

Training of Trainers in Psychological First Aid

For Red Cross and Red Crescent Societies



Training of Trainers in Psychological First Aid for Red Cross and Red Crescent Societies

International Federation of Red Cross and Red Crescent Societies

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See the many resources on PFA as *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies*, training materials - including online trainings modules adapted to COVID 19 - for adults, children, staff and volunteers and groups as well as videos, and podcasts; all at pscentre.org

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With thanks to all involved in field tests and reviewers for their valuable input to the manual *Training of Trainers in Psychological First Aid for Red Cross and Red Crescent Societies*. A special thanks to staff and volunteers involved in the field test in Zimbabwe Red Cross Society and facilitated by Danish Red Cross.

Suggested citation: Training of Trainers in Psychological First Aid for Red Cross and Red Crescent Societies. IFRC Reference Centre for Psychosocial Support, Copenhagen, 2021.

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Introduction



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This Training of Trainers (ToT) module is a three-day face-to-face training accompanying Module 2 Basic PFA.

This ToT can be adapted to be conducted online. If adapting the ToT, it is recommended to consult the PS Centre guide *Online MHPSS facilitation* and the series of webinar series Behind the screens, episodes 1 to 3 on planning and conducting MHPSS trainings online that is to be found on pscentre.org.

As a minimum requirement, trainees should be familiar with *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* and the booklet *A Short Introduction to Psychological First Aid for Red Cross and Red Crescent Societies*.

The ToT module prepares trainees to conduct their own trainings in the PFA manual *Module 2 Basic PFA* that can be delivered in one day and can be extended for up to two days. *Module 2 Basic PFA* uses a wide range of training methods, including presentations, active discussions, role play, and group and individual activities. There is no set of Power-Points used in this ToT. The reason being, that a goal for trainees is to practice interacting directly with a group when facilitating and to be able to create an active and participatory training environment by using direct human engagement and communication.






This training module is one of several on PFA that accompany manuals. Each training module is independent of each other, except *Module 4: PFA in Groups - Support to teams* training which requires prior participation in *Module 2: Basic PFA*. A series of online and adaptable training materials on PFA for COVID-19 can also be found on pscentre.org.

The training modules are as follows:

TRAINING MODULES					
	1: Introduction to PFA	2: Basic PFA	3: PFA for children	4: PFA in groups – support to teams	5: PFA for young peers
How long does it take?	4-5 hours	8.5 hours	8.5 hours	21 hours (three days)	15 hours
Who is the training for?	All Red Cross and Red Crescent Movement staff and volunteers	Staff and volunteers with some prior knowledge and experience of providing psychosocial support	Staff and volunteers whose work involves interaction with children and their caregivers	Managers or others who provide care and support to staff and volunteers	Young people aged 12 to 23
What is it about?	It introduces participants to basic psychological first aid skills	It introduces basic psychological first aid skills and presents a range of situations faced by adults, their reactions to crises, and how helpers may respond appropriately	It focuses on children's reactions to stress, and communicating with children and their parents and caregivers	It is on providing psychological first aid to groups of people who have experienced a distressing event together such as teams of Red Cross and Red Crescent staff and volunteers	It introduces youth to psychological first aid skills that enable them to compassionately help a peer by listening and offering practical help in a way that empowers their peer

One or two main facilitators can conduct the training and thus model co-facilitation skills for trainees. Having two main facilitators allows more trainees to be in the training as facilitation practices can be conducted in separate groups each led by a main facilitator.

The following icons are used in the manual:

Icon	Meaning of icon
	Time needed for activity
	Aim of the activity
	Materials needed
	Main facilitator's speech
	Facilitator note

Glossary

- Main facilitators are the trainers of this ToT in PFA.
- Trainees are those trained in this ToT in PFA.
- Training buddies are pairs or groups who prepare and conduct their sessions together.
- Participants are trainees that act as participants in the training sessions run by training buddies or groups.
- A facilitation practice is the term for a session run by trainees.
- A participant is a trainee who is acting as a participant in a facilitation practice.
- A PFA provider is the term for someone who offers PFA.
- A recipient is someone who receives PFA.

Information for trainees ahead of the training

Trainees should be informed of the following ahead of the training in the announcement and in written communication:

- The training uses blended learning, meaning that trainees will study the assigned PFA materials ahead of the training.
- Trainees will work in buddy pairs or groups preparing and conducting their facilitation practice during the training.
- For the preparation and facilitation practice it is required that all buddies actively participate and facilitate.
- Some of the trainees will be observers with the task of providing structured and constructive feedback to training buddies or groups on their facilitation skills.
- Certificates will be issued if a trainee has been present 80 % of the time, taken active part in preparation and facilitation of the session, demonstrated understanding of the topics, been active throughout the training and has taken on the other different assignments.



Example of pre-training study materials

In the announcement of the training, participants should be informed about which materials they have to study and familiarize themselves with. For example:

Pre-training study materials:

- A Guide to Psychological First Aid for Red Cross Red Crescent Societies
- Training module 2. Basic PFA

Additional pre-training study materials:

Online training materials:

- Online PFA training for COVID-19
- Online PFA training for COVID-19 – additional module: Remote supportive communication
- Online PFA training for COVID-19 – additional module: Loss & Grief
- Online PFA training for COVID-19 – additional module: PFA for children
- Online PFA training for COVID-19 – additional module: Caring for staff and volunteers
- Online PFA training for vaccine hesitancy

A set of reference materials should be available in the training room. For example::

- *A Guide to Psychological First Aid for Red Cross Red Crescent Societies*
- *The IFRC PS Centre PFA training modules*
- *International Red Cross and Red Crescent Movement policy on addressing mental health and psychosocial needs*
- *A roadmap for implementating International Red Cross and Red Crescent Movement commitments on addressing mental health and psychosocial needs 2020 – 2023*
- *IASC Referral Guidance Note for MHPSS*

Training schedule

Activity	Time (mins)	Time	Materials
DAY ONE			
1. Opening the training 1.1 Welcome 1.2 Introduction game 1.3 Objectives of the training 1.4 Training schedule, practical info, and materials 1.5 Ground rules 1.6 Distribution of daily tasks	45	9:00-9:45	Flipchart with the training schedule written on it Paper and pens Flipchart and markers, tape, or pins Overview of tasks for pairs/groups
2. Introduction to PFA	45	9:45-10:30	Flipchart and markers
3. Introduction to PFA for Red Cross Red Crescent	15	10:30-10:45	Printed copies of the PFA manuals and modules
Break	15	10:45-11:00	
4. Trainer skills 1: Giving clear instructions	45	11:00-11:45	LEGO, other building blocks or drawing
5. Trainer skills 2: Role-plays and case studies	15	11:45-12:00	Case study templates
6. Trainer skills 3: Managing challenging behaviours in training 3.1 Role-plays with challenging behaviours 3.2 Brainstorm how to respond to participants with challenging behaviours 3.3 Managing challenging and difficult situations	60	12:00-13:00	Copies of cases of challenging or difficult situations in trainings
Lunch	60	13:00-14:00	
7. Trainer skills 4: Giving helpful feedback	30	14:00-14:30	Feedback for trainer facilitation practice
8. Trainees prepare their sessions	30	14:30-15:00	Training manuals of Module 2: Basic PFA Facilitation practice schedule
Break	15	15:00-15:15	
9. Closing the day	15	15:15-15:30	
Optional time to prepare sessions			
DAY TWO			
Opening of day two	15	9:00- 9:15	
Facilitation practice 1 What is PFA? Distressing events	60	09:15-10:15	Training manuals of Module 2: Basic PFA
Break	15	09:15-10:15	
Facilitation practice 2 Reactions to distressing events	60	10:30-11:30	Training manuals of Module 2: Basic PFA

Schedule continues on next page

Activity	Time (mins)	Time	Materials
Facilitation practice 3: Introducing Look, Listen and Link Identifying who needs help and recognising emotional reactions	60	11:45-12:45	Training manuals of Module 2: Basic PFA
Lunch	45	12:45-13:30	
Facilitation practice 4: Calming someone in distress Active listening	60	13:30-14:30	Training manuals of Module 2: Basic PFA
Break	15	14:30-14:45	
Facilitation practice 5: Complex situations and reactions	60	14:45-15:45	Training manuals of Module 2: Basic PFA
Break	15	15:45-16:00	
Facilitation practice 6: Psychosocial triage Possible challenges in providing PFA	60	16:00-17:00	Training manuals of Module 2: Basic PFA
Evaluation and closing of the day	15	17:00-17:15	
DAY THREE			
Opening of day three	15	9:00- 9:15	
Self-care Exercises from Module 2 Basic PFA and group work	60	9:15 – 10:15	Flipchart and markers
Break	15	10:15-10:30	
Open space	60	10:30-11:30	
Preparing own trainings	60	11:30-12:30	Flipchart and markers
Personal development plans	45	12:30-13:15	Copy of questions on personal development plan, paper and pens
Lunch	45	13:15-14:00	
Monitoring and evaluation of basic PFA trainings	45	14:00-14:45	Pre- and post-training tests Training evaluation form
Evaluation of the training of trainers	15	14:45-15:00	Evaluation of the training of trainers
Closure of the training	30	15:00-15:30	Certificates

Training activities



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Day one

1. Opening the training



To welcome the trainees and create a shared understanding of the aim of the training.
To create a safe, fun, and inclusive learning environment.



Flipcharts and markers, overview of assigned tasks during the training, flipchart with the heading: Wish list.

1.1 Welcome

Instructions:

1. Begin the workshop by warmly welcoming all participants:
 - Present the main facilitator/s and open the training.
 - Acknowledge efforts made in attending the training – for example taking time away from work responsibilities, family, and other commitments.
 - Highlight that by attending, participants are making an important commitment towards helping people in distress.

1.2 Introduction activity

Instructions:

1. Begin by asking the trainees to stand in a circle. Explain that you will now play a game for the trainees to learn a little more about each other. Should one or more participants be unable to walk unaided, ensure they are included in the activity.
2. Ask everyone to walk around the room and to LOOK for a partner that they have something in common with that they can see. For example, they could be wearing the same colour t-shirt, or they have the same haircut, colour of their eyes, etc.
3. When everyone has found a partner, spend a little time getting to know each other. Ask the other person's name, preferred pronoun, where they work, and who they will train in PFA after this training?
4. Invite the trainees back to the circle and take a round where each person introduces their partner to the big group.
5. Now explain that they will repeat the walking activity and find a new partner. This time they will talk with each other and LISTEN to find someone they have something in common with. It could be that they have same number of children, live in the same area, or like the same music etc.
6. Invite everyone back to the circle and ask pairs to share with the group what they have in common.
7. Now ask everyone to walk around for the last time and find a new person to talk to. The task is for the entire group to create a human chain where they all LINK together

through things they have in common. Once a pair have found something they have in common, they stick together, and look for another pair they can link to whom they have something in common with. When the entire group links at the end, it could be over something they all have in common.

8. When they have formed a human chain ask them to link it into a circle. End the activity by explaining that they have now practiced the three action principles of psychological first aid, of LOOK, LISTEN and LINK.

1.3 Objectives of the training

Instructions:

1. Display the objectives of the trainings on a flip chart. The objectives of the training are
 - a. To enable trainees to understand and be familiar with the PFA training.
 - b. To enhance trainees' training and facilitation skills.
2. Ask the group if there are any questions so far.

1.4 Training schedule, practical info, and materials

Instructions:

1. Review the training schedule with the trainees, highlighting start and finish time and meal breaks.
2. Cover the following key points:
 - Where to find washrooms, first aid kits, defibrillator, table with training resources and materials.
 - Problem solve any initial difficulties, including access to training facility, the training schedule, etc.

1.5 Ground rules

Instructions:

1. Explain that it is important to agree on ground rules to establish a safe, fun, and inclusive training environment where everyone feels comfortable participating, sharing and practising skills.
2. Divide trainees into four groups and give each group a paper and pens. Give groups 30 seconds to write down the ground rules they find important to create a fun, safe and inclusive training environment.
3. After 30 seconds ask two or three from each group to find new groups leaving the paper behind and for one or two to stay behind with the paper, as new people from other groups will join them.
4. Give the new groups 20 seconds to review the rules and add any they feel are missing.
5. Repeat the switch and give the last group 15 seconds to review the list and add any rules they feel are missing.
6. Now ask for input from the groups. Their lists should be almost identical as almost everyone has been in groups together. Make one list on a flipchart with all agreed rules. Examples of good ground rules are:

- Keep mobiles on silent during training hours.
- Begin sessions, return from breaks and end on time.

- Listen to each other.
 - Respect each other, including personal boundaries.
 - Questions are encouraged.
 - Everybody is invited to share their point of view and nobody is pressured to speak.
 - When others share experiences, be kind.
 - Let main facilitators know of any difficulties.
 - Keep personal stories shared in the group confidential.
7. Ensure confidentiality is included in the rules and stress how important it is to keep personal information that is shared in the training within the group and not to discuss or disclose this to others outside the group. This will encourage an open atmosphere of trust and make trainees feel comfortable and safe to share personal stories and feelings. Ask everyone to raise a hand to show that they agree to the ground rules.
 8. Tell trainees they do not have to participate in all activities. If they feel uncomfortable about participating in an activity, they can step back and observe.
 9. Display the agreed ground rules on a wall in the training room.
 10. Explain that during the training there will be many opportunities for trainees to practice the skills they will learn. The observers will be asked to give feedback to training buddies on their facilitation skills. They will learn a specific and structured method of providing feedback.

1.6 Distributions of daily tasks

Instructions:

1. Explain the distribution of tasks during the training. Assign who will:
 - Facilitate recaps of the day before in the morning.
 - Be observers to give feedback after each facilitation practice.
 - Keep the training room nice and inviting.
 - Invite trainees back after breaks.

Display the overview of tasks during the training days in the training room.

2. Introduce a wish list on a wall or on the resource table for topics that may be addressed on the last day in the Open space time slot.

2. Introduction to PFA



To introduce the PFA approach used in this training and method of PFA.



Drawing of the Movement framework on MHPSS on a flipchart and markers.

1. Explain that PFA is a method of helping someone who is in distress and introduce the elements of LOOK, LISTEN and LINK.

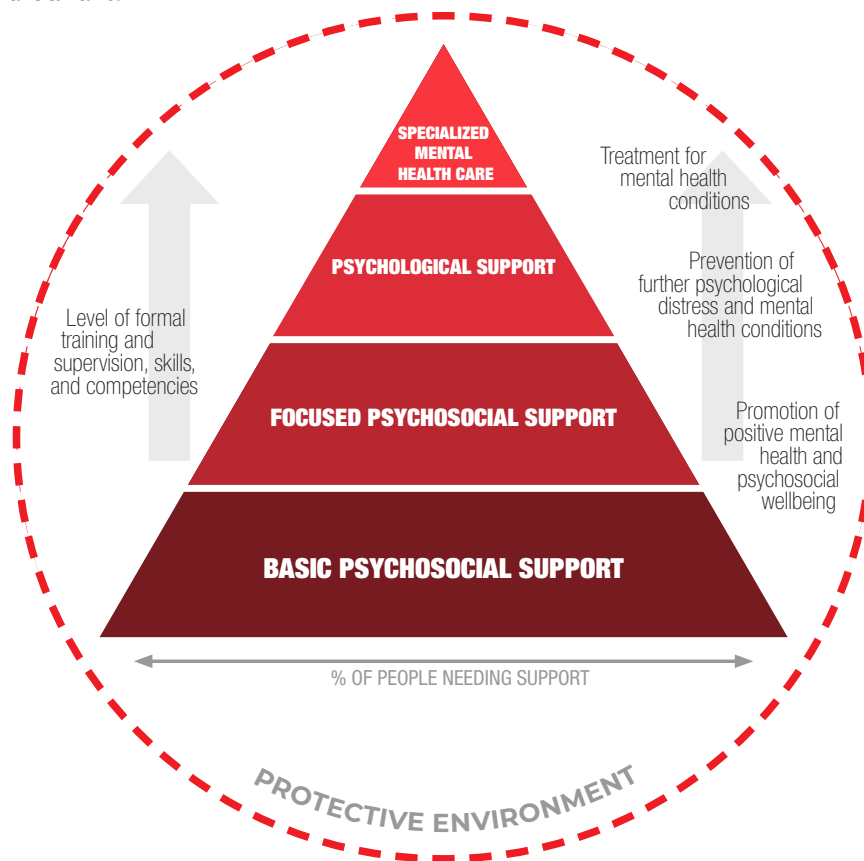
Ask a participant to read the definition aloud of PFA in the *A Guide to Psychological First Aid for Red Cross Red Crescent Societies* on p. 13:

Psychological first aid is a method of helping people in distress, so they feel calm and supported in coping with their challenges. It is a way of assisting someone to manage their situation and make informed decisions. The basis of psychological first aid is caring about the person in distress. It involves paying attention to the person’s reactions, active listening and, if needed, providing practical assistance, such as problem solving or help to access basic needs.

Ask trainees to turn to their neighbour and say what they find is the most important part of the definition. Take a few responses.

2. Explain that there are a number of different methods of PFA and many are based on the five key elements identified as crucial in helping people in distress by Hobfoll and colleagues. The elements are promoting a sense of safety, calming, connectedness, self- and community efficacy and hope¹. The IFRC PS Centre uses the LOOK LISTEN LINK model, that was introduced by WHO, War Trauma Foundation and World Vision. It is probably the most commonly known and used model. It is easy to remember yet it covers everything important.
3. The Red Cross and Red Crescent Movement has adopted a policy on addressing mental health and psychosocial needs at the Council of Delegates in 2019. The pyramid below is from the policy on MHPSS and covers IFRC, ICRC, and National Societies².

Explain the different layers of the pyramid and the importance of the framework around it.



1) Hobfoll S. E, Watson P, Bell C. C, Bryant R. A, Brymer M. J, Friedman M. J, et al. *Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence.* *Psychiatry.* 2007;70:283–315.

2) See materials on pscentre.org including documents, podcasts and videos explaining the policy and a roadmap to its implementation in more detail. <https://pscentre.org/movement-resource-room-mhpss-policy-and-resolution/>



MHPSS interventions in the different layers of the Movement framework

Specialized mental health care – the top layer of the pyramid – includes specialized clinical care and treatment for individuals with chronic mental health conditions and for persons suffering such severe distress and over such a period of time that they have difficulty coping in their daily lives. Examples of activities include treatment centres for survivors of torture and alternative approaches to drug therapy. Services are provided within state healthcare and social welfare systems and in detention facilities.

Psychological support – the third layer of the pyramid – includes prevention and treatment activities for individuals and families who present with more complicated psychological distress and for people at risk of developing mental health conditions. Examples of activities include basic psychological interventions, such as counselling or psychotherapy, which are usually provided in healthcare facilities with accompanying outreach work or in community facilities, where this is culturally acceptable.

Focused psychosocial support – the second layer – includes promotion of positive mental health and psychosocial well-being and prevention activities, with a specific focus on groups, families, and individuals at risk. Examples of activities include peer support and group work. Focused psychosocial support can be provided by trained and supervised Red Cross and Red Crescent staff and volunteers and/or trained community members.

Basic psychosocial support – the first layer of the pyramid – promotes positive mental health and psychosocial well-being, resilience, social interaction, and social cohesion activities within communities. Activities in this layer are often integrated into health, protection and education sectors and should be accessible to 100% of the affected population where possible. Examples of activities include psychological first aid (PFA) and recreational activities. Basic psychosocial support can be provided by trained Red Cross and Red Crescent.

4. Discuss where PFA can be used in the Movement MHPSS framework.
Ask in which aspects of trainees' current work, they find that PFA will be useful?
Take a couple of answers.
Explain that PFA can be used at all levels of the model. PFA skills can be used by someone distributing food or providing shelter, and it can also be used by Mental Health professionals at the top of the model.
5. Go on to explain that PFA skills can also be used in everyday life. Ask trainees when and where they will use PFA in their everyday life? Take a couple of answers and add new relevant interventions to the flipchart.
Examples are if a friend or family member is in distress. PFA can also help someone understand their own reactions better and in that way it can be used to help oneself when experiencing distress.

3. Introduction to PFA for Red Cross and Red Crescent



To introduce the PFA package for Red Cross Red Crescent Societies.



Printed copies of the PFA materials mentioned in the pre-training study materials.

1. Introduce the PFA for Red Cross and Red Crescent Societies training package. Show printed copies of the different training modules as well as copies of the online training modules that are available on the resource table. Remind trainees of where on PS Centre website they can find the materials for download.
2. Explain that the training package has been developed specifically for Red Cross and Red Crescent Societies, as they work in emergency and non-emergency settings, are auxiliary to the governments and accompany people over their life span. The training therefore aims to empower staff and volunteers to use PFA in many different situations in local contexts as well as in their personal lives.
3. Address any questions.

Break



4. Trainer skills 1: Giving clear instructions



To practice observation skills and giving clear instructions.



A set of identical building blocks such as LEGO bricks for each group and an extra set for the original model or a drawing and pens and paper. See drawing in Appendix 1.

4.1. Giving clear instructions



Trainer's note

Create two models with building blocks, such as LEGO bricks. Place the models in another room or behind a screen out of sight from the trainees. Give each group of trainees a set of identical loose building blocks that will enable them to build the same model. You can also give them a few extra building blocks that do not belong to the set, but make sure they have the blocks they need for the model.

Please note, that if using the drawing in the appendix on page 30 follow the instructions given there.

Instructions:

1. Divide trainees into two groups. Tell each group to choose the following persons in their groups:
 - One architect
 - Two site managers
 - The remaining trainees will be builders

2. Now explain the task:

The task is for the architects to go and see the model, and next to instruct the site managers on how the builders are to construct an identical model. In turn the site managers will instruct the builders to replicate the model. The architect will not see what the builders are constructing, and the site managers will not see the model.

The rules are the following:

1. The architects are the only persons allowed to see the model and they cannot take pictures or make drawings of it. They are invited to view it for two minutes without touching it.
2. Next, the architects have one minute to meet with the site managers to explain the model in words without using gestures.
3. The site managers return to the group and give instructions on how to build the model. They have three to four minutes to do this. The site managers may only use verbal instructions and may not touch the building blocks, nor make any gestures.
4. Repeat the process and this time the architects can only look at the model for one minute – and they have one minute to meet with the site managers.
5. Site managers return to the builders for a second time to give further instructions. Give builders two minutes to build.
6. The process can be repeated giving the architects 30 seconds to look at the model and 30 seconds to instruct the site managers.
7. Site managers return to the builders to give further instructions. Give builders one minute to build.
8. End the activity and discuss with the teams what happened. How did they collaborate? How did they find solutions to challenges?
9. Discuss the importance of giving clear and precise instructions. How can a facilitator ensure giving clear and precise instructions?

5. Trainer skills 2: Creating cases and using role-plays



To discuss the importance of adapting case examples.
To learn how to develop cases in the trainings.
To discuss benefits and risks of using role-plays in trainings.



Case study templates in Appendix 2. Also to be found as Appendix 2 in the Basic PFA training manual p. 39.

5.1. Creating cases and using role-plays

1. Explain that in *Module 2 Basic PFA*, participants develop cases to ensure that the cases are relevant to participants' everyday work. Thus, different groups will create case examples as a basis for role-plays. Discuss pros and cons of using this method based on participants' own experiences and everyday challenges.
2. Divide trainees in groups of three and distribute the template from Appendix 2 to the groups. The aim is for groups to create a case enabling them to try it out themselves. When creating a case, they must ensure it is clear and concise as discussed in the previous activity on giving clear instructions. After having created a case, they are to hand it to

another group. Ask the new groups to read the cases and discuss if it is sufficiently clear, if they have any questions and comments for the group that prepared the case.

3. Ask trainees if and how they find that role-plays are a useful training method? Also ask for examples of how trainees have experienced or used role-plays in trainings?
4. Explain the distinction between demonstration role-plays carried out by facilitators and experiential role-plays carried out by participants in a training. Discuss the differences and what role they each can play.
5. Stress the importance of giving participants useful feedback after experiential role-plays.
6. Discuss why it can be very sensitive to take on a role. Examples can be that the role is very similar to a participant's personal experience or it leads to a strong emotional reaction. Discuss ways of managing this. For example, by asking if anyone feels uncomfortable with a role before the role-play, shaking off the role after the role-play, or offering the participant a short talk alone if they are affected by the role-play.



Experiential learning from role-plays

Role-plays are one of the most beneficial ways of learning and practicing new skills or techniques. They give participants the opportunity to apply and rehearse what they have learned. Learning that reflects reality as closely as possible has the greatest impact and can be transferred to participant's daily life and work.

Feedback is an integral part of using role-plays and ample time should be allocated to giving feedback. It allows the participants to hear what they are doing well and what they need to improve on. It allows the trainer to emphasise particular points or key messages to the group as well.

When role-playing, participants need to take their roles seriously, and neither make their role too challenging nor give answers too easily. Clear instructions and expectations of each person's role is a helpful way of doing this to support the learning process.

Conducting role-plays

There are two types of role-play. The first is a demonstration role-play where trainers themselves act as PFA helpers providing PFA to someone in distress. The second is an active role-play where participants practise providing PFA to someone in distress. Use both types of role-play during the training.

Demonstration role-plays: It can be helpful to demonstrate a role-play twice using the same case example. The first time, the trainer can role-play weaker use of PFA skills and common helper errors and the second time role-play better use of PFA skills. This can help participants learn what to avoid and what to do when providing PFA.

Case templates are included in Appendix 2 for creating a role-play. They give background information on the person/s in distress, and are not prescriptive, meaning they do not give specific details on how the affected person reacts or responds. Adapt cases to suit the local cultural and social context.

Instructions for active role-plays: Encourage participants to imagine they are experiencing the situation and reactions described in the case examples, so that they can respond to the PFA helper's questions and act realistically. Instruct those playing the role of the person in distress to pretend to forget what they know about PFA. They should also not make it too difficult for the helpers. This can be frustrating and interfere with learning.

6. Trainer skills 3: Managing challenging behaviours and difficult situations in trainings



To discuss ways to manage challenging behaviours and difficult situations in trainings.



Examples of challenging or difficult situations in Appendix 3.

6.1. Role-plays with challenging behaviours

1. Ask for one or two volunteers to role-play being the facilitator/s of a session for example on establishing ground rules. The rest of the group will role-play participants in a PFA training.
2. Ask the volunteer facilitator/s to move out of the room and spend a few minutes preparing the session.
3. In the main room, distribute the following roles:
 - A quiet and shy participant who doesn't say much.
 - An overbearing and critical participant who asks questions in a somewhat challenging manner.
 - A participant who arrives a few minutes late and asks for information to be repeated from before the participant arrived.
 - A participant who talks to the neighbours.

The rest will role-play typical participants.

Ask the facilitator/s to return to their group. Allow ten to 15 minutes to run the activity and end it when it seems appropriate.

4. Once completed, give the group approximately 15 minutes to discuss the session and explore what that experience was like for each of them in their different roles. How did the 'overbearing and critical' participant impact the 'normal' or the 'shy' participant; what did the 'trainer' find particularly difficult; what did the group think the trainer did well to manage the challenging behaviours?
5. Explore with the group different ways challenging participants might behave during training and what could be the reasons for their behaviours.
6. Ask trainees: Participants may challenge you as a trainer in different ways. What examples of challenging behaviours have you encountered in a training? Examples are that participants could be silent, sleepy, inciting others, dressed indecently, talk to neighbours, dominate discussions, answer phone calls, and send text messages, walk out during sessions, ask irrelevant questions, argue, fidget, look bored, criticize others, be defensive, etc.
7. Ask trainees for reasons participants behave in challenging ways. Reasons could be that they may have unresolved issues at home, personal issues, seek attention, feel frustrated, fail to follow the training content, behave as they did at school, wish to show off, be tired, not understand the instructions, feel intimidated, be uncomfortable with the topics, be personally affected by the issues, feel stigmatised or attacked, etc.

6.2. Brainstorm on how to respond to participants with challenging behaviours 15

1. Encourage participants to reflect on the previous role-plays and ask the group to brainstorm: As a trainer what can you do to reduce challenging behaviours?

Different strategies might be:

- Making an extra effort to include everyone.
- Working well with a co-trainer.
- Acknowledging participants' contributions.
- Asking follow-up questions that are directed to quieter participants.
- Explaining instructions in different ways and ensure participants have understood them.
- Using non-verbal language to reduce attention to more dominant participants.
- Using inclusive language.
- Challenging stigma.
- Arrange that participants are engaged in the training process by taking on roles as time keepers, recappers, etc.
- Keeping time or negotiating time carefully.
- Acknowledging different viewpoints, etc.
- Changing the method of training as for example moving to emphasizing keyconcepts of the discussion or challenging or testing other ideas that might be incorrect or critical.

6.3. Managing challenging and difficult situations 20

1. Divide the participants into groups of three. Give each group a case example from Appendix 3.
2. Give the groups ten minutes to consider the following questions:
 - a) What are the difficulties in the case example and why might it be a problem for both trainer and the training? Think about how the situation may affect the group dynamics? What could happen to the training if the situation continues without appropriate management?
 - b) What could cause or contribute to the difficult situation?
 - c) What could the trainer do to manage the situation? Consider what could be done in the preparation phase to prevent the situation, and changes that could be made during the training such as changing the presentation style, managing seating arrangements or what to say to the group or the individual. For each of the suggestions, write one possible advantage and one possible disadvantage of managing the situation in this way.
3. After groups have completed the activity, ask them to join another group who has been given a different case example. They are given five minutes to discuss their cases and suggested solutions. The other group members can offer additional ideas.
4. Gather everyone in the plenary to discuss general guidelines for how to manage challenging behaviours and difficult situations in a training. Participants can ask questions about their specific cases well. Summarize the key points from the discussion.

7. Trainer skills 4: Giving helpful feedback



To discuss how to give helpful feedback during trainings.



Copies of facilitation practice feedback forms in Appendix 4.

Trainer's note:

If there are two main facilitators, both will take part in the demonstration role-play. If there is only one main facilitator, ask the trainees for experiences they have had or witnessed of negative feedback. Discuss what characterizes negative feedback and how it makes a participant feel and react. Also explore, how it affects the learning of someone receiving negative feedback.

Instructions:

1. Explain that the aim of the session is to discuss and learn about feedback and that the session will begin with a short roleplay. One of the main trainers will role-play facilitating an introduction to a session and the other will provide feedback.
2. After a few minutes one of the main facilitators ends the role play. The other main facilitator gives negative, unhelpful, and disrespectful feedback to the first main facilitator.
3. Main facilitators turn to the group and ask trainees what they observed during this feedback. Help them identify exactly what was unhelpful about this type of feedback. Ask the first main facilitator how it felt to be on the receiving end of such negative feedback even if knowing this was going to be the case.
4. Ask the trainees for some examples of useful feedback that could help the main facilitator grow and learn.
5. End by showing the Feedback for facilitation practice template from Appendix 4.

8. Trainees prepare their sessions



To plan the practice sessions.



Printed copies of training manuals of the modules included in this ToT and copies of the PFA for COVID-19 modules.

Facilitation practice schedule written on a flip chart.

Instructions:

- If trainees are not informed ahead of or at the beginning of the training of which sessions they will facilitate, allocate the different practice facilitation activities to them.
- Training buddies or groups have to define their target group, plan their session to the target group, adapt exercises as they see fit as long as they reach the aim of the session. Practice sessions have to be interactive, participatory, without the use of PowerPoints.
- Energizers, calming activities and games should be related to the topics of the session.
- All training members of the facilitation practice team must play an active role in the preparation and facilitation of the session.
- At the beginning of the session training buddies or groups will inform the participants who they will represent as the target group of the session.
- Explain the time frame of each session: approximately 45 minutes for the facilitation practice and 15 minutes for the feedback and discussion of the session.

9. Closing the day



To close the workshop for the day.



Post-it notes in different colours, pens, a ball, and flip charts for post-its with pluses and minuses.

Instructions:

1. Explain that at the end of the day it is time for a simple round of feedback of what went well and what could be improved as a way to constantly ensure that the training runs smoothly. Distribute post-it notes of two different colours, for example, yellow and pink. Ask participants to use yellow post-it notes to write down the plusses, for example, something they liked during day one and to use pink post-it notes to write down the minuses for day one, for example, something that could be improved.
2. Ask the participants to place their yellow post-it notes on the flipchart marked with a plus and their pink post-it notes on the flipchart marked with a minus. Tell the participants that the facilitators will review the flipcharts after the training and provide feedback and discuss adjustments the next morning.
3. Ask participants to form a circle. Now throw a ball to someone and invite them to briefly share a key learning point or reflection from the day. Continue round the circle until everyone has had an opportunity to speak.

Day two

1. Opening the day



To prepare trainees for day two.
To recap main learning points of day one.
To model adjusting the training to needs and wishes of participants.



Determined by pair or group facilitating the recap.
List of tasks and responsibilities of trainees during the day.

Instructions:

1. Welcome trainees back to the training.
2. Invite the assigned pair or group to conduct short a recap of day one.
3. Go over the minuses and plusses from day one and agree on suggested adjustments.
4. Remind trainees of the wish list and encourage them to note topics they would like to be covered in the Open space time slot on day three.
5. Remind trainees of their roles during the day: who will do the recap for day three, who will be responsible for inviting trainees back after breaks, keep the training room inviting etc.
6. Remind trainees of the structure of the facilitation practice sessions: who are the observers, that the training buddies will introduce their session and instruct participants on which target group they represent, mention the time allocation to facilitation practice and the format for feedback.

2. Facilitation practice 1



incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- What is PFA?
- Distressing events

Break



3. Facilitation practice 2



incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- Reactions to distressing events

Break



4. Facilitation practice 3



incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- Introducing Look, Listen and Link
- Identifying who needs help and recognising emotional reactions

Lunch



5. Facilitation practice 4 incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- Calming someone in distress
- Active listening

Break



6. Facilitation practice 5 incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- Complex situations and reactions

Break



7. Facilitation practice 6 incl. feedback

The session covers the following exercises from *Module 2 Basic PFA*:

- Psychosocial triage
- Possible challenges in providing PFA

8. Closing the day



To close the workshop for the day.



Post-it notes in different colours, pens, a ball, and flip charts for post-its with plusses and minuses.

Instructions:

1. Explain that at the end of the day it is time for a simple round of feedback of what went well and what could be improved as a way to constantly ensure the training runs smoothly and is fun, safe, and inclusive. Distribute post-it notes of two different colors as for example yellow and pink. Ask trainees to use yellow post-it notes to write down the plusses they have, for example, something they liked during day one and to use pink post-it notes to write down the minuses for day one, for example, something that could be improved.
2. Ask the trainees to place their yellow post-it notes on the flipchart marked with a plus and their pink post-it notes on the flipchart marked with a minus. Tell the trainees that the facilitators will review the flipcharts after the training and provide feedback and discuss adjustments the next morning.
3. Ask trainees to form a circle. Now throw a ball to someone and invite them to briefly share a key learning point from the day. Continue round the circle until everyone has had an opportunity to speak.

Day three

1. Opening the day



To open the day.
Recap the main learning points of day two.
To continue showing how to adjust the training to the needs and wishes of participants.



Determined by pair or group facilitating the recap.
List of tasks and responsibilities of trainees during the day.

Instructions:

1. Welcome trainees back to the training.
2. Invite the assigned pair or group to conduct short a recap of day two.
3. Go over the minuses and plusses from day one and agree on suggested adjustments.
4. Remind trainees of the wish list and encourage them to note topics they would like to be covered in the Open space time slot on day three.
5. Remind trainees of their roles during the day: who will do the recap for day three, who will be responsible for inviting trainees back after breaks, keep the training room inviting etc.
6. Remind trainees of the structure of the facilitation practice sessions: who are the observers, that the training buddies will introduce their session and instruct participants on which target group they represent, mention the time allocation to facilitation practice and the format for feedback.

2. Self-care



To learn about and discuss self-care.



Exercises 9.1 Taking care of yourself before and after providing PFA and 9.2 Breathing exercise from *Module 2 Basic PFA*.

Instructions:

1. The main facilitators conduct the self-care exercises 9.1 and 9.2 from *Module 2 Basic PFA*.
2. Next gather trainees in a circle and discuss how trainees practise self-care. Begin with a round of ball throws asking trainees to come up with their best excuse for not making time for self-care.
3. Next conduct a round of what the best strategies for self-care trainees use?
4. Finally discuss with the group what their individual warning signs are, that it is time for self-care.

Break



3. Open space



To allow trainees to develop skills and knowledge in a needs-based session in self-directed groups or conducted by main facilitators.



List of topics from the wish list.
Flipcharts and markers.

Instructions:

1. Discuss how to use this time slot based on what further learnings the main trainers have observed trainees would benefit from and on the needs or wishes from the wish list.
2. Depending on the topics chosen, ask trainees to form groups to discuss the different topics. A time can be set for each of the topics so trainees can join more groups during the allocated time for Open space. The Open space can also be used by the main trainers to conduct activities that the trainees have expressed a need for. Finally, it is an option to spend time working on how to transform the face-to-face training to a digital setting.

4. Preparing for a training



To discuss how and what trainers need to prepare before conducting their own trainings.



Flipcharts and markers.
Preparing for the training in *Module 2 Basic PFA* on p. 6 and 7.

Instructions:

1. Divide trainees into groups based on their National Societies or other criteria that will enable them to support each other in their upcoming trainings. Refer to *Preparing for the training in Module 2 Basic PFA* on p. 6 and 7. Give them 35 to 40 minutes to prepare a flipchart with the main points for their training. Next, the plans will be shown in a gallery walk to the entire group.
2. Ask trainees to plan their training, considering as many of the below points as possible:
 - Who will they train and when?
 - How to assess the participants' learning needs?
 - Will they use blended learning, face-to-face or online training modalities?
 - The training content and main aims.
 - Will they train alone or with a co-trainer?
 - When to plan the training in details?
 - How to arrange a follow up of the training?
 - Referral pathways in the National Society for participants with further needs.
 - Do they need to advocate for PFA in their National Society and if so, when and how?
3. Hang the plans on the wall of the training room and instruct participants to walk around and look at the different plans. Gather the group and discuss the different plans.

5. Personal development plans



To develop individual developmental plans for trainees.



A copy of the questions below for buddy pairs, paper, and pens.

Instructions:

1. Ask training buddies or groups to interview one another on their next steps and plans for learning more facilitation tools and skills etc.. They can go for a walk and talk during which they interview one another using the below questions. When they come back they will create a plan for themselves to hang in the training room.

The questions for the interview are the following:

- Which facilitation skills and tools would you like to develop further?
 - How will you learn and practice these skills?
 - Which materials on PFA and MHPSS would you like to study further?
 - When do you plan to do this?
 - Which self-care strategies do you want to implement from now on?
 - How and when will you do this?
2. Gather trainees and discuss the plans made and how training buddies can support one another in implementing the personal plans.

Lunch



6. Monitoring and evaluation of basic PFA trainings



To go through the M&E methods and forms of *Module 2 Basic PFA*.



Pre- and post-training tests for *Module 2 Basic PFA* in Appendix 5.
Training evaluation form Appendix D in manual *Module 2 Basic PFA*
IASC Referral Guidance Note for MHPSS.

Instructions:

1. Hand trainees copies of the pre-and-post tests and the evaluation for *Module 2 Basic PFA* trainings. Ask participants why it is important to include an evaluation of trainings. Explain, that it is important to assess if the training was successful and if participants learnt the skills you wanted them to acquire.
2. Go through the different forms and ensure all trainees know how to complete the forms. Ensure that trainees know how to score the pre- and post-training tests.
3. Show the *IASC Referral Guidance Note for MHPSS*³ form that can be used for referrals in humanitarian settings. Stress the importance of having updated referral information for each community so PFA helpers always know who to refer to.

3) *IASC Referral Guidance Note for MHPSS* <https://interagencystandingcommittee.org/mental-health-and-psychosocial-support-emergency-settings/content/iasc-inter-agency-referral>

7. Evaluation of the training of trainers



To evaluate the training of trainers.



Training evaluation forms in Appendix 6.

Instructions:

1. Gather trainees in a circle. Mention that the training has come to an end and it is time for evaluation and for some personal reflection on what has been learnt.
2. Hand out copies of the evaluation questionnaire from Appendix 6 and ask trainees to spend ten minutes filling in the questionnaire. Collect the questionnaires for later assessment of the trainees evaluation for the future learning of the main facilitators.

8. Closing the workshop



To close the training with personal reflections and handout of certificates.



Certificates.

Instructions:

1. Mention some of the highlights of the training and thank trainees for their active participation and efforts made during the training.
2. Ask trainees to express a short reflection about the training e.g., by doing a ball throw exercise to ensure everyone gets a chance to speak.
3. The handout of certificates can be done in a participatory manner where the main facilitator begins by giving a certificate to one of the trainees with a sentence of appreciation. This trainee will hand out the next certificate to another trainee, adding a few positive words to this trainee, and so on till everyone has been handed a certificate provided they have fulfilled the requirements.

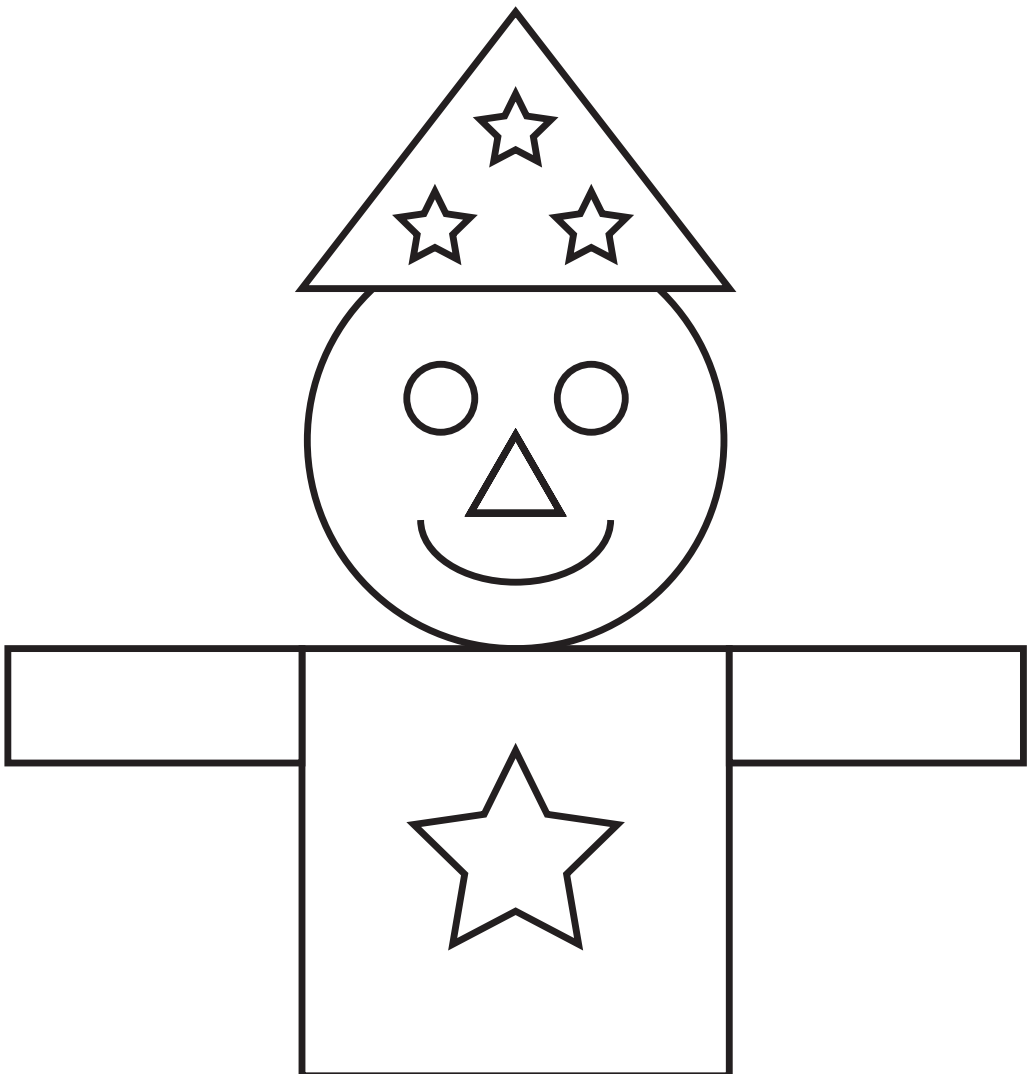
Appendices



Appendix 1: Drawing for Giving clear instructions

for 4.1 Trainer skills 1:

If using drawings for this exercise, divide participants in pairs that sit back to back, and allow enough space between the pairs so they can work without hearing and seeing the work of others. Distribute paper and pens to each pair. Ask one in each pair to take the role of the site manager and the other to take the role of the builder. Ask the site managers, to come and look at the drawing for a minute. Next, they go back to their seat, and instruct the builders to create an identical drawing using verbal instructions only. The builder cannot ask questions in this first round. Next, the builder has three minutes to ask clarifying questions to the site manager. The site manager can now go back to view the drawing again for 30 seconds, after which they return to their seat and invite the builder to now ask questions. Give the builder three minutes to ask clarifying questions to complete the drawing. End the exercise by giving the pairs a couple of minutes to discuss how it went and how they collaborated. If time allows, let the builders create a drawing, and with swapped roles, where the builder now explains their drawing to the site manager, using these drawings. In the plenary, discuss the importance of giving clear and precise instructions. How can a facilitator ensure giving clear and precise instructions?



Appendix 2: Template for creating a case for activity 5.1

Created by GROUP no. _____

Briefly describe the distressing event:

Give the affected person/s name/s:

Provide some personal information as for example, gender, age, marital status, etc:

Briefly describe the setting, time of day, private vs. public situation, who is around:

Make a list of the main person's reactions:

1. _____

2. _____

3. _____

4. _____

Appendix 3: Managing challenging or difficult situations – case examples

Challenging or difficult situations – case examples

1. During a PFA training you notice that one participant, who is the eldest in the group, tends to give the most responses. She often volunteers for role-plays and gets very involved in them. In discussions or after your presentation about a topic, she will often comment about how the topic applies to the community. Sometimes she will openly disagree with you and seems to have quite a lot of persuasion over the other participants. Initially you considered her behaviour helpful for the group. She encouraged other participants to get involved and talk. But over time, you notice that other participants remain reserved until they receive some kind of permission from her to talk. She is clearly the leader of the group.
2. You are training a group of young and inexperienced group of volunteers in PFA. They seem to be very reserved and shy to participate in training. It is difficult to engage them in role-plays and to elicit answers when a question is asked to the group.
3. You are training a group of PFA volunteers from different areas of the country. The volunteers from the same areas know each other well. This has made training run smoothly – they are all involved and comfortable conducting role-plays with each other. However, you notice they all sit in the same seats each day and choose to be in the same groups for activities and role-plays. During discussions and presentations, you notice these small groups begin to talk with each other rather than be involved as a group.
4. During the second day of training, you notice that the participants are texting on their phones and occasionally some of them tell you they have to urgently take a phone call. Several participants have told you they have important work to do and must leave early before the end of the training. The lack of commitment is also starting to exhibit itself in the general enthusiasm of the group.

Appendix 4: Feedback for facilitation practice

Feedback form for facilitation practice Please give your colleague the benefit of hearing honest and fair feedback.		
Name of trainer/s you are providing feedback to:		
	What worked well?	Suggestions for the future
A fun, safe and inclusive learning environment is created.		
Contents are clear and well presented.		
Participatory methods involve participants.		
Verbal and non-verbal language support rapport building and promotes understanding.		
Other comments		

Appendix 5: Pre- and post-training tests

Copy this form and give it to participants before the Basic PFA training, and again after the training to assess how well they have learnt and understood PFA.

Name	
Please write full answers to the following two questions:	
1. What is Psychological First Aid?	
2. Why provide Psychological First Aid?	
Give examples of typical situations where PFA is provided	
Please write whether you think the statement below are true or false.	True or False?
1. PFA can only be provided by trained psychologists.	
2. PFA is asking someone to analyse what has happened to them.	
3. All people who experience difficult events have strong emotional reactions.	
4. PFA is protecting people from further harm.	
5. PFA is providing professional counselling or therapy.	
6. All people in distress need PFA.	
7. PFA is providing emotional support.	
8. PFA can help someone in distress years after they have experienced something difficult.	
9. I feel confident to facilitate practical exercises, role-plays, group work etc. in a PFA training	
10. All people who experience difficult events develop posttraumatic stress disorder.	
11. PFA can be provided to teams of volunteers in groups.	
12. It is ok to ask someone for money when you provide PFA.	
13. PFA helpers need to take care of themselves first before helping others.	
14. It is ok to make false promises if it makes a person in distress feel calm.	

Appendix 6: Evaluation of the training of trainers

Please do not write your name on this form.

Please circle the number that best corresponds to what you think about each statement:

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The information provided was clear and easy to understand.	1	2	3	4	5
2. The information provided is useful for knowing how to train others in PFA.	1	2	3	4	5
3. The teaching methods used by the main trainers were effective.	1	2	3	4	5
4. The main trainers created a safe and supportive atmosphere in the ToT.	1	2	3	4	5
5. Overall, the ToT increased my confidence to train others in PFA.	1	2	3	4	5
6. The ToT gave me practical skills and knowledge for giving a PFA training.	1	2	3	4	5
7. I know the key topics to cover in a PFA training.	1	2	3	4	5
8. I feel able to create a safe and supportive atmosphere for participants in a PFA training.	1	2	3	4	5
9. I feel confident to facilitate practical exercises (e.g., role-plays, group work) in PFA training.	1	2	3	4	5
10. I am familiar with the materials (e.g., PFA training guide, handouts) used in a PFA training.	1	2	3	4	5
11. I can facilitate different types of PFA training.	1	2	3	4	5
12. I have gained new understanding of how best to work with a co-facilitator.	1	2	3	4	5
13. I would recommend this ToT to others.	1	2	3	4	5

Comments:
1. Please note in a few words what you found most useful in this training of trainers:
2. Please note in a few words what was least useful in this training of trainers:
3. What suggestions do you have to improve this training of trainers for future trainees?