

i SUPPORT MY FRIENDS



TRAINING MANUAL

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



The resource kit is available online:

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FOREWORD

It is with great pleasure that UNICEF, Save the Children (SC)/MHPSS Collaborative, and WHO present *I Support My Friends* – a resource kit to facilitate training for children and adolescents in how to support a friend in distress, building on the principles of psychological first aid (PFA).

I Support My Friends recognises the agency and capacity of children and adolescents, girls and boys, to develop the skills to support their friends and ensures that they can do so safely with close adult supervision and attention to child safeguarding. The training builds on existing evidence-informed materials as well as our global experience in working with children and adolescents. At its heart lies the globally endorsed principles of **LOOK, LISTEN, 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).

I Support My Friends empowers children and adolescents to identify and support their peers in distress whilst recognising the role that they naturally play in the protective networks of their peers. Children and adolescents expressed enthusiasm for the materials during piloting in Japan, Jordan, Mongolia and Turkey, prompting 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 could 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, UNICEF, SC/MHPSS Collaborative 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 the coping skills, wellbeing and the safe participation of children and adolescents, as well as supporting access to psychosocial support within their communities.

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¹ World Health Organization, 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/, accessed 8 February 2021



KEY DEFINITIONS

Adolescence is the stage of physical, social, moral, emotional and cognitive development of children, which should be understood in relation to the local context and culture. A guiding age bracket is 10–19 years old.²

Caregiver refers to those responsible for the care of children. This includes parents, grandparents, siblings, legal or customary guardians, and others within the extended family network, as well as other child caregivers outside of the family network.³

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

Child Protection is the prevention of – and response to – abuse, neglect, exploitation and violence against children.⁴ Child protection should not be confused with the protection of children's rights, which is the responsibility of everyone working with children. Similarly, child protection is related to – but distinct from – child safeguarding.

Child Rights-Based Approach is a programming approach directed at 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 recognized as rights holders, whilst the State and other actors are recognized as duty bearers, accountable for their acts or omissions.

Child Safeguarding refers to all actions to keep children safe from any possible harm, including harm of a child's dignity and psychological integrity. As per the *Minimum Standards for Child Protection in Humanitarian Action*,⁵ all organizations should have child safeguarding policies, procedures and implementation plans in place, to ensure staff, operations or programmes do not harm children.

Community includes all adults and children, as well as other stakeholders in child and family well-being, such as teachers, health workers, legal representatives and religious and governmental leaders. 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.⁶

² UNICEF, *The State of the World's Children 2011: Adolescence – an Age of Opportunity*, 2011. www.unicef.org/sowc2011/pdfs/SOWC-2011-Main-Report_EN_02092011.pdf.

³ 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.

⁴ The Alliance for Child Protection in Humanitarian Action, *Minimum Standards for Child Protection in Humanitarian Action*, 2019. www.alliancecpha.org/en/CPMS_home.

⁵ Ibid.

⁶ UNICEF, *Community-based Mental Health and Psychosocial Support in Humanitarian Settings*.

Crisis event refers to a situation which causes serious distress to those experiencing or witnessing it. The event may be sudden or unexpected, but can also develop gradually. Examples include: accidents, natural disasters, conflict, disease outbreaks and direct experience of, or witnessing of, violence or abuse. Crisis events can be experienced by many people – that is, on a mass scale – or by individuals (e.g., interpersonal violence).⁷

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 events are experiences that impact 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, their adult caregivers or legal/customary guardians. This can also include various other arrangements such as living with grandparents or extended family members, with siblings in child or youth-headed households, or in foster care or institutional care arrangements.⁸

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 all individuals – regardless of their gender identity – are identified, considered and acknowledged.⁹

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and is able to contribute to his or her community.¹⁰

Mental Health and Psychosocial Support describes any type of support that aims to protect or promote psychosocial well-being and prevent or treat mental disorders.¹¹

Peers are children or adolescents in similar age groups. They may be friends, or they may not know each other. A 'peer supporter' is a participant who has been trained in *I Support My Friends*.

Persons with disabilities live with long-term sensory, physical, psychosocial, intellectual or other impairments. These, in interaction with various barriers, prevent the individual from participating in, or having access to, humanitarian programmes, services or protection.¹²

⁷ World Health Organization, *War Trauma Foundation and World Vision International, Psychological First Aid: Guide for Field Workers*.

⁸ 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.

⁹ Save the Children, Gender Equality Program Guidance and Toolkit: [Engendering Transformational Change](#), 2014.

¹⁰ World Health Organization. [Mental Health Action Plan 2013–2020](#), 2013.

¹¹ Inter-Agency Standing Committee, [IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings](#), 2007.

¹² Inter-Agency Standing Committee, [Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action](#), 2019.

Resilience is the ability to overcome adversity and positively adapt following challenging or difficult experiences. It refers to the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their well-being. It also refers to their capacity to negotiate for these resources to be provided and experienced in culturally meaningful ways.¹³

Well-being describes the positive state of being when a person thrives and their rights are realized across several domains. In this resource kit, well-being is divided into three domains:

1. Personal well-being: thoughts and emotions such as hopefulness, self-esteem, self-confidence and constructive emotional management.
2. Interpersonal well-being: nurturing relationships, a sense of belonging and the ability to be close to others.
3. Skills and knowledge: the capacity to learn, to make positive decisions, to effectively respond to challenges in life and to express oneself.¹⁴



LIST OF ACRONYMS

AFC	Adolescent Friendly Space
CFS	Child Friendly Space
CP	Child Protection
IASC	Inter-Agency Standing Committee
IFRC	International Federation of Red Cross and Red Crescent Societies
MEAL	Monitoring, Evaluation, Learning and Accountability
MHPSS	Mental Health and Psychosocial Support
PFA	Psychological First Aid
SC(I)	Save the Children (International)
SEL	Social Emotional Learning
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
WHO	World Health Organization

¹³ Resilience Research Centre, ['Welcome to the Resilience Research Centre'](#).

¹⁴ 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.



INTRODUCTION

Helping people in distress is something we do naturally, and is sometimes called psychological first aid (PFA). PFA is recommended by expert consensus as the 'Do No Harm' approach to helping people who have recently experienced a crisis event and are distressed.¹⁵ Because children and adolescents often are the first to observe and learn about their friends' concerns, adults around them have a responsibility to support them in knowing what to say and do, what NOT to say and do, and when to seek support. The *I Support My Friends* training will equip children and adolescents to provide peer-to-peer PFA during times of crisis.

The *Training Manual* is one component of the *I Support My Friends* resource kit. The resource kit provides guidance and tools for preparing, designing and implementing trainings with children and adolescents in how to support a friend in distress. It includes four components:

- The *Theory and Implementation Guide* presents an overview of key concepts and the theoretical foundation of *I Support My Friends*.
- The *Training Manual* (the document you are now reading) outlines, step by step, the three-day training for children and adolescents, including what materials are needed and examples of case studies/stories.
- The *Participant's Workbook* contains the worksheets to be used by participants in the training. Each participant should receive his or her own workbook, which contains written information as well as space for notes and drawings.
- The *Manual for training of facilitators and focal points* includes the materials needed to build the capacity of the facilitators and Focal Point(s) who will implement the training for children and adolescents. The package includes a training manual, agenda, PowerPoint slides and other guiding materials.

For more information about *I Support My Friends*, ethical considerations, the requirements, role and responsibilities of the Focal Point(s) and more, please consult the *Theory and Implementation Guide*. This guide must be read in its entirety before implementing a training in *I Support My Friends*.

¹⁵ Inter-Agency Standing Committee, IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings; Sphere Association, *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response*, (fourth edition), 2018.



THE TRAINING

The *Training Manual* provides guidance on how to plan and structure each session, including recommended activities and tips to adapt the session for different age groups, for children and adolescents with low literacy levels, and taking into account child safeguarding considerations. It also includes tools to support the preparation of this training in Annexes, such as:

- Annex D: information letter to parents, caregivers and legal or customary guardians
- Annex E: example of a consent form
- Annex F: Example of a pre-questionnaire for children and adolescents.

The *Theory and Implementation Guide* is a key resource when planning a training and should be referenced regularly when tailoring each session to the needs of the participants. The following section will provide an overview of the training structure and key considerations for preparing the training.

TRAINING STRUCTURE AND CONTENTS

The training is divided into eleven thematic sessions, with some of the sessions containing more than one activity. Informed consent from the parent/legal or customary guardians and informed assent from the children/adolescents to participate in the training, should be confirmed through an orientation session prior to the start of the training. A brief overview of each session is provided below.

Session 1: Introduction, team building and trust (75 minutes)

The first part of the training comprises an introduction to the facilitators and the Focal Point(s) and sets out the purpose and content of the training. It includes activities for the participants to get to know each other. The children/adolescents' assent to participate in the training is also re-confirmed. Ground rules for the training are agreed to establish a respectful, fun, safe and inclusive learning environment. The participants are introduced to, or re-minded of, the accountability mechanisms. If the group participants have attended other structured activities together, this is an opportunity to remind them that the same ground rules are also valid for this training.

Session 2: Our community (50+30 minutes)

This session involves the development of a community map, followed by group discussion in plenary. The participants identify safe places, sources of support, risks and other difficult situations that children and adolescents in the community may experience. The community mapping activity can be particularly useful if the training is embedded in a larger disaster preparedness, child protection or school safety initiative. Reference to an alternative activity called the Tree of Wellbeing and Distress has been included, where the participants focus on the social and emotional issues, rather than risks and resources of physical locations.

Session 3: Our reactions to difficult experiences (45+25 minutes)

The participants work in groups to identify common reactions to the risks and difficult experiences that they mapped out in the previous session. After the break, the groups prepare a still image (sometimes called a body sculpture) of a difficult experience and some common reactions to it. This is followed by further discussion in plenary.

Session 4: Different forms of support (20 minutes)

Dialogue – conducted in pairs – followed by a plenary discussion, facilitates the sharing of ideas on the different kinds of help that children and adolescents may need in different situations. This is the last session of Day 1.

Session 5: How to support my friend: LOOK (40 minutes)

The principles of PFA are introduced. The participants explore the principle of LOOK, utilizing a pre-designed scenario (see Annex G of this manual). 


Session 6: How to support my friend: LISTEN (50+30+45 minutes)

The participants explore the principle of LISTEN in depth. The session starts with group work on what questions should or should not be asked, and reasons for this, as part of the initial contact with a peer in distress. A game is then played as an opportunity to practice what has been learnt about the principles of LOOK and LISTEN so far. Afterwards, the participants continue to learn and practice the DOs and DON'Ts for active listening.

Session 7: How to support my friend: LINK (55 minutes)

The principle of LINK is explored. The participants learn about the support they will receive from the Focal Point(s). (Note that the role of the Focal Point(s), and their responsibilities and qualifications need to be adapted to the context; see Section 5.4 of the *Theory and Implementation Guide*). The appropriate ways for participants to be in contact with the Focal Point(s) after the training (e.g., how often, when and in what ways) are discussed. Additionally, the expected behaviour from the Focal Point(s) with regard to child safeguarding standards is addressed. The session ends with an activity for each participant to identify who in their personal network they can turn to for support. This is the last session of Day 2.


Session 8: Confidentiality (50+30 minutes)

The principle of confidentiality is discussed. Pre-prepared case studies (see Annex L of this manual)  are presented and discussed with the participants to illustrate some situations where confidentiality could or could not be kept, and how this can be explained to the peer in a sensitive manner.


Session 9: Self-care and setting personal boundaries (45 minutes)

The importance of self-care and the well-being of the peer supporter is discussed. Additionally, ideas on how to maintain one's own personal boundaries are discussed and shared by the participants. Some general tips for self-care are also presented by the facilitators and discussed with the participants.

Session 10: Practice PFA – role-plays (75 minutes):

The last session gives the participants the opportunity to practice their newly acquired skills in providing PFA to a peer through role-plays, followed by receiving constructive feedback. Examples of scenarios have been pre-prepared (see Annex N of this manual)  to guide the participants in the right direction and ensure that the important points are covered and illustrated.

Session 11: Wrap-up and evaluation of Day 3 (45 minutes)

A closing activity helps to wrap up the training. The participants are asked to share their feedback and evaluate the training. Certificates are distributed (see Annexes O and P of this manual). 

Throughout, time and ideas for carefully selected **energizers** for this training are included. However, the facilitators, with the support from a technical specialist, should always assess whether any adaptations are needed in order to ensure sensitivity to age, gender, disability, culture and the needs of the participants. Other aspects of the specific context should also always be considered. Other energizers – notably, those who may be more engaging for older age groups – can be found in the *Children's or Youth Resilience Programme Manuals*.¹⁶ Inspiration for energisers can also be found in *100 Ways to Energise Groups: Games to use in workshops, meetings, and the community*,¹⁷ by the International HIV/AIDS Alliance.

THE WORKBOOK

A workbook has been developed for the *I Support My Friends* training. This should be distributed to each participant. It contains worksheets to be used during the training. These worksheets allow the participants to take notes on the PFA action principles and their ideas for what active listening is/is not. The worksheets need to be adapted in the event that participants have low or no literacy skills. Other methods of communication, such as drawing can be used in these cases.



“At the training, everything was interesting, particularly the role-play, working in groups. We can be down and unhappy, so it’s really important to listen to your friends and support them.”

Quote from a 14-year-old girl participating in a pilot training in Mongolia.

¹⁶ Save the Children, *The Children's Resilience Programme: Psychosocial support in and out of schools*; Save the Children, *The Youth Resilience Programme: Psychosocial support in and out of school*, 2015.

¹⁷ International HIV/AIDS Alliance, *100 ways to energise groups: Games to use in workshops, meetings and the community*, 2002.

KEY CONSIDERATIONS

There follows a summary of key considerations for facilitators to keep in mind when preparing a training. Detailed guidance can be found in the *Theory and Implementation Guide*, which should be read prior to planning and facilitating *I Support My Friends*.

- The principles of inclusiveness and non-discrimination should guide the mobilization of participants for *I Support My Friends*.
- A list of all materials needed for the training can be found in Annex A, and a detailed checklist that presents information to help prepare the trainings can be found in Annex B of this manual. The checklist provides references to documents and details of where they can be found.
- It is recommended that the training is conducted in groups of 15–20 participants who have something in common, such as coming from the same community, school, or club.
- All trainings should have at least two facilitators: one lead facilitator and one co-facilitator. The two facilitators should carefully prepare the training together. The appropriate gender balance among the facilitators and Focal Point(s) should be considered.
- Materials should be translated into the language of the participants. It is advisable to adapt the materials to the context or substitute them with local alternatives that are more readily available or culturally appropriate. Note also that the training can be implemented with almost no materials at all.
- Meals, drinks and snacks should be provided to participants during the training.

The list above is a high-level summary of some of the key considerations that facilitators should keep in mind while preparing for the training. The *Theory and Implementation Guide* should be referenced for detailed guidance on age, children with disabilities, child safeguarding, adult supervision, child development considerations and guidance on facilitation.

For further guidance on conducting trainings for children and adolescents, please refer to the following resources:

- Save the Children (2012), [The Children's Resilience Programme – Facilitators Handbook](#)
- Save the Children (2015), [Youth Resilience Programme: Psychosocial Support In and Out of Schools](#)
- Save the Children (2016), [Fun, Safe, Inclusive: A half-day training module on facilitation skills](#)
- Plan International (2013), [Sticks and Stones: A training manual for facilitators on how to increase the involvement of children in their own protection](#)

THE AGENDA

The training in *I Support My Friends* is designed to take place over three days, but additional days can be used, depending on the context and profile of the participants. In some circumstances, the participants may not be available for full days, or conducting the training over three days may be

too demanding on the concentration and attention of the participants. There may also be other aspects to consider, such as factoring in extra time for interpretation during the training.

Depending on these considerations, the training can be implemented either over three (or fewer/ more) consecutive days, or it can be spread over a longer period. Spreading out the training creates the opportunity for the participants to take home what they have learned, practice (i.e., apply their skills) and then come back and reflect on how it went during the training. This process should continue with the support from the Focal Point(s) after the training.

A suggested agenda is provided below. This can be adapted to meet the above-mentioned timing considerations; however, the order of the activities should not be changed (see Annex C for a version that can be edited).



DAY 1

SESSION	TITLE	DURATION	TIMING
1	Introduction, team building and trust 1.1. <i>Pass the ball game</i> 1.2. <i>What we have in common</i> 1.3. <i>Why we are here and informed consent</i> 1.4. <i>Ground rules</i> 1.5. <i>Distribution of the Participant's Workbook</i>	75 min	09.00-10.15
	<i>Break</i>	20 min	10.15-10.35
2	Our community 2.1. <i>Sources of safety and support in our community</i>	50 min	10.35-11.25
	<i>Short break</i>	5 min	11.25-11.30
2	2.2. <i>Risks and difficult experiences of children/adolescents in our community</i>	30 min	11.30-12.00
	<i>Lunch break</i>	45 min	12.00-12.45
3	Our reactions to difficult experiences 3.1. <i>Normal reactions to difficult situations</i> 3.2. <i>Show me how you look when you feel...</i>	45 min	12.45-13.30
	<i>Break</i>	15 min	13.30-13.45
3	Our reactions to difficult experiences 3.3. <i>More about reactions and emotions</i>	25 min	13.45-14.10
4	Different forms of support 4.1. <i>What helps when going through a difficult experience?</i>	20 min	14.10-14.30
	<i>Wrap-up of Day 1</i>	30 min	14.30-15.00
	Total duration	6 hours	

DAY 2

SESSION	TITLE	DURATION	TIMING
	<i>Welcome back and recap</i>	30 min	09:00–09:30
5	How to support my friend: LOOK 5.1. <i>Introduction to the three principles of PFA</i> 5.2. <i>The principle of LOOK</i>	40 min	09:30–10:10
	<i>Break</i>	20 min	10:10–10:30
6	How to support my friend: LISTEN 6.1. <i>The principle of LISTEN: Initial contact</i> 6.2. <i>Game: What has happened?</i>	50 min	10:30–11:20
	<i>Break</i>	10 min	11:20–11:30
6	6.1. <i>The principle of LISTEN: Active listening</i>	30 min	11:30–12:00
	<i>Lunch break</i>	45 min	12:00–12:45
6	6.1. <i>Practice active listening skills</i>	45 min	12:45–13:30
	<i>Break</i>	15 min	13:30–13:45
7	How to support my friend: LINK 7.1. <i>The principle of LINK</i> 7.2. <i>The role of the Focal Point(s)</i> 7.3. <i>Other trusted adults in my network</i>	55 min	13:45–14:40
	<i>Wrap-up of Day 2</i>	20 min	14:40–15:00
	Total duration	6 hours	

DAY 3

SESSION	TITLE	DURATION	TIMING
	<i>Welcome back and recap</i>	30 min	09:00–09:30
8	Confidentiality 8.1. <i>Game: Passing the message</i> 8.2. <i>When can we not promise confidentiality?</i>	50 min	09:30–10:20
	<i>Break</i>	20 min	10:20–10:40
8	8.3. <i>Review and discussion of scenarios</i>	30 min	10:40–11:10
	<i>Break</i>	10 min	11:10–11:20

DAY 3 (cont.)

SESSION	TITLE	DURATION	TIMING
9	<i>Self-care and setting personal boundaries</i>	45 min	11:15–12:00
	<i>Lunch break</i>	45 min	12:00–12:45
10	<i>Practice PFA – role-plays</i>	75 min	12:45–14:00
	<i>Break</i>	15 min	14:00–14:15
11	<i>Closing activity, evaluation and wrap-up</i>	45 min	14:15–15:00
	Total duration	6 hours	

THE TRAINING STEP BY STEP

The following section presents step-by-step guidance for the facilitators to implement the training. Tables are included, which break down the specific activities within each session. These tables also note the duration of each activity and what materials will be needed. A detailed script for the facilitators is provided, and this should be used as a guide to deliver the sessions. It is important that the facilitators practice speaking as freely as possible (this comes with experience). However, even though a facilitator may feel more comfortable using his or her own words, it should be noted that the content should be similar to that provided in this manual.

SESSION

1

INTRODUCTION,
TEAM BUILDING
AND TRUST



AIMS OF THE SESSION:

- For participants to get to know each other and learn each other's names
- To promote positive group dynamics, trust and mutual respect
- To agree on ground rules that guide expected behaviour during the training
- To discuss the aim of the training and confirm the participants' informed assent

Activities

Duration

1.1 Pass the ball game

Materials:

- Space for participants to stand or sit in a circle
- A soft ball



1.2 What we have in common

Materials:

- Space for participants to stand or sit in a circle



1.3 Why we are here, and informed assent

Materials:

- Cardboard box or similar, for gathering feedback from the participants
- Flipchart/post-it notes for 'Parking Lot'



1.4 Ground rules

Materials:

- Flipchart/board
- Marker/chalk



1.5 Distribution of the *Participant's Workbook*

Materials:

- A copy of the Participant's Workbook for each participant, including the agenda of the training
- Pen/pencils for each participant



Total Duration

75 min

Activity

1.1

PASS THE BALL GAME



AIMS OF THE ACTIVITY

- For participants to get to know and feel comfortable with each other
- To promote trust in the group
- To observe group dynamics

MATERIALS

- Space for participants to stand or sit in a circle
- A soft ball

ACTIVITY SOURCE

International Federation of Red Cross and Red Crescent Societies (IFRC) Reference Centre for Psychosocial Support and Save the Children Denmark (2012), *The Children's Resilience Programme*.



Instructions:

1. Ask the participants to stand (or sit) in a circle. Welcome them to the training and thank them for coming. Each facilitator should introduce himself or herself; saying your name, what you do and who you work with, in a child-friendly manner. Invite the Focal Point(s) to briefly introduce themselves and their role. (Facilitators – please refer to the Focal Point(s) by name and outline their role if they are not present at the training).

2. Explain that you are going to play a game to learn each other's names:

"For this game we will use a ball. I will 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 in the group 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 pass the ball to someone else in the group. It will then be that person's turn to say his or her name, and which community or neighbourhood he or she 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 game, using the participants' names. 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 each other's names. If we cannot remember someone's name, we will kindly ask the participant to help us by saying her/his own name. Then, it is that person's turn to pass the ball to someone else."

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

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. Ask them to remain standing in the circle so that you can introduce the next activity.



Note to the facilitators:

- Remember** Make sure each participant gets a chance to say her or his name in both the first and second rounds. Be sensitive to participants who may be shy speaking in front of the others, or any other needs they may have in order to participate safely and comfortably – particularly if the individuals in the group are new to each other.
- Adapt for disabilities** Be sensitive to individuals who are living with disabilities. You may replace the ball with a balloon that has bells inside, for example.
- Make it safe and inclusive** Role model a safe and inclusive learning space, support the participants by gently repeating the instruction step-by-step if needed, and keep it short and simple. Encourage the participants to accept, appreciate and respect one another, irrespective of their backgrounds or situations.
- Make it more difficult** If the game is too easy; for example, if the participants already know each other, you can add more balls and pass them around simultaneously to make it more fun. Group Juggle is a variation of the pass ball game, and this can be used when participants already know each other (*see Group Juggle instructions, below*). 👁️
- Make it a warm-up** A warm-up activity could entail actively throwing the ball to a participant, with everyone then naming the person to whom it has been thrown. This warm-up could be done each time the participants meet, to remind everyone of each other's names.

Instructions for the Group Juggle game:

1. Ask the participants to stand up and form a big circle.
2. Pass a ball to a participant and say the name of that person. It is then that person's turn to pass the ball and say the name of the person they are passing the ball to. Each participant must remember the name of the person they have passed the ball to (this is very important). The game goes around until the last person gets the ball. They then say your (the facilitator's) name and pass the ball back to you.
3. Once the ball has gone around the whole group, ask the participants to repeat the same exercise, passing the ball around the participants in the same sequence as previously.
4. Once the pattern is set, explain to the participants that now they have to keep remembering the person they passed the ball to, but also be aware of the person passing the ball to them. Explain that you will begin the game again, but this time they will have more than one ball going around the circle.
5. As facilitator, start the game again. Once you have passed the first ball to 'your' participant and the ball has started being passed 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 them.

WHAT WE HAVE IN COMMON



AIMS OF THE ACTIVITY

- To help the participants to identify things that they have in common
- To help introduce the purpose of the training

MATERIALS

- Space for participants to stand or sit in a circle

ACTIVITY SOURCE

IFRC Reference Centre for Psychosocial Support and Save the Children Denmark (2012), *The Children's Resilience Programme*.



Note to the facilitators:

The following activity includes statements to illustrate what the participants have in common and the differences that may exist in the group. Examples of statements have been provided below, starting with a few generic ones, which may be adapted. If you adapt the generic statements, carefully choose statements so that single individuals are not put in a situation where they appear different from everybody else. If there are differences in the group, you can reflect positively upon this by praising the participant(s) for being unique and saying that you welcome diversity in this training, as it helps to see things from different perspectives.



Instructions:

1. Take the ball and ensure the participants are still standing in a circle. Explain what comes next:

"We will now take a few minutes to reflect upon what we have in common before we talk about the training, and why we are here today. We will do this in order to get to know each other better, as there may be things we have in common that we don't yet know of."

2. 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, please 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 is forced to reveal anything about themselves if they do not want to."



3. Read the following statements, which have been designed especially for this training. Start with the first three statements, which are simple 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.*
- *Think that children or adolescents have an important role in supporting each other.*
- *Have seen a friend being sad or in some other way not feeling OK.*
- *Have a friend who has talked to you about a problem that he or she has.*
- *Think that it can sometimes be hard to know what to do when a friend is sad or in some other way not feeling OK.*
- *Have felt sad or worried yourself after having met someone else in difficulty.*
- *Have felt strong and happy when you were able to help a friend to find a solution to a problem.*
- *Are interested in learning more about how you can tell if someone is not feeling good.*
- *Would like to learn more about how to help a friend who is sad or upset.*

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

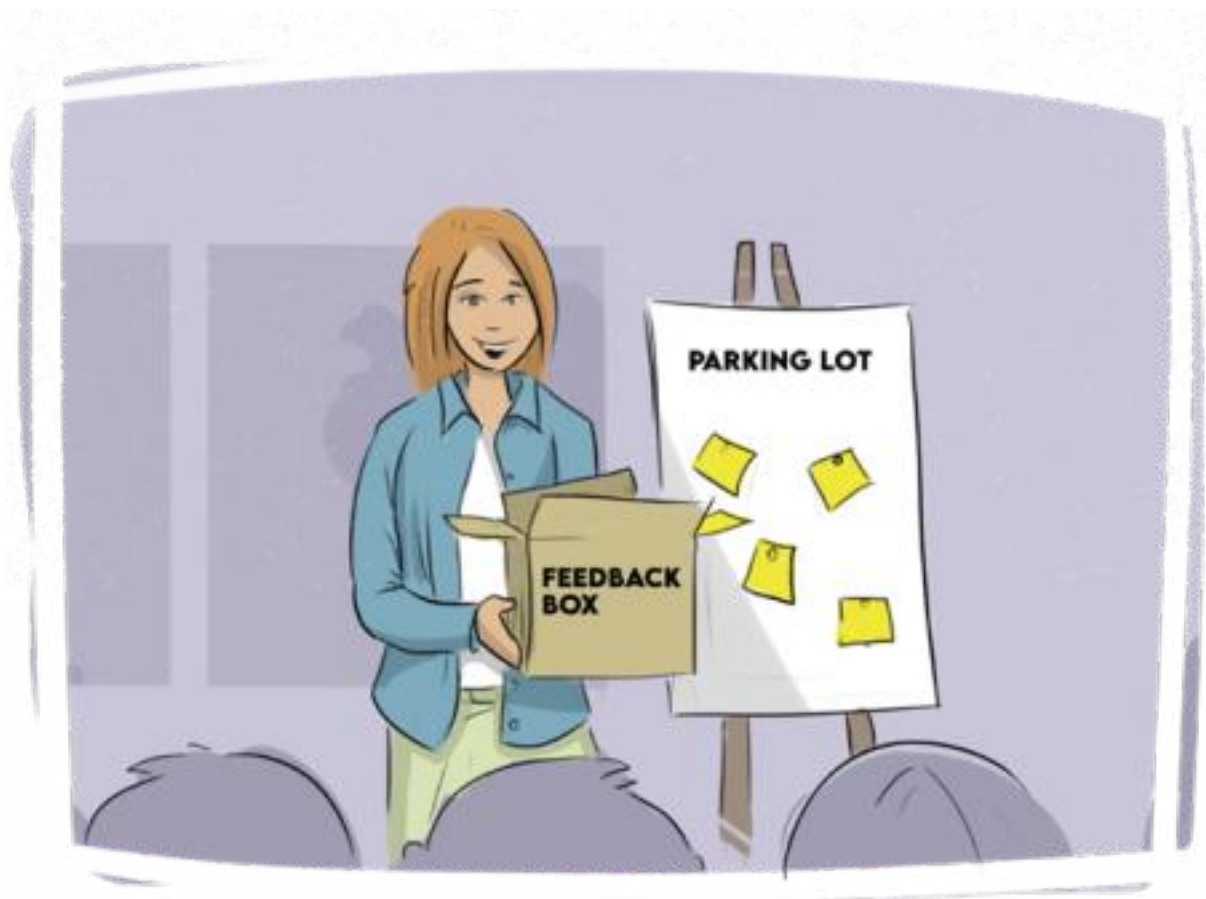
- *What did you think about this activity?*
- *What are some of the things that you have in common?*
- *What are some of the differences?*
- *What else did you learn from this activity?*

5. Conclude the activity:

"As you have noticed, many of us have had experiences of supporting a friend who is upset, sad, worried, or in some other way showing that he or she is not OK. Many of us are also curious about learning more about what we can do in such situations, and who else can help [adapt to the outcome of the activity]. This is why we are here today. We will now continue to talk more about why we are here and about the training."

6. Ask the participants if they have any questions, and address them.

7. Thank the participants for their contribution. Tell the participants to remain in the circle for the next activity, but in a seated position.



AIMS OF THE ACTIVITY

- To explain the structure and purpose of the training
- To provide an opportunity for participants to give their informed assent

MATERIALS

- Cardboard box or similar, for gathering feedback from the participants
- Flipchart/post-it notes for 'Parking Lot'

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

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

Preparation Prepare a cardboard box by writing 'Feedback Box' on it. 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. Utilizing a Feedback Box may be more appropriate to use with the older age groups, so adapt it to your context (and literacy levels). Also, prepare a flipchart by writing 'Parking Lot' on it, and have post-it notes available; these will be used to record questions or issues that will be addressed later in the training. In addition, keep the programme's agenda on display in the training venue so that the participants can consult it when needed.

Adapting for Literacy Levels Be aware of the literacy levels in the group and other barriers that may prevent children and adolescents from expressing their opinions and ideas (such as aspects associated with cultural or gender norms, or disability). Using multiple channels for communication is recommended. One option may be to name specific facilitators who will help to submit the feedback. Another option may be to identify volunteers within the group as people who can support their peers by forwarding any questions, concerns, feedback or suggestions. Additionally, it is always recommended to go through the child safeguarding reporting mechanism that children and adolescents can turn to if needed.

Safeguarding Voluntary participation is one of the nine basic requirements for effective, ethical and meaningful participation among children and adolescents (United Nations Committee on the Rights of the Child). It may not be easy for a participant to express her or his discomfort with participating in the training, for a range of reasons. Therefore, it is important to share information about *I Support My Friends* in a variety of ways before the participants attend the training. As facilitator, you should be attentive during the training in case there is a participant who appears to not want to be in the training, or if the training in some way seems to be against his or her best interests. If you have concerns, gently follow up with the participant one-on-one (whilst respecting child safeguarding principles) and consult further with your manager and the participant's caregiver as needed and as appropriate. For more information, see Section 4.1 of the *Theory and Implementation Guide*.





Instructions:

1. Ask the participants to sit in a circle, and then you can introduce the training:

"We are meeting here today to discuss and learn more about how we can help our friends and other children or adolescents when they are upset."

"Everyone experiences times in their lives when they are happy and times when they feel sad, angry or upset. When people go through difficult experiences, like a disaster (such as a flood, an earthquake, or drought), conflict, loss in a family, or something difficult in their daily life [adapt to the context to make it relevant for the participants], it can be very hard to be happy and feel good. At these times, it can help to have a friend there to give support. What do you think?"

2. Allow a few seconds of silence, in order to let the participants respond if they like. Then continue by giving a simple overview of the training content and structure:

"You have all been invited to take part in this training because you have expressed an interest in learning more about ways to help and support other young people. In this training, we will look at what kinds of reactions young people may have when going through difficult times: how they might feel and what they might do. Then we will look at what you, as a 'peer supporter', can do to help and support another child or adolescent who is upset, sad or angry."

"We can call other children or adolescents our peers if they are in a similar age group as us. This is why you, as a participant in this training, will be known as a 'peer supporter'."

3. Make a reference to the peer supporters' own well-being:

"Helping another person who is struggling can sometimes make us feel uncomfortable, or it may bring back our own sad memories or difficult feelings. This is normal, because it shows that you understand how they feel. In this training, we will also discuss how you may feel as a 'peer supporter' and what you can do in times where you might feel sad or upset."



"During this first session, the children wanted to know what psychological first aid was. I explained it like this: 'If your friend had an accident and she cut her arm, what would you do?' One child responded, 'I would put a bandage on her arm.' I said, 'Yes, you would put a bandage on, and that is something anyone can do. Psychological first aid is similar to physical first aid. If a friend is having a difficult time, you can help her by 'putting a bandage' on her feelings and helping her cope with them. We will learn more details about what psychological first aid is and how you can provide support to your friends in this workshop'"

Quote from a facilitator in a pilot training in Japan.*

* **Note:** Throughout this manual are boxes such as this, which contain quotes from children, adolescents and facilitators who have been involved in the piloting of *I Support My Friends* in Japan, Mongolia and Turkey. They should be used as inspiration for the facilitators, but should not be read out loud to the participants during the training session.

4. Check if the participants have any questions. Then, continue to explain the training in more detail:

"The training will be split over three days [adapt as necessary]. There will be group work, discussions, role-plays and some fun games too. At the end of each day, there will be an opportunity for you to tell us how you felt about the day's activities. This is an important part of the training because it will tell us if you felt it was useful, or whether you thought some of the activities were boring, or not helpful. This will help us to improve the training for the future."

5. Remind the participants that the training is voluntary:

"Your participation is completely voluntary. If anyone changes their mind along the way, you have the right to decide not to continue. The best thing to do then is to come and talk to [name of the co-facilitator] about this on a one-to-one basis."

"It is important for you to know that you are not expected to implement PFA with peers who are sad or upset, just because you have participated in this training. This training is about practising skills that you can use when you feel you need to, and are ready. If you do not feel ready to engage with a peer who is going through difficulties, you should never feel obliged to intervene."

"If you have joined the training, it is our hope that you will do your best to continue to the end. Your parents/ caregivers have received the same information as you and have agreed that you can participate in this training, but the final decision is yours."

"Before we continue, I want to make sure you all understand why you are here and confirm that you are willing to participate in the training."

"If at any point you feel uncomfortable during the training and need a break, please come and talk to [name of co-facilitator]."

6. Introduce the Feedback Box:

"This is a box in which you can drop a note about any feedback, suggestions, or ideas you may have about the training. You can also put any concerns you might have in here. You do not have to write your name on the note, if you don't want anyone to know that you put it in there."

7. Explain that the Feedback Box will be available throughout the training and that the facilitators will be checking it at the end of each day.

8. Introduce the Parking Lot:

“We will be noting down any questions or comments that you may raise during the training, that we either do not have time to answer right away, or would perhaps be better addressed at a later stage. You are also welcome to add a question or a comment to the Parking Lot yourself. At the end of each day, we will check the Parking Lot and try to answer any remaining questions or comments in there.”

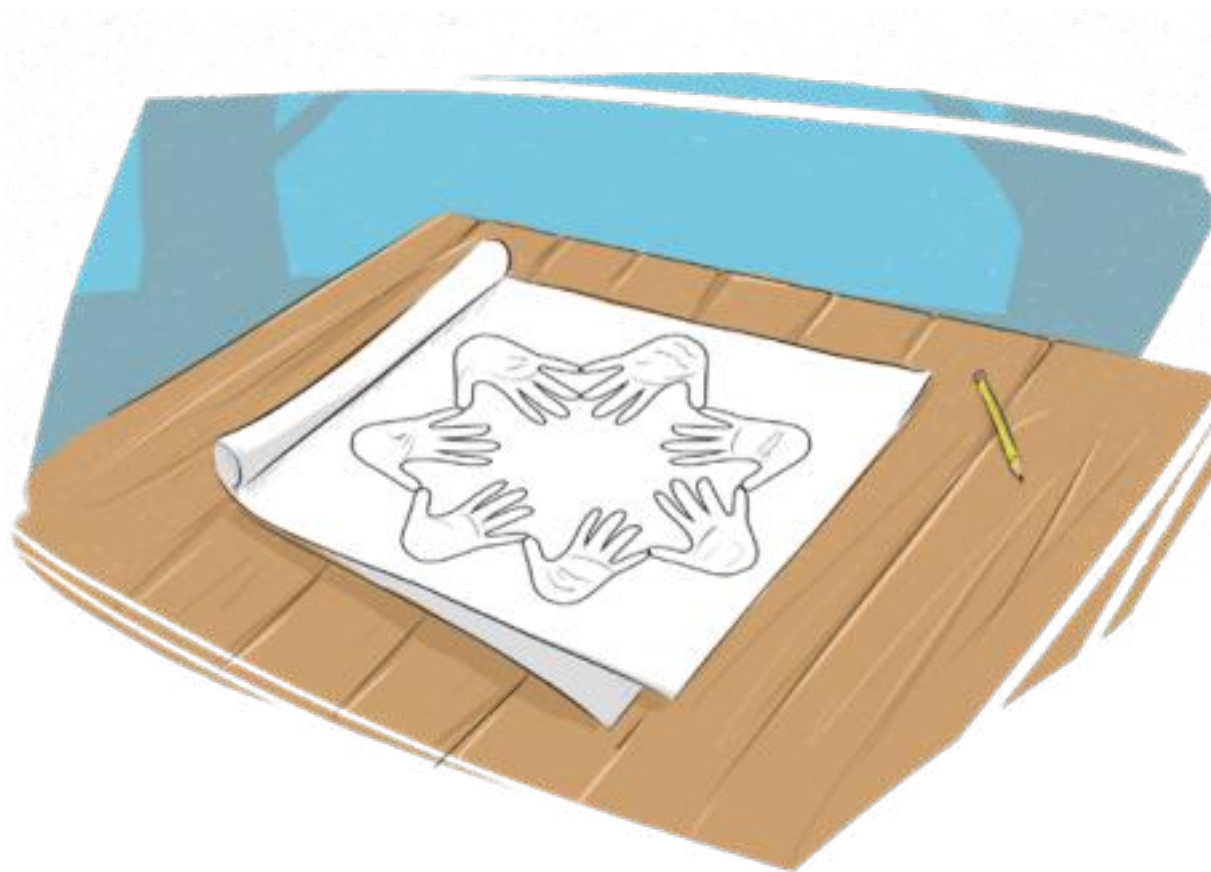
9. Go through the child safeguarding reporting mechanism that is particular to your context.

10. Ask if there are any questions and address them.

11. Thank the participants for their engagement and move to the next activity. Tell the participants to remain in the circle, but ask them to get into a standing position.



I
SUPPORT
MY
FRIENDS



AIMS OF THE ACTIVITY

- Agree on rules of behaviour for the training
- Understand the importance of respect and being able to trust each other

MATERIALS

- Flipchart/board
- Marker/chalk

ACTIVITY SOURCE

Save the Children (2015), *The Youth Resilience Programme*.



Note to the facilitators:

Let the participants set the ground rules and expected behaviour themselves, as much as possible. This will give them a feeling of ownership of the training space.

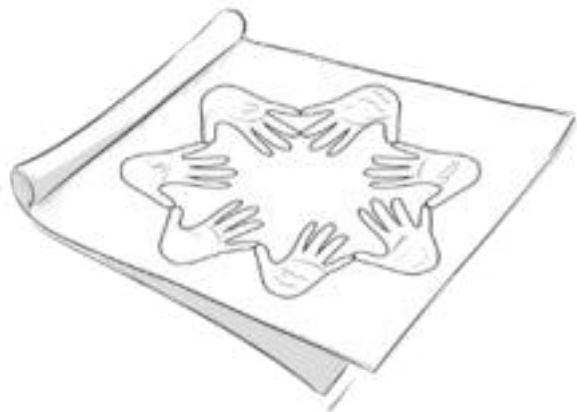


Instructions:

1. Start the activity with the participants standing in a circle.
2. Place a piece of flipchart paper on a table, either in the middle of the circle or beside it, depending on the space available. If the group is large, you can stick two pieces of paper together. Explain the purpose of ground rules and how to do the next activity:

"In this training, it is important that everybody, both children and adults, knows 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 participants."

"I will now ask each of you to draw an outline of your hand on the paper. All your hands should create a circle by linking to the other hands. Please write one rule inside your hand drawing that would help everybody to feel comfortable during this training. These will be the ground rules of the training. You could write, for example, that you hope everybody will listen carefully, or that everybody will be on time every day."




3. As facilitator, see the illustration and provide more guidance to the participants if needed.
4. If the group is large, ask five to six participants at a time to come to the flipchart to draw their hands and insert their rule. In a context of social distancing, such as during the Covid-19 pandemic, you may ask the participants to come to the table to draw their hand one by one.



Adapting for Literacy Levels:

If the participants have low or no literacy skills, you can ask them to draw a symbol that represents their hope or expectation instead of writing it, or help them to write it.

5. As facilitator, also draw your hands and insert a ground rule. Write your rule 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 (see Step 7 for examples). 

6. When the participants have finished, ask everybody to return to the circle. Ask some volunteers to help you hold up the flipchart with the ground rules so that everybody can see it.

7. Review the ground rules together. Make sure that the basic rules listed below are included and discussed with the participants, in order to establish a respectful, fun, safe and inclusive environment:

- Respect each other and value the differences in the group
- Everyone has the right to an opinion without judgement by others
- Listen to each other
- There are no wrong answers – everyone is here to learn
- Try to join in as much as you can, but only share your ideas and thoughts if you want to
- Be motivated and encourage others to participate
- Be kind to each other in both words and actions
- Help each other when needed
- In some contexts, it may make sense to specifically mention/agree not to discuss political matters

8. Explain that the ground rules are for everybody, including the facilitators and Focal Point(s):

“Everybody in this training should follow these rules: the participants, facilitators and Focal Point(s). As participants in this training, you can always expect the facilitators to treat you with respect and be kind to you. They should not say anything that makes you sad, they should not hit you, or do anything else that makes you or another participant feel upset. If you have a concern about the behaviour of a facilitator or Focal Point, you are encouraged to put a note in the feedback box, use the [child safeguarding mechanism], or talk to [name of child safeguarding Focal Point], so that they can understand what happened and help to resolve the situation.”

9. Expand on the role of peer supporter:

“As peer supporters, you have a responsibility to treat others (and yourselves) with respect, also outside of this training. For example, this means that we should not force anybody to accept our support if they do not want to. Later in this training, we will talk more about things you should keep in mind as peer supporter when helping a peer who is upset.”

10. Display the flipchart with the ground rules on a wall throughout the training.

11. At this point, you should also discuss confidentiality. You can say:

"This training should be a fun and safe learning space where everybody feels happy to participate. This means that as we work together, we will treat each other with kindness and respect other opinions. It also means that no-one should share another participant's personal and private matters outside of this workshop space. It is important that we all agree to this, because that will make us all feel safe and comfortable about sharing."

12. As needed, discuss the reasons why confidentiality is so important:

"If we share something personal here with each other, we would not want anyone here to share this with someone outside the group. Therefore, we also have the responsibility to not share anything about anyone in the group with people outside of it. We should always treat other people the way we would like to be treated ourselves. You should also remember that something that you might not think is private can be private for another person (or vice versa)."

13. 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 harmed by someone, if you are at risk of harming yourself, or if you tell me about another person who is being hurt. It is my responsibility as a caring adult to help you and other children 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."

14. Continue by saying:

"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."



Safeguarding Principle

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.

15. Ask the participants if they have any questions and address them.

16. Then, praise the participants for having taken the first important steps to create a nice learning environment for the rest of the training.

17. Ask the participants to sit down in the circle, as you move on to the next activity.

Activity

1.5

DISTRIBUTION OF THE *PARTICIPANT'S WORKBOOK*



AIMS OF THE ACTIVITY

- To equip the participants with the materials they need for the training
- To go through the details of the agenda

MATERIALS

- A copy of the *Participant's Workbook* for each participant, including the agenda of the training
- Pens/pencils for each participant

ACTIVITY SOURCE

N/A



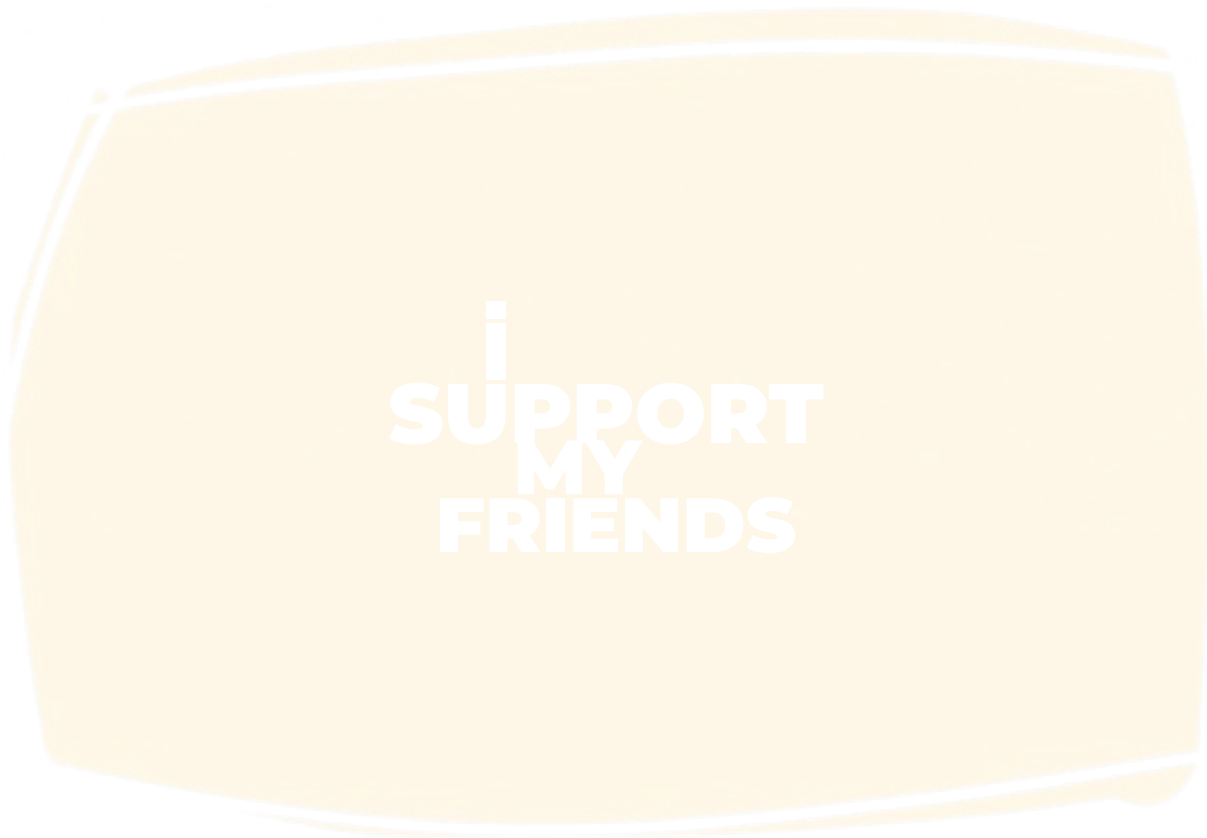
Note to the facilitators:

If you choose to distribute the worksheets separately instead of giving out the whole workbook, and give out each sheet during its corresponding session, make sure that you provide each participant with a folder to keep all their worksheets in. Moreover, make sure that the agenda and the list of key terms are still distributed during this session. Always keep the agenda on display in the training venue so that the participants can access it when needed.



Instructions:

- 1.** Ask the participants to sit in a circle. Distribute to each participant a copy of the *Participant's Workbook*, in which the agenda for the training is included. Alternatively, distribute only the agenda and list of key terms, which will be used in the training.
- 2.** If you choose to distribute the full *Participant's Workbook* at this point, explain that it contains the detailed agenda, as well as worksheets that the participants will complete as the training progresses. Say that, as facilitators, you will tell them when to work on which worksheet.
- 3.** Briefly, go through the agenda. Make sure the participants know when the different sessions are planned to start, when there are breaks (including where and how lunch will be served) and at what time the training ends every day. Show them where in the venue they can find the agenda on display.
- 4.** Ask the participants if they have any questions and address them.
- 5.** Thank the participants and explain that you have now reached the end of Session 1, and that after the break you would like the participants to sit in a circle again.



SESSION

2

OUR
COMMUNITY



AIMS OF THE SESSION:

- To enhance collaboration and teamwork among the participants
- To identify safe places, sources of support, risks and any other difficult situations that children and adolescents in the community may experience

Activities

Duration

2.1 Sources of safety and support in our community



Materials:

- Table or floor space to make a large group drawing
- Drawing materials (pencils/coloured pens or markers)
- Optional: pre-made map of the community
- Optional, for more creative approaches: clay, cardboard, coloured paper, art/craft supplies, sticks, string, glue

Short break



2.2 Risks and difficult situations for children/adolescents in our community



Materials:

- Same as in 2.1

Total Duration

85 min



Note to the facilitators:

The community-mapping activity can be done in a variety of ways. For example, each smaller group can draw their community. It is also possible to allocate different parts of the community to different groups; for example, if the groups come from different neighbourhoods. If this is the case, you can join the smaller maps together into a bigger one at the end of the activity. If you are implementing *I Support My Friends* with a mixed-gender group, you may separate female and male participants to allow for a safe space for discussions on gender and for comparison of perceived risk factors and sources of support among boys and girls.

The piloting of *I Support My Friends* showed that the drawing of the community can take a lot of time, particularly if the participants are not used to this type of exercise. If this is the case in your context, it can help to have a pre-made map of the community at hand and ask the participants to add locations/details that are missing. This option will allow for more time to map out and discuss the safe places, sources of support, risks and other difficult situations that children or adolescents may encounter. In some contexts, the children may have participated together in other activities that included a community mapping exercise. If so, these community maps can be re-used and updated for *I Support My Friends*.

Community mapping is useful when there is a need to better understand the situation in the community among children and adolescents, and it has benefits for disaster risk reduction programming. An alternative option to this activity is the Tree of Wellbeing and Distress, which can be found in the *Youth Resilience Programme*.¹⁸ This activity identifies signs of psychosocial well-being, what contributes to well-being, and sources of support. It also focuses on signs of distress among children and adolescents, and the root causes of distress, without necessarily focusing on geographical locations in the community.

If you extend the training and have lots of time, you can also use more creative approaches, such as using coloured papers, clay and arts/craft supplies. A participatory option to the community mapping activity is to ask the participants to take the facilitators and Focal Point(s) on a tour of their community, showing them the places where they spend most of their time, the places that they like/feel safe in or dislike/feel unsafe in. This option requires careful planning, in order to ensure child safeguarding. This form of community mapping is particularly suitable for children and adolescents with a physical disability, as it provides a valuable opportunity for children to identify environmental barriers that may impact on their psychosocial well-being, and to make recommendations on how to address these. It also allows exploration of safety issues that children and adolescents with and without disabilities may experience when moving from one place to another.

Regardless of which option is pursued, sensitivity should be used with regard to aspects of culture, gender, age, disability and conflict. Remind participants of the ground rules, which may include an agreement to not to discuss political matters in relation to the community.

¹⁸ Save the Children, *The Youth Resilience Programme*.

Activity

2.1

SOURCES OF SAFETY AND SUPPORT IN OUR COMMUNITY



AIMS OF THE ACTIVITY

- To practice group collaboration
- To enhance awareness among participants of safe places and sources of support for children and adolescents in the community

MATERIALS

- Table or floor space to make a large group drawing
- Drawing materials (pencils/coloured pens or markers)
- Optional: pre-made map of the community
- Optional, for more creative approaches: clay, cardboard, coloured paper, art/craft supplies, sticks, string, glue

ACTIVITY SOURCE

IFRC Reference Centre for Psychosocial Support and Save the Children Denmark (2012), *The Children's Resilience Programme*.



Note to the facilitators: *(about preparation)*

The facilitators should be familiar with sources of help and support in the community, both formal and informal. The participants will share what they know with each other, but it is important that the facilitators are able to confirm this information and supplement it with more information if needed. If the participants raise something that the facilitators are not familiar with, it is recommended that the facilitators confirm the information and provide further details to the participants. This will ensure that the participants have the correct information on who can support them in the future.



Instructions:

1. Invite the participants to sit in a circle. Explain, in broad terms, how to do the activity:

“We will now do a group activity to explore the community in which we live in more detail. The discussions and information from this activity will help us in the following sessions. This activity has several steps:

- *First, you will have about 15 minutes to draw a big map of the community in which you live at present.*
- *Then, you will have 20 minutes to map out the people, groups, organizations and places that children/adolescents can go to when they experience something difficult and need support.*
- *After that, we will have a short break of five minutes. Then, you will return to your maps for 20 more minutes and mark out what problems or risks there are in the community. These can be areas where children/adolescents feel unsafe or uncomfortable or experience some sort of problem.”*

2. Divide the participants into groups of six (approximately). If the participants come from different communities, make sure all those from the same community are in the same group and work together.



Note to the facilitators:

If time allows, a short visualization exercise may be added here. Before starting the group work, ask everyone to remain sitting, close their eyes and breathe calmly. Explain that you will ask them to think about something without wanting them to say any answers out loud. When the room is quiet and everyone is calm, ask participants to think about their community, keeping their eyes closed. What is it like? What aspects/places etc. in the community stand out as safe for them? Then, ask them – still with their eyes closed and just to themselves – to think about what stands out to them about their community/places etc. as not being safe. When they are ready, ask the participants to open their eyes and move into small groups.

3. Guide the groups, step-by-step, as necessary:

“The first task is to draw a picture of your community. It should have things on it that are easy to recognize, such as public buildings and structures like the main school, the health centre, main roads, river and bridge. Then you can add people’s houses.”

4. As facilitator, try to let the groups work as independently of you as possible, but circulate among the groups to offer support if needed. If the group is very large or the participants are new to each other, support them in the delegation of tasks within the group to help to keep discussions focused.

5. Before you move on to the next step of the activity, make sure that every group is able to follow the exercise and is at the same level of the activity. Some groups will be more creative and/or work faster than others. Role model patience and be careful with giving praise to those participants who work quickly, as it may trigger negative emotions in others.

6. Explain that you will now look at the sources of help and support in the community:

“We are now going to draw the places in our community where children/adolescents can find help and support when they face some sort of problem. Think of all kinds of different places, organizations, or groups and people that can help children/adolescents when they experience something difficult and need support. Also, think about areas in the community where young people feel safe.”

7. Guide the participants as needed by providing different examples of sources of help and support. Examples could be **formal** sources of support, such as health centres, hospitals, schools, police stations, or organizations. Encourage the participants to also think of **informal** sources of support, such as community-based networks, social groups that children and adolescents are part of (such as children’s/youth clubs, child friendly spaces [CFSs]), places of worship, or individuals (such as community or religious leaders). The participants should also be encouraged to think about **online** sources of support, such as hotlines or helplines. Encourage the participants to be as specific as possible.



Online safety is important to consider here.

Whilst kind and supportive interactions are valued, mean, discriminatory or inappropriate contact is never acceptable. If a child or adolescent experiences this, they should talk to a trusted adult immediately. See, for example: www.unicef.org/coronavirus/keep-your-child-safe-online-at-home-covid-19

8. Give the groups about 20 minutes to look at the maps and brainstorm different sources of help and support.

9. When the time is up, gather the participants together to discuss their findings in plenary for a few minutes. Explain that you will come back to your community maps later in the training to talk more about what help is provided and who can access the support.

10. At this point, reflect upon the participant's own role in the community, and encourage them to add themselves as supportive peers on the map. The participants in this training form an important supportive network for their peers.



Note to the facilitators:

If time allows, ask the participants to brainstorm what services and sources of support they think are needed in their communities, but that are not available. List these services on the flipchart. Thank the participants for sharing and tell them this is important information for your organization to know. Discuss what can be done or which services could be used as alternatives in the meantime. As facilitator, take note of any services and sources of help and support that the participants identify as being needed, but not currently available. Make sure you communicate this to your manager or the technical specialist of the organization. Such information is helpful for both your organization and others working to improve services for children and adolescents in this particular area.

11. Ask the participants if they have any questions, and address them.

12. Thank the participants for their contributions. Explain that there will now be a five-minute break and after that, you would like the participants to return to stand in a circle so that you can give the instructions for the next part of the activity.

Activity

2.2

RISKS AND DIFFICULT SITUATIONS FOR CHILDREN/ADOLESCENTS IN OUR COMMUNITY



AIMS OF THE ACTIVITY

- To practice group collaboration
- To enhance awareness of risks and difficult experiences that can trigger distress among children and adolescents in the community

MATERIALS

- Same as 2.1

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

This activity involves an exploration of the community in which the participants live, with a focus on what risks exist in the area. The participants will share what they know with each other, but it is important that the facilitators are able to confirm this information and supplement it with more information. If the participants raise something that the facilitators are not familiar with, it is recommended that the facilitators put effort into confirming the information, especially with regard to services that provide help and support. The facilitators should also be able to relate to what the participants describe. It is therefore necessary for the facilitators to have up-to-date knowledge of the community, any age, gender, or disability-specific risks that children/adolescents face, and of any recent crisis situations that the participants have directly or indirectly been exposed to. It is also important that the facilitators pass on information about the challenges and risks that the participants raise in the activity to the technical specialist or to your manager. This is valuable information that could inform future project design, implementation and coordination.

Be aware that some participants may not be comfortable discussing risks in their community, based on what they have experienced in the past. If the timing is not right for this activity or you feel that the activity is not appropriate for the context, continue to the next activity, to discuss more generalized difficult experiences that children and adolescents may face and that are not related to sensitive aspects of your context.

Avoid using the term 'bad things' when talking about the challenges in the community and encourage the participants to do the same. Encourage focus on 'problems', 'challenges' or 'risks' to indicate that there are possible solutions.

To save time, this part of the activity is done in plenary. If more time is allocated for this activity, you are encouraged to first let the groups work as independently as possible on their maps, before coming together for presentation and discussion in plenary.



Instructions:

1. Ask the participants to stand in a circle. Explain the continuation of the activity:

"The next step is to discuss what risks and problems you know of in the community that affect girls and boys. We will do this all together as one big group, but each of the smaller groups will still have your maps in front of you."

“If there are issues related to specific buildings or areas, you can mention these. If you think this issue should go on your map, you can draw or write it. For example, if there is a shortage of teachers, this may be marked on the school. If there are health problems, this can be marked on the clinic or hospital building, if there is one. The issues can also be possible dangers to children or adolescents. For example, if there is a road that has no lights and children feel unsafe walking through it at night, or a bridge over a river that is unstable and about to break, you can mention them and put these on your map if you want to. There may also be places where young people feel unsafe for other reasons, such as places that they are afraid to go to or avoid passing. Please, mention them too and add them to your map if you agree.”



Note to the facilitators:

If the community has experienced a disaster or other crisis event, ask the participants to discuss this (if you feel it is safe to do so) and to explore how the event affected the community and the lives of children and adolescents there.

- 2.** Remind the participants to only focus on risks that are likely to happen in their community. For example, it is unlikely that a volcano is going to erupt in an area that has no known volcanoes, and it is unlikely a tsunami is going to affect a landlocked country.
- 3.** Ask the participants to return to their smaller groups, but in a place that they can still see and hear the other participants, and also you as facilitator.
- 4.** Ask the first group to share and draw a risk or a problem in their community on their map. If another group agrees that this is an also issue for them, they should mark it on their map. Then, ask the next group to mention a risk or a problem, and so on. Continue until the groups cannot think of any other risks or problems, or the time is up (make sure you have time to discuss other difficult experiences that children and adolescents may face [see Step 13]).
- 5.** Before you start the discussion, remind the participants that if they or their family experiences these risks and it makes them sad, they can come to talk to [name of co-facilitator] in the break or after the training. Remind the participants of the ground rules and support them to feel as safe as possible to discuss in plenary.
- 6.** As the groups present their opinions on risks and problems, the co-facilitator should take notes on a flipchart in the form of a list. You will need this list in Session 3 (Our reactions to difficult experiences).

7. As you discuss, use the following probing questions and ideas to stimulate further reflection:

- “Do children in different age groups experience the challenges/risks in the same way? Or differently? Please explain.”
- “Do girls and boys experience the challenges/risks in the same way? Or differently? Please explain.”
[Kindly note that facilitators will have to be careful in moderating the discussion of this question, so that they do not simply reinforce gender stereotypes without exploring the deeper social norms and reasons why. In order to ask probing questions on gender, it is recommended that facilitators have completed basic gender training and are able to navigate these conversations successfully.]
- Depending on the context, you may also explore other aspects, such as their experience of being a migrant or from a minority group, or the experiences of children from different socioeconomic statuses.

8. Thank the participants for their good work so far.

9. Then, tell the participants that there can be situations other than those related to the risks/problems on the map that can be difficult for children or adolescents to experience. Ask the participants for examples. If needed, help them to get started by giving an example from the list below. The experiences could be related to a crisis event that has affected their community, or they can be other experiences that affect children and adolescents in their day-to-day lives, for example, bullying.

10. 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 a general experience that might be hard for children or adolescents in your community, such as **[include some context-specific examples]**. 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 have observed. If you want to share experiences or situations of other children in the community, please do not share any names or details.”*

11. Encourage the participants to express their ideas and reiterate that there are no right or wrong answers.

12. As they call out the different experiences, add them to the flipchart (you will need this flipchart for Session 3).

13. If there are some important experiences that you know of that the participants have not mentioned, ask them if they agree that you include these on the list. For example:

- School stress, for example, caused by exams
- Moving to a new place or area
- Being bullied, teased or discriminated against (both in person and online)
- Experiencing the widespread consequences of a pandemic, such as Covid-19
- Fighting with or having an argument with a family member, friend or partner *[adapt to context and age]*
- Experiencing parents going through a divorce
- Being separated from parents or caregivers
- Living in a family situation where fighting and yelling happens
- Experiencing violence in the family, such as pushing or hitting each other
- Witnessing someone you love being hurt, suffer from a chronic illness, be hospitalized, or die
- When siblings go through difficult experiences
- Being part of a car accident
- Being hit or hurt by someone
- Being part of a disaster
- Being told that you are no good
- Dropping out of school
- Experiencing child labour



Note to the facilitators:

Below are some additional examples of age-specific experiences that are particularly relevant for adolescents. Note that these are for reference and children/adolescents will most likely use different words to describe these concepts/experiences. As facilitators, you are advised to adapt the way in which these are discussed to the individual context, in order to maintain safety and promote participation:

- *Peer pressure to experiment with drugs*
- *Pressure from adults, for example, to contribute financially to the household*
- *Gender-based violence (such as sexual harassment)*
- *Discrimination, for example, based on gender or sexual orientation (note that this can be very sensitive to talk about – adapt to the context)*
- *Child, early or forced marriage*
- *Early pregnancies*
- *Intimate partner violence or relationship violence*
- *Online safety issues, such as bullying, discrimination and harassment*
- *HIV or other common diseases that interfere with health and relationships*

14. Thank the participants for their work. Ask if they have any questions and address them.

15. Explain that you will come back to the map later on in the training, where you will continue to discuss the sources of help and support in the community. Ask the participants to write their names on the back of their map, so that they remember which map they worked on.

16. Ask the participants to decorate the walls of the venue with the maps. This will allow the participants to see them at all times and continue the discussions during the breaks.

17. End the session as the participants are putting up their maps. You could, for example, put on a joyful song that you know the participants like and that may encourage them to dance.

18. Tell the participants that it is not easy to reflect upon risks and difficult experiences. It is now time for break, when they can have a nice time together. After the break, you would like to ask the participants to come back and stand in a circle.

19. During the break, make sure you observe the participants carefully in case someone appears to have been negatively affected by the conversations about risks and difficult experiences. If you are worried about a participant, gently check in with him/her privately (whilst respecting child safeguarding principles) and not in front of the other participants.

**i
SUPPORT
MY
FRIENDS**

SESSION

3

OUR REACTIONS
TO DIFFICULT
EXPERIENCES



AIMS OF THE SESSION:

- To raise awareness about common reactions and emotions
- To promote understanding about the link between a difficult experience and reactions to this experience

Activities

Duration

3.1 Normal reactions to difficult situations

Materials:

- Flipchart/board
- Marker/chalk
- Pens or pencils
- Flipchart with difficult experiences from Session 2



3.2 Show me how you look when you feel...

Materials:

- None



3.3 More about reactions and emotions

Materials:

- Flipchart/board
- Marker/chalk



Total Duration

70 min

Activity

3.1

NORMAL REACTIONS TO DIFFICULT SITUATIONS



AIMS OF THE ACTIVITY

- To learn common reactions to difficult experiences (actions and feelings)

MATERIALS

- Flipchart/board
- Marker/chalk
- Pens or pencils
- Flipchart with difficult experiences from Session 2

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

This activity is not about encouraging the participants to work on individual examples from their own history or personal experiences. In order to keep the level of potential emotional triggers as low as possible and ensure participants' safety, it is important that the facilitators remind and guide them to work as a group, and to think in more general terms.



Instructions:

1. Ask the participants to sit in a circle.
2. Start by recapping that, in the previous session, you identified issues in the community that may pose risks to children or adolescents. You also discussed what other difficult experiences children or adolescents in the community may experience.
3. Read through the list of risks and difficult experiences that were identified in Session 2.
4. Introduce the aim and content of this activity:

"In this activity, we will work in groups to explore and discuss how young people commonly react to difficult experiences or dangerous situations that may happen. By knowing how people react, we will also be better able to identify if someone is not feeling OK. That will, in turn, help us to know who needs our support."

5. Divide the participants into groups of four.



Note to the facilitators:

An easy and fun way of creating varied groups is to ask the participants to count up to the desired number of groups. One participant starts by counting 'one', the next counts 'two', the next 'three' – and so on, up to the number of groups you want. Then ask all the participants who counted 'one' to form a group, all the participants who said 'two' to form another, and so on.

It is probably easier to keep the participants seated where they are until you have explained the activity. This will help them to listen actively and focus on the instructions. Once you have finished talking, let the participants move into their smaller groups and start the work.

6. Guide the participants to select three experiences from the list:

“Look at the experiences listed on the flipchart.”

[Or ask the participants to think of the experiences that have been discussed so far, if they have low literacy levels].



“In your group, you will have five minutes to choose three experiences on the list that you think affect children or adolescents the most. [Note that this may or may not be the experiences that are most common, Let each group freely choose the three experiences]. Try to agree on the three experiences as a group and prepare yourself to be able to give a brief explanation as to why you have chosen these three experiences. As before, I would like to encourage you to think of the general experience of children or adolescents in your community. Try to look at the experiences through the eyes of others and pick the three that you think have the biggest impact on the lives of children/adolescents.”



Additional considerations for adolescents

If you implement the training with adolescents, it can be relevant to think of how these issues impact different age groups, including much younger children, as adolescents are often a source of support for them, too. However, adolescents often face numerous risks themselves as they become more independent from their caregivers, are given more responsibilities, and begin to explore their identities. Adapt to your context if the adolescent group should focus on difficult experiences faced only by people their own age, or if they should include younger age groups as well. If you implement the training with younger children (9–11 years), it might be more relevant for them to only reflect upon how it impacts children around their own age or younger.

7. As the participants get into their groups, distribute a sheet of flipchart paper and markers to each group. Explain that the groups are free to use the flipchart for making notes or drawings that illustrate their choice.

8. At least one facilitator should walk around and support the groups as required. You may need to help participants with low literacy skills, or those who are young to write or draw, unless they can remember things by heart.

9. After five minutes, ask each group to share the three experiences that they have chosen and to explain their reasons for choosing them. If some groups have chosen the same experiences, they can still present these and explain why they chose them, as they may have chosen them for different reasons.

10. Thank the participants for their contributions so far. Continue by saying:

“We will now continue the activity by exploring what kinds of reactions children in different age groups can have to each of the experiences.”



Note to the facilitators:

The next part of the activity encourages the participants to discuss the impact of each of the experiences further. It is likely that some of the participants may have had these, or similar experiences, or know peers who have. Make sure you coordinate thoroughly and well as facilitator. Watch the participants carefully to see if anyone has a difficult reaction to this discussion. If so, talk to and comfort the participant. Use your communication skills, including generalization and normalization. Explain that it is normal to have some sort of reaction to remembering difficult events or imagining them happening.

11. Normalize that emotions may arise when discussing difficult experiences:

“Before we continue, I would like to remind you that it is normal to feel emotions when discussing difficult events, regardless of whether we have experienced anything like it ourselves or not. This is a safe space and we will be here to support you if you need it.”

12. Guide the participants to think of different reactions to the difficult experiences:

“Now, I would like you to take 15 minutes to discuss the three experiences that you have selected and list all the possible ways that you think children or adolescents might react to each of these experiences. Please discuss and draw/take notes on a flipchart about how the person would both act and feel. The reactions can be social, physical, or emotional.” (For children of 12–13 years of age and older, you can name and discuss the categories of social, physical and emotional reactions. However, children younger than this will struggle with these abstract concepts).



Adapting for low literacy skills:

If the group has low or no literacy skills, it is possible to draw or make symbols to illustrate their reactions instead of writing on the flipchart. You can also ask the participants to discuss and then present their ideas back so that the facilitator can take notes instead. It may also be that a few participants have literacy skills and can be spread out across the different groups, or that there are enough facilitators so that one facilitator can join each group and take notes.

To help the participants to get going, you may want to give an example or two. You can say:

“For example, if a child has been separated from his or her parents, the child could feel afraid, feel lost, ask for help, feel their heart beating hard, and try to find his or her way home.”



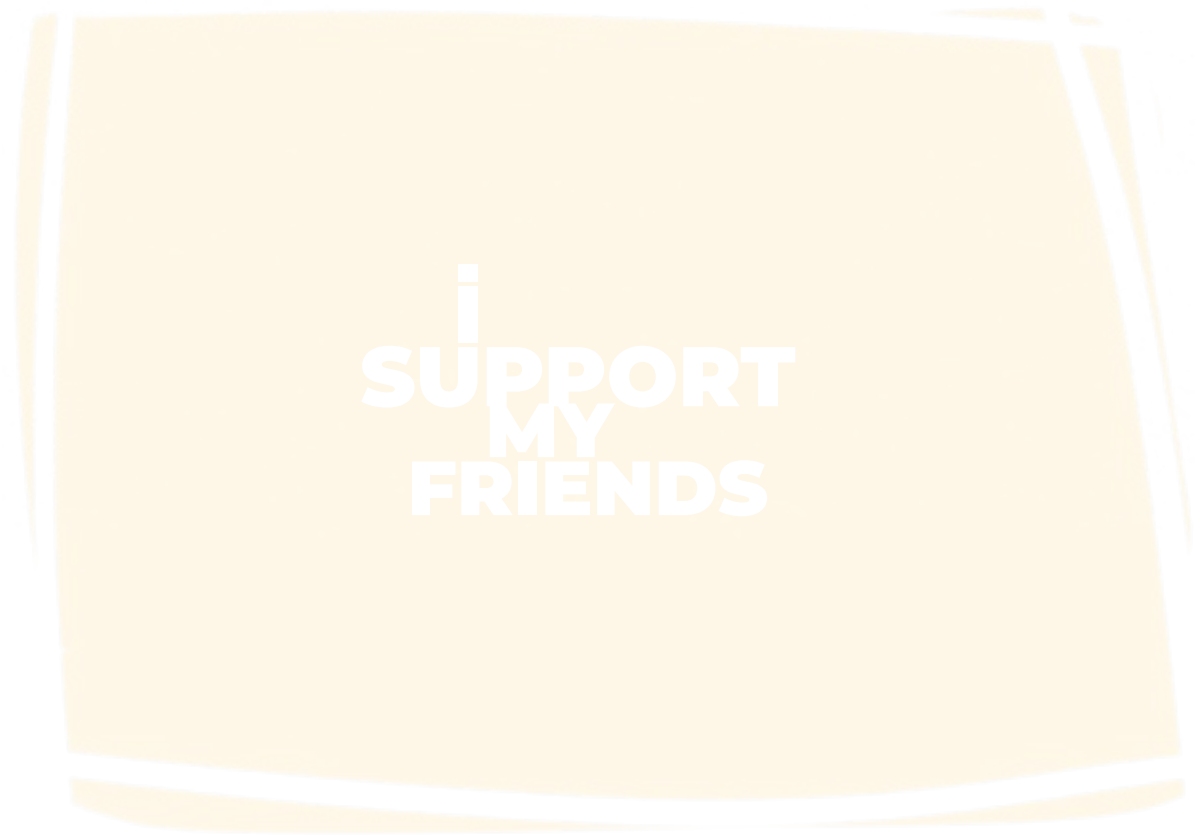
“It seemed difficult to the children to start discussing reactions, so we wrote on the flipchart ‘If you or your friends find themselves in [example of a situation], you or your friends may feel [example] and may act/do [example].’”

Quote from a facilitator in a pilot training in Japan.

13. As facilitator, circulate among the groups to offer your support as needed.

14. When the time is up, thank the participants for their work and tell them that you will come back to their discussions after a short activity and a break. Ask if they have any questions and address them.

15. Explain that you will do an activity before taking a break, for which you would like the participants to stand in a circle.



Activity

3.2

SHOW ME HOW YOU LOOK WHEN YOU FEEL...



AIMS OF THE ACTIVITY

- To enable the participants to relax and have fun
- To get to know one's feelings and how feelings can be expressed

MATERIALS

- A soft ball

ACTIVITY SOURCE

IFRC Reference Centre for Psychosocial Support and Save the Children Denmark (2012), *The Children's Resilience Programme*.



Note to the facilitators:

This is a simple game, which helps children (particularly those in younger age groups) to learn a variety of names for their feelings and ways to express feelings. Older children will soon realize that there are some feelings that people express more or less in the same way, but different people express other feelings differently.



Instructions:

1. 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 the different ways that a feeling can be expressed."

2. 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 facilitators:

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

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

4. 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 the 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."

5. 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.

6. 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."

7. 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.



MORE ABOUT REACTIONS AND EMOTIONS



AIMS OF THE ACTIVITY

- To learn about common reactions to difficult experiences
- To enhance the understanding that feelings can be expressed in many different ways

MATERIALS

- None

ACTIVITY SOURCE

Designed for this resource kit



Instructions:

1. Welcome the participants back and ask them to sit in a large circle. Introduce the next part of the session:

“As you saw in the exercise before the break, there are many ways to react to a difficult experience. However, there are some reactions that are common among girls and boys of all ages when facing difficult experiences. Let us return to the group work you did before the break. What are some examples of reactions that you identified with the situations?”

2. Let the groups share examples. Discuss and give some of your own examples of common reactions if needed:

- *Feeling sad, crying, or feeling angry.*
- *Fear that the event will happen again, or fear of things that did not frighten them before.*
- *Worry that they or their loved ones will be hurt or separated. Worry about other things in life more than usual.*
- *Finding it difficult to sleep (caused by nightmares or waking up often).*
- *Changing eating habits: either not feeling hungry or overeating.*
- *Loss of interest in school, playing or other activities.*
- *Finding it very difficult to concentrate or pay attention.*
- *Being extremely active, finding it difficult to sit still and focus (hyperactivity) or being less active than usual, doing little or nothing (inactivity).*
- *Having a stomach-ache or headache.*

3. Remind the participants that these reactions are normal and common:

“These reactions are normal and common. With the support from people we trust and with time, we can overcome – and even learn – from these reactions and emotions. Sometimes we might need some extra help to overcome them.”

4. Introduce the term ‘distress’ to the participants:

“When someone is showing reactions like the ones we have now discussed, we can say that this person is in ‘distress’. You will hear this term many times throughout this training.”

5. Discuss with the participants:

“Even though many reactions are common amongst all age groups, there are still differences in how people experience difficult situations and how they react to them, as you learned before. Not everybody will react to an experience in exactly the same way.”

“What do you think are the reasons why children react differently to difficult events?”

6. Supplement with your own examples of reasons why. For example, they:

- Are different ages – therefore, they think and behave differently
- Were differently exposed to the event: some were closer and others further away, and this affected their level of fear
- Have access to different forms of support
- Are in more danger than others
- Think it is acceptable to show their feelings, whilst others do not, and therefore prefer to hide them

7. If appropriate for the group, and if you have time and feel comfortable doing so, use the probing questions below for further discussion:

- Do younger children react in the same way as older children? Why/why not? What are some similarities and differences?
- Do girls and boys react in the same way to difficult experiences? Why/why not? What are some similarities and differences?



Note to the facilitators:

Kindly note that facilitators will have to be careful moderating any discussion about this question so that they do not simply reinforce gender stereotypes (e.g., girls cry and boys do not), without exploring the deeper social norms and reasons why. In order to ask probing questions on gender, it is recommended that facilitators have completed basic gender training and are able to navigate these conversations successfully.

8. Tell the participants that, sometimes, the way we react to a situation can actually make it more difficult to deal with. Ask them for examples and write them on a separate flipchart. If the participants find it difficult to think of examples, you can help them by giving a few:

- **Panic** – can lead to dangerous situations. Panic can lead to actions that are not thought through; for example, running away or doing something that is unsafe.
- **Strong negative emotions** – for example, anger can lead to conflict, fighting, hurtful words and hurtful actions. Other examples?
- **Overwhelming fear** – can lead to an inability to make the right choices in a challenging situation. Being overwhelmed by fear can make it difficult for the person to think clearly.

9. Explain why it is important to learn about common reactions to difficult experiences:

“It is important to learn about different feelings and what to do when we face a difficult situation. The more we learn about common reactions to difficult experiences and what we can do, the more we are prepared if it happens. This means we can both help others and also protect ourselves better.”

10. Ask the participants if they have any questions and address them.

11. Thank the participants for their contributions. Explain that you will now learn more about how to help children and adolescents who are facing difficult situations, or who are upset. Ask the participants to remain sitting in a circle.



SESSION

4

DIFFERENT FORMS OF SUPPORT



AIMS OF THE SESSION:

- To raise awareness of different forms of support, to enable linking

Activities

Duration

4.1 What helps when going through a difficult experience?

Materials:

- Flipchart/board
- Marker/chalk



4.2 *Optional activity if the time is extended:* Creating a sculpture

Materials:

- None



Total Duration

50 min

Activity

4.1

WHAT HELPS WHEN GOING THROUGH A DIFFICULT EXPERIENCE?



AIMS OF THE ACTIVITY

- To identify different forms of support that can help when a peer is going through a difficult experience

MATERIALS

- Flipchart/board
- Marker/chalk

ACTIVITY SOURCE

Designed for this resource kit



Instructions:

1. Introduce the session:

“As we have just talked about, some children or adolescents react to events or difficult times more strongly than others, because they are affected in different ways. This also means that different children need different kinds of help, even though they may have experienced the same or similar things.”

2. Ask the participants to think about a difficult experience they or a friend have had, and what kind of support was helpful for them.

3. Divide the participants into pairs to discuss what support was helpful to them/their peers in this situation. Make it clear that the participants should only talk about the event if they feel comfortable with it (this can mean that they do not share any details at all about the experience itself). If they are discussing a situation where a friend or sibling was involved, they should not be sharing the names or private details of other people. The focus of this activity is on what support is helpful when children or adolescents experience difficult things.



Note to the facilitators:

Be attentive to anything that may be disclosed by participants in this activity. Carefully observe the participants and offer your support if needed.

4. Ask each pair to move a small distance away from the other participants, so that they can talk comfortably and hear each other easily.

5. After a few minutes, invite the participants back into the circle again. Briefly reflect upon the following questions:

- *What kind of help do you think a child who goes through a difficult experience might need?*
- *What must you, as a helper, do to understand what kind of help another person needs?*

6. Write the responses on a flipchart, if appropriate to the group. If the participants do not mention any of the following, add them to the list of what can be helpful in a difficult situation:

- Having someone to talk to
- Spending some time with a person who listens carefully
- Talking to someone who does not judge but shows empathy
- Not being forced to talk if one does not want to
- Having a friend who notices when something is not right
- Having a friend who knows where to get help
- Being next to someone who stays calm and who takes a bit of time to think before acting



Safeguarding

If a child suggests something that would not be appropriate for a helper to do, as a facilitator you could suggest more suitable alternatives and explain why those actions would not be suitable. For example: If someone has hurt them, saying “We should beat them up” is not a suitable solution; instead, suggest they talk to their friends about how they feel and make sure that the event is reported to the appropriate person. If the participants have low literacy levels, you can conduct the discussion without taking notes on the flipchart.

7. Explain the importance of listening (if not already mentioned):

“In order to find out what kind of help another person needs, we need to listen actively. We may also need to ask some questions, but at the same time be understanding if the person does not want to talk. We will learn more about this in tomorrow’s sessions.”

8. Ask the participants if they have any questions and address them.

9. Thank the participants for their engagement and explain that they have come to the end of Day 1. Ask the participants to remain in the circle, but in a standing position.

OPTIONAL ACTIVITY: CREATE A SCULPTURE



AIMS OF THE ACTIVITY

- To learn more about common reactions to difficult experiences
- To learn more about what can help

MATERIALS

- None

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

This is a creative activity that may be added to the session if you implement an extended version of the training. It is particularly suitable for adolescents.



Instructions:

1. Divide the participants into groups of 6–8.

2. Guide the participants to create a still image/sculpture:

“Select one of the difficult experiences that you identified in Session 2. You will have 10 minutes to create a still image (sometimes called a ‘sculpture’) that shows different reactions to a difficult experience and examples of what might help in such situations. Everybody in the group should take part in creating the image.”

“Your still image can show more than one reaction (for example, one person may be crying, one looking afraid and another one running away). Others in the group can illustrate some examples of what can be helpful. One person can illustrate a friend, and another can illustrate protection. Afterwards, you will be asked to present back the still image to the other participants, who will guess which reactions and forms of support you are showing.”

3. If the concept of a ‘still image’ is new to the participants, you may need to provide more guidance. You can say:

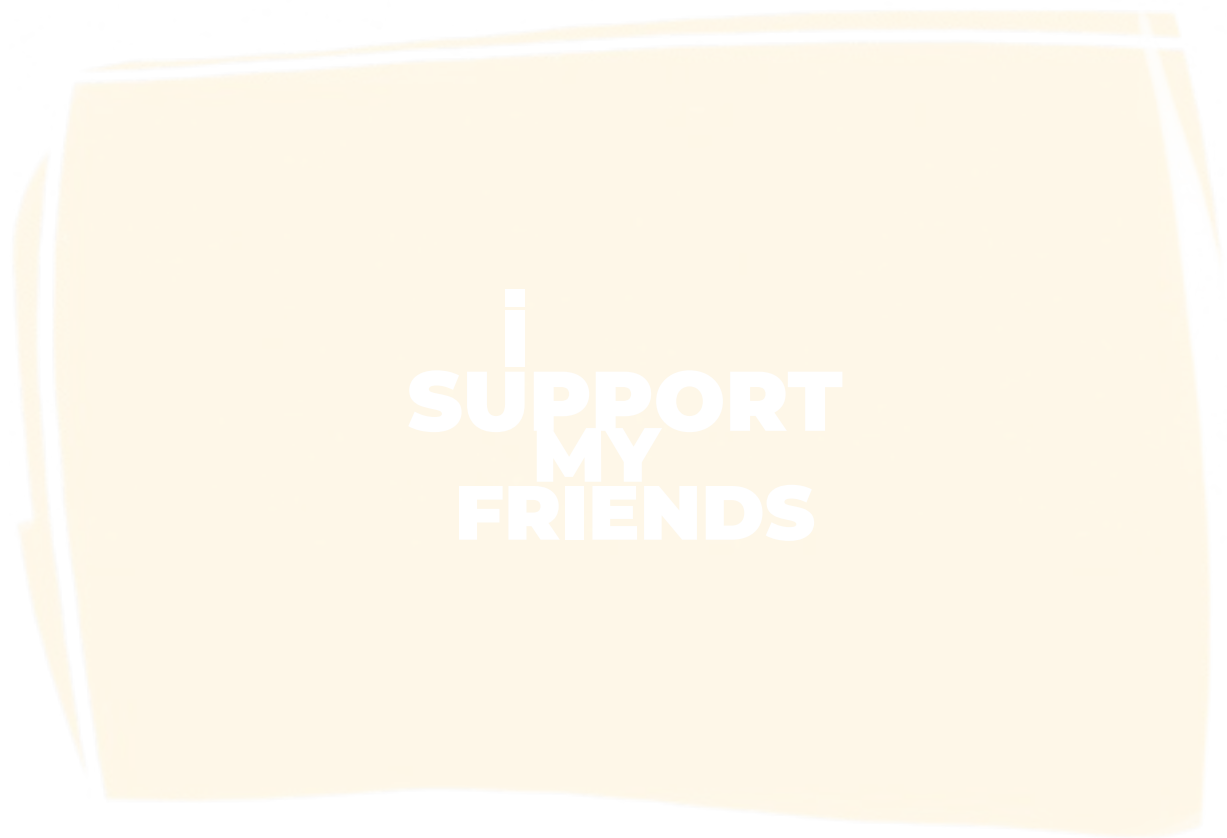
“Think about what a reaction looks like. For example, how do you look when you are scared or sad? The idea of the still image is the same as a role-play, except you are standing still and not making any sound. It is like a photograph or a sculpture, not a play or a piece of theatre.”

4. Let the participants move into their groups. Encourage the participants to be creative, and while you should have as little input as possible, you can walk among the groups and provide support if needed.

5. After a few minutes, gather the participants back into a large semi-circle, so that it is possible to see the presenting group. Ask each group to present their still image to the others.

6. After each presentation, let the audience guess what they are seeing being represented. What are the different reactions (actions and feelings) that are being shown? What are the different forms of support that help the person in distress? Give time for feedback or questions after each of the presentations. Make sure to keep the feedback positive and constructive.

7. Thank the participants for their engagement.



WRAP-UP AND EVALUATION OF DAY 1



AIMS OF THE SESSION

- To bring everyone back together and end with positive feelings
- To identify key learnings and answer questions
- To evaluate the day/gather the participants' feedback

MATERIALS

- Ball
- Evaluation forms
- Pens



Note to the facilitators:

At the end of this manual, Annex O presents two options for post-training questionnaires. One is focused on evaluating the sessions, and the other on evaluating the learnings from the training. It is recommended that you use one of these questionnaires for the training. Pick the one that is most suitable to your context and needs, in consultation with your manager and the technical specialist in your organization.

When you implement *I Support My Friends*, it is valuable to extend this session to include a Focus Group Discussion with the participants, to discuss their feedback and ideas. For more information on questions you can use, see Section 7.3 of the *Theory and Implementation Guide*.



Instructions:

1. Ask the participants to stand in a circle. Explain that you have now reached the end of today's training and together you will briefly summarize what has been learnt so far.

2. Ask a participant to volunteer and pass him or her the ball, then ask them to briefly mention an activity or a take-away learning from today's training. Then ask the participant to pass the ball to a new volunteer, and continue until everybody has had a chance to speak.

3. If something is missing at the end, as facilitator you can add a keyword or sentence, to ensure that all the activities and key learnings have been mentioned. Make sure the following points are mentioned:

- It is normal and common for young people – as well as adults – to react in different ways when they are experiencing something difficult.
- There are many different ways in which a child or an adolescent can react to a difficult experience.
- The more we learn about common reactions to difficult experiences and what we can do, the more we can not only help others but also protect ourselves better.
- There are different forms of support that can help when we are going through something difficult. Having a supportive friend who listens, for example.

4. Explain that, in the next part of the training, the participants will learn about the three principles of LOOK, LISTEN and LINK, and how they can be useful as a guide when supporting a friend in distress.
5. Check the Parking Lot and address any questions or comments found there.
6. Ask if anyone has any other questions or comments, including feedback on the training.
7. Invite the participants to sit in a comfortable position. Initially, they should sit in a circle, but once you have distributed the evaluation forms, they can move away from each other for more privacy.
8. Say:
"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 workshop. To evaluate the training, we will use smiley faces."
9. Distribute the Training Evaluation (Annex O of this manual) to the participants. Show them the different smiley faces at the top of the sheet. Go through each of the smiley face expressions and explain what each of them means. Make sure all the participants understand how to interpret the smiley faces.
10. Guide the participants to focus only on the purple part of the questionnaire, as this reflects the sessions they did today.
11. If you use Questionnaire A, ask the participants to take a few minutes to think about each of the sessions that have taken place during today's training, and to mark the smiley face that best represents how they feel about that session. As a facilitator, you can help to recap and remind the participants about each session and the activities that took place.

If you use Questionnaire B, provide support to the participants by reading out and explaining the questions, as necessary.



Note to the facilitators:

Children or adolescents who have good literacy skills may also be invited to provide more detailed, written feedback about the activities.

12. Tell the participants that they should NOT write their names on the training evaluation. This will encourage honesty in their evaluation.

13. When the participants have finished, thank them for their feedback and collect the training evaluations. Encourage the participants to continue to think about today's training and all the activities you have done together. Also ask them to think of any questions they may have, which can be discussed in the next training session.

14. Remind the participants about the time/day for the next training session.

15. Thank the participants and close the day's training.



WELCOME TO DAY 2



ACTIVITY

- Welcome back and recap

AIMS OF THE SESSION

- To welcome participants back and recap on what took place in the previous session
- To remind the participants of the ground rules
- To introduce the next part of the training

MATERIALS

- None

I
SUPPORT
MY
FRIENDS



Instructions:

1. Welcome the participants back to the training and thank them for coming. Ask them to sit or stand in a circle.
2. As facilitators, begin by doing a brief recap of the previous sessions.
3. Then, look in the Parking Lot to see if there is anything in there that remains to be discussed.
4. Remind participants of the ground rules that were agreed on in Session 1.
5. Ask each participant to think of one activity, discussion or game from the previous day.
6. Then ask participants to speak to each other and share what activity/discussion/game they thought of. They should then arrange themselves into the order in which 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.



Note to the facilitators:

Keep the agenda at hand so that you can double check the order of the activities if needed.

7. When the participants have arranged themselves in order (starting from the morning), ask them one by one to say which activity they thought of, and why.
8. Once you have gone along the entire line, ask the participants to name any activities that have not been mentioned. Help them if necessary, as it can be difficult to remember.
9. Ask if anyone has any comments or questions, and address them.
10. Ask participants to gather in a circle and briefly introduce the content of today's agenda.

SESSION

5

HOW TO SUPPORT
MY FRIEND: LOOK



AIMS OF THE SESSION:

- To learn the actions of peer support, guided by the principles of PFA

Activities

Duration

5.1 Introduction to the three principles of PFA

Materials:

- Flash card with an image and a scenario (see Annex G) 



5.2 The principle of LOOK

Materials:

- Worksheet 1: The PFA Principles



Total Duration

40 min

Activity

5.1


INTRODUCTION TO THE THREE PRINCIPLES OF PSYCHOLOGICAL FIRST AID



AIMS OF THE ACTIVITY

- To learn the three principles of LOOK, LISTEN and LINK

MATERIALS

- Scenario and flash card with image (see Annex G) 

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

This activity includes a scenario associated with an image on a flash card. Different scenarios and images are available in Annex G of this manual. It is important that you read through the scenarios and decide which one to use for your group, before the activity starts. Which scenario you choose depends on the context and what you think would work best for the group. Adapt the scenario to your context, as needed. You should also print the image or prepare it another way so that the participants can see it when they discuss it in their small groups.

Kindly note that the session includes several components that the facilitators will need to adapt to the needs of the group, particularly if there are any participants with disabilities in the group. For example, for a visually impaired participant, facilitators may describe in detail the scenario associated with the flash card. Moreover, the situation may require the facilitators to not use their body to illustrate LOOK, LISTEN and LINK. In general, facilitators are encouraged to be observant, keep things simple and make sure that all participants are actively involved by adapting the training to each specific context.



Instructions:

1. Invite the participants to sit in a circle.
2. Start the activity by asking the participants if they know what 'first aid' is, and what they think of when they hear those words.
3. Following this, ask if they can guess what 'psychological first aid' is, and if they can see any differences between the two types of first aid.
4. Explain in a simple and child-friendly manner what psychological first aid is:

*"Psychological first aid is similar to medical first aid, as it involves helping people when they are experiencing a reaction to a difficult experience; for example, by being upset or sad. You can think of psychological first aid as putting a 'band aid' on the emotions, and then if needed, referring them to someone who can provide more support. There are three main principles of psychological first aid: **LOOK, LISTEN and LINK.**"*

5. When you present the three principles, use your body to act them out at the same time:

- 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**



6. Ask the participants to stand in a circle.

7. Explain that you will call out each of the three principles of psychological first aid to the participants as an action word. Their task is to respond with the movement that corresponds to the word (similar to the game 'Simon Says'.)



Note to the facilitators:

If you need an energizer, you can play 'Simon Says' using the three principles LOOK, LISTEN and LINK. Please replace the name 'Simon' with another common name, if the name is not known in your context.

8. Make the game more fun by randomly calling out the three action-words in any order. However, always finish up by emphasizing the correct order of **LOOK, LISTEN** and **LINK**.

9. Tell the participants that they may sit down again. Continue by saying:

*"We will now explore how we can see if our friends are in distress. This is the principle called **LOOK**."*

10. Show the participants the flash card that you have selected for the session. Present the scenario to them.

11. Divide the participants into groups of three to discuss their ideas about the scenario for a few minutes. Ask them to discuss the following questions, which should be asked one by one, leaving a few minutes in between for discussion. Alternatively, you can write them on a flip chart if that is appropriate to the group.

- *What do you think might have happened?*
- *What reactions can you see (actions and feelings)?*
- *What do you think could be the reasons why the children are reacting like this (are they in distress)?*
- *How are you able to see this? What do these reactions look like?*

12. If time allows, you may also ask them to discuss:

- *What would you do if you wanted to help them?*
- *What should you not do?*

13. After 10 minutes, ask the participants to come back into a circle again. Then, ask for a few volunteers to share their thoughts with the bigger group.

14. Thank the participants. Ask if they have any questions and address them.

15. Explain that you will continue to discuss the first principle – **LOOK** – in more detail. Ask the participants to remain seated in the circle.





AIMS OF THE ACTIVITY

- To understand the content/actions within the principle LOOK

MATERIALS

- Worksheet 1: The PFA Principles

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

In this activity, the participants will complete Worksheet 1: The Principles of Psychological First Aid (**LOOK**). As facilitator, you can prepare by reviewing Annex I of this manual, where some examples have been filled in already. Remember to let the participants fill in the worksheet independently, while being ready to provide support if necessary.



Instructions:

1. Ask the participants to sit in a circle together.

2. Mention again that the first principle of psychological first aid is to **LOOK**. Write this down on a flipchart. Draw the cartoon and do the action (placing hand to eye in a 'looking' gesture). Say, "**LOOK**".

3. Continue on from the previous activity by asking:

*"In some situations where there are many people who have been affected by a difficult experience, we need to prioritize those who need our support first, as we cannot help everybody at the same time. We will now learn more about the principle of **LOOK**, and how to prioritize our actions."*

4. Go through the **LOOK** principle with the participants:

*"There are three actions as part of the **LOOK** principle.*

- First action: Check that you are safe. This is always number one. Only then can you help to make sure that the other child/children are safe.*
- Second action: Look for those who have obvious or urgent needs: Are they OK physically?*
- Third action: Look for children/adolescents who are very distressed, and seem very sad or upset."*

5. Discuss the first action in more detail by asking the participants what they think could be examples of situations that are not safe for them to get involved in. Supplement with your own examples as needed:

“The first action is always to check that you yourself are safe. This includes being aware of potential dangers around you, such as conflict, fire, flooding, unstable buildings that may collapse or the possibility of an accident (for example, on the road where there are cars). It can also be a situation where people are not behaving in a safe manner, for example, if they are fighting or are very angry. It can also be any other situation where you don’t feel safe to approach. You must always make sure that you are safe before you can help anyone else.”

6. Discuss the second action in more detail:

*“The second action, if it is safe for you to do so, is to try to help others to be physically OK. Does anyone need help to get to safety? Are there any children who are hurt? Who is alone? Does anyone need protection from the weather or from a person? Does anyone need a blanket or drinking water? Does anyone need medical attention? If yes, you may be able to provide some simple support yourself (such as a blanket or drinking water) but, most importantly, you need to try to find an adult who can help by getting more support as soon as possible. Remember that you are never responsible for providing medical first aid. We will talk more about how to connect your peer who needs help to another adult when we get to the principle of **LINK**, later in the training.”*

7. Ask the participants if they know what comes next.

8. If they do not know, explain the third action of the **LOOK** principle:

*“The third action of the **LOOK** principle is to look for children/adolescents who are very sad, upset, alone, or showing some of the other reactions that we discussed in the previous activity (i.e., someone who is very distressed). If you see someone who you think needs help, you can approach this person to support them with psychological first aid.”*

9. Do a recap by asking the participants if they remember what the **LOOK** principle is. If they cannot remember, remind them of it:

*“There are three actions that are part of the **LOOK** principle:*

- **First action:** Check that you are safe.
- **Second action:** Make sure that the other child/children are safe and their basic needs are being addressed.
- **Third action:** Look for children/adolescents who are very distressed, and seem very sad or upset.

Then, you make the initial contact.”

10. Now, refer the participants to *Worksheet 1: The Psychological First Aid Principles* in the *Participant's Workbook*.



This has the three principles – **LOOK, LISTEN** and **LINK** – written in one column and a blank column next to it. Ask the participants to fill in what actions are required next to **LOOK**. Support them if needed. Adapt this activity to the literacy levels in the group. If the participants are not comfortable writing, you may take notes on a flipchart as facilitator instead. If participants are not comfortable reading, you can draw or engage them in oral conversation.

11. Thank the participants for their engagement. Ask if there are any questions and address them.

12. Wrap up the activity by saying:

*“Thank you so much again for all your hard work. We have now learned about the principle of **LOOK**. After the break, we will learn more about the second principle, **LISTEN**.”*

13. Explain that you would like the participants to sit in a circle for the next activity, after the break.



SESSION

6

HOW TO SUPPORT
MY FRIEND: LISTEN



AIMS OF THE SESSION:

- To learn the actions of peer support, guided by the principles of PFA

Activities

Duration

6.1 The principle of LISTEN: Initial contact

Materials:

- Worksheet 1: The PFA Principles



6.2 Game: What has happened?

Materials:

- Paper strips with instructions and illustrations on roles (see Annex H) 



6.3 The principle of LISTEN: Active listening

Materials:

- Worksheet 2: Good listening skills
- Flipchart/board
- Marker/chalk



6.4 Practise active listening skills

Materials:

- Space



Total Duration

125 min

Activity

6.1

THE PRINCIPLE OF LISTEN: INITIAL CONTACT



AIMS OF THE ACTIVITY

- To understand the content/actions within the principle of LISTEN
- To be aware of questions to ask as part of the initial contact

MATERIALS

- Worksheet 1: The PFA Principles

ACTIVITY SOURCE

Designed for this resource kit



Instructions:

1. Ask the participants to sit in a circle.

2. Introduce the activity:

*“Earlier on in the training, we learned in detail about the PFA principle: **LOOK**. Now, we will learn about the second and third principles: **LISTEN** and **LINK**.”*

3. Explain that the second principle of psychological first aid is to **LISTEN**. Add this to the flipchart where you wrote **LOOK**. Draw the cartoon and do the action (placing hand to ear in a ‘listening’ gesture). Say, “**LISTEN**”.

4. Remind the participants of what you learnt in the previous part of the training:

“Earlier, we concluded that children/adolescents could react in many different ways to crisis events or situations that frighten them. Not all children/adolescents react the same way, and therefore, not all children/adolescents need the same help. After you have identified a peer in distress and decided that you would like to try to help, the next step in providing support is to listen carefully to them, so that you can better understand what kind of help they need.”

5. Start to talk about the initial contact:

“How you make the first contact with the person you want to help is very important. This will help the person to know who you are, why you are there, and that you can be trusted. If you do not know the person already, what do you think you say first when you approach him or her?”

6. After a few of the participants have shared their answers, you can give your own answer if needed.

“You should always start the contact by introducing yourself. Say your name and that you would like to help. For example, ‘My name is xx. It seems like something has happened and I would like to try to help you.’ Make sure your explanation is simple, like this.”

7. Discuss examples of initial questions that it may be appropriate to ask:

“In order to understand better what the peer may need, you might need to try to ask some questions to get more information, but without pushing the him or her to answer.”

“What are some examples of questions that you could ask to a peer who seems upset? If it helps, you can think of the picture with the scenario that we discussed in pairs earlier today [give more details, depending on which scenario was used].”

8. Brainstorm in plenary and give some examples of your own, if needed:

- How are you?
- How are you feeling?
- Are you hurt?
- Where are your parents/caregivers/other family members?
- Where do you live?
- Do you need help? (If he or she answers “yes”, ask what kind of help?)
- What can I do to help you?



Note to the facilitators:

If the participants are shy speaking in front of others, ask them to talk with their neighbours for a few minutes to identify some examples of questions. After a few minutes, ask some of them to share their ideas with the wider group.

9. While the discussion takes place, refer the participants again to [Worksheet 1: The PFA Principles](#) in the [Participant's Workbook](#).



Ask them to fill out appropriate questions they can ask, next to “**LISTEN**”.

As before, adapt this activity to the literacy levels in the group. If the participants are not comfortable with writing, you as facilitator may take notes on a flipchart instead.

If participants are not comfortable with reading, you can use drawings or simply have an oral conversation instead.



10. With older participants, you can draw his or her attention to the nature of the questions and give examples as needed:

“As you can see, we cannot answer ‘yes’ or ‘no’ to most of these questions. They are open to any answer. We call these ‘open questions’. By asking open questions, we give our peer a better chance to explain what is going on in their own words.”

11. Continue by asking the following:

“There can also be questions that are not very helpful to ask to a person who is extremely sad or upset (in distress). What do you think are some examples of questions that it is not appropriate to ask?”

12. After some participants have shared their thoughts, discuss the importance of not pushing the peer to go into detail, or to talk if they are not comfortable with doing so:

“When someone is in distress, it is not always appropriate to ask him or her to explain in detail what has happened, as this can be more upsetting than helpful for them. If they do explain, do not push them for details.”

“Also, some people who are very upset do not want to talk at all. They may not want to tell you anything about what has happened. In these situations, respect their wishes. Do not push them to talk. Sometimes it can be better to remain silent for a while. Sometimes, a moment of silent reflection with someone nearby can be very comforting. You can say, ‘It is OK if you do not want to talk.’ You can also say, ‘I can just sit here with you for a while, we don’t need to talk.’ And you can tell them, ‘If you want, you can choose to talk to someone you trust when you feel more ready.’”

13. Ask the participants if they have any questions, and address them.

14. Thank the participants for their contributions. Explain that there will now be a game to practise everything that has been learnt so far.





AIMS OF THE ACTIVITY

- To practice the content/actions within the principle of LOOK and the initial contact within the principle of LISTEN
- To energize the group and have fun

MATERIALS

- Paper strips with instructions and illustrations on roles (see Annex H) 

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

In this activity, the participants will each be given a role. As facilitator, you will explain the roles to each group member. You may also choose to use the paper strips with instructions and illustrations to guide the participants on their roles.



Instructions:

1. Ask the participants to stand in a circle.


2. Tell the participants that you will play a game called “What has happened?” to practice the principle of **LOOK** and the initial contact. Explain the game:

*“The participants will be split into two groups, and both groups will have a chance to practise. In the first round, the first half of the group will be asked to leave the room. The remaining participants will get different tasks relating to the principles of **LOOK**. Some might pretend that they have a physical need, such as needing protection from the weather. Some will show that they are in distress, for example, by looking sad. Others will not show any needs. Everybody will be acting in silence so that the other group and the facilitator can talk together comfortably.”*

“Once the other group is invited back into the room, their first task is to identify whether it is safe to provide peer support (and identify any areas where it might not be safe). The second task is to discuss the situations and decide who to prioritize, and why. The third task is to go (alone or in pairs) to a person who seems to need help, introduce themselves (‘My name is xx. It seems like something has happened and I would like to try to help’) and ask an initial question, such as ‘do you need help?’ One of the facilitators will guide the participants through the game.”

3. Count “1-2-1-2” around the participants to get split them into two groups. Play two rounds of the game, following the instructions below:

4. Ask one of the groups to leave the room (if it is safe to do so), or to go to the other side of the room, where they cannot hear the others. Ask them to turn away from the other group so that they cannot see them.

5. Distribute the following tasks to six volunteers among those who remain in the room. Do this by telling the participant his or her role and handing out the paper strips that have the instructions and illustrations on them (see Annex H of this manual). 

6. Remind the participants that all of them should act out their roles in silence.



Note to the facilitators:

It is very important that the participants perform their roles in silence in order to reduce any emotional triggers (by avoiding sound effects that are associated with basic needs or distress), and to enable the other participants and the facilitator to hear each other easily. As facilitator, you may have to remind younger participants of this a few times during the course of the activity.

Round 1

Volunteer 1: Walking around slowly, limping and holding their arm, as if they have an injury (basic need).

Volunteer 2: Showing that they are very thirsty (basic need).

Volunteer 3: Sitting down, shivering, as if they are very cold (basic need, but could also be a sign of distress).

Volunteer 4: Pretending to cry by holding their hands in front of their eyes (distress).

Volunteer 5: Sitting on the floor with their arms around their knees, looking scared (distress).

Volunteer 6: Walking around the room, seeming lonely and lost (distress).

The other participants will be neutral, not showing any needs. They should sit in groups of 2–3 and pretend to be talking to each other.

Explain to the first group that one facilitator will be placed in a corner and play the role of a fire, by waving their arms and making a swishing sound.

Round 2

Volunteer 1: Walking around slowly, limping and holding their leg, as if they have an injury (basic need).

Volunteer 2: Showing that they are very hot (basic need).

Volunteer 3: Sitting down, shivering, as if they are very cold (basic need, but could also be a sign of distress).

Volunteer 4: Pretending to cry by holding their hands in front of their eyes (distress).

Volunteer 5: Sitting on the floor covering their ears, looking scared (distress).

Volunteer 6: Walking around the room, waving their arms and seeming upset (distress).

The other participants will be neutral, not showing any needs. They should sit in groups of 2–3 and pretend to be talking to each other.

Explain to the second group that one facilitator will be placed in a corner and play the role of an angry person, making some sounds, but mainly by waving their arms and looking angry.

7. Make sure the participants understand their roles and what they have to do before starting the game.

8. Invite the other participants to enter the room. As facilitator, gather them in a small circle and guide them through the activity by asking the following questions, in this order:

- *“First, what do you see? Does it seem safe to offer help as a peer supporter? Why/why not? Do you see anywhere that does not seem safe, where the peer supporter should not go? [Fire, or the angry person in the corner of the room].”*
- *“Do you see anyone with basic needs? How are you able to observe this? What does this reaction look like?”*
- *“Do you see anyone who seems to be in distress (sad, worried, angry)? How are you able to observe this? What does this reaction look like?”*

9. After the participants have identified those who may need help, remind them of the next step which is to approach the person, say their name, say that it looks like something happened, and ask if the person needs help. Depending on the size of the groups, some of the participants may go in pairs to the person in need. Assist the participants as needed so that everybody has someone to go to.

10. After each group has completed their round, thank the participants for their active engagement by giving everybody a round of applause. Gather everybody in a circle.

11. Discuss the results of the game. Begin by asking how it was to practice the **LOOK** principle and to present themselves to their peers. What was easy and what was difficult? Were they able to identify the safety aspects (first action), those with basic needs (second action) and those in distress (third action)?

12. Then, ask how it was to be approached by a peer supporter. Make sure the reflections are positive and constructive.

13. Ask if anybody has a question or comment, and address those.

14. Wrap up the activity by saying:

*“Thank you so much again for all your hard work. After the break, we will continue to learn about the principle of **LISTEN** and how we can show that we are listening carefully to our peers when they reply to us. We will continue to discuss and practise active listening and explore the principle of **LINK** as well.”*

15. Ask the participants to get into a sitting position in a large circle when they come back after the break.

Activity

6.3

THE PRINCIPLE OF LISTEN: ACTIVE LISTENING



AIMS OF THE ACTIVITY

- To understand the content/actions within the principle of LISTEN
- To define what active listening means

MATERIALS

- Worksheet 2: Good listening skills
- Flipchart/board
- Marker/chalk

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: (about preparation)

In this activity, the participants will complete Worksheet 2: Good listening skills. You can prepare yourself as facilitator by reviewing Annex J of this manual, where some examples have been completed already. Remember to let the participants fill in the worksheet independently, while being ready to provide support if necessary.




Instructions:

1. Ask the participants to sit in a circle and introduce the activity.

“As we mentioned before, the next step in providing support is to listen carefully to the child/children/ adolescent(s) you would like to help, so that you can better understand what kind of help they need. This is because not all children react in the same way, which means they may also need different kinds of support.”

“We will now learn more about what ‘listening’ actually means. Listening is different from just hearing. When we listen, we need to be active. How can we show someone that we are listening actively to them when they reply to us? I would like you to discuss this in smaller groups for a few minutes.”

2. Divide the participants into groups of four. The groups may move a little to the side in order to have more space and to be able to hear each other easily.

3. Before the participants start talking together, refer them to Worksheet 2: Good Listening Skills in the *Participant’s Workbook*,  and point out the “DOs and DON’Ts” columns:

“There are some simple things that we do to show that we are listening carefully to other people when they are talking to us. As you talk together in your groups, please think about the DOs and DON’Ts of being a good listener and fill out the worksheet together.”



Note to the facilitators:

If the group has low or no literacy skills, it is possible to ask the participants to discuss and then present back so that the facilitator can take notes. Another option is to pair participants who have literacy skills with those who have low or no literacy skills. If the number of participants is uneven, one group can have three participants.



4. After about 10 minutes, ask the participants to come back into a circle. Ask one of the groups to share something that they have listed. Then, ask if anybody else has listed the same thing. Continue by asking the next group to share something they have listed, until you are back to the first group again. If the participants hear others mention things they have not written on their own worksheet, ask them to add these things to their own one.

5. If the participants do not mention any of the examples listed below, suggest these as ways to actively listen. Adapt your explanations to the age of the participants in the group (using child-friendly language).



Note to the facilitators:

Demonstrate the different examples as you discuss them to enhance understanding among the participants. You may also ask for volunteers to demonstrate the different examples as you go through the list.

- Make sure you are both sitting down.
- Pay attention. Look at the other person, maintain eye contact (as appropriate to the context and the age and culture of the helper and child/adolescent being helped), and avoid distractions or interruptions.
- Show that you are listening by nodding, smiling and using appropriate facial expressions and body language for the cultural context. Sometimes, sitting beside a person is more supportive than sitting opposite them.
- Believe what the person is saying and do not judge them. (As facilitator, provide some examples of what judgment may look like, such as raising your eyebrows, frowning, curling your lip, and ask the participants for their own examples.)
- Sit with the person in a quiet place where you can speak to each other.
- Repeat what the person has said back to them in your own words to ensure you have understood them correctly.
- Encourage the person to talk, and respond without judgement to what he or she tells you.
- Show warmth and positive feelings (give examples of how this can be done that are relevant to the context; for example, smiling gently, nodding when the person speaks, keeping your arms uncrossed).
- Remember that silence is also good, as it gives the person time to think. Do not try to fill in the silence with your own words, and never push the other person to talk.

6. Discuss how listening can have a calming effect:

*“As part of the principle of **LISTEN**, we also try to help the person to calm down if required. If a child has been through a difficult experience and is afraid or very upset, he or she may react by crying or even showing aggressive behaviour. Speak to your peer slowly and with a soft, quiet voice. Have patience and show that you yourself are calm, as this will have a calming effect on others.”*

7. Remind the participants about the importance of respecting the person who is upset:

“For some individuals, it may be calming to have someone’s hand on their arm, or to be given a hug. However, you should always ask permission before touching someone, as your friend may not feel comfortable with this. You can ask: ‘Is it ok if I hold your hand?’ or ‘Would it help if I gave you a hug?’ If you are a boy comforting a girl, or the other way around, you should be extra careful with physical touch, as this can make the peer uncomfortable.”

“As mentioned at the beginning of this training, you have a responsibility to respect the person you are trying to help. This means listening carefully to the other person’s needs and wishes, and respecting them. You should not insist on supporting the person or force your help on them. It also means you must respect the individual’s personal boundaries. If they do not want to be approached or physically touched, you must not do this.”

8. Ask the participants if they have any questions, and address them. Thank the participants and wrap up the session:

*“Thank you so much for all your hard work. We have now learnt more about the second principle of **LISTEN** by looking at how we can show that we are listening carefully to other people when they talk to us. We will continue with practising our active listening skills after the break.”*

9. Tell the participants to come back into a circle after the break.

PRACTICE ACTIVE LISTENING



AIMS OF THE ACTIVITY

- To understand the content/actions within the principle of LISTEN
- To enhance the participant's awareness and skills in active listening

MATERIALS

- Space

ACTIVITY SOURCE

National Association of Child Care Workers (n/a), *Making a Difference*.



Instructions:

1. Begin this activity with the participants seated in a circle.

2. Introduce the activity:

“We have now discussed some simple things that we can do to show that we are listening carefully to other people when they talk to us.”

3. Briefly recap what the DOs and DON'Ts are when listening actively to someone. Make sure you mention aspects such as body language (e.g., eye contact, nodding), using sounds like “mm” or “I see”, and by being attentive and patient. As facilitator, demonstrate the different examples as you talk about them to enhance understanding among the participants.

4. Explain the next exercise:

“In the next activity, we will practice our active listening skills by working in pairs. Think about a time you had a problem, for which you found a solution. It does not matter how big or small the problem or solution was. Now, take turns telling each other about your solution for five minutes. The person who is listening must do so carefully; showing they are paying attention, nodding, but not interrupting. Use the tips for active listening that we have just discussed. After a few minutes, I will clap my hands as a sign that it is time to swap roles, so that the person who was talking first is now listening instead.”

5. After 10 minutes, ask the participants to return to the larger circle. Reflect upon the following questions:

- How does it feel to have someone actively listening to you?
- How did you know that the other person was listening to you?
- What did they say that made you realize they were actively listening (e.g., “mm”, “I see”, “OK”, asking relevant questions)?
- What did they do that made you realize they were actively listening (e.g., nodding, making eye contact, using facial expressions to show curiosity, showing attentiveness or patience)?

6. Remind the participants that active listening is a combination of using sound, body language and behaviour to show attentiveness and interest in what the other person is telling us. As before, demonstrate different examples as you are speaking, to make your point clearer.

7. Move on by asking:

“Have you ever experienced a time when someone was NOT listening to you when you were talking to them? We will now try that to see how it feels. You will now do the same activity again in the same pairs, but this time the listener should not practice active listening skills. As the ‘bad listener’, you may look away in another direction. You should not make any sounds, or nod, or any movement to show that you are listening.”

8. After 10 minutes, ask the participants to come back to the larger circle. Reflect upon the following questions:

- *How does it feel when someone is not listening to you?*
- *How does it feel when you are not really listening to somebody?*
- *Why can it sometimes be difficult to listen actively to someone else? What can we do at those times to be better listeners?*

9. Wrap up the activity by saying:

*“**LISTEN** is the second principle of psychological first aid. We will now continue the training by exploring the next principle, **LINK**.”*

10. Ask the participants if they have any questions, and address them.

11. Thank the participants for their engagement. Explain that there will now be a 15-minute break and then the training will continue with learning about the third principle of **LINK**. For this, you would like them to sit in a circle when they come back.



SESSION 7

HOW TO SUPPORT
MY FRIEND: LINK



AIMS OF THE SESSION:

- To learn the actions of peer support, guided by the principles of PFA

Activities

Duration

7.1 The principle of LINK

Materials:

- Worksheet 1: The PFA Principles
- The community maps from Activity 2.1
- Flipchart/board
- Marker/chalk



7.2 The role of the Focal Point(s)

Materials:

- Flipchart/board
- Marker/chalk
- Worksheet 3: Details about our Focal Point(s)



7.3 Other trusted adults in my network

Materials:

- Flipchart/board
- Marker/chalk
- Paper for drawing
- Coloured pens
- Worksheet 4: My Flower of Support
- Optional: other drawing materials



Total Duration

55 min

THE PRINCIPLE OF LINK



AIMS OF THE ACTIVITY

- To understand the content/actions within the principle of LINK
- To learn about the limits of their responsibility as peer supporter

MATERIALS

- The community maps from Activity 2.1

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

In this activity, you will revisit the community maps that were developed in Session 2 and further discuss the sources of help and support. Make sure the maps are available. In this activity, the participants will also complete Worksheet 1: The Principles of Psychological First Aid ([LINK](#)). You can prepare yourself as a facilitator by reviewing Annex I of this manual, where some examples have already been completed. Remember to let the participants fill in the worksheet independently, while being ready to provide support if necessary.



Instructions:

1. Invite the participants to sit in a circle. Introduce the principle, **LINK**:

*“One of the most important parts of providing psychological first aid to peers who are in distress is making sure that they get the help they need. This is where the third principle of PFA, **LINK**, comes in.”*

2. Write “**LINK**” on the flipchart where you earlier wrote “**LOOK**” and “**LISTEN**”, so that the participants can see all three action principles together. Draw the image that goes with **LINK**. Remind them of the three principles in the correct order of **LOOK**, **LISTEN** and **LINK** as you make the body movements that go with them.

3. Go through the points below with the participants. Some of the information is a recap of what has previously been discussed in the training:

“When you are helping a peer in distress, it is important to consider the following:

- *Is it necessary to link the peer to an adult for more support? Is support from you, as a peer, sufficient? Is the person getting the support he or she needs from their family, or someone else they trust? Do they need to be linked to the Focal Point(s), or to other safe people in their life who can help them, either immediately or later on? Remember, it is not your responsibility to refer a peer in distress to support services. Nevertheless, it may be helpful to know about some of the services that are available and who can help in the community, so that you can remind your peers that there is support available for them.*
- *Is the situation urgent? Are you worried that the person might be at risk of harm, from themselves or somebody else, or might they be a risk to somebody else? You don't need to know for sure. If you have concerns that the situation may be urgent, try not to leave your peer alone, but try to get hold of the Focal Point(s) or an nearby adult who you trust, and can help you right away.*

- **Always remember your own physical and emotional safety.** If you feel that attending to a friend in need will be too much for you at that particular moment, then you should help your peer to find a safe and trustworthy adult who can help as soon as possible. You can say: 'I am not able to help you right now, but let us find someone who can.' We will talk more about what we can say in these situations later in the training."

4. Now, revisit the community maps that the participants made in Session 2. Review the different sources of help and support that the participants identified – both formal, informal and online. Add new ones if needed.

5. Remind the participants:

"Remember, if your peer needs further support, help them to connect with the Focal Point(s), or another adult who can help them. This is your primary responsibility."

6. Continue by saying:

"Not everybody who undergoes a difficult experience will need to be linked to an adult or to services in the community. Sometimes all that is needed is support from a friend, a family member, or another person who knows them well, and who can listen and offer comfort."

"Later in the training, we will learn more about situations when you must link the peer to further support."

7. Ask the participants if they have any questions, and address them.

8. Thank the participants for their contributions and engagement. Explain that you will now learn more about the Focal Point(s). Ask the participants to stand in a circle.

Activity

7.2

THE ROLE OF THE FOCAL POINT(S)



AIMS OF THE ACTIVITY

- To be confident with the function of the Focal Point(s)
- To know when and how to access the Focal Point(s)

MATERIALS

- Flipchart/board
- Marker/chalk
- Worksheet 3: Details about our Focal Point(s)

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

It is recommended that the Focal Point(s) leads the facilitation of this session. For more information about the role, responsibilities and qualifications of Focal Point(s) as well as on child safeguarding, see Section 4 of the *Theory and Implementation Guide*.



Instructions:

1. Ask the participants to stand in a circle.

2. Recap the function of the Focal Point(s) (adapt to the way the training has been designed in your context):

“At the beginning of this training, when we introduced ourselves, we also presented (mention the name[s] of the Focal Point[s]) as our Focal Point(s). It is the Focal Point’s responsibility to help you to link a child/ adolescent in distress to the right support or service. (Name[s] of Focal Point[s]) will be there to guide and help you when you are supporting other peers in distress. The Focal Point(s) will meet you to talk about your experiences in looking, listening and linking.”


3. Ask the Focal Point(s) to present themselves to the group, if they have not done so already. Preferably, they should take over the facilitation of this session now.

4. Ask the participants why they think an adult has been assigned to be their Focal Point.

5. If they do not mention it themselves, explain the reasons for having a Focal Point. Make sure you include their roles in helping a person in distress to access further support, and of offering help and support to the peer supporter.

*“**Help to link your friend:** Even though you are able to provide support and help to other children who are in distress, there may be situations where support from a friend is not enough to address the situation. If the person you are helping needs support from a doctor, the police, or child protection services, it is the responsibility of the Focal Point(s) to make sure they are referred to appropriate services.”*

“Provide support to you as peer supporter: Furthermore, as peer supporter you may have provided support to a friend and feel like talking your experience through with someone. In such situations, it is important that you have an adult you can contact for advice. This is also the role of the Focal Point(s). It may also happen that you are not sure what kind of help someone needs, or you may want to check with an adult that you are providing the right kind of peer support.”

6. Discuss with the group how they can contact the Focal Point(s). Also, agree how often, when and where they will meet with the Focal Point(s). Use the following model and take notes on a flipchart whilst you also guide the participants to Worksheet 3 in the *Participant's Workbook*:  Details about our Focal Point.

- Name and number of my Focal Point:
- Date and Time of our first follow-up meeting:
- Location:
- How often we will meet after that:
For example, every week, same time, same location (adapt to the context)

7. As facilitator, go through with the participants what they can expect from the Focal Point(s), including the behaviours that comply with child safeguarding standards. Explain how and to whom they can communicate concerns in the event that the Focal Point violates the child safeguarding policy.



Safeguarding Note

If this topic is new to the participants, consider extending the session or adding a follow-up session to enhance their awareness on what behaviours and ethics they can expect from adults (both staff/volunteers and others in the community), and how and where to seek help.

8. Remind the participants of other important sources of support in the community, to add a layer of reassurance to the peer supporters that they are not alone (build upon what was discussed in the community map activity). These people can be the facilitators, or child protection Focal Point(s) in a community centre or school (adapt to the context, with consideration to safe programming and child safeguarding).

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

10. Thank the participants for their contributions and move to the next activity, which will start with the participants sitting in a circle.

Activity

7.3

OTHER TRUSTED ADULTS IN MY NETWORK



AIMS OF THE ACTIVITY

- To enhance awareness among the participants of other safe adults in their network that they can seek help from as peer supporters

MATERIALS

- Flipchart/board
- Marker/chalk
- Paper for drawing
- Coloured pens
- Worksheet 4: My Flower of Support
- Optional: other drawing materials

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: (about preparation)

In some contexts, certain issues such as suicidal thoughts or having experienced sexual violence can put the disclosing person at risk. A risk assessment and identification of mitigation strategies is important to conduct prior to the training, which will help to guide the conversation with the participants on whom to turn to for support. For more information, see Section 4.3 of the *Theory and Implementation Guide*.



Instructions:

1. Ask the participants to sit in a circle. Introduce the activity by explaining that there might be situations where, for some reason, it is not possible to reach the Focal Point(s).

“There might be times when you, or a friend, needs more support, but it is not possible to reach the Focal Point. Perhaps it is late in the evening, or the battery of the Focal Point’s telephone has run out. At these times, it is important to know of other adults in your network who you trust and can offer help to the peer supporter. We will now spend some time exploring who else we have in our networks that we as peer supporters can turn to for help.”

2. Ask the participants to open *Worksheet 4: My Flower of Support* in their Participant Workbooks. As facilitator, demonstrate the exercise on a flipchart, while explaining the exercise.

“Draw a big flower in your workbook. The flower should have some beautiful colours, a stem and two leaves at the bottom.”

The flower represents you as peer supporter.

Now, think about two adults from whom you can seek support from if you face any challenges as peer supporter. Draw or write the names of each of these adults in one of the leaves at the bottom of the flower.”



3. Allow 10 minutes for the participants to complete their support-flower drawing.

4. Bring the participants back into plenary. Ask some volunteers to present who they have identified as supportive adults from their own network.

5. Suggest a piece of homework to the participants:

“Before we end this session, I would like to give each of you a piece of homework. Your task is to talk to the adults who you have identified in your drawing and explain to them what you are learning in this training. Explain that, as peer supporter, you may need to consult with, or seek support from them one day. If they have any questions, they are welcome to call (insert the name of one of the facilitators or the Focal Point[s]), who will provide more information if needed.”

6. Ask if anyone has any questions and address those.

7. Wrap up the session:

*“We have now reached the end of this session, and the end of Day 2. Today we have learnt about the three principles of **LOOK**, **LISTEN** and **LINK**. Now, let us reflect more on what we have done today and see if we have any final questions to be addressed.”*

8. Ask the participants to remain in the circle, but to move into a standing position.



WRAP-UP AND EVALUATION OF DAY 2



AIMS OF THE SESSION

- To bring everyone back together and end with positive feelings
- To identify key learnings and answer questions
- To evaluate the day/gather the participants' feedback

MATERIALS

- Ball



Note to the facilitators:

Annex O of this manual presents two options for post-training questionnaires. One is focused on evaluating the sessions and the other on evaluating the learnings from the training. You are recommended to use one of these questionnaires for the training. Pick the one that is most suitable to your context and needs, in consultation with your manager and the technical specialist in your organization.

When you implement *I Support My Friends*, it is valuable to extend this session to include a Focus Group Discussion with the participants, to discuss their feedback and ideas. For more information on questions you can use, see Section 7 of the *Theory and Implementation Guide*.



Instructions:

- 1.** Ask the participants to stand in a circle. Explain that you have now reached the end of today's training and together you will briefly summarize what you have learnt so far.
- 2.** Pass the ball to a volunteer participant and ask him or her to briefly mention an activity or a take-away learning from the day's training. Then ask the participant to pass the ball to a new volunteer and continue until everybody has had the chance to speak.
- 3.** If something is missing at the end, as facilitator, you can add a keyword or sentence to ensure that all the activities and key learnings have been mentioned.
- 4.** Check the Parking Lot and address any questions from there.
- 5.** Ask if anyone has any other questions or comments, including feedback on the training.
- 6.** Now, invite the participants to sit in a comfortable position. Initially, they should sit in a circle, but once you have distributed the evaluation sheets, they can move away from each other for more privacy.

7. Say:

"I would like to hear your opinion of the training. This will guide all of us working with this training as to whether or not there are activities that need to be changed or improved on for the next workshop. To evaluate the training, we will use smiley faces."

8. Distribute the Training Evaluation (Annex O of this manual) to the participants. Show them the different smiley faces at the top of the sheet and remind them of what each smiley face expression means. Make sure all the participants understand how to interpret the smiley faces.

9. Encourage the participants to focus only on the green part of the questionnaire, which deals with the sessions they did that day.

10. If you use Questionnaire A, ask the participants to take a few minutes to think about each of the sessions that have taken place during today's training, and to mark the smiley face that best represents how they feel about that session.

If you use Questionnaire B, provide support to the participants by reading out and explaining the questions, as necessary.



Note to the facilitators:

Children or adolescents who have good literacy skills may also be invited to provide more detailed, written feedback about the activities.

11. Tell the participants that they should NOT write their names on the training evaluation. This will encourage honesty in their evaluation.

12. When the participants have finished, thank them for their feedback and collect the training evaluations. Encourage the participants to continue to think about the day's training and all the activities you have done together. Also, ask them to think of any questions they may have, which can be discussed in the next training session.

13. Remind the participants about the time/day of the next training session.

14. Thank the participants and close today's training.

WELCOME TO DAY 3



ACTIVITY

- Welcome back and recap

AIMS OF THE SESSION

- To welcome participants back and recap on the previous sessions
- To remind participants of the ground rules
- To introduce the next part of the training

MATERIALS

- None

I
SUPPORT
MY
FRIENDS



Instructions:

- 1.** Welcome the participants back to the training and thank them for coming. Ask them to sit or stand in a circle.
- 2.** As facilitator, begin by doing a brief recap of the previous sessions.
- 3.** Then check the Parking Lot to see if there is anything there that remains to be discussed.
- 4.** Remind participants of the ground rules they agreed on in Session 1.

5. Now, explain that you will play a game to help you all remember what you did last time. Explain the game:

"I will randomly call out a number; for example, three, four or five. Your task is to quickly form a group of that number. I will then ask you a question and your task is to discuss this question in your group for a few minutes. When one person is talking, the others in the group should listen carefully by utilizing what was learnt about active listening in the previous sessions."

"If some participants cannot find a group because the numbers don't add up, they should form their own group and discuss the question too. If only one participant is without a group, they should join one of the other groups."



Note to the facilitators:

Try to pick numbers that add up as much as possible. For example, if the group has 18 participants, you can call out two, three and six. An alternative to the activity, for example, if there are participants with physical disabilities, is to conduct the discussion in pairs or in groups of three.

6. Play the game. Use the following questions as your guide:

- What activity did you like the most last time, and why?
- What is an example of something that you learnt last time?
- Was there anything that you found difficult last time?
- What do you remember the most from last time?

7. After about 10 minutes, ask the participants to come back into a circle. Reflect upon the following questions:

- How did you find this exercise?
- Did you like similar, or different, things from each other?
- Was there anything that your friend said that surprised you?

8. Ask if anyone has any questions and address those.

9. Briefly introduce the content of today's training.

SESSION

8

CONFIDENTIALITY



AIMS OF THE SESSION:

- To reflect on the principle of confidentiality and when exceptions to this are needed
- To promote the self-care and well-being of the peer supporter

Activities

Duration

8.1 Passing the message

Materials:

- None



8.2 When *must* we LINK to more support?

Materials:

- Cards with situations when confidentiality cannot be promised (Annex K)



8.3 What can we say to our friend?

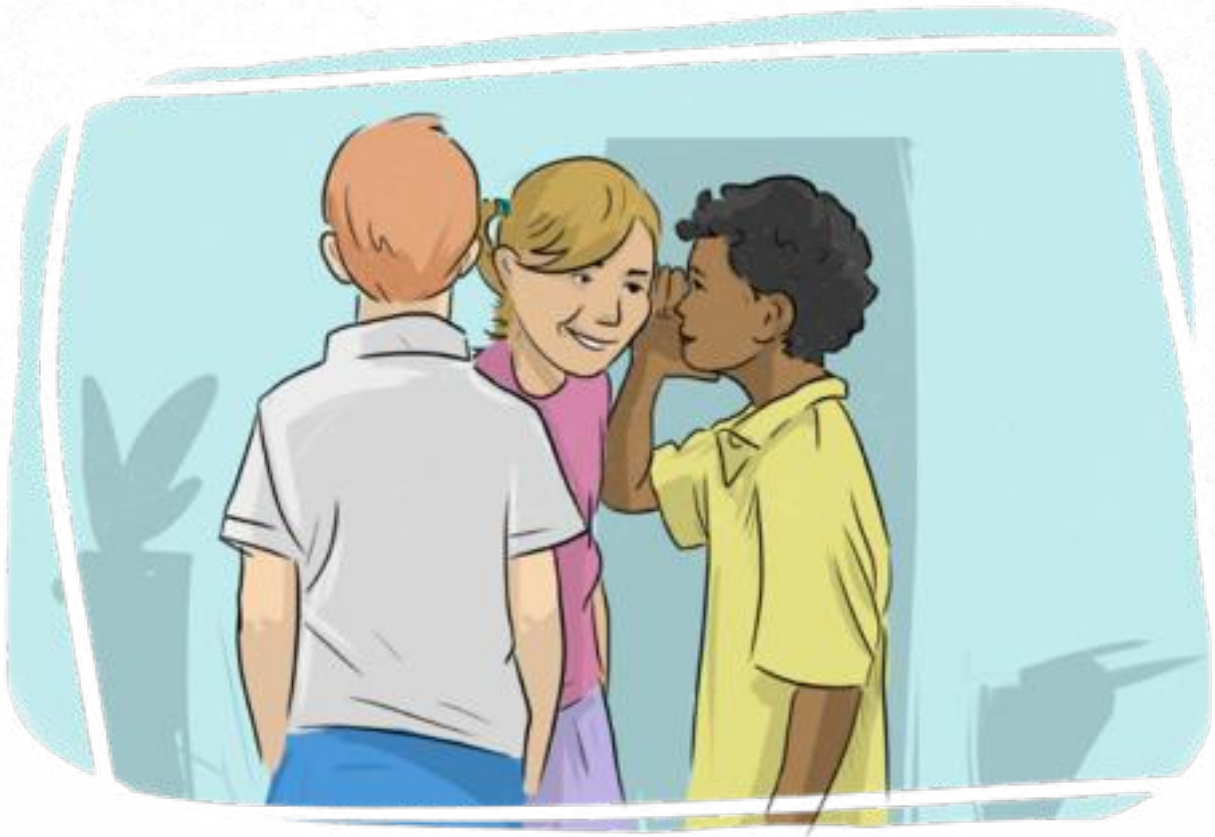
Materials:

- Case studies of confidentiality (Annex L)



Total Duration

80 min



AIMS OF THE ACTIVITY

- To identify what happens when we do not listen carefully

MATERIALS

- None

ACTIVITY SOURCE

Save the Children (2015), *The Youth Resilience Programme*.



Instructions:

- 1.** Ask the participants to stand in a circle or a line. Explain that you will start the session with a game called “Passing the Message”.
- 2.** Ask a volunteer to think of a statement. Alternatively, you can provide a statement to the first participant in the line. Encourage the participant to think of something encouraging and positive, that will make the other participants happy (and not offend anybody).
- 3.** Ask the first participant to whisper this phrase quietly to the person on their right.
- 4.** This person, in turn, whispers the phrase to the person on their right, and so on. The whispering should continue around the circle or down the line until the last participant receives the message. Each person should only whisper what they have. Asking for the phrase to be repeated is not allowed.
- 5.** Finally, when the phrase has reached the last participant in the circle or in the line, ask him or her to say it aloud.
- 6.** Ask the first participant to tell the group what the original statement was. It is usually very different from the final statement.
- 7.** To encourage reflection, ask the following questions:
 - *How did you find this activity?*
 - *What happened when you tried to pass on the message?*
- 8.** Ask the participants if they know what the term ‘confidentiality’ means. Ask for volunteers who know the answer to explain this to the group.
- 9.** Build on what the participants have said, and explain the meaning of confidentiality:

“Confidentiality means respecting other people’s privacy. For example, we agreed that personal matters that another participant may share with you in this training should be respected and stay between those of us who are here. The game we just played illustrates well what can happen if we don’t respect confidentiality, and pass on someone’s story to someone else, who passes it on to some else, and so on. In the end, what is being passed on might be very different from the actual situation.”

10. Explain that, in exceptional circumstances, the principle of confidentiality should be broken:

“There are important exceptions to confidentiality, where we must talk to someone else, in order to protect our friend. We will talk about such situations in this session, and what we can say and do as peer supporters.”

11. Ask the participants if they have any questions, and address them.

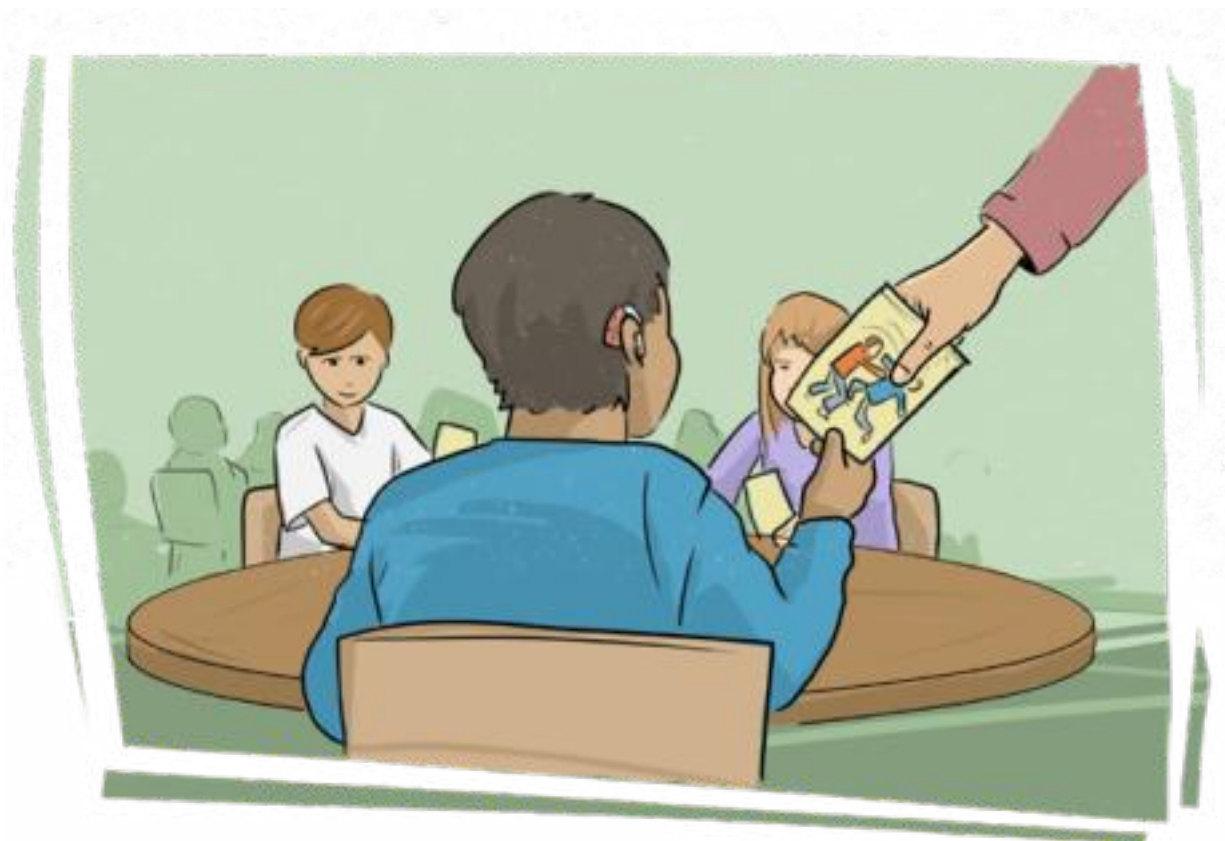
12. Thank the participants for their engagement. Ask them to sit in a circle, and then move on to the next activity.



Activity

8.2

WHEN MUST WE LINK TO MORE SUPPORT?



AIMS OF THE ACTIVITY

- To learn about situations when confidentiality cannot be promised and more support must be sought

MATERIALS

- Cards with situations when confidentiality cannot be promised (Annex K)

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

This activity involves cards giving examples of situations in which confidentiality cannot be promised. Review the cards before starting the training to ensure that they are appropriate to the context.



Instructions:

1. Invite the participants to sit in a circle.

2. Explain the exceptions to the principle of confidentiality:

“When a friend confides in you, you should not reveal their personal issues to other people or talk about them behind their back. However, there might be situations where your friend does not want you to talk to anyone else, but what they have told you is so serious that it makes you worried about them, or someone around them. In these situations, it might be necessary to break confidentiality and seek support from the Focal Point(s) or another trusted adult. Dealing with such a situation is not easy and this is why we will learn more about what you can say and do.”

3. Discuss the importance of clarifying expectations on what can be kept secret:

“At an early stage, you should let your friend know that you will keep their confidence unless there is a risk of harm to themselves or others. It is very important that you are clear on this with your friend from the beginning, because this will help your friend decide what to say and do.”

4. Explain the importance of dialogue with a peer who has disclosed a difficult experience:

“If your friend asks you to keep a secret, always let them know you can't promise this, as the problems might be too big for the two of you to solve alone. In the event that you need to break their confidence, it is important that you let your friend know about this, and the reasons why.”

“Remember that it is probably very difficult for your friend to tell you about their situation. Thank them for telling you and say that you understand that this is not an easy situation for them. At the same time, it is good that they have told you because it means that you can try to get help together. The fact they told you is also a sign that they trust you as friend/peer supporter.”

5. Discuss what the peer supporter may do if more support is needed:

“An option could be that you go together and talk to the Focal Point(s) or another adult that you trust. If this is not possible, you should discuss with your friend what information you can share. If your friend does not want to come, you can try to decide together who to talk to, and what you should say. It will be important to listen to your friend about any potential concerns they may have and try to make the best out of the situation.”

“If you are not sure about what to do as peer supporter, you should consult with the Focal Point(s) as soon as possible. You can do this without revealing who your friend is. The Focal Point(s) will be able to advise you on whether or not the peer will need to be linked up with further support.”

6. Discuss the possible scenario of the friend choosing not to say anything:

“If you tell your friend that you can't keep certain secrets, and they then choose not to tell you what is bothering them, that is OK. You can tell them it is their choice, and you will respect their decision. You can say that you will continue to be their friend, and that you hope they will be able to share with someone what is happening to them, when they feel ready.”

7. Explain the difference between breaking confidentiality for the purpose of seeking support, and gossip:

“Seeking support from the Focal Point(s) is not the same thing as gossip. You must never discuss a friend's problems with other children or adolescents. Being a trustworthy peer supporter means that you never talk about your peers behind their backs. It does, however, mean that you should inform a responsible adult when further help is needed.”

8. Explain the difference between confidentiality and secrets:

“Confidentiality is also not the same thing as keeping all types of secrets. For example, a person who is harming a child/adolescent might say that this should be kept a secret. If the child/adolescent then decides to ask a trustworthy person for help, this is not breaching the confidentiality of the person who is harming them. If the child/adolescent is telling you as a peer supporter that they are being harmed, it is necessary for you to break confidentiality to help keep your friend safe.”

9. Divide the participants into groups of three and introduce the next step of the activity:

“We will now continue to learn about situations that may require you to break confidentiality and involve adults. To help with this, we will use cards with different examples of situations. In your groups, please take 10 minutes to identify these different situations, using the cards as a guide. You may also come to think of other situations. We will then discuss the situations together.”

10. Distribute a set of cards to each group. The groups can each move a little further away from the others for more space and privacy.

11. After 10 minutes, ask the participants to come back into a circle. Talk through the cards one by one with the participants. Use the list below to guide you, whilst building the conversation as much as you can around the participant's own examples and ideas:

- **Violence:** This includes all types of violence – physical, sexual, emotional, neglect, exploitation.
- **Unsafe touching:** When private parts of the body are touched, or a person is touched in a manner that makes him/her feel uncomfortable.
- **Bullying:** Discuss how bullying can be both physical and emotional. It can also take place online (i.e., on social media).
- **Thoughts of suicide and/or self-harm.**
- **Expressing the desire to harm others:** This can be either in person or online.
- **Unable to function in their daily lives because of the difficult situation that they face:** For example, the person stops going outside of the home, isolates himself or herself, withdraws from friends and family, has stopped attending school, or has started to use drugs.

12. Ask the participants if they have identified any other examples of situations where it may not be possible to respect confidentiality. As facilitator, use affirmative language where suitable; e.g., "Yes, that is indeed a good example of when you cannot promise your friend that you can keep quiet." Also, make sure you gently correct the participants if they present scenarios in which it seems as though confidentiality could be maintained.

13. Remind the participants:

"Remember that your role as a peer supporter is to listen, show empathy and link with more support if it is needed. You do not have to have a solution to the problem that your friend is experiencing, or try to find a solution yourself."

14. Ask the participants if they have any questions, and address them.

15. Thank the participants for their engagement. Explain that you will take a 20-minute break, and then come back to the circle to learn more about what one can say to a friend in situations where confidentiality cannot be promised.

Activity

8.3

WHAT CAN WE SAY TO OUR FRIEND?



AIMS OF THE ACTIVITY

- To learn what we can tell a friend about confidentiality

MATERIALS

- Case studies of confidentiality (Annex L)

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

This activity involves reviewing and discussing some examples of situations where the principle of confidentiality is at stake. Annex L of this manual offers some pre-designed examples. Please review these carefully before the session and adapt to the context, as necessary.



Instructions:

1. Welcome the participants back and ask them to form a circle. Explain that you will continue to learn about what we can tell a friend about confidentiality.

2. Recap on the importance of having an honest dialogue with the peer from the start:

“As mentioned before the break, it is important to let our friend know right from the beginning that you will keep their confidence unless there is a risk of harm to themselves or others.”

3. Explain the next part of the activity:

“There might be situations where we need to let our friend know that we cannot keep what they have told us secret. We will now explore what we can tell our friends in such a situation.”

4. Ask the participants to go back into their groups of three and brainstorm what they can say if they hear something that means they would need to involve an adult. For example:

- *Thank you for sharing this with me. I understand it is not easy, but it is important that you get help to resolve this situation.*
- *I feel that this is too much for us to cope with alone. It is important that you have shared this, but I cannot keep this a secret. We need the help of an adult.*
- *Can you think of someone that you would feel comfortable talking to? If not, I know of a Focal Point we can talk to. We can go together if you like.*
- *You are describing to me how someone is harming you at home. It seems as if it is not safe for you to be there now. We need to go and talk to an adult who we trust right away.*

5. Explain that you will look at two examples of how confidentiality was handled. As facilitator, read the pre-designed examples in Annex L of this manual. Read one example and discuss it with the participants before moving on to the next. Use the following questions as a guide:

- *What do you think about this way of explaining, and handling, confidentiality to a friend?*
- *Is this something you can use in your daily lives as a peer supporter? If not, what would you modify?*

6. Clarify any questions and make sure the participants feel comfortable before moving on to the next activity.

7. Thank the participants for their hard work and active involvement.

8. Explain that you will learn more about how the peer supporter can take care of him or herself in the next session, after the break. Ask the participants to sit in a circle when they return.



A 13-year-old male from a piloting training in Japan asked the group:

“What should I do if my best friend asked me to keep their secret, but I think I should tell someone?”

The facilitator did not provide any comment. Rather, she asked the group.

Some children answered:

“If the friend is a really good friend of yours, he/she won’t hate you if you tell their secret. He/she will understand.”

The participant responded:

*“I will tell my friend that I cannot keep this secret, so I am going to tell **[someone we trust]**.”*

SESSION

9

SELF-CARE AND SETTING PERSONAL BOUNDARIES



AIMS OF THE SESSION:

- To promote the emotional safety and well-being of the peer supporter


Activity

Duration

9.1 Self-care and setting personal boundaries



Materials:

- Flipchart/board
- Marker/chalk
- Flipchart: General coping strategies (*see Step 7 below for details*) 
- Handout 2: Strategies to take care of yourself as peer supporter

Total Duration

45 min

Activity

9.1

SELF-CARE AND SETTING PERSONAL BOUNDARIES



AIMS OF THE ACTIVITY

- To identify what happens when we do not listen carefully

MATERIALS


- None

ACTIVITY SOURCE

Save the Children (2015), *The Youth Resilience Programme*.



Note to the facilitators: *(about preparation)*

Prepare the flipchart by writing on it some general coping strategies before starting the activity – see Step 10 below for details. 

This session may be expanded to cover how stress works; what the consequences of stress may be for the physical, emotional and social aspects of our lives; and further information on coping strategies. This is valuable for children and adolescents as it helps them relate stressful situations to the impact they may have on their bodies, minds, behaviours and relationships with others. Furthermore, understanding the impact of stress may encourage children and adolescents to develop healthy coping mechanisms and help them understand the true value of self-care.



Instructions:

1. Ask the participants to sit in a circle. Introduce the activity:

“As we mentioned at the beginning of this training, helping another person who is struggling can sometimes make us feel uncomfortable, or it may bring back sad memories or difficult feelings. This is normal because it shows that you have really listened to your friend and tried to understand their situation. In this session, we will focus on your well-being as a peer supporter, and what you can do in those times where you might feel sad or have strong emotions.”

2. Ask the participants to brainstorm, in plenary, the following question:

“What do you think would be examples of situations that may be stressful, or could make a peer supporter sad, worried, or in some other way upset?”

3. Write the situations down on the flipchart if this is appropriate for the group. Some examples can be:

- *Listening to a story about a challenging situation, such as a friend who has been hurt.*
- *Watching someone we care about showing they are upset, for example, by crying or panicking.*
- *Not knowing what to do as a peer supporter.*
- *Feeling alone as a peer supporter.*
- *Feeling pressure to have the solution to the problem that the peer is facing.*
- *Fearing that the peer's situation may get worse.*

4. Continue by explaining that you will now do some group work.

5. Divide the participants into groups of five. Assign one of the situations that were identified to each group. The groups may move away a little from each other to get more space and privacy to work.

6. Ask the groups to discuss the various ways in which the peer supporters might react to the situations. What might they do? How might they feel? Allow 10 minutes for this discussion.

7. Next, ask the groups to prepare a short role-play showing one or more ways that a peer supporter can cope positively with stress, and take care of their own physical and mental well-being. Allow 10 minutes to prepare.



Note to the facilitators:

Role-plays may trigger memories about the participants' own personal experiences, which can lead to strong emotional reactions. The facilitators need to be observant and be prepared to provide support to deal with such a situation in a comforting and encouraging way. If a participant reacts very strongly, give them some time out of the session and suggest they talk to one of the co-facilitators about how they are feeling. Furthermore, remind the participants that some people are more comfortable doing role-plays than others. It is important that they show understanding towards each other, and that each participant in the group feels comfortable with his or her role.

8. Invite all participants to sit in a semi-circle, so they can see each other's role-plays.

9. After each role-play, discuss the different self-care strategies that were presented and any alternative ways of coping with stress in those particular situations. Also discuss what the consequences might be if the peer supporter does not ask for support when it is needed.

10. Bring out the flipchart with the headline "General coping strategies", which you have prepared prior to the workshop.

General coping strategies that protect your physical and mental health:

- Know and maintain your boundaries
- Think positively
- Try to have some fun every day
- Bring learning, fun and caring into your life
- Recognize your limits
- Be active
- Learn how to relax
- Get a good night's sleep
- Eat as healthily as you can
- Be ready to ask for help
- Spend time with friends and family
- Avoid negative coping strategies

11. Then, ask the participants to brainstorm the details of each strategy. For example, what can a person do to remember their sense of humour and allow oneself to laugh?

12. Encourage the groups to reflect upon the different ways of coping with stress, as demonstrated in their role-plays. Write these down under the relevant heading.

13. As a facilitator you can also suggest some of the examples given in the table below, if participants have not already considered these ways of dealing with stress.

14. Spend some extra time discussing how the peer supporter's own personal boundaries can be maintained:

“By actively listening and showing empathy to a peer in distress, it is likely that they will develop a sense of trust in you. The person may prefer to talk to you instead of anybody else. He or she might ask for your phone number, or to meet up often with you to talk, or try to contact you often over the internet. This may become overwhelming for you, especially if the situation your peer is going through is very difficult or they are very distressed. What could be some ways of ensuring your own personal boundaries and well-being in such a situation? Think of things you can do or say from the very beginning, as well as in a situation where your friend could start to confide in you more and more, making you feel overwhelmed.”



Online safety is important to consider here.

Whilst kind and supportive interactions are valued, mean, discriminatory or inappropriate contact is never acceptable. If a child or adolescent experiences this, they should talk to a trusted adult immediately. See, for example: www.unicef.org/coronavirus/keep-your-child-safe-online-at-home-covid-19

15. Encourage the participants to seek support from each other:

“I would like to encourage you to seek support from each other, as peer supporters. You can play a very important role, by reminding each other about how to take care of your well-being or offering support by listening to each other.”

16. Guide the participants to Handout 2: Strategies to take care of yourself as peer supporter in the Participant's Workbook. This is a useful summary to take home.

17. Thank the participants for their active contributions. Ask if there are any questions, and address them.

18. Explain that, after the break, you would like the participants to sit in a circle again.

19. End the activity by reminding the participants that they should never feel bad for feeling overwhelmed by someone else's difficult situation, or for asking for support. This is only a sign that they are a caring person, and these are normal reactions.

SESSION 10

PRACTICE PFA –
ROLE-PLAYS



AIMS OF THE SESSION:

- To feel confident in supporting a peer by using the principles of LOOK, LISTEN and LINK

Activity

Duration

10.1 Practicing PFA – role-plays



Materials:

- Handout 3: What is peer support? (see Annex M)
- Scenarios for role-plays (see Annex N)
- Space for the participants to work in groups to prepare role-plays

Total Duration

75 min

PRACTICING PFA – ROLE-PLAYS



AIMS OF THE ACTIVITY

- To practice providing PFA to a peer in distress.
- To consolidate the learnings from the training.

MATERIALS

- Handout 3:What is peer support? (Annex M)
- Scenarios for role-plays (Annex N)
- Space for the participants to work in groups to prepare role-plays

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

It is suggested that pre-designed guidance for the role-plays is used for this activity, in order to ensure that the relevant and important aspects of peer support are accurately shown. Using pre-designed guidance is also a way to ensure safety in the group, such as in the event that the participants find it difficult to illustrate a stressful event, or in case a role-play becomes too graphic or intense. Using the pre-designed guidance means that the facilitators are better prepared for what to expect, which means they are also better prepared to support the participants as a result.

See Annex N of this manual for role-play scenarios and adapt as necessary to your context. 

Role-plays may trigger memories about the participants' own personal experiences, which can lead to strong emotional reactions. The facilitators need to be observant and prepared to provide support to deal with such a situation in a comforting and encouraging way. If a participant reacts very strongly, give them some time out of the session and suggest they talk to one of the co-facilitators about what they are feeling.



"I think it is very important to support children closely because role-plays require children to improvise. However, some children may find it difficult to improvise and I feel that we need to support them."

Facilitator from a pilot training in Japan.



Instructions:

- 1.** Invite the participants to sit in a circle.
- 2.** Tell them that they have almost completed their training as peer supporters. The only thing that remains is for them to practise their skills.
- 3.** Ask the participants to briefly highlight the key actions of the three principles of PFA: **LOOK**, **LISTEN** and **LINK**. Encourage them to use the appropriate body language for each principle and outline the important things to think about for each principle. Make sure that the following points are mentioned:

- Ensure your own safety first.
- Do not feel expected to have all the solutions.
- Listen actively to your friend.
- Ask the Focal Point(s) or a trusted adult for support to link/refer, or whenever you feel overwhelmed.
- Break the rule of confidentiality in a safe and respectful way if the situation is urgent or if your friend is experiencing something very difficult or risky.



4. Tell the participants to look at Handout 3: What is peer support? in the *Participant's Workbook* (Annex M). Go through the points on both columns: "Peer support is..." and "Peer support is not..."

5. Divide the participants into groups of five. Explain the next part of the activity:

"We have now come to the point in the training where we will bring together everything that we have learnt. I will hand out examples scenarios that illustrate where peer support, guided by the principles of PFA, can be used. Each group will receive a different scenario. Your task is to use the scenario as a guide to develop a role-play that illustrates the following:

- *A peer is in distress – how would you practise **LOOK, LISTEN** and **LINK** in the given situation? This includes everything that was just discussed, from identifying a peer, to ensuring your own safety, to active listening, to linking.*
- *If relevant for the scenario, an explanation to the peer that the rule of confidentiality cannot be kept.*
- *If relevant for the scenario, a process of linking up either with their Focal Point(s), or with other sources of support.*
- *An example of how the peer supporters' own well-being and personal boundaries are maintained.*

6. Write key words from the above on a flipchart, if appropriate to the group. If not, you may have to remind them of the different points as you walk around and offer support.


7. Continue by explaining the activity step by step:

"Each group will have about 15 minutes to prepare the role-play. All participants in the group should contribute, but we should also remember that some participants may be more comfortable doing role-plays than others. It is important that each participant in the group feels comfortable with their role. Each role-play should not be more than five minutes long. It is important that you keep the role-play realistic."

"After each role-play, there will be a moment for reflection, where the actors have the chance to speak first, before the audience is invited to make comments and/or give suggestions for other ways in which the children could have been supported. The focus will be on the content, and the feedback should be positive and constructive. No one will be allowed to judge individual acting skills."

8. Also, mention to the participants:

“Role-plays can sometimes trigger emotions, either among the actors or the audience. Even professional actors experience this. It could be because the role-play reminds them of something that either they or a friend has experienced in the past. To have a reaction when remembering difficult things is normal. We facilitators are here to support you, as are the group members. If any of you need to take a short time out or want support, you should let [name of the co-facilitator] know.”

9. Distribute a scenario to each group  (see Annex N) and ask each group to move away a little from each other, for more space and privacy to prepare.

10. Support the groups during the preparation and implementation of the role-plays, as needed. If the groups have low or no literacy skills, distribute yourselves as facilitators among the groups to help to explain the scenario.

11. Gather the participants in a semi-circle to watch each other’s role-plays.

12. After each role-play, make sure the participants are given a round of applause. When moving into the reflection phase after each role-play, use the following as a guide:

To the actors:

- *How did you feel in this role-play?*
- *Is there anything that you are particularly satisfied with?*
- *Is there anything that did not go as planned?*

To the audience:

- *How did you feel when watching this role-play?*
- *How did this role-play illustrate the principles of **LOOK, LISTEN** and **LINK**?*
- *How did the peer supporter take care of his or her own well-being?*
- *Were there any parts that you learned from, in particular?*
- *Were you surprised by any part?*
- *Could there be other ways of offering support, other than what you observed in this role-play?*



Note to the facilitators:

*Encourage the participants to give positive and constructive feedback to each other. Guide them to focus on the content and how the principles/actions of PFA were illustrated, and **not to comment on an individual participant's performance**. Positively reframe what the participants are saying if needed. As facilitator, also give feedback to the participants.*

13. When all the role-plays have been performed, praise the participants for their contributions.

14. Ask the participants to sit in a comfortable position. Explain that you are going to help the participants to step out of the role-plays by doing a short breathing exercise.

15. Facilitate the exercise:

- *Please sit comfortably and quietly in your chair or on the ground.*
- *Close your eyes. If you do not feel comfortable closing them, you can keep them open and look down, focusing just a little bit in front of your feet.*
- *Notice how you are sitting very steadily on the chair. Your hands are touching your knees. Feel your knees, how they are round and warm.*
- *Put your hands on your stomach. Take a deep breath in and feel how your belly is getting bigger, like a balloon.*
- *Exhale slowly.*
- *Please take one more deep breath. Feel again how your belly is getting bigger.*
- *Repeat a couple more times if needed.*
- *Open your eyes when you feel ready.*

16. Thank the group for their participation.

17. Ask the participants if they have any questions and address those. Then, wrap up the session by saying:

*"Thank you for your hard work in this session. You really have done very well to show the different principles of **LOOK**, **LISTEN** and **LINK**, and each of their different elements. Remember that role-plays are just acting and pretending to be someone else. If playing a role has affected you and makes you feel sad, please come and talk to us as facilitators after the training if you need to."*

18. Explain that you have arrived at the last session of the training. Ask the participants to remain in the circle, but standing up.

**i
SUPPORT
MY
FRIENDS**

SESSION

11

WRAP-UP AND EVALUATION OF DAY 3



AIMS OF THE SESSION:

- To reflect upon key learnings from the training, and the role of peer supporter
- To evaluate the training and provide feedback on the approaches used
- To feel comfortable with closing the training

Activities

Duration

11.1 Spider web

Materials:

- Ball of yarn/string



11.2 Evaluation of the training

Materials:

- Training evaluation (Annex O)



11.3 Distribution of certificates

Materials:

- Certificates of completion for each participant (see Annex P for a template) 



Total Duration

45 min

Activity

11.1

SPIDER WEB



AIMS OF THE ACTIVITY

- To reflect upon learnings from the training
- To prepare for the end of the training

MATERIALS

- Ball of yarn/string

ACTIVITY SOURCE

Designed for this resource kit



Instructions:

1. Ask the participants to stand in a circle.
2. Tell the participants that they have come to the last sessions of this training, and that you are proud of what the group has accomplished together. You will now engage in an activity to start wrapping up the training and bring together what you have learnt.
3. Give one of the participants the ball of string. Explain that you will ask a question linked to *I Support My Friends*. The person with the string will be the first one to answer the question before they pass 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.
4. It is important that each person who gets the string holds on tightly to his or her piece without letting go.
5. When the ball of string reaches the third or fourth participant, they will be asked a new question by the facilitator, before passing the ball again to a new participant.
6. Explain that one of the facilitators will make a note of the answers in order to remember everything. Notes will *not* include details on who said what, such as the names of the participants.
7. Start the game. After every five participants, remember to ask a new question. Use the examples of questions below:
 - What have you learned about the first principle of PFA (**LOOK**)? (Follow up with additional questions as needed to explore different actions of this principle)
 - What have you learned about the second principle of PFA (**LISTEN**)? (Follow up 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 your friend that you are actively listening?)
 - What have you learnt about the third principle of PFA (**LINK**)?
 - What have you learnt about the Focal Point(s)?
 - What have you learnt about confidentiality? (Follow up with additional questions as needed, for example, what could be an example of when confidentiality cannot be promised? What can you say or do then?)
 - What can be a strategy to maintain your own well-being as a peer supporter?
 - Have you changed your mind about anything as a result of this training?



Note to the facilitators:

One of the facilitators should remain outside of the game to make a note of the participants' answers in a discreet manner, so as not to disturb them or intrude on the process. Whilst disaggregated data might be gathered, the facilitator should respect the privacy of each participant and not write down who said what.

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 how to support a friend in distress?

9. Give time for some suggestions and then continue with your own observation, if this has not been already mentioned:

"The string looks like a spider's web. We have all played a part in creating this unique web, and if one person were absent, it would look different. This web is strong and flexible, but it can also change; for example, if one person leaves the group. 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 and ourselves as peer supporters."

10. End the game by asking the person who got the string last to pass it back to the person they 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.

11. Ask the participants to sit in a circle so that you can explain the next activity.

Additional option: Developing our ID-cards

In some contexts, it can be relevant and empowering to develop ID-cards for the peer supporters. In other contexts, it can cause too much unwanted attention and put pressure on the child/adolescent. Only include this activity if you deem it to be safe in your context. Distribute templates for the ID-cards and ask the participants to draw a self-portrait in the space for the picture, if they want to (they can also choose to leave the space blank). If relevant equipment is available, you can laminate the ID-cards. Include the name and contact details of different sources of help, including informal ones, on the back of the card.

Activity

11.2

TRAINING EVALUATION



AIMS OF THE ACTIVITY

- To evaluate the training and gather the feedback from the participants

MATERIALS

- Training evaluation (Annex O)

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators:

Annex O of this manual presents two options for post-training questionnaires. One is focused on evaluating the sessions, and the other on evaluating the learnings from the training. You are recommended to use one of these questionnaires for the training. Pick the one that is most suitable to your context and needs, in consultation with your manager and the technical specialist in your organization.

When you implement *I Support My Friends*, it is valuable to extend this session to include a Focus Group Discussion with the participants, to discuss their feedback and ideas. For more information on questions you can use, see Section 7 of the *Theory and Implementation Guide*.



Instructions:

1. Invite the participants to sit in a comfortable position. Initially, they should sit in a circle, but once you have distributed the evaluation sheets, they can move away from each other to get more privacy.

2. Explain to the group:

"We have reached the end of the training. Please give yourselves and your peers a round of applause. I have really enjoyed working with you on how to provide help and support to other young people who are in distress and have had difficult experiences. 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 on whether or not there are activities that need to be changed or improved for the next workshop. To evaluate the training, we will use smiley faces."

3. Distribute the Training Evaluation (Annex O of this manual) to the participants. Show them the different smiley faces at the top of the sheet and remind them of what each smiley face expression means. Make sure all the participants understand how to interpret the smiley faces.

4. Guide the participants to only focus on the pink part of the questionnaire, which reflects the sessions they did today.

5. If you use Questionnaire A, ask the participants to take a few minutes to think about each of the sessions you have done during today's training and to mark the smiley face that best represents how they feel about that session. If you use Questionnaire B, provide support to the participants by reading out and explaining the questions, as necessary.



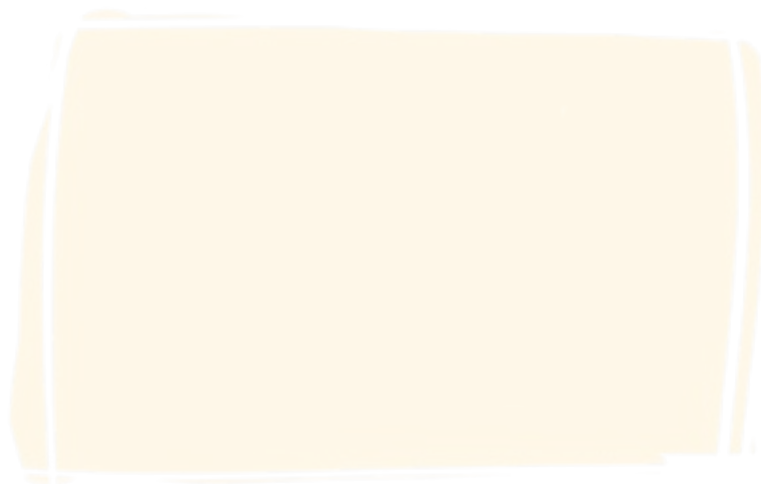
Note to the facilitators:

Children or adolescents who have good literacy skills may also be invited to provide more detailed, written feedback about the activities.

6. Tell the participants that they should NOT write their names on the training evaluation. This will encourage honesty in their evaluation.

7. When the participants have finished, thank them for their feedback and collect the training evaluations.

8. Ask the participants to stand in a circle and move on to the final activity.



DISTRIBUTION OF CERTIFICATES



AIMS OF THE ACTIVITY

- To distribute certificates in a fun way

MATERIALS

- Certificates of completion for each participant (see Annex P for template) 

ACTIVITY SOURCE

Designed for this resource kit



Note to the facilitators: *(about preparation)*

Prepare a certificate of completion for each participant, with their name written on it. A template of a certificate can be found in Annex P.



Instructions:

1. Invite the participants to stand in a circle.
2. Distribute a certificate to each participant, facing downwards, so that they cannot see who the certificate belongs to.
3. Explain that you will do an activity whereby each person will call out the name of the person that their certificate belongs to and hand over the certificate to this person.



Note to the facilitators:

If the participants do not have literacy skills, you can modify this activity. For example, a facilitator can whisper to each participant whose certificate they are holding, or the facilitators can call out the names instead.

4. Ask a volunteer participant to start by calling out the name 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 written on the certificate that they are holding.
5. Continue until all certificates have been distributed.
6. Thank all the participants by asking them to give a round of applause. You can also sing a song together.
7. End the training.

ANNEXES



- A small soft ball for the participants to pass safely to each other
- Flipchart stand or board
- Flipchart paper
- Post-it notes
- Markers to use on flipcharts, or chalk for the board
- Pens and pencils (both for drawing and writing)
- Hole punch
- A4 paper
- Ball of yarn or string
- Table or floor space to make a large group drawing
- Glue or sticky tape to stick flipcharts together
- Sticky tape or reusable sticky putty to display flipcharts on walls
- Stopwatch to keep time
- Notepads for the facilitators to note down learnings, feedback and ideas
- Cardboard box or similar, for gathering feedback from the participants

Items to be printed:

- Flash card with image of children in distress for Session 5.1 (*see Annex G, Training Manual*)
- Training evaluation: one per participant (*see Annex O, Training Manual*)
- Certificates of completion: one per participant (*see Annex P, Training Manual*)
- Copies of the Participant's Workbook (one per participant)

Documents to be reviewed:

- Scenarios for the flash card with children in distress for Session 5.1 (*see Annex G, Training Manual*)
- Paper strips with instructions and illustrations on roles for Session 6.2 (*see Annex H, Training Manual*)
- Cards with situations when confidentiality cannot be promised for Session 8.2 (*see Annex K, Training Manual*)
- Case studies for confidentiality for Session 8.3 (*see Annex L, Training Manual*)
- Scenarios for role-plays for Session 10.1 (*see Annex N, Training Manual*)

Flipcharts or other materials to be prepared:


- If needed, a pre-made map of the community (*see Section 2, Training Manual*)
- General coping strategies (*see Session 9*)

Information:

- About the participants
- About referrals and support services in the community

Optional:

- Other drawing or art and craft materials for more creative approaches: e.g., clay, cardboard, coloured paper, art/craft supplies, sticks, string, glue.
- Materials for the participants to create an **I Support My Friends** ID-card: coloured pens, cards, scissors, laminator and laminating sheets.

<p>There are many things to keep track of as part of preparing for <i>I Support My Friends</i>. Prior to any training in <i>I Support My Friends</i>, all those involved in organizing the training must consider potential ethical, legal and child protection concerns. Below is a check list to make sure that you have not forgotten anything. A dedicated staff member, such as the project manager, in collaboration with technical specialists (depending on the organization's structure) should be responsible for confirming that these considerations have been sufficiently addressed.</p>	<p>Reference to the <i>Theory and Implementation Guide</i> (TIG) or <i>Training Manual</i> (TM)</p> 	
Child safeguarding, safe programming and child protection		
<p>Review Section 4 of the <i>Theory and Implementation Guide</i> carefully and consider the information in relation to your context. Review the table in Section 4.3 and carefully consider the risks and mitigation strategies.</p>	4.1 – 4.3 TIG	
<p>Assess and adapt <i>I Support My Friends</i> content and operational modalities with sensitivity to age, gender and disability. Also, assess and adapt the materials to be sensitive to culture and religious practices. Aspects such as legal status, displacement status and other potential dimensions of conflict have also been considered.</p>	3.1–3.6 TIG	
<p>Map out child and adolescent friendly structures, networks and services in the community.</p>	6.4 TIG	
<p>Establish referral pathways and develop protocols for how to handle high-risk child protection concerns. Brief facilitators and Focal Point(s) on these.</p>	6.4 TIG	
<p>Make sure a child-friendly safeguarding mechanism is in place, which children and adolescents can use to report any safety concern relating to <i>I Support My Friends</i> in a confidential manner.</p>	4.1 TIG	
Sensitivity to age, gender, disability and other aspects		
<p>Develop eligibility criteria, mobilize and select participants in an inclusive and non-discriminatory manner.</p>	3.4–3.6, 5.3 TIG	
<p>Identify and address environmental, institutional, social or attitudinal barriers that can prevent children and adolescents from participating in the training.</p>	3.4-3.6, 5.3 TIG	
<p>Divide the participants into age-appropriate groups.</p>	3.1–3.3, 5.3 TIG	
<p>Decide if girls and boys should be trained together, or separately.</p>	3.4–3.6, 5.3 TIG	
<p>Make sure there is an appropriate gender balance among facilitators and Focal Points.</p>	5.4, 6.1 TIG	

Collaborate with experts, such as organizations for persons with disabilities, organizations for parents and caregivers of children with disabilities and in collaboration with children themselves, to adapt the training to participants with disabilities.	3.6, 4.6 TIG	
Participants		
Organize the training so that there are no more than 20 participants per group.	5.3 TIG	
Ensure that the facilitators and Focal Points are familiar with the participants who will be trained (situation/experiences, needs, literacy, whether they have attended trainings in peer support before, etc).	6.4 TIG	
Put the groups together so that the participants have something in common with each other, such as being from the same community, school, or children's club.	5.3 TIG	
Assess the language of the participants and ensure the materials are translated, facilitators are selected accordingly, and interpreters are mobilized if needed.	6.1, 6.2 TIG	
Implement an orientation session in <i>I Support My Friends</i> for children and adolescents and obtain their informed assent.	5.2 TIG	
Seek input from children and adolescents to the operational modalities of the training (time, duration, location, etc).	5.2, 7.1 TIG	
Parents and legal or customary guardians		
Implement an orientation session in <i>I Support My Friends</i> for parents and legal or customary guardians and obtain their informed consent.	5.2 TIG	
Seek input from parents and legal or customary guardians on the operational modalities of the training (time, duration, location, etc).	5.2, 7.1 TIG	
Arrange for other ways to keep parents, caregivers, legal and customary guardians engaged and involved in <i>I Support My Friends</i> (e.g., post training follow up, parenting programme, or training in PFA).	5.2, 7.1 TIG	
Facilitators and Focal Point(s)		
Identify facilitators and Focal Points according to clear criteria (skills, competencies, appropriate gender balance, etc.) that match the needs of the participants.	5.4 TIG	
Identify the Focal Point(s) in consultation with children/adolescents prior to the first orientation meeting (the Focal Point preferably should be present at this meeting).	5.2, 5.4 TIG	
Make sure all facilitators and Focal Points are vetted, receive training in child safeguarding and sign the relevant protocols.	4.3, 5.4, 6.1-6.4, TIG	

Make sure the facilitators and Focal Points have attended training in <i>I Support My Friends</i> , as well as other foundational trainings as necessary.	6.1-6.3 TIG	
Make sure the Focal Point(s) is able to join the orientation meeting with children, adolescents and legal or customary guardians.	5.2 TIG	
Make sure the Focal Point(s) is able to join the training with children and adolescents as co-facilitator.	5.4, 6.1 TIG	
Prepare the training with the interpreters if they are going to be used.	6.2 TIG	
Define how often, where and how the Focal Point(s) will meet with the peer supporters.	5.4 TIG	
Agree on a structure for debriefing among facilitators and Focal Points after the training.	5.4, 6.3, 6.4, TIG	
Agree on the structure and frequency of support and supervision to the facilitators and Focal Point(s).	5.4 TIG	
Venue, materials, preparation		
Review the list of materials and make sure that everything is in place.	Annex A TM	
Identify a safe and accessible venue, which provides both a suitable space for group work and also for privacy, if an individual participant needs some time alone.		
Arrange for lunch and snacks for the participants (be aware of any allergies).		
Review all the case studies and scenarios and make sure they are appropriate to your context.	Annex G, H, K, L, N TM	
Review and agree which evaluation form to use.	Annex O TM	
Prepare and print certificates of completion for each participant.	Annex P TM	
Integrated programming		
Integrate <i>I Support My Friends</i> into a wider programming (e.g., child protection, MHPSS, education or health), and let your work be guided by the socioecological model.	2.1 TIG	
Monitoring, Evaluation, Learning and Accountability (MEAL)		
Develop a MEAL plan for the implementation of <i>I Support My Friends</i> .	7.1-7.4 TIG	
Develop/adapt information dissemination materials about <i>I Support My Friends</i> (including those that are child and adolescent friendly) and dissemination channels that are appropriate to the audience and context.	5.2 TIG	
Plan for lessons learnt meetings and share your experiences with the global community (mhpss.secretariat@unicef.org).	7.4 TIG	

DAY 1

Session	Title	Duration	Timing	Handouts
1	Introduction, team building and trust <i>1.1. Pass the ball game</i> <i>1.2. What we have in common</i> <i>1.3. Why we are here and informed consent</i> <i>1.4. Ground rules</i> <i>1.5. Distribution of the Participant's Workbook</i>	75min	09.00–10.15	<i>Handout 1: Agenda</i>
	<i>Break</i>	<i>20min</i>	<i>10.15–10.35</i>	
2	Our community <i>2.1. Sources of safety and support in our community</i>	50min	10.35–11.25	
	<i>Short break</i>	<i>5min</i>	<i>11.25–11.30</i>	
2	<i>2.2. Risks and difficult experiences of children/adolescents in our community</i>	30min	11.30–12.00	
	<i>Lunch break</i>	<i>45min</i>	<i>12.00–12.45</i>	
3	Our reactions to difficult experiences <i>3.1. Normal reactions to difficult situations</i> <i>3.2. Show me how you look when you feel...</i>	45min	12.45–13.30	
	<i>Break</i>	<i>15min</i>	<i>13.30–13.45</i>	
3	Our reactions to difficult experiences <i>3.3. More about reactions and emotions</i>	25min	13.45–14.10	
4	Different forms of support <i>4.1 What helps when going through a difficult experience?</i>	20min	14.10–14.30	
	Wrap-up of Day 1	30min	14.30–15.00	
	TOTAL DURATION	6H		

²⁰ This tool corresponds to Handout 1 in the *Participant's Workbook*.

DAY 2

Session	Title	Duration	Timing	Handouts
	<i>Welcome back and recap</i>	<i>30min</i>	<i>09:00–09:30</i>	
5	How to support my friend: LOOK <i>5.1. Introduction to the three principles of PFA</i> <i>5.2. The principle of LOOK</i>	40min	09:30–10:10	<i>Worksheet 1: The Principles of PFA</i>
	<i>Break</i>	<i>20min</i>	<i>10:10–10:30</i>	
6	How to support my friend: LISTEN <i>6.1. The principle of LISTEN: Initial contact</i> <i>6.2. Game: What has happened?</i>	50min	10:30–11:20	<i>Worksheet 1: The Principles of PFA</i>
	<i>Break</i>	<i>10min</i>	<i>11:20–11:30</i>	
3	How to support my friend: LISTEN <i>6.3. The principle of LISTEN: Active listening</i>	30min	11:30–12:00	<i>Worksheet 2: Good listening skills</i>
	<i>Lunch break</i>	<i>45min</i>	<i>12:00–12:45</i>	
6	How to support my friend: LISTEN <i>6.4. Practice active listening skills</i>	45min	12:45–13:30	
	<i>Break</i>	<i>15min</i>	<i>13:30–13:45</i>	
7	How to support my friend: LINK <i>7.1. The principle of LINK</i> <i>7.2. The role of the Focal Point</i> <i>7.3. Other trusted adults in my network</i>	55min	13:45–14:40	<i>Worksheet 1: The Principles of PFA</i> <i>Worksheet 3: Details of your Focal Point</i> <i>Worksheet 4: My flower of support</i>
	<i>Wrap-up of Day 2</i>	<i>20min</i>	<i>14:40–15:00</i>	
	TOTAL DURATION	6H		

DAY 3

Session	Title	Duration	Timing	Handouts
	<i>Welcome back and recap</i>	<i>30min</i>	<i>09:00–09:30</i>	
8	Confidentiality <i>8.1. Game: Passing on the message</i> <i>8.2. When can we not promise confidentiality?</i>	50min	09:30–10:20	
	<i>Break</i>	<i>20min</i>	<i>10:20–10:40</i>	
8	Confidentiality <i>8.3. Review and discussion of scenarios</i>	30min	10:40–11:10	
	<i>Break</i>	<i>10min</i>	<i>11:10–11:20</i>	
9	Self-care and setting personal boundaries	40min	11:20–12:00	<i>Handout 2: Strategies to take care of yourself as a peer supporter</i>
	<i>Lunch break</i>	<i>45min</i>	<i>12:00–12:45</i>	
10	Practice PFA: role-plays	75min	12:45–14:00	<i>Handout 3: What is peer support?</i>
	<i>Break</i>	<i>15min</i>	<i>14:00–14:15</i>	
11	Closing activity, evaluation and wrap-up	45min	14:15–15:00	
TOTAL DURATION		6H		

DEAR PARENT/CAREGIVER,

Your child has been invited to participate in a training called *I Support My Friends*. This training is being facilitated to help your child to know what to say and do when a friend is facing a difficult situation, and when to ask for support from an adult.

We would like to invite you and your child to an **information meeting about the training**. In this meeting, you will have the opportunity to ask any questions that you, or your child, may have. At the end of the meeting, we would like to ask for your consent to allow your child to participate in the training.

[Details about the orientation meeting:](#)

- **When** (*day and time*):

- **Where:**

On the other side of this letter you can find more information about the *I Support My Friends* training.

We look forward to seeing you.

Warm regards,

Name

Role

Organization

BRIEF INFORMATION ABOUT TRAINING IN *I SUPPORT MY FRIENDS*

Children play a very important role in supporting each other in times of difficulty. They are naturally insightful about each other's challenges, and care about supporting each other. Children are often the ones to know first if a friend is not feeling OK, before we as adults do. It is not always easy to know what to do when helping someone else. Children may easily take on more responsibility than is good for them in these situations. As adults, we therefore have a responsibility to guide and support them.

I Support My Friends is guided by three simple principles: **LOOK**, **LISTEN** and **LINK**. By taking part in the training, the participants learn:

- How they can notice that a friend is not feeling well, mentally or physically.
- How they can offer support and help their friend to feel better.
- How they can help to connect to further adult support.

The participants will also learn about ways to take care of themselves.

WHO CAN PARTICIPATE IN THE TRAINING?

The training is for all children aged 9–17 years. Your child has been invited because *[explain how the child has been selected, e.g., because they attend a certain school or community centre]*.

HOW LONG IS THE TRAINING?

The training will last for three days, from 09:00 am to 15:00 pm *[adapt as appropriate]*.

DOES IT COST ANYTHING?

Participating in *I Support My Friends* is completely free of charge. Participation is entirely voluntary.

PARENT/LEGAL OR CUSTOMARY GUARDIAN CONSENT FORM
FOR THEIR CHILD'S PARTICIPATION IN *I SUPPORT MY FRIENDS*

Please tick to confirm	
I confirm that I hold legal or customary responsibility over the child.	
I confirm that I have received information about the training my child is going to take part in.	
I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my child's participation is voluntary.	
I understand that relevant notes and data will be collected during the training and used for evaluating the training. The data collected will be anonymous.	
I agree to my child's participation in the training.	

Name of child:

Name of Parent/Legal or Customary Guardian:

Signature of Parent/Legal or Customary Guardian:

Phone number in case of emergency:

Date: _____

DEAR PARTICIPANT,

You have been invited to participate in *I Support My Friends* – a training to learn more about how we can identify when other children/adolescents are feeling sad or upset, and what you can do to help as a friend.

To assist us in preparing the training, it would be helpful to get to know you a little bit in advance. If you agree, please fill in the questionnaire and return it to us before the training start date. You can provide more information on the back of this paper if you need to.

What is your name? _____

How old are you? _____

How do you identify yourself? Girl Boy No answer

Where do you live? (name of community, town, city, etc.) _____

Do you go to school? No Yes *If yes, where?* _____

Do you attend any children's/youth club, community centre, activity, or similar?

No Yes *If yes, please describe where you attend and/or what activities you participate in.*

On a scale from 1–5, how confident do you feel with: (5=very confident, 1= not at all confident)

Reading _____ Writing _____

Do you have any special needs or requirements – dietary, physical, medical or otherwise – that we should know about, so that we can support your participation? *If so, please explain:*

Please tell us why you would like to attend *I Support My Friends*?

SCENARIO 1:

Imagine that you are at school or somewhere in the community *[adapt to the context]* and that you see a child sitting down alone, looking upset. You think that something might have happened.



SCENARIO 2:

Imagine you are walking along the road towards your village/community/ neighbourhood *[adapt to the context]*. Suddenly, you see three children approaching you, looking upset. You think that something might have happened.






SCENARIO 3:



Imagine you are in an evacuation centre; this is a safe place to go in case of an emergency. There are usually mattresses for people to sleep on, and food and drink available. Imagine many adults and children are there, some trying to rest, some playing, others looking upset.



ROUND 1	ROUND 2
<p>Volunteer 1: Walking around slowly, limping and holding their arm, as if they have an injury (basic need).</p>	<p>Volunteer 1: Walking around slowly, limping and holding their leg, as if they have an injury (basic need).</p>
<p>Volunteer 2: Showing that they are very thirsty (basic need).</p>	<p>Volunteer 2: Showing that they are very hot (basic need).</p>
<p>Volunteer 3: Sitting down, shivering, as if they are very cold (basic need, but could also be a sign of distress).</p>	<p>Volunteer 3: Sitting down, shivering, as if they are very cold (basic need, but could also be a sign of distress).</p>
<p>Volunteer 4: Pretending to cry by holding their hands in front of their eyes (distress).</p>	<p>Volunteer 4: Pretending to cry by holding their hands in front of their eyes (distress).</p>
<p>Volunteer 5: Sitting on the floor with their arms around their knees, looking scared (distress).</p>	<p>Volunteer 5: Sitting on the floor covering their ears, looking scared (distress).</p>
<p>Volunteer 6: Walking around the room, seeming lonely and lost (distress).</p>	<p>Volunteer 6: Walking around the room, waving their arms and seeming upset (distress).</p>
<p>The other participants will be neutral, not showing any needs. They should sit in groups of 2–3 and pretend to be talking to each other.</p>	<p>The other participants will be neutral, not showing any needs. They should sit in groups of 2–3 and pretend to be talking to each other.</p>
<p>Explain to the first group that one facilitator will be placed in a corner and play the role of a fire, by waving their arms and making a swishing sound.</p>	<p>Explain to the second group that one facilitator will be placed in a corner and play the role of an angry person, making some sounds, but mainly by waving their arms and looking angry.</p>

PRINCIPLE	ACTIONS
<p>LOOK</p> 	<p>What are the different actions for this principle?</p> <ol style="list-style-type: none"> 1. Check that you are safe. 2. Make sure that the other child/children are safe and look for basic needs. 3. Look for children/adolescents who are very distressed, and seem very sad or upset.
<p>LISTEN</p> 	<p>Helpful questions to ask, without pushing the person to answer:</p> <ul style="list-style-type: none"> • How are you? • How are you feeling? • Are you hurt? • Where are your parents or guardians, or other family members? • Where do you live? • Do you need help? • What can I do to help you?
<p>LINK</p> 	<p>What are some important things to remember?</p> <ol style="list-style-type: none"> 1. I am not expected to have all the solutions. I should ask the Focal Point(s) for help with linking the peer to further support as needed. 2. Ensure my own safety first. 3. Gently ask questions and listen actively, to understand what the peer needs and what they would like to happen next. 4. I should not push my friend to answer. It is OK if they do not feel like talking. 5. If the situation is urgent or the peer is at risk, I should explain to them that I cannot promise to keep this a secret. I must link to an adult.

²¹ This tool corresponds to Worksheet 1 in the *Participant's Workbook*.

DOs 	DON'Ts 
Pay attention. Look at the other person and maintain eye contact <i>[if appropriate]</i> .	Do not look away or at other people, your watch or your phone.
Give the other person time to speak. Stay quiet and listen.	Do not interrupt the other person when they speak.
Encourage the person to talk if they want to.	Do not push them to talk.
Respond without judgement to what the person tells you.	Do not act surprised or shocked through verbal expression or body language.
Use your body language to show that you are listening (for example, nodding, smiling a little, other facial expressions).	Do not sit in a way that seems disinterested or closed to the other person (e.g, arms folded, turned away), and do not fidget or make distracting movements.
Block out any distraction, for example, by finding a quiet place and putting your mobile phone in your pocket.	Do not change the subject or make the story about you.
Sit or stand in a position that makes the other person relaxed, for example, so that you are at the same level as your peer. Be aware of the person's personal space.	Do not sit or stand too close to the peer. Adapt your physical distance to what feels appropriate for the context/culture.
Use words such as "mm", "I see", "OK" and "I understand" to show the person that you are actively listening to them.	Do not say "and then?" or in other ways urge the peer to hurry. Give the person time to tell their story.
Repeat what the person has said in your own words to ensure you have understood them correctly.	Do not assume that you know what the other person needs.
Clarify if there is something you do not understand. Ask, for example, "I did not fully understand what you said about xx, could you please explain that again to me?"	Do not guess or assume that you have understood.

²² This tool corresponds to Worksheet 2 in the *Participant's Workbook*.

VIOLENCE:

This includes all types of violence – physical, sexual, emotional, neglect, exploitation.

UNSAFE TOUCHING:

When private parts of the body are touched, or a person is touched in a manner that makes him/her feel uncomfortable.

BULLYING:

Discuss how bullying can be both physical and emotional. It can also take place online (i.e., on social media).

THOUGHTS OF SUICIDE AND/OR SELF-HARM.**HAVING EXPRESSED WANTING TO HARM OTHERS:**

This can be either in person or online.

UNABLE TO FUNCTION IN THEIR DAILY LIVES BECAUSE OF THE DIFFICULT SITUATION THAT THEY FACE:

For example, the person has stopped going outside of their home, is isolating himself or herself, withdrawing from friends and family, has stopped attending school, or has started to use drugs.

SITUATION WHERE NO FURTHER LINKING WAS NEEDED AND CONFIDENTIALITY WAS KEPT:

- Peer in distress: *Can I talk to you for a moment?*
- Peer supporter: *Yes, of course. What is going on?*
- Peer in distress: *I had a fight with my sister this morning. I said some really mean things to her. She said some bad things to me too. Now I feel awful and I'm afraid she will never talk to me again.*
- Peer supporter: *Oh. I see. Hm... I am sorry to hear that.*

[Peer supporter listens actively by nodding]

- Peer in distress: *I just did something silly and then she thought I was being silly too. No special reason actually, just the same as usual.*
- Peer supporter: *Yes... it is difficult when we argue with our family members. I think that siblings fight with each other quite often. I also get sad when I fight with my brother.*

[Peer in distress nods and calms down a little. There is silence for a moment.]

- Peer in distress: *Yes... it happens sometimes.*
- Peer supporter: *So, what would you like to happen now?*
- Peer in distress: *I just want us to be friends again.*
- Peer supporter: *How do you think that could happen?*
- Peer in distress: *I will go home and see if she is there.*
- Peer supporter: *Do you want me to walk with you?*

[Peer in distress looks grateful and a little happier]

- Peer in distress: *No, but thank you [smiles a little]. I just needed to tell someone. I will go home and talk to her and I think things will be OK again.*
- Peer supporter: *OK then. See you tomorrow?*
- Peer in distress: *Yes, see you tomorrow. Thanks again for listening.*
- Peer supporter: *No problem at all.*

SITUATION WHERE LINKING WAS NEEDED AND CONFIDENTIALITY COULD NOT BE PROMISED:

[Peer supporter finds another child crying behind the school building.]

- Peer supporter: *Oh, hello. My name is xx, I'm in the other class. I can see you are sad. Would you like to talk with me about why you are sad?*

[Peer in distress looks down and stay quiet].

- Peer in distress: *If I tell you, you have to promise not to tell anyone.*
- Peer supporter: *Hm, I actually cannot promise that. It depends on what has happened. If you are in danger or at risk, I cannot promise that I can keep what you tell me a secret.*

[Peer in distress looks down and cries again].

Peer supporter: *Hm, something has clearly happened that made you very sad. It is OK if you do not want to talk of course. But sometimes it can also help to share what has happened with someone else.*

[Peer in distress looks up and smiles a little].

Peer in distress: *It is a boy in the class above us. He said something really mean to me and it is not the first time. Now, two other children have started to call me bad names too. And another one pushed me to the ground.*

[Peer supporter listens actively by nodding etc.]

Peer supporter: *OK. I see. Well, first of all, thank you for sharing this with me. It is not easy when we are being bullied by someone, or someone is treating us like this.*

[Peer in distress nods]

Peer supporter: *Nobody has the right to treat you like that actually.*

Peer in distress: *I want you to promise not to tell anyone.*

[There is silence for a moment].

Peer supporter: *Actually...I know this is really difficult for you and I know you don't want me to tell anyone. But...I cannot promise to keep this a secret. What you are experiencing here is not OK and you are at risk.*

Peer in distress: *But you promised...*

Peer supporter: *Well, I said if you are in danger, or at risk, I cannot promise to keep secret what you tell me. I know this is hard for you, I really do. But we cannot let this situation continue. We need to try to do something.*

[Peer in distress looks down].

Peer in distress: *So, what should I do? What will you do?*

Peer supporter: *Well...I do not have an immediate solution to this issue...but I know for a fact that this is an experience we can't keep to ourselves. If we do, most likely it won't stop. Maybe there are even other children experiencing the same thing. You need to talk to an adult you trust and I can help you if you like.*

Peer in distress [nodding]:

Peer supporter: *Do you have any suggestions of an adult who you trust? A teacher? One of the facilitators in the afterschool centre...?*

Peer in distress [looks up]:

Peer supporter: *OK, that sounds good. Would you like me to come with you?*

Peer in distress
[nodding]: *Yes...please. Thanks.*

Peer supporter: *No problem. Let us go now and see if we can find her?*

[Peer in distress nods and smiles a little]

Peer in distress: *Yes...and thank you. I really appreciate that you are trying to help me.*

Peer supporter: *No problem at all. It is important that we support each other in these kinds of situations.*

Peer support is... ✓	Peer support is not... ✗
Identifying a child or adolescent (peer) in distress – for example, they are sad, upset or showing signs that they are not OK.	Something only adults or professionals can provide.
Finding out about the peer's needs and concerns, by asking simple questions and listening actively.	
Comforting the peer and helping them to feel calm.	Asking someone to tell you in detail what has happened to them if it makes them upset to talk about it.
Giving practical care and support that does not make the peer feel worse.	Pressing your peer to tell you their story.
Helping the peer to access basic needs, such as food, water, protection and information.	Professional counselling or therapy.
Helping the peer to connect to information, social supports (including family or friends), or services.	Something where the peer supporter is expected to act alone or have solutions to all the problems.
Protecting your peer from further harm, which means breaking the principle of confidentiality if need be.	Being a psychologist. 'Fixing' your friend.
Prioritizing your own safety and well-being as peer supporter.	Keeping the peer's story secret, if there is a risk that they are in danger or at risk of harm.
Asking for support from the Focal Point(s) or another adult that you trust.	Putting yourself at any form of risk or in a situation where you feel overwhelmed.
Clarify if there is something you do not understand. Ask, for example, "I did not fully understand what you said about xx, could you please explain that again to me?"	Something that the peer supporter does all alone.

²³ This tool corresponds to Handout 3 in the *Participant's Workbook*.

SCENARIO 1:

A child is being bullied in school. One (or more) peer supporter(s) notice that the child is upset after the school day is finished and decides to try to support them by using the techniques of psychological first aid.

As a group, create a role-play that illustrates:

- The three principles of: **LOOK, LISTEN** and **LINK**.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listen.
- How the principle of confidentiality is handled. What does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.



SCENARIO 2:

One (or more) peer supporter(s) is on the way home, when they notice that many people are standing outside a house on the street. They quickly realize that there has been a fire. The fire brigade is there. The peer supporter recognizes two children from school that live in the house. They are standing on the street outside their house, alone and a little separated from the crowd.

As a group, create a role-play that illustrates:

- The three principles of: **LOOK, LISTEN** and **LINK**. Do not forget to illustrate the first action of ensuring your own safety, before helping someone else.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listen.
- How the principle of confidentiality is handled. Are there any concerns and if so, what does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.

SCENARIO 3:

A friend has looked very tired, sad and quiet for some time. A peer supporter decides to try to find out what is going on and if any help is needed. The friend explains that their parents are fighting a lot. Lately, there has been an escalation from shouting to also include physical fights in the house. The friend does not want the peer supporter to tell anyone and asks the peer supporter to keep this a secret.

As a group, create a role-play that illustrates:

- The three principles of: **LOOK, LISTEN** and **LINK**.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listen.
- How the principle of confidentiality is handled. What does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.



SCENARIO 4:

A peer supporter is playing with their friend after school. Suddenly, the friend receives the message that their grandmother has passed away. The friend is shocked and sad. The peer supporter decides to use the techniques of psychological first aid to help.

As a group, create a role-play that illustrates:

- The three principles of: **LOOK, LISTEN** and **LINK**.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listens.
- How the principle of confidentiality is handled. Are there any concerns and if so, what does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.

SCENARIO 5:

An earthquake/hurricane/attack *[adapt to the context]* has happened in the community. Once things have calmed down a little, a peer supporter sees a young child alone on the street and crying. There is no sign of the parents anywhere. The peer supporter decides to use the techniques of psychological first aid to help.

As a group, create a role-play that illustrates:

- The three principles of: **LOOK, LISTEN** and **LINK**. Do not forget to illustrate the first action of ensuring your own safety, before helping someone else.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listen.
- How the principle of confidentiality is handled. What does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.



SCENARIO 6:

A friend has looked very tired, sad and quiet for some time. A peer supporter decides to try to find out what is going on and if any help is needed. The friend is hesitant to talk but says that the uncle is saying and doing things that make them feel uncomfortable when they are left alone together in the house. The peer supporter decides not to pressure the friend to talk further, but to use the techniques of psychological first aid to help.

As a group, create a role-play that illustrates:






- The three principles of: **LOOK, LISTEN** and **LINK**.
- Some possible reactions that a person may have in this situation.
- What questions the peer supporter can ask and how they actively listen.
- How the principle of confidentiality is handled. What does the peer supporter decide to do/say?
- An example of how the peer supporter's own well-being or personal boundaries are maintained.

QUESTIONNAIRE A: SESSION BASED

Thank you so much for your active participation in *I Support My Friends*. This training would not be the same without the feedback and ideas we receive from the children and adolescents who have participated in the training. You are therefore **invited to share any feedback or ideas** you may have. This will help to further improve it for the future. Please give us your honest opinions and do not write your name – the evaluation is anonymous.

The faces below can be used to show if you liked an activity, were neutral about it or if you did not like it. Use these faces in the table on the other side of the page to show how you felt about the training. Please also write comments and suggestions on how the training could be improved.






	<p>I <u>liked</u> today's sessions <u>very much</u>/I found it <u>very useful</u>.</p>
	<p>I <u>liked</u> today's sessions/I found this session <u>useful</u>.</p>
	<p>I am <u>neutral</u>. I did not like or dislike today's sessions. I did not find it either useful or not useful.</p>
	<p>I did <u>not like</u> today's sessions/I did <u>not</u> find today's sessions <u>useful</u>.</p>
	<p>I did <u>not like</u> today's sessions at all/I did not find today's sessions <u>useful at all</u>.</p>

					
Session 1: Introduction, team building and trust					
Session 2: Mapping risks and difficult experiences					
Session 3: Our reactions to difficult experiences					
Session 4: Different forms of support					
Session 5: LOOK					
Session 6: LISTEN					
Session 7: LINK, including Focal Point(s)					
Session 8: Confidentiality					
Session 9: Self-care and personal boundaries					
Session 10: Practice PFA: Role-plays					
Session 11: Wrap-up and evaluation of Day 3					






QUESTIONNAIRE B: SKILLS BASED²⁴

Thank you so much for your active participation in *I Support My Friends*. This training would not be the same without the feedback and ideas we receive from the children and adolescents who have participated in the training! We would appreciate hearing from you what you think **you have learnt** in the training. You are also **invited to share any feedback or ideas** you may have. This will help to further improve it for the future. Please give us your honest opinions and do not write your name – the evaluation is anonymous.

Use these faces to answer the question below. Then, move to the other page and use the faces to answer some questions about the training. Please also write comments and suggestions on how the training could be improved.

	 Liked very much/very useful	 Liked/useful	 Neutral	 Not like/not useful	 Not like at all/not useful at all
Overall, how did you find today's sessions?					
<p>Comments:</p> <ul style="list-style-type: none"> • What did you learn in today's sessions? • What did you like the most or find most useful? • What did you like the least or find least useful? • How can we improve the training? • What other topics would you like to learn about: 					
How did you find the facilitator skills?					
How did you find the training methods? (group exercises, plenary discussions, role-plays, worksheets, etc.)					

²⁴ Inspired by Tool 6.1.2. Sample: Participant training evaluation, presented in International Federation of Red Cross and Red Crescent Societies, IFRC Monitoring and Evaluation Framework for Psychosocial Support Interventions – Toolbox, 2017. www.pscentre.org/wp-content/uploads/2018/02/Toolbox_ME-framework_FINAL-1.pdf, accessed 19 February 2021.

I feel confident to use what I have learnt in today's sessions, so that I can:	 Very Confident	 Confident	 Neutral	 Insecure	 Very Insecure
Know what risks and supports there are in my community					
Know about common reactions to difficult experiences					
Identify a peer in distress and understand when I should approach him or her					
Listen <u>actively</u> to the person (I know different listening techniques)					
Link the peer to adult support (I know who to contact and how)					
Explain to a friend when I cannot keep something confidential					
Take care of myself and my own well-being					
Use the principles of LOOK , LISTEN and LINK to guide my actions when a friend is in distress					

Printable version is available separately.

CERTIFICATE OF COMPLETION

awarded to



for having successfully completed training in

! MY SUPPORT FRIENDS



This is a training in peer support that targets children aged nine years and above. The participants 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 to link to further assistance.

Name of lead facilitator
Title
Organization

dd/mm/yyyy
Location, Country

Name of co-facilitator
Title
Organization

