Each module can stand alone or be incorporated as part of a longer workshop with several modules. Training should be adapted to local settings, using case studies, scenarios and pictures that are relevant to the context. All the activities, group work and teaching materials will therefore need to be adapted accordingly.

There is an example of a workshop planner in Annex 6. It outlines how a training workshop in psychosocial support for youth in post-conflict might be organized. Please note that this is simply a suggestion illustrating how to structure the programme. Trainers will need to plan their own workshop specific to the needs, knowledge and skills of the staff and volunteers they will be working with.

Instructions to trainers are given in italics.

So that trainers may easily adapt the training according to participants' needs, the PowerPoint slides attached to the manual as a teaching tool can be edited to suit the local context. Prepared PowerPoint slides as well as a template (should trainers wish to create their own slides) are available for download on [www.pscentre.org](http://www.pscentre.org).

### The training context

Training needs to be planned together with other interventions designed to strengthen youth in post-conflict situations. The event should not be a "one-off," and follow-up is important. Some things to consider when planning a training include:

- Why does the branch office want this training, and why now? Who are the likely participants and how will they use their new skills?
- How should the training be structured? Should it be one workshop (delivered in one day, for example) or several sessions (for example, delivered once a week for a month)?

- How will the training be followed up? Is there somebody in the National Society or branch office who will be responsible for directing the staff and volunteers' newly gained skills toward any programmes or projects?
- If the training is a ToT, have future trainers agreed and set time aside to conduct training of others? How will these trainings be organized? Who will participate?
- Can any additional or refresher courses be planned?

The training should also be adapted to the specific geographic and cultural context. The trainer must have a thorough knowledge of the material in this handbook. They should also know something about psychosocial needs and programmes in the society or region where the training takes place.

To make the training even more specific to the group, trainers should draw on their own experiences and that of colleagues and local networks. Using examples of good practice in psychosocial support projects and indicating the need for psychosocial support programmes will also help participants to apply activities and discussions to their work.

### Evaluation and endings

Evaluation of the training programme provides the trainer with feedback, clarifying whether objectives were realistic and expectations achievable. Feedback contributes to the quality of the training over time by giving the participants an opportunity to express whether some modules or topics needed further clarification. It is also an aid to the trainer's professional development.

An example of an evaluation questionnaire is included in Annex 4. This can be used to gain an overview of how participants found the training. A questionnaire is useful, but there is also a case for getting more immediate and personal feedback through an evaluation session with the training group.

Questions that participants might address in a group evaluation discussion include:

- To what extent has your knowledge of psychosocial support and youth in post-conflict increased?
- To what extent has the workshop met your expectations?
- To what extent were the goals of the workshop achieved?
- How accessible were course materials? What was particularly useful? Were there any difficulties?
- What were you particularly pleased with during the course?
- What suggestions do you have for improving the course?
- What were the three most important things that you learned?
- What was the most significant experience that you had during the training?

A good relationship with participants allows the trainer to ask for comments and to encourage constructive criticism. Remember that constructive criticism indicates that the learning environment is safe. It can help trainers adjust the training methods and strengthen their own skills.

At the end of the training, it is customary to present participants with certificates, indicating the type of training completed, i.e. a basic training, a ToT, or a more specialized kind of training. Certificates also state which modules have been covered and the length of the training workshop.

Having spent up to five days together, it is likely that participants will feel a bond with one another. Trainers can circulate a contact list to participants, if they consent to their details being shared. This enables the group to keep in touch with one another after the training is over.

# Welcome, ground rules and introduction to the training workshop

## Introduction

The first day is essential to the success of the workshop. It is important to start on a positive note. The participants need to get comfortable with their surroundings and have time to get to know each other and the trainer, since the topics of the training can be personally sensitive for some participants. If this is in place, participants will have the chance to develop trusting working relationships, increasing their confidence in sharing personal and sensitive information during the course. It is therefore desirable to use first names if this is customary. Make sure that nametags for participants are available and that all the materials that participants need are ready for day 1 (including a training programme, hand-outs, notepaper and pens) and that you have everything you need (e.g. trainer's notes, PowerPoint slides and projector, flipchart paper and markers, etc.).

PPT 0.1: Introduction



## Welcome

*Start by welcoming the participants to the workshop. Explain that in this first part of the workshop, everyone will get to know one another and begin to work together on the ground rules for the whole workshop. Explain that you will give an overview of the workshop.*

### Ice-breaker

One way to make the participants comfortable with each other is by facilitating an ice-breaker (see Annex 1), for example, the ball toss:

1. Form a circle with participants, and toss a soft ball to someone in the circle.
2. As that person catches the ball, ask them to say their name, one expectation for the training and something special about themselves as a person.
3. Include yourself as the trainer in this activity so that participants get to know you as well.

This activity can be used throughout the workshop to reinforce learning on a topic. Instead of asking participants to say their name, they can respond to a particular question. For example, if you have done the section in module 5 on signs of stress, you can ask participants to shout out examples of signs of stress as they catch the ball.

## Ground rules

*Establish some ground rules for the training.*

PPT 0.2: Ground rules



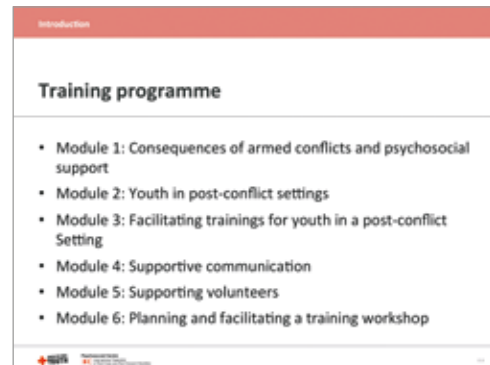
1. Ask participants to work together in groups of two on ground rules for the training. Give them five minutes to do this.
2. Share in plenary what each pair has come up with.
3. As each pair reads out their suggestions, write them up on a flipchart. You can also add your own expectations. You can include the following points:
  - Let participants know that they are invited to share their experiences and skills and that this is valuable.
  - Encourage participants to ask questions whenever they are confused or do not understand something.
  - Let participants know that feedback is helpful to everyone in the group.
  - Confidentiality: In a workshop like this, building trust is essential. Lots of personal stories will be shared, and participants may expose themselves emotionally. It is important to agree that everything that is shared within the group will remain confidential. Everybody who can agree to this non-negotiable rule should raise their hand. If someone does not agree, they should not take part in the training, (you should of course ask why they do not agree).
  - Ask the participants to turn off their mobile phones. If this is not possible, ask them to put them on silent mode out of respect for each other.
  - Emphasize punctuality. Let participants know that the workshop will start and end on time as long as everyone returns promptly from breaks and lunch.

- Make an agreement with the group about participants needing to leave the room (for example, to use the bathroom or to answer the phone for an urgent work call). Work out how this can be done with minimal disruption to everyone. If a participant is in the middle of a personal story, it can be very frustrating to be interrupted by a ringing phone. This might result in feelings of uneasiness. It may also be seen as disrespectful to leave the room when someone is sharing their experiences with the group.

## The training programme

*Give an overview of the training programme and indicate where participants can find the information in their training materials.*

PPT 0.3: Training programme



The training consists of six modules:

- Module 1 introduces the basic principles of psychosocial support and reactions to armed conflicts.
- Module 2 focuses on the concept of youth and on psychosocial support programmes for youth in post-conflict situations.
- Module 3 provides an opportunity to practise facilitating training.
- Module 4 focuses on supportive communication skills.
- Module 5 looks at supporting volunteers, so that they can care for their colleagues and themselves.
- Module 6 is an opportunity to plan a training workshop in psychosocial support for youth reflecting the needs of their local community.





MODULE

# 1

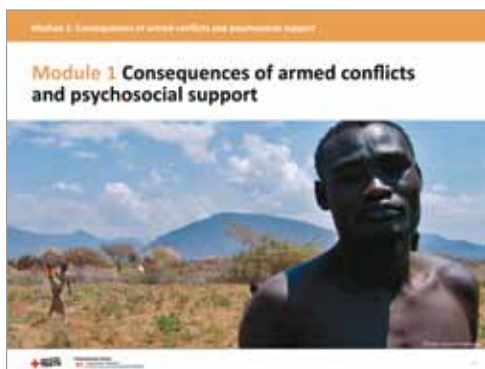


# Consequences of armed conflicts and psychosocial support

## 1.1 Introduction

This module defines psychosocial support and the psychosocial consequences of armed conflicts. It explains how support is given at different levels across the community. It is a foundation for the rest of the training and is therefore very important to take time with participants to ensure that they understand the material.

PPT 1.1: Module 1: Consequences of armed conflicts and psychosocial support

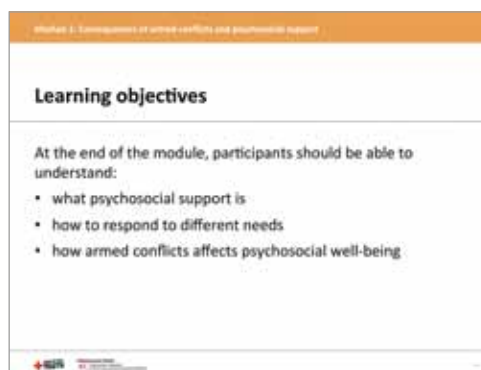


*Begin by introducing the module and highlighting the learning objectives.*

At the end of the module, participants should be able to understand:

- what psychosocial support is
- how to respond to different needs
- how armed conflicts affect psychosocial well-being.

PPT 1.2: Learning objectives



## 1.2 What is psychosocial support?

PPT 1.3: Psychosocial support



**ACTIVITY 1.1: Plenary**

(20 minutes)

**Purpose**

To have participants think about psychosocial support and what it means

**Materials required**

Flipchart paper and markers

**Procedure**

Explain the purpose of the activity to participants. Invite participants to answer the discussion questions below. As they respond, record what they say on flipchart paper.

**Discussion question**

What is psychosocial support?

[PPT 1.3: Psychosocial support](#)

PPT 1.4: What is psychosocial support?



The term 'psychosocial' refers to the dynamic relationship between the psychological and social dimensions of a person's life. The two dimensions influence one another and are very closely linked. They can be described as follows:

- Psychological dimension: internal, emotional and thought processes, feelings and reactions
- Social dimension: relationships, family and community networks, social values and cultural practices.

The Red Cross and Red Crescent Movement sometimes delivers psychosocial support through programmes specifically designed to address psychosocial issues. However, it is more common that psychosocial support is integrated within other activities and in programmes such as health or education.

The psychosocial support approach is a community-based approach provided mostly by volunteers. Red Cross Red Crescent staff and volunteers are usually part of the local community; therefore their support can reach large groups of people and can reflect community needs.

Working at the community level instead of an individual level is an effective way of supporting a large number of people. In this way, psychosocial support reinforces social networks or restores them, if they are not intact. It helps people learn how to protect themselves and others, thereby engaging them in their own recovery. It is important to involve the community in the planning and implementation of specific psychosocial activities. This protects the interests and concerns of those affected.

Psychosocial support is the process of facilitating resilience within individuals, families and communities. Through respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion.

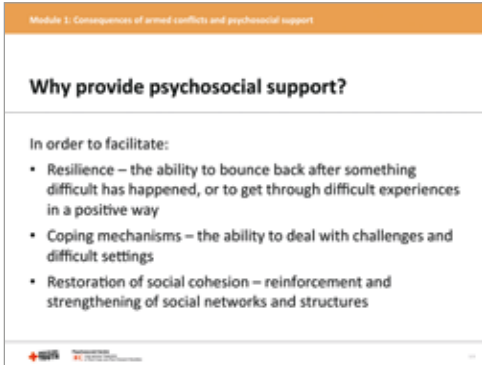
**What is 'psychosocial'?**

The term 'psychosocial' reflects something all people share. As human beings, we all have feelings and thoughts that affect how we react to life situations and how we relate to others – in both positive and negative ways. Recognizing that stress can affect our feelings, thoughts, physical health and relationships is the basis for psychosocial support and well-being. When we are under special stress, such as the stress of working in emergencies, we need to pay more attention to our psychosocial health, as well as to psychosocial support for ourselves and each other.

Psychosocial support refers to the actions that address both the psychological and social needs of individuals, families and communities.

### 1.3 Why provide psychosocial support?

PPT 1.5: Why provide psychosocial support?



Psychosocial support can be provided to facilitate:

- **Resilience:** the ability to bounce back after something difficult has happened, or to get through difficult experiences in a positive way
- **Coping mechanisms:** the ways people deal with challenges and difficult situations
- **Restoration of social cohesion:** reinforcement and strengthening of social networks and structures.

#### Resilience

Resilience is described as a person’s or a community’s ability to absorb shock and bounce back after experiencing a critical or traumatic event. Resilience does not mean that people do not experience distress from the events in their lives, but rather that they are able to cope with and recover from them using their resources.

### 1.4 Psychosocial activities

PPT 1.6: Psychosocial activities



Psychosocial support activities can involve efforts to protect women, children and other groups particularly at risk from violence and exploitation. However, all psychosocial activities aim to promote resilience by establishing the following five elements:

1. Sense of safety
2. Calm
3. Sense of self- and community
4. Connectedness
5. Hope

#### ACTIVITY 1.2: Buzzing

(15 minutes)

##### Purpose

To let participants think about psychosocial activities

##### Procedure

Ask the participants to spend 10 minutes brainstorming psychosocial activities. Follow up in plenary.

##### Question

What psychosocial activities can you think of?

[PPT 1.7: Buzzing](#)

PPT 1.7: Buzzing



### 1.5 The intervention pyramid

In this section you will help participants become familiar with the intervention pyramid for mental health and psychosocial support in emergencies and address training needs.

PPT 1.8: Intervention pyramid



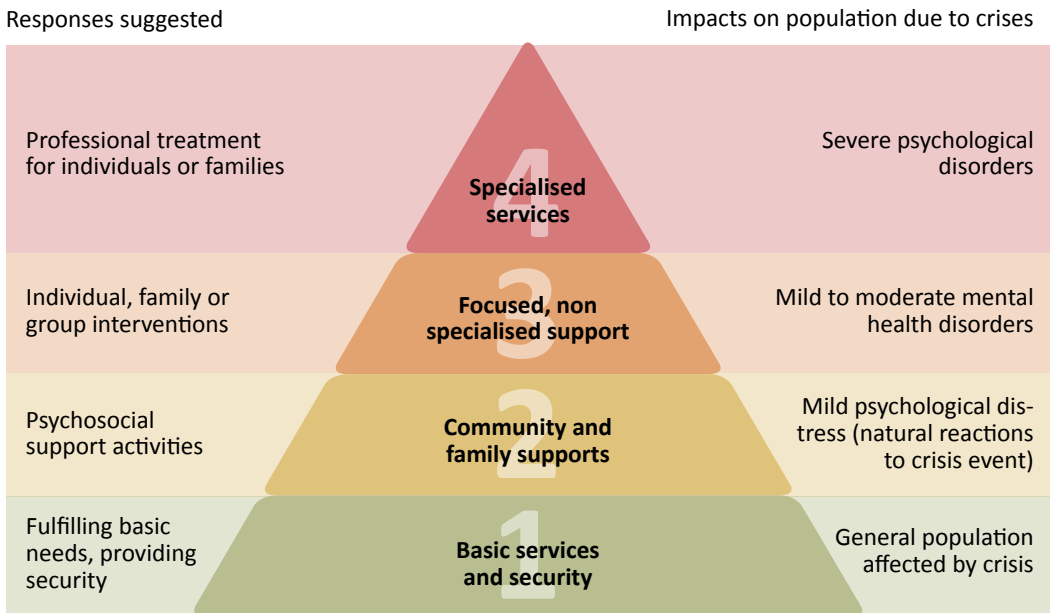
This pyramid illustrates the different kinds of support people may need, whether in times of crisis, at an early stage of recovery, or in the on-going situations of distress experienced by people over many years. Psychosocial support can be given at each level.

This training focuses on giving participants a basic understanding of psychosocial support activities in the third level of community and family supports. It enables participants to understand psychological and social reactions, needs and interventions, respecting relevant and appropriate cultural frameworks and to plan a variety of interventions that are sensitive to local circumstances. The more specialised services for youth are not covered in this training. However, information is given about making referrals where these are needed.

Support is offered at these four levels:

- 1. Basic services and security:** People's well-being is protected through meeting their basic needs and rights for security, governance, and essential services such as food, clean water, health care and shelter.
  - A psychosocial response here might involve advocating that these basic services and protections are put in place and are done in a respectful and socially appropriate way.

### Mental health and psychosocial support services



Source: This illustration is based on the intervention pyramid for mental health and psychosocial support in emergencies in the IASC Guidelines (2007).

**2. Community and family support:** A small number of people may need help in accessing key community and family support. Due to the disruption caused by armed conflicts, family and community networks may be broken.

- A psychosocial response here might involve family tracing and reunification, or it could involve the encouragement of social support networks.

**3. Focused support:** A still smaller number of people will, in addition, require support that is more directly focused on psychosocial well-being. This might be individual, family or group interventions, typically carried out by trained and supervised workers.

- A psychosocial response here may include activities to help people deal with the effects of gender-based violence, such as support groups for victims of rape, for former child soldiers or activities for orphans.

**4. Specialised services:** At the top of the pyramid is additional support for the small percentage of the population whose condition, despite the aforementioned supports, is intolerable and who may have great difficulties in basic daily functioning.

- Assistance here could include psychological or psychiatric support for people with mental disorders that cannot be adequately managed within primary health services.

PPT 1.9 : Matching needs



As the needs of those affected increase, so does the need for training for those responding.



Source: PS Centre, 2009

As the needs of the affected youth increase, so does the need for training for staff and volunteers. Although most volunteers are able to care for others and provide some support in difficult times, training in psychosocial support helps them to be more aware of some basic principles and techniques that are useful in their work. Recognizing what skills are needed and learning how to improve and apply them is one of the aims of this training.

### 1.6 Psychosocial consequences of armed conflicts

The following activities cover the psychosocial consequences of armed conflicts.

PPT 1.10: Psychosocial consequences of armed conflicts

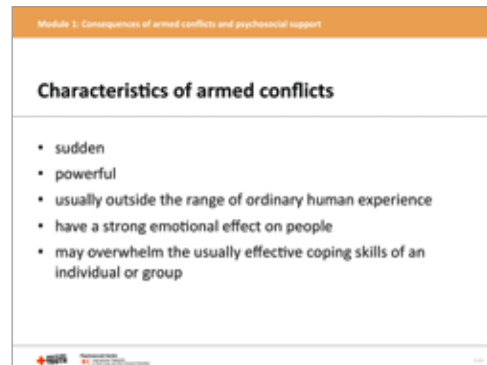


Armed conflicts can be characterized as a crisis event. A crisis event is a major event outside the range of normal everyday experience that is extremely threatening to those involved, usually accompanied by feelings of powerlessness, horror or terror.

The consequences of armed conflicts are many and disastrous, and affect whole communities. These might be:

- famine
- disease
- expansion of HIV/AIDS (where rape might be used as a weapon)
- destruction of health services and schools
- breakdown of community structures
- loss of sense of safety or security
- migration to cities (looking for jobs or for security).

PPT 1.11: Characteristics of armed conflicts



Armed conflicts impact young people too, in disrupting the usual course of development as they mature into adulthood. As a consequence of armed conflicts, young people might well experience:

- being left as breadwinners and caretakers for their younger siblings
- lack of income
- homelessness and/or having no access to land (to cultivate)
- being forced to leave their homes or to migrate to cities (to look for jobs)
- educational disruption
- stigma (as a result of being an orphan, ex-combatant, having a disability, etc.)
- exclusion from society (being seen by others neither as “child” nor as “adult”)
- increased violence
- increased intake of alcohol or other harmful substance
- changes in (traditional) gender roles and balance.

**ACTIVITY 1.3: Discussion of case study 1**

(15 minutes)

**Purpose**

To let participants think about the consequences for young men of the destruction of livelihoods and assets

**Materials required**

Hand-out 1 from Annex 5 called case study 1: A crisis of masculinity and increasing male violence in rural Kenya

**Procedure**

Discussion

1. Give hand-outs of the case study below (see Annex 5, hand-out 1) and ask participants to read it.
2. Ask them to think of more examples of the consequences for young men of the destruction of livelihoods and assets.
3. Ask participants to discuss how gender issues can influence the impact of armed conflicts.
4. Sum up the discussion by saying that gender issues can influence the way young people perceive psychosocial support in their specific context. Gender issues should therefore always be taken into consideration when providing psychosocial support.

Case study 1



PPT 1.12: Psychosocial consequences of armed conflicts



Different factors affect how armed conflicts influence the psychosocial well-being of individuals. The social, psychological and biological factors that keep people resilient are called protective factors. They reduce the likelihood of severe psychological effects when encountering hardship or suffering. Protective factors can be belonging to a caring family or community, maintaining traditions and cultures, and having a strong religious belief or political ideology, which gives the feeling of belonging to something bigger than oneself. Opposing protective factors are risk factors. These factors literally put people 'at risk,' increasing the impact of hardship and difficulties.

**CASE STUDY 1:**

**A crisis of masculinity and increasing male violence in rural Kenya**

In rural Kenya, the destruction of livelihoods and assets has been shown to have implications for gender relations, as traditional male livelihoods (export crops, livestock/pastoralism, labour migration) have declined. Meanwhile, there are new opportunities for female roles (food crop production, petty trade, informal services, beer brewing etc.).

Young men have found it increasingly difficult to fulfil traditional male roles which has led to a sense of failure. Feelings of disempowerment undermine the social value, identity and self-esteem of men. Among young males in rural Kenya the consequences show themselves as growing violence and insecurity, including domestic violence, intergenerational disagreements, political violence, land clashes, vigilantism, increasing criminality and armed gangs spreading to rural areas.

Source: Francis, Paul (2008) Some thoughts on youth livelihoods in post-conflict situations: marginality, trauma and employment.



**Protective and risk factors**

**Protective factors** literally 'protect' people, reducing the impact of hardship and difficulties.

These factors make people more resilient, and help them respond better during a crisis.

**Risk factors** literally put people 'at risk,' increasing the impact of hardship and difficulties. These factors make people more vulnerable and decrease their resilience during a crisis.



PPT 1.13: Factors affecting the psychosocial impact of crisis events

Module 1. Consequences of armed conflicts and psychosocial support

### Factors affecting the psychosocial impact of crisis events

1. Characteristics of the event
2. Conflict/post-conflict environment
3. Individual characteristic
4. Family and community resources

The factors affecting the psychosocial impact of a crisis include:

- The characteristics of the event: intentionality, degree of preventability, scope of impact, suffering, degree of expectedness, duration of the event
- The conflict/post-conflict environment: weather, time of day, accessibility to area, amount of physical destruction, number of survivors and number of deaths, number of child deaths
- Individual characteristics: gender, disabilities, age, economic status, mental and physical health, previous traumatic experiences
- Family and community resources: nature of relationships between children and caregivers, active social networks, community cohesion, religious system and rites, economic and educational opportunities.

Some of the factors can be both protective factors and risk factors depending on the circumstances.

#### Discussion

*Go through the factors affecting the psychosocial impact of crisis events and discuss in plenary how each factor could either positively or negatively influence psychosocial well-being in a post-conflict situation.*

PPT 1.14: Factors affecting the psychosocial impact of crisis events: 1. Characteristics of the event

Module 1. Consequences of armed conflicts and psychosocial support

### Factors affecting the psychosocial impact of crisis events: 1. Characteristics of the event

- scope of impact
- suffering
- duration of the event
- intentionality
- degree of preventability
- degree of expectedness

PPT 1.15: Factors affecting the psychosocial impact of crisis events: 2. Conflict/post-conflict environment

Module 1. Consequences of armed conflicts and psychosocial support

### Factors affecting the psychosocial impact of crisis events: 2. Conflict/post-conflict environment

- weather
- time of day
- accessibility to area
- number of survivors
- number of deaths
- number of child deaths
- extent of physical destruction

PPT 1.16: Factors affecting the psychosocial impact of crisis events: 3. Individual characteristics

Module 1. Consequences of armed conflicts and psychosocial support

### Factors affecting the psychosocial impact of crisis events: 3. Individual characteristics

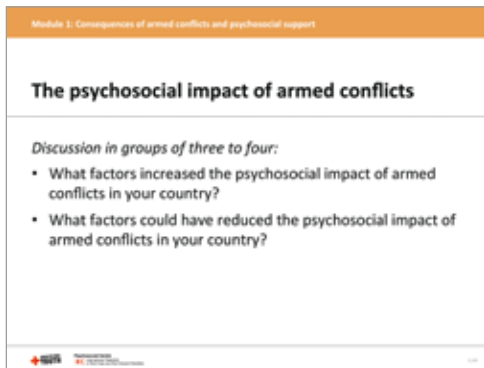
- gender
- disabilities
- age
- mental and physical health
- previous traumatic experience
- economic status



PPT 1.17: Factors affecting the psychosocial impact of crisis events: 4. Family and community resources



PPT 1.18: The psychosocial impact of armed conflicts



**ACTIVITY 1.4: Group work followed up by plenary session**

(20 minutes)

**Purpose**

To learn what increases the psychosocial impact of conflicts

**Materials required**

A flipchart for each group and examples from participants' own countries/regions

**Procedure**

Explain the purpose of the activity to participants. Divide participants into small groups of three to four. Allow ten minutes for group discussion. The group records their answers to the discussion question on the flipchart and presents them in plenary (2-3 minutes per group).

**Discussion questions**

What factors increased the psychosocial impact of armed conflicts in your country? What actions could have reduced the psychosocial impact of armed conflicts in your country? What psychosocial activities can you think of?

PPT 1.18: The psychosocial impact of armed conflicts



If participants cannot mention any factors that increased the impact of armed conflicts, the following points might be of help:

- scope of impact or magnitude of the disaster
- number of deaths
- number of separated persons
- losses
- location
- length of time for relief to reach the areas (due to inaccessibility)
- severe weather conditions, (e.g. flooding, which limits people's ability to flee).

If participants do not mention any actions that could reduce the impact of armed conflicts, the following points might be of help:

- helping and supporting each another
- doing practical rebuilding together (men)
- establishing temporary schools and play activities for children
- talking together amongst youth and discovering that they are facing the same problems
- maintaining daily routines and structures
- maintaining cultural practices and beliefs
- establishing social gatherings
- finding meaning (in a seemingly meaningless situation).

**1.7 Reactions to armed conflicts**

PPT 1.19: Reactions to armed conflicts



Everybody experiences stress at some point in their lives, but some more than others. Youth who are living in post-conflict settings have at some point experienced stress in its extreme forms. Stress is a normal reaction to a physical or emotional challenge and occurs when people do not have enough resources for coping.

PPT 1.20: Reactions to armed conflicts



### ACTIVITY 1.5: Group discussion followed by plenary discussion

(15 minutes)

#### Purpose

To be able to recognize different signs of stress and reactions to stress

#### Procedure

Explain the purpose of the activity to participants. Divide participants into groups of three to four, giving the groups ten minutes to answer the questions.

#### Discussion questions

What are the usual signs and reactions due to stress you see in a friend, colleague or relative? Describe at least five types of behaviour or physical reactions indicating stress.

PPT 1.20: Reactions to armed conflicts

PPT 1.21: Common signs of stress



Common signs of stress include:

- physical signs, e.g. stomach ache, tiredness
- mental signs, e.g. difficulty in concentrating, losing track of time
- emotional signs, e.g. anxiety, being sad
- behavioural signs, e.g. alcohol abuse, recklessness, feeling useless
- inter-personal signs, e.g. withdrawnness, conflict with others.

The most common severe long-term consequences of stress are anxiety, depression, and post-traumatic stress disorder (PTSD). These disorders share some of the same symptoms, but the focus of treatment varies.

*Explain that this training does not cover these disorders, as they reflect needs at level four of the intervention pyramid. Further longer-term training is required, along with supervision, to provide the specialized services needed.*

## 1.8 Coping and assistance in stressful environments

PPT 1.22: Coping and Assistance

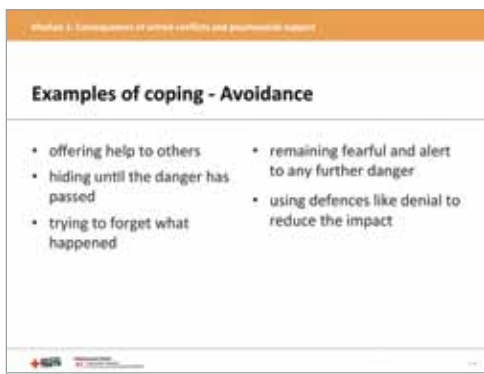


Coping is the ability to deal with challenges and difficult situations. Introduce this section by saying that you will look at different coping strategies and how volunteers and staff can assist young people in coping.

There are two basic types of coping:

- In one, people try to avoid or turn away from what is challenging them. This is called avoidance. Examples include hiding until the danger is passed, trying to forget what happened, remaining fearful and alert.
- In the other, people turn their attention towards the challenge. This is called approach. Examples include trying to find meaning, seeking support, taking action.

PPT 1.23: Examples of coping - Avoidance

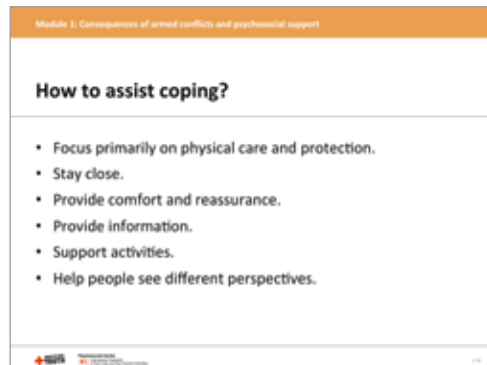


PPT 1.24: Examples of coping - Approach



Give some examples using those listed on the slides above, or ask participants to think of some examples.

PPT 1.25: How to assist coping?



PPT 1.26: What is assisted coping?



What is assisted coping? This means:

- primary focus on physical care and protection
- staying close
- providing comfort and reassurance
- providing information
- supporting people in engaging in activities
- helping people to see different perspectives.

Using the community’s knowledge, values and practices will most likely make the people involved in projects feel a greater degree of ownership for the project and get a stronger feeling of self-worth, importance and influence.

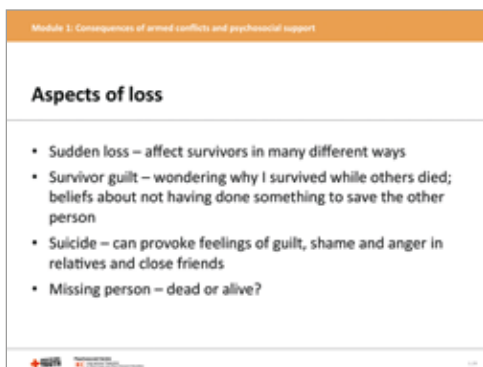
## 1.9 Loss and grief

PPT 1.27: Loss and grief



*Explain that in this section you will be talking about loss of life. You will be referring to circumstances where, for example, the death of a significant other has occurred, a death has been witnessed or an unsuccessful attempt has been made to save someone's life. Loss is most often unpleasant, with negative or tragic associations, but when a life is lost, it is the most upsetting loss of all. Be aware that this is a sensitive topic and can cause strong emotional reactions among participants.*

PPT 1.28 Aspects of loss



**Sudden loss**, like all loss, is very individual and is likely to affect survivors in many different ways. It occurs without any warning, and gives no opportunity to prepare for the

loss and bereavement. There is no time to take care of unfinished business or to say good-bye. Sudden loss can both be related to death and to someone going missing, e.g. because of human trafficking or missing in conflict. Common reactions to sudden loss also include denial, depression, hopelessness, numbness and searching for meaning. Religious and spiritual beliefs are often challenged and goals and plans are re-evaluated.

### Survivor guilt

Surviving a disaster where others have died can complicate the grieving process as survivors may:

- find that memories of the event dominate their minds
- wonder why they survived, when others died
- believe that they could have or should have done more to prevent the tragedy
- accuse themselves of not being able to protect and save their children or other lost loved ones
- believe that they experienced good fortune at the expense of others
- believe that by attempting to save their own life, they unintentionally harmed someone else's.

**Suicide** can provoke feelings of guilt, shame and anger in relatives and close friends.

If there is a **missing person**, the family may have difficulty accepting that the person is really dead.

One cannot compare loss. Each loss, whether sudden or not, creates specific challenges. It is important to allow survivors to cope with the loss in their own individual way. People normally cope with loss by grieving. Psychosocial support at this time is important.

PPT 1.29: Loss and grief: exercise



**ACTIVITY 1.6: Individual exercise followed by plenary discussion**



(10 minutes)

**Purpose**

To introduce participants to processes of grieving

**Materials needed**

Flipchart and marker

**Procedure**

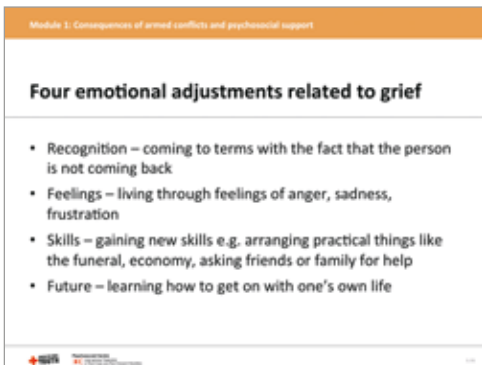
Explain the purpose of the activity to participants. Give the participants five minutes to work on the assignment individually. Follow up in plenary and record participants' views on a flipchart.

**Discussion questions**

What is included in the grieving process?  
Write down the first three things that come to mind.

PPT 1.29: Loss and grief: exercise

PPT 1.30: Four emotional adjustments related to grief



There are four emotional adjustments related to grief and getting on with life:

- Recognition – coming to terms with the fact that the person is not coming back
- Feelings – living through feelings of anger, sadness, frustration
- Skills – gaining new skills, e.g. arranging practical things like the funeral, asking friends or family for help
- Future – learning how to get on with one's own life.

**1.10 Support to grieving people**

Explain that this section is about the needs grieving people have. Explain that social support is a strong, contributing factor to regaining resilience and to healing. The role staff and volunteers play in providing assistance is important.

PPT 1.31: Psychosocial support to grieving people



PPT 1.32: Psychosocial support to grieving people



### ACTIVITY 1.7: Discussion in plenary

(10 minutes)

#### Purpose

To have participants think about when and how to support a grieving person

#### Procedure

Explain the purpose of the activity to participants.

#### Discussion questions

Ask participants to name situations where they helped others in a situation of loss, or where they saw families or communities helping one another in grieving. Afterwards, ask what kind of support was given to the grieving person.

PPT 1.32 : Psychosocial support to grieving people



Here are some tips for psychosocial support to grieving people:

- Help can be both emotional and practical, like arranging a funeral or other ceremony.
- Give time for the bereaved person or family to talk. Often people need to tell their story over and over again as a way of processing the experience.
- Stay close, listen and provide care.
- Social support from family and friends plays an important role in preventing complications associated with grief. It is essential to help people to continue with life after an almost unbearable loss.

PPT 1.33: Psychosocial support to grieving people

Module 1. Consequences of armed conflicts and psychosocial support

### Psychosocial support to grieving people

- Realise that the process can be both emotional and practical.
- Give time for the bereaved person or family to talk.
- Stay close, listen and provide care.
- Elicit social support from family and friends.
- Help people to continue with life after almost unbearable losses – this is essential.

## 1.11 Review

PPT 1.34: Discuss the benefits of psychosocial support

Module 1. Consequences of armed conflicts and psychosocial support

### Discuss the benefits of psychosocial support

Plenary discussion:

- How does psychosocial support help after war?
- Who can provide psychosocial support?
- Examples of factors influencing the psychosocial well-being?
- Examples of the psychosocial consequences of war?
- How can the knowledge from this module be applied?

Lead a discussion about the main points of the module asking the following questions and making sure you come back to the objectives of the module:

- What is psychosocial support?
- How does it help following armed conflicts?
- Who can provide psychosocial support?
- Can you give some examples of factors that influence psychosocial well-being?
- Can you give some examples of the psychosocial consequences of armed conflicts?
- How do you think you can use the knowledge from this module?

The aim of this is to reinforce the main points of the day's training.

## 1.12 Wind up the day and check out

PPT 1.35: Wind up the day and check out



### ACTIVITY 1.8: Winding up the day

#### Purpose

To let participants reflect upon what they learned today

#### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying, "I check out with..." Things to take away could be an "aha moment," new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to see what the participants picked up from the module and to ensure that everybody has the opportunity to share their impressions about the day.

[PPT 1.35 : Wind up the day and check out](#)



MODULE

# 2



# Youth in post-conflict settings

## 2.1 Introduction

This module introduces the concept of 'youth' and how to work with youth in post-conflict settings.

PPT 2.1: Module 2: Youth in post-conflict setting

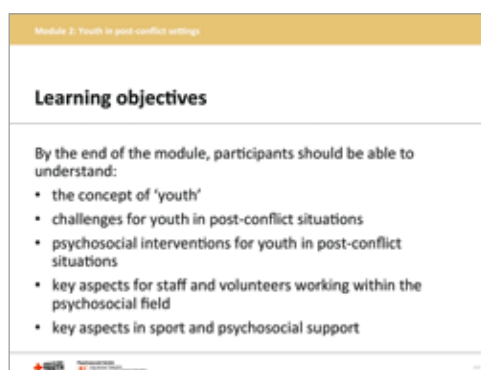


*Begin by introducing the module and highlighting the learning objectives.*

By the end of the module, participants should be able to understand:

- the concept of 'youth'
- challenges for youth in post-conflict situations
- psychosocial interventions for youth in post-conflict situations
- key aspects for staff and volunteers working within the psychosocial field
- key aspects in sport and psychosocial support.

PPT 2.2: Learning objectives



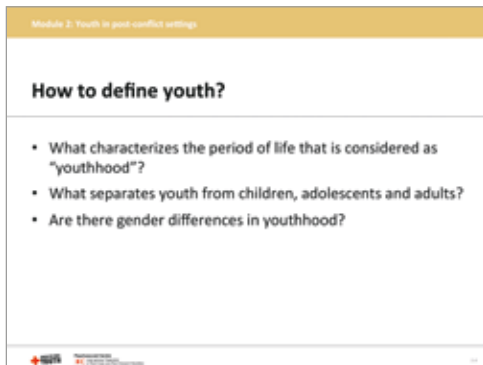
## 2.2 The concept of 'youth'

*Explain that before looking at challenges and psychosocial interventions for youth in a post-conflict setting, you will be working together on a definition for 'youth.'*

PPT 2.3: What is youth?



PPT 2.4: How to define youth?



34

### ACTIVITY 2.1: Group work followed by a plenary session

(30 minutes)

#### Purpose

To define 'youth'

#### Materials required

A flipchart and markers for each group

#### Procedure

Explain the purpose of the activity to participants. Ask participants to work in small groups. Allow 20 minutes for the group discussion and record main points on a flipchart. Ask participants to present their findings in plenary.

#### Discussion questions

- What characterizes the time period or phase in life that is considered as 'youthhood'?
- Are there gender differences in youthhood?
- What separates youth from children, adolescents and adults?
  - Age (e.g. is youth a person who is between 15-25 years? A child is below 18? An adolescent is between 12-19?)
  - Biological markers and changes?
  - Rites and rituals?
  - Education?
  - Before having children?
  - Before marriage?
  - The death of a parent?

Sum up the discussion by saying that youth is usually the time to experiment with adult roles, but not to commit to them fully.

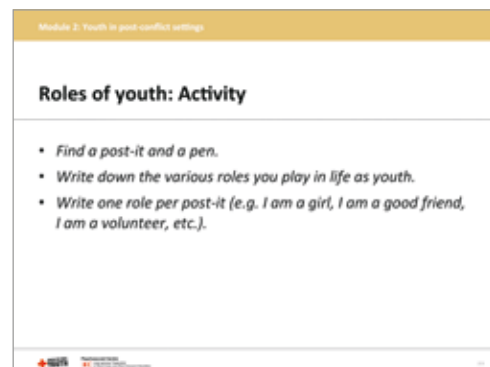
[PPT 2.4: How to define youth?](#)



Achieving adulthood can be determined by factors such as economic independence, leaving the parental home, getting married, having children, and going through rites of passage. Youth is not a rigid construct based on age, but can be understood as the transitional phase of life between childhood and adulthood.

In many places the following explanation might be useful: "Youths are not dependent children, but neither are they independent, socially responsible adults."

PPT 2.5: Roles of youth: Activity



### ACTIVITY 2.2: Pairs followed by a plenary session

(30 minutes)

#### Purpose

To give participants an opportunity to reflect on how they define themselves and what role they play or played in their youth

#### Material required

Post-it notes and pens

#### Procedure

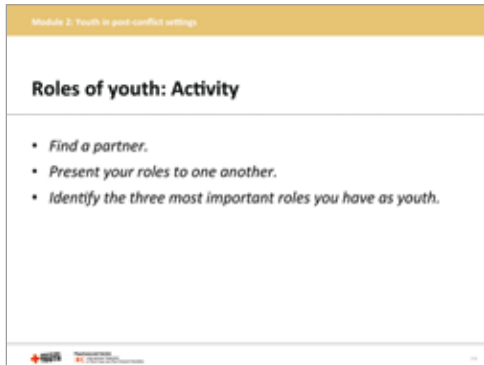
Ask participants to write down the roles they play or played in life as a youth, one role per post-it (e.g. I am a girl, I am a good friend, I am a volunteer, etc.).

When they have done this, ask them to find a partner. The pairs present their roles to one another and then decide upon the three most important roles they have as a youth; then they must discard the other post-its.

[PPT 2.5: Roles of youth: Activity](#)



PPT 2.6: Roles of youth: Activity



Follow up in plenary by asking:

- How did it feel to throw away some of the roles that you play in life?
- Was it difficult to be left with only three roles?
- Was it difficult to choose the three most important roles?

Sum up by saying that in times of armed conflict, people’s roles change – and sometimes roles might be taken away. As an example, young people might not be able to go to school, do their hobbies or keep their friends.

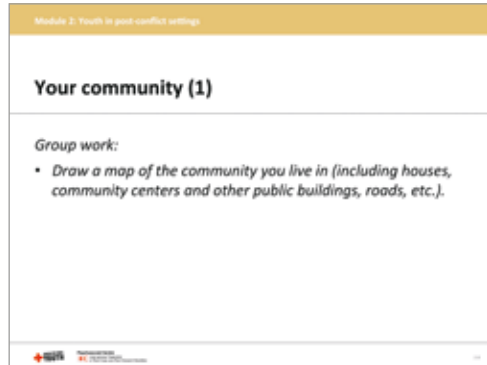
### 2.3 Challenges for youth in post-conflict situations

PPT 2.7: Challenges for youth in post-conflict settings

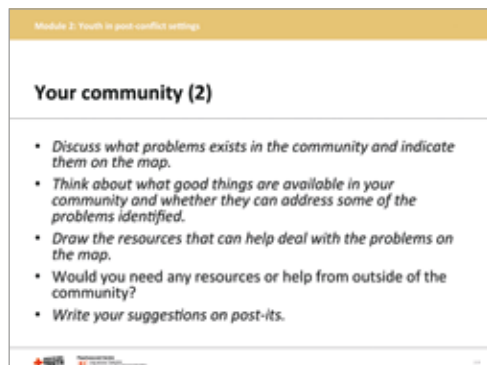


Several factors might challenge youth development and the transition to adulthood in post-conflict settings. Explain that in the next part you will look at these factors together. The community young people live in is one of the factors influencing youth development.

PPT 2.8: Your community (1)



PPT 2.9: Your community (2)



### ACTIVITY 2.3: Group work followed by presentation

(60 minutes)

#### Purpose

To explore the community the participants live in, giving them an opportunity to identify the problems and the resources or positive things in their community

#### Materials required

One flipchart and markers for each group

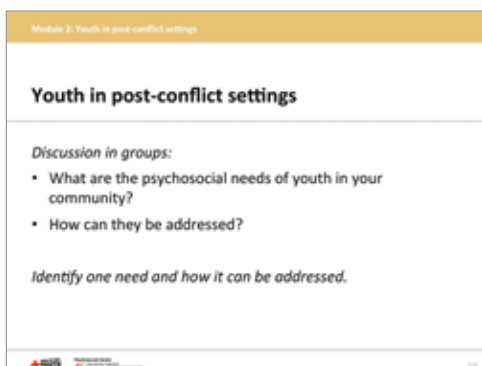
#### Procedure

- Ask participants to draw a map of the community they live in. The map should have things on it that are easy to recognize: houses, community centre, other public buildings, roads, etc.
- Then ask them to discuss what problems there are in the community, and then indicate them on the map.
- Then, ask them to think about the good things that are available in their community and whether these good things can help to address some of the problems they have identified.
- Draw the resources that can help deal with the problems on the map.
- If there are still some problems on the map that need to be dealt with, ask the participants to work out what kind of resources or help from outside of the community would be needed. Ask them to write down their suggestions on post-it notes.

Once all the groups have completed the task, invite each group in turn to present their maps to the rest of the participants.

PPT 2.8: Your community (1) and  
PPT 2.9: Your community (2)

PPT 2.10: Youth in post-conflict settings



Module 2: Youth in post-conflict settings

### Youth in post-conflict settings

*Discussion in groups:*

- What are the psychosocial needs of youth in your community?
- How can they be addressed?

*Identify one need and how it can be addressed.*

### ACTIVITY 2.4: Group work followed by a plenary session

(20 minutes)

#### Purpose

To identify psychosocial needs of youth

#### Materials required

A flipchart and markers for each group

#### Procedure

Explain the purpose of the activity to participants. Ask them to get into small groups and to take 10 minutes for group discussion. Ask each group to record their responses on flipchart paper. Follow up in plenary, summarising the different needs identified by each group on one flipchart paper.

#### Discussion questions

What are the psychosocial needs of youth in your community? How can they be addressed?

Identify one need and how it can be addressed.

PPT 2.10: Youth in post-conflict settings

## 2.4 Psychosocial interventions for youth in post-conflict situations

PPT 2.11: Psychosocial interventions for youth in post-conflict settings



Armed conflicts have a great impact on youth, but it is important not to define youth who are affected by conflict as “traumatized victims” of warfare, or “violent contributors” to warfare.

*Remind the participants of the idea of resilience:*

PPT 2.12: Resilience

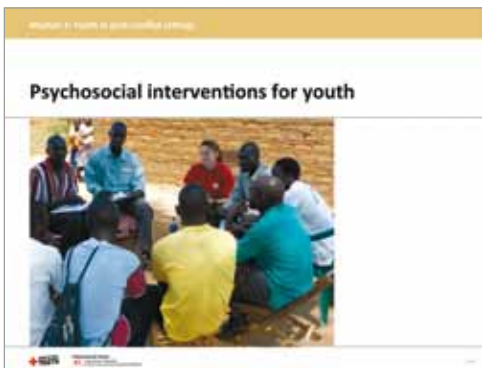


Resilient characteristics in youth include:

- the ability to attract and use adult support
- curiosity and intellect
- a vision of possibility
- the need and ability to help others.

This also applies for youth who have served as soldiers and have been provided with rehabilitative services and have been accepted back into their families and communities. They can become “productive, responsible and caring adults.”

PPT 2.13: Psychosocial interventions for youth

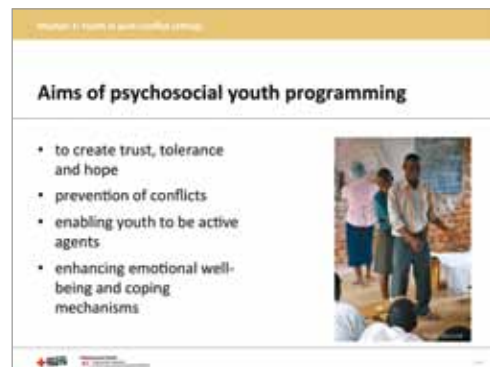


Often youth will be interested in taking action, in testing the world around them and in challenging existing structures. However, in post-conflict settings, youth often grow up in situations where power is held by a few people, for example by a particular ethnic group or family network. This excludes them and many other groups in society. Lack of engagement like this may make youth feel ignored and powerless.

Engaging youth has been identified as a humanitarian and post-conflict necessity. Ignoring youth might lead some towards gangs, militias, prostitution and drug rings. These types of groups have unfortunately proven how effective young people can be in the service of armed conflict and exploitation.

Long-lasting, effective improvement in young people’s lives can only be achieved with their full participation. To create sustainable programmes for youth, it is important to consider the young people’s perception of possibilities and constraints. This means that the young people themselves need to define what they need.

PPT 2.14: Aims of psychosocial youth programming



PPT 2.15: Aims of psychosocial youth programming

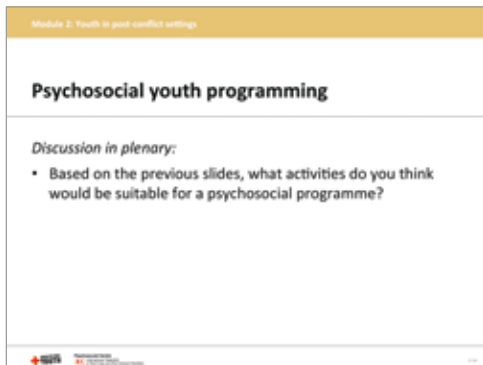


The fundamental aim of psychosocial programming is to improve youths’ psychosocial well-being by:

- enhancing trust and tolerance among youth
- helping to develop reconciliation to prevent new conflicts

- enabling youth to be active agents in rebuilding communities and in actualizing positive futures
- enhancing emotional well-being and coping mechanisms
- restoring the normal flow of youth development
- protecting youth and community members from the accumulation of distressing and harmful events
- providing youth with a safe place, where they can express themselves freely and lead a life free from violence, enabling them to develop and learn
- improving the support mechanisms linking young people and their peers
- enhancing social support mechanisms within communities and strengthening the social fabric.

PPT 2.16: Psychosocial youth programming



*Sum up the discussion, by letting participants know that involving youth in this way empowers them with a variety of skills, such as problem solving. It also increases their self-confidence and improves their communication skills. Most importantly, it shows that their opinions are respected and that their importance to society is recognized.*

## 2.5 The psychosocial volunteer

PPT 2.17: Key aspects for volunteers



Key aspects for staff and volunteers in psychosocial programmes:

- Staff and volunteers must have skills to facilitate the understanding of emotions and inter-personal communications between youth, and help youth develop effective coping skills.
- They must be able to deal with any unresolved issues of their own (i.e. that

### ACTIVITY 2.5: Plenary discussion

(10 minutes)

#### Purpose

To identify psychosocial activities

#### Procedure

Ask participants what activities they think would be suitable for a psychosocial programme, based on the previous slides. Activities could be:

- Guided psychosocial support workshops for youth to enhance their ability to deal with stress and sadness, increase playfulness, trust and tolerance among them, and improve their relationship with teachers
- Recreational activities and life planning skills
- Community workshops and open days (e.g. festivals) to strengthen the social fabric and encourage families and communities to provide support for the youth
- Support for parents or caregivers to empower them in their roles, improve their relationships with their children and promote awareness on child protection
- Counselling for youth, individually or in a group setting (e.g. peer support)
- Psychological first aid.

PPT 2.16: Psychosocial youth programming



may arise from living in the same adverse conditions as the young people they are supporting).

- They should enhance the value and resilience of the community (through their engagement in and connection to a community).

The principle of ‘do no harm’ is essential when working with development projects, especially in the psychosocial field. This principle refers to the unintentional harm that may be caused to those who are supposed to benefit from psychosocial support.

In order to ‘do no harm’ it is important to:

- include the most affected of the target group
- adapt and modify each of the games and sports, so that they match the capacities, interests and needs of the participants
- offer a wide range of different activities
- adapt to local circumstances, culture and thinking.

### ACTIVITY 2.6: Plenary discussion

(20 minutes)

#### Purpose

To identify characteristics of a psychosocial volunteer

#### Materials required

Flipchart and markers

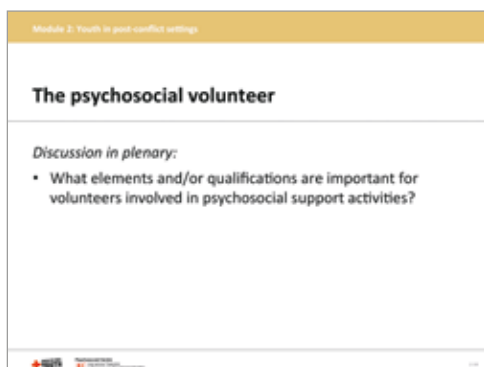
#### Discussion question

What elements and/or qualifications are important for staff and volunteers involved in psychosocial support activities?

Note down the answers on a flipchart and facilitate the discussion.

[PPT 2.18: The psychosocial volunteer](#)

PPT 2.18: The psychosocial volunteer



Check that the following elements are present:

- a caring attitude
- non-judgemental listening skills
- the ability to provide practical information
- the knowledge and capability to create a safe and calm environment
- basic knowledge of psychosocial support
- the trust of the affected population as well as knowledge of the locality
- the self-reliance to intervene in difficult situations, even in an environment where the volunteers themselves are part of the community
- the ability to respond to needs in a culturally sensitive manner
- the capacity to recognize and refer people that might be in need of more support
- a supportive and encouraging attitude.

Sometimes people may need more support than staff and volunteers are able to provide. Explain that you are now going to talk about referring people to professional help.

### ACTIVITY 2.7: Discussion in plenary

(20 minutes)

#### Purpose

To have participants think about when to refer and to whom to refer

#### Procedure

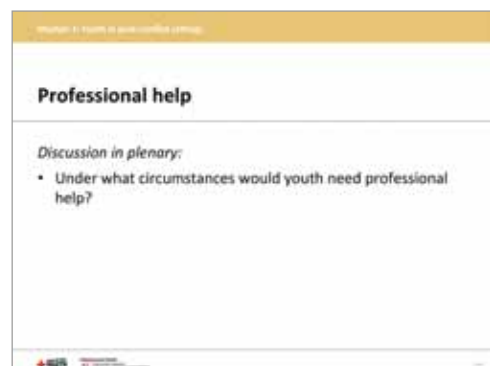
Explain the purpose of the activity to participants.

#### Discussion questions

Ask participants when youth might need professional help, how to make a referral and who can help.

[PPT 2.19: Professional help](#)

PPT 2.19: Professional help



*Follow up with these points:*

If a young person demonstrates any of the following behaviours, he or she should be referred for professional help:

- significant change in behaviour – whether the individual themselves or people close to them recognise the change
- talk of suicide
- persistent physical symptoms
- dependency on alcohol or drugs
- behaviour which puts self or others at risk
- enduring depression or other mental disorder
- inability to control strong emotions
- residual problems as a result of abuse or criminal activity
- severe sleep problems.

*Make sure that participants are aware of how to refer a person to professional help:*

- Inform the person and get their consent to make a referral.
- If possible, provide different options.
- Follow the procedures set out by the psychosocial programme you are working for. (Ensure that participants are familiar with these procedures.)
- Do they have a list of organisations that provide help in their area?
- If not, can they investigate options with other NGOs? (It may be possible to identify ways of accessing professional support.)
- Have they considered community support?

## 2.6 Sport and physical activities in psychosocial programmes

This section is about how sport and physical activities can promote physical and mental well-being and inclusion among youth in post-conflict situations. Explain that other methods can be used in psychosocial interventions such as forum theatre, music and dance, but here the focus is on sports and games.

PPT 2.20: Psychosocial sport and play programmes



*Look first with participants at what defines sport and physical activities. It is important to emphasize that sports that aim to provide psychosocial support do not include competitive, elite sports.*

Sport and physical activities should be defined and implemented in the broadest possible way, including fitness, traditional and international games, martial arts, gymnastics, dancing, etc. In order to promote psychosocial well-being, sport and physical activities need to be adapted to the local context. The type of activities offered should enable everyone to participate regardless of abilities, talent, age, gender, ethnicity, socioeconomic status, sexual orientation, etc. This requires the staff and volunteers to plan and implement the activities thoughtfully, based on a playful, holistic and inclusive approach.

Sometimes a game of football is appropriate and is requested by a local group of young people. In other circumstances, other sports and physical activities are more appropriate. All activities that come from within the community itself – traditional or modern – are particularly well-suited to meeting psychosocial aims. However, some caution is also required with regard to traditional games, since some indigenous practices may derive from male-dominated hunting or war scenarios. It can also be an advantage to choose a new game or sport in order to break free of the usual approach and roles associated with a well-known game.



### Ultimate Frisbee

In a programme in an IDP-Camp in Azerbaijan, people were very reluctant to have girls play soccer. In order to enable both sexes to participate equally in the activities, the programme managers introduced a new game that the young people had never played before – ultimate Frisbee. In this way, both boys and girls could be engaged in the activity.



PPT 2.21: Discussion in plenary



### ACTIVITY 2.8: Discussion in plenary

(10-15 minutes)

#### Purpose

To have participants think about the positive outcomes of using sport and physical activities

#### Procedure

Ask the participants about what positive outcomes they see of using sport and physical activities. Write their suggestions on a flipchart and return to these later.

[PPT 2.21: Discussion in plenary](#)



The following is a list of examples of positive outcomes of sport and physical activities:

- creating a sense of normalcy
- restoring social well-being and psychological health
- creating opportunities to learn how to manage one's own emotions and develop self-control
- using social skills and values
- creating opportunities for young people to feel comfortable and in control of their feelings by allowing the expression of emotions in acceptable ways.

- developing sensitivity towards other young people's needs and values
- practising skills in how to negotiate and resolve conflicts
- highlighting quality role models
- developing a sense of self-worth
- practising effective communication
- growing healthier relationships with peers
- generating protective factors.

Continue the discussion by reminding the participants of the five essential elements for psychosocial interventions:

1. Sense of safety
2. Calm
3. Sense of self- and community
4. Connectedness
5. Hope

These five principles offer an evidence-based foundation for effective psychosocial interventions that focus both on individuals and communities. Tell the participants that it is important to implement these principles when using sport and physical activities in psychosocial programmes, and that you are now going to talk about how to do this.

PPT 2.22: Sense of safety



### Principle 1: Promoting a sense of safety in sport and physical activities

Promoting a sense of safety is essential in order to reduce biological responses that accompany on-going fear and anxiety, and to help individuals and communities to better cope with adversity. Here are some important elements to consider when planning in sport and physical activities in order to promote a sense of safety:

- Conduct sport and physical activities in safe and secure places. Environments should be free from physical, psychological and social harm (e.g. violence, racism, harmful objects and negative public attention).
- Activities should be planned to create a sense of normalcy. Try creating a regular routine (e.g. same time of day or day of the week) and/or games and activities familiar to the community (e.g. traditional games, local sports).
- Ensure that a support system is developed. Allow time for participants to discuss and debrief throughout the sessions. Develop trust-based relationships with participants and develop a referral system for those that may need additional support.
- Provide quality training and adequate numbers of coaches and programme leaders. Remember that these volunteers have also experienced trauma and will need support, debriefing and guidance as well.

PPT 2.23: Sense of calming



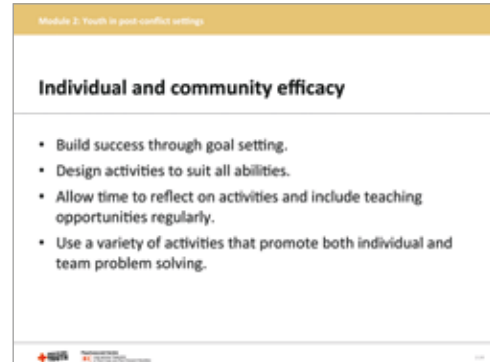
### Principle 2: Promoting a sense of calming in sport and physical activities

Helping youth realize and acknowledge that certain stress reactions are common while exposed to extreme situations is a key intervention principle in promoting calming. A wide range of strategies have been identified as useful for enhancing calm. Here are some important elements to incorporate:

- Allocate time for sharing and learning throughout the sessions. For example, have a sharing circle at the beginning or end of each session, where session leaders facilitate discussions on relevant issues with the group (e.g. education, health, emotions etc.).

- Plan time for relaxing exercises such as visualization, stretching, yoga, relaxation, etc. into each session.
- Ensure that leaders and coaches are both consistent and reliable and encourage trust-based relationship-building amongst the group.

PPT 2.24: Individual and community efficacy



### Principle 3: Increasing individual and community efficacy in sport and physical activities

Psychosocial interventions based on sport and physical activity can help to improve self-efficacy. Self-efficacy is the belief that one's actions are likely to lead to generally positive outcomes. This can be extended to collective efficacy, which is the sense that one belongs to a group that is likely to experience positive outcomes. Through sport and play, participants are encouraged to challenge themselves and in turn discover new skills and abilities. These skills, and the confidence gained, are often transferable to the participants' daily lives and into the community, at a job or in the classroom. They can inspire hope and assurance for the future. Important elements in increasing individual and community efficacy include:

- Building success through goal setting: By setting achievable targets and breaking big tasks into smaller parts, participants will feel more successful. Make sure to acknowledge accomplishments and ensure that no one gets left behind.
- Designing activities to suit all abilities: Participants should be challenged but should also leave the session feeling successful.
- Allowing time to reflect on activities and including teaching opportunities regularly:

Ask questions that promote reflection such as, “What did you learn from these activities? How can it be applied outside of sport?”

- Using a variety of activities that promote both individual and team problem solving.

PPT 2.25: Connectedness



**Principle 4: Promoting connectedness in sport and physical activities**

Promoting connectedness within communities following a crisis is the foundation for post-crisis psychosocial support programmes. Interventions using sport and physical activity can offer a platform for community cohesion. Activities allow youth to have a positive experience with peers, but they also contribute to community re-building as a whole. They give the community something positive to discuss and regular events to look forward to. Strong, interconnected communities with a high degree of trust are a necessary foundation for helping and caring for individuals. Sport offers a neutral sphere that allows those who are returning after participating in a conflict to re-integrate in the community. The interactions that occur naturally through sports activities can contribute toward repairing and re-building trust among people in the community. Trust can further be promoted through sport and physical activities by doing the following:

- using activities that develop trust and sharing
- fostering communication and collaboration among participants
- creating mixed teams (this is especially important when bringing together people from different groups or people who have been on opposing sides in a conflict).

PPT 2.26: Hope



**Principle 5: Instilling hope in sport and physical activities**

Hope has been defined in psychology as a “positive, action-oriented expectation that a positive future goal or outcome is possible”. We can instill hope by helping the affected individuals realize that their reactions are common and that others also share the same concerns and fears. Feeling less lonely while facing a big problem can allow individuals to better trust their resources and to expect positive outcomes in the near future.

Interventions may also promote hope at an individual and at a collective level by offering activities that renew motivation for learning and future planning. Here are some important aspects to consider when organizing sport and physical activities:

- Plan for long-term sustainability and continuity of programmes. Try planning a cycle of activities in advance, create a routine, but also keep activities new and exciting for participants to ensure that they are excited to join each session.
- Highlight positive outcomes, even if they are only small gains.
- Encourage meaningful relationships amongst participants and with leaders or coaches.
- Use positive role models to demonstrate to people how to overcome difficulties.

**How to ensure long-term improvement of psychosocial well-being**

It is very important to give time for reflections during activities. This can be done by asking the young people to reflect on the following questions: “What made me feel better?” and “How can I maintain well-being

in my daily life?” or “How can I apply what I’ve learned today in my daily life?”

*Summarise the benefits of using sports activities to promote psychosocial well-being.*

Implementing the five principles in psychosocial sport and physical activities will assist youth in addressing many social and psychological challenges simultaneously in gentle and non-intrusive ways. Psychosocial sport and play activities generate protective factors that work as buffers to prevent the impact of risk factors like severe stress or trauma. Even for youth who have already been exposed to and adversely affected by long-term hardship, establishing a sense of safety, calm, self-efficacy, connectedness and hope can help direct their lives towards more positive outcomes.

*Let the participants know that they can find more material on the IFRC PS centre website ([www.pscentre.org](http://www.pscentre.org)) to support them when planning and implementing PSS activities, and give a few examples of the materials that can be found:*

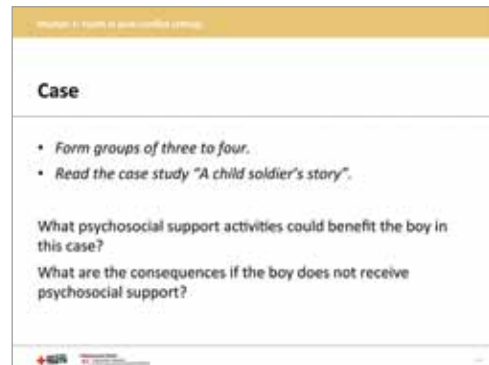
- Psychosocial Interventions: A handbook
- Caring for Volunteers: A psychosocial support toolkit
- Children’s Resilience Programme: Psychosocial support in and out of schools
- Lay Counselling: A trainer’s manual
- Life Skills - Skills for Life: A handbook.

These materials can easily be adapted to fit the context and the targeted youth groups.

## 2.7 Case study

*End the day by analysing the case study, “A child soldier’s story” (see Annex 5, hand-out 2). In preparation for this module, have printed copies of the case studies ready.*

PPT 2.27: Case



### ACTIVITY 2.9: Group work followed by plenary

(30 minutes)

#### Purpose

To apply knowledge about psychosocial support

#### Material required

Flipchart and markers, copies of the case study “A child soldier’s story”

#### Procedure

Explain the purpose of the activity to participants. Divide participants into small groups of three to four. Allow time to read the case study and ten minutes for a group discussion. In the plenary, record participants’ findings on a flipchart.

#### Discussion questions

What might be the boy’s psychosocial reactions and needs? What might be the consequences if the boy does not receive psychosocial support? What psychosocial interventions could be relevant for this boy? What could be the benefits of psychosocial support for this boy?

PPT 2.27: Case

*Follow up on the case study. Make sure the following are mentioned:*

- **Reactions:** isolation, loss of feeling of belonging, feelings of stigmatization, shame or guilt, worries about the future, fear for the community, anxiety, depression, hope.
- **Psychosocial needs:** information and sensitization to prevent stigmatization in the community, support and understanding (by the formerly-abducted persons, their relatives and the community), practical support including housing, food and school fees.

- **Psychosocial interventions:** youth groups, sports, music, dance, drama, creative activities, practical support, education, information and sensitization activities.

## 2.8 Wind up the day and check out

PPT 2.28: Wind up the day and check out



### ACTIVITY 2.10: Winding up the day

#### Purpose

To let participants reflect upon what they learned today

#### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying, “I check out with...” Things to take away could be an “aha moment,” new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to see what the participants picked up from the module and to ensure that everybody gets the opportunity to share their impressions about the day.

[PPT 2.28 : Wind up the day and check out](#)



Ida Lund

MODULE

# 3

# Facilitating trainings for youth in post-conflict situations

## 3.1 Introduction

The participants should facilitate this module themselves as far as possible. See annex 5 for an overview of PPT with the key points that needs to be included in this learning process. Please make sure that these are mentioned. It is also possible to skip the group work and use the PowerPoints in annex 5 as a lecture, if more suitable.

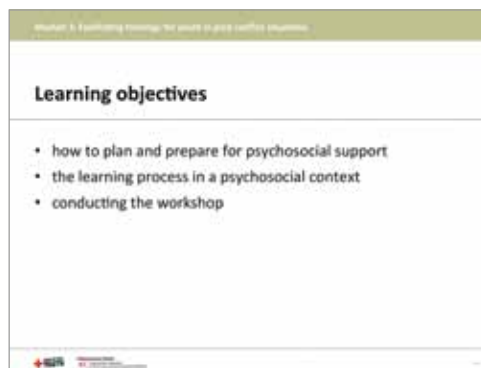
PPT 3.1: Module 3: Facilitating trainings for youth in post-conflict situations



*Explain that this module is facilitated by the participants (see activity 3.1 below for full details). The module aims to provide participants with an opportunity to facilitate training. In the process it introduces the participants to different learning principles. The module is therefore a practical application of what participants are actually learning. In preparation for this module, have copies of the hand-outs ready. Encourage the participants to facilitate their topics in a creative way.*

*It is important that as the trainer you keep the groups working to time, so that participants can experience all the different elements of the activity. This module requires the groups to move from planning to facilitating and then to giving and receiving feedback. All these are important to the learning process, so try to support participants in completing their tasks.*

PPT 3.2: Learning objectives

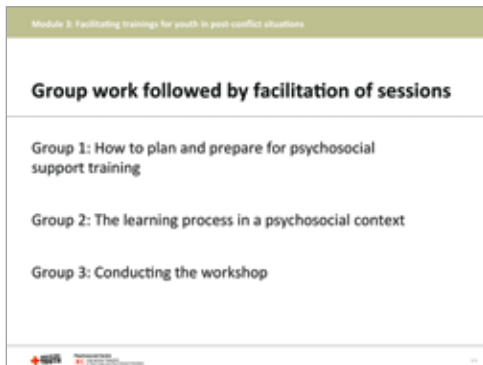


*Begin by introducing the module and highlighting the learning objectives.*

By the end of the module, participants should be able to understand:

- how to plan and prepare for psychosocial support training
- the learning process in a psychosocial context
- how to conduct a workshop.

PPT 3.3: Group work followed by facilitation of sessions



### ACTIVITY 3.1: Group work (preparation) followed by participant facilitation of sessions

(4 hours and 15 minutes)

#### Purpose

To practise facilitating training

#### Materials required

Hand-outs for each group (see Annex 5, hand-out 3):

- Group 1 hand-out is 'how to plan and prepare for psychosocial support training.'
- Group 2 hand-out is 'the learning process in a psychosocial context.'
- Group 3 hand-out is 'conducting a workshop.'

#### Procedure

Ask participants to get into three groups.

Give group 1 the hand-out on 'How to plan and prepare for psychosocial support training.' Give group 2 the hand-out on 'The learning process in a psychosocial context.' Give group 3 the hand-out on 'Conducting a workshop.'

The groups have 2 hours to prepare to facilitate a 45-minute session on their topic. Explain that the groups have to decide who will facilitate which section. The 45-minute session should include at least one participatory activity and at least one energizer, and not just be a lecture.

Each group facilitates their session in turn and feedback is given immediately afterwards. Feedback will take the following into consideration:

- involvement of participants
- facilitation techniques and creativity
- meeting the learning objective of the topic.

Feedback is given by the participants and by the trainer.

PPT 3.3: Group work followed by facilitation of sessions

### 3.2 Wind up the day and check out

PPT 3.23: Wind up the day and check out



### ACTIVITY 3.2: Winding up the day

#### Purpose

To let participants reflect upon what they learned today

#### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying, "I check out with..."

Things to take away could be an "aha moment," new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to see what the participants picked up from the module and to ensure that everybody gets the opportunity to share their impressions about the day.

PPT 3.23: Wind up the day and check out







MODULE

# 4

# Supportive communication

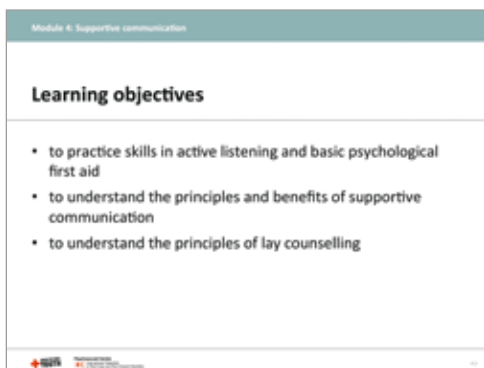
## 4.1 Introduction

This module contains practical exercises in active listening and supportive communication. These skills are fundamental to providing psychosocial support.

PPT 4.1: Module 4: Supportive communication



PPT 4.2: Learning objectives



*Begin by introducing the session and highlighting the learning objectives:*

- to practise skills in active listening and in basic psychological first aid
- to understand the principles and benefits of supportive communication
- to understand the principles of lay counselling.

Staff and volunteers often find themselves in situations, where feeling confident about how to communicate well with other people is extremely important. For instance, staff and volunteers working with people living with HIV or AIDS need to communicate in a supportive way with people who have just learned about their HIV-positive status. This is done by active listening – the core element of psychological first aid and supportive communication.

PPT 4.3: Active listening



## 4.2 Active listening

Active listening means giving full attention to the speaker. This means not only listening to what is being said, but also listening to the ‘music’ behind the words, and registering movements, body language, tone of voice and facial expressions. The art of listening therefore is to be able to distil the meaning, both from what is said and how it is said. Active listening in support situations requires an ability to focus on the speaker and allowing them space to talk, without voicing one’s own thoughts, feelings and questions while they are speaking.

### ACTIVITY 4.1: Brainstorm

(5 minutes)

#### Purpose

To raise participants’ awareness about the elements of active listening

#### Materials required

Flipchart and markers

#### Procedure

Brainstorm with participants what active listening means and how to do it. Write down on a flipchart all the words and concepts participants use to describe active listening.

[PPT 4.3: Active listening](#)

*Ask participants to think about the impact of active listening.*

Active listening makes the speaker feel that he or she is taken seriously, is respected and is being treated as a valued individual. When someone is given the opportunity to express their emotions and thoughts to another human being, it makes their difficulties seem a little easier to bear. It also can provide relief and further clarity as to how one can take the next step to move on. In this sense, active listening provides a basis for the self-development of the young person being helped.

PPT 4.4: Active listening (1)

Module 4: Supportive communication

### Active listening (1)

- Maintain eye contact (where culturally appropriate) without gazing.
- Focus on the help-seeker and give them room to talk.
- Use clarifying questions and summarizing statements.
- Avoid giving opinions, arguing or sympathizing.
- Avoid being distracted.
- Focus on what the help-seeker is saying.

PPT 4.5: Active listening (2)

Module 4: Supportive communication

### Active listening (2)

- Use your own body language to convey your attention.
- Use words like ‘yes’ and ‘hm’ and ‘go on’.
- Use appropriate facial expressions.
- Keep your posture relaxed and open.
- Be awake and attentive; maintain high energy levels.
- Allow time for silence and thoughts.

*Introduce the basic elements of active listening:*

- Maintain eye contact (if culturally appropriate) without staring.
- Focus on the young person and give them room to talk.
- Use clarifying questions and summarizing statements, e.g. “What do you mean by saying ...?”, “I am not sure I understand what you mean when you mention ...?”, “Are you saying that you ...?”, “Did I understand you correctly ...?”
- Avoid giving opinions, arguing or sympathizing.
- Try not to be distracted.
- Focus on what the young person is saying, rather than guessing, or preparing what you yourself will say next.
- Use your own body language to convey your attention.
- Use words like ‘yes,’ and ‘hm,’ and ‘go on.’
- Use appropriate facial expressions.

- Keep your posture relaxed and open.
- Be awake and attentive – maintain high energy levels.
- Allow time for silence and thoughts.

PPT 4.6: Activity: active listening



### ACTIVITY 4.2: Work in pairs followed by plenary

(20 minutes)

#### Purpose

To practise active listening

#### Procedure

Ask participants to get into pairs. Ask them to agree who will be the active listener and who will be the speaker. Suggest that the speaker chooses to talk about something from their everyday life that is not related to a crisis event. The listener listens actively by asking clarifying and summarizing questions. Give participants about five minutes for this exercise.

#### Discussion questions

Follow up in plenary by asking the following: How was this different from everyday conversations? How did you feel when there were silences? Were you comfortable as the speaker or the listener? What percentage of your attention were you able to give the speaker?

PPT 4.6: Activity: active listening

## 4.3 Psychological first aid (PFA)

Volunteers and staff may encounter situations in which they have to provide support to youth who have recently experienced a critical event or are in distress. Perhaps they have been in an accident, were injured or attacked, or perhaps they have just heard

very distressing news, such as of the death or serious illness of a loved one. They may be affected by discussing what has happened, and knowing how to provide PFA will help staff and volunteers to respond effectively in the situation.

When someone has just been through a very distressing event, they may feel overwhelmed, vulnerable, anxious, uncertain or confused. They may experience sudden emotional distress, grief, anger, a sense of hopelessness, or even apathy or numbness. In a state of shock or crisis situation, individuals may have difficulties thinking clearly. They may not know what to do to help the situation and themselves. Learning the principles of PFA enables staff and volunteers to understand the most helpful things to say and do in such situations, and increases their confidence in assisting people in acute distress.

PPT 4.7: What is psychosocial first aid?



**What:** PFA is caring support offered to people who have experienced a very distressing event or situation. It involves showing warmth and empathy and listening to them. These are skills and knowledge that staff and volunteers generally need to employ in their usual tasks. However, it may also involve making the surroundings safe for those they are helping and assisting them to deal with practical needs and problems related to the crisis event. With this support, the person can get stronger and regain the capacity to think and take care of themselves and others.

PPT 4.8: Where is psychosocial first aid provided?



**Where:** PFA can be provided in any place where it is safe for the staff or volunteer and the person seeking help to be. This can be, for example, a community centre, hospital or even at the site of a disaster or other crisis event, in which case it is important for the staff or volunteers to first take care of their own safety before helping others. If necessary and possible, the staff or volunteer may need to help the person relocate to a safer place, and try to provide them with some privacy, a quiet place to rest and talk, or other need, as appropriate to their age, culture and gender.

PPT 4.9: When is psychosocial first aid needed?



**When:** Depending on the type of work done, staff and volunteers may meet people very soon after they have experienced a distressing event or situation, or some days or weeks afterwards. PFA is usually given immediately for someone in acute distress.

### ACTIVITY 4.3: Plenary discussion

(20 minutes)

#### Purpose

To identify PFA actions step-by-step

#### Procedure

Ask participants to explain each step of PFA:

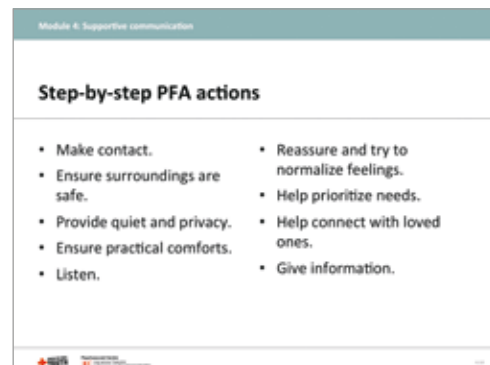
- Make contact
- Ensure surroundings are safe
- Provide quiet and privacy
- Offer practical comfort
- Listen
- Reassure and normalise feelings
- Help prioritise needs
- Connect with loved ones
- Give information.

If needed, use the additional information given below to explain to participants what the steps mean.

[PPT 4.9: When is psychosocial first aid needed?](#)

It may also be given later for people who are still experiencing distress or need the emotional and practical support of PFA.

PPT 4.10: Step-by-step PFA actions



#### PFA actions step-by-step:

**Make contact:** Make contact with the person, by introducing yourself (your name and agency) and saying how you can help.

**Ensure safe surroundings:** If necessary and possible, remove the person from any immediate dangers from exposure to upsetting sights or sounds, and from the media or onlookers.

**Provide quiet and privacy:** Where appropriate and possible, find a private, quiet space for the person to rest or, if they like, to talk.

**Offer practical comfort:** Offer practical comfort, like a glass of water or a blanket.  
**Listen:** Ask the person if they would like to talk about what happened, and listen carefully to their story and any feelings and concerns they share. If they do not want to talk, simply remaining beside them can be a comfort.

**Reassure and normalize feelings:** Reassure the person that it is normal and human to have an emotional reaction to a very distressing event.

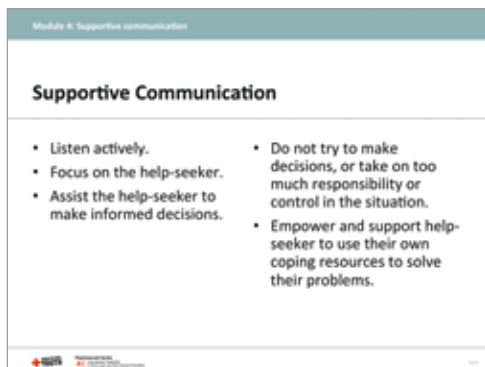
**Help prioritise needs:** Ask the person what they need, and help them to think through what is urgent and what can wait until later. Help them, if necessary, to meet urgent needs, such as housing or health care.

**Connect with loved ones:** Help the person connect with loved ones who can provide support.

**Give information:** Give factual information (i.e. names, contact details) about where and how to seek additional support.

#### 4.4 Supportive communication

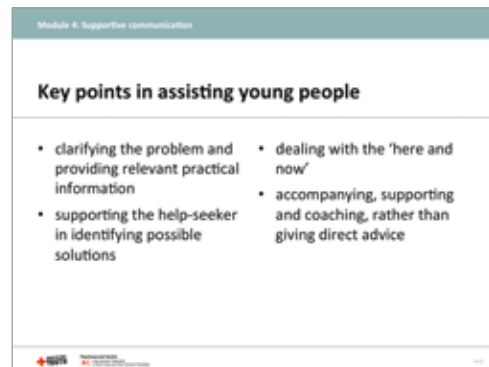
PPT 4.11: Supportive Communication



Good communication is the most fundamental support skill when supporting others in their decision-making. Learning how to listen and pay attention to young people seeking help is crucial. In contrast to everyday conversation, which is usually an active dialogue for both parties, those supporting youth spend most of their time as active listeners rather than talkers. The person seeking help sets the frame for the dialogue and is therefore in focus. Learning to be a good listener is a skill that almost anyone can acquire through practice and training.

An important role of those assisting young people who may feel overwhelmed by their situation is enabling them to make informed decisions. Volunteers and staff bring their own experience and knowledge to the support they provide. However it is important they do not try to make decisions for the young person, or take on too much responsibility or control in the situation. Rather, it is important to empower and support the person in using their own coping resources to solve their problems.

PPT 4.12: Key points in assisting young people



Key points in assisting young people in making their own decisions include:

- asking questions which clarify the problem
- providing relevant practical information to support the individual in the decision-making process
- supporting the individual in identifying possible solutions
- dealing with the 'here and now' and trying to guide the individual away from making any life-changing decisions, when he or she is feeling upset
- accompanying, supporting and coaching the young person, rather than giving direct advice. To do this, follow what the individual is saying and notice when they may indicate they are at the point of making a decision. At this point, you can reflect back to them the priorities and concerns they have shared with you, to help them focus more clearly on their decision.

PPT 4.13: Asking questions

Module 4: Supportive communication

### Asking questions

A statement can be a useful way to encourage someone to tell you more:

- "The more you tell me, the better I understand you..."
- "I would like to know more about that..."

A direct question enables someone to tell you more:

- "What happened?"
- "When was it?"

PPT 4.14: Asking questions

Module 4: Supportive communication

### Asking questions

A closed question:

- "Are you feeling better than last time we met?"

An open question:

- "How do you feel today?"

A leading question:

- "Are you feeling very unhappy about your father's death?"

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Both statements and questions can be useful in encouraging people to express themselves, and can be put in different ways.

- Using a **statement** is a useful way of encouraging someone to say more: "The more you tell me, the better I understand you." "I would like to know more about that."
- Asking a **direct question** also offers a person the opportunity to fill out his or her story.
- A **closed question** gives the opportunity of saying yes or no: "Are you feeling better than last time we met?"
- An **open question** allows the person to answer the way he or she want: "How do you feel today?"
- A **leading question** includes assumptions. It puts the questioner's presumptions into the person's thoughts, so that in replying the person feel forced to agree with you: "Are you feeling very unhappy about your husband's death?"

## ACTIVITY 4.4: Role-play followed by plenary

(60 minutes)

### Purpose

To practise supportive communication

### Materials required

There are four scenarios available (Annex 5, hand-out 4): "Losing a parent," "No need for me," "He took a part of me," and "Moving home." Feel free to create other scenarios more suitable to the context for participants.

### Procedure

Explain the purpose of the activity. Divide participants into groups of three. Use one scenario per group or ask all groups to work on the same scenario. Give them time to read the scenario and to decide on roles within their small groups.

Allow 30 minutes for the group work, followed by a plenary of 30 minutes. If the groups work on different scenarios, the groups should begin their presentation in the plenary by giving a short introduction on their scenario. The presentation should address the questions listed on the hand-outs.

### Discussion questions

What did the observer notice? What did the listener do well? What could have been done better? How was it to be the person with the problem? Did the young person seeking help feel understood and that they received support? Why or why not? What kind of questions helped clarify the problem for the young person seeking help? How was it to be the one listening? What was the most difficult part for the person listening?

[PPT 4.15: Role-play followed by plenary](#)

PPT 4.15: Role-play followed by plenary

Module 4: Supportive communication

### Role play followed by plenary

- Divide into groups of three.
- Read the scenarios.
- Choose a scenario.
- Agree on roles (help-seeker, listener and observer).
- Act the scenario.
- Prepare a presentation.



## 4.5 Lay counselling

Lay counselling is an important service to people in distress. A lay counsellor brings their empathy, listening ear and natural helping abilities to their role. Lay counsellors often meet young people seeking help at important moments of their lives. They can help in giving comfort, listening, helping people to make informed decisions and making referrals to other services or professional support.

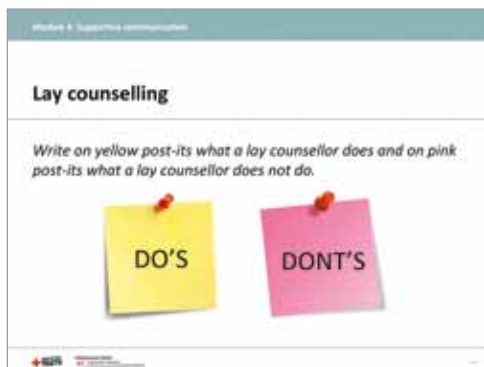
If possible, give specific examples from your organization.

Knowing when to report or refer someone is very important. Lay counsellors need to be clear about the limitations of the service they can provide, as well as being aware of their own assumptions and personal issues.

PPT 4.16: Lay counselling



PPT 4.17: Lay counselling



### ACTIVITY 4.5: Plenary discussion

(20 minutes)

#### Purpose

To specify the role of a lay counsellor

#### Materials needed

Yellow and pink post-its, flipchart paper headed “do’s” and “don’ts”

#### Procedure

Ask participants to write on yellow post-its what a lay counsellor does, and on pink post-its what a lay counsellor does not do. Then invite them to put them on the appropriate flipchart.

Use the list given in the training notes below to check that all the important points have been covered.

Sum up by highlighting some key points about lay counselling:

- A lay counsellor does not make decisions for those seeking help.
- A lay counsellor helps people prioritise their problems, and weigh the pros and cons of their decisions.
- A lay counsellor assists the person by referring them to other services when needed.

[PPT 4.17: Lay counselling](#)

#### Do:

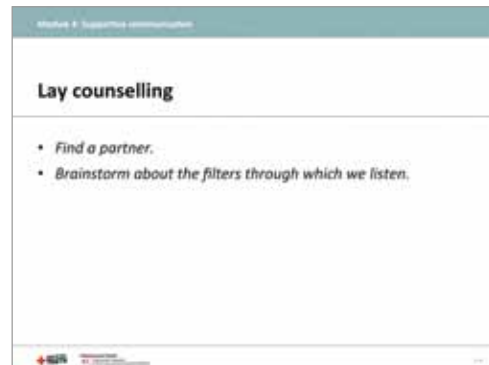
- Listen without judgment.
- Support and empower a person in a critical life situation to make their own informed decisions.
- Give emotional and practical support.
- Listen and provide comfort.
- Facilitate self-help.
- Give the information that is needed.
- Help people to access support to meet basic needs.
- Refer to more specialized care if needed.
- Act with the help-seeker.

#### Don't:

- Act on the help-seeker's behalf.
- Break the rule of confidentiality.
- Tell another person what to do or how to solve problems.
- Probe too deeply.
- Show disrespect.
- Act as a psychotherapist.
- Give promises that cannot be kept.

Lay counsellors have to be aware of their own – and other people’s - values, norms and expectations, particularly what each person defines as acceptable and unacceptable behaviour. This lays the foundation for a respectful relationship with those seeking help from different backgrounds. This is essential, so that lay counsellors are able to provide effective support.

PPT 4.18: Lay counselling



### ACTIVITY 4.6: Work in pairs follow up by plenary discussion

(45 minutes)

#### Purpose

To name and reflect on the filters through which people listen to and understand others

#### Procedure

Ask participants to brainstorm in pairs about the filters used in listening to people. Give them 5 minutes to do this. Then ask the pairs to say what they have come up with and write down their suggestions on a flipchart.

If they do not mention any of the following, add them to the list:

- gender
- age
- culture
- educational level
- hobbies
- experiences
- upbringing
- lifestyle
- spiritual beliefs
- sexuality.

#### Discussion points

After brainstorming different kinds of filters, discuss how these filters may affect the way lay counsellors listen to people.

#### Bear in mind the following points:

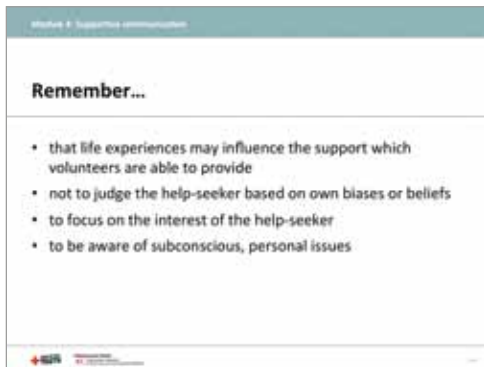
- It is possible to unconsciously slip into one’s own biases, when supporting a person from a different social background or culture, and in subtle ways to communicate a disagreement with their religious beliefs or disapproval of their lifestyle.

- A judgmental attitude can communicate itself without words. For example, former child soldiers, rape victims, teenage mothers, homosexuals, and those who are not in a long-term relationship may not mention sexual anxieties, if they sense that the lay counsellor will be shocked or will disapprove.
- Knowing a few facts about another culture may lead to wrong assumptions. Warn participants not to generalise when they only know a little. In some cultures or religions, it is not acceptable to discuss personal matters with someone of the opposite sex, but this cannot be assumed for everyone you meet from that culture or region.
- Remind participants that they should not assume that people whose first language is not the same as theirs cannot communicate effectively. The lay counsellor should concentrate on the person and listen carefully to what he or she is saying. If the lay counsellor still does not understand, he or she should politely ask the young person to clarify what is meant and also be sure to check if he or she also understands the lay counsellor.

**Wrap up the activity** by reminding the participants that people cannot escape the filters they listen through. Respectful and effective support can, however, be ensured by reflecting on the filters and their possible effect on the interaction with those seeking help. Use the PowerPoint slide headed ‘remember’ and the trainer’s notes below for more material on wrapping up this activity.

PPT 4.18: Lay counselling

PPT 4.19: Remember...



#### Remember:

- Staff and volunteers often have life experiences that are relevant for the work they do in supporting others. Very often, they are part of the same community as the youth involved in the activities and have therefore experienced the same atrocities the armed conflict. Volunteers and staff may also have experienced a loss, had an accident, have grown up in IDP camps or have been exposed to serious illness. All of these life events can be important to their motivation and for the way they assist young people seeking help. However, it is important to be aware of how they understand and have come to peace with their experiences. Sometimes these experiences can negatively influence the support staff and volunteers provide to others with similar issues.
- Volunteers and staff may also hear about issues and problems from young people seeking help that challenge their own moral standards and attitudes. There is a danger for volunteers and staff to unfairly judge based on their own biases or beliefs.
- Even though moral neutrality is important, none of us is truly morally neutral. So it is important to know ourselves, be aware of our experiences and beliefs and try to keep the best interest of those seeking in mind whenever providing lay counselling.
- Sometimes, we are not fully aware of our issues or motivations. Sometimes these are subconscious, but they can affect the interaction. If these subconscious, personal

issues emerge in interaction with those seeking help, they can cause distress and anxiety and may influence the counselling session negatively.

#### Risks in helping

Volunteers and staff may begin to act like a guardian for a young person seeking help, or become so involved in their own feelings that they are no longer able to clearly understand the young person's needs. They may give advice that is too directive or inappropriate, or may not truly recognize the young person's situation, capacities and resources to help themselves.

### 4.6 Wind up and check out

PPT 4.20: Wind up the day and check out



#### ACTIVITY 4.7: Winding up the day

##### Purpose

To let participants reflect upon what they learned today

##### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying, "I check out with..." Things to take away could be an "aha moment," new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to see what the participants picked up from the module and to ensure that everybody gets the opportunity to share their impressions about the day.

PPT 4.20: Wind up the day and check out



MODULE

# 5

# Supporting volunteers

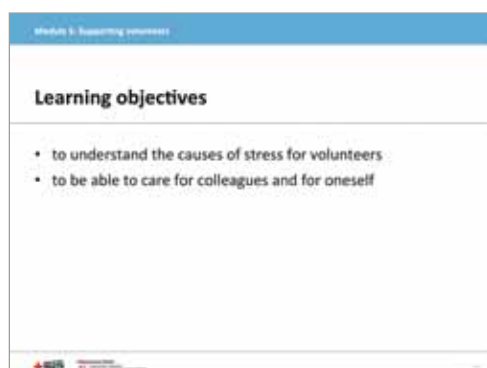
## 5.1 Introduction

This module looks at the causes of stress for volunteers working with youth in post-conflict situations, and how to recognize the signs of stress. The module suggests ways in which volunteers can support each other and take care of themselves.

PPT 5.1: Module 5: Supporting volunteers



PPT 5.2: Learning objectives



Begin by introducing the session and highlighting the learning objectives:

- to understand causes of stress for volunteers
- to be able to care for colleagues and themselves.

## 5.2 Causes of stress for volunteers

PPT 5.3: Causes of stress for volunteers



Explain to participants that working with youth in post-conflict situations can have many rewards. The support and care we offer to others going through difficult times is important for the people we assist, and can bring special meaning to our own lives. However, the task also carries certain risks and responsibilities. We may encounter people in acute distress or with strong emotional reactions, and may hear very difficult stories of grief, loss or experiences of trauma.

PPT 5.4: Causes of stress for volunteers



### ACTIVITY 5.1: Group work

(30 minutes)

#### Purpose

To make participants aware of sources of stress, when working with youth in post-conflict situations

#### Materials needed

Notepaper and pens, flipchart paper and markers

#### Procedure

In groups of three to four, ask participants to discuss the sources of stress they may face. Ask them to list them on notepaper. Take 15 minutes to do the small group work. Then ask for feedback from each group. Write up their suggestions on flipchart paper and add other sources of stress they may not have thought about from the list below.

#### Discussion questions

What kind of stress do you encounter or imagine you will encounter in the course of your work? Think broadly - not only about the people you may be helping, but also what sources of stress might come from yourselves or your work colleagues.

Possible causes of stress include:

- encountering young people who are angry, frustrated or dissatisfied
- working with distressed people
- hearing stories of severe loss, tragedy or destruction
- working with youths who might be a risk to themselves
- encountering death or injury in the course of the work
- having idealistic expectations of what a volunteer can do to help others
- feeling one has to solve all the problems for someone they are helping

- feeling guilty about paying attention to one's own needs for rest or support
- feeling unsupported by one's colleagues or supervisor
- difficult dynamics within a team or working with team members who are stressed.

PPT 5.4: Causes of stress for volunteers

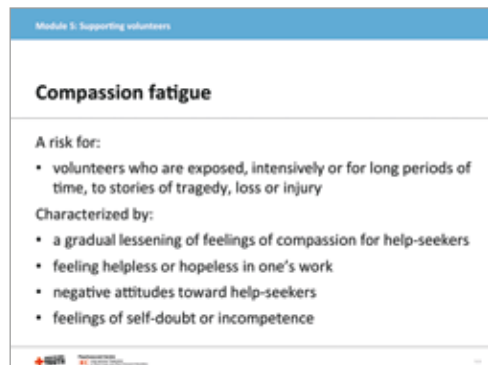
*Ask participants why it is important to be aware of possible sources of stress and how they know that they (themselves) are stressed.*

### Common signs of stress

- physical signs, e.g. stomach ache, tiredness
- mental signs, e.g. difficulty in concentrating, losing track of time
- emotional signs, e.g. anxiety, being sad
- behavioural signs, e.g. alcohol abuse (recklessness), feeling useless
- inter-personal signs, e.g. being withdrawn, conflict with others.

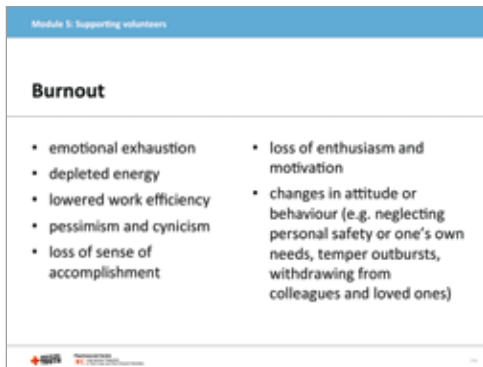
*Follow up the discussion by saying that being aware of possible sources of stress is important in order to avoid compassion fatigue and/or burnout.*

PPT 5.5: Compassion fatigue



Compassion fatigue is a risk for volunteers (and staff) who often hear stories of tragedy, loss or injury. It is characterized by a gradual diminishing of compassion toward help-seekers. It can also include feelings of helplessness or hopelessness in one's work, a negative attitude toward help-seekers, and feelings of self-doubt or incompetence.

PPT 5.6: Burnout



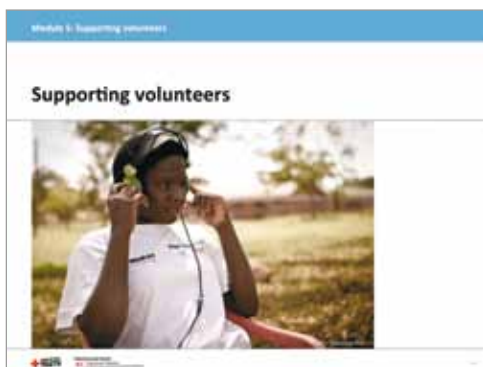
**Burnout** is a state of physical and emotional exhaustion due to chronic work stress. It implies that stress has taken over and the person is no longer able to use their coping resources effectively. Burnout is characterised by:

- emotional exhaustion
- loss of energy and fatigue
- loss of enthusiasm and motivation
- lowered work efficiency
- pessimism and cynicism
- loss of a sense of personal accomplishment in one's work
- changes in attitude or behaviour (e.g. neglecting personal safety or one's own needs, temper outbursts, withdrawing from colleagues and loved ones).

When burnout happens, it may be difficult for the persons to distance themselves from the situation or to recognise the signs of stress.

### 5.3 Supporting volunteers

PPT 5.7: Supporting volunteers



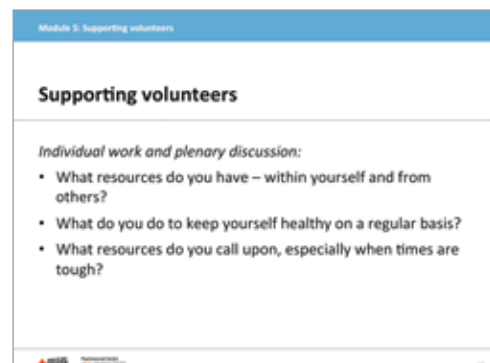
As volunteers, we need to be attentive to caring for ourselves, so that we can be fully present for others in distress. We are better able to draw upon our resources for resilience, if we have nurtured and paid attention to them on a regular basis. This means committing to certain routines that we know help keep us emotionally and physically healthy. This can help us to be better prepared when challenges arise in work or in our personal lives.

Every person possesses resources for coping with life challenges. Family, friends, basic provisions, physical comforts and other positive factors in our lives protect us when faced with stresses and contribute to our resilience.

Our own motivation for doing volunteer work is another source of resilience. People who choose to volunteer are often motivated by their compassion to help others – sometimes also because they themselves have been through difficult times and feel they can offer something relevant to others in distress.

While compassion and motivation are sources of resilience, it is also important to be aware of our expectations of our role as volunteers, and to examine if they are realistic or idealistic. Keeping realistic expectations of what one can offer in the role of a volunteer and what one can expect in return from the work is a basic part of self-care.

PPT 5.8: Supporting volunteers



## ACTIVITY 5.2: Individual work and plenary discussion

(15 minutes)

### Purpose

To raise awareness of participants' own resources for stress management

### Materials needed

Flipchart paper and markers, notepaper and pens

### Procedure

Ask participants to write down individually the things in their life that sustain them and then share some of them in plenary. These can be put into categories on a flipchart, for example:

- Personal resources: including our personalities or attributes, knowledge and experience, sense of humour, flexibility, ability to see people and events in a balanced way (not all good or all bad), being able to leave work behind at the end of the day
- People: including family, friends, co-workers, religious community, and supervisors or managers
- Activities: including exercise, eating well, resting enough, hobbies, yoga or meditation, prayer.

### Discussion points

What resources do you have (within yourselves and from others) and what do you do to keep yourself healthy on a regular basis? What resources do you call upon, especially when times are tough?

Ask if participants listed something special or different for when times are tough. Check with them: In tough times, do you have to pay extra attention to how you care for yourselves?

**Wrap up** by suggesting that participants keep their list as a reminder of the resources they have for coping.

[PPT 5.8: Supporting volunteers](#)

Volunteers can practise good stress management and well-being strategies before, during and after working with distressed people or in a crisis situation.



## PPT 5.9: Supporting volunteers

Module 5: Supporting volunteers

### Supporting volunteers

Discussion questions:

Group 1: "What can you do before work to manage stress?"

Group 2: "What can you do during work to manage stress?"

Group 3: "What can you do after work to manage stress?"

## ACTIVITY 5.3: Group work

(25 minutes)

### Purpose

To raise awareness of different response strategies to stress

### Procedure

Split participants into three groups. Ask group one to discuss: "What can you do before work to manage stress?" Ask group two to discuss: "What can you do during work to manage stress?" Ask group three to discuss: "What can you do after work to manage stress?" Give each group around 5 minutes to discuss their question and then feedback to the whole group.

### Discussion points

In the group discussion, note the range of strategies that can be helpful for individuals and teams, and the similarities and differences between participants' responses. For example, one person may want to be left alone and given time to cool down if they are upset. Another person might prefer to talk to someone. Sensitivity to each other and flexibility are vital to keeping a team functioning well together. Also note the different strategies for before, during and after working. Probe answers by asking the participants to consider what they can do to help themselves during particularly stressful times (going back to the resources they listed earlier). Ask them what they might need from their team and organization during times of stress (i.e. what would be helpful to them).

**Wrap up** the discussion by commenting on the different strategies that can be used. Distribute hand-out 5, 'Strategies for stress management: before, during and after.'

[PPT 5.9: Supporting volunteers](#)





PPT 5.10: Strategies for stress management (before)

Module 5: Supporting volunteers

### Strategies for stress management (before)

- Be aware of potential stresses and risks.
- Maintain healthy life habits.
- Be aware of your resources for coping.
- Assess your readiness to help others in any given situation.
- Attend briefing or training sessions.
- Have a clear job description.
- Establish clear lines of communication with supervisors and managers.
- Know what support your organisation provides and how to access it.
- Know your team members and develop supportive relationships with them.

PPT 5.11: Strategies for stress management (during)

Module 5: Supporting volunteers

### Strategies for stress management (during)

- Establish adequate working conditions wherever possible.
- Keep reasonable working hours.
- Attend supervision sessions and seek help from supervisors when needed.
- Talk to team members, friends and loved ones who can support you.
- Be respectful, patient and understanding with other team members.
- Attend support sessions or team meetings to share experiences and feelings as the work is going on.

PPT 5.12: Strategies for stress management (during)

Module 5: Supporting volunteers

### Strategies for stress management (during)

- Watch for signs of stress and take action to prevent problems.
- Make time for rest and relaxation.
- Pay attention to and attend to your personal and family needs.
- Maintain reasonable expectations of what you can and cannot do.
- Leave work behind at the end of the day or mission.
- Be willing to seek help from a supervisor or other support.

PPT 5.13: Strategies for stress management (after)

Module 5: Supporting volunteers

### Strategies for stress management (after)

- Take time to reflect on your experience and come to terms with any difficult aspects.
- Make an honest appraisal with a supervisor about your work - acknowledging what you were able to do well, and any limits you encountered.
- Attend support sessions or team meetings to debrief, reflect and share feelings and experiences.
- Monitor yourself and team members for signs of stress that may develop after working in a particularly difficult situation or with a difficult client.
- Seek help and support using resources provided by your organisation.
- Be willing to accept referral to a counsellor or professional.
- Take time to rest and relax.

In addition to the ways in which we take care of ourselves, peer support is a useful strategy for coping and stress management among volunteers. Peer support involves support and assistance amongst team members at the same level.

It is often helpful to know that other team members have the same feelings and reactions, worries or doubts. It is likely that the team members are also familiar with the work surroundings, the nature of the job and the particular stresses associated with it. Sometimes it feels easier to ask a peer at the same level for support, rather than a supervisor or manager.

Together, peers can be creative in developing strategies that will work well in a particular agency or in a specific situation.

PPT 5.14: Peer support

Module 5: Supporting volunteers

### Peer support

Key elements of peer support:

- concern, empathy, respect and trust
- effective listening and communication
- clear roles
- team work, cooperation and problem-solving
- discussion of work experience

Different types of peer support:

- buddy systems
- group peer support meetings
- trained peer supporters

Peer support is an active process and requires peers to be engaged in supporting each other and creating the time and space necessary to talk together about reactions, feelings and coping mechanisms. The following are key elements of peer support:

- concern, empathy, respect and trust
- effective listening and communication
- clear roles
- team work, cooperation and problem-solving
- discussion of work experience.

There are many different types of peer support, including:

- buddy systems
- group peer support meetings
- trained peer supporters.

In all cases, peer support strategies can be very effective in creating a positive, open, working atmosphere amongst colleagues, where helpers feel understood and supported by each other.

## 5.4 Wind up the day, evaluation and check out

PPT 5.15: Wind up the day and check out



### ACTIVITY 4.7: Winding up the day

#### Purpose

To let participants reflect upon what they learned today

#### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying "I check out with..."

Things to take away could be an "aha moment," new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to discover what the participants learned from the module and to ensure that everybody has the opportunity to share their impressions about the day.

If this is the last day of a basic training in psychosocial support, use the evaluation questionnaire in Annex 4 for a written evaluation. Give participants 10-15 minutes to fill in the questionnaire before they leave.

Remind them not to write their name on the form. Alternatively do a group evaluation, using the questions in the introduction to the handbook.

[PPT: 5.15: Wind up the day and check out](#)





MODULE

# 6

# Planning and facilitating a training workshop

## 6.1 Introduction

This module allows participants doing a ToT training to focus on the following:

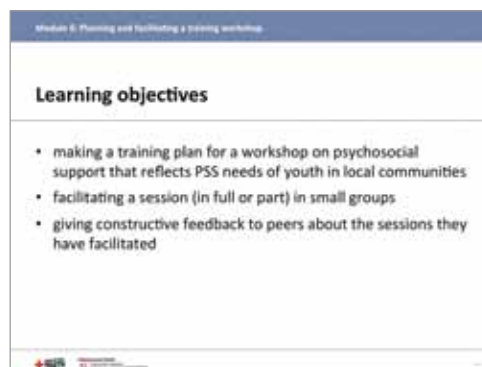
- planning their own psychosocial workshop to reflect the needs of youth in their local communities
- facilitating a session or part of a session from that workshop.

PPT 6.1: Module 6: Planning and facilitating a training workshop



Allowing time for participants to practise what they have learned in a safe environment is extremely important, as this will make it more likely that they will use their knowledge and skills later.

PPT 6.2: Learning objectives



*Begin the module by introducing the aims and the learning objectives.*

By the end of the module, participants will have put into practice what they have learned by:

- making a training plan for a workshop on psychosocial support that reflects PSS needs of youth in local communities
- facilitating a session (in part or in full) in small groups
- giving constructive feedback to peers about the sessions they have facilitated.

*Please note that the timing for the day and the small sizes of the groups as given below are only suggestions. As the trainer you will have to determine how much time is required, depending on the number of participants you are working with.*

## 6.2 Organizing the day

*Explain to participants how the day will be organized:*

- They will work together in small groups (ideally up to four people in each group so that each person has the opportunity to facilitate a part of the session).
- They will have three hours in the morning to prepare a training plan for a workshop on psychosocial support and then to practise facilitating one session (or part of a session).
- After lunch, each group will facilitate their session.
- The session should last around 15-20 minutes (the length of the session depends on the number of groups).
- The whole group will spend 10 minutes after each session, giving feedback to each of the small groups.

## 6.3 The training plan

*Support and guide the small groups in the development of their training plans. Remind participants about module 3, which was about facilitating training. Ask them to use their notes to guide them in thinking through all the different elements of the session. Use Annex 6 as an example of a training workshop planner and Annex 1 for ideas about ice-breakers and energizers.*

*Remind them of the activity they did in module 2, when they identified resources and difficulties for youth in their communities. This may help in focusing their training plan on the needs of their local communities.*

*During the morning, agree with each of the small groups which session of their workshop they will facilitate in the afternoon. This avoids the risk of two or more groups facilitating the same session.*

## 6.4 Facilitating sessions and feedback

*After lunch, invite each group in turn to facilitate their session. When one group is facilitating, the rest of the training group acts as participants in the session.*

*Allow time for feedback (around 10 minutes) after each of the sessions. Make sure that the participants and facilitators give each other positive and constructive feedback that does not put anyone down or hurt their feelings. Note the feedback that each group receives on flipchart paper. Use the following prompts for feedback:*

- Ask those in the participant role to comment first on what went well – what did the facilitators do that helped the session succeed? What did they do to enable the participants to participate?
- Ask those in the facilitator role to comment on what went well – what did they feel they did well to help the session succeed? What did they feel they did to promote participation?
- Now ask those in the participant role what they would change about the session. What could have been done differently?
- Now ask those in the facilitator role what they would change about the session. What could have been done differently?

*Encourage the participants not to judge one another's behaviour or try to interpret why someone else behaves as they do. Instead, report back on how their behaviour or performance affected the person who is giving the feedback. When receiving feedback, encourage everyone to try to learn from the feedback and to use it as a constructive and helpful tool.*

## 6.5 Wind up the day, evaluation and check out

PPT 6.3: Wind up the day and check out



### ACTIVITY 4.7: Winding up the day

#### Purpose

To let participants reflect upon what they learned today

#### Procedure

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing that they will take with them from the day, saying “I check out with...”. Things to take away could be an “aha moment,” new knowledge, something that surprised them, a feeling, etc.

The aim of this activity is for the trainer to discover what the participants learned from this module and to ensure that everybody gets the opportunity to share their impressions about the day.

Annex 4 is an evaluation questionnaire.

Give participants 10-15 minutes to fill in the questionnaire before they leave. Remind them not to write their name on the form.

Alternatively do a group evaluation, using the questions in the introduction to the handbook.

Having spent up to five days together, it is likely that participants will feel a bond with one another. Personal stories have been shared and vulnerabilities may have been shown. Consequently, just as you say goodbye to a dear friend, take time for departure and saying goodbye. To allow for future communication between participants, a list may be circulated where participants may agree to give their contact details. The completed list can then be copied and circulated on departure.

PPT: 6.3: Wind up the day and check out



- Annex 1: Ice-breakers and energizers**
- Annex 2: Key programming options to address youth exclusion and violence**
- Annex 3: Phases in psychosocial programming**
- Annex 4: Evaluation questionnaire**
- Annex 5: Hand-outs**
- Annex 6: Workshop planner**



# Annexes

## **ANNEX 1** **ICE-BREAKERS AND ENERGIZERS**

Ice-breakers and energizers are activities that are used to make the participants comfortable around each other and to create an open atmosphere. Ice-breakers are often used at the beginning of a workshop to give the participants a chance to get to know each other better. Energizers are most often used when the participants seem to be getting a little tired and need to get up and move around, or to relieve tension after an activity that may have been emotionally challenging.

Both ice-breakers and energizers are usually short – around 10 minutes or so – and can be incorporated as extra activities throughout a workshop. They can be planned ahead of time or added, if the facilitator sees the need for them. It is good practice to ask the participants to suggest energizers, and ask them to explain and instruct the other participants on what to do.

Additionally, energizers can be used to illustrate a point about psychosocial activities. If used to illustrate psychosocial aspects, ask the following questions afterwards:

- How did this exercise make you feel?
- What do you think this exercise illustrates?
- How is it linked to psychosocial support?
- What psychosocial aspect did you experience or see in this activity?

*If participants do not understand the questions, try to phrase them differently.*

### **1. Ice-breakers**

(Note: Be certain that the chosen ice-breakers are culturally appropriate. The following suggestions may need to be adapted according to the cultural norms of the participants.)

#### **Silent ball**

(10 minutes)

Materials: An inflatable ball per group and music

Purpose: To have fun, to make the participants comfortable with each other

Procedure:

1. Divide the participants into teams of 4-6 people.
2. Give each team an inflatable ball and tell them to toss it silently to one another.
3. Each participant has to touch the ball five times before the game is completed. (You can play some pleasant music during this ice-breaker, if available.)

#### **Unique characteristics**

(10 minutes)

Materials: None

Purpose: To help participants to get to know each other

Procedure:

1. Divide the group into pairs and ask each pair to interview each other for a few minutes about their lives and interests.

2. Gather the group together and let each participant introduce their partner by name and share at least two unique characteristics about them.

### **Your favourite things**

(10 minutes)

Materials: None

Purpose: To help participants to get to know each other

Procedure:

1. Divide the group into pairs and ask participants to tell each other their favourite food or to name the animal they feel best describes them and why.
2. Gather the group together and let each participant introduce their partner.

### **Ball toss**

(10 minutes)

Materials: A soft ball

Purpose: To help participants to get to know each other's names and exchange information

Procedure:

1. Form a circle with participants and toss a soft ball around the circle.
2. Participants state their name as they catch the ball.
3. After a few minutes, when catching the ball, ask them to call out the name of the person who tossed the ball to them.

(This activity can also be used throughout the workshop by substituting a quick information exchange for people's names. For example, the trainer could ask, "What principles are essential for a successful psychosocial support programme?" or "What are the seven principles of the Movement?" The ball is tossed around the circle and participants call out an answer as they catch the ball.)

### **Nametags**

(10 minutes)

Materials: Nametags, a box

Purpose: To help participants to get to know each other

Procedure:

1. Prepare a nametag for each participant and place the nametags in a box.
2. Each participant picks a nametag from the box.

3. Participants locate the person whose nametag they drew and they introduce themselves.

(This is especially useful for larger groups of 20 or more.)

### **Fact or fiction**

(15 minutes)

Materials: Paper and pen

Purpose: To help participants to get to know each other

Procedure:

1. Ask each person to write down four statements about themselves, one of which is not true.
2. Each person takes turns reading their list aloud and the rest of the group writes down the one they think is not true.
3. When everyone has finished reading their lists aloud, the first person reads their list again and identifies the statement which is not true.
4. The group compares their written responses with the correct answers.

### **Shaking hands in the dark**

(15 minutes)

Materials: A blindfold (i.e. a scarf or piece of cloth long enough to tie around the head comfortably)

Purpose: For the participants to move around physically, have fun, build trust in the group and learn to respect personal boundaries

Procedure:

As the game involves feeling blindly for each other's hands, it may be appropriate to divide the group into same-gender groups. The trainers should stand at the perimeter of the room to make sure that no one bumps into any walls or other hazards. As you give directions for the game, demonstrate for the group. For example, demonstrate blindly shaking hands, saying hello, dropping hands and moving on.

1. Ask everyone to help in making a large space to move around in, for example by moving tables and chairs to the side.
2. Explain that you are going to start the day with everyone greeting each other. This means shaking hands and saying "hello," but you are going to do this with your eyes closed.

3. Explain that when everyone has closed their eyes, you will choose one person to be the 'base' who is allowed to keep his or her eyes open. You will tap that person on the shoulder to let them know they are the one chosen to keep their eyes open.
4. Ask everyone to close their eyes, and choose the 'base.' Now ask everyone to move towards the middle of the space, and tell them to find each other with their eyes closed, shake hands and say "hello," then drop hands and move on to the next person.
5. Explain that if they find the base person who has their eyes open and shake their hands, this person will NOT say "hello" and they will not release your hand. You can then open your eyes and join hands with them to form a chain.
6. Anyone who has joined hands with the base "chain" and has their eyes open must stay silent when they shake other people's hands. They should then not let go, wait for the person to open their eyes, and then the new person joins the chain.
7. You can only join the chain where it ends. If you feel hands that are joined with others, you have to find your way to the end of the chain and find an open hand to shake.
8. The game ends when everyone is holding hands and has their eyes open.
9. There are two ground rules for this game:
  1. You are not allowed to coach people where to go if you have your eyes open.
  2. Do not touch each other in inappropriate places.

## 2. Energizers

### Tell about your day backwards

(10 minutes)

Materials: None

Purpose: To energize participants

Procedure:

1. Ask the participants to get up and find a partner with similar shoes to his/her own shoes.
2. Now the participant with the biggest shoes starts explaining backwards what has happened to him/her today. From the point in time when the participant walked into this room to when he/she woke up this morning.

3. Each participant gets three minutes.

### The ball of string

(10 minutes)

Materials: A ball of string

Purpose: To encourage group cooperation and to demonstrate how we are all connected

Procedure:

1. Ask the participants to sit in a circle on the floor.
2. Hold a large ball of string and tell the group something about yourself.
3. Now roll the ball of string to one of the participants, without letting go of the end of the string. Ask that person to say their name and to tell the group something about themselves.
4. Now that participant rolls the string to someone else who repeats the activity.
5. When everyone has spoken, ask the participants to stand up, still holding their string, to create a web in the air.
6. Explain how this web is a symbol of how we are all connected and how we need work together as a team to encourage one another. Drive this point home by asking one person to drop their piece of string. This demonstrates that the web weakens if the group doesn't work together.

### Multi-tasking

(10-15 minutes)

Materials: Different types of small balls

Purpose: Gives the participants an opportunity to reflect on how multi-tasking affects their focus and how they handle stress

Procedure:

1. Ask the participants to stand in circles of 6-10 people.
2. Tell the participants that the aim of the energizer is to throw balls to each other in a specific pattern.
3. In developing the pattern, each participant can only throw and catch the ball one time.
4. The participants cannot throw to someone on their immediate left or right.
5. Each person has to remember who threw the ball to them and to whom they threw it, so that the pattern can be recreated.
6. Tell the group to practise the pattern a number of times.

7. Begin by introducing one ball. After some time, add a second, third, fourth etc., until the participants start dropping the balls.
8. Now collect all the balls and ask the participants to describe what they experienced during this activity. You can use the energizer as a starting point for a discussion about the physical and emotional reactions to stress.

(Option: make this a silent activity.)

### **The mirror game**

(15 minutes)

Materials: None

Purpose: To have fun and to make participants aware of emotions and their expression

Procedure:

1. Ask the participants to stand in two lines.
2. Explain that one line will be mirrors and the other line will be actors.
3. The trainer and co-trainer then demonstrate the game. The trainer calls out a positive emotion, such as strength, courage, bravery, happiness, peacefulness, and the trainer and co-trainer act out this emotion.
4. The mirrors try to copy the actor in every detail.
5. Each line takes it in turns to be actor and mirror for each emotion. The trainer calls out the emotion, and also when the actors and mirrors should swap.

### **Count to 20 in a circle**

(10 minutes)

Materials: None

Purpose: To energize and strengthen the group's co-operation

Procedure:

1. Ask the participants to stand in a circle.
2. Tell the participants to look at a point in the middle of the circle.
3. Now explain that they are going to count to 20, by saying one number at a time. They are not allowed to look at each other and they are not allowed to decide beforehand the order of who's counting.
4. When two people say a number at the same time, they will start from 1 again. The group has succeeded when the group has counted to 20.

Tip: If the group is having a hard time counting to 20, tell them to slow down and to allow silence, until they can begin counting again.

### **Give presents**

(10 minutes)

Materials: None

Purpose: To have fun, engage participants in physical activity and to stimulate the group's creativity

Procedure:

1. Ask the participants to find a partner.
2. Now tell the participants that they are going to give each other presents.
3. In order to demonstrate the game, pick a volunteer among the participants and tell them that you would like to give them a present. Now, mime that you are lifting a very heavy thing from the floor and give it to them saying, "Here you are." The other person receives the present saying, "Thank you for the..." (the receiver makes up what they think the present could be). Demonstrate it again by giving another gift. You could, for instance, mime that you are taking a pair of socks off a washing line.
4. Tell the participants that it's important to say the first thing that comes to their mind.
5. It is also okay just to say, "Thank you for the present."

### **Create order**

(20 minutes)

Materials: Space and as many chairs as persons

Purpose: To create confidence with each other through physical contact and to encourage co-operation, communication and creativity

Procedure:

1. Create a circle with as many chairs as there are participants.
2. The chairs should be placed at such a distance, that it is possible to move from one chair to another without touching the floor, but at the same time this should not be possible without the help of another person.
3. Tell the participants to stand on the chairs.

4. Explain to the participants that the goal of the game is to end up standing in alphabetical order by their first name.
5. When this is done, you can ask them to stand in order by their height or age.
6. Follow-up: talk about what it was like to be in physical contact with other people and about the communication in the group.

### **Guess an animal**

(15 minutes)

Materials: Paper, pen and a bowl or a hat

Purpose: To energize the participants and to raise awareness of non-verbal communication

Procedure:

1. As preparation for the game, the trainer writes the names of animals on small pieces of paper, one animal per piece of paper. Also make a list of the animals you have used in order of size. (If your group has more than 10 participants, it is a good idea to split the group in two.) Put the pieces of paper into a bowl or hat.
2. Explain to the participants that they are not allowed to talk to each other during the game.
3. Invite each person to take a piece of paper from the bowl or hat.
4. Without making any sounds, the participants have to stand in a row ordered by the size of their animal, with the smallest animal to the left and the biggest to the right. They are allowed to mime their animal.
5. When everyone is standing in a row, ask the participants to say their animal out loud.
6. Follow-up: talk about what it was like to communicate with each other without using words or sounds.

## ANNEX 2 KEY PROGRAMMING OPTIONS TO ADDRESS YOUTH EXCLUSION AND VIOLENCE

### Education and skills development

- delivery of emergency education for war-affected and displaced populations (in conflict)
- supporting rapid rehabilitation and equipping and staffing of schools (post-conflict)
- improving equality of access to education (prevention, post-conflict)
- supporting accelerated (catch-up) programmes (post-conflict)
- supporting non-formal, vocational and outreach education (prevention, post-conflict)
- support to secondary and tertiary education
- work with government to ensure relevance of education (prevention, post-conflict)
- curricula reform / development and teacher training (prevention, post-conflict).

### Employment generation

- work with governments to promote enabling labour policies (prevention, post-conflict)
- support equitable job-creation programmes (prevention, post-conflict)
- private sector development (especially the SME sector) (prevention, post-conflict)
- support the informal sector as well as the formal economy (prevention, post-conflict)
- support land reform and rural development programmes (prevention, post-conflict)
- promote employment-intensive post-war reconstruction (post-conflict)
- support social protection programmes that include youth (prevention, post-conflict).

### Governance, voice and accountability

- promote youth political participation (prevention, in conflict)
- promote government capacity, accountability and responsiveness (prevention, post-conflict)
- support implementation of national youth policies (prevention, in conflict)

- promote accountable security services (prevention, in conflict, post-conflict)
- support juvenile justice reforms (prevention, in conflict).

### Demobilization, disarmament and reintegration (DDR) programmes

- target interventions at non-combatants as well as combatants (post-conflict)
- prioritise flexible, appropriate and long-term reintegration packages (post-conflict)
- support a wide range of skills training and awareness raising (post-conflict)
- support community sensitization and benefits programmes (post-conflict)
- address the special needs of young women (post-conflict).

### Youth, peace building and reconciliation

- support youth peace-building and reconciliation initiatives (post-conflict)
- support youth dialogue and peace education (prevention, post-conflict)
- use media to disseminate messages of violence prevention, tolerance and dialogue (prevention, in conflict, post-conflict).

Source: Social Development Direct. Social Development Direct Youth Exclusion, Violence, Conflict and Fragile States. Report prepared for DFID's Equity and Rights Team. 30th April 2009.

### ANNEX 3

## PHASES IN PSYCHOSOCIAL PROGRAMMING



## ANNEX 4 EVALUATION QUESTIONNAIRE

Please note that this questionnaire should be adapted for use for a basic training or a ToT. The basic training includes modules 1-5; the ToT includes modules 1-6. Be sure to amend Q. 2 of the questionnaire accordingly.

Psychosocial Support for Youth in Post-Conflict Situations  
(Date)

Please give your responses to the following statements using the scale below:

	Very poor	Unsatisfactory	Satisfactory	Good	Excellent				
	0	1	2	3	4	5	6	7	8
Q. 1	Theoretical levels of teaching were appropriate to me.								
Q. 2	Module 1 (consequences of armed conflicts and psychosocial support) was of relevance to me in my work.								
	Module 2 (youth in post-conflict situations) was of relevance to me in my work.								
	Module 3 (facilitating trainings for youth in a post-conflict situations) was of relevance to me in my work.								
	Module 4 (supportive communication) was of relevance to me in my work.								
	Module 5 (supporting volunteers) was of relevance to me in my work.								
	Module 6 (planning and facilitating a training workshop) was of relevance to me in my work.								
Q. 3a	Trainer's feedback for activities/exercises was helpful (if relevant).								
Q. 3b	Group feedback and discussion was helpful.								
Q. 4	Module activities in the training were culturally relevant/appropriate.								
	I gained appropriate skills and experience from the training. (Briefly comment on which skills, if relevant, you learned from this module):								
	More time might be used on (please state):								
	Less time might be allowed for (please state):								
	Overall rating of content (use scale above),								
	Overall rating of presentation (use scale above),								
	Any other comments:								



## ANNEX 5 HAND-OUTS

### HAND-OUT 1

#### **Case study: A crisis of masculinity and increasing male violence in rural Kenya**

In rural Kenya, the destruction of livelihoods and assets has been shown to have implications for gender relations, as traditional male livelihoods (export crops, livestock/pastoralism, labour migration) have declined. Meanwhile, there are new opportunities for female roles (food crop production, petty trade, informal services, beer brewing etc.).

Young men have found it increasingly difficult to fulfil traditional male roles and this has led to a sense of failure. Feelings of disempowerment undermine the social value, identity and self-esteem of men. Among young males in rural Kenya, the consequences show themselves as growing violence and insecurity, including domestic violence, intergenerational disagreements, political violence, land clashes, vigilantism, increasing criminality and armed gangs spreading to rural areas.

Source: Francis, Paul (2008) Some thoughts on youth livelihoods in post-conflict situations: marginality, trauma and employment.

## HAND-OUT 2

### Case study: A child soldier's story

"I hope the war ends soon," John says, although he thinks his family will take years to recover. "I don't have any big dreams for the future. I just want to finish studying and get a job." With one of his rare smiles, he adds: "I am very happy... I have come back alive."

Eighteen-year-old John, an ex-soldier from the militant movement, the Lord's Resistance Army in Uganda, has been abducted from his home twice. "Before I was abducted, I was a happy, school boy. I had five sisters and one brother. When my brother and I were abducted, I knew what was going to happen. We knew the LRA took children away, tortured them and forced them to abduct rebels. They trained us as soldiers. I was in so many battles I do not even remember the number."

John's brother was killed while with the LRA. The rebels told the children that if they ran away, the Ugandan army would kill them, or they would be poisoned. "One day we were resting after a fierce battle. It was raining and everyone was very tired. I started to think about home, about my friends. I couldn't take it anymore, and just got up and started to walk away," John says. Nobody followed him, and to his surprise the Ugandan army soldiers who eventually found him did not kill him, but took him to a camp.

Three years later, John returned home. "I went through a traditional cleansing ceremony after I was welcomed home, but there were still some who shouted, 'You killed my mother and father.' I tried to tell them that I didn't want to go, that I was abducted."

John started in a technical school to become a carpenter. "At first it was hard, the other students would call me nasty names, and it brought back the memories, so I isolated myself. But slowly, things got better and I started to make friends."

Two years later, in the middle of the night, John was abducted again. "I was so scared, because of the death sentence for running away from the LRA."

The rebels dragged him along – beating him – and discussing how best to kill him. But John was lucky; an LRA superior decided to keep him alive because he was well educated and an experienced soldier.

"I could only think about running away again. But now they didn't trust me and they watched me all the time."

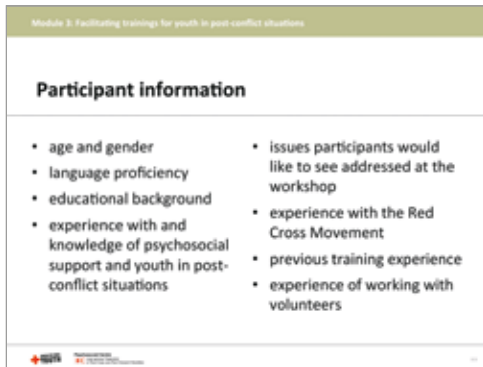
A few months later, he was lucky again. During a battle, he was shot in the hip. The rebels left him behind and he returned to the camp.

"I think a lot about what happened to me, but the memories become more vague every day. I still hope that one day I will forget about it. I am looking forward to going home and starting school again, but I don't think I will ever walk properly again."

## HAND-OUT 3: Group 1

### How to plan and prepare a psychosocial support training

PPT 3.4: How to plan and prepare a psychosocial support training



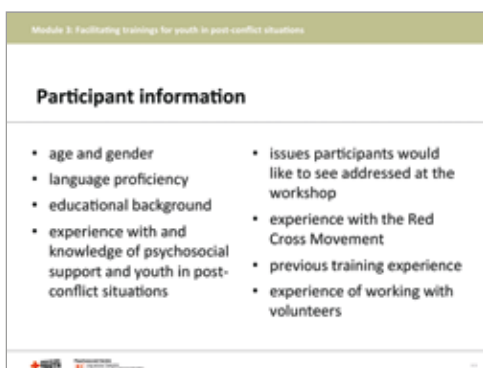
A training workshop needs to be planned well in advance. It can often take up to two months and maybe even longer if translation of materials is needed. There are many practical things to attend to. Some of the most important issues are described below.

In preparing a workshop in psychosocial support, it is important to consider:

- what level of training is required
- what goals need to be met
- how knowledge and skills will be integrated in the field.

### 1. Participant information

PPT 3.5: Participant information



Try to obtain as much information as possible about workshop participants ahead of time. A questionnaire sent to participants in advance should request information about the following:

- age and gender
- language proficiency
- educational background
- experience with and knowledge of psychosocial support and youth in post-conflict situations
- experience with the Red Cross Red Crescent Movement
- previous training experience (for future trainers)
- experience of working with volunteers (for future trainers)
- issues that participants would like to see addressed at the workshop.

### 2. Preparing participants

PPT 3.6: Preparing participants



Along with the questionnaire, general information about the workshop can be circulated, outlining the purpose of the workshop, etc. This is also a good opportunity to explain that psychosocial support training explores sensitive issues that may provoke unfamiliar emotions.

It is best to have questionnaires returned to the trainer prior to the workshop to allow additional preparation time. Be prepared to modify the agenda or the materials to meet participants' expectations, where this is relevant. Try to ensure that participants prepare for the workshop by reading and reviewing the relevant modules.

### 3. Organizing the workshop

PPT 3.7: Organizing the workshop

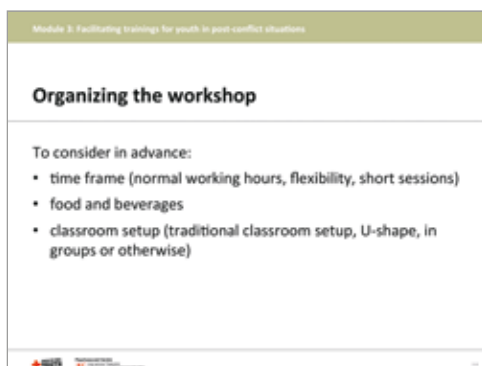


Useful equipment can include:

- laptop and projector for PowerPoint
- TV and videos or DVDs that introduce the central themes of the workshop
- flip charts, markers, paper, pens, post-it notes for group work.

The National Society or the local branch might not have a budget to purchase support materials or have all the equipment needed. In some cases, you might need to provide all the materials yourself. Remember to print out hand-outs, case studies or other relevant materials that need to be given to the participants during the workshop.

PPT 3.8: Organizing the workshop



**Time frame:** Use normal working hours that people are used to locally for the duration of the workshop each day. Allow flexibility in the schedule in case things get delayed (e.g. the projector does not work or a relevant discussion is started that was not planned for). Several short study sessions are usually better than one long one. Remember to schedule time for personal communication and fun and take advantage of the best time of day for the most important work.

**Food and beverages:** Find out how food and beverages will be organized. When is it suitable to have lunch and coffee breaks and how will food be served? Ask to have water or other beverages available in the training room.

**Classroom setup:** Think about how to set up the classroom. Do you want the participants to sit in a traditional classroom setup or in a U-shape, in groups or otherwise? Whatever arrangement is made, make sure all participants can see the trainer and screen, blackboard, or flipchart easily. Sitting in a circle can be very effective when working with sensitive and difficult topics. It puts everyone on the same level, reducing the power imbalance which can exist in a training situation.

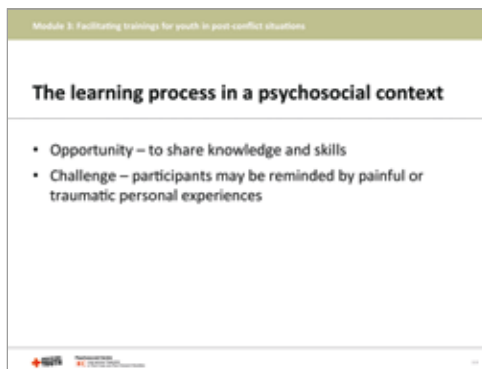
Think about whether participants should have tables in all sessions. Having a table makes note-taking and sharing written materials easier, whereas not having one may encourage a more participatory approach and make it easier to get up and engage in role-plays etc.

## HAND-OUT 3: Group 2

### The learning process in a psychosocial context

A training workshop is a unique opportunity to share knowledge and skills, but success may not be assumed. Training in psychosocial issues particularly poses some extra challenges, since participants may be reminded of personal experiences that are painful or traumatic. This section gives recommendations about training strategies that have been proven to be effective for youth learning, and discusses the process of training and learning about psychosocial issues.

PPT 3.9: The learning process in a psychosocial context



### 1. Youth learning

PPT 3.10: Youth learn best when

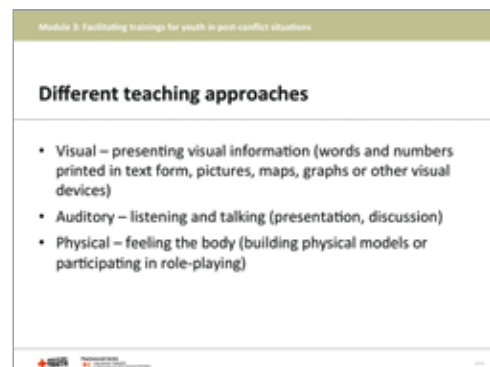


When presented with new information, youth do not automatically assimilate and apply it to their world. Learning is about understanding new information, linking it to current and past experiences and adapting it to one's own life or work situation. Youth often learn best when learning:

- starts from their own reality, building on their experiences
- achieves identified goals
- methods are varied
- is relevant to their daily lives or is meaningful for the future
- can be put into effect immediately.

### 2. Different teaching approaches

PPT 3.11: Different teaching approaches



A training workshop should always remain 'learner-centred.' This means that participants have an active role, reflecting on issues being presented and discussing them with the other participants. The trainer functions more as a facilitator of learning, rather than as a teacher. He or she moderates discussions and contributes ideas and points of view. The trainer may also suggest note-taking at certain points, since this can be a good way of structuring thoughts and feelings, when working with experience-based learning.

Relating the training topics to participants' lives and work situations is essential when conducting training in psychosocial support. It moves the learning process from being pure knowledge acquisition towards the integration of new skills. Training is then less academic and more relevant for everybody. At the same time, it places high demands on the trainer's people skills.

It is often very helpful to the learning process to use different teaching approaches during trainings. This can be done, by providing participants with:

- visual information (words and numbers printed in text form, pictures, maps, graphs or other visual aids)
- presentations or group discussions
- opportunities to feel the bodily sensation of the subjects (building physical models or participating in role-plays).

### 3. Supporting participants

The trainer must 'walk the talk.' They must demonstrate good listening skills to reassure participants and to activate emotional support within the group. This is especially important when dealing with sensitive issues, as is often the case when the training is about psychosocial support.

PPT 3.12: Supporting participants



It is the responsibility of the trainer to ensure that:

- **confidentiality is maintained.** Let participants know that what is said in the classroom stays in the classroom. It is recommended that ground rules are agreed. This way, participants are able to define what is important for them, when they talk about sensitive issues or personal experiences during the training.

- **participants are encouraged to air their views and concerns and to discuss different points of view.** Emphasise that everybody has the right to speak, but nobody is under any obligation. Some participants may not speak up regarding specific (sensitive) issues, but this does not mean that they are not listening or are not learning anything. Be aware of possible gender differences (for example, women often find it easier than men to talk about sensitive subjects).
- **participants who show signs of discomfort are offered reassurance,** encouragement, support or advice, as appropriate.
- **each individual member of the group feels valued.** Through their contributions to the group discussions, participants will hopefully gain a sense of ownership of the process and this process can be further enhanced if the trainer acknowledges input provided.

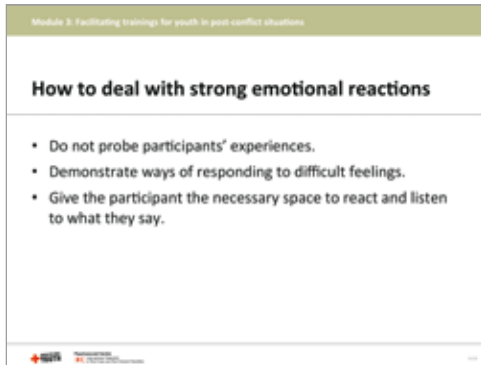
Remember that when talking about individual feelings and reactions, nothing is right or wrong. The way people speak and react to each other is important. Try to guide participants so that misunderstandings are avoided or cleared up. One way to do this is to ask the group if others share the same stories, reactions or feelings.

### 4. How to deal with strong emotional reactions

Examples and case studies used during training sessions might remind participants of personal experiences. During activities and discussions, participants will often be encouraged to draw upon their own experiences, which might evoke painful memories or reactions. Alternatively, you may choose to encourage participants to discuss stories and reactions of friends and family, in order not to provoke painful memories and emotions.

## HAND-OUT 3: Group 2

PPT 3.13: How to deal with strong emotional reactions

**Do not probe participants' experiences.**

Let them control how much they tell, and concentrate as a trainer on signalling how stories, thoughts and feelings come to resolution. Sudden associations with difficult experiences that have not been fully processed can provoke strong reactions, e.g. sadness, frustration, and maybe sometimes tears and anger. This may seem frightening initially. It may provide the opportunity to demonstrate ways of responding to difficult feelings. Your discretion as a trainer will determine whether it is appropriate to deal with such issues in the presence of the whole group. Sometimes it is better to do this individually.

If you feel it is appropriate to respond within the group, and there is sufficient time, **give the participant the necessary space to react and listen to what they say.** Good questions to ask might be: “What was it especially in this story, that...? What did you do when ...? How did it affect you when...?” Another very helpful response is to acknowledge the reactions and try to normalize them: “Thank you for sharing such difficult reactions/memories. I’m sure we all understand how difficult this has been. Most people would find it extremely painful to go through such a situation.”

If time is limited, you may suggest that the affected person can link up with another participant. The trainer can also offer to spend some time during a break to follow up with the person. If necessary, let the participant leave the room, but make sure someone accompanies them. Talk to all the participants about the occurrence right after it has happened. If the affected participant leaves the room, wait until they return. Make the situation as comfortable as possible and acknowledge that these things can be difficult at times. Ask if any of the participants would like to share any feelings related to this. Hopefully, when these kinds of occurrences arise, they will be dealt with positively. This will reassure participants that it is okay to feel touched or emotionally affected, and that this can be handled safely within a group context.

In order to respond to these situations in an appropriate manner, the trainer should be aware of their own issues, emotions, opinions or judgments that may come up during the training sessions. The trainer should, however, not apply their own issues to the training situation. If the trainer does find that they are becoming affected by the stories or are having difficulty remaining emotionally neutral, then it is important to seek support from a supervisor. It can happen to any trainer and caring for one’s own well-being is important in these situations.

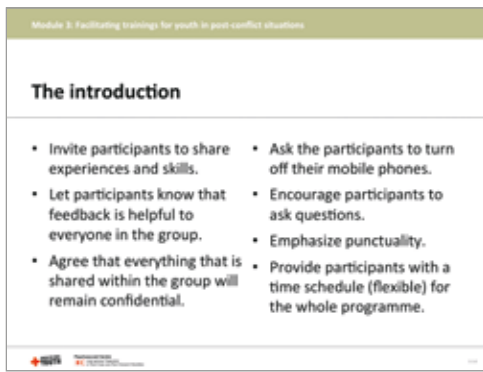
## HAND-OUT 3: Group 3

### Conducting a workshop

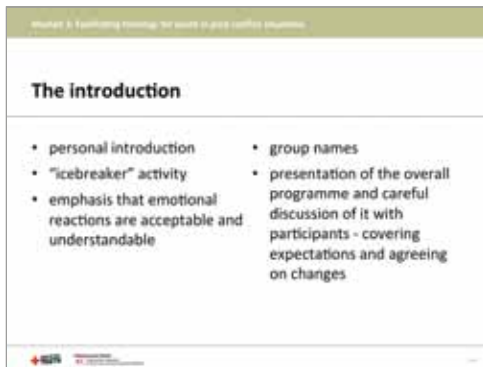
This section looks at the different stages of a workshop and gives practical tips on conducting each stage in a productive manner. These recommendations apply to most training programmes, though there are some specific points about psychosocial support training.

#### 1. The introduction

PPT 3.14: The introduction



PPT 3.15: The introduction



The first day is essential to the success of the workshop. It is important to start on a positive note. The participants need to get comfortable with their surroundings and have time to get to know each other and the trainer. If this is in place, participants will have the chance of developing trusting working relationships, increasing their confidence in sharing personal, sensitive information during the course.

Welcome participants personally as they register and make introductions. Make sure that nametags are available to everyone. Participants should work together on the ground rules of the group and the trainer's expectations of them. For example:

- Let participants know that they are invited to share their experiences and skills and that this is valuable.
- Encourage participants to ask questions whenever they are confused or do not understand something.
- Let participants know that feedback is helpful to everyone in the group.
- Confidentiality: In a workshop like this, building trust is essential. Many personal stories will be shared, and participants may expose themselves emotionally. It is important to agree that everything that is shared within the group will remain confidential. Everybody that can agree to this unbreakable rule should raise their hand. If someone cannot agree, they should not take part in the training (you should of course ask why they cannot agree).
- Ask the participants to turn off their mobile phones. If this is not possible, ask them to put them on silent mode out of respect for each other. If a participant is in the middle of a personal story, it can be very frustrating to be interrupted by a ringing phone and might result in the person withdrawing.
- Emphasize punctuality. Let participants know that the workshop will start and end on time as long as they return promptly from breaks and lunch.
- Provide participants with a time schedule for the whole programme. This should give a clear indication of how the sessions will be run, indicating breaks and timing. Make it clear that it may be perceived as disrespectful if you leave the room while another participant is sharing a personal experience. If participants need to leave the room at any time, for 'comfort breaks' for example, make an agreement with the group for how this can be done with minimal disruption to everyone.



## HAND-OUT 3: Group 3

Set the standard by opening the meeting with a personal introduction, talking about your own personal characteristics, background, why you believe that this is an important topic. It might be a good idea to include a personal story about becoming aware of the importance of psychosocial support. This will hopefully motivate the participants and after this you can move on to ice-breakers.

A more informal way of starting the workshop is by using an ice-breaker activity, so people get to know each other and feel comfortable being there. Suggestions for ice-breakers can be found at the end of the training book.

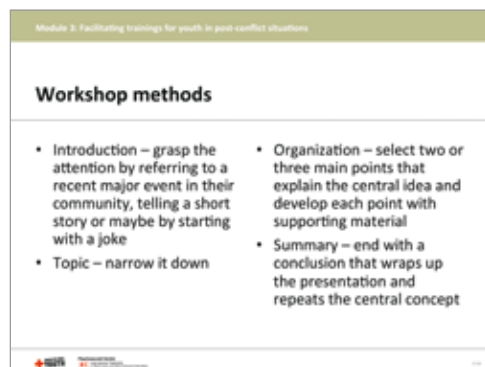
The trainer can then suggest that the group(s) choose a name together – this helps establish group identity.

Explain that learning about psychosocial support involves learning about psychological processes and relating to personal feelings, experiences and memories. This may sometimes lead to a member of the group becoming emotionally affected and this is understandable and acceptable.

Spend some time in presenting the overall programme and discuss it carefully with participants. Check on expectations and agree on changes, where appropriate.

## 2. Workshop methods

PPT 3.16: Workshop methods



### Presentation skills

Training usually includes presentations of various kinds. Engaging and maintaining attention is vital here. Here are some tips:

- Introduction: Grasp the attention of the group, by referring to a recent major event in their community, telling a short story or maybe by starting with a joke.
- Topic: Narrow it down so that it can comfortably and adequately be covered within the time allotted.
- Organization: Select two or three main points that explain the central idea and develop each point with supporting material.
- Supporting materials: Gather materials (from books, journals or by drawing from own experience) in order to support your points. Look for interesting items, such as examples, statistics and quotations. Access the PS Centre website for resources.
- Summary: End with a conclusion that wraps up the presentation and repeats the central concept.

PPT 3.17: Workshop methods



### Group work

Group work allows participants to exchange ideas, experiences and views, and deepens their understanding of the task and theme of the group work. Group discussions after a group activity also give participants a chance to reflect on the process of the activity and their own contribution to it. Ideally, rooms should be arranged so that groups are not overheard or observed by trainers. Ask each group to designate one member as time-keeper and another as note-taker, when giving instructions for the task.

### Role-play

Role-play gives participants the opportunity to collaborate, engage actively, tackle different situations and try new ways of behaving. Some participants prefer taking part in role-play, being more reluctant to contribute in group work and plenary discussions. The use of role-play varies the training and ensures that different learning formats are used. Participants act out a relevant life situation, as if it were happening at that time.

When preparing for role-play, make sure to give detailed notes on every role and, if possible, use printed hand-outs. For participants working in groups, where possible, designate one member as timekeeper, one as note-taker and one as observer. When there is an uneven number of participants, make sure to designate a specific role for each participant. Sometimes the participants are asked to play themselves in a role-play, but mostly they have to take on the role of someone else and imagine what that person would do and feel (e.g. a volunteer and a help-seeker). Role-plays should always be followed by a debriefing. This means that group members need to 'step out' of the roles they have been enacting.

### Log book

A log book is a useful tool for participants to note their opinions, thoughts, questions and reflections on a given theme. The writing process helps participants clarify their own views. A log book can also be used to note ideas for the future. For example, after a presentation, ask participants to log their thoughts and reactions before sharing with another participant or with the group. This gives them time to prepare themselves before speaking.

### Plenary sessions

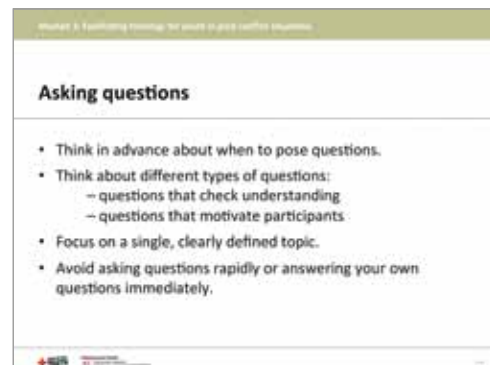
Apart from presentations and group activities, the workshop should allow for discussions in plenary, as well as for question and answer sessions. In plenary sessions, information and views are exchanged across the whole group. Encourage participants to contribute by asking for comments, feedback or

### Questions and answers

The training process includes checking whether participants understand the content being presented. This can be done by asking questions in different ways. Posing questions about participants' own experiences on a given topic is one way to encourage active participation and learning, and allows participants to ask questions freely. It helps them to follow up on things that they feel are important. The trainer must have a thorough knowledge of the material and be prepared to answer any questions about it.

Here are some tips for conducting effective question and answer sessions:

PPT 3.18: Asking questions



### Asking questions

Think in advance about when to pose questions. Think about different types of questions – questions that check understanding, as well as questions that motivate participants. Each question should focus on a single, clearly defined topic. Address a question to all participants. Call on a willing participant to respond. Avoid asking questions rapidly or answering your own questions immediately.

## HAND-OUT 3: Group 3

PPT 3.19: Dealing with participants' responses

Module 3: Facilitating trainings for youth in post-conflict situations

### Dealing with participants' responses

- Listen sensitively.
- Maintain eye contact and give non-verbal messages.
- Do not interrupt but watch for signals that may indicate another learner's desire to respond.
- Acknowledge responses with encouragement.
- Use diplomacy with incorrect answers.

**Dealing with participants' responses**

Listen sensitively to what is being said and focus on the participant who is speaking. Maintain eye contact and give non-verbal messages to indicate attentiveness, including an open posture, reinforcing gestures and head nods. Do not interrupt, but watch for signals that may indicate another learner's desire to respond. It is important to acknowledge responses with encouragement, and to reinforce what is right and acceptable in incomplete answers. Use diplomacy with incorrect answers. The participants' self-esteem is very important and gives immediate and specific feedback. A tip is to ask the opinion of other participants: "Do you agree with this, do you share the same feelings?"

PPT 3.20: Answering participants' questions

Module 3: Facilitating trainings for youth in post-conflict situations

### Answering participants' questions

- Do not be put off if the question is difficult.
- Do not take the question personally.
- Is there a question behind the question?
- Confirm or clarify the question if necessary.

**Answering participants' questions**

A trainer receives many questions during a workshop. It is important that all questions are taken seriously and that nobody feels ignored or silly. This is even more important when the training topic is psychosocial support. Do not be put off if the question is difficult. Do not take the question personally. Ask yourself what it is that the person really wants to know. Is there a question behind the question? Confirm or clarify the question, if necessary. Direct the question to the participants if it is appropriate, as someone might be able to provide a good answer. Take your time to formulate a response, and try to answer in such a way that includes everyone.

Issues may be raised or questions asked that are important to address, but it may be difficult to deal with at the time they are raised. Use a 'parking lot' flip chart on the wall where issues for discussion are recorded so that things are not forgotten.

PPT 3.21: Different types of responses

Module 3: Facilitating trainings for youth in post-conflict situations

### Different types of responses

<p>No response:</p> <ul style="list-style-type: none"> <li>• Was the question too complex?</li> <li>• Is the environment safe?</li> <li>• Were learners paying attention?</li> <li>• Are participants tired and unable to concentrate?</li> </ul>	<p>Irrelevant response:</p> <ul style="list-style-type: none"> <li>• Was the answer given out of a personal need to draw attention?</li> <li>• Was there response given in order to save face as the participant couldn't answer?</li> </ul>
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PPT 3.22: Different types of responses

Module 3: Facilitating trainings for youth in post-conflict situations

### Different types of responses

<p>Guesses:</p> <ul style="list-style-type: none"> <li>• Was there not enough time to think?</li> <li>• Was there pressure to say something?</li> <li>• Was the question confusing?</li> </ul>	<p>Incorrect response:</p> <ul style="list-style-type: none"> <li>• Was the question misunderstood?</li> <li>• Was it too complex?</li> <li>• Was it worded in a confusing way?</li> <li>• Were several questions asked at once?</li> <li>• Does the learner have incorrect information?</li> </ul>
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**Different types of responses to questions asked by the trainer**

## No response

- Was the question too complex?
- Is the environment safe?
- Were learners paying attention?
- Are participants tired and unable to concentrate?

## Irrelevant response

- Was the answer given out of a personal need to draw attention?
- Was the response given in order to save

## Guesses

- Was there not enough time to think?
- Was there pressure to say something?
- Was the question confusing?

## Incorrect response

- Was the question misunderstood?
- Was it too complex?
- Was it worded in a confusing way?
- Were several questions asked at once?
- Does the learner have incorrect information?

## HAND-OUT 4

### Scenarios for activity 4.4

#### Scenario 1: Losing a parent

At 16, Andrew lost his father in the war. Andrew used to be very active and outgoing. He had a lot of friends and was enthusiastic about school and activities. After his father's death, this changed.

Andrew now thinks about his father a lot and misses him. He finds it hard to accept that he is not around anymore and that he will never see him again. He asks himself questions like, "Why is he not here anymore?", "Why him?" and "What have I done wrong to be punished like this?" He thinks he will never get past his feelings of sorrow and injustice.

Sometimes everyday activities have no meaning. It does not matter what he does, if he does it or how he does it. He finds himself just sitting around. He doesn't feel like going out with his friends. Once in a while, it is as if a big blanket of emptiness is closing around him and he doesn't know what to do.

At times, he talks to his father to feel that he is somehow still around, but it only helps for a short time. Andrew finds it hard to talk to his family and friends about his thoughts and feelings. He is afraid that they will not understand him or that they will think he has become a different person.

Split the following roles between you:

- a volunteer
- Andrew
- observer

#### Scenario 2: Moving home

George, 16, was forced to flee his village because of the operations of a militant movement. During this time, George was separated from his parents. He spent the past eight years growing up in an IDP camp with his mother's brother. As the war has now come to an end, the government has asked people to move out of the camps and go back to their villages. Two years ago, George heard that his parents had died in the war and his father's brother had moved into their house with his family. George knows that he cannot go back to live with his father's brother. However, he doesn't have anywhere else to go, as all of his friends who survived the war, are also still in the camp.

Split the following roles between you:

- a volunteer
- George
- observer

### Scenario 3: No need for me

Michael is 15 years old and lives with his parents and seven siblings. His mother is very sick and the family is very poor. His dad recently forced him to leave school to help him earn money for the family. As Michael is the oldest son, this is his responsibility. But this made the relationship with his dad very strained. Michael wants to help his family, but his dream is to get an education and to move to another country. He misses his friends from school. He feels sad and is tired all day, and he does not know how to change his situation.

Split the following roles between you:

- a volunteer
- Michael
- observer

### Scenario 4: He took a part of me

Loice, 17, has been sexually assaulted by a boy she used to go to school with. After the rape, she felt very ashamed and she blamed herself for letting it happen. Initially she did not tell anybody about the rape, but after several incidents she decided to report it to the police. At the police station, she was subjected to humiliating and verbally abusive questioning.

The boy disputes that it was rape. She now faces harassment from community members and relatives, who believe she has shamed them by having sex outside marriage. She does not like to be around by other people anymore. She is afraid of going to the market, to church and to other public places. She also fears meeting the boy again and hardly ever leaves her home anymore.

Split the following roles between you:

- a volunteer
- Loice
- observer

## HAND-OUT 5

### Strategies for stress management

#### Before:

- knowing about potential stresses and risks to your well-being as a lay counsellor
- maintaining healthy life habits (enough rest, exercise and good nutrition)
- being aware of your resources for coping
- honestly assessing your readiness to help others in any given situation (e.g. evaluating your own health and life situation to know if you are able to take on a helping role at this time)
- attending briefing or training sessions to prepare for your role
- having a clear job description
- having clear lines of communication with supervisors and managers
- knowing what supports your agency/organization provides and how to access it
- knowing your team members and developing supportive relationships with them.

#### During:

- keeping reasonable working hours
- having adequate working conditions wherever possible
- watching out for signs of stress in oneself and team members and taking action to prevent more problems from developing
- being willing to seek help from a supervisor or other support when you feel your stress levels are high, or you encountered a particularly difficult situation
- being respectful, patient and understanding with other team members, particularly when working in very difficult situations
- keeping reasonable expectations of what you can do and not do in your work
- attending supervision sessions and seeking help from supervisors when needed
- attending any support sessions or team meetings to share experiences and feelings as the work is going on
- leaving work behind at the end of the day or missiontaking your rest and relaxation
- paying attention to and attending to your personal and family needs
- talk with team members, friends and loved ones who can support you.

#### After:

- taking time to reflect on your experience and come to peace with any difficult aspects of it
- making an honest appraisal with a supervisor about your work, acknowledging what you were able to do well and any limitations you encountered
- monitoring yourself and team members for signs of stress that may come sometime after working in a particularly difficult situation or with a difficult client
- attending any support sessions or team meetings to debrief, reflect and share feelings and experiences
- seeking help and support (using resources provided by your organization/agency or other sources) for any difficult emotions or signs of stress that you may feel after helping others
- being willing to accept referral to a counsellor or professional if you or others notice stress symptoms taking over
- take time to rest and relax after particularly challenging work periods, before resuming other work duties.

## ANNEX 6 WORKSHOP PLANNER

Training of Trainers in Psychosocial Support of Youth in Post-Conflict Situations					
Time	Topic	Overview	Activities from 'PSS Youth in Post-Conflict Situations – A Trainer's Handbook'	Training materials needed	Who is responsible for what?
<b>Day 1</b>					
09.00 - 09.30	Welcome and introductions	Icebreaker: "Silent ball"  Check in (names, something special and expectations)		Name cards or nametags, folders with training programme and hand-outs etc., beach ball, music	x
09.30 - 10.00	The training programme	Why this training?			x
		Introduce the PS Centre			
		Introduction to programme			
10.00 - 10.30	Ground rules			flipchart, post its	x
10.30 - 11.00	Tea/Coffee Break				
11.00 - 12.00	What is psychosocial support?	Introduction to module 1	Activity 1.1: Brainstorm in plenary – definition of psychosocial (10 minutes)	flipchart	x
		Presentations			
		Plenary discussions			
		Group work			
		Energizer: "Connected by strings"	Activity 1.2: Buzzing – what are PSS activities? (20 minutes)	flipchart	
12.00 - 13.00	Psychosocial consequences of armed conflicts	Presentations	Activity 1.3: Group work – Impact of armed conflicts on PSS wellbeing (20 minutes)	flipchart	x
		Plenary discussions			
		Group work			
13.00 - 14.00 Lunch					
14.00 - 14.30	Reactions to armed conflicts	Energizer: "Multi-tasking"	Activity 1.4: Groups discussion – reactions to and signs of stress (15 minutes).	different types of balls, pens, flipchart	x
		Presentations			
		Plenary discussions			



14.30 - 15.30	Coping and assistance	Presentations		flipchart	x
		Group work			
	Loss and grief	Presentations	Activity 1.5: Individual exercise – the processes of grieving (10 minutes)	flipchart	
		Group work	Activity 1.6: Discussion in plenary – the processes of grieving (10 minutes)		
		Activity 1.7: Discussion in plenary – when and how to support a grieving person (10 minutes)			
15.30 - 16.00 Tea/Coffee Break					
16.00 - 16.30	Benefits of psychosocial support	Presentations		flipchart, post-its	x
		Discussion in plenary			
16.30 - 17.00	Ending the day	Energizer “Create order”		chairs	x
<b>Day 2</b>					
09.00 - 09.30	Opening the day	Check in			
		Introduction to module 2			
09.30 - 10.30	The concept of youth	Presentations	Activity 2.1: group work – follow up in plenary: identifying what is youth (20 minutes)	flipchart, post-its	x
		Group work	Activity 2.2: pairs - follow up in plenary: My own role (30 minutes)		
		Pairs			
10.30 - 11.00 Tea/Coffee Break					
11.00 - 13.00	Challenges for youth in post-conflict situations	Presentations	Activity 2.3: group work – follow up presentation; Community mapping (60 minutes)	flipchart, post-its	x
		Group work	Activity 2.4: group work; psychosocial needs of youth (10 minutes)		
		Energizer: “Count to 20 in a circle”			
13.00 - 14.00 Lunch					

14.00 - 15.30	Psychosocial interventions for youth in post conflict	Presentations	Activity 2.5: Plenary discussion - PSS activities for youth (10 minutes)	hand-outs for 4 groups	x
		Group work	Activity 2.6: Plenary discussion – the psychosocial volunteer (20 minutes)		
		Plenary discussion	Activity 2.7: Plenary discussion – referrals (20 minutes).		
		Energizer: “Give presents”	Activity 2.8: Plenary discussion – Sport and physical activities (10-15 minutes)		
15.30 - 16.00 Tea/Coffee Break					
16.00 - 16.30	Case study	Group work	Activity 2.9: group work - PSS for former child soldier (30 minutes)	hand-outs for 4 groups	x
16.30 - 17.00	Ending the day	Check out	Yoga in pairs	yoga instructions	x
<b>Day 3</b>					
09.00 - 09.30	Opening the day	Check in			x
		Introduction to module 3			
09.30 - 10.00	Introduction to assignments			flipchart, markers, post-its, balls	x
10.00 - 12.00	Preparation for facilitating	Group work	Activity 3.1: Participants' facilitation		x
12.00 - 12.45	Facilitation by group 1:		Activity 3.1: Participants' facilitation		x
	How to plan and prepare for a psychosocial training				
13.00 - 14.00 Lunch					
14.00 - 14.45	Facilitation by group 2:		Activity 3.1: Participants' facilitation		x
	The learning process in a psychosocial context				
15.00 - 15.45	Facilitation by group 3: Conducting a workshop in PSS		Activity 3.1: Participants' facilitation		x
16.00 - 16.30 Tea/Coffee Break					
16.30 - 17.30	Ending the day	Energizer: “Tell about your day backwards”			x
		Plenary recap			
		Check out			

Day 4					
09.00 - 09.30	Opening the day	Check in			x
		Introduction to module 4			
09.30 - 10.30	Active listening and PFA	Presentations	Activity 4.1: Brainstorm the definition of active listening (5 minutes)	flipchart	x
		Group work	Activity 4.2: Group work - followed by plenary; Practising active listening (20 minutes)		
		Plenary discussion	Activity 4.3: Plenary; Identifying the steps of PFA (25 minutes)		
10.30 - 11.00 Tea/Coffee Break					
11.00 - 12.00	Supportive communication	Presentations	Activity 4.4: Role play followed by plenary; Practising supportive communication (60 minutes)	hand-outs of scenarios	x
		Role play			
12.00 - 13.00	Lay counselling	Presentation	Activity 4.5: Plenary discussion; The role of a lay counsellor (15 minutes)	flipchart	x
		Plenary discussion	Activity 4.6: Pairs - follow up in plenary; The filters through which we listen (45 minutes)		
		Pairs			
13.00 - 14.00 Lunch					
14.00 - 15.00	Supporting volunteers	Introduction to module 5	Activity 5.1: Group work - follow up in plenary; sources of stress for volunteers (30 minutes):	flipchart	x
		Presentations			
		Group work			
		Energizer: "Mirror"			
15.00 - 15.30 Tea/Coffee Break					
15.30 - 16.30	Stress management	Presentation	Activity 5.2: Individual reflection on resources (15 minutes)	flipchart	x
		Reflection	Activity 5.3: Group work - follow up in plenary; strategies before, during and after (25 minutes)		
		Group work			
16.30 - 17.00	Ending the day	Check out			

Day 5					
09.00 - 09.30	Opening the day	Check in			x
		Introduction to module 6			
09.30 -13.00	Planning the work-shop	Group work		flipchart, markers, notepaper and pens	x
13.00 - 14.00 Lunch					
14.00- 16.30	Facilitating sessions	Small groups		flipchart, markers	x
16.30 - 17.00	Ending the training	Evaluation			x
		Check out			

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## Psychosocial Support for Youth in Post-Conflict Situations

### A trainer's handbook

Over the years, Red Cross and Red Crescent staff and volunteers have provided support to young people in post-conflict situations through psychosocial activities. Providing this kind of assistance to vulnerable people can take many forms and requires trained staff and volunteers.

Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook is a joint initiative of the Reference Centre for Psychosocial Support of the International Federation of Red Cross and Red Crescent Societies (the PS Centre) and Danish Red Cross Youth. It uniquely combines a training programme in community-based psychosocial support for youth in post-conflict situations together with modules on facilitating training. The materials have been designed to develop staff and volunteers' skills, either as a basic training in psychosocial support or as a training of trainers in psychosocial support.

The handbook contains these following modules:

- Introduction
- Consequences of armed conflicts and psychosocial support
- Youth in post-conflict situations
- Facilitating trainings for youth in post-conflict situations
- Supportive communication
- Supporting volunteers
- Planning and facilitating a training workshop
- Annexes.

#### Psychosocial Centre

 International Federation  
of Red Cross and Red Crescent Societies

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