

i SUPPORT MY FRIENDS



FIELD TEST VERSION MANUAL FOR TRAINING OF FACILITATORS AND FOCAL POINTS

A training for children and adolescents
on how to support a friend in distress

Building on the principles of
Psychological First Aid



The *I Support My Friends* resource kit has been published by the United Nations Children’s Fund (UNICEF) in partnership with Save the Children (SC)/MHPSS Collaborative and the World Health Organisation (WHO).

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The *I Support my Friends* resource kit comprises:

- The Theory and Implementation Guide
- The Training Manual
- The Participant’s Workbook
- The Manual for Training of Facilitators and Focal Points

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Foreword

It is with great pleasure that the United Nations Children's Fund (UNICEF), Save the Children and the World Health Organisation (WHO) present *I Support My Friends* – a resource kit to facilitate training for children and adolescents in peer-to-peer psychological first aid.

I Support My Friends not only recognises the agency and capacity of children and adolescents in helping them to develop the skills to support their friends, but also ensures they can do so safely, with close adult supervision and attention to child safeguarding. It builds on existing evidence-based materials and our global experience in working with children and adolescents. At its heart lie the globally-endorsed principles of LOOK, LISTEN and LINK to guide a humane, practical response to people in distress, as described in *Psychological First Aid: Guide for Field Workers* (the original source material for this adaptation).¹ *I Support My Friends* empowers children and adolescents to identify and support their peers in distress, while recognising the role that they naturally play in the protective networks of their peers. The piloting of the materials in Japan, Mongolia and Turkey received positive feedback from the child and adolescent participants. Their enthusiasm sparked our three organisations to join hands and make the materials available on a global scale.

“When I first heard about PFA, I thought it was something only professionals can do and it would be difficult. However, I enjoyed learning about listening to my friends, asking for help if I believed it was right to do so, and helping to reduce my friend’s concerns.”

15-year-old girl participating in a pilot training session in Japan.

We wish to extend our gratitude to those who provided their support in developing, testing and reviewing *I Support My Friends*. Most of all, we value the contributions from the children and adolescents themselves.

With this resource kit, Save the Children, UNICEF and WHO contribute to community-based mental health and psychosocial support for and with children and adolescents. It is our hope that *I Support My Friends* will be used widely around the world to facilitate their positive coping skills, well-being and safe participation in, and access to, psychosocial support within their communities.

¹ World Health Organisation, War Trauma Foundation and World Vision International, *Psychological First Aid: Guide for Field Workers*, 2011, www.who.int/mental_health/publications/guide_field_workers/en/

Key definitions²

Adolescence is a stage of physical, social, moral, emotional and cognitive development of children. An adolescent can be defined as an individual between 10–19 years old.³

Child is defined as all children and adolescents aged 0–17 years of age.

Child Safeguarding refers to all actions to keep children safe from any possible harm, including harm to a child’s dignity and psychological integrity and any use of physical, emotional or psychological violence and sexual exploitation and abuse by organization’s staff or related personnel and/or any adult associated with the programme. As per the *Minimum Standards for Child Protection in Humanitarian Action*,⁴ all organisations should have child safeguarding policies, procedures and implementation plans in place, to ensure staff, operations or programmes do not harm children.

Child Rights-Based Approach is a programming approach to protecting, respecting and fulfilling children’s rights. It is normatively based on children’s rights, as outlined in the UN Convention on the Rights of the Child (UNCRC). Children and adolescents are recognised as right holders, whilst the State and other actors are recognised as duty bearers, accountable for their acts or omissions.

Caregiver refers to those responsible for the care of children, and may include mothers and fathers, grandparents, siblings, and others within the extended family network, as well as other child caregivers outside of the family network.

Community can be defined as a network of people who share similar interests, values, goals, culture, religion or history – as well as feelings of connection and caring among its members.

Crisis event refers to a situation which may cause serious distress to those experiencing or witnessing the event. The event may be sudden or unexpected but can also develop gradually. Examples include accidents, natural disasters, conflict and direct experience of or witnessing violence or abuse. Crisis events can occur on a mass scale to many people, or to individuals (e.g., interpersonal violence).

Culture is a set of shared values, beliefs and norms in a society. Culture is dynamic and changes as societies adapt to new information, challenges and circumstances.

Distressing event is an experience that impacts on a person’s mental health and psychosocial well-being, for example, losing a loved one or experiencing bullying.

Family is a socially constructed concept that may include children who live with one or both biological parents or are cared for in various other arrangements, such as: living with grandparents

² UNICEF, *Community-based Mental Health and Psychosocial Support in Humanitarian Settings: Three-tiered Support for Children and Families*, 2018. <www.unicef.org/media/52171/file>

³ UNICEF, *The State of the World’s Children 2011: Adolescence – an Age of Opportunity*, 2011. <https://www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf>

⁴ The Alliance for Child Protection in Humanitarian Action, 2019. <https://alliancecpa.org/en/CPMS_home>

or extended family members, with siblings in child- or youth-headed households, or in foster care or institutional care arrangements.⁵

Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for girls, boys, women and men.

Gender-sensitive describes an approach or intervention in which the different needs, abilities and opportunities of girls, boys, women and men are identified, considered and accounted for.⁶

Mental health is a state of well-being in which an individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and is able to contribute to his or her community.⁷

Persons with disabilities live with long-term sensory, physical, psychosocial, intellectual, or other impairments that, in interaction with various barriers, prevent them from participating in, or having access to, humanitarian programmes, services or protection.⁸

Resilience is the ability to overcome adversity and positively adapt following challenging or difficult experiences. Children's resilience relates to their innate strengths and coping capacities, as well as to the pattern of risk and protective factors in their social and cultural environments.

Well-being describes the positive state of being when a person thrives and can be understood in terms of three domains:

1. Personal well-being – positive thoughts and emotions such as hopefulness, calmness, self-esteem and self-confidence.
2. Interpersonal well-being – nurturing relationships, a sense of belonging and the ability to be close to others.
3. Skills and knowledge – capacity to learn, make positive decisions, effectively respond to life challenges and express oneself.⁹

⁵ UNICEF, *Operational Guidelines on Community based Mental Health and Psychosocial Support in Humanitarian Settings: Three-tiered Support for Children and Families (field test version)*, 2018. <<https://app.mhpss.net/?get=309/unicef-cb-mhpss-guidelines1.pdf>>

⁶ Save the Children, *Gender Equality Program Guidance and Toolkit: Engendering Transformational Change*, 2014. <<https://resourcecentre.savethechildren.net/library/save-children-gender-equality-program-guidance-and-toolkit-engendering-transformational>>

⁷ WHO, *Mental Health: Strengthening our Response*, 2018. <www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

⁸ Inter-Agency Standing Committee, *Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action*, 2019. <<https://interagencystandingcommittee.org/iasc-task-team-inclusion-persons-disabilities-humanitarian-action/documents/iasc-guidelines>>

⁹ UNICEF, *Operational Guidelines on Community based Mental Health and Psychosocial Support in Humanitarian Settings: Three-tiered Support for Children and Families (field test version)*, 2018. <<https://app.mhpss.net/?get=309/unicef-cb-mhpss-guidelines1.pdf>>

List of acronyms

CFS	Child Friendly Space
CP	Child Protection
IASC	Inter-Agency Standing Committee
LNA	Learning Needs Analysis
MEAL	Monitoring, Evaluation, Accountability, Learning
MHPSS	Mental Health and Psychosocial Support
PFA	Psychological First Aid
SC	Save the Children
TOT	Training of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
VAK	Visual, Auditory and Kinaesthetic Learning Styles
WHO	World Health Organisation

1. Introduction

This tool is the Training of Facilitators and Focal Point Package of the *I Support My Friends* resource kit.

The *I Support My Friends* resource kit provides guidance and tools for preparing, designing and implementing training in peer support for children and adolescents. It includes four components:

- **The *Theory and Implementation Guide*** presents an overview of the key concepts and theoretical foundation of *I Support My Friends*. It describes the ethical considerations and child safeguarding actions that must be in place to protect children’s best interests and physical and emotional safety. The Guide also outlines the role and responsibilities, and expected skills and competencies, of trusted adult mentors of child and adolescent peer supporters. This document must be read in its entirety before implementing any training in *I Support My Friends*.
- **The *Training Manual*** provides step-by-step details of the two-day *I Support My Friends* training for children and adolescents, including the required materials and examples of case studies and stories. The Manual includes tools to support the preparation and implementation of the training. Some of the tools correspond to the worksheets for the child and adolescent participants (these are marked with a footnote).
- **The *Participant’s Workbook*** contains the worksheets to be used by the child and adolescent participants. Each participant should receive his or her own workbook, which contains written information as well as space for notes and drawings.
- **The *Training of Facilitators and Focal Points Package*** includes the materials needed to build the capacity of the facilitators and Focal Points who will implement the training for children and adolescents and provide follow-up support. The Package includes a training manual (this document), an agenda, and PowerPoint slides. It also includes Annexes to support the capacity-building process of facilitators and Focal Points.

The two-day training of facilitators and Focal Points equips participants with the skills and knowledge to implement *I Support My Friends* in a safe manner that empowers children and adolescents. The training includes a theoretical and programmatic orientation of the materials and considers ethical and child safeguarding standards throughout. Key aspects such as child development and approaches to facilitation are included to build upon the existing knowledge and experience of participants. A substantial component of the training involves giving participants the opportunity to practice activities from *I Support My Friends*, guided by accepted good practice in adult learning approaches. Participants are actively involved in contextualising the materials. Time for reflection and reviews after each role-play activity allow the trainer to further highlight certain key issues that the facilitators and Focal Points should be aware of to ensure safe programming.

An additional half-day programme specifically designed for the Focal Points has been developed (Annex 3). This will help Focal Points become familiar with their role and

responsibilities, and also with the structure and content of follow-up meetings with peer supporters.

2. Training preparation

2.1. Who can provide the training of facilitators and Focal Points?

It is recommended that the training of facilitators and Focal Points is conducted by individuals with skills in mental health and psychosocial support (MHPSS), child protection (CP), social work, child studies or equivalent expertise. The trainers must have previous experience of facilitating training on similar topics, including training in PFA. Other important trainer competencies are:¹⁰

- Personality: an optimistic outlook, faith in positive development of each individual, sensitivity, open-mindedness and flexibility, ability to cooperate and self-assurance.
- Communication skills: the ability to distil what others have said, rich vocabulary and conflict management skills.
- Organisational skills: the ability to manage time, and participant groups and resources (including visual handouts, videos and support materials).
- Facilitation skills: require adult learning knowledge and techniques.

The training should always be co-facilitated by at least two trainers. It is recommended that at least one of the trainers is from the same context as the participants.

No more than 15-20 participants per group (or fewer if possible, but not below 10), is recommended for this training. Smaller groups allow the content to be discussed and practiced in greater detail. Attention should be paid to national guidelines and safety measures related to COVID 19.¹¹

¹⁰ Alliance for Child Protection in Humanitarian Action: Learning and Development Working Group, 'Training of trainer component' (Power Point).

¹¹ During Covid-19, most of the activities are implemented online; using online ice-breakers can be good idea. (mentimeter.com, <https://quizizz.com/join> are just two websites that can be used for fun ice-breakers-easy to edit and user friendly).

Box 1. How was the training conducted in the pilot countries?

In Turkey, the facilitators of the *I Support My Friends* training sessions were staff working in community engagement and psychosocial support programming. They had previously completed a comprehensive series of training, for example, Psychological First Aid for Child Practitioners, and received regular, ongoing technical supervision and coaching. The facilitators had been trained in the Child and Youth Resilience Programmes and had implemented a series of structured workshops with children and adolescents before enrolling as trainers in *I Support My Friends*. The participants were therefore already familiar with the roles and responsibilities of a facilitator, which meant that full attention could be given to the content of *I Support My Friends*. The interpreters completed the same training as the facilitators.

The training of the facilitators, led by two psychologists (Save the Children’s CP/Psychosocial Support Technical Coordinator and an MHPSS Specialist), also served as an opportunity to contextualise the materials, such as the case studies and role-plays, with the facilitators. This allowed the facilitators to gain ownership and an in-depth understanding of the materials, whilst ensuring that the content was as relevant as possible to the targeted children and adolescents.

During the pilot of *I Support My Friends* in Mongolia, teachers were trained first. The teachers then trained children and adolescents to become “peer-supporters.” The teachers and peer-supporters worked together to implement the training for other children and adolescents. Children who participated in *I Support My Friends* sessions led by their peer-supporters said that they enjoyed a training given by other children. The sentiment was echoed by the peer-supporters, who found it useful to have a peer-to-peer approach where the children were very open to communicating and asking questions. The peer-supporters also said that they enjoyed providing training to younger students. In follow-up focus group discussions, other children expressed their interest in becoming peer-supporters.

2.2. Who is this training for?

The basic qualifications for participants in this training match the requirements for becoming a facilitator in *I Support My Friends* (see Section 6 of the *Theory and Implementation Guide*). Participants may be professionals such as teachers, social workers, health workers or psychologists. They can also be community-based workers who have knowledge and experience in child development, psychosocial support and child protection. Facilitators may also be well-trained volunteers working directly with children or adolescents, for example, in the aftermath of conflicts and natural disasters, or in spaces for child-friendly activities. A pre-requisite for the latter option is an arrangement for supervision by professionals during the implementation of *I Support My Friends*, because of the specific content of this training and practice.

Participants in this training should:

- Have experience of facilitating structured psychosocial workshops/training with children and adolescents.
- Have a good understanding of the local culture and context of the children and adolescents they will train (including local risk and protective factors).
- Preferably speak the same language as the children and adolescents (if this is impossible, training should be provided with experienced interpreters). Interpreters can be trained as co-facilitators.
- Be knowledgeable about child development and children's reactions to crisis and child protection.
- Have practical experience working with children and adolescents in crisis situations.
- Understand the importance of supervision and support for themselves and the role they play in supporting each other as co-facilitators.

Additionally, it is desirable that facilitators:

- Have delivered at least one PFA training.
- Can participate in a refresher training with the same group of children and adolescents.

It is strongly recommended that the Focal Points participate in the training. The qualifications for the Focal Points are outlined in section 5.4 of the *Theory and Implementation Guide*. Depending on the role and responsibilities of the Focal Point, the qualifications will vary. However, all Focal Points should meet the following criteria, as a minimum:

- Have basic knowledge and experience of child development, MHPSS in emergencies, child protection, child safeguarding, referral pathways and community services, as well as PFA.
- Be available and accessible to children and adolescents for support and guidance and manage referrals in a manner sensitive to age, sex, culture and abilities.
- Are trusted by adults, adolescents and children in the school or community. Children and adolescents can help to identify which adults they trust to assist them as peer-supporters.
- Be able to set boundaries and respect confidentiality – individual cases that the children or adolescents have encountered should not be discussed in a group meeting.
- Have completed training in child safeguarding, signed relevant protocols and comply with these protocols.

If the Focal Point takes on additional responsibilities (such as facilitating group meetings for peer-supporters on self-care), more advanced knowledge and experience is recommended. This may also be required in contexts where the peer-supporters are likely to encounter other children or adolescents in significant distress.

If interpreters are used to support the implementation of *I Support My Friends*, they should preferably attend this training with the future facilitators. This will provide an opportunity to learn together and agree on how best to translate certain terms.

2.3. Supervision and coaching

Supervision is an essential component of MHPSS programming, as the success of any intervention relies heavily on the capacity, well-being, competence and motivation of the staff and volunteers. Supervision is a key recommendation in all major international guidelines on MHPSS in emergency and non-emergency settings to support people with mental health, psychosocial and protection needs and to promote mental health and psychosocial well-being. Competent and culturally sensitive staff and volunteers that are well-trained and supervised are essential if services are to meet internationally recognised standards in the provision of MHPSS in emergency settings. Unsustainable, poorly structured and/or inadequate MHPSS supervision can cause harm to both the recipients of MHPSS support and to staff and volunteers working in emergency settings.¹²

Annex 4 has more details on supervision.

¹² *Supportive Supervision during COVID-19*, <<https://pscentre.org/wp-content/uploads/2020/05/Supportive-supervision-during-COVID-19.pdf>>, which in turn refers to the International Committee of the Red Cross (2018); Dickson, K., and M. Bangpan, 'What are the barriers to, and facilitators of, implementing and receiving MHPSS programmes delivered to populations affected by humanitarian emergencies? A qualitative evidence synthesis,' in *Global Mental Health, Guidelines on Mental Health and Psychosocial Support*, ICRC, Geneva, 2018.

3. Training implementation

3.1. Introduction to the training structure and content

The training has been split into two days. Extending the training beyond this duration may be relevant if the participants need to practice each session in greater detail, or in contexts where consecutive interpretation is used. The training should, however, not be compressed into a shorter time period than suggested in the agenda below.

The training is divided into eight sessions, summarised below. The following section provides step-by-step guidance for the trainer on how to implement each session.

Session 1: Introduction, team building and trust

The purpose, content of the training and participants' own expectations are explored. The session includes activities for the participants to get to know each other and the trainers. Ground rules for the training are agreed upon to establish a fun, safe and inclusive learning environment.

Session 2: About *I Support My Friends*

The participants are introduced to the *I Support My Friends* resource kit and the theory and guidance for implementation. Issues such as what peer support is, who the targets of the training are and how beneficial to children and adolescents the training can be are included. Most of the content in this session comes from the *Theory and Implementation Guide*. The participants are strongly recommended to read this manual as a complement to the training.

Session 3: Ethical considerations

Important ethical considerations and structures for *I Support My Friends* are mapped out and discussed in this session. The role of the Focal Point is introduced, as well as the role and responsibilities of the facilitator. As with the previous session, most of the content in this session comes from the *Theory and Implementation Guide*, which all participants are recommended to read carefully.

Session 4: Training details

The training structure and content is discussed in greater detail as the manuals are explored. Important minimum standards for both participants and facilitators are also covered.

Session 5: Practice, review and contextualisation

The trainers facilitate an activity from Session 2 of the *I Support My Friends* training. The participants then engage in assigned activity preparation in smaller groups to practice delivering the training. While preparing, participants are asked to note anything requiring further contextualisation. During the rest of the training, each group practices implementing their activity whilst the other

participants play the roles of children and adolescents. This is followed by collective reflection and contextualisation if needed.

Sessions 6 and 7

Short activities to wrap-up day 1 and welcome the participants back to day 2. Similar activities are used to those included in the training for children and adolescents.

Session 8

A short discussion is held on the topic of what to expect next. The training of facilitators and Focal Points is evaluated and certificates are distributed.

3.2. The agenda

The agenda for the two-day training for facilitators and Focal Points in *I Support My Friends* can be found in Annex 2. The additional half-day orientation session, which specifically targets the Focal Points, is outlined in Annex 3.

3.3. The training session plan.

The following section contains step-by-step guidance for the trainer to implement the training.

It is advisable that the trainers use the scripts provided in the outline below as they are indicated. However, familiarization with the content of the scripts prior to the sessions, will help trainers feel more comfortable allowing them to use their own approach and communication skills in delivering the sessions.

The specific activities are broken down into tables within each session. The tables outline the aim of the activity, its duration and the necessary materials.

There are PowerPoint slides accompany the training and where relevant, the suggested script (shown in italics) highlights which slide is being presented. The relevant script has also been included under each slide in the PowerPoint.

As a result of COVID-19 and/ or other situations that make face to face training unfeasible, the training may need to be adapted so as to be delivered online.

Session 1: Introduction

(60 minutes)

Aim of session:			
<ul style="list-style-type: none"> • Participants will be able to describe the agenda, aim of the training, learning objectives and their own expectations • Participants will be able to list the ground rules of the training and what behaviour is expected from them • Participants will learn each other's names 			
	Activity	Materials	Duration (min)
1.1	Welcome and introductions	<ul style="list-style-type: none"> • Name tags • Notebooks • Pens • Space for participants to stand or sit in a circle • A ball • An <i>I Support My Friends</i> resource kit for each participant 	20
1.2	Agenda and training objectives	<ul style="list-style-type: none"> • A copy of the agenda for each participant • Flipchart with aims and learning objectives of the training • Carton box or similar for gathering feedback from the participants • Flipchart for "Parking Lot" 	10
1.3	Expectations	<ul style="list-style-type: none"> • Cards (two per participant) • Optional: Pictures for the activity on expectations 	15
1.4	Ground rules for the group	<ul style="list-style-type: none"> • Flipchart/board • Marker/chalk • Tape 	15

Note to the trainers: It is important to establish a good atmosphere at the start of the training. Do not rush the activities – take time to promote trust among the group members by maintaining a welcoming attitude and allowing space for everyone to share.

Be aware that not everyone enjoys speaking in front of a group. Be prepared as a facilitator to help each participant feel comfortable.

1.1. Welcome and introductions (20 minutes)

Instructions:

1. Welcome the participants to the training and thank them for coming. Introduce the trainers by saying your name, what you do and who you work with.
2. Make sure every participant has received a copy of the training agenda, notebook and pen or pencil, as well as an *I Support My Friends* resource kit.¹³
3. Ask the participants to sit or stand in a circle and explain that you are going to start the training with some activities to get to know each other better. After that, you will go through the ground rules of the training, the agenda and training objectives.
4. Explain that this introductory session is very similar to that of the training with children and adolescents.

Pass the ball game (10 minutes)

Aim of the activity
<ul style="list-style-type: none">• To get to know each other and 'break the ice'• To promote trust in the group• To observe group dynamics
Activity source
Activity 1.1 in the <i>Training Manual of I Support My Friends</i> .

Note to the trainers: In some contexts, participants have a lot of experience facilitating opening games. So, it may be good to give the option for participants to lead these sessions

Make sure all participants get a chance to say their name in the first and second round. Be sensitive to individuals who are living with disabilities and may not be as mobile as other participants.

If the game is too easy, for example, if the participants already know each other, you can add more balls and throw them simultaneously to make it more fun (group juggle).¹⁴

¹³ The *Theory and Implementation Guide*, *The Training Manual* and the *Participant's Workbook*.

¹⁴ **Instructions for the group juggle game:** 1. Ask the participants to stand up (where possible) and form a big circle. 2. Throw a ball to a participant and say the name of that person. It is then that person's turn to throw the ball and say the name of the person he or she is throwing the ball to. Each participant must remember the name of the person he or she has thrown the ball to (this is very important). The game goes around until the last person gets the ball. He or she then says your name as facilitator and throws the ball back to you. 3. Once the ball has gone around the whole group, ask the participants to repeat the same exercise, throwing the ball in the same sequence of participants as the previous time. 4. Once the pattern is set, explain to the participants that now they have to keep remembering the person they threw the ball to, but also be aware of the person throwing the ball to them. Explain that you will begin the game again, but this time they will have more than one ball going round the circle! 5. As

This exercise can be adapted to infection risks, for example, in contexts affected by COVID-19, pretending to throw a ball may work well.

Instructions:

1. Ask the participants to sit or stand in a circle and explain that you are going to play a game to learn each other's names. Explain that this is the same game that the children and adolescents will start with in their training.

2. Explain:

“For this game we will use a ball. I will gently pass the ball to one of you and you will have the opportunity to say your name and which community or neighbourhood you are from. The task for everybody else is then to try to remember your name. This might be difficult in the beginning especially if you do not know each other from before [adapt to the context]. After you have said your name, please gently pass or roll the ball to someone else in the group. It will now be this person's turn to say his or her name and which community or neighbourhood s/he is from. We will continue like this until everybody has had the ball. Then the ball will be passed back to me and I will explain the next step of the game.”

3. Start playing the name game. Provide extra guidance as needed, until everybody understands the game.

4. Thank the participants for their contribution. Explain the next part of the game:

“Now, when I pass the ball to someone, everyone has to say the name together of the person who caught the ball. Again, if you are new to each other [adapt to the context], it might not be easy to remember the names. If we cannot remember someone's name, we will kindly ask the participant to assist us by saying her/his own name. Then, it is this person's turn to gently pass the ball to someone else.”

5. Pass the ball randomly. When a participant has said his or her name, ask this person to pass the ball to someone else. Continue with this until everyone's name has been said.

6. You may want to play another round of the game until the participants know each other's names better.

7. Thank the participants for their contribution.

What we have in common (10 minutes)

Aim of the activity

facilitator, start the game again. Once you have thrown the first ball to 'your' participant and the ball has started its way around the circle, introduce a second ball, then a third and so on. 6. The facilitator stops the game by removing the balls as they come back to him or her.

- To identify shared experiences and interests among the participants
- To prepare for introducing the purpose of the training

Activity source

Developed for this manual, inspired by Activity 1.2 in the *Training Manual of I Support My Friends*.

Instructions:

1. Take the ball and ask the participants to remain standing or sitting in a circle.

2. Explain:

“We will now take a few minutes to reflect on what we have in common before we talk about the learning objectives of the training, the agenda and your expectations. We will do this to get to know each other better, as we may have things in common that we don’t yet know of. The same exercise is included in the training with the children and adolescents.”

3. Continue to explain the exercise:

“I am going to read out a statement that starts with the words ‘Take a step forward if you...’. If the statement is true for you, you should take a step forward. Before reading the next statement, I will ask those who have stepped forward to move back and make a big circle again.”

“I would like to highlight that stepping forward or remaining in the circle is voluntary – no one will be forced to reveal anything about themselves if they do not want to.”

4. Read the following statements, which have been designed especially for this training. Start with the first three statements, which are “easier” examples to ensure that everybody has understood the activity.

“Take a step forward if you...

- *woke up earlier than usual to come to the training today.*
- *like to eat fruit.*
- *are wearing something that is blue.*
- *believe that children and adolescents have an important role to play in supporting each other.*
- *can think of a child or adolescent who has had a friend in distress.*
- *know of a child or adolescent who consulted with a friend about a problem that he/she had.*
- *think that it can sometimes be hard for children and adolescents to know what to do when a friend is sad or not feeling ok in some other way.*
- *are curious to learn more about ways that adults can support children and adolescents in learning how to understand if someone is not feeling good, what to do about it and who can help.”*

5. End with a quick reflection about the activity by asking the following questions:

- What did you think about this activity?
- What are some of the things that you have in common? What are some of the differences?
- What else did you learn from this activity?

- Why do you think we did this activity?

1.2. Agenda and training objectives (10 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To explain the structure and purpose of the training • To orientate the participants in the agenda and the training objectives
Activity source
Developed for this manual, inspired by Activity 1.3 in the <i>Training Manual of I Support My Friends</i> .

Note to the trainers, including preparation: Prepare a box by writing “Feedback Box” on a cardboard box. This will be used throughout the training to gather opinions from the participants, including suggestions for improvement, or any ideas or concerns they may have. Prepare a flipchart with the heading, “Parking Lot,” and a flipchart with the aim of the training and its learning objectives written on it (see step 5 below).

Instructions:

1. Ask the participants to sit in a semi-circle where they can all see each other.
2. Begin by introducing the training to the participants:

“As you saw in the previous activity, many of us believe children and adolescents play an important role in supporting each other as peers. Many of us are also curious to learn how adults can support children to know what to do in such situations and to make them more aware of who can help [adapt to the outcome of the previous activity]. This is why we are here today. We are here to learn how to facilitate training for children and adolescents in Peer-to-Peer Psychological First Aid.

3. Continue by encouraging the participants to look at the agenda. Give a simple overview of the training content and structure:

“In this training, we will first spend half a day learning more about “I Support My Friends”, about what Peer-to-Peer PFA is, who it is for, when it can be used and how it can be helpful to children and adolescents. We will also learn about ethical considerations, adult supervision and responsibilities, as well as the role of the Focal Point. Then, we will spend the rest of today and tomorrow practicing what we have learned, and we will discuss any potential requirements for contextualisation.”

“We can call other children or adolescents our ‘peers’ if they are in the same age group or are from the same community as us. This is why the participants of the Peer-to-Peer PFA-training will be known as ‘peer-supporters.’”

4. Make sure that you also explain when the breaks for coffee and lunch are, as well as when the training is expected to start and end.
5. Check if the participants have any questions. Address these, then show the *Flipchart: Aim of the training and learning objectives* (below). Review the flipchart together.

Aim of the training and its learning objectives

The aim of this training is to enhance the knowledge and skills of the participants in *I Support My Friends*, thereby enhancing their “readiness” to implement training for children and adolescents in a safe and ethical manner.

By the end of this training, participants will be able to:

- Describe *I Support My Friends*, including what it is, who it targets, when and where it can be implemented, how it can benefit children/adolescents and key ethical aspects.
- List key ethical principles and mechanisms to ensure that *I Support My Friends* is in the best interests of children and adolescents.
- Identify the steps to be taken to implement activities in the *I Support My Friends* training with children and adolescents, using the *Training Manual* as a guide.
- Describe good practice for implementing key activities, including elements which may need to be adapted to the context.

6. Now, show the “Feedback Box.” Explain:

“You can use this box to put notes with any feedback, suggestions, or ideas you may have about the training. Any concerns you may have can also be put in here. You do not have to write your name on the note if you prefer to be anonymous.”¹⁵

7. Explain that the feedback box will be available throughout the training and that the trainers will check it at the end of each day.

8. Introduce the “Parking Lot.” Explain:

“We will note down any questions or comments that you may raise during the training that we either do not have time to answer right away, or that will be more suitable to address at a later stage in the training. You are also welcome to add a question or a note on the Parking Lot. At the end of each day, we will check the Parking Lot and try to answer the remaining questions.”

9. Explain that the process for starting the training for the children and adolescents is very similar to what has just been done. In the training for children and adolescents, time is allocated to ask for their consent to participate, and to reinforce that this training is voluntary.

10. Thank the participants and move on to the next activity.

1.3. Expectations (15 minutes)

Aim of the activity

- To identify and understand the participants’ expectations of the training

¹⁵ On-line anonymous options should be explored.

Activity source

The training materials for the Youth Resilience Programme (Save the Children, 2015).
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Instructions:

1. Give each participant two cards and a marker.
2. Now give the participants five minutes to think about and draw/write down the two most important expectations they have for this training. Ask the participants to write one expectation on each card.
3. When everyone has finished, ask each participant to read aloud what they have written on their two cards.
4. Collect the cards when they have been read out and stick them to the flipchart with tape. If there are some expectations that are the same or very similar, stick them on top of each other.
5. Provide feedback to the participants on whether these expectations can be met within the framework of this training.

Alternative activity to explore the expectations of the participants (Note: this option requires more time)
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- | |
|---|
| <ol style="list-style-type: none">1. Put the sample of pictures randomly on the floor (the pictures are in the document <i>Session 1 – Pictures for expectations exercise</i>).2. Ask the participants to look at the pictures for a few minutes and select one that represents their expectation of this training. They should only “mentally” select a picture and not pick it up, as others may want to choose the same picture.3. This activity stimulates creativity and encourages participants to think more broadly.4. Ask the participants one-by-one to show which picture they have chosen and briefly explain their expectation. Once a person has presented, ask him or her to place the picture on the floor again.5. As the participants present, make sure that all contributions are written down so everyone can see them. Take notes of their expectations in the training report. |
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1.4. Ground rules (15 minutes)

Aim of the activity

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| <ul style="list-style-type: none">• To agree the rules of behaviour for the training• To recognise the importance of respect and trusting each other |
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Activity source

Activity 1.4 of the *Training Manual of I Support My Friends*.

Note for the trainers: Allow the participants set the ground rules and expected behaviours themselves gives them a feeling of ownership of the training space.

Instructions:

1. Place a flipchart paper on a table and ask the participants to gather round it.
2. Explain:

“In this training, it is important that we, as a group, agree how to treat each other. As a group we need to agree on ground rules and acceptable behaviour, which will help to create a comfortable learning experience for all of us. We will now participate in an exercise that you will also facilitate with the children and adolescents in their training.”

3. Ask each participant to draw his or her hand on the paper. The hands should create a circle by linking to the other hands. See the illustration for guidance.
4. When everyone has added their hand outline, ask the participants what they would wish for from the others to feel completely comfortable in the training. These expectations will be the ground rules of the training.
5. Ask the participants to write their most important expectation inside the hand outlines.



6. As facilitator, also draw your hand and insert a ground rule. Write your expectation last, after all the participants have inserted theirs. This gives you an opportunity to add an important ground rule which has not been mentioned by any of the participants.
7. When the participants have finished, review the expectations together. Make sure that the basic expectations listed below are also included, to establish a fun, safe and inclusive environment:
 - Do not make fun of each other
 - Everyone has the right to an opinion without judgement from others
 - There are no wrong answers – everyone is here to learn
 - Try to be as active as you can. At the same time, only share your ideas and thoughts if you want to
 - Be motivated and encourage others to participate
 - No physical violence
 - Confidentiality

8. Explain that these ground rules are also valid for the trainers. As participants, they can expect that the trainers treat them with respect and do their best to create a positive learning environment.
9. Display the ground rules/mutual expectations on a wall throughout the training.
10. Explain, at this point facilitators should talk through **confidentiality** in the training with the children and adolescents. You can say:

“This training is going to be a fun and safe learning space where everybody feels comfortable to participate. This means that as we work together, we will treat each other with kindness, respect and be tolerant of different opinions. It also means you can share anything you want and no-one is going to share your personal and private matters outside this workshop space. It is important that we all agree to this, because that will make us all feel safe and comfortable when sharing.”

11. In the training for children and adolescents, the trainer should ask if everyone agrees to this. If anyone does not agree, explore the reasons why. Continue to discuss the issue and how important it is for everyone to agree, until everyone has agreed.

12. Then explain the exception to the rule of confidentiality:

“The only exception to the rule of not sharing anything outside of this group, is if any of you share that you are being hurt or abused by someone, or you are hurting someone else. It is my responsibility as a caring adult, to help you be safe and help to protect you from harm. If I learn that someone is hurting you, I will do everything I can to help you and to prevent this from ever happening again.”

13. Also explain to the children and adolescents:

“There may be times when you feel uncomfortable about sharing something very personal in the group. You do not have to do this if you do not want to. If you would like to talk about something with one of the facilitators alone, you can always do this. Just reach out to [name of co-facilitator], who will arrange a time to talk.”¹⁶

14. Praise the participants for having taken the first important steps towards creating a fun, safe and inclusive learning environment for the rest of the training.

15. Explain that you are going to move on to Session 2, to learn about *I Support My Friends*.

End of Session 1

Session 2: About *I Support My Friends* **(60 minutes)**

¹⁶ Please note ‘alone’ still means within sight of others in the room and it is not permitted to take a participant to another room alone (Child Safeguarding principle).

Aim of the session:			
<ul style="list-style-type: none"> Participants will be able to describe <i>I Support My Friends</i>, including what it is, who it targets (and why) and when and where it can be implemented Participants will be able to explain how training in <i>I Support My Friends</i> can be useful for both the friend in distress and the peer-supporter 			
	Activity	Materials	Duration (min)
2.1	Children and adolescents in crisis situations	<ul style="list-style-type: none"> <i>Theory and Implementation Guide</i> Notebooks/paper Pens/pencils Flipcharts Markers PowerPoint Slides (indicate the number of the slides needed for this session) 	10
2.2	What is Peer-to-Peer PFA?		10
2.3	About <i>I Support My Friends</i>		10
2.4	The target group		10
2.5	How can learning peer support skills benefit children and adolescents?		20

2.1. Children and adolescents in crisis situations (10 minutes)

Aim of the activity
<ul style="list-style-type: none"> To recap the role that children and adolescents often take in crisis situations
Activity source
Section 3 “Child development considerations and inclusive programming” in the <i>Theory and Implementation Guide</i> of <i>I Support My Friends</i> .

Instructions:

- Slide 2:** Ask the participants to take a moment to individually reflect on what they know about children and adolescents in crisis situations. How are they impacted by a crisis event? How do they cope? Who plays a role in supporting the resilience of children and adolescents? Share main points in plenary.
- Slide 3:** Explain:

“Children are particularly vulnerable in situations of crisis, such as accidents, natural disasters, conflicts or individual experiences of distress. In such situations, multiple risks may appear at individual, family, community and societal levels, which have both immediate and long-term impacts on children’s development.”

“Children and adolescents have the capacity to positively cope with and recover from difficult experiences, through complex interactions between their internal resources and their social protective network. The process is facilitated when children receive appropriate help and support at an early stage after the stressful event or during times of

adversity.”

“In day-to-day life, as well as in times of crisis, children and adolescents are often the first to notice how their friends are doing. They are naturally insightful about each other’s challenges and emotions and empathic and understanding of distress experienced by their friends and peers. In many cases, they will observe and hear about a challenging situation or a crisis impacting their friend before anyone else does and are often the first to respond to help in one way or another.”

3. **Slide 4:** Continue by explaining:

“In other words, children and adolescents form part of the protective network of their peers and have a role to play in supporting early recovery, together with parents, caregivers, teachers and other important adults in the community. They play an active role in helping each other, providing basic comfort and assistance and directing each other to the relevant support. This is particularly true for adolescents, who tend to prefer to speak with, and seek advice from, their peers, rather than adults.”

2.2. What is Peer-to-Peer PFA? (10 minutes)

Aim of the activity
• To introduce the participants to Peer-to-Peer PFA and when and where it can be provided
Activity source
Section 2.3 : “ What Children and adolescents will learn ” in the <i>Theory and Implementation Guide of I Support My Friends</i> .

Instructions:

1. **Slide 5:** Explain:

“The approach to helping people in distress is something we do naturally, and is sometimes called ‘Psychological First Aid’ (PFA).”

“Peer-to-Peer PFA is a set of skills for children and adolescents to enable them to:

- *identify if a peer is in distress*
- *offer comfort and help their friend to feel calm*
- *better understand the needs and concerns of the friend they are helping*
- *help their friend to access basic support, information, services or other support*
- *help to protect their friend from further harm.”*

2. Remind the participants of the PFA training they have already participated in. Explain:

“Peer-to-Peer PFA is based on the same PFA principles – LOOK, LISTEN and LINK – as presented in the Psychological First Aid: Guide for Field Workers published by the World Health Organisation, War

*Trauma Foundation and World Vision International.*¹⁷

3. Explain that body movements have been embedded in the training for children and adolescents to illustrate the three principles. Show the body movements:

- Put your hand above your eyes for “**LOOK**”
- Put your hand behind your ear for “**LISTEN**”
- Link your arm with the arm of the co-facilitator for “**LINK**”



4. Continue by explaining:

“Equipping children and adolescents with skills to support their friends also includes ensuring they first understand the importance of self-care before supporting others. Keeping the best interests of the children and adolescents at heart is fundamental to ensuring that they are positively empowered without feeling they have too much responsibility on their shoulders. Children and adolescents should never be expected to provide complex support to their peers or take on the role of an adult. There are ethical considerations and structures which must be in place when training children and adolescents in peer support.”

5. Continue by explaining:

“Whilst PFA can be an important aspect of support, it is not enough to address more complex mental health needs. The peer-supporters are not expected to offer higher-level support. Children and adolescents may encounter situations where their friend or peer needs more help than they are able to provide. Therefore, through the training in I Support My Friends they also learn the limits of what they can offer, how to seek help from their adult mentor and the situations when urgent adult help is needed for their friends and peers.”

6. Recommend that the participants read the “Operational guidelines on community based mental health and psychosocial support in humanitarian settings: Three-tiered support for children and families (field test version)” by UNICEF (2018)¹⁸ if they are interested in learning more about the “continuum of care” to respond to MHPSS needs.

7. **Slide 6:** Ask the participants when they think children or adolescents can provide peer support.



8. Complete with your own answers as appropriate:

“Any child or adolescent can benefit from peer support, regardless of their age, gender, ethnicity or abilities. Peer-to-Peer PFA is particularly valuable when a friend is in distress or experiencing concerns as a result of an accident, natural disaster, conflict, crisis situation/ incident or other difficult situation. Such situations may also be individual, such as the loss of a loved one or another personal crisis.”

¹⁷ World Health Organisation, War Trauma Foundation and World Vision International, *Psychological First Aid: Guide for Field Workers*, 2011, <www.who.int/mental_health/publications/guide_field_workers/en/>.

¹⁸ UNICEF, *Operational Guidelines on Community based Mental Health and Psychosocial Support in Humanitarian Settings: Three-tiered Support for Children and Families* (field test version), 2018, <<https://app.mhpss.net/?get=309/unicf-cb-mhpss-guidelines1.pdf>>

“But not all children and adolescents will want help from a peer-supporter. Therefore, it is important that peer-supporters do not force help on their friends, if they do not want it. Although support from a friend is valuable, it may sometimes not be enough to address the problem r. Further assistance may be required. This is why it is so important that we support children and adolescents to learn when and how to seek more support.”

9. **Slide 7:** Briefly explain where children and adolescents can provide peer support:

“Children and adolescents can offer support to their friends and peers in any safe location. This can include, for example, child friendly spaces (CFS), schools, refugee camps, in the community, at emergency sites, in reception centres where children and adolescents are waiting to be reconnected with their caregivers, or at home.”

“Where possible, support should be given in a quiet place without too many distractions and away from distressing sights or sounds, and where children and adolescents feel safe, comfortable to talk, provide comfort and be comforted.”

2.3. About *I Support My Friends* (15 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To orient the participants in <i>I Support My Friends</i>, including what it is and when and where it can be implemented
Activity source
Section 1.1: “About <i>I Support My Friends toolkit</i> ” in the <i>Theory and Implementation Guide</i> of <i>I Support My Friends</i> .

Instructions:

1. **Slide 8:** Introduce *I Support My Friends*:

“I Support My Friends is a resource kit that provides guidance and tools for preparing, designing and implementing training in peer support with children and adolescents.”

2. Briefly go through the manuals included in the resource kit.

“The resource kit includes four components:

- ***The Theory and Implementation Guide*** presents an overview of the key concepts and theoretical foundation of *I Support My Friends*. It describes the ethical considerations and child safeguarding actions that need to be in place to protect children’s best interests and physical and emotional safety. It also outlines the roles, responsibilities and expected skills and competencies of trusted adults who mentor child and adolescent peer-supporters. *This document must be read in its entirety before implementing a training in I Support My Friends.*
- ***The Training of Facilitators and Focal Points Package*** includes the materials needed to build the capacity of the facilitators and Focal Points who will implement the training and provide follow-up

support. The Package includes a training manual (this document), an agenda and PowerPoint slides. It also includes Annexes to support the capacity-building process of facilitators and Focal Points.

- **The Training Manual** gives step-by-step details of the two-day I Support My Friends training for children and adolescents, including what materials are needed and examples of case studies and stories. The manual includes tools to support the preparation and implementation of the training. Some of the tools correspond to the worksheets that the child and adolescent participants will use.
- **The Participant's Workbook** contains the worksheets to be used by the child and adolescent participants in the training. Each participant should receive his or her own personal workbook, which contains written information as well as space for notes and drawings.”

3. Explain that the participants will be directed to different parts of the resource kit as the training progresses.

4. Explain the aim of the resource kit:

“The aim of the I Support My Friends resource kit is to provide facilitators with resources that empower children and adolescents to support their peers using the principles and strategies of PFA.”

“The LINKing aspect means that community supports and services play an important role. We access these through well-functioning referral pathways.”



5. **Slide 9:** Explain:

“I Support My Friends is based on a child-rights approach, as well as on modern research on child development, psychosocial well-being and resilience. It recognises the child or adolescent as a resource and active person who can influence his or her own world – as well as that of their peers.”

6. **Slide 10: This is optional.** At this point, give a brief overview of the background and history of I Support My Friends. Use the guidance below and adapt the level of detail to the audience.

“The I Support My Friends resource kit originates from Save the Children (SC) in Japan and Denmark after the Great East Japan earthquake and tsunami in 2011 and after the UN World Conference on Disaster Risk Reduction in Sendai in Japan 2015. It was piloted and refined in Japan and Mongolia, followed by further piloting by SC in Turkey with migrant/refugee children as part of a larger child protection programme. The materials were then reviewed and finalised through a partnership between UNICEF, SC, MHPSS Collaborative and WHO, and through collaboration with technical specialists and field practitioners.”

“I Support My Friends has been developed in collaboration with technical experts and field practitioners around the world. It builds on existing evidence, learning and good practice on how to strengthen healthy development, resilience and psychosocial well-being among children and adolescents. It aligns with the latest guidelines and recommendations, including UNICEF (2018) Community-based Mental Health and Psychosocial Support in Humanitarian Settings: Three-tiered support for children and families.”

“Parts of this manual have been sourced and adapted from other manuals and guidance. Participants are recommended to consult these as complementary materials when using the resource kit. These include:

- *The Psychological First Aid: Guide for Field Workers* published by World Health Organisation, War Trauma Foundation and World Vision International in 2011
- *The Psychological First Aid Training Manual for Child Practitioners* published by Save the Children in 2013
- *Psychological First Aid Field Operations Guide, 2nd Edition* published by the National Child Traumatic Stress Network – National Centre for PTSD in 2006
- *The Children’s Resilience Programme: Psychosocial support in and out of schools* published by the IFRC Reference Centre for Psychosocial Support and Save the Children in 2012
- *The Youth Resilience Programme: Psychosocial support in and out of schools* published by Save the Children in 2015.”

7. **Slide 11: This is optional** Explain that the *I Support My Friends* training toolkit can be used in a variety of settings and situations. Show the examples on the slide and discuss the ones that are relevant to your context in more detail:

- As part of capacity-building for disaster preparedness in emergency-prone areas
- During an emergency response (e.g., in a CFS set-up in the days following a major crisis event)
- After a crisis affecting a small group of individuals, such as an accident, interpersonal violence or loss
- In education and protection work with children and adolescents (e.g., as an extracurricular activity or as part of a structured resilience and psychosocial well-being programme)
- As part of a broader agreement/initiative to build sustainable child protection systems or supporting safe and healing school environments, such as “violence-free schools”
- As a complement to basic training in first aid or other health-oriented awareness raising/capacity-building initiatives targeting children and adolescents
- As support to participatory action research, or a child rights monitoring and reporting initiative, where children and adolescents themselves play an active role in identifying risks and child rights violations through peer-to-peer approaches

8. Explain the following:

“A socially well-functioning, prepared group is likely to show greater resilience and ability to care for themselves and each other in times of crisis than a socially disrupted one. Equipping children and adolescents with the knowledge and skills which are at the core of I Support My Friends, such as empathy, solidarity and how to link to their social support system, has many benefits for strengthening personal skills and social networks. For this reason, the training is particularly useful for children and adolescents as a preparedness measure, so that they are well equipped to respond in the event something difficult happens.”

9. Discuss for a few minutes which project/programme encompasses *I Support My Friends* in the context in which the participants work. Note that there may be several different projects.
10. Ask the participants if they have any questions. Address those and thank the participants for their active engagement.

2.4. The target group (10 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To define who <i>I Support My Friends</i> is designed for and why
Activity source
Section 1.2: “Who is <i>I Support My Friends</i> resource kit intended for?” in the <i>Theory and Implementation Guide</i> .

Instructions:

1. **Slide 12:** Introduce the participants to the target group of *I Support My Friends*:

“As mentioned earlier, the training targets children aged nine years and older. The design is informed by evidence on children’s emotional, social and cognitive development.”

2. Explain that the training in *I Support My Friends* should be inclusive of all children:

*“Training in *I Support My Friends* should be inclusive and non-discriminatory. The selection of participants should not involve an assessment of individual children or what they may have or may not have experienced.”*

“Facilitators should, however, be familiar with the situation of the participants. They should also be able to identify and refer a participant to further support if needed. This means that we need to have updated service maps and functioning referral pathways in place. If needed, facilitators may also explore with individual child or adolescent participants, and with their parent or caregiver, if they feel comfortable with the training at this moment or offer them options, such as to attend a later training.” This could be training especially adapted to the target group.

3. Ask if the participants have any questions at this point and address these. The question on whether to include participants who experience a lot of distress themselves may arise or might be pertinent to discuss in the context. Use the following narrative as a guide:

“Whilst the training is open to all children, it is important to consider the situation that the participants are in. A child or adolescent who is in the midst of a crisis may be absorbed in his or her own situation and not yet ready to attend to or support others. At the same time, it can be soothing to be part of a group and empowering to feel able to do something to help others. All participants should know that they are not expected to implement PFA upon completion of the training. Rather, this is a tool they can use when they need it and feel ready to use it. The most important thing is not to overwhelm the participants, hence the importance of always having reliable adults present who closely follow the processes.”

4. It may also be useful to discuss the inclusion of children or adolescents with disabilities. Ask the participants for input and to share experiences. It requires a whole other set of skills to work with adolescents with specific communication needs.
5. **Slide 13:** To stimulate participation and energy levels in the group, ask the participants to think about everything they know about children’s development. Ask them why they think the training in *I Support My Friends* is not recommended for children under nine years of age?
6. **Slide 14:** Adapt with your own responses as needed:

“From around nine years of age, children reach a stage of cognitive and emotional development that enables them to see other people’s perspectives and understand the impact of their own behaviour on others. They also reach the stage where they are able to draw simple logical conclusions and decide what further support is needed or how to deal with the issue of confidentiality.”

2.5. How can learning peer support skills benefit children and adolescents? (35 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To identify how learning peer support skills can benefit children and adolescents, both peer-supporters and those in distress
Activity source
Section 2.2: “The benefit of peer support for children and adolescents” in the <i>Theory and Implementation Guide</i> of <i>I Support My Friends</i> .

Instructions:

1. **Slide 15:** Explain to the participants that you will end Session 2 of this training with a short group exercise.
2. Read the two questions on the slide.
3. Explain that you will divide the participants into smaller groups. Each group will be allocated one of the questions to brainstorm for 10–15 minutes. You will then ask the participants to summarise their discussions to the others and discuss in plenary for another 20–25 minutes.
4. Divide the participants into groups of 4–5 participants. Give each group one of the questions. This means that more than one group may discuss the same question.
5. If needed, use the following two **guiding** questions to stimulate the conversations:
 - Guiding question for Question 1: “What helps a child or adolescent cope with adversity?” (E.g., someone who listens, a friend/family member, having someone you trust to talk to, having someone who can help you to access more help if needed).
 - Guiding question for Question 2: “What role do children and adolescents often take (or



would like to take) in times of crisis?”

6. After a few minutes of discussion, ask the participants to come back to the larger group and present what they have discussed. If more than one group has discussed a question, ask them to take turns to present a few points each.
7. Start with the group(s) that have discussed the first question. Then allow the other participants to add their reflections and thoughts on the question.
8. **Slide 16:** Add your own information as needed:

“Children and adolescents positively cope with adversity through complex interactions between their internal resources and their social protective network.”

“Positive coping is facilitated when children receive appropriate help and support at an early stage.”

“PFA is informed by evidence from decades of disaster literature and is recommended by expert consensus as the “do no harm” approach to help people who have recently experienced a crisis event and are distressed. It promotes factors that seem to be most helpful to people’s long-term recovery, including:

- *Feeling safe, connected to others, calm and hopeful*
- *Having access to social, physical and emotional support*
- *Feeling able to help themselves, as individuals and communities*

In one qualitative study, participants reported various benefits of PFA, such as improved safety, ability to feel calm, a greater sense of control and hopefulness.”

9. Thank the participants. Move on to the group(s) that have discussed the second question. As before, if more than one group has discussed a question, ask them to take turns to present a few points each. Then ask other participants to add their reflections and thoughts.
10. **Slide 17:** Add your own information as needed:

“As we mentioned in the beginning of the training, in day-to-day life, as well as in times of crisis, children and adolescents are often the first to notice how their friends are doing. They are naturally insightful about each other’s challenges and emotions and empathic and understanding of distress experienced by their friends and peers. In many cases, they will observe and hear about a challenging situation or a crisis impacting their friend before anyone else does and are often the first to respond to help in one way or another. They play an active role in helping each other, providing basic comfort and assistance and directing each other to the relevant support.”

“Even in very distressing situations, it can be helpful and empowering for a child or young person to be seen as – and enabled to act as – a resource rather than a passive recipient of support.”

This also means being active in self-support, using your own inner resources. In the training, there will probably be comments about stages of crisis. The facilitator should be able to reflect with participants on acute responses and that in an acute traumatic incident we cannot expect the child to be active in paying attention to others.

“The training in I Support My Friends helps children to be more aware of their existing abilities and learn new competencies that they can use to support peers in distress. The competencies include active listening, self-care, showing empathy and understanding and knowing how to link to the network of supports available to help

children and adolescents in distress. In other words, the training adds to the “toolbox” of personal and social life skills among children and adolescents. Aligning with modern research on resilience in children and adolescents, strengthening skills linked to behaviour and social interaction is important to facilitate positive coping and effective adaptation to adversities.”

“Another value of the training is that it reminds children and adolescents what they should not do. For example, it reinforces messages that the peer-supporter should not try to solve situations all by him or herself and when it is important to seek support from a trusted adult. Such conversations are particularly important in contexts of adversity, such as conflict or natural disasters, where children and adolescents may feel pressured to help or may experience feelings of inadequacy for not helping enough.”

11. Thank the participants for their contributions.
12. Explain that you have now come to the end of Session 2. Ask the participants if they have any questions and address them.

13. **Slide 18–19:** Recap the key learning points from the session:

“Key learning points from this session are:

- *The approach to helping people in distress is something we do naturally – and is sometimes called “Psychological First Aid” (PFA)*
- *Children and adolescents often play a natural role in supporting their friends and have the capacity to learn how best to do this*
- *Peer-to-peer PFA can be provided in any safe location to a friend in distress*
- *Help should not be forced upon the friend. Other, or additional, support may be needed*
- *Peer support is not only helpful for the person in distress to feel calm and supported. It is often also empowering for the peer-supporter*
- *I Support My Friends is a training for children and adolescents in peer support, which follows the PFA principles of LOOK, LISTEN and LINK*
- *Based on children’s development, the training targets children and adolescents from nine years of age. The training should be inclusive and non-discriminatory*
- *Self-care, child safeguarding and adult supervision are important key ethical principles of training in peer support*
- *I Support My Friends is not and should never be implemented as a stand-alone.”*

14. **Slide 20:** Show some quotes from children and adolescents who have participated in the training. Keep this slide up during the short break.

15. Before taking a short break of five minutes, ask the participants to stand up. Write through body movement each of the letters in *I Support My Friends* as a fun stretch/energiser.

End of Session 2

Session 3: Ethical considerations

(55 minutes)

Aim of session:			
<ul style="list-style-type: none"> • Participants will be able to define the key ethical considerations of <i>I Support My Friends</i> • Participants will be able to describe adult supervision and the role of the Focal Point 			
	Activity	Materials	Duration (min)
3.1	Ethical considerations: overview	<ul style="list-style-type: none"> • <i>Theory and Implementation Guide</i> • Notebooks/paper • Pens/pencils • Flipcharts • Markers 	30
3.2	Adult supervision and responsibilities		15
3.3	Fun, safe and inclusive facilitation		10

3.1. Ethical considerations: overview (30 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To generate awareness on the ethical considerations underpinning <i>I Support My Friends</i>
Activity source
Section 4. “Ethical considerations and child safeguarding” in the <i>Theory and Implementation Guide</i> of <i>I Support My Friends</i> .

Instructions:

1. **Slide 21:** Introduce the session:

A core principle of the UN Convention on the Rights of the Child is Article 3, which describes keeping the best interests of the children or adolescents at the centre of all activities that concern them. There are ethical considerations and standards on which the process of implementing I Support My Friends should be based, which we will look at now.”

2. **Slide 22:** Show the middle part of the diagram (“The Best Interests of the Child”) and ask the participants to give some examples of what they think are ethical considerations.
3. Click forward through the different components of the diagram on the slide:
 - Do no harm
 - Emotional and physical safety
 - Child safeguarding and safe programming
 - Confidentiality

- Child protection
 - Sensitivity to age, gender and culture
 - Self-care and personal boundaries
 - Adult supervision and responsibility
 - Facilitation methods
4. Guide the participants to become aware of Section 4 of the *Theory and Implementation Guide*, where the ethical considerations and standards are described.
 5. Then, for 5–10 minutes, ask the participants to discuss with their neighbour to the right the question “What do I need to do as programme staff/facilitator?”
 6. Gather the participants again and ask them to present their thoughts. Take notes on a flipchart and complete with additional information as needed. Make sure any context-specific details are discussed, such as engagement of community networks, service map updating or referral pathways establishment.
 7. Point out the box ‘Facilitation methods’ on the slide and say:

*“Building children’s and adolescents’ skills in PFA is not just about the specific activities within the training but is also about **how** these activities are facilitated. The facilitator is a role model and is responsible for the positive atmosphere and communication in the group. In other words, the way the training is facilitated is closely connected to the ethical considerations that we have just discussed, such as safe programming and ensuring moral and emotional safety. We will explore the principles of Fun, Safe and Inclusive facilitation in a moment.”*

Note to the trainers: An option is to implement this activity through a gallery walk. Ask the participants to walk around the room to look at the flipcharts that you have prepared. Each flipchart displays a key ethical consideration. Ask the participants to write down on the flipchart what they think they need to do as programme staff or facilitators of the training to ensure this ethical consideration.

3.2. Adult supervision and responsibilities (15 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To restate the role and responsibilities of adults • To define the function of the Focal Point and ways to supervise the peer-supporters
Activity source
Section 5.4: “The focal points” and section 6.3: “Facilitators: Role and responsibilities” in the <i>Theory and Implementation Guide</i> of <i>I Support My Friends</i> .

Note to the trainers: The role, responsibilities and qualifications of the Focal Point should ideally be defined before this training is held, so that contextualised information can be provided to the future facilitators. This will also allow the Focal Point to be part of the training. For guidance, please see the *Theory and Implementation Guide*, section 4.6.

Instructions:

1. **Slide 23:** Begin this part of the training by saying:

“I Support My Friends should be embedded in a socioecological approach. It is foundational to the safety and well-being of the participants in I Support My Friends that the supportive and protective networks of adults around children and adolescents are activated. There should always be adequate adult supervision and support available to the participants of the training, both during and after the training is completed.”

2. Go through the three examples of how adult support is ensured in the training:

- **Orientation meeting for parents and caregivers:** To facilitate everybody involved in making an informed decision about their participation, access to detailed information is important, such as: why this training has been organised, what it contains, who it targets, when and where it will be held, by who, and how to sign up. This also enhances the accountability of the initiative, as participants know what to expect.

The parents or caregivers (legal guardians) of participants should be invited to an orientation meeting about *I Support My Friends* before starting the training to be provided this detailed information. This is also an opportunity to seek input from parents and caregivers on the operational aspects of the training (timing, venue, duration, etc.). It is recommended that the Focal Point is present during this meeting to promote trust.

- **Information dissemination to community structures and service providers:** As part of preparing for the roll-out, relevant information should be disseminated through a variety of channels to ensure awareness about *I Support My Friends* among children, adolescents, parents/caregivers, key community members and service providers. This stimulates a common understanding and generates a ‘common language’.
- **Focal Point:** The function of a **Focal Point** – a trusted adult mentor – is an essential component of *I Support My Friends*. All adults and the designated Focal Points in particular are responsible for ensuring the safety of both the peer-supporters and those who are receiving PFA.

8. Guide the participants to section 5 of the *Theory and Implementation Guide*, which includes examples of an information letter to parents and caregivers and a consent form as well as more information about information dissemination, community engagement and the Focal Point.

9. **Slide 24:** Continue by discussing the general function of the Focal Point:

“The role of the Focal Point is to be available and accessible to support and guide those who have been trained in I Support My Friends. The Focal Point should be someone the peer-supporters feel comfortable to talk to and seek help from – for themselves or peers who require more assistance. The Focal Point can then provide guidance and link to caregivers (as appropriate and if it is safe to do so) and refer for further specialised support as needed.”

“It is advised that the Focal Point introduces him or herself and explains his or her role in-depth, both in the initial orientation session for I Support My Friends and in the training with children and adolescents. If possible, the Focal Point should participate as a co-facilitator in the training. When this is not possible, the Focal Point should be someone that the participants are familiar and comfortable with and know how to approach if necessary.

After the training, the Focal Point must be available to the participants for ongoing support and guidance and to manage referrals.”

3. Discuss the Focal Point arrangements in your context:

- Who is the Focal Point?
- What are his or her responsibilities? For example:
 - Meets regularly with the group of peer-supporters in a manner sensitive to age, sex, culture and abilities. Depending on the context, the meetings can be weekly, monthly or on-demand. In the beginning when the participants are still new as peer-supporters or in contexts where the needs are high, it is recommended that follow-up meetings take place more frequently (i.e., no less than twice per month).
 - Helps the peer-supporters set boundaries and provides guidance on when and how to link to further support. This may require individual follow-ups with the peer-supporters in addition to the group meetings. The more skilled and experienced the Focal Point is, the more “advanced” dialogues she or he may facilitate on self-care, protection of personal boundaries and psychosocial support.
 - Provides the opportunity to children and adolescents, in an age- and gender-sensitive manner, to give confidential feedback on *I Support My Friends* and ensures such feedback is forwarded to the relevant stakeholders.
 - Works closely with parents, caregivers and social or child protection services to ensure that any referrals involve parents/legal guardians and the relevant authorities.
- How often and where will the Focal Point meet with the peer-supporters?
- How many peer-supporters will the Focal Point be responsible for? (10-15 is recommended.)
- How will the Focal Point be supervised and supported?

4. Explain:

“The Focal Point is bound by the same child safeguarding rules as the facilitators. In the training of children and adolescents, it is important to explain what behaviour they can expect from the Focal Point after the training, and how and to whom they can communicate concerns if the Focal Point’s actions fall outside of these expectations.”

5. Ask if the participants have any questions and address them before moving on.

3.3. Fun, safe and inclusive facilitation (10 minutes)

Aim of the activity

- To recognise facilitation methods and techniques as part of the ethical considerations
- To describe the principles of FUN, SAFE and INCLUSIVE

Activity source

Section 6.6 “Facilitation methods and techniques” in the *Theory and Implementation Guide of I Support My Friends*.

Note to the trainers: This activity is only a brief recap of facilitation methods and techniques. As the participants should have both prior training in facilitation techniques and hands-on experience working with children or adolescents, it should be relatively easy for them to associate with the three principles of Fun, Safe and Inclusive, even if they have not heard this particular concept before.

Instructions:

1. **Slide 25:** Show the slide with the symbols of Fun, Safe and Inclusive. Explain:

*“To create a stimulating space for the learning of life skills, facilitators should establish a **fun, safe and inclusive** workshop environment, by using a variety of facilitation techniques and by being prepared to deal with difficult emotions. Good facilitation skills are the foundation for developing trust, empathy and tolerance between participants, and provide the basis for successful training outcomes.”*

2. Briefly reflect upon the meaning of these principles together with the participants. Do a brainstorm and note on the flipchart.

FUN	Laughter and fun have a number of benefits that support learning. Laughter eases anxiety and fear and improves the mood of the participants. It also has social benefits for the group, as it strengthens relationships, enhances teamwork, helps defuse conflict and promotes group bonding.
SAFE	One of the main principles of PFA is the safety of the peer-supporter. Physical safety focuses on the learning environment, materials, building, location and route taken to reach the training. Moral safety means that all activities should be appropriate and that participants are not involved in activities that embarrass them. Although the training addresses some sensitive subjects, it should be designed to maintain the social and emotional safety of the participants. This means, for instance, that mocking or bullying is never allowed and that a positive and constructive learning environment should always be promoted.
INCLUSIVE	A sense of inclusion stimulates learning, for example, by making sure that all opinions are respected and no one is intimidated. A variety of participatory learning techniques should be used to make sure that all participants have the chance to express themselves, not only those that are the most outspoken.

3. Explain:

“This afternoon, we will learn more about the different techniques we are using in the training with the children and adolescents.”

4. Explain that you have come to the end of Session 3. Ask if the participants have any questions and address them.
5. **Slide 26:** Then, recap the key learning points from the session:

“Key learning points from this session are:

- *There are ethical considerations and standards on which the process of implementing I Support My Friends should be based. This ensures the Best Interests of the Child (Article 3, UNCRC)*
- *Adult supervision and responsibilities are fundamental ethical aspects. The Focal Point is responsible for following up with the peer-supporters*
- *Information dissemination is important to facilitate informed assent and consent among children, adolescents and their parents/ caregivers*
- *The way we facilitate the training is also important, to create a fun, safe and inclusive learning environment.”*

End of Session 3

Session 4: Training details

(40 minutes)

Aim of session:			
<ul style="list-style-type: none"> Participants will be able to describe the training structure and content 			
	Activity	Materials	Duration (min)
4.1	The training structure and content	<ul style="list-style-type: none"> The <i>Training Manual</i> The <i>Participant's Workbook</i> The <i>Theory and implementation guide</i>. <p>One copy for each participant in appropriate language</p>	35
4.2	Introducing the group activity	<ul style="list-style-type: none"> None 	5

4.1. The training structure and content (35 minutes)

Aim of the activity
<ul style="list-style-type: none"> To generate familiarity with the sessions of the training and their content
Activity source
"Training structure and contents", <i>I Support My Friends Training Manual</i> .

Instructions:

- Welcome back the participants.
- Slide 27:** Explain that the group will continue to explore the materials a little more before moving on to practising the sessions.
- Slide 28:** Explain:

"The training entails 12 sessions. Each session has a dedicated focus and is presented step-by-step in the Trainer's Guide. We will now briefly go through the sessions one-by-one, to better understand how these learning objectives will be reached."
- Give a brief presentation of the aim and content of each of the sessions, as well as the facilitation techniques that are used.
- Guide the participants to look at the sessions in the *Training Manual* as they are covered. This will help them to get a better sense of how to navigate the manual. Point out the tables where the overview of the activities within the sessions are presented, the materials needed and

duration of each activity.

6. **Slide 29:** Look at the training cycle of *I Support My Friends*. Discuss the points in more detail as required for the context and audience.
7. **Slide 30:** Explain that there are some important recommendations to keep in mind with regards to the participants of the training in *I Support My Friends*:
 - *“The recommended size is 15–20 participants per group (or fewer if possible, particularly if the participants are new to each other)*
 - *It is recommended to implement the training with participants with common experiences, such as:*
 - *Coming from the same community*
 - *Coming from the same school – and if possible, the same class*
 - *Attending the same children’s/youth club or other community activity*
 - *It is advisable to separate the participants into similar age groups so that participants of approximately the same age attend the training together. A recommended division is 9–11, 12–14 and 15–17*
 - *However, the participants do not have to be the same age. There can be benefits to mixing the ages of the participants. If different age-groups are mixed, the facilitators should keep in mind that children of different ages communicate and understand things differently. The facilitation techniques should be adapted, so that all children can participate safely and actively. The facilitator should also be aware that younger children may find it difficult to express themselves in front of older children. Adolescents may in turn find it too “childish” if they are among younger participants*
 - *The training can be held with mixed groups of boys and girls. If so, a ratio of 50:50 is recommended. In some contexts, however, implementing the training in sex-disaggregated groups may be a preferred option, for example in programming targeting adolescent girls or boys*
 - *The training should be inclusive and accessible to all children and adolescents. This means that the training design and implementation (venue, location, etc.) must be adapted to cater for different needs, such as those with physical impairment.”*
8. **Slide 31:** Continue by explaining that there are also certain requirements regarding the facilitators, which should be respected in order to meet minimum standards. Besides having the relevant work experience and having completed training on foundational skills, these requirements include:
 - There should be at least two facilitators in every training (child safeguarding standard)
 - Facilitators should jointly prepare the training, make a clear division of tasks and closely collaborate with each other
 - The main facilitator is responsible for the training, planning and delivery of the sessions
 - The co-facilitator monitors timekeeping and the emotional well-being of the participants and provides support to both the main facilitator and the participants

It should be noted that co-facilitating sessions requires active attention from all parties. The

co-facilitator(s) needs to be attentive throughout the sessions, in case the lead/main facilitator requires support. The main facilitator should also continuously observe the group and be attentive to the specific needs of the group and of the individual participants.

- There should be a system of debriefing amongst the facilitators after a training in *I Support My Friends* to document experiences and findings, which in turn feed into learning at both the national and global levels.

9. Ask if the participants have any questions and address them.

10. **Slide 32:** Then, recap the key learning points from this part of the session:

“Key learning points from this part of the session are:

- *The training entails 12 sessions. Each session has a dedicated purpose and is presented step-by-step in the Training Manual*
- *Successful implementation requires us to look at the entire training cycle, including preparation and evaluation*
- *Child and adolescent participants should ideally have something in common, such as being from the same community*
- *As facilitators, we need to work together when implementing the training. Co-facilitation is an active process!”*

4.2. Introducing the group activity (5 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To prepare for the practice part of the training
Activity source
Developed for this manual.

Instructions:

1. Explain that this is the end of the training content. The rest of the training will be spent on practising the training sessions, as well as on further contextualising the materials if necessary.
2. Tell the participants that the trainers will implement a shorter version of Session 2 and 3 of the training in *I Support My Friends*. The participants will then take the role of facilitating the other sessions, starting from tomorrow. There will be some time allocated at the end of today for the groups to prepare.
3. Explain that the group will now take part in an energiser activity, which is also done with the children/adolescents. After the energiser, ask the participants to begin the next activity by imagining they were children around 12 years old.
4. Because it is a shortened version, facilitate the session **as if the participants have already**

completed drawing maps of their communities and of the risks and challenges that children and adolescents face here.

5. Remind the participants that they are encouraged to study each session carefully on their own, as a complement to the practice.

End of Session 4

Session 5: Practice, review and contextualisation

(115 minutes)

Aim of session:			
<ul style="list-style-type: none"> Participants will have the chance to practice activities from the training in <i>I Support My Friends</i> with children and adolescents 			
	Activity	Materials	Duration (min)
5.1	Practice of activities from Sessions 2 and 3	<ul style="list-style-type: none"> Pre-made map of the community, with risks and challenges marked out Flipchart/board Marker/chalk 	50
5.2	Feedback, review and contextualisation (general guidance for all group practice)	<ul style="list-style-type: none"> None 	15
5.3	Prepare for group practice	<ul style="list-style-type: none"> The <i>Training Manual</i> The <i>Participant's Workbook</i> 	50

5.1. Practice of activities from Session 2 and 3 (50 minutes)

Show me how you look when you feel (10 minutes)

Aim of the activity
<ul style="list-style-type: none"> To enable the participants to relax and have fun To get to know one's feelings and how feelings can be expressed
Activity source
Activity 3.2 in the <i>Training Manual</i> of <i>I Support My Friends</i> .
Materials
A soft ball

Instructions:

- Slide 33:** Explain that the next sessions are demonstrations and that you will facilitate activities that are part of the training manual for the children and adolescents so everyone can practice.
- Ask the participants to stand in a circle. Explain the activity:

"It is important to remember that not all children react to difficult experiences in the same way. Some experiences

are very hard for some children, but not for others. Some children show their reactions, others keep them inside. As we do the next activity, let us try to think about all of the different ways that a feeling can be expressed.”

3. Explain that you will do an activity that is about showing different feelings.

“I will pass the ball randomly to one of you. Your task is to say, ‘Show me how you look, or behave, when you feel...’ and add any feeling you would like, such as happy, sad, angry, surprised, scared, or tired. The participant who catches the ball has to act out the feeling with his or her whole body. Then he or she passes the ball to someone else and says the same thing, ‘Show me how you look (or behave) when you feel...’ the participant who is showing the feeling should then pass the ball to someone who has not had the ball before.”

“It is ok to mention the same feeling more than once, as this helps to illustrate that different people experience and express the same feelings in different ways.”

Note to the trainers: Other examples may be lonely, disgusted, enthusiastic, strong, brave, mistreated, nervous, relaxed, motivated, exhausted, focused, annoyed, determined, grateful, loved, and taken care of.

4. If the participants find this activity difficult, you could change the sentence to, “Show me what you do when you are sad/happy/angry/...”

5. Some participants may still find it difficult to act out a feeling. If a participant does not know what to do, ask if there are any volunteers who want to act out the feeling instead. Also, you can assist the participant by saying, *“Think about the last time you felt [add feeling here]. Can you remember how it felt? Try to put yourself back into that situation and now try to show how it felt with your body.”*

6. It is important to end the exercise with the expression of positive feelings. When everyone who wants to have a turn has shown a feeling, take the ball and ask everyone to show you how they look when they are happy, or excited or relaxed.

7. Thank the participants. Conclude the activity:

“As you have seen in this exercise, there are many different ways of expressing a feeling. There is no right or wrong way to express a feeling.”

8. Explain that, after the break, you will come back to discuss the topic of emotions and reactions further. For that, you would like them to sit in a circle.

Community mapping (20 minutes)

Aim of the activity
• Introduce the community mapping exercise
Activity source
Activity 2.1 in the <i>Training Manual of I Support My Friends</i> .
Materials
Pre-designed community map filled with risks and challenges

Note to the trainers: Community mapping is a common exercise with children and adolescents that many of the facilitators will likely be familiar with. To save time, this activity has been shortened significantly. As trainers, pre-design a community map and fill it with risks and challenges that children commonly face in the context you are working. Through role-playing by you as trainer, the participants will be guided as if they are the children who have just completed the community mapping.

Instructions:

1. Gather the participants together.
2. Show the community map (which should be prepared in advance). Guide the participants by saying:

“Thank you for your active participation in small groups before the energiser. Each group has now created a map of their community, outlining what risks and challenges children and adolescents may face in your area. Let us look again at a map from one of the groups.”
3. Show the map and recap the risks and challenges that have been marked out.
4. Continue by saying:

“Before the energiser, we also discussed whether children in different age groups experience the challenges and risks in similar or different ways. What I understood from you is that not all children experience risks in the same way. For example, adolescents are more likely to be at-risk on a dark road in the evening since they are more likely to be outside later than younger children.”
5. Explain that you will work more on the map later in the training and focus on the positive and supportive resources available in each community.
6. Decorate the wall of the venue with the maps. Explain that this will allow the participants to see the maps and continue discussing during the breaks.

Identifying other difficult situations of children and adolescents (20 minutes)

Aim of the activity
• To introduce how to identify situations that might be difficult for children and adolescents
Activity source
Activity 2.2 in <i>Training Manual of I Support My Friends</i> .

Instructions:

1. Tell the participants that there are situations other than those related to the risks on the map that can be difficult for children or adolescents. Ask the participants for examples. The experiences could be related to a crisis event that has affected their community or other experiences that affect children and adolescents in their day-to-day lives, such as bullying.

2. It is important to keep the level of potential emotional triggers as low as possible. Remind the participants:

“I would like you to think of the general experience that might be hard for children or adolescents in your community. The purpose of this activity is not to map out your individual experiences, but to jointly think of examples of difficult experiences that you have heard of or observed.”

3. Encourage the participants to express their ideas and reiterate that there are no right or wrong answers.
4. As participants call out the different experiences, add them to the flipchart. Explain that this is because the flipchart will be used in Session 3.
5. If there are some important experiences that the participants are not mentioning, ask them if they agree that these should be included on the list. For example:
 - moving to a new place or area
 - being bullied, teased or discriminated against
 - feeling heartbroken
 - fighting with a friend or a partner (adapt to context and age)
 - experiencing your parents fighting or going through a divorce
 - being separated from your parents or caregivers
 - witnessing someone you love being hurt, suffering from a chronic illness, being hospitalised or dying
 - witnessing your siblings go through difficult experiences
 - being involved in a car accident
 - being hit or struck by someone
 - being affected by a disaster
6. Thank the participants for their work. Tell them that it is not easy to reflect upon risks and difficult experiences. It is now time for a break where they can enjoy time together.
7. At the end of the session, play a joyful song that the participants like and that may encourage them to dance, if appropriate.

5.2. Feedback, review and contextualisation (15 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To review the activity and contextualise it as needed • To go through the “notes to the facilitators” for the activity
Activity source
Developed for this manual.

Instructions:

1. Gather the participants in a circle (sitting or standing). After practicing each activity, make sure the participants are given a round of applause, before you move on to the feedback, review and contextualisation part of the session.
2. When moving into the reflection phase after each activity, use the following as a guide:

To the participating audience:

- How did you feel when participating in this activity?
- What did you enjoy or find interesting?
- Did you identify any part that we need to review and/or adapt to the context?

Note to the trainers:

Encourage the participants to give positive and constructive feedback to each other. Encourage them to focus on the content and how the activity was implemented, and to avoid commenting on an individual participant's performance. Positively reframe what the participants say if needed. As a trainer, also give feedback and coach the participants.

3. Discuss any need and suggestions for contextualisation.
4. Go through the "Notes to the facilitators" for the activity as described in the *Training Manual*. These notes include important information and guidance on how the activity can be implemented and highlight points the facilitator should be mindful of to ensure safe programming.

5.3. Prepare for group practice (50 minutes)

Aim of the activity
<ul style="list-style-type: none">• To review the assigned activity and prepare to facilitate it• To identify any need for contextualisation
Activity source
Developed for this manual.

Note to the trainers:

This is a generic description to gather feedback on, review and contextualise the activity as needed.

Instructions:

1. Explain that you have now come to the part of the training where the participants themselves will practice some of the sessions from the training in *I Support My Friends*. They will now have

about 45 minutes to prepare for the implementation of their activity on the following day.

2. **Slide 34:** Talk through the arrangements in more detail:

- The participants will be divided into five groups
 - Each group will receive a session from the training with children and adolescents in *I Support My Friends* (see Table 2 below)
 - As a group, your task is to prepare to implement the session with the other participants. The implementation should take a maximum of 45 minutes and focus on the key elements of the activity. This means that some activities may need to be shorter than the duration stated in the *Training Manual*
 - Each activity should be implemented as if it were the actual training with children or adolescents
 - Each activity will be followed by a 15-minute reflection and, if needed, additional time to contextualise the materials
 - The groups should read their activity carefully and take note of any suggestions for adaptations they may have for different contexts
6. Divide the participants into their groups by asking the participants to count in turn, e.g., the first person says “one,” the second, “two,” and so on.
7. Clarify any questions that the facilitators may have.
8. As the groups are working, circulate among them and provide support as needed. Guide the participants to show the key aspects and elements of the activity of their session.

Table 2. Group/Activity Assignments for Participants’ Practice (Session 6)			
Group	Session Name	Activity	Materials
Group 1	Session 3: Our reactions to difficult experiences	Normal reactions to difficult situation (Activity 3.1)	<ul style="list-style-type: none"> • Flipchart/board • Marker/chalk • Pens or pencils • Mock flipchart with difficult experiences (from session 2)
Group 2	Session 5: How to support my friend: LOOK	Introduction to the three principles of psychological first aid (Activity 5.1) The principle of LOOK (Activity 5.2)	<ul style="list-style-type: none"> • Flash card with an image and a scenario • Worksheet 1: The PFA Principles
Group 3	Session 6: How to	The principle of LISTEN:	<ul style="list-style-type: none"> • Worksheet 1: The

	support my friend: LISTEN	Initial contact (Activity 6.1) Game: What has happened? (Activity 6.2)	PFA Principles <ul style="list-style-type: none"> • Paper strips with instructions and illustrations on roles
Group 4	Session 8: Confidentiality	Passing the Message (Activity 8.1) When must we link to more support? (Activity 8.2)	<ul style="list-style-type: none"> • Cards with situations when confidentiality cannot be promised
Group 5	Session 9: Self-care and setting personal boundaries	Self-care and setting personal boundaries (Activity 9.1)	<ul style="list-style-type: none"> • Flipchart/board • Marker/chalk • Flipchart: general coping strategies • Handout 2: strategies to take care of yourself as peer supporter

End of Session 5

Wrap-up and evaluation

(15 minutes)

Aim of session:		
<ul style="list-style-type: none">• To get everyone on the same page and end with positive feelings• To identify key learnings and answer questions• To evaluate the day and gather the participants' feedback		
Activity	Materials	Duration (min)
Wrap-up and evaluation of the day	<ul style="list-style-type: none">• Ball	15

Instructions:

1. Ask the group to stand or sit in a circle. Explain to the participants that you have now reached the end of today's training and together you will briefly summarise what you have learned so far.
2. Explain that you will wrap up the training day the same way with the children and adolescents.
3. Gently pass the ball to a volunteer and ask him or her to briefly mention an activity or a take-away from today's training. Then, ask the participant to gently pass the ball to a new volunteer and continue until everybody has had the chance to speak.
4. If something is missing after all participants have spoken, add a keyword or sentence so that all the activities and key learnings have been mentioned.
5. Ask if anyone has ideas or suggestions for improving the training, or any other questions or comments.
6. Check the parking lot and address any unanswered questions.
7. Thank the participants and remind them about the time and day for the next training session.
8. Encourage the participants to think about today's training and all the activities you have done together. Ask them to think of any questions they may have, which can be discussed in the next training session.
9. Close the training.

End of Wrap-up and end of day 1

Day 2: Welcome back and recap (30 minutes)

Aim of session:			
<ul style="list-style-type: none"> • To welcome participants back and recap the previous day • To remind the participants of the ground rules • To introduce what comes next in the training 			
	Activity	Materials	Duration (min)
7.1	Welcome back and recap	• None	30

Instructions:

1. Welcome the participants back to the training and thank them for coming. Ask them to sit or stand in a circle.
2. Ask each participant to think of an activity, a discussion or a game from the previous day.
3. Then, ask the participants to ask each other what activity, discussion, or game they thought of. They should then arrange themselves in the order the activities took place in the training session. If two or more participants have thought about the same activity, they can stand next to each other.
4. When the participants have arranged themselves, ask them one-by-one in order (starting from the morning) to say which activity s/he thought of.
5. Once you have gone through the line, ask the participants to name the activities that have not been mentioned. Help them if necessary, as it can be difficult to remember.
6. Ask the participants if they have any questions and address them.
7. Remind the participants of the ground rules and the “Parking Lot.”
8. Briefly introduce the content of today's training.

End of Session Welcome and recap

Session 6: Participants' practice

(5 hours/300 minutes)

Aim of session:			
<ul style="list-style-type: none"> Participants in their five groups will practice facilitating their assigned session of the training in a role play 			
	Activity	Materials	Duration (min)
6.1	Group 1 practices facilitating: <i>Normal reactions to difficult situations</i> (Session 3, Activity 3.1)	<ul style="list-style-type: none"> Prepared by participants according to the <i>Training Manual</i> 	45
6.2	Feedback, review and contextualisation of Activity 3.1	<ul style="list-style-type: none"> See Annex 6 for suggestions 	15
6.3	Group 2 practices facilitating: <i>Introduction to the three principles of psychological first aid and The principle of LOOK</i> (Session 5, Activities 5.1 and 5.2)	<ul style="list-style-type: none"> Prepared by participants according to the <i>Training Manual</i> 	45
6.4	Feedback, discussion and contextualisation of Activities 5.1 and 5.2	<ul style="list-style-type: none"> See Annex 6 for suggestions 	15
6.5	Group 3 practices facilitating: <i>The principle of LISTEN: Initial contact and Game: What has happened?</i> (Session 6, Activities 6.1 and 6.2)	<ul style="list-style-type: none"> Prepared by participants according to the <i>Training Manual</i> 	45
6.6	Feedback, review and contextualisation of Activities 6.1 and 6.2	<ul style="list-style-type: none"> See Annex 6 for suggestions 	15
6.7	Group 4 practices facilitating: <i>Passing the Message and When must we link to more support?</i> (Session 8, Activities 8.1 and 8.2)	<ul style="list-style-type: none"> Prepared by participants according to the <i>Training Manual</i> 	45
6.8	Feedback, review and contextualisation of Activities 8.1 and 8.1	<ul style="list-style-type: none"> See Annex 6 for suggestions 	15

6.9	Group 5 practices facilitating: <i>Self-care and setting personal boundaries</i> (Session 9, Activity 9.1)	<ul style="list-style-type: none"> Prepared by participants according to the <i>Training Manual</i> 	45
6.10	Feedback, review and contextualisation of Activity 9.1	<ul style="list-style-type: none"> See Annex 6 for suggestions 	15

Note to the facilitator: It may be useful to use annex 6 as a handout.

Instructions:

- Slide 35:** Explain that you have now come to the part of the training where the participants themselves will practice facilitating sessions from the training in *I Support My Friends* through a role play.
- Talk through the structure of the participants’ practice in more detail:
 - Each of the five groups will have a maximum of 45 minutes to facilitate their assigned session
 - All other participants will pretend to be the youth participants
 - Each activity will be followed by a 15-minute reflection and feedback, and if needed, additional time to contextualise the materials
 - Encourage the participants to give positive and constructive feedback to each other
 - Focus on what went well and focus on the content and how the activity was implemented, and to avoid commenting on an individual participant’s performance
 - Positively reframe what the participants say if needed. As a trainer, also give feedback and keep an encouraging, validating style. *“It seemed to work very well when...”*
 - Discuss how the facilitation was fun, safe and inclusive.. Ask for ideas to further increase the fun safe and inclusive facilitation
 - Discuss any need and suggestions for contextualisation, use Annex 6
 - Go through the “Notes to the facilitators” for the activity as described in the *Training Manual*. These notes include important information and guidance on how the activity can be implemented and highlight points the facilitator should be mindful of to ensure safe

programming.

3. Clarify any questions the facilitators may have and ask that they ensure their materials are ready.
4. Invite Group 1 to begin the participant practice by facilitating: *Normal reactions to difficult situations* (Session 3, Activity 3.1).
 - Remind the other participants be actively engaged as they pretend to be youth participants
5. Keep track of time and stop the session after 45 minutes. Warn the participants when half of the total time has passed and when there are 5-minutes remaining.
6. After the 45-minute session, keep the time for 15 minutes of discussion and feedback. Give tips to the group on facilitation and make sure to keep a validating and encouraging tone. Ask whether participants have any suggestions on contextualisation or general questions.
7. Refer to Annex 6 for additional thought-provoking questions and suggestions on how to contextualize each session.
8. Repeat Steps 4-6 for the remaining four groups facilitating the following sessions:
 - Group 2: *Introduction to the three principles of psychological first aid* and *The principle of LOOK* (Session 5, Activities 5.1 and 5.2)
 - Group 3: *The principle of LISTEN: Initial contact* and *Game: What has happened?* (Session 6, Activities 6.1 and 6.2)
 - Group 4: *Passing the message* and *When must we link to more support?* (Session 8, Activities 8.1 and 8.2)
 - Group 5: *Self-care and setting personal boundaries* (Session 9, Activity 9.1)
9. When all groups are finished, provide a summary the key learning points and take-aways.

End of Session 6

Session 7: Training closure

30 minutes

Aim of session:			
<ul style="list-style-type: none"> • To wrap-up the training and agree on what comes next • To address any remaining questions • To distribute certificates • To evaluate the training 			
	Activity	Materials	Duration (min)
7.1	Wrap-up and what comes next?	<ul style="list-style-type: none"> • Ball of yarn/string 	10
7.2.	Training evaluation	<ul style="list-style-type: none"> • Training evaluation (see Annex O) 	10
7.3	Distribution of certificates	<ul style="list-style-type: none"> • Certificates of completion for each participant (see Annex P for template) 	10

7.1 Wrap-up and what comes next? (10 minutes)

Aim of the activity
<ul style="list-style-type: none"> • To reflect upon learnings from the training • To prepare for closing of the training
Activity source
Designed for this resource kit.

Instructions:

1. **Slide 36:** Tell the participants that this is the last session of the training and that you are proud of what the group has accomplished together. You will now engage in an activity to start wrapping up and conclude what they have learned.
2. Recap the aim of the training and its learning objectives (go back to the flipchart where this has been written down).
3. Ask the participants to gather in a circle (sitting or standing). Explain that you will wrap up the training the same way with the children and adolescents.
4. Give one of the participants the ball of string. Explain to the participants that you will ask a

question linked to the training. The person with the string will be the first one to answer the question before he or she passes it across the circle to another participant (without letting go of the end of the string). It is then this person's turn to answer the question before passing the ball to the next person, and so on.

5. It is important that each person who gets the string holds on tight to his or her piece without letting go.
6. When the ball of string reaches the third or fourth participant, you will ask a new question before passing the ball again to a new participant.
7. Start the game. After every five participants, remember to ask a new question. Use the following examples of questions:
 - What have you learned about the first principle of PFA (LOOK)? Probe/progress with additional questions as needed to explore different actions under this principle.
 - What have you learned about the second principle of PFA (LISTEN)? Probe/progress with additional questions as needed, for example: How do you establish the initial contact? What could be some suitable questions to ask? What should you do to show our friend that you are actively listening?
 - What have you learned about the third principle of PFA (LINK)?
 - What have you learned about confidentiality? Probe/progress with additional questions as needed, for example: What can be an example of when confidentiality cannot be promised? What can you say or do then?
 - What can be a strategy for a peer-supporter to maintain his or her own well-being?
 - What are some important things to remember as a future facilitator of *I Support My Friends*-training with children and adolescents?
 - What are some important things to remember as a Focal Point?
8. When each participant has had the ball of string and answered a question, encourage the group to reflect on what has happened to the string. What does it look like? How does it reflect what you have learned about *I Support My Friends*?
9. Give time for some suggestions and then explain the following, if it has not been mentioned already:

“The string looks like a spider’s web. We have all played a part in creating this unique web and if one person was absent, it would look different. This web is strong and flexible, but it can also change (e.g., if one person drops out). The web is a symbol of how we are all connected and how we need to work together to support each other: both those in distress, the peer-supporters and us as facilitators and Focal Points.”
10. End the game by asking the person who got the string last to pass it back to the person he or she got it from. This person does the same until the string is back with the person who started and the string is back in the shape of a ball. This promotes a sense of respect and responsibility in the group.

7.2 Training evaluation (10 minutes)

Aim of the activity
<ul style="list-style-type: none">To evaluate the training and gather feedback from the participants
Activity source
Designed for this resource kit.

Instructions:

1. Start by saying:

“We have reached the end of the training to become a facilitator in I Support My Friends. Please give a round of applause to yourselves and your colleagues. I have really enjoyed working with you as future facilitators. Thank you for your hard work and participation.”

“I would like to hear your opinion of the training. This will guide all of us working with this training as to whether there are activities that need to be changed or improved for the next training session for facilitators. To evaluate the training, we will use smiley faces.”

2. Distribute the Training Evaluation (**Annex O**) to the participants. Show them the different smiley faces at the top of the sheet. Go through each of the smiley face expressions and what they mean. Make sure all the participants understand how to interpret the smiley faces.
3. Tell the participants that they should NOT write their names on the training evaluation. This will encourage honesty in their evaluation.
4. When the participants have finished, thank them for their feedback and collect the training evaluations.

7.3 Distribution of certificates (10 minutes)

Aim of the activity
<ul style="list-style-type: none">To distribute certificates in a fun way
Activity source
Developed for this resource kit.

Note to the trainers: Prepare a certificate of completion for each participant, with his or her name written on it. A template of a certificate can be found in **Annex P** in the *Training Manual for I Support My Friends*.

Instructions:

1. Invite the participants to stand or sit in a circle.
2. Distribute a certificate to each participant with the main page facing downwards so that they cannot see who the certificate belongs to.
3. Explain that each person will call out the name of the person that their certificate belongs to and hand over the certificate to this person.
4. Ask a volunteer to start by calling out the name of the participant that is written on the certificate. Once the certificate is handed over to this person, it is this person's turn to call out the name of the participant written on the certificate that he or she is holding.
5. Continue until all certificates have been distributed.
6. Thank all the participants by asking them to give a round of applause. The group could also sing a song together.
7. End the training.

End of Session 7. End of training

Annex 1: Training preparation check list

When planning and preparing for the training of facilitators, the following key points will be helpful to consider:

- **Audience:** Who will you be training? Find out as much as you can about the participants. What are their backgrounds, experiences, situations, constraints and opportunities?
- **Information dissemination:** How will information about the training (its purpose, eligibility criteria, etc.) be disseminated in an inclusive and transparent manner?
- **Location:** Where will the training be based? The location should be accessible, including to participants with a physical impairment.
- **Timing:** When is the best time to arrange the training?
- **Venue:** Where will the training be held? The venue needs to be suitable for this type of training. For example, it should have adequate light (ideally windows) and sufficient space for the whole group to be seated in a circle, or to do role-plays.
- **Duration:** How much time do the facilitators have each day? Is this enough to cover the content, or should the training be split over more days? This decision will also depend on the facilitators' current duties, for example, if they work in a community centre which is difficult to close for full days.
- **Approach:** What may impact the training methodologies you use? For example, in a location where the electricity is very unstable, it may be better to prepare the slides on flipcharts instead of Power Point.
- **Trainers:** Who will deliver the training? When and where will joint preparation take place?
- **Languages:** What languages do the facilitators speak? Is there a need for interpretation? If so, when will preparation with the interpreters take place? Has the material been translated to the local languages as necessary?
- **Materials and equipment:** Are the materials and resources needed for the training in place?
- **Catering:** What are the arrangements for lunch and coffee breaks?
- **Evaluation:** How will you measure success of the training? A post-questionnaire is attached in Annex O in the *Training Manual for I Support My Friends*.

Annex 2: Agenda for training of facilitators and Focal Points

DAY 1

Time	Session	Content	Reference to materials
08.45 – 09.00	Arrival and registration		
09.00 – 10.00	Session 1: Introduction	1.1. Welcome and introductions 1.2. Agenda and training objectives 1.3. Expectations 1.4. Ground rules for the group	Agenda The three manuals of the resource kit
10.00- 11.00	Session 2: About <i>I Support my Friends</i>	2.1. Children and adolescents in crisis situations 2.2. What is Peer-to-Peer PFA? 2.3. About <i>I Support My Friends</i> 2.4. The target group(s) 2.5. How can learning peer support skills benefit children and adolescents?	
11.00 – 11.30	<i>Coffee break</i>		
11.30- 11.45	Energizer	Free choice	
11.45. 12.40	Session 3: Ethical considerations	3.1. Ethical considerations: overview 3.2. Adult supervision and responsibilities 3.3. Fun, safe and inclusive facilitation	<i>The Theory and Implementation Guide</i>
12.40 – 13.40	<i>Lunch break</i>		
13.40 – 14.20	Session 4: Training details	4.1. The training structure and content 4.2. Introducing the group activity	<i>The Training Manual</i> <i>The Participant's Workbook</i> <i>The Theory and programmatic Guideline</i>
14.40 – 15.30	Session 5: Practice, review and contextualisation	5.1. Practice of activities from Session 2 and 3: - Show me how you look when you feel (Activity 3.2)	<i>The Training Manual</i>

		<ul style="list-style-type: none"> - Community mapping (Activity 2.1) - Identifying other difficult situations 	
15.30 – 15.45	<i>Coffee break</i>		
15.45 – 16.45	Session 5: (continuation)	5.2. Feedback, review and contextualisation 5.3. Prepare for group practice	
16.45 – 17.00	Wrap-up	Q&A and wrap-up	

DAY 2

Time	Session	Content	Reference to materials
08.45 – 09.00	Arrival and registration		
09.00 – 09.30	Welcome back and recap	Welcome back and recap	
09.30 – 10.30	Session 6: Practice, review and contextualisation	6.1 Group 1: Our reactions to difficult experiences (Activity 3.1, Session 3) (45 minutes) Feedback, review and contextualisation (15 minutes)	<i>The Training Manual</i>
10.30 – 11.00	<i>Coffee break</i>		
11.00 – 12.00	Session 6: (continuation)	6.2 Group 2: How to support my friend: LOOK (Activity 5.1 and 5.2, Session 5) (45 minutes) Feedback, discussion and contextualisation (15 minutes)	<i>The Training Manual</i>
12.00 – 13.00	Session 6: (continuation)	6.3 Group 3: How to support my friend: LISTEN (Activity 6.1 and 6.2, Session 6) (45 minutes) Feedback, review and contextualisation (15 minutes)	<i>The Training Manual</i>
13.00 – 14.00	<i>Lunch break</i>		
14.00 – 15.00	Session 6: (continuation)	6.4 Group 4: Confidentiality (Activity 8.1 and 8.2, Session 8) (45 minutes) Feedback, review and contextualisation (15 minutes)	<i>The Training Manual</i>
15.00 – 15.15	<i>Coffee break</i>		
15.15 – 16.15	Session 6: (continuation)	6.5 Group 5: Self-care and setting personal boundaries (Activity 9.1, Session 9) (45 minutes) Feedback, review and contextualisation (15 minutes)	<i>The Training Manual</i>

16.15 – 16.30	Recap of practice	Recap the learning from the training	<i>The Training Manual</i>
16.30 – 17.00	Session 7: Closure of training	7.1 Wrap-up and what comes next? 7.2 Training evaluation 7.3 Distribution of certificates	

Annex 3: Agenda for a half-day additional session for the Focal Points

Time	Session	Content	Reference to materials
08.45 – 09.00	Arrival and registration		
09.00 – 09.30	Session 1	1.1. Welcome and introductions 1.2. Agenda and training objectives 1.3. Expectations 1.4. Recap of ground rules for the group	
09.30 – 10.30	Session 2: Role and responsibilities of the Focal Point	2.1. The role and responsibilities, including child safeguarding (generic) 2.2. The context-specific arrangements, including supervision	<i>The Theory and Implementation Guide</i>
10.30 – 10.45	<i>Coffee break</i>		
10.45 – 11.45	Session 3: When further support is required	3.1 Confidentiality: when to keep and when to break 3.2 Responding to needs for further support, including referrals	<i>The Theory and Implementation Guide</i>
11.45 – 12.45	Session 4: Follow-up meeting with peer-supporters	4.1. Review of the generic agenda for a follow-up meeting with peer-supporters* 4.2. Practice implementation of a follow-up meeting	
12.45 – 13.00	Session 5: Wrap-up and closure	5.1. Q&A 5.2. What comes next? 5.3. Wrap-up and closure	

***Generic agenda for Focal Point follow-up meeting with peer-supporters (90 minutes)**

1. Welcome and introduction (30 minutes)
 - Why we are here
 - Recap of ground rules, including confidentiality of friends we have supported
 - Energiser

2. Group discussions, whilst respecting confidentiality (20 minutes)
 - *What is my experience of being a peer-supporter?*
 - *What have I learned so far?*
 - *What challenges have I come across as a peer-supporter? Suggestions for solutions?*
 - *What support do I need as a peer-supporter?*

3. Break for a snack (10 minutes)

4. Plenary discussion of group discussion outcome (20 minutes)
 - *What were some common experiences of being a peer-supporter?*
 - *What have been some common learnings so far?*
 - *What challenges have you come across as peer-supporters? Suggestions for solutions?*
 - *What support do you need as a peer-supporter?*

5. Wrap-up game (10 minutes)

Annex 4: Supervision

A strong system of technical supervision, is an important part of stimulating learning among the facilitators and Focal Points (and interpreters, where relevant). Supervision also promotes staff care and well-being. When team leaders and supervisors provide a safe and supportive environment the staff and volunteers involved in community-based MHPSS programming, such as the adults implementing *I Support My Friends*, can talk openly about sources of stress and ways of coping and ask for support and further capacity-building when necessary.

MHPSS supervision means fostering a supportive relationship between supervisor and supervisee(s). The goal of supervision is to create a safe and collaborative space to promote quality work, technical competencies and the well-being of the supervisee. The relationship between the supervisor and the supervisee is described as the ‘supervision alliance’. The qualities and competencies of supervisors and supervisees that promote a positive supervision relationship are listed in Box 3.¹⁹

Supervisor and supervisee qualities and competencies	
Supervisor qualities and competencies	Supervisee qualities and competencies
<ul style="list-style-type: none"> • Non-judgmental and empathetic • Demonstrates active listening skills such as paraphrasing and reflecting • Avoids giving advice • Facilitates supervisees to draw their own conclusions rather than supplying them with answers directly • Maintains an accurate list of available services for referral for supervisees or service users 	<ul style="list-style-type: none"> • Open minded and empathetic • Stays motivated • Self-aware and reflective • Prepares for supervision sessions (e.g., brings examples from training in <i>I Support My Friends</i>) • Flexible and adaptable • Honest • Demonstrates respect towards others in groups and in relation to their supervisor • Uses active listening skills

¹⁹ IFRC Psychosocial Centre, *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies*, 2018; IFRC Psychosocial Centre, *Supportive Supervision during COVID-19*, 2020, <<https://pscentre.org/wp-content/uploads/2020/05/Supportive-supervision-during-COVID-19.pdf>>

<ul style="list-style-type: none"> • Practises good time management (e.g., consistent and regular supervision sessions) • Co-creates agenda for supervision with supervisee • Flexible and adaptable • Maintains boundaries and confidentiality 	<ul style="list-style-type: none"> • Willing to engage in role-plays and other activities in session • Maintains boundaries and respects confidentiality
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A mixed approach to supervision is recommended, combining both individual and group sessions on a regular basis. It is recommended that, at a minimum, at least one type of supervision session is held each week. Facilitators and Focal Points should be involved in decisions on what kind of supervision will be provided and when, as they may have preferences about the format, duration and timing.

For more information on technical supervision and coaching of staff and volunteers involved in MHPSS programming, please refer to *Supervision: The Missing Link* by IFRC Psychosocial Centre.²⁰

²⁰ Under development as of June 2021.

Annex 5: Examples of resources for foundational pre-training

Psychological First Aid		
Save the Children, <i>The Psychological First Aid Training Manual for Child Practitioners</i> , 2013.	< https://resourcecentre.savethechildren.net/library/save-children-psychological-first-aid-training-manual-child-practitioners >	Instructor-led (available in English, Arabic, French and Spanish)
Child safeguarding and safe programming		
Keeping Children Safe, <i>Child Safeguarding PowerPoint Toolkit</i> , 2020.	< www.keepingchildrensafe.global/blog/2020/02/07/child-safeguarding-toolkit/ >	Power Point toolkit (self-learning)
UNICEF, <i>Ethics and Integrity at UNICEF</i> .	< https://agora.unicef.org/course/info.php?id=1289 >	E-learning (available in English, French and Spanish)
UNICEF, <i>Prevention of Sexual Harassment and Abuse of Authority</i> .	< https://agora.unicef.org/course/info.php?id=114 >	E-learning (available in English, Arabic, French, Chinese, Russian, Spanish and Castilian)
UNICEF, <i>Protection from Sexual Exploitation and Abuse (PSEA)</i> .	< https://agora.unicef.org/course/info.php?id=7380 >	E-learning (available in English)
Child protection		

The Alliance for Child Protection in Humanitarian Action, <i>Minimum Standards for Child Protection in Humanitarian Action (CPMS)</i> , 2019.	< https://alliancecpa.org/en/online-learning-materials/ecourse-minimum-standards-child-protection-humanitarian-action-cpms >	E-learning (available in English)
The Alliance for Child Protection in Humanitarian Action, <i>CPIE Face to Face Training</i> , 2018 and 2014.	< https://resourcecentre.savethechildren.net/library/child-protection-emergencies-face-face-training-package >	Instructor-led (available in English, Arabic and French)
Save the Children, UNICEF and others, <i>Actions for the Rights of the Children (ARC) Resource Pack</i> , 2009.	< https://resourcecentre.savethechildren.net/library/arc-resource-pack-actions-rights-children >	E-learning (available in English, French and Spanish)
EdX, <i>Child Protection: Children's Rights in Theory and Practice</i> , 2019.	< https://alliancecpa.org/en/online-learning-materials/mooc-child-protection-childrens-rights-theory-and-practice >	E-learning (available in English)
EdX, <i>Protecting Children in Humanitarian Settings</i> , 2019.	< https://alliancecpa.org/en/online-learning-materials/mooc-protecting-children-humanitarian-settings >	E-learning (available in English)
Child development and psychosocial support		
Save the Children, <i>Children's Development and Wellbeing E-learning</i> , 2018.	< https://resourcecentre.savethechildren.net/library/childrens-development-and-wellbeing-e-learning >	E-learning (available in English and Arabic)
The Alliance for Child Protection in Humanitarian Action, IASC MHPSS Reference Group and others, <i>Towards Effective Child Friendly Space Programmes in Emergencies</i> , 2014.	< https://alliancecpa.org/en/child-protection-online-library/towards-effective-child-friendly-space-programmes-emergencies-0 >	Instructor-led (available in English and Spanish)
Save the Children, UNICEF and others, <i>ARC Resource Pack</i> , 2009.	< https://resourcecentre.savethechildren.net/library/arc-resource-pack-actions-rights-children >	E-learning (available in English, French and Spanish)

Facilitation skills, including communication		
Save the Children, <i>Fun, Safe, Inclusive: A half-day training module on facilitation skills</i> , 2016.	< https://resourcecentre.savethechildren.net/library/fun-safe-inclusive-half-day-training-module-facilitation-skills >	Instructor-led (available in English)
Gender equality		
The Office of the High Commissioner for Human Rights (OHCHR), <i>OHCHR Gender E-learning Tool</i> .	< https://www.itcilo.org/courses/ohchr-gender-e-learning-tool >	E-learning (available in English)
European Institute for Gender Equality, <i>Gender Equality Training – Gender Mainstreaming Toolkit</i> , 2016.	< https://eige.europa.eu/sites/default/files/genderequalitytrainingtoolkit.pdf >	Guideline for implementation of training
Child and adolescent participation		
Save the Children, <i>Child Rights Programming E-Learning</i> , 2016.	< https://resourcecentre.savethechildren.net/library/child-rights-programming-e-learning >	E-learning (available in English, Arabic, French and Spanish)
Stress management and well-being		
Save the Children, <i>Stress Management for Staff</i> , 2013.	< https://resourcecentre.savethechildren.net/library/save-children-psychological-first-aid-training-manual-child-practitioners >	Instructor-led (available in English, Arabic, French and Spanish)

Annex 6: Inspiration for discussion and adaptation

Question guide for participants practice	
Our reactions to difficult experiences (Session 3.1)	<ul style="list-style-type: none"> • Discuss what guidance to give to the children or adolescents when given the task of selecting the three experiences that they think have the biggest impact: should the participants think of all age groups or only their own? (See 'Note to the facilitator' in association with instruction #6 in the <i>Training Manual</i>.) • Discuss whether the facilitators should include a reflection on gender norms
Different forms of support (Session 4)	<ul style="list-style-type: none"> • The activity from this session is not practiced during the training. The main content is presented during the overview of the training manual for <i>I Support My Friends</i>
How to support my friend: LOOK (Session 5, Activities 5.1 and 5.2)	<ul style="list-style-type: none"> • Review the filled version of the <i>Worksheet 1: The Principles of Psychological First Aid</i>, which has been included in the <i>Participant's Workbook</i> and referenced in the <i>Training Manual</i> (Section 5.2). Discuss options for learning if there are low levels of literacy in the groups of children and adolescents.

<p>How to support my friend: LISTEN (Session 6, Activities 6.1 and 6.2)</p>	<ul style="list-style-type: none"> • Review the filled version of the <i>Worksheet 1: The Principles of Psychological First Aid</i> as well as <i>Worksheet 2: Good listening skills</i>, which is included in the <i>Participant's Workbook</i> and referenced in the <i>Training Manual</i> (Sections 6.1 and 6.3). Discuss options for learning if there are low levels of literacy in the groups of children and adolescents. • Activity 6.3 is not practiced during the training. Take a few minutes to highlight the activity and describe it in broad terms to the participants.
<p>How to support my friend: LINK (Session 7, Activity 7.1)</p>	<ul style="list-style-type: none"> • The activity in this session is not practiced during the training. Take a few minutes to highlight the activity and describe it in broad terms to the participants, including the <i>Worksheet 1: The Principles of Psychological First Aid</i>, which has been included in the <i>Participant's Workbook</i> and referenced in the <i>Training Manual</i> (Sections 7.1 and 7.2). Discuss options for learning if there are low levels of literacy in the groups of children and adolescents. • Agree on whether <i>Worksheet 3: Support in our community</i> will be used.
<p>The role of the Focal Point(s) (Session 7, Activity 7.2)</p>	<ul style="list-style-type: none"> • The activity in this session is not practiced during the training. Take a few minutes to highlight the activity and describe it in broad terms to the participants. The details on the Focal Point

	arrangement should already have been discussed earlier in this training. Recap as needed.
Confidentiality (Session 8, Activities 8.1 and 8.2)	<ul style="list-style-type: none"> • Carefully discuss the examples of when it may not be possible to respect confidentiality. Link back to the “do-no-harm” principle and the importance of positively empowering children and adolescents without giving them too much responsibility. • Review the pre-designed case studies on confidentiality included in the <i>Training Manual</i> (Annex L).
Self-care and setting personal boundaries (Session 9, Activity 9.1)	<ul style="list-style-type: none"> • Review the table with strategies to take care of oneself as a peer-supporter (see also Handout 2 of the <i>Participant’s Workbook</i>).
Practice PFA – role-play (Session 10)	<ul style="list-style-type: none"> • The activity in this session is not practiced during the training. Take a few minutes to highlight the activity and describe it in broad terms to the participants.

Annex 7: Evaluation of facilitator training in *I Support My Friends*

Date: _____

Please circle the number that best corresponds to how you feel about the training.						
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
ABOUT THE TRAINING						
The information was clear and easy to understand.	1	2	3	4	5	Comments
The information I received is useful to my work.	1	2	3	4	5	Comments
After the training, I feel able to describe <i>I Support My Friends</i> , including what Peer-to-Peer PFA is, who it targets, when and where it can be implemented, how it can benefit children/ adolescents and key ethical aspects.	1	2	3	4	5	Comments
After the training, I feel able to list key ethical principles and mechanisms to ensure that <i>I Support My Friends</i> is in the best interests of the children and adolescents.	1	2	3	4	5	Comments

After the training, I feel able to identify the steps to be taken to implement activities in the <i>I Support My Friends</i> -training with children and adolescents, by using the <i>Training Manual</i> as a guide.	1	2	3	4	5	Comments
After the training, I feel able to describe good practice for implementing key activities , including aspects to be adapted to the context.	1	2	3	4	5	Comments
ABOUT THE FACILITATION METHODS AND TRAINER						
The teaching methods used by the facilitator were effective.	1	2	3	4	5	Comments
The training was engaging and fun.	1	2	3	4	5	Comments
The facilitator was knowledgeable about the subject.	1	2	3	4	5	Comments
The facilitator created a supportive atmosphere in the training.	1	2	3	4	5	Comments
The participants actively engaged in the training.	1	2	3	4	5	Comments
The facilitator was well-prepared and organised.	1	2	3	4	5	Comments
The facilitator dealt with questions in an effective way.	1	2	3	4	5	Comments
ABOUT THE VENUE						

The venue was suitable/comfortable for the training.	1	2	3	4	5	Comments
ABOUT YOU						
I would recommend this training to others.	1	2	3	4	5	Comments
1. Please say in a few words what you found most useful in this training.						
2. Please say in a few words what was least useful in this training.						
3. What suggestions do you have to improve the training for future participants?						
4. What further support do you need from your line manager/technical advisor to be comfortable and able to implement <i>I Support My Friends</i> in a safe and ethical manner?						

Thank you for your participation and feedback! 🙏



Annex 8: Template of a Certificate of Completion

CERTIFICATE OF COMPLETION

awarded to

For having successfully completed a facilitator training in

I Support My Friends

This training equips the participant with skills and knowledge to facilitate training with children and adolescents in “I Support My Friends,” in which they learn a set of skills to enable them to identify if a friend is in distress, provide immediate support in a safe manner, and help link to further assistance.

dd/mm/yyyy

Location, Country



