

The Resilience Programme for Young Men



– a psychosocial handbook



Psychosocial Centre

 International Federation
of Red Cross and Red Crescent Societies

The Resilience Programme for Young Men

A psychosocial handbook

The Resilience Programme for Young Men - a psychosocial handbook

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Symbols



Aim of activity



Resources needed

Foreword

Whenever there is a breakdown or dramatic change in a community or country, young men are subject to increased vulnerabilities. Disaster or conflict, for example, or direct participation in or exposure to violence, poverty, unemployment or migration may be challenging for the young men caught up in such events. They may lead to negative behaviour and perceptions, depression and even addiction or trauma, making positive life choices more difficult, at a critical time of transition between childhood and adulthood.

We believe, however, that youth are a valuable resource for all communities and a powerful source of change whose energy and skills need to be harnessed. They should have the best possible opportunities to learn and grow in order to participate fully in society and to express their views and ideas in forming their future lives. Young men are particularly vulnerable when faced with society's expectations about their roles. To become an active resource for their communities, they need the opportunity to learn and be creative, to live with peace and hope, and to be positive male role models for other young men.

The Resilience Programme for Young Men focuses specifically on the needs of young men, featuring activities that support increased self-esteem, self-confidence, and self-perception, all vital to psychosocial wellbeing. It aims to strengthen social interaction, creativity and peer support by encouraging good communication, group collaboration, mutual trust, respect, understanding and valuing of differences. These are key elements for young men in creating a better life for themselves and their communities.

The Resilience Programme for Young Men is complementary to 'Youth as Agents of Behavioural Change', the flagship initiative of the International Federation of the Red Cross and Red Crescent Societies, promoting a culture of non-violence and peace. Launched in 2008, this programme seeks to empower individuals to take up an ethical leadership role in their community, through the development of skills, among them strengthening of resilience.

We sincerely hope that this handbook and associated activities 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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The partners

Danish Red Cross was founded in 1879 and is today the largest voluntary social organization in Denmark with nearly 25.000 volunteers and 216 local branches. It carries out social activities in Denmark, preventing isolation and loneliness, and accommodates and assists asylum seekers coming to the country. It implements bilateral development project with sister societies in developing countries and supports international projects, as well as relief and recovery operations after disasters and conflicts.

Danish Red Cross has pioneered the development of psychosocial support programmes in the Movement, having hosted the IFRC Reference Centre for Psychosocial Support since 1993. Danish Red Cross has many years' experience of supporting the implementation of psychosocial programme for vulnerable groups, together with National Red Cross and Red Crescent Societies in Asia, Europe, Africa and the Middle East.

The Palestine Red Crescent Society was founded in 1968. It caters for the health and welfare of the Palestinian people and others in need in the Occupied Palestinian Territories (oPt) and the diaspora. It provides emergency medical services, preventive and curative health care services, rehabilitation, volunteer activities, and programmes promoting social and cultural development, with a focus on the most vulnerable members of the society.

This handbook was field tested in Um al-Rehan in the Barta'a enclave in the north-western region of the West Bank. PRCS has been implementing psychosocial activities for children and teenagers there since 2009.

The IFRC Reference Centre for Psychosocial Support (PS Centre) was established in 1993 as a centre of excellence to support National Societies in promoting and enabling the psychosocial wellbeing of beneficiaries, staff and volunteers. Hosted by the Danish Red Cross and located in Copenhagen, Denmark, the Centre is a delegated function of the International Federation of Red Cross and Red Crescent Societies.

This initiative draws on the extensive range of psychosocial materials produced by the PS Centre, as well as the latest research on young men living in vulnerable or unstable situations. The PS Centre has a large database of psychosocial support publications, which is accessible at www.pscentre.org.

Roskilde Festival Charity Society organizes the Roskilde Festival in Roskilde, Denmark – the largest annual cultural and music festival in Northern Europe. From the beginning, the Roskilde Festival has had a humanitarian focus, and all profits from the festival are donated to humanitarian and cultural work worldwide.

The Roskilde Festival supports voluntary activities which provide opportunities for young people to engage in creative communities. The festival encourages social and cultural experiences that develop creative competences: Young people discover their own preferences and talents, and build up their networks and give joy and inspiration – so that ultimately they are able to find contentment themselves.

Handbook and Activity Catalogue

The Resilience Programme for Young Men consists of a psychosocial handbook and an activity catalogue, both available in formats for easy translation and printing. The handbook is currently available in English. The PowerPoint slides and activity catalogue are available in English and Arabic (with a few activities only in English). Please contact the PS Centre if you wish to translate or adapt any part of the Resilience Programme for Young Men.

Both the psychosocial handbook and the activity catalogue will develop over time. Comments and suggestions are welcome.

Publications from the IFRC Reference Centre for Psychosocial Support

- Caring for Volunteers: A psychosocial support toolkit
- Children's Resilience Programme: Psychosocial support in and out of schools
- Community-based Psychosocial Support Training Kit
- Broken Links – Psychosocial support for people separated from family members. A field guide
- Broken Links – Psychosocial support for people separated from family members. Training module
- Lay Counselling: A trainer's manual
- Life Skills – Skills for Life: A handbook
- Moving Together: Promoting psychosocial well-being through sport and physical activity
- Psychosocial Interventions: A handbook
- Psychosocial Support for Youth in Post-conflict Situations: A trainer's handbook
- Strengthening Resilience: A global selection of psychosocial interventions

All of these materials can be downloaded from www.pscentre.org.



Introducing the Resilience Programme for Young Men – a psychosocial handbook

What is the Resilience Programme for Young Men?

The Resilience Programme for Young Men is a resource for programme managers and trainers in providing psychosocial support for young men living in vulnerable or unstable situations. The psychosocial handbook provides guidance in managing psychosocial support programmes and sets out a two-day training workshop with psychosocial activities specifically designed for young men living in difficult conditions, whereas the activity catalogue suggesting relevant activities can complement the handbook but also be used separately.

The Resilience Programme for Young Men was developed by the Danish Red Cross, in close cooperation with The Palestine Red Crescent Society, The International Federation of the Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, and the Roskilde Festival Charity Society, Denmark, who also provided financial support.

The handbook and activity catalogue provides resources for designing and implementing programmes that promote positive coping mechanisms and resilience in young men. The age range is from 15 to 30 years and can be scaled up or down to fit the local context. It includes guidance for programme managers on integrating resilience building into a variety of youth programmes. For example, young men could be recruited as volunteers in

Definitions

The International Federation of The Red Cross Red Crescent Societies (IFRC) usually defines children as those between 5 and 11 years of age; adolescents or youth as those between 12 and 17 years of age; and young adults as those between 18 to 30 years of age.

Legal, social and cultural definitions for 'a child', 'youth' and 'adult' vary across the world.

Demographic information

Youth constitute a growing number of the world's population. Young people under the age of 30 accounted for more than half (50.5%) of the estimated 7 billion people in 2012. 89.7% of people under 30 were reported to be living in emerging and developing economies, particularly in the Middle East and Africa.

Source: The World's Youngest Populations, Euromonitor International, 2012

a community-wide programme or specific activities added to a vocational training programme. The Resilience Programme for Young Men also complements the IFRC's 'Youth as Agents of Behavioural Change' (YABC) initiative.

The programme aims at building the personal resilience of young men facing challenges at a critical time of transition between childhood and adulthood. All the activities in the programme promote the psychosocial wellbeing of the young men who participate and strengthen social support in creating opportunities for young men to volunteer as peer supporters.

Activities are grounded in a 'youth to youth' approach, where the needs and interests of the young people participating are central to the programme that is chosen. This encourages the young men to take ownership of and responsibility for what they are doing. They are invited to think about and discuss their feelings and reactions in their current situation and to share with one another in a safe setting. The activities build trust in fun, active and creative ways. They provide opportunities for participants to broaden their views, strengthen competences and enhance their resilience. This contributes to restoring social cohesion and building resilient communities.

Why have we developed the programme?

With the largest generation of young people the world has ever known, children and adolescents are numbered amongst the most vulnerable in emergency situations (www.un.org). There is a wide range of resources for younger children, but The Resilience Programme for Young Men focuses on the particular needs and capacities of male youth in vulnerable and unstable situations. This group has not previously received much attention. As a result, young men are sometimes neglected and cause problems for their communities due to frustration and boredom. Focussing resources on young men and differentiating their needs from other groups such as young women helps to tailor activities more effectively. The Resilience Programme for Young Men aims to fill a gap in the range of resources available.

In most cultures, boys are expected to grow up to be strong and protect and support their families. In times of hardship, they might indeed find themselves in situations where culture demands they take responsibility for family members at an early age. They are often expected to be the breadwinner in families, but in situations of chronic unemployment, they are particularly vulnerable. These circumstances present tremendous challenges and may lead to decisions made 'in survival mode' that have negative consequences for their future life.

Personal loss of homes, family and friends, severe disruption within schools and communities, forced migration, or direct participation in or exposure to violence are all major threats. Unfortunately, the consequences of these and other hardships can have a considerable impact on the development and psychosocial wellbeing of young men. They can lead to isolation, anxiety, mental ill health, suicide, substance abuse, etc. They are also likely to be accompanied by difficulties in making positive life choices, in decision-making and in regulating behaviour. In some settings, young men may also be targeted for recruitment to armed forces, militias and extremist movements and subjected to radicalisation.



However despite all these difficulties, youth also have tremendous energy, strength and idealism. They are a valuable resource for their own communities and for wider society. They have future potential as responsible and well-functioning adults and leaders of tomorrow, as well as being young people with a contribution to make in the present.

The Resilience Programme for Young Men has been designed to direct young men towards meaningful activities that make a difference to themselves and to others. It provides an opportunity for young men to work as volunteers in the programme. One of the great advantages of recruiting young men as volunteers is that they live in local communities and can connect with other vulnerable groups that we as a Movement want to reach.

How to use the materials

This psychosocial handbook has two parts. Part one is about managing psychosocial programmes for young men and is aimed at programme managers. Part two is a two-day training workshop for facilitators wanting to organise and run psychosocial activities specifically designed for young men living in vulnerable or unstable situations.

The activity catalogue features psychosocial activities (grouped into themes) that were conceptualized, developed and tested with youth volunteers in Palestine. The activities are relevant for most young men living in vulnerable or unstable situations, but should be adapted to local contexts. Other activities can be added, where needed. The catalogue is available online at <http://www.rodekors.dk/resilience/activity-catalogue>

Young men are sometimes seen as potential enemies in conflict situations, and they might be forced to stay behind while women, children and elderly people are allowed to flee to safety. Alternatively, young men can be seen as potential recruits by militant factions, and they might be coerced into armies or armed groups which they do not want to be part of.

Part one: Managing psychosocial programmes for young men

- Part one is mainly for managers and describes the concept and contexts of psychosocial support. It includes information on planning and monitoring, and indicates the human and physical resources needed to implement a psychosocial programme. Trainers and facilitators may also find this part helpful in preparing for the facilitator training.

Part two: Psychosocial support for young men – facilitator training

- Part two is a basic introduction to psychosocial support and provides guidance on implementing psychosocial activities for young men. The training workshop is programmed for two days.

Annexes

The handbook has three annexes:

Annex 1: Icebreakers and energizers

Annex 2: Phases in psychosocial programming

Annex 3: Evaluation questionnaire

PART **One**



**Managing
psychosocial
programmes
for young men**



Managing psychosocial programmes for young men

Psychosocial support

Individual and community empowerment is at the heart of psychosocial programmes. Psychosocial programmes take account of the resources and strengths within individuals and communities and respect their independence and dignity in coping with crisis. Psychosocial support enhances resilience, enabling people to bounce back and to deal with critical events in the future. It is therefore essential that programmes are tailored to specific situations, taking local needs into consideration and operating with due regard to local resources and culture.

The term 'psychosocial' refers to the dynamic relationship between the psychological and social effects of crisis. These two dimensions are very closely linked:

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

Psychosocial support may be needed where a single crisis event, like a hurricane or a building collapse, has severely impacted a community. It may also be needed to reduce the

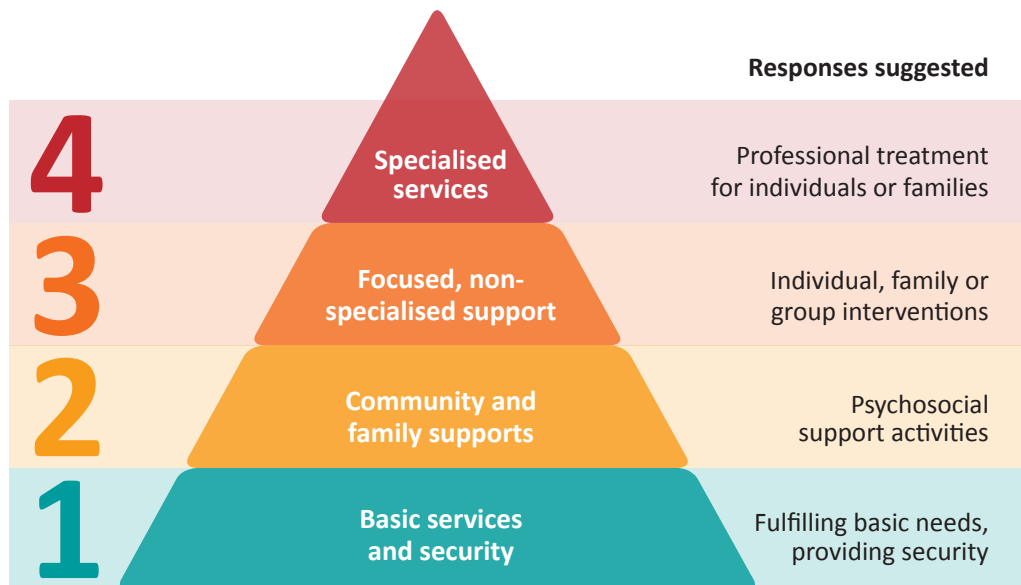
impact of a chronic crisis situation. This could be on-going armed conflict or long-term violence and abuse that have had a gradual negative impact on the wellbeing of the young men.

Psychosocial support for young men in vulnerable or unstable situations focuses on helping them to look at alternative lifestyle choices and to move away from negative forms of coping (e.g. alcohol or drug abuse, violence or other risk-taking behaviours). Psychosocial activities aim to improve the young men's lives by allowing them to share with others, learn healthy coping methods and contribute positively to their local communities.

Psychosocial support services

The diagram shows the range of psychosocial and mental health services relating to the level of need within populations affected by crises.

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).

Support is offered at these four levels:

1. Basic services and security: People's wellbeing 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.

2. Community and family support: Some 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: Within this group a number of people will require additional support that is more directly focused on psychosocial wellbeing. 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 supports mentioned already, is intolerable and who may have great difficulties in basic daily functioning.

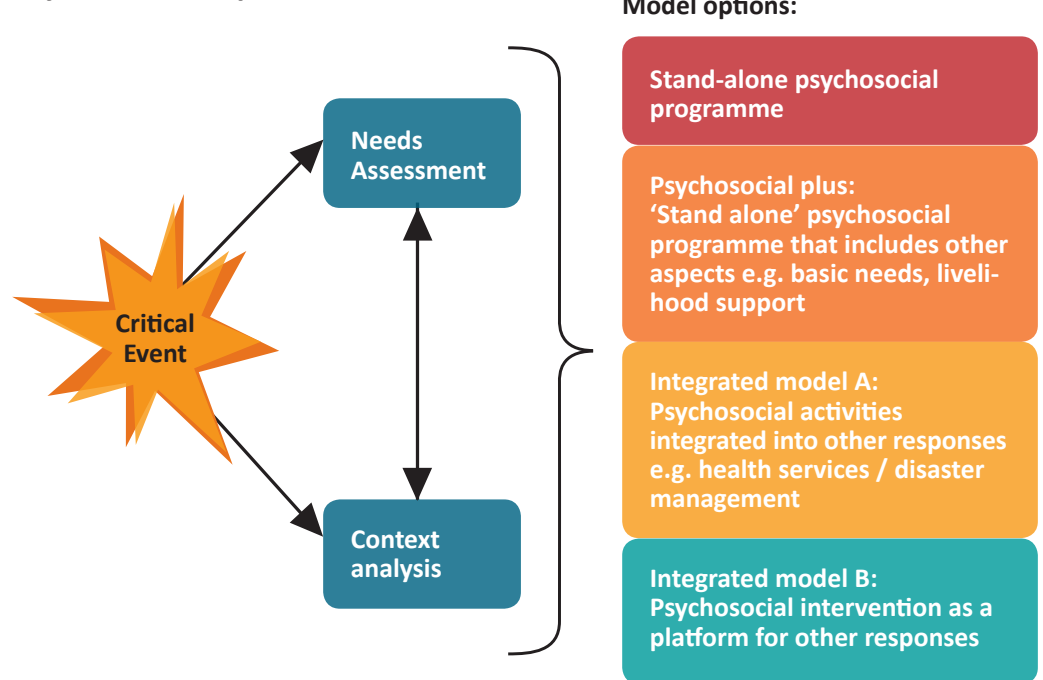
- assistance here could include psychological or psychiatric support for people with mental disorders that cannot be adequately managed within primary health services.

Programme planning, implementation and management

Programme managers are responsible for the planning, implementation, monitoring and evaluation of psychosocial programmes for young men. They are accountable for programme quality, relevance and integrity.

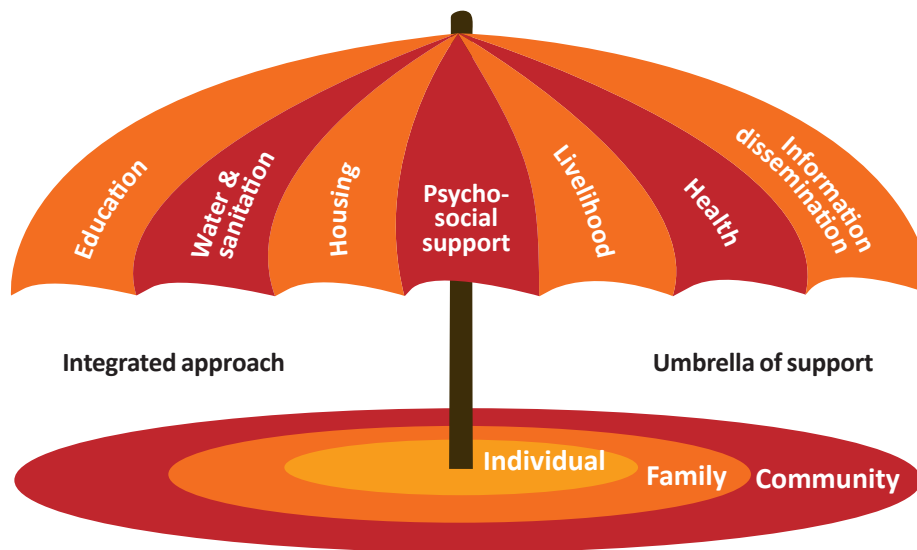
Programme managers in coordination with their local National Society and other stakeholders plan how a psychosocial programme can best be implemented. There are a number of different models for doing this:

Psychosocial response models



1. Stand-alone psychosocial programmes: This type of programme usually has an independent staff and budget and is administered as a separate programme from others.

2. Psychosocial plus: This is a psychosocial programme that also integrates psychosocial needs with other basic needs, such as food, shelter, water, clothing or livelihood.
3. Integrated into other responses: In this model psychosocial activities are a component of another larger programme that addresses additional and other needs as well.
4. Psychosocial support as entry to the community: Another option is to use a psychosocial support programme as the platform for developing other responses.



SOURCE Dr. Subhasis, American Red Cross and Indian Red Cross Society

Planning a psychosocial programme also depends on:

- **the resources available to run psychosocial support activities.** This means thinking about budgets, staff, time, venues, etc.
- **other psychosocial support activities that are being implemented.** This programme can easily be linked to or added to other psychosocial programmes.
- **the psychosocial support training of staff and volunteers.** What training do they need? How can this be arranged? Which trainers and what training materials are available?

Other tasks for programme managers include:

- ensuring that appropriate capacity building is planned and undertaken
- supervising and supporting field coordinators, facilitators and volunteers
- supporting referral mechanisms
- acting as the official link between the implementing organization and the community and other stakeholders working to promote wellbeing and safety.

For more details about programming, please see:

Annex 2: Phases in psychosocial programming for young men

Implementing psychosocial activities for young men

Implementing psychosocial activities for young men includes maintaining ethical standards and setting objectives for the programme.

The principle of 'do no harm' is an essential basis for the work of organizations supporting young men in vulnerable or unstable situations. This is an approach, which helps to identify unintended impacts of humanitarian and development interventions. It can be applied during planning, monitoring and on-going evaluation to ensure that the interventions contribute to improving the lives of the people involved (adapted from 'INEE Minimum Standards for Education: Preparedness, Response, Recovery,' p. 117, 2010).

The overall objectives of a programme for young men can be rooted in the three domains of psychosocial response:

- **social wellbeing.** Ability to interact, assist others, solve problems with others, sense of belonging to a community, resuming cultural activities and traditions.

Core indicator: Measures of social functioning.

- **emotional wellbeing.** Trust, hope for the future, sense of control, self-worth, absence of worry (i.e. about being hungry or sick).

Core indicator: Measures of emotional adjustment

- **skills and knowledge.** Learning how to resolve conflicts, improved peer communication, making good choices, strengthening culturally appropriate coping mechanisms, having vocational skills and knowing whom to contact for information.

Core indicators: Measures of appropriate skill levels.

The rationale for a programme is set out in the project document. It is based on the information gathered from needs assessments and states the overall goal and outcomes for the programme. It is recommended that the content of the programme document is developed with the young men who are to benefit from the programme.



Programme documents usually describe the following:

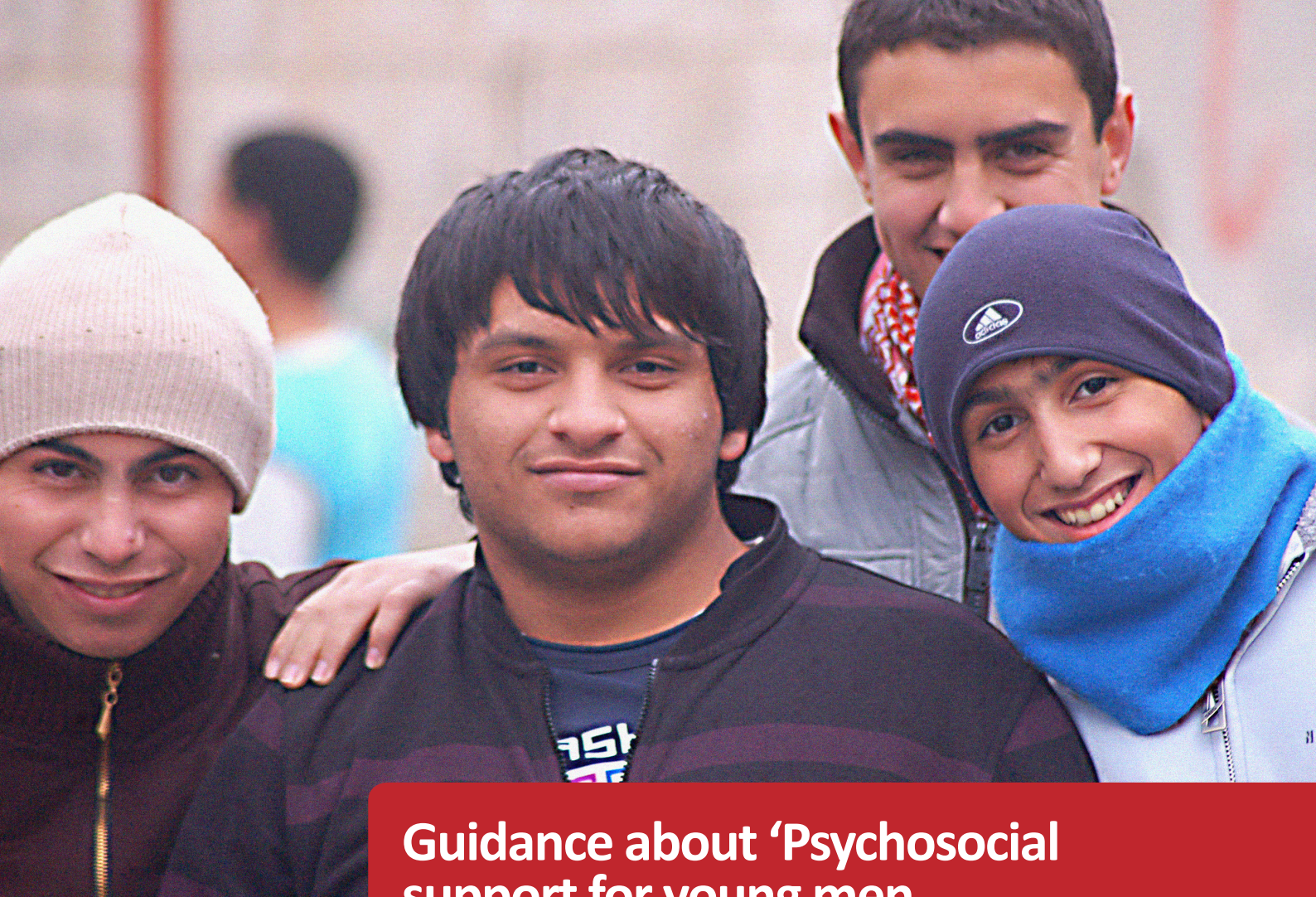
- **Overall objective** – this is a higher level objective that the programme can be expected to contribute to. It relates to the lasting change in the lives of young men in the years to come. An overall objective could be to improve young men’s wellbeing. This programme facilitating improvements in the lives of young men, their families and communities will contribute to reaching this goal.
- **immediate objectives** – these are the changes in the lives and circumstances of beneficiaries (young men, parents/caregivers, facilitators, communities) that arise during the implementation of a project. Examples include: young men’s school performance improves; young men participate in and enjoy leisure activities such as sports, music, dance or drama; social relations and interactions between the young men (and their parents) improve; parents’ and caregivers’ understanding of young men’s reactions to challenges improve; facilitators’ skills and knowledge on providing psychosocial support improve and are used within the community.
- **activities** – these are the actual tasks carried out during implementation, such as training of trainers, training of facilitators, on-going workshops, camps or trips for the target group.
- **outputs** – these are the planned achievements ‘put out’ (produced) in the process of implementing a project that signals that the work is on track. In a programme for young men, typical outputs may be the number of facilitators trained; the number of workshops held; the number of young men who have participated in the workshops; the number of meetings led by the young men; the number of direct and in-direct beneficiaries
- **inputs** – these are the funds, personnel from the implementing and/or supporting National Society designing the programme and materials that are ‘put in’ in order to reach the objectives.

Monitoring and evaluation

The most effective way to measure whether activities have had an effect is by monitoring and evaluating them using indicators relevant to the local context. Young men, parents and caregivers and the community members should therefore be actively involved in programme development, defining indicators as well as monitoring the impact through youth clubs and consultations, etc.

Programme managers need to be up to date with the progress of the project in order to ensure that it is on track. Monitoring is the process that keeps a check on the planned inputs, outputs and outcomes of the programme. It also helps the team reflect on what is going well and whether quality is being maintained. On-going, planned monitoring tracks whether the project is being implemented as planned, using indicators identified during the baseline study. If there is a significant discrepancy between the expected and actual output or in the pace of implementation, the programme activities and outputs may need to be re-examined.

Although this section gives an overall understanding of monitoring processes, it does not go into the details of monitoring and evaluation as most organizations have their own standard frameworks. The programme manager will need to understand these frameworks and gather information accordingly in order to comply with internal procedures.



Guidance about ‘Psychosocial support for young men – facilitator training’

The training workshop

Psychosocial support for young men – facilitator training provides a basic introduction to psychosocial support and to the implementation of psychosocial activities for young men. The training workshop is programmed for two days:

- The first day aims to provide the participants with an understanding of the basic principles of psychosocial support for young men. It looks at the challenges young men face in vulnerable or unstable situations and trains participants in promoting resilience and providing peer support.
- The second day focuses on planning and implementing psychosocial activities for young men enabling the participants to facilitate psychosocial activities and introduces the activity catalogue.

Participants in the training may come from a variety of backgrounds, not necessarily a health, mental health or social welfare background. It is very important that they understand the psychosocial challenges that young men may be facing. A peer-to-peer

approach is therefore the recommended method in implementing psychosocial activities for young men. This involves identifying peer supporters from the community where the activities are to be implemented.

Participants should be 15 -30 years of age. The preferred maximum number of participants per training is 25 people.

The 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 the suggested psychosocial activities with young men.

Profile of the psychosocial trainer

Trainers recruited to facilitate the workshop should have completed a training of trainers in psychosocial support and be used to facilitating psychosocial trainings. They should ideally possess the following:

- knowledge of the Red Cross Red Crescent
- knowledge of youth affected by or living in vulnerable or unstable situations
- training and facilitation skills
- skills and experience in supporting others.

It is important that trainers are well prepared and comfortable with the topics that are to be covered in the training. It is very important in training other people in psychosocial support to be able to 'walk the talk.' This means that trainers 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 do not make decisions on their behalf
- be prepared to take part in activities when needed.

As the training is for young men, it may be preferable to have a male trainer. Consider the pros and cons if you choose to have a female trainer.

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

Profile of psychosocial activities facilitators (peer to peer)

The young men identified as peer supporters should be able to:

- be positive role-models
- trust and believe in the abilities of young men
- mobilize and encourage young men to take action to improve life for themselves and their community
- encourage group and team work
- listen 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 activities moving, limiting each individual contribution to make time for everyone
- be sensitive to unexpressed feelings
- be empathic
- allow people to make their own decisions and do not make decisions on their behalf
- take part in activities when needed.

Once they have completed the training workshop featured in this handbook, they will then be able to facilitate psychosocial activities with groups of young men in their own community.

People affected by conflict or disaster might join your organization as volunteers. Being a volunteer can help affected individuals in many ways: by being part of a group, getting involved in activities and feeling useful or productive can help build a positive outlook and self-image, enhancing self-esteem and contributing toward overcoming the psychological effects of the situation.



The Resilience Programme for Young Men – an activity catalogue

The activity catalogue that accompanies this handbook features a range of activities grouped together in three categories – physical activities, arts-based activities and life skills activities. It has useful tips on working with young men in difficult situations. It also includes a box with examples of 'safe spaces' – i.e. spaces that are used for psychosocial activities. The catalogue is available online from:

<http://www.rodekors.dk/resilience/activity-catalogue>

The activities focus specifically on characteristics and skills that affect the resilience of young men. These include:

- being able to make realistic plans and carry them out individually and collectively
- having a positive image of oneself and others
- being able to adapt easily to new situations
- being able to deal with strong emotions in oneself and others
- being able to communicate feelings and thoughts and empathising with others
- believing that change can happen
- feeling self-confident and having confidence in the community
- the existence of caring relationships and networks of social support inside and outside the family
- participating in community activities.

Psychosocial activities

Psychosocial activities aim to help the young men to:

- resume normal routines
- experience less stress
- be physically and emotionally strong and healthy
- be playful and happy
- feel good about themselves and confident in their own abilities
- make good and safe choices
- be more social
- trust others and feel comfortable about sharing feelings
- seek help from others (peers and adults)
- cope better with everyday life challenges
- engage in peaceful dialogue
- solve problems without violence.

All the activities must be adapted to the local cultural and social context.

Safe spaces

Psychosocial activities can take place in a variety of venues and settings, depending on what is available and what the activities require in terms of resources and space. Typical examples of venues are community centres, school buildings, and other venues used by the local National Society branches. In disaster and conflict situations it may be necessary to construct a space in a tent or other temporary shelter e.g. a roofed open space with some protection around it.

It is very important to identify a safe space for activities before starting a programme. These spaces need to be both physically safe (i.e. a secure physical space that allows people to be protected from danger) and emotionally safe (i.e. a sense of safety, trust, positive bonds and solidarity). It is also helpful to locate a space that is suitable for the planned activities.

Letting the young men be involved in constructing a space where they feel safe will help them feel a sense of ownership and responsibility. This kind of task also brings young men together, allowing them to share thoughts, ideas and take decisions. This will help build their trust and confidence. They will see that they can be part of a positive change in their own life and in their community.

See some examples of safe spaces here:

<http://www.rodekors.dk/resilience/activity-catalogue/safe-spaces>



Principles for promoting psychosocial well-being

A consensus exercise by a worldwide panel of experts identified five essential elements for mental health and psychosocial interventions (Hobfoll et. al. 2007) These principles have become known as ‘the Hobfoll principles’ and indicate that psychosocial interventions must focus on the promotion of:

1. A sense of safety
2. Calming
3. Beliefs in one’s own or the community’s ability to complete tasks and reach goals
4. Connectedness
5. Hope.

Promoting a sense of safety is essential in order to reduce biological responses that cause, for example, sleeplessness or difficulties in concentrating and reduced mood levels, and to help individuals and communities to better cope with adversity.

During and in the aftermath of crises, it is important to provide information and foster mechanisms that allow youth to evaluate and understand current and future threats in a realistic manner. Supporting young men to develop more adaptive coping skills and ways of thinking can help to enhance their sense of safety.

Promoting calming can be done, by helping the young men to realize and acknowledge that certain stress reactions are common when exposed to extreme situations. Relaxation techniques, breathing control, problem-solving, and positive self-talk are all useful strategies in promoting calm. Doing physical activities also helps to reduce stress.

Promoting beliefs in one's own or the community's ability to complete tasks and reach goals can be done by organizing activities where young men are encouraged to challenge themselves and in return discover new skills and abilities. This builds skills and confidence, which can help in daily life. Problem-solving activities can be particularly useful in this regard, as they allow the development of skills in overcoming difficulties. Sports and physical activities can also be used to build up self-belief. When youth find, for example, that they are able to do simple tasks and then solve more complicated ones, they begin to realize they are able to complete tasks and reach goals. They can then be encouraged to understand how they can use this feeling of efficacy in other parts of their lives.

Promoting connectedness is the foundation for psychosocial support programmes. Activities can have several simultaneous functions. They may, for example, enable young men to have a positive experience with peers, while providing an opportunity to discuss



community and personal issues. Activities can also contribute to community cohesion as a whole. For example, by encouraging youth to arrange events for the entire community, they then play an active role themselves and have a voice in their society.

Promoting hope can be done on an individual and a collective level by offering activities that renew motivation for learning and for a positive future. Hope is the positive feeling or belief that a future goal or outcome is possible, and that life can change for the better. Hope can also be experienced in happy and joyful moments, when life seems more promising. It can be promoted by helping the young men realize that their reactions are common and that others share the same concerns and fears, and that they can influence their future.

Caring for staff and volunteers

The needs of staff and volunteers are often similar to the needs of those they are supporting. A supportive environment is crucial to minimize stress. An environment where staff and volunteers are able to share and openly express themselves can relieve symptoms of stress. It is important therefore to encourage people to talk about their emotional reactions and limitations openly and honestly. This will help to ensure the quality and effectiveness of activities and the wellbeing of staff and volunteers.

The programme manager can foster this supportive environment by integrating stress management into the policy and practice of the programme, for example, by:

- including provision for staff wellbeing and stress management in staff contracts
- being available to give guidance and support to staff
- promoting an organizational culture of openness and sharing
- creating team spirit through regular staff meetings and informal retreats
- organizing training about stress management
- ensuring that staff take regular days off and take annual leave
- respecting principles of confidentiality
- establishing a peer support system.

PART **Two**



**Psychosocial
support for
young men
– facilitator
training**



Psychosocial support for young men – facilitator training

Red Cross and Red Crescent volunteers and their families are often themselves affected by disasters and conflicts. Providing training in lay-counselling, stress management and peer support is a great way of building resilience.

Psychosocial support for young men – facilitator training provides a basic introduction to psychosocial support and to the implementation of psychosocial activities for young men. The training workshop is programmed for two days.

The training should be adapted to local settings, using case studies, scenarios and pictures that are relevant to the context and the life of the participants. To make the training even more relevant to the group, trainers should draw on their own experiences and that of colleagues and local networks.

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

Each day has a set of PowerPoint slides and trainer's notes on each topic. The trainer's notes include:

- learning objectives which constitute the overall aims of the topic
- an introduction, so that the trainer can set the scene and motivate participants to 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 day
- a recap activity at the end of each day.

The trainer's notes feature specific activities for each topic. The activities are designed to help participants understand the relevance of the training in relation to their own situations. They are also aimed to broaden 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 coming up with predetermined conclusions.

The set of PowerPoint slides that accompany this workshop can be adapted too. The slides and a template for slides (so that trainers can make their own) are available for download at www.pscentre.org here:

<http://www.rodekors.dk/resilience/day1>

<http://www.rodekors.dk/resilience/day2>

For Arabic version:

<http://www.rodekors.dk/resilience/day1-arab>

<http://www.rodekors.dk/resilience/day2-arab>

An evaluation questionnaire is included in annex 3. The trainer's notes at the end of the workshop also include instructions on how to conduct a verbal group evaluation.

DAY

1



Welcome, introduction to the training workshop and group values

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 can develop trusting working relationships, increasing their confidence to share personal and sensitive information during the workshop.

Make sure that nametags for participants are available – use first names if this is customary. Have all the materials ready for participants, including copies of the training programme, if needed, notepaper and pens, post-its, and make sure you have everything you need, e.g. trainer’s notes, PowerPoint slides and projector, flipchart paper and markers.

■ PPT 1: Psychosocial Support for Young Men

Welcome

Start by welcoming the participants to the workshop and introduce yourself as the trainer.



Explain:

- the local context for the young men who are living in vulnerable or unstable situations
- the purpose of the workshop
- the link between the knowledge gained in the training with the activities the participants will be doing with young men in their communities.

Begin by doing an icebreaker so that the group can get to know one another. See annex 1 for ideas for icebreakers.

The ball toss

1. Form a circle with participants, and toss a soft ball to someone in the circle.
2. Ask the person catching the ball 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 also be used at the end of the day and at the end of the training to sum up the day and the training. Instead of asking participants to say their name, you can ask them to say what they will take with them from the sessions, how they feel about the training, etc.

The training programme

Give an overview of the training workshop.

■ PPT 2: Training programme

Introduce the participants to the two days programme:

- Day 1: Psychosocial support for young men
- Day 2: Planning and implementing psychosocial activities for young men

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1	
Training programme	
<i>Day 1:</i>	Psychosocial support for young men
<i>Day 2:</i>	Planning and implementing psychosocial activities for young men



Time	Topic
Day 1 – Psychosocial support for young men	
09.00-10.00	1.1 Introductions and group values
10.00 -10.15	Coffee break
10.15 -11.15	TOPIC ONE: What is psychosocial support? 1.2 Why provide psychosocial support? 1.3 Psychosocial activities
11.15-11.30	Coffee break
11.30-12.30	1.4 Reactions to difficult life circumstances
12.30-13.30	Lunch
13.30 -14.45	TOPIC TWO: Coping and assisting 2.1 Coping and assistance in stressful environments 2.2 Assisting peers
14.45-15.00	Coffee break
15.00 -16.00	2.3 Psychological first aid (PFA) 2.4 Providing peer support
16.00-16.30	Ending the day
Day 2 – Planning and implementing psychosocial activities for young men	
09.00-09.30	TOPIC THREE: Youth as active members of the community 3.1 Introduction
09.30-9.45	3.2 The concept of ‘youth’
9.45.00-10.00	Coffee break
10.00-11.15	3.3 Our role in the community 3.4 What do we need to make changes?
11.15-11.30	Coffee break
11.30 -12.30	TOPIC FOUR: Implementing psychosocial activities for young men 4.1 Preparing for psychosocial activities 4.2 Organizing psychosocial activities 4.3 Activity methods
12.30-13.30	Lunch
13.30 -14.30	Planning psychosocial activities
14.30-14.45	Coffee break
14.45-15.30	4.5 Dealing with reactions and responses 4.6 How to create a safe environment 4.7 The activity catalogue
15.30-16.30	Evaluation of the workshop and saying goodbye

PPT 3: Group values

Group values

1. Ask participants to write down on a piece of paper the values that they would like the group to have.
2. Each participant share their words in plenary. As each person reads out their suggestions, write them up on a flipchart.
3. Ask participants to go into groups and discuss one or two values from the shared list and discuss the meaning of that value for five minutes, and then report back in plenary.



Group values

Group values may include agreement on the following:

- Working together
- Encouraging a team spirit
- Everybody contributes
- Promoting a positive atmosphere where there is respect for one another
- Promoting equality and tolerance
- Encouraging flexibility
- Accepting different opinions
- Being creative
- Sharing experiences but not insisting on this
- Agreeing confidentiality within the group
- Keeping to time.



Participating in a photo-marathon, this is how a young refugee illustrated his situation fleeing from a civil war to a new country.

TOPIC ONE

What is psychosocial support?

Learning objectives

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

- what psychosocial support is
- how difficult life circumstances affect psychosocial wellbeing
- ways of supporting young men in their coping.

1.1 Introduction

Explain the learning objectives for day one and answer any questions about them:

Explain that the topic is a foundation for the rest of the training. This session is especially important because learning about psychosocial support will help in understanding why young men behave and react in certain ways. This will also help participants to reflect on their own lives .

Group discussion



To define psychosocial support.



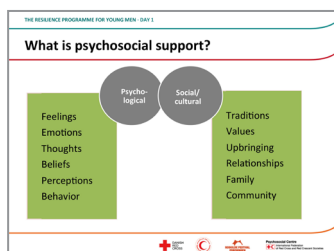
Flipchart paper and markers.

Procedure

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

Discussion question

What is psychosocial support?



PPT 4: What is psychosocial support?

Sum up the activity by making a short presentation on what psychosocial support is, using the PowerPoint slide. Try to refer to examples that are relevant to the local context. Use the notes below as a resource:

The term ‘psychosocial’ refers to the dynamic relationship between the psychological and social dimensions of a person’s life, the one influencing the other. These two dimensions are very closely linked:

- The psychological dimension includes emotions, thoughts, beliefs, perceptions and behaviour.
- The social dimension includes traditions, values, upbringing, relationships, family and community.

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 each other.

1.2 Why provide psychosocial support?

■ PPT 5: Why provide psychosocial support?

The Red Cross and Red Crescent Movement usually integrates psychosocial support within other activities and programmes such as health or education. The psychosocial support approach is a community-based approach, mostly provided 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. 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. In this way, psychosocial support reinforces social networks or strengthens them, if they are not intact. People learn how to protect themselves and others, thereby engaging them in their own recovery.

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.

Explain that psychosocial support strengthens:

- **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
- **social cohesion:** reinforcement and strengthening of social networks and structures.

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.

1.3 Psychosocial activities

■ PPT 6: Psychosocial activities

Tell the participants that the following five elements help to promote psychosocial wellbeing:

- a sense of safety
- calm
- beliefs in one's own or the community's ability to complete tasks and reach goal
- connectedness
- hope.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Why provide psychosocial support?

To strengthen:

- **Resilience** – the ability to bounce back after something difficult has happened, or to get through difficult experiences in a positive way
- **Coping mechanisms** - the ability to deal with challenges and difficult situations
- **Restoring social cohesion** – networks and structures

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Psychosocial activities

Activities can strengthen resilience by enhancing:

- Sense of safety
- Calm
- Belief in ones own or the community's ability to complete tasks and reach goals
- Connectedness
- Hope

Explain these five elements using examples from the local context.

Ask the participants to look at the words and think about which of the words that means the most to them or the one they feel that they need the most. They are closely linked and it may be difficult to talk about one without referring to another one.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

Group activity

Group 1: Define safety? When do you feel safe?
 Group 2: Define calm? When do you feel calm?
 Group 3: How do you know when your actions matter?
 Group 4: What are the most important social connections in your society?
 Group 5: Define hope? When is it important?

PPT 7: Group activity

Group discussion followed by plenary



To define what the five elements mean in the local context.



None.

Procedure

- Ask the participants to divide into five groups.
- Each group is given two questions as set out below.
- Follow up in plenary.

Discussion questions

- Group 1: Define safety. When do you feel safe?
- Group 2: Define calm. When do you feel calm?
- Group 3: How do you know when your actions matter?
- Group 4: What are the most important social connections in your society?
- Group 5: Define hope. When is it important?

Sum up the activity by explaining that it is important that all five elements are included in psychosocial activities with young men.

1.4 Reactions to difficult life circumstances

PPT 8: Difficult life circumstances

Explain that throughout life people have different experiences. Sometimes people are lucky and sometimes they experience misfortune. Usually people adapt to changed circumstances and continue to live their lives. This is how everyone learns and develops.

Many life situations are accompanied by uncertainty and stress, and some life events can be especially stressful. When everyday challenges become too much and life circumstances do not seem to change, then the individual may feel like he or she is in a crisis. The combination of challenges and difficult life circumstances can be distressing. They can be experienced as extremely threatening to those involved, and are usually accompanied by feelings of powerlessness, horror or terror.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

Difficult life circumstances

PPT 9: Characteristics of difficult life circumstances

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

Characteristics of difficult life circumstances

- Have a strong emotional effect on people
- Seem impossible to change
- Powerful
- Usually outside the range of ordinary experience
- May overwhelm effective coping skills of an individual or group

Difficult life circumstances are often:

- outside the range of ordinary experience
- powerful and have a strong emotional effect on people
- overwhelming and seem impossible to change
- so hard that individuals or groups struggle to cope effectively.

Explain that in order to deal with our emotions and reactions, we need to understand why we feel the way we do and how we feel. Use examples from the local context to explain what difficult life circumstances could be.

However, no two people respond in the same way and any event has the potential of leading to a personal crisis. It is not only the characteristics of a life event that make it difficult; the person's subjective experience of the event is even more significant. Individuals may perceive the same situation very differently for many reasons, including the person's history of previous experiences, their personality, levels of social support and life circumstance at the time of the event. People may not be able to change the situation, but they may be able to change the way they feel about it.

■ PPT 10: Factors influencing life

Tell the participants that everyone has resources, strengths, abilities and skills to deal with difficult situations and challenges. These are protective factors that promote hardiness and resilience. Protective factors are important to the way a person copes when confronted with demanding situations. Stress and strain resulting from difficult situations can be risk factors. Maintaining a balance in one's life where protective factors outweigh risk factors is important for emotional wellbeing.



When organizing psychosocial activities for young men it is important to be honest and straightforward in order to gain their trust. Particularly if you are not from the community, the young men might be sceptical about your intentions. One way of gaining their trust is to start talking casually about football, just to loosen the tension. Talk to them about your favourite football team and ask them about theirs. Ask them who the better football player is, Messi or Ronaldo?

Protective factors ‘protect’ people, reducing the impact of hardship and difficulties. These factors make people more resilient, and help them respond better during a crisis. (Please see examples in the information box below about protective factors).

Risk factors put people ‘at risk,’ increasing the impact of hardship and difficulties. These factors make people more vulnerable and decrease their resilience during a crisis. (Please see examples in the information box about risk factors on the next page).

Factors affecting psychosocial wellbeing depend on:

- the characteristics of the event or situation: This includes the nature of the event – is it a social problem, disaster, conflict, etc.? How many people are affected? How long has it been going on?
- the environment: This includes the weather, the time of day, accessibility to resources, levels of destruction and damage.
- individual characteristics: This includes gender, disabilities, age, economic status, mental and physical health, previous traumatic experiences.
- family and community resources: This includes the quality of relationships between children and caregivers, access to active social networks, community cohesion, religious systems and rites, economic and educational opportunities.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

The psychosocial impact in your community

Discussion in groups:

- Which factors increase the level of distress in your community?
- Which factors increase the psychosocial wellbeing in your community?

PPT 11: The psychosocial impact in your community

Group discussion followed by plenary



To identify the protective and risk factors present in the local community.



None.

Procedure

- Explain the purpose of the activity to participants.
- Divide participants into groups of four.
- Give two groups question number one and the other two groups question number two from the PowerPoint. Give the groups 10 minutes to discuss their question.
- Follow up in plenary and discuss the answers that the groups present.

Discussion questions:

1. What factors increase the level of distress (risk factors) in your community?
2. What factors increase the psychosocial wellbeing (protective factors) in your community?

Sum up by explaining that as a consequence of difficult life circumstances, young men may well experience:

- being separated from their family members
- being left as breadwinners and caretakers for their younger siblings
- feelings of guilt, worry and helplessness
- 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 work

- educational disruption
- stigma as a result of being an orphan, ex-combatant, having a disability or a disease etc.
- exclusion from society (being seen by others neither as child nor as adult)
- increased violence
- alcohol or drug addictions
- changes in (traditional) gender roles
- feelings of injustice
- feeling isolated
- feeling forgotten by the world
- feeling insignificant
- a lack of belonging
- a loss of citizenship.

Risk factors for young men may include:

- relocation
- accessibility/inaccessibility
- high level of police arrests
- armed soldiers
- shooting incidents
- demolished houses
- loss of land and livelihood
- limited movement and/or isolation
- radicalisation
- poverty
- unemployment
- lack of educational opportunities
- social marginalisation or exclusion
- violence
- gossip and/or rumours
- corruption
- political issues
- family problems
- lack of services.

Protective factors for young men may include:

- helping and supporting one another
- doing practical rebuilding together
- establishing schools and recreational activities
- recreational green areas, e.g. parks, forest and play grounds
- youth talking together and discovering that they are facing the same problems
- youth who are engaged in the community and believe that they can make changes
- maintaining daily routines and structures
- maintaining cultural practices and beliefs
- establishing social gatherings and activities
- doing good things for others in the community
- identifying alternative legal sources of income
- finding meaning (in a seemingly meaningless situation).
- support from key people in the village
- integration
- love of family and friends
- equality and respect.

TOPIC TWO

Coping and assisting



Trainer’s note: Introduce this section by saying that you will look at different coping strategies and how volunteers and staff can assist young people in coping.



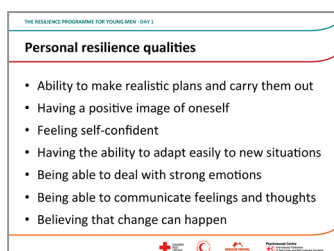
■ PPT 12: Coping and Assisting

Tell the participants that most people deal with significant, challenging life circumstances without professional help. They find the resources within themselves and their family and community to cope with difficulties. This ability to handle and overcome even very stressful life experiences is something that most people have probably experienced and have seen in friends and family members.

Then explain that coping is the ability to deal with challenges and difficult situations. Resilient people often cope in healthy ways.

■ PPT 13: Personal resilience qualities

Remind participants that resilience is a person’s or a community’s ability to overcome shocks 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 and recover using their resources.



Personal resilience qualities

- Ability to make realistic plans and carry them out
- Having a positive image of oneself
- Feeling self-confident
- Having the ability to adapt easily to new situations
- Being able to deal with strong emotions
- Being able to communicate feelings and thoughts
- Believing that change can happen

Resilience is not a characteristic which a person has or does not have. Many different factors influence how someone responds to and recovers from a difficult situation or event. These include the personal situation of the individual when the event happens, the individual's personality, their history of other life experiences, and the type of event, e.g. its severity and magnitude.

Resilience can be influenced by previous life experiences or exposure to critical events. People who have experienced other critical events and have recovered may be more resilient in overcoming similar events in the future. However, the opposite can also be true – if a person has not resolved or recovered fully from previous critical events, they may be more vulnerable to distress when encountering other significant or critical life events. Resilient people believe that they can overcome difficulties and that there will be a positive outcome. Resilient people are often pragmatic and have high levels of self-esteem and optimism seems to be connected to resilience. They trust other people and have caring relationships and a network of social support from people inside and outside the family. At the same time, resilient people are more likely to offer understanding, companionship and support during difficult times.

Personal qualities can be enhanced to promote coping and strengthen resilience. These include:

- the ability to make realistic plans and carry them out
- having a positive image of oneself
- feeling self-confident
- having the ability to adapt easily to new situations
- being able to deal with strong emotions
- being able to communicate one's feelings and thoughts
- believing that change can happen.

Explain that coping is mainly about dealing with personal crises arising from challenging life events or situations, as described earlier. Whenever something unusual happens, people need to make situations manageable and adapt to new circumstances. After some time, they may return to 'normality,' though this may be a new and changed kind of life.



Explain to the participants that successful coping takes time. Coping can be done in appropriate and healthy ways, but some people get stuck and find that problems continue or worsen. Intense negative feelings are common after someone experiences something extremely distressing. Coping is about regaining control concerning these feelings and not about making them suddenly disappear in a miraculous way.

■ PPT 14: Ways of coping

Depending on the levels of resilience, people cope with their stress in various ways. Ask the participants to name ways of coping, before moving on to the next section about signs of stress.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1	
Ways of coping	
Brain storm:	
Think of positive ways of coping in your community. What are the outcomes of positive coping?	
Think of negative examples of coping. How does negative coping affect the community?	

Positive and negative ways of coping with stress

In general, coping can be seen as successful/positive, if it helps in the process of:

- admitting that something distressing happened
- finding a good balance between feelings and thoughts/knowledge about the incident
- connecting to significant others
- finding an appropriate language to think and talk about the events
- integrating the experiences into one's life story
- active problem-solving
- eventually moving on and looking at the future, without being hampered by intrusive memories or having to avoid associations concerning the incident.

Harmful/negative ways of coping can include:


- self-medication to numb uncomfortable feelings, e.g. alcohol or drug abuse
- sustained avoidance, e.g. denial, excessively seeking distraction, never talking about the event, avoiding all reminders of the incident, etc.
- social isolation
- sinking into a depressive mood and letting it persist over a long period of time
- aggressive behaviour.

Explain that people perceive the severity or stressfulness of significant or traumatic events in their lives differently. No two people respond in the same way and any event has the potential of leading to a personal crisis. A crisis results when someone reaches the limit of his or her abilities and resources to cope with the situation.

THE RESILIENCE PROGRAMME FOR YOUNG MEN | DAY 1

Common signs of stress

- Physical signs (*stomach ache, tiredness*)
- Cognitive signs (*difficulty in concentrating, losing track of time*)
- Emotional signs (*anxiety, being sad, feeling aggressive, feeling useless*)
- Behavioural sign (*alcohol abuse, withdrawal, aggressiveness*)



■ PPT 15: Common signs of stress



Some young men might be hesitant joining the activities you organize. One group of volunteers from the Jordanian Red Crescent came up with the idea of involving these young men in different ways, by asking them to help with practical matters, take photographs or record videos of the activities. Eventually most of those who were hesitant in the beginning joined the actual activities.

Use the PowerPoint to illustrate some of the common signs of stress:

- physical signs, e.g. stomach ache, tiredness
- cognitive signs, e.g. difficulty in concentrating, losing track of time
- emotional signs, e.g. anxiety, being sad, feeling useless,
- behavioural signs, e.g. alcohol abuse, recklessness, withdrawal, conflict with others, violence, aggressiveness.

These reactions are normal reactions that appear due to the factors that are creating distress in the community, which was just discussed.

■ PPT 16: Normal reactions to abnormal situations

Group discussion followed by plenary discussion



To recognize different signs of stress and reactions to stress.



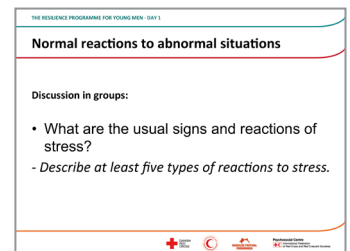
None.

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 question on the PowerPoint.
- Follow up in plenary for five minutes.
- Please note – the important aspect of this activity is for participants to name the signs of stress, not whether they place them in the right categories.

Discussion questions

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



2.2 Assisting peers

An important role for peer supporters is to enable the young men they are assisting to make informed decisions. Volunteers and staff as peer supporters 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 to use their own coping resources to solve their problems.

This means:

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

Empowering young men, by using and including their knowledge, values and opinions, will make them feel a high degree of ownership of the project and strengthen their role as peer supporters.

Men are often overlooked as a vulnerable group after natural disasters. In cultures where men are the bread-winners in the family, the loss of this role can lead to frustration and a feeling of powerlessness, especially when there is uncertainty about when the family can return home or start building a new life.



THE RESILIENCE PROGRAMME FOR YOUNG MEN | DAY 1

Key points in assisting young people

- **Clarify** the problem and provide relevant practical information
- **Support** the young people in identifying possible solutions
- Deal with the **'here and now'**
- **Accompany, support and coach**, rather than giving direct advice

■ **PPT 17: Key points in assisting young people**

Assisting young people to make their own decisions includes:

- asking questions which clarify the problem, and 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 very 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, reflect back to them their priorities and concerns to help them to be clear on their decision.

Peer supporters often find themselves in situations, where feeling confident about how to communicate well with other people is extremely important. For instance, peer supporters working with people who have lost loved ones need to communicate about this in a supportive way. This can be done by listening actively.

Explain that active listening is one of the most fundamental support skills 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 therefore is in focus. Learning to be a good listener is a skill that almost anyone can acquire through practice and training.

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 find 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.

■ PPT 18: Active listening

Brainstorm



To raise participants’ awareness about the elements of active listening.



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.

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 19: Active listening (1)

■ PPT 20: Active listening (2)

Introduce the basic elements of active listening:

- Maintain eye contact (if this is culturally appropriate) without staring.
- Focus on the young person and give him/her attention (in a culturally appropriate way).
- Give them room to calm their mind and to explain what they have experienced.
- Give them time to reflect for a few minutes before you begin to ask any questions.
- 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 or arguing.
- Avoid being distracted.
- Use your own body language to convey your attention.
- Use words like ‘yes,’ and ‘hm,’ and ‘go on.’
- Use appropriate facial expressions.
- Be attentive.
- Allow time for silence and thoughts.

Explain that when listening actively we listen more than we talk; we do not criticise or give advice. Learning to listen can help generate understanding and is one of the steps towards conflict resolution.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Active listening

Brainstorming:

- What is “active listening”?
- How do you do it?



Red Cross, Red Crescent, Red Crystal, Red Heart, Red Ribbon

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Active listening (1)

- Maintain eye contact (if appropriate) without gazing
- Give room to talk and focus on what is being said
- Use clarifying questions and summarizing statements,
- Avoid giving opinions or arguing
- Avoid being distracted

Red Cross, Red Crescent, Red Crystal, Red Heart, Red Ribbon

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Active listening (2)

- Use body language to convey your attention
- Use words like ‘yes,’ and ‘hm,’ and ‘go on’
- Be attentive
- Allow time for silence and reflections

Red Cross, Red Crescent, Red Crystal, Red Heart, Red Ribbon

Asking questions

Both statements and questions can help in encourage people to express themselves:

- 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 enables someone to say more: "What happened when you told your sister the news?"
- A **closed question** gives the opportunity of saying yes or no: "Are you feeling better than last time we met?"
- An **open question** enables the person to answer the way they want: "How do you feel today?"
- A **leading question** has assumptions in it. It puts the questioner's words into the person's mouth, so that in replying they feel forced to agree with you: "Are you feeling very unhappy about your wife's death?"

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Activity: active listening

Pair exercise:

The listener: listens actively by asking clarifying and summarising questions.

The speaker: chooses a personal story from everyday life that is not related to a crisis event

■ PPT 21: Activity: active listening

Work in pairs followed by plenary



 To practise active listening.

 None.

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 (see PowerPoint).
- The listener listens actively by asking clarifying and summarizing questions.
- Ask the participants to change roles after seven minutes.

Discussion questions

Follow up in plenary by asking the following questions:

- 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?

Sum up by explaining that active listening differs from everyday conversations, when everyone is talking or interrupting one another without thinking too much about it. Active listening is the first step in understanding, and in order to provide the best support, we have to put ourselves in the position of the one talking and respect his way of looking at the world.



What is YOUR creative talent?' That was the question asked at the opening of a workshop for young men. Their creative talents were immediately put into practice: one participant, who excelled at drawing, helped facilitate notes on the flip chart; another, a vivid storyteller, explained the activities in a much more animated way. The heavy smoker was put in charge of calling the breaks. In other words: involve the participants and use their talents from the onset of a workshop; it will aid in their acquisition of new knowledge and skills.

2.3 Psychological first aid (PFA)

Explain that as a peer supporter the participants may face situations in which they have to provide support to youth who have recently experienced a critical event or are in distress. Give examples of what this might be from the local context: Perhaps their movement is restricted; they have just been in an accident; they have been injured, attacked or arrested; or perhaps they have just heard very distressing news of the death or serious illness of a loved one; or have been forced to leave their home.

When someone has just been through a very distressing event, they may feel overwhelmed, vulnerable, anxious, uncertain or confused. They may experience sudden emotional upset, grief, anger, a sense of hopelessness, or even feel apathetic or numb. When someone is in shock or crisis, they may have difficulty 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, and increases their confidence in assisting people in acute distress.

■ PPT 22: What is Psychological First Aid?

Do a short presentation on PFA using the PowerPoint and the notes below:

What is PFA: 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 peer supporters also need to have for their usual tasks. However, it also may 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 23: Where is Psychological First Aid provided?

THE RESIDENCE PROGRAMME FOR YOUNG MEN - DAY 1

What is Psychological First Aid?

Psychological First Aid is caring support offered to people who have experienced a very distressing event or situation

Red Cross, Crescent, and other logos.

THE RESIDENCE PROGRAMME FOR YOUNG MEN - DAY 1

Where is Psychological First Aid provided?

Psychological First Aid can be provided anywhere safe for the first-aider and the person seeking help.


Red Cross, Crescent, and other logos.

Where can it be provided: PFA can be provided anywhere it is safe for the peer supporter and the person seeking help to be. It can be provided in a community centre, hospital or even at the site of a disaster or other crisis event. If it is at the scene of an accident or disaster, it is important for the peer supporter to first take care of their own safety, and then the safety of the person being helped. If necessary and possible to do so, the peer supporter should help the person to move to a safer place. Try to provide the person with a quiet place to rest and talk, and some privacy, as appropriate to their age, culture and gender.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

When is Psychological First Aid needed?

- Immediately for someone in acute distress
- When someone continues to experience distress
- When someone needs the emotional and practical support




■ **PPT 24: When is psychosocial first aid needed?**

When is PFA needed: Depending on the type of work done, peer supporters 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. It may also be given later for people who are still experiencing distress or need the emotional and practical support of PFA.

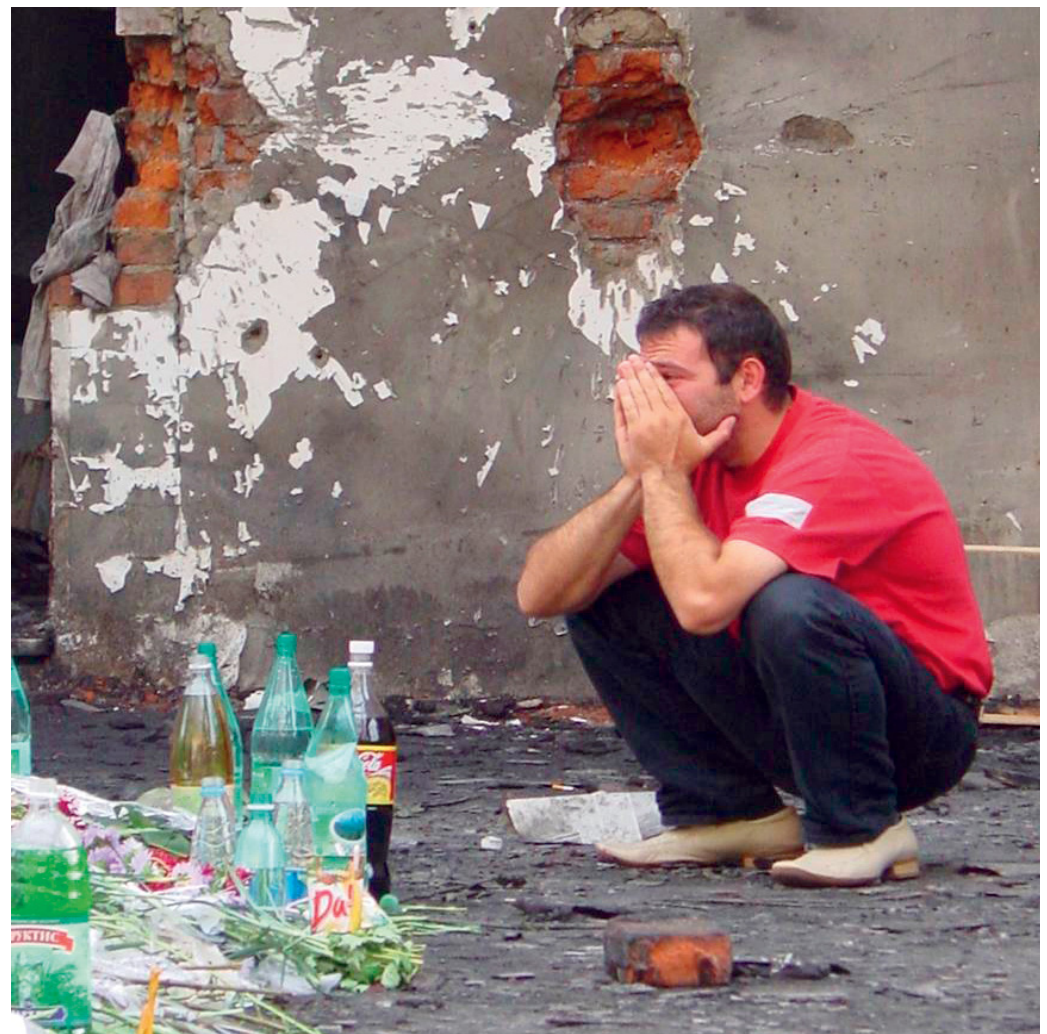
THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

Step-by-step PFA actions

1. Make contact	6. Normalize feelings
2. Keep safe	7. Help prioritise needs
3. Provide quiet and privacy	8. Connect with loved ones
4. Practical comfort	9. Give information
5. Listen	



■ **PPT 25: Step-by-step PFA actions**



Explain the PFA actions step-by-step, using the PowerPoint and the notes below:

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

Keep safe: If necessary and possible, remove the person from any dangers in the situation and 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, just stay with them.

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

Help to 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 (e.g. names, contact details) about where and how to seek additional support.

Plenary discussion



To identify when PFA could be relevant in the local setting, using examples from the local context.



None.

Procedure

Ask participants to mention when PFA could be useful to them.

Sum up by saying that PFA is just as important as physical first aid because it restores a sense of safety and calm when everything seems chaotic.

2.4 Providing peer support

PPT 26: Peer support

Peer supporters may meet young people seeking help at important moments of their lives. They help in giving comfort, in listening, and enabling young people to make informed decisions. Sometimes it is also necessary to make referrals to other services for professional support. If possible, give specific examples of referrals in the local context.

Knowing when to report or refer someone is very important. Peer supporters need to be clear about the limitations of the service they can provide, as well as being aware of their own assumptions and personal limitations. Check if participants know what to do in terms of the procedures they are required to follow in their capacity as a volunteer or staff member of an organization.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Peer support

- Providing comfort by listening
- Helping people to make informed decisions
- Everyone has a role and can contribute with different skills or knowledge

Making a referral

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

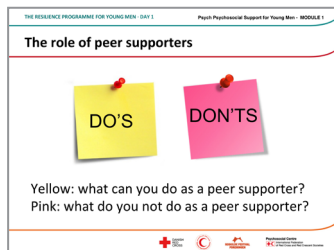
- significant change in behaviour – whether the individual themselves or people close to them recognize the change
- talk of suicide
- persistent physical symptoms
- dependency on alcohol or drugs
- behaviour which puts self or others at risk
- on-going depression or other mental disorder
- inability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

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.

Who can help or what peer supporters can do if referral is not possible:

- Do they have a list of organizations 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?



PPT 27: The role of peer supporters

Plenary discussion



To define the role of peer supporters.



Yellow and pink post-its (or other colours).

Procedure

- Ask participants to use the yellow post-its to list all the things they can do as peer supporters. Ask them to use the pink post-its to list what they are not to do, as indicated on the PowerPoint.
 - Then invite them to put the post-its on the appropriate flipchart.
- Sum up by highlighting some key points about providing peer support:
- A peer supporter does not make decisions for others.
 - A peer supporter helps people to prioritize their problems, and to weigh the pros and cons of their decisions.

For more information about the role of peer supporters, see the fact box opposite.

The role of peer supporters

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 your peers (not for them)
- help change the way a person sees the world
- organize activities that promote psychosocial wellbeing
- provide a safe space.

Don't:

- act on the help-seeker's behalf
- share confidential information (unless you have permission)
- tell another person what to do or how to solve problems
- probe too deeply
- show disrespect
- act as a therapist or psychologist
- give promises that cannot be kept.

Peer supporters 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 peer supporters are able to provide effective support.

Key aspects for peer supporters

Explain that peer supporters must be able to:

- relate to youth appropriately and understand how they relate to one another
- help youth develop effective coping skills
- identify and understand their own issues and be prepared ready to discuss their own unresolved issues
- strengthen the value and resilience of a community through their engagement and connection in that community.


The principle of 'do no harm' is essential 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:

- not exclude anyone from a chosen target group
- adapt activities to match the capacities, interests and needs of the participants
- offer a wide range of different activities
- ensure that all the activities respect local circumstances, culture and thinking.

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 1

Barriers when providing peer support

- Own life experiences may influence the support we provide
- Be aware not to judge other people based on own biases or beliefs, morals or experiences
- Be aware of subconscious, personal issues



■ PPT 28: Barriers when providing peer support

Work in pairs and follow up by plenary discussion



To reflect on the way people see one another.



None.

Procedure

Ask participants to brainstorm in pairs what affects the way they see and relate to other people as indicated on the PowerPoint. Give them 5 minutes to do this. Then in plenary ask everyone to share their ideas. Write down their suggestions on a flipchart.

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

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

Discussion points

After brainstorming, explain that these characteristics can create certain negative assumptions about other 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.
- A judgmental attitude can communicate itself without words. For example, former child soldiers, people living with HIV, 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 helper 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. For example, in some cultures or religions, it is not acceptable to discuss personal matters with someone of the opposite sex. However, this cannot be assumed to be the case for everyone you meet.
- Remind participants that they should not assume that people whose first language is not the same as theirs cannot communicate effectively. They should concentrate on the person and listen carefully to what he or she is saying. If they still do not understand, they should politely ask the young person to clarify what is meant and also be sure to check if he or she also understands them.

Wrap up the activity by reminding the participants that people cannot escape the 'filters' they listen through. Respectful and effective support can, however, be given, as long as people are aware of those filters and their possible effect on interactions.

Tell the participants that:

- Peer supporters 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 cruelties or difficulties. They 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 to others with similar issues.
- Our concerns, beliefs, values or motivations affect the interaction with others. Sometimes we are not fully aware of these. If subconscious personal issues emerge in interaction with those seeking help, they can cause distress and anxiety and may influence the counselling session negatively.
- Peer supporters 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 youth based on their own biases or beliefs.
- Even though moral neutrality is important, none of us is truly morally neutral. It is important to know ourselves, be aware of our experiences and beliefs and try to keep the best interest of those seeking help in mind whenever we offer support.

■ PPT 29: How do we support others?

Ending the day

■ PPT 30: Wind up the day and check out

Ask participants to stand in a circle. Invite each participant to step into the circle and say one thing they will bring home 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 topics presented and to ensure that everybody has the opportunity to share their impressions about the day.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

How do we support others?

Pair exercise:

Brainstorm about what affects the way we listen?







THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 1

Wind up the day and check out







DAY

2



Planning and implementing psychosocial activities for young men

Day two enables participants to plan and implement activities in their communities in their roles as facilitators and peer-supporters.

TOPIC THREE

Youth as active members of the community

PPT 31: Psychosocial activities for young men

3.1 Introduction

Do a recap of the previous day and check if there are any questions about it. Go through the learning objectives and summarise the content for day 2:

Learning objectives

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

- the concept of ‘youth’
- the challenges for youth in difficult life circumstances (e.g. conflict, post-conflict, political violence, disaster, etc.)
- key aspects of planning and implementing psychosocial activities
- how to create a safe environment for psychosocial activities.



3.2 The concept of youth

PPT 32: What is youth?

There are lots of different ideas across the world about what ‘youth’ means. Introduce the next activity:

Group work and followed by a plenary session 15

To define what the word ‘youth’ means.

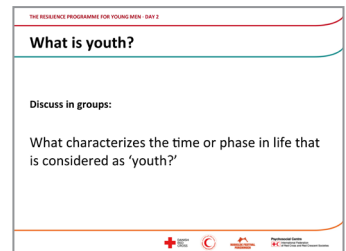
Flipchart paper for each group. Post-its (or small pieces of paper) and pens.

Procedure

- Explain the purpose of the activity to participants.
- Ask participants to work in small groups for 10 minutes. Ask them to discuss the questions on the PowerPoint and to write their answers on the post-its (one per post-it). Then stick all their post-its on their flipchart paper.
- Ask participants to present their findings in plenary.

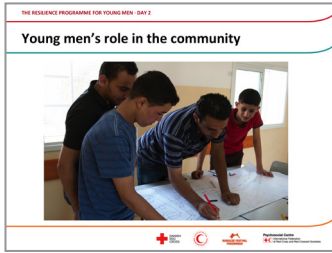
Discussion question

- What does the word ‘youth’ mean to you? Think about as many different ways of describing a youth as possible.
- Give a few hints to start off the discussion.



3.3 Our role in the community

■ PPT 33: Young men's role in the community



Now ask participants to write down the roles they play in life as a youth. If you have post-its, ask them to write one role per post-it (e.g. I am a boy, son, uncle, student, I am a good friend, I am a volunteer, football player etc.).

When they have done this, ask them to find a partner. Ask the pairs to tell one another all the roles they have identified for themselves. Then ask them to decide together which the three most important roles are. Follow up in plenary by asking:

- Which roles did you decide were the most important to youth?
- Why is it important to discuss these roles? What do we learn from discussing them?

If the participants cannot think of any examples of what it means to be a youth, the following may be of help:

- It represents a certain age range (e.g. is youth a person who is between 15-30 years?)
A child is below 18? An adolescent is between 12-19?).
- It marks a time of physical change (puberty).
- It is linked with certain rituals marking the transition between childhood and adulthood.
- It is linked with a certain level of schooling.
- It's the time before having children.



- It's the time before marriage.
- It is a time when paid work is possible.
- There are different roles for young men and young women.
- Interest in sex develops at this time.
- There are different roles for adults and young men.
- It is a time of dreams for the future.
- Responsibilities change.

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

“Take some time now to stand back and think about the roles you would like to play as youths and young adults. Think about the roles you would like to develop and how you can actually get there. What would be difficult? What steps could you take to get there?”

Explain that several factors might challenge youth development and the transition to adulthood in for young men. Explain that in the next part you will be looking at these factors, beginning first with the community young people live in.

■ PPT 34: Our community

Group work followed by presentation



To identify the problems and resources in the communities participants live in.



One flipchart paper and markers for each group

Procedure

- Divide participants into groups of minimum 3-4 depending on the group size.
- Ask the groups to draw a map of their community the way they would like it to be. Encourage them to be ambitious, but at the same time be realistic.
- Then invite the groups to discuss what they could do to make their ‘dream community.’
- Once all the groups have completed the task, invite each group in turn to present their maps to the rest of the participants.

Follow up the activity by discussing:

- what can be done to achieve their hopes for their communities
- how to get what is needed
- what participants need to do for changes to come true.

Explain that in order for things to change it is important that everybody works together and that there is a plan. The first step is having an idea and the next is putting that idea in to action.


THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 2

Our community

Group work

- Draw a map of your community the way you would like it to look.
- What can you do to make this “dream community” come true?
- Present your maps in plenary.

3.4 What do we need to make changes?

THE RESILIENCE PROGRAMME FOR YOUNG MEN DAY 2	
Making change	
To make changes we need:	
<ul style="list-style-type: none"> • Initiative • Ability to attract and use adult support • Ability to use peer support • Curiosity and intellect • Ability to trust in others • Focus on possibilities and resources • Ability to help others • Belief our actions can make a change 	
	

■ PPT 35: Making change

Explain that in order to create change in the community (as discussed in the last activity), youth need to draw on their own resources such as:

- initiative
- the ability to attract and use adult support
- the ability to use peer support
- curiosity and intellect
- the ability to put trust in others
- focus on possibilities and resources
- the ability to help others
- believing their actions matter and that they can make a change.



Explain that young men will often be interested in taking action, in testing the world around them and in challenging existing structures. However, growing up where power is held by a few people, for example by a particular ethnic group or family network, can lead to young men being excluded. Lack of engagement like this may make young men feel ignored and powerless.

Engaging young men has been identified as a humanitarian necessity. Lack of opportunities might lead some towards gangs, militias, religious radicalisation, prostitution and drug rings. These types of groups have unfortunately proven how effective young men 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. It is therefore very important to understand young people's perceptions of what is possible in order to create sustainable programmes for them.

In the activity catalogue you will find one called 'creative football', which is football with the rules changed. Naturally you can also think up new and creative rules for other sports such as handball, rugby, badminton or the sepak takraw, which is popular in South-East Asia.

TOPIC FOUR

Implementing psychosocial activities for young men

■ PPT 36: Aims of psychosocial activities for young men

Tell the participants that the fundamental aim of psychosocial activities is to improve young men’s psychosocial wellbeing by:

- enhancing trust and tolerance among youth
- preventing conflicts between the youth
- enabling youth to be active agents in rebuilding communities and in achieving positive futures
- enhancing emotional wellbeing and coping mechanisms
- 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.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 2

Aims of psychosocial activities for young men

- enhancing trust and tolerance
- preventing conflicts
- be active agents in rebuilding communities
- enhancing emotional wellbeing and coping mechanisms
- protecting youth and community members from harmful events
- Providing a safe place, enabling youth to develop and learn
- improving the support mechanisms linking young people and their peers
- enhancing social support mechanisms within communities

4.1 Preparing for psychosocial activities

Explain to participants that you are now going to discuss what to consider when planning and preparing psychosocial activities. Let the participants know that involving youth in psychosocial activities empowers them with a variety of skills. For example, it increases their self-confidence and improves their communication and problem-solving skills. Most importantly, it shows that their opinions are respected and that their importance to society is recognized.

■ PPT 37: Preparing for psychosocial activities

In preparing psychosocial activities it is important to consider:

- Why are we doing this?
- What do we want to change and achieve?
- What do we want the young men to learn?

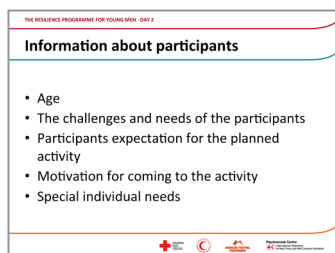
Explain that it is important to obtain as much information as possible about the participants before the first activity. Facilitators can do this by contacting the National Society and local community leaders to let them know about the activities being planned. It is helpful to describe the profile for the young men who are likely to benefit from the activities.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 2

Planning psychosocial activities

It is important to consider:

- Why are we doing this?
- What do we want to change and achieve?
- What do we want the young men to learn?



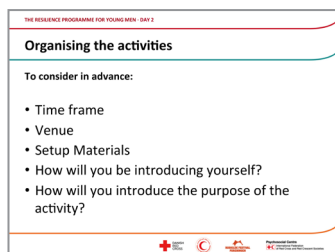
■ PPT 38: Information about participants

Explain that it is also useful to send a questionnaire to request information about the following:

- the age of the participants
- participants' expectations
- their motivation for coming to the activity
- any special needs.

It is best to have questionnaires returned to the facilitator before the activities begin. Be prepared to modify the activity or the materials to meet participants' expectations and needs, where this is relevant.

4.2 Organising psychosocial activities



■ PPT 39: Organizing the activities

Tell the participants that when planning an activity there are certain practical elements to consider. These are:

- the time frame
- the venue
- the set-up of the space/room
- materials needed
- how will you be introducing yourself?
- how will you introduce the purpose of the activity?

Ask participants what they think would be important factors for each of these practical elements. Use the notes below to give more information about the things facilitators should consider when organizing activities:

Time frame: Find out what time will suit your participants best. Allow flexibility in the schedule in case things get delayed (e.g. people are delayed in arriving or a relevant discussion is started that was not planned for). Several short sessions are usually better than one long one. Remember to schedule time for personal communication and fun.

Venue: Depending on which activities you will be doing, you may need a certain kind of space. For example, if you are planning on doing football or other physical activities, you will need a field large enough for the activity. If you are planning a life skills activity, you probably need a room with tables and chairs.

Set-up: Think about how to set up the space. Do you want the participants to sit in a traditional classroom set-up or in a U-shape, in groups, outside or otherwise? Whatever arrangement is made, make sure all participants feel included. Sitting in a circle can be very effective when working with sensitive and difficult topics.

Materials: Think about what specific materials are needed for the activities you have planned and have them ready beforehand. The range of materials depends on the budget you have.

Introducing yourself and the activity: It is important to start in a positive way, creating a sense of safety and calm atmosphere.

Personal introduction

It is important to begin activities on a positive note. The participants need to get comfortable with their surroundings and have time to get to know each other and the facilitator. 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 activity.

Welcome participants personally and make introductions. Set the standard by opening the meeting with a personal introduction, talking about your own personal characteristics, background, why you believe that the activity is important. It might be a good idea to include a personal story about becoming aware of the importance of psychosocial support.

A more informal way of starting the psychosocial activities is by using an icebreaker activity, so people get to know each other and feel comfortable being there (see annex 1).

Explain that doing psychosocial activities 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.

4.3 Activity methods

■ PPT 40: Working with youth

Explain that when presented with new information, youth do not automatically understand it 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 the learning:

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

■ PPT 41: Activity methods

Explain that different methods can be used to help the learning in the activities connect with young men’s lives in the real world. Use the material in the information box below to do a short presentation on the range of methods available:

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 2

Working with youth

- Build on their *reality and experiences*
- Set *specific goals*
- Use *varied methods*
- Make *relevant and meaningful* activities
- New skills and knowledge can be put into *effect* immediately.

THE RESILIENCE PROGRAMME FOR YOUNG MEN - DAY 2

Activity methods

- Group work
- Theater/Role play
- Debates/Discussions
- Sport and physical activities
- Art

Different methods to use

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.

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 activities and ensures that messages are shared. Participants act out a relevant life situation, as if it was 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. 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.

Discussions

Apart from group activities and role-plays, activities may include debates and discussions in plenary. In plenary sessions, information and views are exchanged across the whole group. Encourage participants to contribute by asking for comments, feedback or questions, so everyone feels included.

Group work, role-play and discussions can all be used along with other methods for the life skills activities featured in the activity catalogue.

Sport and physical activities

Sport and physical activities can be used as entry point for discussing various topics. It gives participants an opportunity to collaborate, engage actively, tackle different situations and try new ways of behaving while experiencing how certain rules and physical movement affect them. Make sure to structure the activities so that all participants have the opportunity to participate.

Arts

Art allows participants to express themselves and can be used as an entry point for further discussion about various topics. Be aware that some participants prefer to have a clear task; others may feel that a clear assignment is limiting them. Sometimes participants may not feel comfortable expressing themselves through certain types of art. Art activities should therefore be structured in a flexible manner, enabling participants to choose the way of expressing themselves that they prefer.

Explain that it is also very important to give young men time for reflection during activities. This reinforces the links between the learning in the session with the situations they face in their lives. This can be done, by asking the participants to reflect on the following questions: "What made me feel better today?" or "How can I apply what I've learned today in my daily life? For example, how can I practise teamwork in my daily life?"

PPT 42: Planning a psychosocial activity

Group work 

 To plan a psychosocial activity.

 Papers and pen.

Procedure

- Ask participants to get into four groups. Form groups with participants from the same communities as far as possible.
- Ask each group to plan an activity for their community and then prepare a presentation about it. They have 20 minutes to do this.
- The activities can focus on cultural issues, sports and physical activities, art or creative activities and/or life skills activities.
- Each group does their presentation in turn, followed by a short discussion in plenary. Each group has five minutes to do their presentation.

Discussion questions

The presentation should answer the following questions:

- What is the activity about?
- What positive outcomes are you aiming for?
- How will the activity enhance psychosocial wellbeing?
- What practical arrangements are needed for the activity?
- What resources do you need?
- What kind of activities will you do? Explain how you will organize the session.
- What kind of reactions should you be prepared for?

Follow up when each of the groups have presented. Discuss the positive outcomes of the activities presented and the way forward. Make sure that all the aspects mentioned in the previous slides have been considered.

Activities for young men

If participants find it difficult to think of suitable activities, this may help:


- Guided psychosocial support workshops for young men to enhance their ability to deal with stress and sadness, increase playfulness, trust and tolerance between the group, and improve their relationship with facilitators or peer supporters
- Recreational activities, such as sport and art
- Life planning skills
- Community workshops and open days (e.g. festivals, cultural days) to strengthen the social fabric of the community 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 about child protection
- Counselling for youth, individually or in a group setting (e.g. peer support)
- Psychological first aid.

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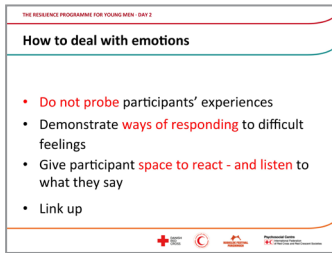
Planning psychosocial activities

Discuss the following in groups of 3 to 4 people:

- What is the activity about?
- What positive outcomes are you aiming for?
- How will the activity enhance psychosocial wellbeing?
- Practical arrangements needed for the activity?
- Resources needed?
- What kind of activities will you do? Explain how you will organize the session.
- What kind of reactions should you be prepared for?



4.5 Dealing with reactions and responses



■ PPT 43: How to deal with emotions

Explain that psychosocial activities may remind youth of personal experiences. During activities and discussions, they will often be encouraged to draw upon their own experiences, which might evoke painful memories or reactions.

Use the materials in the information box below to do a short presentation on what facilitators can do to deal with emotional reactions:

Showing feelings

Do not push participants to share experiences. Let them control how much they tell, and concentrate as a facilitator on signalling how stories, thoughts and feelings come to resolution.

Let participants show their feelings if appropriate. Sudden associations with difficult experiences that have not been fully processed can provoke strong reactions, e.g. sadness, frustration, and maybe sometimes tears or anger. This may seem frightening at first, but it may provide the opportunity to demonstrate ways of responding to difficult feelings. Your discretion as a facilitator will help you decide whether to deal with such issues in the presence of the whole group. Sometimes it is better to do this individually.

Give the participant the necessary space to react and listen to what they say, if you feel it is appropriate. 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/that...?” Another very helpful response is to acknowledge the reactions and normalize them: “Thank you for sharing such difficult reactions/memories. I’m sure we all understand how difficult this has been.”

Link up the individual who is distressed with another participant, if time is limited. The facilitator can then 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 what happened 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.

Continue this session by referring to the feelings and issues, emotions, opinions or judgments that may come up for facilitators themselves during psychosocial activities for young men. Explain that if anyone finds that they are becoming affected by the stories or are having difficulty remaining emotionally stable, then it is important to seek support from a supervisor. It can happen to any facilitator and caring for one’s own wellbeing is equally important.

■ PPT 44: Dealing with participants' responses

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

Dealing with participants' responses

Listen sensitively to what is being said and focus on the participant who is speaking. Maintain eye contact as appropriate and show attentiveness. Do not interrupt, but watch for signals that may indicate another participant's desire to respond. 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?"

Answering participants' questions


A facilitator receives many questions during an activity. It is important that all questions are taken seriously and that nobody feels ignored. This is even more important when the topic is psychosocial support. Be aware and tell the participants that young men may be reluctant to engage in an activity and/or answer questions that can seem difficult to answer.


Do not be put off if the questions participants ask are difficult. Don't take the questions personally. Ask yourself what it is that the person really wants to know. Is there a question behind the question? Clarify the question, if necessary. Take your time to formulate a response, and try to answer in such a way that includes everyone. By doing this, you demonstrate that everyone's experiences are valuable and the whole group benefits from discussing the issues raised. Encouraging participants to share and listen to one another is a way to normalize their reactions to abnormal events.

THE RESILIENCE PROGRAMME FOR YOUNG MEN | DAY 2

Dealing with participants' responses

- Listen **sensitively** and maintain **eye contact**
- Do not interrupt but **watch for signals** indicating another participant's desire to respond
- Acknowledge responses with **encouragement**
- Use **diplomacy** with misunderstandings and/or conflicts





Issues may be raised or questions asked that are important to address, but difficult to deal with at the time. Use a 'Parking Lot' flip chart on the wall where issues for discussion are recorded so that things are not forgotten. Remember to make time to come back to the questions later.

4.6 How to create a safe environment

■ PPT 45: Supporting participants



Remind participants that their role as facilitators is the same as peer supporters in enabling participants to express themselves, to explore and to learn, and to build relationships. This is essential in psychosocial activities and will help to stimulate empowerment, self-efficacy and connectedness. This place high demands on the facilitator/peer supporters' people skills. He needs to:

- ensure the group has group values
- encourage participants to voice their views, concerns and different point of views – and to respect them
- be warm and supportive to offer participants reassurance, encouragement and support
- make sure that each member of the group feels valued.

This is done when:

- **Everyone respects confidentiality.** Facilitators need to let participants know that what is said in the group stays with the group. It is recommended that group values 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 voice their views and concerns and to discuss different points of view.** Facilitators must emphasize that everybody has the right to speak, but nobody is obliged to. Some participants may not wish to speak on certain issues, but this does not mean that they are not listening nor learning.
- **Participants who show signs of discomfort or distress are offered reassurance and support.** Facilitators have a responsibility to keep the group safe.
- **Each individual member of the group feels valued.** When participants make a contribution to the group, they will hopefully gain a sense of belonging and self-worth, if they are acknowledged by the facilitator and other group members.

Remind participants that facilitators should not judge whether individual feelings and reactions are right or wrong. The way people speak and react to each other is important. As facilitators they should 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.

Explain that developing and agreeing a set of group values can support this process of mutual respect and trust. Here is an example:

Developing group values

- 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 hands. 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.

4.7 The activity catalogue

■ PPT 46: Activity catalogue

Introduce the activity catalogue to everyone. If possible, show how it can be accessed online, or if not have a printed copy to show the group. Consider printing out one of the activities as a hand-out for everyone.

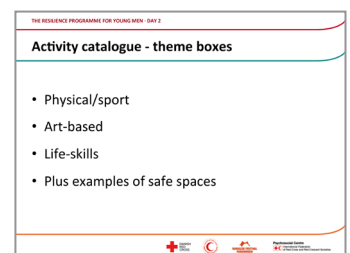
Explain that this is a resource that has been designed specifically for young men in vulnerable or unstable situations. There are different activities with full instructions about how to run them. They are divided into three categories:

- physical activities
- arts-based activities and
- life skills activities.

There are also examples of safe spaces in the catalogue.

■ PPT 47: One example of an activity

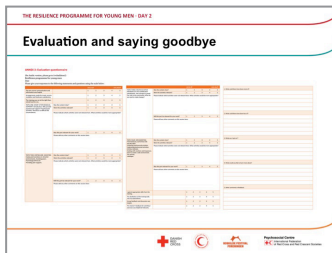
The catalogue has the same format for each activity. The notes include the name of the activity, the aim, the resources needed for each element of the activity and the estimated running time. There are full facilitator notes and instructions detailing all the steps for the workshop. It is important to follow the structure in the activities.



Activities vary in length from 45 minutes to several hours, or even weeks, e.g. urban gardening. They are designed to be fun, but at the same time they require serious effort and work. They all aim at enhancing the psychosocial wellbeing of young men, by focusing on cooperation, stress relief, concentration and positive physical activity.

Let the participants know that if any of the activities seem inappropriate or irrelevant to the group of young men they are working with, they are free to choose alternative activities that have the same purpose.

4.8 Evaluation and saying goodbye



■ PPT 48: Evaluation and saying goodbye

At the end of the two-day training, it is usual to present participants with certificates, stating the topics that have been covered and the length of the training workshop.

At this point, it is also good practice to take time to find out what participants think about the entire workshop. This can be done using a written evaluation (see annex 3). Try to make sure that participants do not write their names on the written evaluation. This encourages them to give responses that reflect what they really think.

You can also facilitate a group evaluation discussion. If you are going to do a written and a verbal evaluation, it is a good idea to do the written evaluation first.

A group evaluation discussion provides more immediate, personal feedback, as long as there is a good level of trust within the group. A good relationship with participants allows the trainer to ask for comments and to encourage constructive criticism, which can help trainers strengthen their own skills.

Questions participants might address in a group evaluation discussion include:

- To what extent has your knowledge of psychosocial support and youth increased?
- To what extent has the training met your expectations?
- To what extent were the goals achieved?
- What pleased you during the two days training?
- What suggestions do you have for improving the training?
- What were the three most important things that you have learned?
- What was the most significant experience you had during the training?

Having spent two 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.

Give enough time for everyone to say good-bye before they leave.

Annexes



- 1: Icebreakers and energizers**
- 2: Phases in psychosocial programming for young men**
- 3: Evaluation questionnaire**

ANNEX 1: Icebreakers and energizers

Icebreakers and energizers are activities that are used to make the participants comfortable around each other and to create an open atmosphere. Icebreakers 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 icebreakers and energizers are usually short – around 10 minutes or so – and can be incorporated as extra activities throughout a workshop. They can be planned in advance or added spontaneously, if the facilitator sees the need for them. It is good practice to ask the participants to suggest energizers, and ask them to instruct the other participants on what to do.

Additionally, energizers can also be used to illustrate a point about psychosocial activities. If they are used in this way, ask the following questions afterwards:

- “How did this exercise make you feel?”
- “What do you think this exercise means?”
- “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.

Organizing outdoor activities for young men will often attract a lot of children wanting to see what is going on. You should consider organizing something for them, too – like a football match, a game, or a video show.





1. Icebreakers

Be certain that the chosen icebreakers are culturally appropriate. The following suggestions may need to be adapted.

Silent ball



 To have fun and enable participants to feel comfortable with each other.


 An inflatable ball per group and music.

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 nice music during this icebreaker, if available.)

Unique characteristics



 To help participants to get to know each other.


 None.

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



 To help participants to get to know each other.

 None.

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



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



A soft ball.

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 everyone has had a turn, send the ball around the circle again and ask the person catching the ball to call out the name of the person who threw it.
- (This activity can also be used at other points during a 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



To help participants to get to know each other.



Nametags, a box.

Procedure

1. Make 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



To help participants to get to know each other.



Paper and pen.

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



To have fun, to move around, to build trust, and to respect personal boundaries.



Blindfolds (i.e. a scarf or piece of cloth long enough to tie around the head comfortably).

Procedure


As the game involves feeling blindly for each other's hands, it is most 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 you make a lot of space to move around in, for example to help with moving chairs or tables out of the way.
2. Explain that you are going to start the day by 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 their shoulder to let them know they have been 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. Tell them to find each other with their eyes closed and shake hands and say "hello." Once they have said hello, they drop hands and move on to the next person.
5. If however they find the 'base' and shake their hands, this person will NOT say hello and they will not release hands. The person who is caught by the 'base' opens their eyes and joins hands with the base to form a chain.
6. All the members of the chain have to stay silent, when they shake other people's hands. They should not let go, but wait for the person to open their eyes and then this new person joins the chain.
7. The person can only join the chain where it ends. They have to find their 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:
 - You are not allowed to coach people where to go if you have your eyes open.
 - Do not touch each other in inappropriate places.

2. Energizers

Tell about your day backwards



 To energize participants.


 None.


Procedure

1. Ask the participants to get up and find a partner with similar shoes to his own.
2. Now the participant with the bigger shoes starts explaining backwards what has happened to him today i.e. from the point in time when the participant walked into this room to when he woke up this morning.
3. Each participant gets three minutes to tell his story.

The ball of string



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

 A ball of string.

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 then 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. 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 is much weaker if the group doesn't work together.

Multi-tasking



To reflect on how multi-tasking affects concentration and how they handle stress.



Different types of small balls.

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. The patterns can be different but there are two rules for this game:
 - participants can only throw and catch the ball once.
 - participants cannot throw to someone on their immediate left or right.
3. Each person has to remember the pattern of throwing and catching.
4. Tell the group to practise the pattern a number of times.
5. Begin by introducing one ball. After some time, add a second, third, fourth etc., until the participants start dropping the balls.
6. Now collect all the balls and ask the participants to describe what they experienced during this activity. You can use this 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



To have fun and to make participants aware of emotions and how they are expressed.



None.

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. The trainer and co-trainer then act out this emotion – one as the actor and the other as the mirror.
4. Each line takes it in turns to be actor and mirror for each emotion.
5. The mirrors try to copy the actor in every detail.
6. The trainer tells the group what emotion to act out, and also when the actors and mirrors should swap roles.

Count to 20 in a circle



To energize and strengthen the group's co-operation.



None.

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 have to start from 1 again.
 5. 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 take time to be silent between numbers, until they can start counting again.

Give presents



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



None.

Procedure

1. Ask the participants to find a partner.
2. Now tell the participants that they are going to give each other presents.
3. Demonstrate the game, by picking 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



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



Space and a chair for each person.

Procedure

1. Create a circle of chairs (one chair per participant).
2. The chairs should be placed so 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 stand in alphabetical order (by their first name). Remind them that they should not touch the floor as they move round the circle.
5. When they have done this exercise, you can ask them to stand in order by their height or age, etc.
6. Follow-up by talking about how it was to be in physical contact with other people and about the communication in the group.

Guess an animal



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



Paper, pen and a bowl or a hat.

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 by asking how it was to communicate with each other without using words or sounds.

ANNEX 2: Phases in psychosocial programming for young men

Pre-planning

- Identify target group
- Identify opportunities for programme implementation
- Establish partnerships
- Establish group of key informants
- Assess the needs and challenges for young men
- Identify potential activities

Planning

- Design project
- Allocate resources
- Procure materials needed
- Orient community on programme
- Conduct baseline
- Identify volunteers and staff
- Develop monitoring tools
- Identify existing or establish new referral systems

Implementation

- Train key volunteers as peer supporters
- Confirm activities
- Activities for volunteers and target group
- On-going supervision and monitoring
- Initial consideration of exit strategy

Evaluation

- Mid-term evaluation (during implementation)
- Final evaluation (end-line)
- Programme exit (handing over activities to the young men and/or other organizations or networks).

ANNEX 3: Evaluation questionnaire

Find questionnaire here: <http://www.rodekors.dk/resilience/evaluation>

For Arabic version, please go to: <http://www.rodekors.dk/resilience/evaluation-arab>

Resilience programme for young men

Date

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

		not at all			very much	
The pre-course communication and information was helpful		1	2	3	4	5
Arrangements made for travel, accommodation and food were satisfactory		1	2	3	4	5
The training was set at the right theoretical level for me.		1	2	3	4	5
TOPIC ONE: WHAT IS PSYCHOSOCIAL SUPPORT? Introduction. Why provide psychosocial support? Psychosocial activities. Reactions to difficult life circumstances.	Was the content clear?	1	2	3	4	5
	Were the activities relevant?	1	2	3	4	5
	Please indicate which activities were not relevant here. What activities would be more appropriate?					
	Was this part relevant for your work?	1	2	3	4	5
Please add any other comments on this session here:						
TOPIC TWO: COPING AND ASSISTING Coping and assistance in stressful environments. Assisting peers. Psychological first aid. Providing peer support.	Was the content clear?	1	2	3	4	5
	Were the activities relevant?	1	2	3	4	5
	Please indicate which activities were not relevant here. What activities would be more appropriate?					
	Will this part be relevant for your work?	1	2	3	4	5
Please add any other comments on this session here:						

		not at all			very much	
<p>TOPIC THREE: YOUTH AS ACTIVE MEMBERS OF THE COMMUNITY</p> <p>Introduction. The concept of 'youth.' Our role in the community. What do we need to make changes?</p>	Was the content clear?	1	2	3	4	5
	Were the activities relevant?	1	2	3	4	5
	Please indicate which activities were not relevant here. What activities would be more appropriate?					
	Will this part be relevant for your work?	1	2	3	4	5
Please add any other comments on this session here:						
<p>TOPIC FOUR: IMPLEMENTING PSYCHOSOCIAL ACTIVITIES FOR YOUNG MEN</p> <p>Preparing psychosocial activities. Organizing psychosocial activities. Activity methods. Dealing with reactions and responses. How to create a safe environment. The activity catalogue.</p>	Was the content clear?	1	2	3	4	5
	Were the activities relevant?	1	2	3	4	5
	Please indicate which activities were not relevant here. What activities would be more appropriate?					
	Was this part relevant for your work?	1	2	3	4	5
Please add any other comments on this session here:						
I gained appropriate skills from the training.		1	2	3	4	5
The facilitation of the training fully met my expectations		1	2	3	4	5
Group feedback and discussion was helpful.		1	2	3	4	5
The trainer's feedback for activities/exercises was helpful (if relevant).		1	2	3	4	5

1. What could there have been more of?

2. What could there have been less of?

3. What was 'spot on'?

4. What would you like to learn more about?

5. Other comments or feedback:

