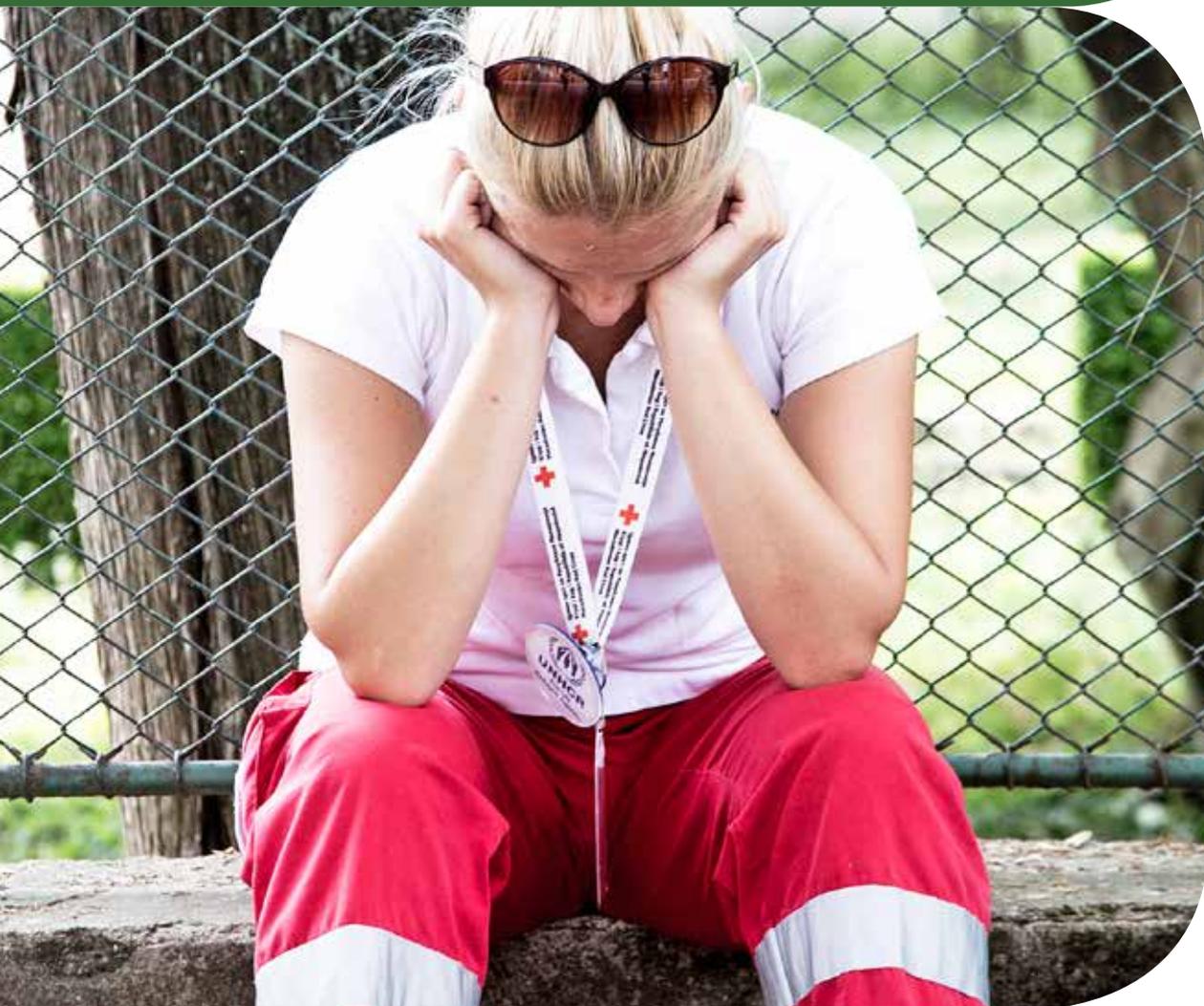


Training in
Psychological First Aid
For Red Cross and Red Crescent Societies



MODULE 4
PFA in Groups
– Support to teams

Psychosocial Centre



International Federation
of Red Cross and Red Crescent Societies

International Federation of Red Cross and Red Crescent Societies

Reference Centre for Psychosocial Support

Blegdamsvej 27

DK-2100 Copenhagen

Denmark

Phone: +45 35 25 92 00

E-mail: psychosocial.centre@ifrc.org

Web: www.pscentre.org

Facebook: www.facebook.com/Psychosocial.Center

Twitter: @IFRC_PS_Centre

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- *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies*
 - *A Short Introduction to Psychological First Aid for Red Cross and Red Crescent Societies*
 - *Training in Psychological First Aid for Red Cross and Red Crescent Societies:*
 - *Module 1. An introduction to PFA (4 to 5 hours)*
 - *Module 2. Basic PFA (8 to 9 hours)*
 - *Module 3. PFA for Children (8 to 9 hours)*
 - *Module 4: PFA in Groups – Support to teams (21 hours – three days)*
-

Editors-in-chief: Louise Vinther-Larsen and Nana Wiedemann

Author: Pernille Hansen

Additional support: Wendy Ager, Louise Juul Hansen, Mette Munk

Reviewers: Wendy Ager, Ea Suzanne Akasha, Cecilie Alessandri, Eliza Cheung, Ziga Friberg, Ferdinand Garoff, Louise Juul Hansen, Sarah Harrison, Sara Hedrenius, Elfa Dögg S. Leifsdóttir, Maureen Mooney, Stephen Regel, Gurvinder Singh.

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Psychosocial Centre



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Introduction



Introduction

This three-day training introduces participants to ‘PFA in Groups – Support to teams.’ It has been developed for trained psychosocial staff or volunteers, team leaders, managers or others with responsibility for the well-being of teams of Red Cross and Red Crescent National Societies staff or volunteers. The training enables participants to:

- assess if a PFA and support meeting is needed
- prepare for a PFA and support meeting
- run a PFA and support meeting
- manage time and facilitate the meeting so everyone feels included
- handle difficult reactions and disclosures
- manage group participation, dynamics and interactions
- promote peer support
- provide PFA to individuals and support to the group at the same time
- know when and how to refer a person for additional help.

This training module is one of four on psychological first aid, which accompany a set of materials on PFA. These include an introductory book called *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* and a small booklet, *A Short introduction to Psychological First Aid for Red Cross and Red Crescent Societies*.

The four training modules are as follows:

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

Each training module is independent, except this module on *PFA in Groups – Support to teams*, which requires prior participation in *Module 2: Basic PFA*. Participants of this training should also have some experience of managing or facilitating groups. Trainers of *Module 4: PFA in Groups – Support to teams* should have considerable experience of working with groups, as well as providing PFA to individuals. They should preferably have experience of providing PFA in group settings too.

Trainers should familiarise themselves with the training programme set out in this module. The section on *PFA in Groups – Support to teams* in the introductory booklet, *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies*, is also useful in preparing to present these materials.

How to use this manual

This module presents a training programme on *PFA in Groups – Support to teams*, which can be delivered in 21 hours, over three days. It uses a wide range of training methods, including presentations, active discussions, role play, and group and individual activities.

Use your judgment as the trainer in adapting the training to meet the needs of the participants you are working with. This might mean, for example, tailoring the training programme (the ‘when’) or some of the suggested training methods for different activities (the ‘how’). However, we recommend you keep a variety of methods to cater to all types of learners and to keep the training active and interesting. We particularly recommend you use more active forms of training, such as role play, as these facilitate more effective learning.

The following icons are used in the manual:

Icon	Meaning of icon
	Time needed for activity
	Aim of the activity
	Materials needed
	Facilitator’s speech
	Facilitator note
	PowerPoint slide

Preparing for the training

It is important to be well prepared so that the training runs smoothly. The following is a checklist of things to consider in preparation.

Venue

- Access to venue, including nearby bus or train stations, parking, washroom facilities, etc.
- Suitable temperature and lighting in training room with opportunity to darken room if using projector or screen.

Setting up the room

- Consider how to set up the room to encourage participation and comfort.
- Make sure there is enough space to conduct multiple role plays at once (for example, small groups of participants), or additional rooms for people to use.
- Place a clock visible to all.

Materials

- Printed copies of training handouts as shown in the training programme.
- Pens or pencils.
- Whiteboard or flipcharts with stand.
- Markers.
- Computer and projector, if using PowerPoint slides and videos.

Group size

It is recommended that there are at least eight and no more than 20 participants in this training.

Other

- Plan snacks, water, tea and coffee or meals if these will be provided.
- Consider if you require a co-trainer or someone to support you with time management, organization of meal times, or to write down key points from discussion groups on the board or flip chart.
- Facilitation skills plus good communication between trainer and co-trainer benefit participants in the learning they achieve
- Review and adapt the cases examples.

The training programme

The training programme on page 10 lists the sessions in this module, together with the materials needed and indicates timings for all the activities. It does not include breaks and mealtimes, or energizers, etc. Make your own schedule and plan the programme to suit local needs. See Appendix A for examples of energizers and Appendix B for an example of a training schedule.



Conducting role play

There are two types of role play. The first is 'demonstration role play' where trainers themselves act as facilitators of a PFA and support meeting. The second is 'active role play' where participants practise facilitating a PFA and support meeting. Try to use both types of role play.

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

Case studies are used in active role plays. There is an activity to develop case studies using a template. Ensure case examples suit the cultural and social context in which you are working.

Instructions for active role play: Encourage participants to imagine they are experiencing the situation and reactions described in the case examples, so that they can respond to the group facilitator's questions and act realistically. Instruct those playing the group members that they should try and pretend to forget what they know about PFA in groups. They should also not make it too difficult for the facilitators. This can be frustrating and interfere with learning.



Peer support: the buddy system

A useful strategy in caring for staff and volunteers of Red Cross and Red Crescent Societies is through peer support. Peers are people who have something in common. It can be people who are at the same level in terms of position and responsibilities at a workplace, or people of similar ages, or from similar educational backgrounds. Peer support is an active process where peers create time and space to talk with each other about how they are doing, challenges they are facing and coping mechanisms.

Buddy systems are when two or more people are linked together purposely to support each other. If they work together in the field they can watch out for one another's safety and check in with each other through the day to see how the other person is coping. A buddy can, for example, suggest the other takes a break if their buddy shows worrying reactions to an event, or signs of high stress or negative coping. Buddies can also support each other after a crisis event to reflect on the experience together. Staff and volunteers can create their own buddy pairs or groups. Pairs or groups can also be created by those responsible for care and support of the team, such as trained psychosocial staff and volunteers, or team leaders and managers. Make sure that no-one is left out of this system without a buddy.

The buddy system is introduced in this training so that participants experience what it is like to have a buddy and practise providing and receiving support in this way. It is up to the facilitator to decide what the most appropriate method of creating the buddy systems is. In some settings it is not appropriate, for example, for men and women to be in pairs. Other possible things to consider are language and where the participants come from or work.

The training programme



The training programme

Module 4: PFA in Groups – Support to teams

Activity	Time (mins)	Materials
DAY 1 (400 mins)		
1. Introduction	60	Training programme on a flipchart or printed copies or PowerPoint slide Paper and pens Flipchart and markers, tape or pins
1.1. Introduction game	20	
1.2. Buddy introductions	20	
1.3 Training programme	10	
1.4 Ground rules	10	
2. Caring for staff and volunteers	90	Post-it notes and pens Flipchart and markers
2.1 What is well-being?	30	
2.2 Risks to well-being	30	
2.3 Support methods	30	
3. What is PFA in Groups – Support to teams?	60	Copies of Appendix C. 1. What is PFA in Groups – Support to teams?
3.1 Recap of basic PFA ¹ – LLL	20	
3.2 Introduction to PFA in groups	40	
4. 'PFA in groups' facilitation skills	20	Flipcharts and markers
5. 'Look, Listen, Link' for groups	30	Copies of Appendix C. 3. 'Look, Listen, Link' for groups Pens
6. Preparing for a PFA and support meeting	40	Flipcharts and markers
7. Components and structure of a group PFA and support meeting	30	Prepared flipchart listing the main components of a PFA and support meeting Markers in different colours
8. Opening a PFA and support meeting	30	Flipcharts and markers
9. Checking in with group members	20	None
10. Reviewing day one	20	A ball

¹) If participants are not familiar with basic PFA and have not taken part in *Module 2: Basic PFA* training, then it is highly recommended an extra four hours are added to this training programme that introduce participants to the basic helping principles and actions involved in PFA. See *Module 1: An introduction to PFA* for a 4-hour training programme that can be used.

DAY 2 (420 mins)		
1. Recapping day one and introducing day two	20	Flipchart and markers
2. Reviewing the crisis event	60	Four copies of Appendix C. 4. Case example to demonstrate how to review a crisis event Copies of Appendix C. 2. Do's and Don'ts for facilitators of PFA in groups
2.1 Reviewing the crisis event	20	
2.2 Providing individual PFA in a group setting	20	
2.3 Calming	20	
3. Psycho-education and peer support	60	Flipchart from session 2: 'What is PFA in groups – Support to teams?' Psycho-education materials Examples of psycho-education materials
3.1 Recapping reactions to stressful events	10	
3.2 Psycho-education and peer support	30	
3.3 Promoting peer support	20	
4. Giving helpful feedback	30	
5. Role play: Part 1	110	Copies of Appendix C: 5. Role play template Copies of Appendix C. 7 Feedback form on facilitating PFA in groups Pens
6. Handling difficult reactions and disclosures	60	Copies of Appendix C. 8. Managing difficult reactions and disclosures
7. Making referrals	30	Flipchart and markers Copies of local protocols for referral or if not available, copies of (or link to) the Inter-Agency Standing Committee (IASC) Reference Group for Mental Health and Psychosocial Support in Emergency Settings (2017) Inter-Agency Referral Form and Guidance Note
8. Ending the meeting	20	None
9. Review day two and closure for the day	30	A ball
DAY 3 (320 mins)		
1. Recapping day two and introducing day three	30	Flipchart and markers
2. Role play: Part 2	140	Copies of Appendix C: 5. Role play template Copies of Appendix C. 7. Feedback form on facilitating PFA in groups Pens
3. Challenges in facilitating PFA in groups	60	Completed copies of feedback forms on facilitating PFA in groups
4. Self-care	60	Prepared flipchart and markers
5. Workshop close	30	Copies of Appendix C. 9. Training evaluation form

Training sessions

DAY 1

1. Introduction



To welcome participants and create a shared understanding of the aims of the training.

To create a positive and safe learning environment.



Training programme on a flipchart or printed copies or PowerPoint slide

Paper and pens

Flipchart and markers, tape or pins

1.1 Introduction to the training

1. Welcome the participants and ask them to stand with you in a circle where everyone can see each other.
2. Step into the circle and introduce yourself. Tell them something about yourself, such as what your role is in the National Society. Step back out and ask everyone to do the same, one at a time.
3. When everyone has introduced themselves, explain that they will now have an opportunity to find out a little about each other by playing the game 'The sun always shines on those who...'
4. Start the game by explaining that if they hear something that is true for them, they should step into the circle. If the next thing they hear is also true for them, they should stay in the circle, or if not, to step back out.
5. Start the game with easy categories, such as:
 - 'The sun always shines on those who wear glasses'
 - 'The sun always shines on those wearing skirts/pants/closed shoes'
 - 'The sun always shines on those who like to take walks'
6. As you progress, you can add categories related to the participants' work or the training, such as:
 - 'The sun always shines on those who help people in distress'
 - 'The sun always shines on those who provide care and support to staff and volunteers'

If you wish, you can invite participants to suggest some more categories for the game. After a few minutes, end the activity by explaining that part of learning skills of PFA in groups is understanding there are both similarities and differences between the group members.

1.2 Buddy introductions



See notes in the Introduction on Peer support: the buddy system.

1. Explain that during this three-day training, everyone will be paired with a buddy (there may be one group of three, depending on the number of participants).

2. Explain that the responsibilities of the buddies are to
 - check in on each other morning and evening, during the course of the training
 - fill their buddy in on any parts of the training they miss
 - pair up with their buddy in all 'pair' activities, unless instructed otherwise.
3. Choose an appropriate method to put participants in buddy pairs or groups. It is up to the facilitator to decide what methods are appropriate given the context and group of participants. Consider things like gender, language or other kinds of groupings. Decide whether participants can create their own buddy system or whether it is more appropriate for the facilitator to make the buddy pairs or groups.
4. When everyone has a buddy (or two buddies if there is a group of three), give the buddy sets about 10 minutes to get to know each other a little more. Ask them to also discuss what their greatest hopes or fears about the training are. For example, one participant may hope the workshop is inclusive but fear that it will be boring.
5. After the 10 minutes invite everyone back to a circle. Explain that buddy systems are a good method of promoting peer support amongst groups of staff and volunteers. Tell participants there will be some time to reflect more on this model of peer support at the end of the training.
6. Ask if anyone has any questions and address these.

1.3 The training programme

1. Introduce the training to the participants. You can say:

 *This three-day training teaches skills that psychosocial staff and volunteers, team leaders and managers can use when caring for staff and volunteers. It begins with identification of the specific risks to psychosocial well-being faced by your teams of staff and volunteers and sets the context to what kinds of situations may lead to a need for PFA in groups. The rest of the training is on how to provide PFA in groups and support to teams of Red Cross or Red Crescent Society staff or volunteers. PFA in groups is a method that can be used when team members have been through a similar challenging experience and you consider that support in a group setting will be useful and appropriate.*

This training is part of the IFRC PS Centre's package on Psychological First Aid for Red Cross and Red Crescent Societies. It is an advanced training in PFA, which is why it is important that everyone has a basic understanding of what PFA is. You will use your basic skills and understanding of PFA and learn new PFA skills for group settings. During this training you will learn about PFA and support meetings and practise providing support in a group setting.

2. Refer the participants to the training programme (on a flipchart, handouts or Power-Point slide) and give a quick overview of the three-day programme. Give practical information, such as start and finish times, meal breaks, where to find washrooms, etc.
3. Explain that part of the training involves opportunities for the participants to practise their group PFA facilitation skills. This will be done through a series of role plays. Some will be done at the end of the first day and some on the second day. This means that some participants will be doing their role play on the second day. They will have been through more sessions by then and so there will be more elements to role play.

4. Those who are not playing the facilitator in the role plays will act as ‘group members’. Remind the participants that it is important everyone engages in all the different roles. Emphasise that they will learn from being a ‘group member’ and from how their peers facilitate, as well as from role playing a facilitator.
5. Highlight the training will put high demands on the participants in terms of their learning through different roles throughout the training.

1.4 Ground rules



Trainer’s note: Prepare a flipchart with your own list of ground rules, with some space so you can add more suggested by participants.

If this training directly follows the basic training on PFA (for example, the day before) and ground rules have already been established, use the time to go over the ground rules and make sure everyone understands and still agrees to them.

1. Explain that it is important that the group agrees on ground rules for the training to establish a safe environment where everyone can feel comfortable participating and sharing. The establishment of a safe environment is particularly important when working with groups.
2. Display the flipchart you have prepared and explain that these are the ground rules you would like, as the facilitator. Ask if the participants wish to add others.

Examples of good ground rules are:

- Mobile phones should be turned off, or at least put on silent.
 - Respect punctuality. The activities start and end on time and participants should return promptly from breaks.
 - Respect the person who is speaking and do not speak when someone else is speaking.
 - Everybody is invited to share his or her point of view but nobody is pressured to speak.
 - Personal concerns and boundaries should be respected.
 - When others share experiences, show a non-judgemental attitude.
 - Questions are encouraged.
 - Keep everything that is disclosed in the group confidential.
3. Make sure confidentiality is included. Stress how important it is to keep personal information shared in the training within the group and not to discuss or disclose this to others outside the group. This will encourage an open atmosphere of trust and make participants feel comfortable and safe to share personal stories and feelings. Ask all participants to agree to this by raising their hands.
 4. Ensure that participants understand they do not have to participate in all activities. If they feel uncomfortable about participating in an activity, they can step back and observe. This is the same approach that you will take when leading groups.
 5. Display the list of ground rules where everyone can see it clearly during the workshop.

2. Caring for staff and volunteers



To discuss what psychosocial well-being means in this context.
To identify risks to well-being of staff and volunteers.
To discuss what can be done to support staff and volunteers before, during, and after a crisis situation.



Post-it notes and pens
Flipcharts, markers

2.1 What is psychosocial well-being?

1. Ask participants to sit in their buddy pairs and give them post-it notes.
2. Draw the picture of the psychosocial well-being flower shown below on a flipchart and fill in the names of the various aspects of well-being as you explain the different components of the flower. Start with explaining the petals, and then move on to explaining the leaves stem, emphasising these are the foundations that need to be in place for the petals to flourish.
3. See the notes below to help explain these different aspects.



Psychosocial well-being

The term **psychosocial** reflects the dynamic relationship between psychological and social processes. Psychological processes are internal: they include thoughts, feelings, emotions, understanding and perception. Social processes are external and include social networks, community, family and environment. It is important to remember that what happens in one of these areas will affect aspects of the others. How we feel internally affects how we relate to the environment around us. Similarly, our traditions, customs, and community affect how we feel.

Psychosocial well-being depends on many factors: social, spiritual, cultural, emotional, cognitive and physical. The overlapping circles suggest that individual and collective well-being depends on what happens in a variety of areas and these are interrelated.

Social: Social well-being refers to a sense of connectedness to others and feelings of belonging. Human beings are social by nature and a denial of access to social activities and social interaction can increase a person's distress levels. For example, friends, family, relatives, social activities, sports and leisure groups and clubs, as well as support groups all contribute to social well-being.

Spiritual: Spiritual well-being refers to people's feeling of connectedness and purpose in life. For example, following a religion often gives people a sense of meaning and connectedness to others who follow the same religion.

Cultural: Culture involves learned patterns of belief, thought and behaviour. Culture makes life more predictable. It influences the tools, types of shelter, transportation, and other physical items that are needed for psychosocial well-being. It influences our perception of what behaviour is considered normal or abnormal. It also influences

CONTINUE NEXT PAGE



standards of beauty, both of things and of people, and prescribes acceptable and unacceptable ways to express emotion. Culture evolves and changes over time. An example of how culture affects our well-being is in the simple act of how we greet one another, which makes us feel comfortable and safe as it is a mutual understanding of behaviour that connects us.

Emotional: This refers to how we feel and what we call our 'moods'. Family and friends are part of creating the social structures that provide emotional well-being. Examples of emotions that lead to well-being are typically positive emotions such as happiness and hope.

Cognitive aspects concern functions of the mind, which includes thinking, learning how to learn, how to acquire information, and how to use the information. Examples of cognitive well-being are when we are able to understand and analyse problems and find solutions to challenges.

Biological refers to physical and mental health and the absence of disease and disorders. Examples of biological well-being are when we feel strong and rested.

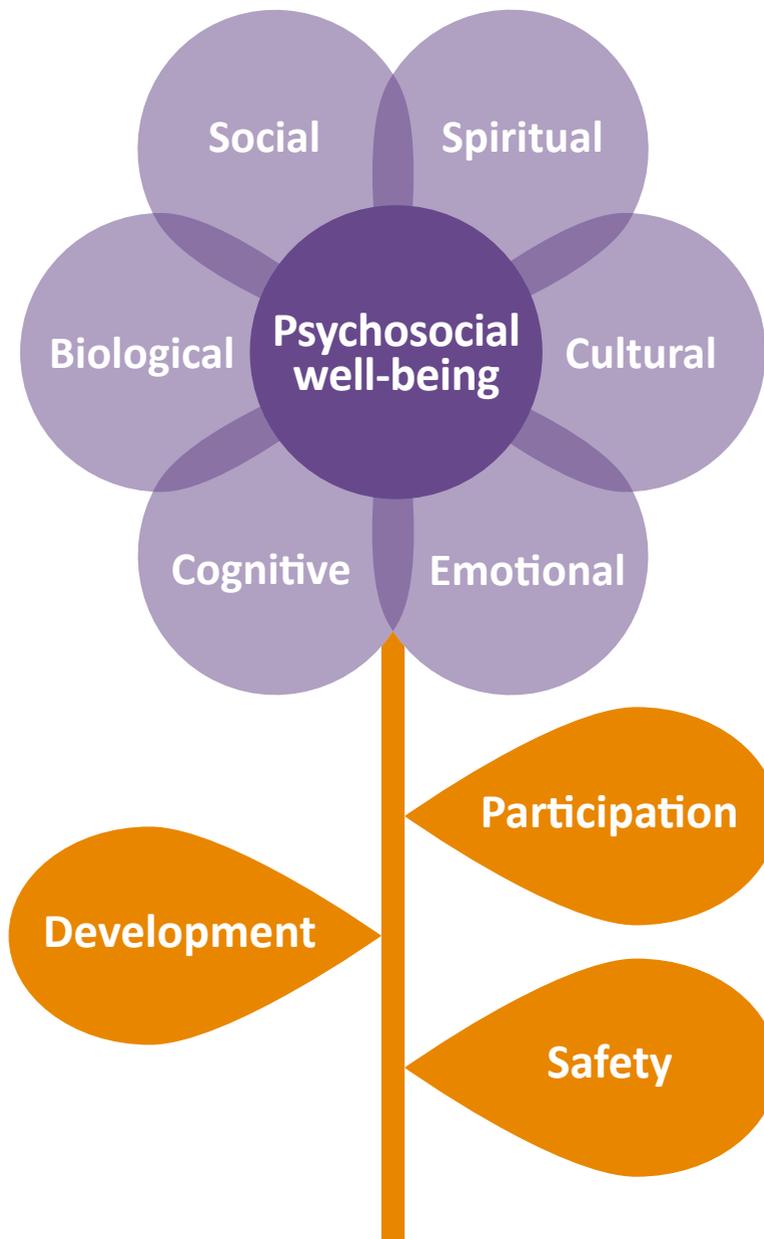
Foundations for experiencing wellbeing:

Safety refers to being out of immediate danger and feeling safe in one's physical environment and with the people in this environment. It also refers to basic needs, as it is not possible to focus on emotional and social and other needs, if basic needs (such as food, shelter and water) are not fulfilled first.

Participation refers to being able to participate in ongoing daily activities. It also refers to feeling that one has choice and some sense of control over one's life.

Development refers to the belief that tomorrow will be better than today. It is closely connected to hope. In order to feel a positive sense of well-being, it is important to know and believe that life can and will be better in the future. This can be experienced, for example, by seeing positive changes such as rebuilding after an emergency, restoring of families if separated, re-opening of schools, communities coming together after terrorist attacks etc.

4. Now, ask the participants to think about each of these different aspects of psychosocial well-being and come up with one example per category that is meaningful for them and their personal well-being. They can first share them with each other in pairs and they should then write these on separate post-it notes. Explain they will be asked to share their personal examples, so they should not write things that are too private to share with the other participants.
5. After a few minutes, ask participants to share the things they have written and to place the post-it note on the petal that represents that category.
6. End the activity by highlighting the interdependency between the different aspects of the psychosocial well-being flower and how important it is we pay attention to all these aspects when seeking our own well-being or helping others experience well-being.



Source: Adapted from eCBHFA Facilitator Guide. Module: Psychosocial Support, 2018, www.ifrc-ecbhfa.org.

2.2 Risks to well-being 30

1. Now go on by saying:

 *Across the globe, staff and volunteers help other people in crisis. This may be in response to disasters, armed conflicts and mass shootings, or in social programmes, or with victims of violence or accidents. Staff and volunteers also support older people or people who are isolated or stigmatized because of illness and prejudice. They assist refugees and asylum seekers and many more. In the course of their work, staff and volunteers may be exposed to trauma, loss and devastation, injury and even death, while working in challenging conditions. Staff and volunteers are often on the front line of responding to issues of human dignity and have to work with and on vulnerability.*

2. Explain that you are now going to explore potential risks to well-being for staff and volunteers in this particular context or the local contexts the participants work in, if they are from different places or organizations.
3. List the risks participants mention on a flipchart. When all risks have been listed, highlight that there are different kinds of risks: personal and interpersonal risks, working conditions and organizational issues. Review the list of risks and discuss which kinds of risks these are according to these categories.
4. See the box below for examples of risks that you can add, if they are not mentioned.



Risks to staff and volunteer well-being

Personal risks

- idealistic or unrealistic expectations of what they can do to help others
- feelings of guilt in realising limitations, or if someone dies, or from prioritizing their own needs for rest or support
- moral or ethical dilemmas when having to choose who to help first.

Interpersonal risks

- feeling unsupported by colleagues or supervisors
- experiencing difficult dynamics within a team
- working with team members who are stressed or burned out.

Risks related to working conditions

- having to perform physically difficult, exhausting and sometimes dangerous tasks
- being expected (or expect themselves) to work long hours in difficult circumstances
- feeling detached from their own family and home life because they cannot share the details of their experiences at home
- feeling they did not deal with their tasks well enough or that they were not adequately prepared
- witnessing traumatic events or hearing survivors' stories of trauma and loss.

Risks related to organizational issues

- having an unclear or non-existent job description or an unclear role in the team
- lack of information sharing
- being poorly prepared or briefed for tasks
- lacking boundaries between work and rest
- working in a context where well-being is not valued, and efforts are not acknowledged or appreciated.

2.3 Support methods

1. Go on by saying:

 *In our work, it is our responsibility to pay attention to the well-being of staff and volunteers. Many staff and volunteers working in challenging situations often put aside their own needs. At the end of the day, they often feel inadequate to help beneficiaries with the tragedy they are facing. They may themselves also be members of affected communities and be working close to home. They may be experiencing the same losses and grief in their families and communities as the beneficiaries they are supporting.*

National Societies have an obligation to support the well-being of their staff and volunteers. Whether you are responsible for staff and volunteers in emergencies or

on-going social programmes, be sure that your psychosocial support system for staff and volunteers includes information and interventions at all three stages of a response, i.e. before, during and after.

2. Show the prepared flipchart or PowerPoint with the information in the box below.



Supporting staff and volunteers in the three stages of a crisis response

Before

- Prepare staff and volunteers for tasks with adequate training and resources.
- Establish buddy systems to ensure everyone has at least one colleague looking out for them.

During

- Provide on-going support.
- Make personal support and counselling easily available to those who need it.
- Recognize signs someone may need support and help them access this.

After

- Create time for staff and volunteers to recover, reflect and consider how to improve future responses.
- Follow up on any referrals made for staff and volunteers for further help.

3. Continue by saying::



Trained psychosocial staff and volunteers and managers and team leaders play an important role in creating a supportive team dynamic by showing concern for the well-being of individual volunteers and the team as a whole.

4. Ask participants to sit with their buddies and discuss more specifically what they think those responsible for the well-being of staff and volunteers can do to support teams.
5. Give them about five minutes to work on this and then ask for input. Ask for a volunteer to write the input on a list on a flipchart.

Examples of ways to support staff and volunteers are:

- review and monitor possible stressors (before, during, after)
 - ensure reasonable working hours and conditions for volunteers
 - prepare job descriptions or make clear what is expected
 - prepare and train volunteers for their task in the field and brief them daily on what they may expect to experience
 - check in with volunteers to see how they are coping during the emergency response
 - have regular team meetings during the emergency to check in with everyone and offer support
 - hold group PFA and support meetings with team members as needed
 - promote one-to-one talks for ventilation of thoughts and emotions
 - encourage volunteer work to be carried out in pairs
 - ensure that volunteers responding from other branches and spontaneous volunteers are included in briefings, support systems and knowledge-sharing
 - set up peer support or buddy systems, supervision and follow up after critical events.
6. Go on to explain that one way of providing support is by holding group PFA and support meetings, which is what the training is about.

3. What is PFA in Groups – Support to teams?



To learn about PFA in Groups – Support to teams.
To find out why and who benefits from being in PFA groups



Copies of Appendix C.1. What is PFA in Groups – Support to teams?

3.1 Recap of basic PFA – LLL



The training described in this module is based on participants having a basic knowledge of PFA. Although it is stated as a prerequisite to take part in Module 2: Basic PFA to attend this training, there will be situations where this is not possible. In such instances, it is recommended that Module 1: An Introduction to PFA be added to this training programme (which adds an extra four hours to the training time.)

1. Start by confirming that all the participants have a basic understanding of what PFA is.
2. Do a quick recap of the 'Look, Listen and Link' action principles. Write three headings 'LOOK,' 'LISTEN' and 'LINK' on a flipchart. Go through each action principle and invite participants to give actions for each one. As they do, write the actions on the flipchart under each heading in turn.

Make sure all the actions are mentioned, as follows:

LOOK for

- information on what has happened and is happening
- who needs help
- safety and security risks
- physical injuries
- identify/observe immediate basic and practical needs
- emotional reactions.

LISTEN refers to how the helper

- approaches someone
- introduces oneself
- pays attention and listens actively
- accepts others' feelings
- calms the person in distress
- asks about needs and concerns
- helps the person in distress find solutions to their immediate needs and problems.

LINK is helping people

- access information
- connect with loved ones and social support
- tackle practical problems
- access services and other help.

- When they have listed all the actions, ask them if they need to be delivered in the order presented. Make sure everyone understands that some actions may not be needed, and others may be needed more than once and at different times. They guide PFA helpers in helping a person in distress in terms of the situation, context, resources and needs of the affected person(s).
- Now move on to a recap of what participants know in terms of what PFA is and what it is not. Use the following to guide the discussion.

PFA is... (TRUE)

- comforting someone who is in distress and helping them feel safe and calm
- assessing needs and concerns
- protecting people from further harm
- providing emotional support
- helping to address immediate basic needs, such as food and water, a blanket or a temporary place to stay
- helping people access information, services and social support.

PFA is not... (FALSE)

- something only professionals do
- professional counselling or therapy
- encouraging a detailed discussion of the event that has caused the distress
- asking someone to analyze what has happened to them
- pressing someone for details on what happened
- pressuring people to share their feelings and reactions to an event.

3.2 Introduction to PFA in groups 40

- Start by explaining that a PFA and support meeting is a guided support meeting for a group of people who have experienced something difficult together or are all affected by the same crisis.
- Divide the participants into four groups. Give each group a slip of paper with the questions below. They have 15 minutes to discuss and prepare their responses:
 - What types of situations can you think of where it may be useful and appropriate to provide PFA in groups? Why would it be beneficial to provide PFA to a group of people?
 - Who do you think should be together in a PFA and support meeting? Focus also on who should not be in such a meeting.
 - How many people do you think should be in a PFA and support meeting? Should participants know each other beforehand? Does everyone in the group have to be in distress to join?
 - When should a PFA and support meeting be arranged? Should it be immediately after an event, after a few days have passed, or after a few months have passed?
- After 15 minutes, ask for responses. Ask the first group to answer the questions in number one, and then ask for input from the other groups. Ask the second group to answer the questions in number two first, and then ask for input from the others. Continue with the same process with questions three and four.

See examples of answers below:

What types of situations can they think of where it may be useful and appropriate to provide PFA to groups?

- After responding to an emergency or crisis situation.
- After experiencing something frightening and stressful together, such as a terror attack or a natural disaster.
- Witnessing or experiencing scenes with material destruction and injury or death of others.

Why may it be beneficial to provide PFA to a group of people together?

- It is a way of providing support to more people at the same time.
- Group members learn that others may have similar reactions as themselves. This can help normalize and validate their feelings and make them feel connected to others.
- It can decrease isolation and lead to group cohesiveness.
- It leads to the development of empathy as group members learn about each other's experiences and reactions. This can promote peer support and self-understanding.
- It can inspire group members with new ideas and strategies for self-care, encouraging positive coping strategies.
- It gives the facilitators an opportunity to observe and assess if anyone needs individual support.

Who should be in a group receiving PFA together?

Team members that have experienced something together, people who know each other already.

Who should not be in the group?

For example, people who are in a severe state of distress and need individual professional mental health support. It may not be appropriate to have people from different levels within an organization together as some participants may not feel comfortable to talk freely.

How many people should be in a group?

We recommend there are not more than 10 people in a PFA and support meeting. If there are more than 10 people in a team requiring PFA, consider holding more than one PFA and support meeting so that all volunteers and staff receive the support they need. If only a small number of people seem to need PFA, it may be more fitting to hold a less structured, informal support meeting.

Should group members know each other beforehand?

Preferably yes.

Does everyone in the group have to be in distress to join?

No, PFA in groups can also help people who are not feeling distressed at that moment, as they may experience stress reactions later, and they will learn about other's reactions and coping strategies. One of the aims of PFA in groups is to encourage peer support, so those who are less distressed can support others who are more affected.

When should a PFA and support meeting be arranged?

A PFA and support meeting is held at least two to three days after an event has happened, or actions in response to the event are completed. This gives those affected a few days to rest and recover if, for example, they have felt overwhelmed or deeply affected

by the experience. It also leaves time for natural coping mechanisms to take effect such as reaching out to family for support. It is recommended that a PFA and support meeting is held within 14 days of an event taking place, because part of the aim of PFA in groups is to help prevent the escalation of distress. If more than 14 days have passed after the event, this aspect of PFA may no longer be effective.

4. Explain that two facilitators are recommended for PFA and support meetings, if possible, and at least for the first couple of PFA and support meetings. It takes skill and energy to manage communication and interactions in a group, especially the first few times. Having two facilitators makes this task easier and helps improve the level of support provided to the participants. It means one person can facilitate and run the meeting and the other can help to provide additional support to an individual if someone has strong or difficult reactions.

4. 'PFA in groups' facilitation skills



To consider the skills needed to facilitate PFA and support meetings.



Flipchart and markers

Copies of Appendix C. 2. Dos and Don'ts for facilitators of PFA in groups

1. Ask participants to sit with their buddies, and discuss what skills they are needed to facilitate a PFA and support meeting. Ask them to discuss how they think these skills are different from providing PFA to an individual.
2. After a few minutes, ask for their input and write it on a flipchart.

Make sure the following skills are included:

 - inclusive group facilitation: communicating and facilitating the support meeting in a way that makes everyone feel included
 - providing PFA to an individual while the other group members observe and listen
 - managing time and involving other participants when relevant
 - managing group dynamics and interactions
 - drawing on the strengths and resources of the group to promote social cohesion and connectedness
 - encouraging and enabling peer support
 - handling different emotions
 - providing psycho-education in a group setting.
3. Explain that they will learn and practise these skills during the training. Stress that these skills will strengthen when they apply them after the training.
4. Give participants copies of Appendix C. 2. Dos and Don'ts for facilitators of PFA in groups. Briefly review each action on the list in turn and check that participants understand them.

5. 'Look, Listen, Link' for groups



To discuss the 'Look, Listen, Link' action principles and apply them to group settings.



Copies of Appendix C. 3. 'Look, Listen, Link' for groups Pens

1. Divide the participants into three groups. Give each group a 'Look, Listen, Link for Groups' worksheet and pens. Give each group the responsibility of reviewing one of each of the principles.
2. Give the groups about 10 minutes to complete this task, as follows:
 - Begin by briefly discussing how the actions can be applied in a group setting or how they differ in groups than from helping an individual.
 - Then fill in the first box in the right hand column and write about what facilitators would need to do to prepare for a PFA and support meeting.
 - Now look at the action principles of PFA for individuals in turn and apply them to a group setting. List the actions needed for a group in the boxes in right hand column. Add any additional actions needed for a group setting.
3. Now go through the worksheet in plenary and ask for feedback from each group in turn.
4. Use the completed workshop sheet below to guide your input. (Note the groups may give more of different input than has been included on this list.)

Individual PFA	PFA in Groups – Support to teams
<p>Before providing PFA to individuals</p> <ul style="list-style-type: none"> • gather information on what has happened and is happening • assess what reactions can be expected from the affected individuals • assess if other colleagues are needed to assist in immediate situation • prepare to support colleagues • prepare for own reactions that may arise when providing PFA • find out what support is available for PFA helpers during the response and after • find out what support is available for PFA helpers during the response and after. 	<p>Before the PFA and support meeting</p> <ul style="list-style-type: none"> • gather information on what has happened and is happening • assess emotional reactions of the team and decide if PFA in groups is appropriate • assess which group of people may benefit from PFA in a group together • prepare to support colleagues • prepare for own reactions that may arise when providing PFA • find out what support is available for PFA helpers during the response and after • choose an appropriate time and venue (include considerations of safety and security risks).

Individual PFA	PFA in Groups – Support to teams
<p>LOOK for</p> <ul style="list-style-type: none"> • information on what has happened and is happening • who needs help • safety and security risks • physical injuries • identify/observe immediate basic and practical needs • emotional reactions. 	<p>LOOK for</p> <ul style="list-style-type: none"> • behaviours in the group and interactions with others • behaviours and interactions to guide choice of psycho-education and referral information • problematic reactions that may influence group dynamics in a negative way or risk secondary traumatization – manage such reactions and promote calming at individual and group level.
<p>LISTEN refers to how the helper</p> <ul style="list-style-type: none"> • approaches someone • introduces oneself • pays attention and listens actively • accepts others' feelings • calms the person in distress • asks about needs and concerns • helps the person(s) in distress find solutions to their immediate needs and problems. 	<p>LISTEN refers to how the group facilitator</p> <ul style="list-style-type: none"> • introduces the meeting and welcomes participants • pays attention and listens actively • gathers a review of the action taken by group members • asks about needs and concerns • interacts with group participants and makes everyone feel included • accepts different reactions and uses these to demonstrate diversity and similarities to encourage empathy and social cohesion • encourages participants to help each other find solutions to immediate problems • identifies relevant topics for psycho-education • focuses on common issues and problems • promotes sharing of positive coping methods.
<p>LINK is helping people</p> <ul style="list-style-type: none"> • access information • connect with loved ones and social support • tackle practical problems • access services and other help. 	<p>LINK is helping people</p> <ul style="list-style-type: none"> • identify similar problems and promote peer support and sharing of solutions • link with each other during and after the PFA and support meeting • share ideas and knowledge of how to access social support outside of meeting, including connecting with loved ones • share ideas on how to tackle problems and on support and services available • support each other after the meeting.

5. To close, remind participants that these are different elements of providing help. In reality, helping actions are not necessarily separate actions as this table may suggest, but often merge together depending on what help is needed.

6. Preparing for PFA and support meetings



To identify the information that is needed to prepare for a PFA and support meeting.



Flipchart and markers

1. Ask participants to sit with their buddy. Ask them to discuss what kind of information they think is important to collect in preparation for a PFA and support group meeting. Ask them to consider where and how they can get this information.
2. Remind everyone to keep the principle of DO NO HARM in mind in all their suggestions.
3. After a few minutes, ask the buddy pairs to join with another pair so they are in groups of four. Ask them to compare and combine their responses so they can present their feedback.
4. Ask all groups for feedback and list their responses on a flipchart. If the groups repeat earlier points you do not need to write them more than once on the flipchart.
5. Make sure the following points are included:

What kind of information do you need to assess if a PFA and support meeting is needed?

- What has happened? How have team members been affected? Is everyone affected in the same way or are some affected more than others?
- Are you (the facilitator) also affected by the event and will this impact your ability to run the meeting well? If yes, consider recruiting someone else to run the meeting.
- Have there been any conflicts within the group? If so, consider if this should be addressed with individuals before the group meeting?
- Has anyone been strongly affected and shown strong reactions and needs individual support?

Where and how will you get the information you need?

- short informal discussions with team members or managers
 - individual conversations with team members
 - observing team dynamics.
6. Explain that the outcome of the assessment will help the PFA facilitator with preparation. For example, knowing how many team members need PFA can help the PFA facilitator choose an appropriate venue and to decide whether two facilitators are needed. Knowing how they may have been affected helps the PFA facilitator to prepare relevant psycho-education materials and referral information.

7. Components and structure of a group PFA and support meeting



To present the main components of a PFA and support meeting.

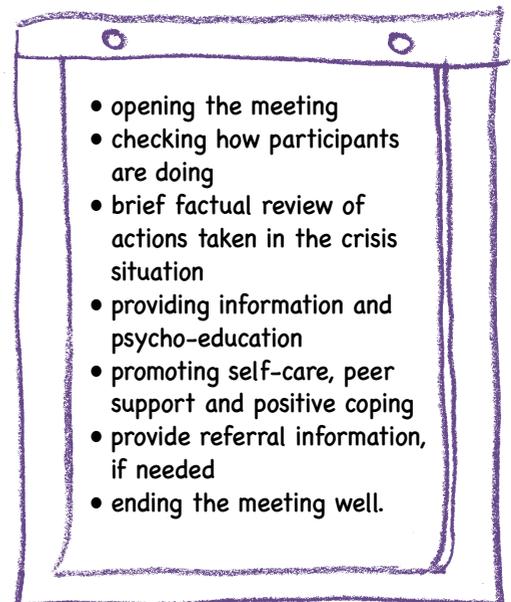
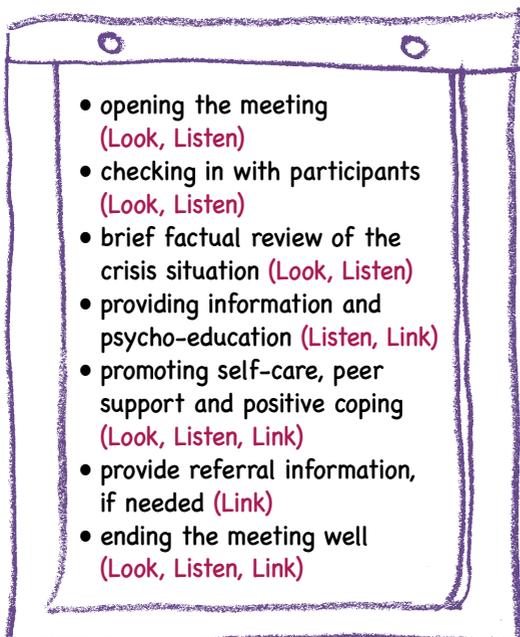


Prepared flipchart listing the main components of a PFA and support meeting
Markers in different colours



Write the list of the components of a PFA and support meeting as listed below on a flipchart before the session.

1. See the section on PFA in Groups – Support to teams in the introductory booklet *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* for further details.
2. Explain that one of the main differences between individual and PFA in groups is that group PFA and support meetings are usually more structured and managed. This enables the PFA facilitator to give support to more than one person at a time, and to ensure that everyone has the opportunity to share and be heard.
3. Go through the components of a PFA and support meeting written on the flipchart:
4. Explain that a PFA and support meeting is guided by ‘Look, Listen and Link,’ with some actions more relevant at certain points of the meeting than others.
5. Ask participants to think about Look, Listen and Link and to consider what action principles will be applied in the different components of a group PFA and support meeting.
6. Ask for feedback and indicate on the flipchart where Look, Listen or Link are relevant. Add their input to your list – if possible use a different marker colour, for example:



7. Tell participants that during the rest of the training they will learn more about each of the meeting components. They will also have opportunities to practise their ‘PFA in groups’ skills, and discuss possible challenges and how to handle them.

8. Opening a PFA and support meeting



To identify the main elements in opening a PFA and support meeting.



Flipchart and markers

1. Explain that opening a PFA and support meeting is one of the most important components of the meeting. It gives clear information to the participants about what is going to happen during the meeting and what they can expect and is expected of them.
2. Divide participants into two groups. Give them a few minutes to discuss what they think are the main elements in opening and introducing a PFA and support meeting.
3. Now ask them to prepare a short role play, where one of them is a facilitator opening a PFA and support meeting. Give them about three minutes to prepare. Explain that you will break the role play into short excerpts to show the different elements of opening a meeting.
4. When they are ready, ask the first group to show the first thing they think is important in opening a meeting. Move on to the next group and ask them to role play what might come next in the meeting. Keep moving back and forth between the two groups until there is no more input from either group.
5. Summarise the main elements in opening a PFA and support meeting on a flipchart. These are:
 - welcome and introductions to facilitators and participants
 - explanation of why the meeting has been called
 - explanation of what will happen during the meeting (i.e. there will be time to talk about what has happened, how people are coping and ways to manage feelings and reactions, and then the meeting will wrap up)
 - how long the meeting will take
 - ground rules to make everyone comfortable (including confidentiality and what situations might lead a group facilitator to break confidentiality).
6. To summarise this session, demonstrate opening a meeting by using the following example:



Thank you all for coming today. I called this meeting because I felt it was important for all of us to come together to talk about some of the difficult experiences we have had in the last few days and to give each other support.

The meeting will take between one and two hours, depending on how much we need to talk about. I will facilitate the meeting and make sure that everyone gets an opportunity to talk. First, we will talk briefly about what has happened in the last week. Then I will share some information about how people often react to experiences like these. We will discuss thoughts and challenges some of you might be having, and explore ideas for how you can address these. Towards the end of the meeting I will share some information about where you can get more help if you need it.

We now all need to agree some ground rules for our time together. Most importantly, let's ensure that we keep what is said at this meeting to ourselves and not talk about it with others who are not here. This will make everyone feel safe and comfortable about

sharing their own experiences and feelings. Let's put our phones on silent during the meeting and agree not to interrupt someone else when they're talking. What other rules should we put in place for our meeting together?

9. Checking in with group members



To discuss methods for checking in with group members during a PFA and support meeting.



None



This aspect of the PFA group meeting relates to the action principles of LOOK and LISTEN.

1. Explain that it is important for the PFA facilitator to explore how group members are doing early in the meeting. This enables the facilitator to get a sense of how the group members have been affected, if they are having similar reactions, and if anyone needs individual PFA.
2. Ask participants to find their buddy and discuss how they would find out how PFA group members are doing and what kinds of questions they can ask to elicit this information. Ask them to practise asking the questions to each other.
3. Ask them also to consider how the responses to these questions would affect the rest of the meeting. For example, how would it affect the rest of the meeting if everyone says they are fine? Or how would people sharing different levels of distress impact the meeting?
4. After a few minutes, ask for feedback from the buddy pairs. Ask for volunteers to share the questions they would ask. If any inappropriate questions are mentioned, respond by revising the wording or explain why they would not be appropriate at all. Stress that at this stage when group members have been asked to share how they are doing, their feelings and reactions should be acknowledged but they should not be probed for more details.
5. If needed, provide a demonstration of how to ask how participants are doing:

 *I would like to hear from each of you just briefly how you are doing. We will talk more about what happened later, but first I would like us to hear briefly from everyone in turn.*
6. Ask participants how to facilitate meetings to make them inclusive. How would they make sure that everyone in a group has the same opportunity as others to participate? Some examples are:
 - give everyone the same allocated time to respond for a series of questions
 - have someone speak and then ask others to share if they have experienced something similar
 - give each participant a set number of matches (for example, three) and ask them to put one of their matches into a bowl every time they contribute. When someone has used all their matches, they cannot contribute again till everyone has used their matches.

10. Reviewing day one



To recap what participants have learnt in the training and to end day one.



Ball

1. Ask the participants to stand in a circle.
2. Explain that you are going to play a game, where the participants will help to summarise what they have learnt during the day. Begin by throwing the ball to someone randomly and ask them to say something about the first session of the day (which was the introduction) and to briefly state what took place in that session and share one thing they feel they learnt in the session.
3. Now ask that person to throw the ball to another person. Call out the name of the next session and ask the second person to say something about that session.
4. Continue with this game till all the sessions in day one have been summarised.
5. Briefly go through tomorrow's sessions, which include reviewing the crisis event, psycho-education and peer support, handling difficult reactions and situations, making referrals and how to end a PFA and support meeting. There will also be more time to practise facilitating PFA and support meetings.
6. Thank the participants for their efforts and contributions of the day.

DAY 2

1. Recapping day one and introducing day two



To review what participants learnt in day one and what they think might be challenging as a group PFA facilitator.



Flipchart and markers

1. Ask the participants to find a partner. They should try to find someone they did not talk with much the day before. Ask them to share one important thing they learnt the day before and one thing they think may challenge them as a group PFA facilitator.
2. After a few minutes, ask everyone to stand in a circle. Invite participants to share what they discussed in pairs. As they identify challenges in being a PFA facilitator, list them on a flipchart.
3. When everyone has shared, go through each of the challenges and invite ideas on how to manage or address these challenges.
4. End the activity by going over the training programme for day two.

2. Reviewing the crisis event



To learn how to review a crisis event in a brief, appropriate, non-intrusive way.
To practise a calming technique.
To learn how to shift focus from the group to give an individual PFA during the group setting.



Four copies of Appendix C. 4 Case example to demonstrate how to review a crisis event



This aspect of the PFA group meeting relates to the action principles of LOOK and LISTEN.

2.1 Reviewing the crisis event



1. Explain that the next step in a PFA group meeting is to briefly review the crisis event with group members. This includes a short summary of the action taken during the response. Stress to participants that it is important during this step of the meeting that group members are NOT asked to give detailed accounts of what happened, as this may lead to others feeling distress. The focus is on checking simple facts and not to describe the incident in detail.
2. Demonstrate how to review a crisis event with a group. You can say the following:

 *Let's talk very briefly about what has happened that has brought us all together here. The [crisis event] happened on [day of the event]. Let's briefly go through the facts of what happened and what action was taken in response to the event. I am not asking for details of personal experiences but more for a quick timeline review of what took place. Please do not share graphic or difficult details of your experiences, as this may be distressing both for you and others around you.*

3. Explain that this may be a sensitive activity. The PFA facilitator should be observant and careful to ensure that no one becomes more distressed when talking about what happened during the crisis. Ask participants what kinds of details may lead to someone feeling distressed after a crisis event. An example could be vivid details about people who have been injured or killed.
4. Explain that if someone becomes very distressed, the PFA facilitator will need to first calm the participant by normalising their feelings and showing understanding for their reaction. If the affected person continues to be extremely distressed, he or she may need to do a calming activity with the group or receive individual PFA.

2.1 Providing individual PFA in a group setting 20

1. Explain that if someone either becomes very distressed or shares that they have been feeling very distressed in the last few days, it may be necessary for the PFA facilitator to shift focus from the group to the individual. Explain, however, that this needs to be done without excluding the rest of the group. It can also be a time for peer learning and peer support.
2. Ask for three volunteers to help you with a demonstration role play that shows a shift in focus from the group to a person needing PFA in the group setting. You can use the case example in Appendix C. 4 or create your own. Give a copy of the script to all who will take part in the role play.
3. End the demonstration role play, and thank the volunteers who took part.
4. Ask the participants observing the demonstration role play for comments or questions. End the activity by adding that if a group member becomes very distressed it may be best to provide comfort and support to the person privately, and not in the group setting. If a co-facilitator is available, one facilitator can remain with the group, whilst the other provides individual support.

2.3 Calming 20

1. Explain that if one or more group members become distressed or upset during a group PFA and support meeting, it can sometimes help to conduct a short calming activity.
2. Ask participants for examples of ways to calm people who are in distress.
Examples are:
 - breathing exercises, such as stretching arms up above the head with a deep breath in and letting them down with a big breath out
 - holding the person's hand or touching their shoulder (if this is culturally acceptable) to help make them feel calm and safe.
3. Do a calming activity with the group. A simple one is a guided breathing activity, where you ask participants to sit quietly with their feet on the ground and their hands resting on their laps. Ask them to become mindful of their breath without changing it. Then after a few moments, ask them to start to breathe slowly and calmly. After a few minutes, end the activity.
4. End the session by answering any questions.

3. Psycho-education and peer support



To identify relevant psycho-education topics for people in distress after crises.
To promote peer support.



Flipchart from session 3 on day one: 'What is PFA in Groups – Support to teams?'
Examples of psycho-education materials

3.1 Recapping reactions to stressful events

1. Explain that an important part of providing PFA in groups is to help participants understand their own and others' reactions better. This will help them identify whether their own reactions or reactions of others around them are normal and expected, and when reactions are more severe or serious and need referral for other help.
2. Refer back to the flipchart from session 3 on day one listing the range of possible situations that may lead to PFA and support meetings being needed. Go through each of the situations and ask the participants what kinds of reactions one could expect to these situations. They can refer to the basic PFA training where they discussed reactions to stressful events.

A few examples are given below:

- After responding to an emergency or crisis situation (possible reactions: shock, grief).
- After experiencing something frightening and stressful together, such as a terror attack or a natural disaster (possible reactions: shock, fear, grief).
- Witnessing or experiencing scenes with material destruction and injury or death of others (possible reactions: shock, fear, grief, guilt).

3.2 Psycho-education and peer support

1. Ask participants to sit in a circle. Now ask them to share with the person next to them how they would 'check in' with participants in a PFA and support group meeting in their mother tongue. This is a good thing to practise, as enquiring about people's well-being is phrased differently in different languages.
2. Now explain that you will do a demonstration role play to show how to provide psycho-education and promote peer support.
3. Assign a few participants with different reactions to an imaginary event. For example, reactions can be 'not being able to sleep', and 'feeling scared or anxious' and 'having mood swings and feeling unable to concentrate' etc.
4. Conduct a short demonstration role play where you start by checking in with participants and asking them how they are doing.
5. When participants share their reactions, follow these three steps in the role play:
 1. Normalising
 2. Encouraging peer support and sharing of different ways of coping
 3. Psycho-education on common and natural stress reactions

See an example of a script in the box below.

Using psycho-education in PFA and support meetings

Volunteer: I have not been able to sleep well since the event happened. Even though I am tired, when I lie down, my mind keeps racing. I keep thinking about what I saw and how many people suffered from what happened.

PFA facilitator (trainer): Not being able to sleep is difficult and can be really exhausting, if it continues for many days. Are there others who are experiencing the same?

Invite others to contribute.

PFA facilitator: Difficulties with sleep are very common after events like this. There are a number of different ways you can try to deal with this. Let's share some ideas on what we can do when we experience reactions like this that interfere with our sleep. Do any of you have some good ideas?

Invite others to contribute.

PFA facilitator: Thank you for all of your ideas. Another idea is cutting down on caffeinated drinks and limiting these to early mornings or latest six hours before going to sleep. Sleep is very important for our functioning day to day and for our well-being. There are many different strategies you can try to improve sleep that we have now talked about. I also have some leaflets with some information on sleep that you can take home and read. If any of you have sleep problems that persist over many days or weeks, then you should seek professional help. There are some numbers you can call in the leaflet, or you can see your doctor.

6. When the demonstration role play is complete, discuss the three steps again and ensure participants understand the importance of all three steps

3.3 Promoting peer support

1. Continue by explaining that another benefit of providing PFA and support in a group is that it is an opportunity to promote peer support. Ask the participants why peer support is important.
2. If they do not mention it, explain that peer support is important because it helps to strengthen trust and cohesiveness amongst group members. It is also an important source of social support inside and outside of regular working hours.
3. In their buddy pairs, ask the participants to discuss what ideas they have to strengthen peer support systems in the different teams they are responsible for. After a few minutes ask for feedback.

Examples of ways to promote peer support are:

- establishing or strengthening buddy systems
- encouraging colleagues to do social things together
- asking colleagues regularly how they are
- getting to know colleagues personally and socially
- being open and sharing feelings and experiences.

4. Giving helpful feedback



To discuss how to give helpful feedback to peers during training.



Flipchart or PowerPoint slide with Steps to giving helpful feedback.



The aim of this demonstration role play is to first demonstrate what negative and unhelpful feedback is to stimulate reflection and discussion on what helpful feedback is and how to provide this in a positive way. The second part of the role play demonstrates positive and helpful feedback.

If available, request a co-facilitator to help with this demonstration role play. If there is no co-facilitator, ask for a volunteer from the participant group. Arrange this ahead of the activity, so you have time to explain to the volunteer what you will be doing and demonstrating, so they are not shocked or hurt by the negative feedback you will initially give. Ask them to open a group PFA and support meeting, but to make some obvious mistakes. For example, they can be vague about the intentions of the meeting and why participants are there; or they can start by talking mostly about their own experiences and feelings, instead of addressing the group; or they can rush over confidentiality without ensuring that everyone understands what it means.

1. Explain that participants will take part in role plays today and tomorrow, and part of this activity is giving helpful feedback to others, regarding their 'PFA in groups' facilitation skills.
2. Ask participants to sit in a circle. Explain you will demonstrate how to give feedback after role plays, with a volunteer who will practise opening a group PFA and support meeting.
3. Start the demonstration role play that you have arranged with a co-facilitator or volunteer beforehand. The other person will open a group PFA and support meeting, but will make some obvious mistakes. For example, they can be vague about the intentions of the meeting and why participants are there; or they can start by talking mostly about their own experiences and feelings, instead of addressing the group; or they can start texting on their phone while someone is speaking to them.
4. After a few minutes, stop the volunteer and start to give feedback. Start by giving negative and discouraging feedback. For example, you can point out the mistakes the volunteer made and question his or her ability to ever be able to learn how to do this properly.
5. Ask the observing participants how they think the feedback went. What do they think was wrong with the method of giving feedback? What would they do differently? Ask for volunteers to demonstrate.
6. Continue with the role play and repeat the demonstration of giving feedback, but this time show what positive, constructive and helpful feedback is.
7. Go through the following steps to providing feedback after facilitation practice of providing PFA in groups:



Step 1 Ask the person who was role playing PFA facilitator:

- What went well? Be specific and give positive feedback.
- What did he or she feel they could improve, in terms of their group facilitation skills?

Step 2 Ask the observers and those role playing group members to give their feedback to the PFA facilitator:

- What went well? Be specific and give positive feedback.
- What could be improved? Be specific in your feedback.
- End with positive comments.

Step 3 Now give your feedback:

- What went well? Be specific and give positive feedback.
- What could be improved? Be specific in your feedback.
- End with positive comments.

5. Role play: Part 1



To practise facilitating a PFA and support meeting.
To encourage providing helpful feedback to peers.



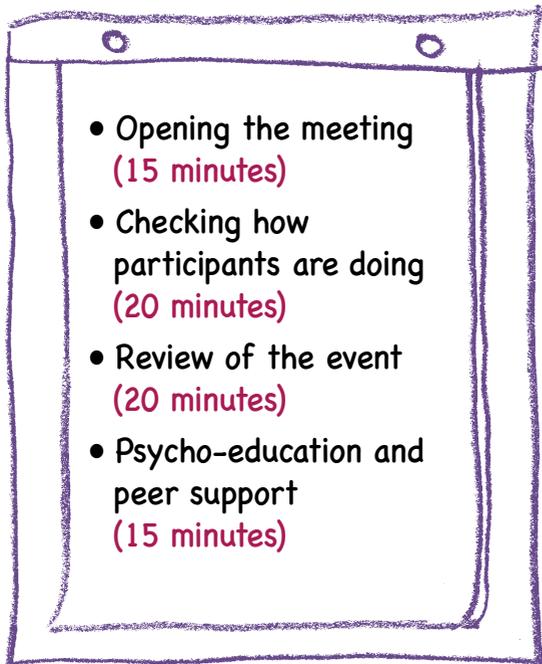
Copies of Appendix C. 5. Role play template
Copies of Appendix C. 7. Feedback form on facilitating PFA in groups
Pens

! This activity can be done in one, two or three groups, depending on the number of participants. There should be a minimum of five participants and a maximum of eight persons in each group. Co-facilitators should be in different groups to assist with giving helpful feedback.

See Appendix C.6. for an example of a completed role play template. Ensure the role plays developed by the groups are appropriate to the culture and context. Make sure the necessary level of detail is included to enable participants to conduct the role play.

During the role play, sit near the person role playing the facilitator in the group. Do not comment or interact with group members unless you see the facilitator doing something that is harmful or inappropriate or if they seem unsure of how to proceed.

1. Divide participants into one, two or three groups depending on the number of participants.
2. Take a few minutes to outline the activities for this session and the timing. Explain the first 10 minutes will be allocated to the development of case examples to use in the role plays. This will be followed by one role play of a PFA and support meeting.
3. The meeting will include the following components. Write these on a flipchart:



4. There will be different facilitators for different parts of the meeting so that more people have the opportunity to practise. The activity will end with a feedback session for the facilitators.
5. Explain your role as trainer will be to observe the group and provide guidance to the facilitator, if needed, and to run the feedback session after each role play.
6. Give each group a template and invite them to develop a case study for a role play and complete the template. Give them 15 minutes to work on this.
7. When completed, ask groups to show you the templates. Using the trainer notes above, ensure the role plays are appropriate in terms of context, culture and level of detail.
8. If working with multiple groups, give each group one of the role plays they did not develop themselves. If there is only one group, they will work with the role play they have developed, or a role play developed by the facilitator beforehand.
9. Give the groups a few minutes to discuss the case study and to agree on allocation of roles to the group members. They should also agree on who will facilitate the different components of the meeting before they start the role play. Feedback will only happen when the role play has been completed. Make sure everyone who is observing the role play has a feedback form. Ask them to note on the form in the right-hand column what the facilitator should keep doing (i.e. went well) and what could be improved.
10. Start the role plays. Ask the groups to keep their own time and change facilitators for the different meeting components.
11. When the role plays have been completed, do an energizer that aims to get participants out of their roles. See Appendix A for an example of this type of energizer.
12. Following the energizer, run a 20-minute feedback session. Make sure that each round of feedback does not repeat what has already been said. Follow the steps to giving helpful feedback that were introduced in the previous activity.

6. Handling difficult reactions and disclosures



To discuss ways of handling difficult reactions or disclosures during a PFA and support meeting.



Copies of Appendix C. 8. Managing difficult reactions and disclosures Flipchart and markers



Do not give out copies of Appendix C. 8. Managing difficult reactions and disclosures until the end of the session.

1. Ask participants to form groups of four. They can be two sets of buddy pairs.

2. Ask participants to think of examples of difficult situations they may face in a PFA and support meeting. List the examples on a flipchart.
3. Ask them to now think of the different ways a facilitator can react in difficult situations. Make sure the following four ways are included:
 - The co-facilitator takes the person outside and speaks to them separately during the session.
 - The main facilitator follows up with person individually after the session.
 - Make the difficult behaviours into a learning point for all volunteer team members of the group (e.g. psycho-education).
 - Directly confront the person if the behaviour/communication style is harmful to the group.
4. Allocate one of the following examples of difficult situations to each group:
 - A group member becomes agitated.
 - A group member is withdrawn and does not participate at all.
 - A group member is angry.
 - A group member starts to cry and is unable to stop.
 - A group member discloses something very sensitive (for example, the person discusses how the impact of the event has affected their personal relationships).
 - A group member dominates in the group.
5. Ask them to do the following:
 - Work out what they would do to deal with the situation.
 - Prepare a short role play to demonstrate the reaction and how to handle the situation.
6. Give the pairs about 10 minutes to prepare. Then invite each group to perform their role play. After each role play, invite constructive feedback from those observing.
7. Give out copies of Appendix C. 8. Managing difficult reactions and disclosures and go through each one in turn.

7. Making referrals



To discuss when and how to make referrals in PFA and support meetings.



Flipchart and markers

Copies of local protocols for referral or if not available, copies of (or link to) the Inter-Agency Standing Committee (IASC) Reference Group for Mental Health and Psychosocial Support in Emergency Settings (2017) Inter-Agency Referral Form and Guidance Note



Making referrals relates to the action principle, LINK.

If participants are from the same area and referral information is available, have copies of local protocols ready for this session. If they are not from the same area, refer to the Inter-Agency Standing Committee (IASC) Reference Group for Mental Health and Psychosocial Support in Emergency Settings (2017) Inter-Agency Referral Form and Guidance Note.

1. Explain that a key part of providing PFA to individuals and in groups is encouraging and assisting those in distress to connect with informal support systems, such as family, friends or co-workers, and with more formalised support systems, such as community mental health systems, employee assistance programmes, hospitals or other services.
2. Ask the participants what kinds of situations may lead them to make referrals. Write their suggestions on a flipchart.
Examples include group members experiencing the following:
 - not being able to sleep for the last week and being confused and disorientated
 - feeling a strong sense of guilt or self-blame
 - having severe ruminating thoughts
 - being so distressed that they are unable to function normally and care for themselves or their children by, for example, not eating or taking care of their hygiene, losing control over their behaviour and behaving in a disoriented, unpredictable or destructive manner
 - threatening harm to themselves or others
 - starting excessive use of drugs or alcohol.
3. Ask the participants how they think referrals should be made in the group setting. Should a referral for an individual be made in front of others? Discuss the benefits and challenges of doing this.
4. Explain that it is best to provide referral information to everyone so that no one feels singled out or exposed by the PFA facilitator making an individual referral in front of others. Individual referrals should be made in private outside of the group setting. If a group member is highly distressed, it may be appropriate to offer the person individual support after the group meeting. It is important that group members feel able to approach the facilitator for more referral information if they need it.
5. Highlight that when facilitators make individual referrals, they should always follow-up afterwards to ensure the person was able to reach the person or service they were referred to.
6. Ask participants what referral services are available in their communities.
7. End the activity by noting that the examples used in this session were symptoms or signs of distress that were noted or discussed in a PFA and support meeting. These would lead to immediate referral. Remind participants that staff and volunteers may also show signs of distress days, weeks or even months after a PFA and support meeting. It is crucial to know the signs to look out for. It is important to continuously apply LOOK and LISTEN in order to notice any changes in staff and volunteer behaviour or well-being.
8. Examples of later signs of distress include:
 - if the person continues with any of the behaviours in the list above
 - seeing or hearing from others that the person has changed their behaviour and interaction with others, or seems not to be feeling well
 - if the person calls in sick a lot or starts missing a lot of shifts.

8. Ending the meeting



To discuss how to end a PFA and support meeting.



None



This aspect of the PFA group meeting relates to the action principles of LOOK, LISTEN, LINK.

1. Explain that closing a meeting in a good way is as important as the other components of a PFA and support meeting. This is the time to wrap up: the PFA facilitator summarises what has been discussed and recaps any decisions made for further support or future meetings. They should check that levels of distress have gone down and ensure that group members do not open up new issues or discussion.
2. Highlight that it is crucial that the PFA facilitator checks that everyone is able to manage their feelings and reactions. Reassure them that even if they do not feel completely OK, they are likely to gradually start to feel better over the next few days. Emphasise that PFA for groups is not therapeutic treatment but a way for peers and colleagues to share with each other and get some good ideas on how to manage challenges they may be facing due to their shared experiences.
3. If needed, closing remarks can include reminders about the confidentiality agreed between group members and information on where additional and other support can be accessed. If another meeting is needed, the PFA facilitator should agree the time and venue with group members.
4. Demonstrate how you can do this. You can use the following script:



We have reached the end of the time allocated for our meeting today and are about to finish. We have discussed some difficult topics but we have also talked about ways to manage. If any of you would like to share how you have experienced the meeting today, you are welcome to do so now. Otherwise we will now bring our meeting to a close.

I want to thank you all for coming today, and also for sharing your experiences and challenges. The reactions you are having are very common in situations like this, and you are likely to start feeling better over the next few days.

Remember we have agreed to have another meeting like this, but a shorter one, next week at the same time.

Please remember that everyone here agreed to keep what was said in the meeting confidential. If any of you find that you have continuing or new difficult reactions, please contact me so I can provide you with information on where you can get more help individually. You all have my mobile phone number. Please do not hesitate to use it if needed.

5. Explain that when certain actions are agreed on behalf of group members, it is important to decide who will be responsible for following up on commitments made during the meeting. If a PFA facilitator makes any promises or commitments, these must be followed up. This includes following up on any referrals made for additional help elsewhere. If needed another meeting may be called after an agreed period of time to check how the group is doing.

9. Reviewing day two



To recap what participants have learnt in the training and to end day two.



Ball

1. Ask the participants to stand in a circle.
2. Explain that you are going to play a game, where the participants will help to summarise what they have learnt during the day. Begin by throwing the ball to someone randomly and ask them to say something about the first session of the day (which was reviewing the crisis event) and to briefly state what took place in that session and share one thing they feel they learnt in the session.
3. Now ask that person to throw the ball to another person. Call out the name of the next session and ask the second person to say something about that session.
4. Continue with this game till all the sessions in day two have been summarised.
5. Briefly go through tomorrow's sessions, which include role plays, challenges in facilitating PFA in groups, and self-care.
6. Thank the participants for their efforts and contributions of the day.

DAY 3

1. Recapping day two and introducing day three



To review what participants learnt in day two.



Flipchart and markers

1. Ask the participants to find a partner. They should try to find someone they did not talk with much the day before. Ask them to share one important thing they learnt the day before.
2. After a few minutes, ask everyone to stand in a circle. Invite participants to share what they discussed in pairs.
3. When everyone has shared, go over the training programme for day three.

2. Role play: Part 2



To practise facilitating a PFA and support meeting.
To encourage providing helpful feedback to peers.



Copies of Appendix C. 5. Role play template
Copies of feedback forms on facilitating PFA in groups
Pens



Participants should remain in the same role play groups as the day before. They should work with a new role play. If there are multiple groups that developed role plays during the activity of completing the templates the day before, they can swap and use one of the role plays another group used. If there is only one group, they can either develop a new role play together, or the facilitator can develop this beforehand.

1. Ask participants to join the same groups they were in for the role plays on day two.
2. Explain that they will now do another role play. This time they will practise all the PFA and support meeting components.
3. The meeting will include the following components. Write these on a flipchart:
 - opening the meeting (15 minutes)
 - checking how participants are doing (20 minutes)
 - review of the event (20 minutes)
 - psycho-education and peer support (15 minutes)
 - provide referral information (15 minutes)
 - ending the meeting well (15 minutes)
4. There will be different facilitators for different parts of the meeting so that more people have the opportunity to practise. The activity will end with a feedback session for the facilitators.

5. Explain your role as trainer will be to observe the group and provide guidance to the facilitator, if needed, and to run the feedback session after each role play.
6. Give each group a completed role play template. Give them a few minutes to discuss it and to agree on allocation of roles to the group members. They should also agree on who will facilitate the different components of the meeting before they start. Feedback will only happen when the role play has been completed. Make sure everyone who is observing the role play has a feedback form. Ask them to note on the form in the right-hand column what the facilitator should keep doing (i.e. went well) and what could be improved.
7. Start the role plays. Ask the groups to keep their own time and change facilitators for the different meeting components. Make sure that participants who did not role play facilitation on day two are the first to do so in this role play.
8. When the role plays have been completed, do an energizer that aims to get participants out of their roles. See Appendix A for an example of this type of energizer.
9. Following the energizer, run a 30-minute feedback session. Make sure that each round of feedback does not repeat what has already been said. Follow the steps to giving helpful feedback that were introduced in the activity before.

3. Reflecting on challenges in facilitating PFA in groups



To reflect on challenges in facilitating PFA and support meetings.



Completed copies of feedback forms on facilitating PFA in groups

1. Ask participants to consider the challenges they think they may face when they begin to facilitate PFA and support meetings. When someone mentions a challenge, ask the other participants to give suggestions as to how to deal with this challenge, before giving your input. This stimulates sharing of ideas and peer support.
2. If participants repeat the same challenge, refer back to the discussion you have already had and move onto another person with a new challenge.
3. Some examples of challenges with ideas for managing them are given below:
 - I may forget all the components of the PFA and support meeting.
 - Suggest they keep a note of the different components with them.
 - I have not tried this before. I feel nervous and not sure I will do a good job:
 - Remind the participant that practising group facilitation will make them more confident and it will become easier each time they do it. Suggest they have a co-facilitator for the first few times.
4. End the activity by focusing on the benefits of PFA and support meetings, and how supportive and constructive meetings can be for staff and volunteers. Try not to end the activity focusing on challenges, but stress the positive aspects of PFA for teams and individuals.

4. Self-care



To discuss the importance of using 'Look, Listen and Link' in self-care.



Prepared flipchart and markers



Prepare a flipchart with three columns, headed 'Look,' 'Listen' and 'Link.'

1. Start by highlighting that it can be challenging to facilitate a PFA and support meeting. It takes focus and energy to manage groups well in a way that everyone feels valued and understood. It can also be hard to hear many different accounts of distress, and the facilitator may feel in doubt as to whether he or she is able to help everyone as much as they need.
2. Explain that there are different ways that participants can take care of themselves. The 'Look, Listen and Link' action principles can also be used as a guide to self-care.
3. Ask participants to think about 'Look, Listen and Link' and ask them how these three principles can be applied to self-care. Invite someone to volunteer to write down participants' responses on the prepared flipchart.

Examples of responses are:

Look

- Observe one's own reactions: For example, headaches, feelings of anger, increased heartbeat, sleep problems, feeling tired or sad all the time.

Listen

- Listen to your inner voice: For example, "I am too busy," "I need a break," "This was too difficult for me," "It is unfair that others are struggling when I have everything I need," "Why do I have food when others are hungry?"

Link

- Talk to others, talk to your line manager.
 - Ask for help.
4. Explain that it is helpful if PFA facilitators have someone they can talk with confidentially when needed, either before or after a PFA and support meeting. Having someone to talk to can help facilitators deal with any complex situations or just for self-reflection and thoughts on how to improve their own helping skills.
 5. Ask participants to share with the person next to them who they feel they can talk to about things like this. If they do not have such a person, ask them how they think they can manage such challenges on their own if they arise.
 6. Go on to highlight that another good way of encouraging support is to be part of formal peer support systems. This could be a buddy system or rotation/shift arrangements within the workplace, where the same people get to work with one another multiple times to build up strong relationships.
 7. End the activity by asking participants to share ideas for activities and actions they can do to take care of themselves.

Examples are:

- having a buddy at work
- sharing with your line manager when you feel overwhelmed and need rest or support
- asking others for help when feeling overwhelmed
- healthy hygiene, exercise, nutrition and sleep patterns
- seeking social support through family and friends.

5. Workshop close



To end the workshop with evaluation of the training and a short reflection on what the participants have learnt.



Copies of Appendix C. 9. Training evaluation form

1. Explain that you have now reached the end of the three-day training on 'PFA in groups – Support to teams' and that you would like some feedback on the training to help improve it for the future.
2. Ask the participants to sit with their buddy. Give them five minutes to reflect on the buddy system. Ask for feedback on what works well and what does not work in a buddy peer support system.
3. Now give participants the training evaluation form and ask them to complete it. When everyone has finished, collect the completed forms.
4. End the training by asking everyone to stand up and share a few words about the most valuable things they feel they have learnt. Add your own comments and thank everyone for their participation and say goodbye.

Appendices



ADRIANO VALENTINI / CROCE ROSSA ITALIANA

Appendix A: Energizers

Shake it out (use after role plays to help participants get out of their roles)

Ask the participants to stand in a circle. Starting from the top of their head, ask them to brush their whole body in a downward direction, as if they were brushing water off their body. Make sure they don't forget to brush their arms and legs. Now ask them to shake their arms and legs and to turn around in a circle, first in one direction and then in another direction. End the activity by asking participants to walk around and greet each other by name, and if appropriate, a handshake or a hug. This helps participants to get out of their roles in the role play and remind themselves of who they are in real life.

Find the leader

Ask participants to sit in a circle on chairs or on the floor cross-legged; everyone must be able to see each other clearly and look each other in the eye. The facilitator chooses one person to leave the room or walk away from the group so that he or she cannot see or hear anything. The facilitator chooses a leader. The leader begins to do an action, which everyone copies. The action must be repeated a number of times and then changed. For example, rub both hands on thighs, clap both hands, snap fingers, etc. Everyone copies the action by looking straight ahead of them at the person opposite – they do not look at the leader. The person outside comes back in and has three guesses to see if they can find the leader. When the leader is found, another person takes a turn to leave the room, and a new leader is chosen.

Catch my finger

Ask the participants to stand in one big circle with you. Now explain you are going to do a little exercise to stimulate their concentration and fast reactions. Ask everyone to hold up their index finger on their right hand. Now ask everyone to hold up the palm of their left hand – ask them to turn their hand so that the palm is nice and flat and is facing up. Now ask everyone to lay their right index finger gently on the open palm of the left hand of the person standing on the right. Let them stand like this for a few seconds, and check that everyone is doing the right thing.

Explain that when you shout “CHEESE!” (or choose any random word), everyone has to try to catch the index finger of their neighbour on the left, whilst also trying to avoid having their own index finger caught by their neighbour on the right. Try it a few times to make sure everyone has got the hang of it. When you have done it a few times, let a volunteer be the one who shouts the chosen word. Do it until you feel everyone is energized.



Train of silly walks

Ask the participants to stand in a circle. Now ask them all to turn to their right. The facilitator breaks the circle so there is a beginning and an end. Now tell the leader of the line to start walking. The train can move anywhere and the leader can change the walk, make noises, wave their arms and so on, and the rest must copy the exact movements and sounds. After about 30 seconds, let someone else be the leader. Continue switching till the time for the activity is over.

Appendix B: Sample training schedule

Here is a sample training schedule for module 4 which include breaks as indicated. It is for a three-day training. The timing and structure can be adapted to suit trainers' and participants' needs.

TRAINING SCHEDULE: THREE-DAY TRAINING: DAY 1		
Time	Activity	Materials
08:00- 9:00	1. Introduction 1.1. Introduction game 1.2. Buddy introductions 1.3 Training programme 1.4 Ground rules	Training programme on a flipchart or printed copies or PowerPoint slide Paper and pens Flipchart and markers, tape or pins
9:00 – 10:30	2. Caring for staff and volunteers 2.1 What is well-being? 2.2 Risks to well-being 2.3 Support methods	Post-it notes and pens Flipchart and markers
10:30 – 10:45	BREAK	
10:45 – 11:45	3. What is PFA in Groups – Support to teams? 3.1 Recap of basic PFA – LLL 3.2 Introduction to PFA in groups	Copies of Appendix C. 1. What is PFA in Groups – Support to teams?
11:45 – 12:05	4. 'PFA in Groups' facilitation skills	Flipchart and markers
12:05 – 12:35	5. 'Look, Listen, Link' for groups	Copies of Appendix C. 3. 'Look, Listen, Link' for groups Pens
12:35 – 13:30	LUNCH	
13:30 – 14:10	6. Preparing for a PFA and support meeting	Flipchart and markers
14:10 – 14:30	7. Components and structure of a group PFA and support meeting	Prepared flipchart listing the main components of a PFA and support meeting Markers in different colours
14:30 – 15:00	8. Opening a PFA and support meeting	Flipchart and markers
15:00 – 15:15	BREAK	
15:15 – 15:35	9. Checking in with group members	None
15:35 – 15:55	10. Reviewing day one	A ball

TRAINING SCHEDULE: THREE-DAY TRAINING: DAY 2

Time	Activity	Materials
08:30 – 08:50	1. Recapping day one and introducing day two	Flipchart and markers
08:50 – 09:50	2. Reviewing the crisis event 2.1 Reviewing the crisis event 2.2 Providing individual PFA in a group setting 2.3 Calming	Four copies of Appendix C. 4. Case example to demonstrate how to review a crisis event Copies of Appendix C. 2. Do's and Don'ts for facilitators of PFA in groups
09:50 – 10:50	3. Psycho-education and peer support 3.1 Recapping reactions to stressful events 3.2 Psycho-education and peer support 3.3 Promoting peer support	Flipchart from session 2: 'What is PFA in Groups – Support to teams?' Psycho-education materials Examples of psycho-education materials
10:50 – 11:00	BREAK	
11:00 – 11:30	4. Giving helpful feedback	Copies of Appendix C. 1. What is PFA in Groups – Support to teams?
11:30 – 13:20	5. Role play: Part 1	Copies of Appendix C: 5. Role play template Copies of Appendix C. 7. Feedback form on facilitating PFA in groups Pens
13:20 – 14:20	LUNCH	
14:20 – 15:20	6. Handling difficult reactions and disclosures	Copies of Appendix C. 8. Managing difficult reactions and disclosures
15:20 – 15:30	BREAK	
15:30 – 16:00	7. Making referrals	Flipchart and markers Copies of local protocols for referral or if not available, copies of (or link to) the Inter-Agency Standing Committee (IASC) Reference Group for Mental Health and Psychosocial Support in Emergency Settings (2017) Inter-Agency Referral Form and Guidance Note
16:00 – 16:20	8. Ending the meeting	None
16:20 – 16:50	9. Review day two and closure for the day	A ball

TRAINING SCHEDULE: THREE-DAY TRAINING: DAY 3		
Time	Activity	Materials
08:30 – 09:00	1. Recapping day two and introducing day three	Flipchart and markers
09:00 – 11:20	2. Role play: Part 2	Copies of Appendix C: 5. Role play template Copies of Appendix C: 7. Feedback form on facilitating PFA in groups Pens
11:20 – 11:35	BREAK	
11:35 – 12:35	3. Challenges in facilitating PFA in groups	Completed copies of feedback forms on facilitating PFA in groups
12:35 – 13:35	LUNCH	
13:35 – 14:45	4. Self-care	Prepared flipchart and markers
14:45 – 15:15	5. Workshop close	Copies of Appendix C: 9. Training evaluation form

Appendix C: Training resources

1. What is PFA in Groups – Support to teams?



Print out four sets of these questions and give one set to each group

- What types of situations can you think of where it may be useful and appropriate to provide PFA in groups? Why would it be beneficial to provide PFA to a group of people?
- Who do you think should be together in a PFA and support meeting? Focus also on who should not be in such a meeting.
- How many people do you think should be in a PFA and support meeting? Should participants know each other beforehand? Does everyone in the group have to be in distress to join?
- When should a PFA and support meeting be arranged? Should it be immediately after an event, after a few days have passed, or after a few months have passed?

- What types of situations can you think of where it may be useful and appropriate to provide PFA in groups? Why would it be beneficial to provide PFA to a group of people?
- Who do you think should be together in a PFA and support meeting? Focus also on who should not be in such a meeting.
- How many people do you think should be in a PFA and support meeting? Should participants know each other beforehand? Does everyone in the group have to be in distress to join?
- When should a PFA and support meeting be arranged? Should it be immediately after an event, after a few days have passed, or after a few months have passed?

- What types of situations can you think of where it may be useful and appropriate to provide PFA in groups? Why would it be beneficial to provide PFA to a group of people?
- Who do you think should be together in a PFA and support meeting? Focus also on who should not be in such a meeting.
- How many people do you think should be in a PFA and support meeting? Should participants know each other beforehand? Does everyone in the group have to be in distress to join?
- When should a PFA and support meeting be arranged? Should it be immediately after an event, after a few days have passed, or after a few months have passed?

- What types of situations can you think of where it may be useful and appropriate to provide PFA in groups? Why would it be beneficial to provide PFA to a group of people?
- Who do you think should be together in a PFA and support meeting? Focus also on who should not be in such a meeting.
- How many people do you think should be in a PFA and support meeting? Should participants know each other beforehand? Does everyone in the group have to be in distress to join?
- When should a PFA and support meeting be arranged? Should it be immediately after an event, after a few days have passed, or after a few months have passed?

2. Dos and Don'ts for facilitators of PFA in groups

Do	Do not
<ul style="list-style-type: none"> • respect privacy and keep what is said in a PFA and support meeting confidential 	<ul style="list-style-type: none"> • break confidentiality, unless you have very good reason to (e.g., staff or volunteers are at risk of harm to themselves or others)
<ul style="list-style-type: none"> • carefully consider who should be in the group together 	<ul style="list-style-type: none"> • invite participants that may feel uncomfortable with one another in a group setting
<ul style="list-style-type: none"> • give emotional and practical support to individuals and to the group as a whole 	<ul style="list-style-type: none"> • focus on one person for too long, so that others feel left out
<ul style="list-style-type: none"> • listen actively and make everyone feel included 	<ul style="list-style-type: none"> • exclude any participants by not giving them opportunities to participate
<ul style="list-style-type: none"> • accept different reactions and use these to demonstrate diversity; and accept similarities to encourage empathy and social cohesion 	<ul style="list-style-type: none"> • suggest that any reactions are wrong and make participants feel bad about them
<ul style="list-style-type: none"> • help participants access basic needs 	<ul style="list-style-type: none"> • ask anyone for money or favours for helping them
<ul style="list-style-type: none"> • know when something is too difficult for you to handle 	<ul style="list-style-type: none"> • overestimate your own skills
<ul style="list-style-type: none"> • make it clear to people that even if they don't want your help now, they can still access help in the future 	<ul style="list-style-type: none"> • continue to press if the person does not want your support
<ul style="list-style-type: none"> • end your help in a respectful and comfortable manner 	<ul style="list-style-type: none"> • end the help in an abrupt way, without giving information about further support and closing the conversation
<ul style="list-style-type: none"> • follow-up on any promises of further meetings or other help 	<ul style="list-style-type: none"> • make promises that you are unable or unwilling to keep.
<ul style="list-style-type: none"> • model supportive behaviour to promote peer support 	
<ul style="list-style-type: none"> • encourage sharing of positive coping methods. 	

3. 'Look, Listen, Link' for groups

Individual PFA	PFA in Groups – Support to teams
Before providing PFA to individuals, do the following:	Before the PFA and support meeting, do the following:
<ul style="list-style-type: none"> • gather information on what has happened and is happening • assess what reactions can be expected from the affected individuals • assess if other colleagues are needed to assist in immediate situation • prepare to support colleagues • prepare for own reactions that may arise when providing PFA • find out what support is available for PFA helpers during the response and after 	
LOOK for	LOOK for
<ul style="list-style-type: none"> • information on what has happened and is happening 	
<ul style="list-style-type: none"> • who needs help 	
<ul style="list-style-type: none"> • safety and security risks 	
<ul style="list-style-type: none"> • physical injuries 	
<ul style="list-style-type: none"> • identify/observe immediate basic and practical needs 	
<ul style="list-style-type: none"> • emotional reactions 	
LISTEN refers to how the helper	LISTEN refers to how the helper
<ul style="list-style-type: none"> • approaches someone 	
<ul style="list-style-type: none"> • introduces oneself 	
<ul style="list-style-type: none"> • pays attention and listens actively 	
<ul style="list-style-type: none"> • accepts others' feelings 	
<ul style="list-style-type: none"> • calms the person in distress 	
<ul style="list-style-type: none"> • asks about needs and concerns 	
<ul style="list-style-type: none"> • helps the person(s) in distress find solutions to their needs and problems 	
LINK is helping people	LINK is helping people
<ul style="list-style-type: none"> • access information 	
<ul style="list-style-type: none"> • connect with loved ones and social support 	
<ul style="list-style-type: none"> • tackle practical problems 	
<ul style="list-style-type: none"> • access services and other help 	

4. Case example to demonstrate how to review a crisis event



Print copies of the case example and share with the three volunteers. Start by reading the background.

Facilitator

1: Group member 1

2: Group member 2

3: Group member 3

Background: The team leader (who acts as the facilitator for the meeting) has called a PFA and support meeting after the team responded to an emergency at a school where a girl fell into a well and drowned. The facilitator starts to review the crisis event.

F: Let's talk a little about what happened on Thursday when you responded to the call that the girl had fallen into the well. I would like us to briefly go through the facts of what happened and what action was taken in response to the event. I am not asking for details but more of a quick timeline review of what took place. Please remember not to share graphic or difficult details of your experience at this point as it may be distressing for you and others around you.

1: I was the one who received the call in the office at 10:25. I sounded the alarm and briefed the rest of the team as they prepared to go. They left the station at 10:27.

2: I was on the fire truck. I was responsible for working out the technical structure we needed to get into the well. We arrived at the school at 10:38. I took command of the team to help get the equipment we needed.

F: Thank you. What happened next?

3: I was the one roped up to go into the well to get her out. They started to lower me down within five minutes. As they lowered me slowly, I called her name and was quiet to listen for any response. [Group member 3 seems to get upset as she or he explains further]. I know you said we shouldn't talk about how we feel right now, but I have not slept since Thursday and I can't stop thinking about the girl.

F: I understand it can be difficult to review what happened because it can lead to strong feelings and memories of the event. Let's finish going through what happened to make sure we all share the same information about the event and know what took place. Then I would like to hear more about how you are feeling.

3: Thank you. Well, as I was saying, they lowered me down and I kept calling her name. She did not respond. When I reached the water at the bottom of the well, I found her body floating on the top of the water. I picked up her body. It was lifeless. I strapped her securely to me and pulled on the rope to let them know I was ready to come up.

2: I helped to pull them up and it was me who took the little girl to the ambulance. They tried to resuscitate her, but it was not possible. She was declared dead by the doctor at 11:08. It was all over within an hour.

1: They got back to the station at around noon.

F: Thank you everyone for sharing what happened. Before we go on, [faces group member 3] would you like to talk a little more about how it is going with you?

3: I just feel so guilty about not being able to do more. I keep wondering if there was any way I could have done something different and she could have lived.

F: It must have been hard calling her name and not hearing any response. I can understand why you are strongly affected by this. It was a tough experience for you. From what I understand of the event, there was nothing you could have done differently. It sounds like she had drowned by the time you arrived. You and the team did everything you could have done. It is very sad the girl did not survive, but it was not possible for you or anyone else to do anything more.

3: I just can't stop thinking about it. I can't sleep at night.

F: It is common to react in this way. Losing sleep can make things even harder, as it is difficult to cope and get through tough times, if you are tired.

3: Yes, I can't think straight in the day. It all feels too much right now.

F: There are a number of things you can do to try to sleep better. We will talk more about them later in the meeting. If you want to, it might also help to talk to someone about how you are feeling in a safe and private environment. I can arrange that for you through the office. The same goes for all of you. If anyone else feels they would like to talk to someone individually about their experience, you are welcome to do so. We all react differently to difficult experiences.

5. Role play template

Describe the distressing event with a detailed timeline. When did the event unfold? What happened and how did the team become involved?

Describe the consequences of the event. What was the response?

What happened to the volunteers? Provide as much detail as you can. Assign different reactions to different volunteers.

Cards for role play

Name	Role

Name	Role

Name	Role

6. Example of a completed case study for role plays

Created by GROUP No. 2

Describe the distressing event with a detailed timeline. When did the event unfold? What happened and how did the team become involved?

- 18:00 – Doors open – concert is attended by approximately 14, 000 people.
- 20:00 – Concert starts.
- 21:07 – Middle section of layered seating collapses, leading to electrical fire, with smoke. People start to fall on top of others, and panic breaks out immediately. Sprinklers start and the lights turn off.
- 21:09 – The music stops. People continue to panic. Security immediately take care of crowd management.
- 21:11 – Alert received by RC first responders. Sara is the site team leader. RC have a tent in place as they are part of the First Aid preparedness at the festival.
- 21:20 Emergency exits are opened, and instructions given to vacate the arena.
- 21:25 Extra emergency response units arrive (fire and risk services, ambulances, police incident commander, emergency doctor unit).
- 21:30 Sara sends John, Isam and Sasha to where the stage collapsed to help injured.
- 21:35 – Concert arena is evacuated.
- 21:40 – RC tent is made a safe zone for people who need crisis intervention. Sara calls Patrizia, who is the HQ team leader, for more volunteers.
- 21:50 – Ambulances arrive and take over triage.
- 22:15 – Rita and Fernando arrive from HQ and Sara sends them to the nearby metro station where the police have called for First Aid and PFA help. They assist with providing information, PFA and how to find loves ones.
The rest of the team stay in the tent to help, except for John, Isam and Sara who are still near the stage. While they are helping the structure gives way more, and safety is compromised, which also affects the responders. They have to move the person they are trying to resuscitate and then the person dies. Another person who was caught in the stampede is severely injured and dies in the tent. About 15 severely injured, 30 persons mildly hurt.
People are separated from their friends and relatives, some have lost their belongings, and some show signs of panic and shock.
The volunteers continue to help others.
- 23:15 – No more people are at the Metro, and Fernando and Rita return to the tent where there are still people in distress.
- 01:30 – Last people leave tent.

What happened to the volunteers? Provide as much detail as you can.

Name	Role		Reaction
John	Emergency first aider, first responder	Was sent to stage collapse – tried to resuscitate a person, but had to shift because the stage shifted again, and then the person died. Worked with Isam and Sasha.	Feels terrible the person died. Has not been able to sleep since the event. Has flashbacks and has moments where he feels very confused.
Isam	Emergency first aider, first responder	Sent to stage collapse – was with John, and also had to deal with the person who died, and the person's friends who were panicking.	Feels terrible the person died but has an understanding that they did everything they could.
Sebastian	Emergency first aider, first responder	Stayed at the tent - took care of minor injuries, acute, but non-life threatening.	Felt overwhelmed by the amount of people that were in distress.
Adam	Emergency first aider, first responder	Stayed at tent - took care of minor injuries - acute, but non-life threatening (a lot of people were in shock and squashed, with breathing difficulties, broken ribs, etc). Has a lot of experience.	Felt everything went very well considering the situation.
Fernando	Emergency first aider, first responder	Sent to metro to help manage the crowd. Felt overwhelmed by the chaos and many people in distress	Feels tired and keeps wondering if they managed the situation well.
Patrizia	HQ team leader	Got the call from site team leader (Sara) and dispatched an extra team with extra help	Feels they all did very well given the magnitude of the crisis.
Sasha	First aid assistant / trainee	Worked with John and Isam at stage collapse. Had to provide PFA to friends of the person who died.	Was not experienced and is shocked. Felt completely overwhelmed. She ended up doing something very different than she thought she would and felt unprepared. She has not been able to sleep and has not eaten properly for days.
Maria	Emergency first aider, first responder	Stayed at the tent - took care of minor injuries, acute, but non-life threatening.	Felt overwhelmed by the amount of people that were in distress. Feels she may need some more training in triage, to avoid feeling overwhelmed again.
Sara	Site team leader: coordinator of team on site	First heard the stage was collapsing, and coordinated with all the other responders (ambulances, police etc). Also provided PFA to those who were affected.	Felt everyone worked well together, in an extraordinary and difficult situation.
Rita	Emergency first aider, first responder	Sent to metro to help manage the crowd. Felt overwhelmed by the chaos and many people in distress. Has a lot of previous experience	Felt everyone worked well together, in an extraordinary and difficult situation.

Cards for role play

<h1>Sasha</h1>	<p>First aid assistant/trainee: Worked with John and Isam at stage collapse. Had to provide PFA to friends of the person who died.</p> <p>Reaction: Was not experienced and is shocked. Felt completely overwhelmed. She ended up doing something very different than she thought she would and felt unprepared. She has not been able to sleep and has not eaten properly for days.</p>
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<h1>Rita</h1>	<p>Emergency first aider, first responder: Sent to metro to help manage the crowd. Felt overwhelmed by the chaos and many people in distress. Has a lot of previous experience.</p> <p>Reaction: Felt everyone worked well together, in an extraordinary and difficult situation.</p>
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<h1>Adam</h1>	<p>Emergency first aider on site: Stayed at tent - took care of minor injuries - acute, but non-life threatening (a lot of people were in shock and squashed, with breathing difficulties, broken ribs, etc). Has a lot of experience.</p> <p>Reaction: Felt everything went very well considering the situation.</p>
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<h1>Isam</h1>	<p>Emergency first aider, first responder: sent to stage collapse – was with John, and also had to deal with the person who died, and the person’s friends who were panicking.</p> <p>Reaction: Feels terrible the person died but has an understanding that they did everything they could.</p>
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Cards for role play

<h2>Patrizia</h2>	<p>HQ team leader: Got the call from site team leader (Sara) and dispatched an extra team with extra help.</p> <p>Reaction: Feels they all did very well given the magnitude of the crisis.</p>
<h2>Maria</h2>	<p>Emergency first aider on site during concert: Stayed at the tent - took care of minor injuries, acute, but non-life threatening.</p> <p>Reaction: Felt overwhelmed by the amount of people that were in distress. Feels she may need some more training in triage, to avoid feeling overwhelmed again.</p>
<h2>Sebastian</h2>	<p>Emergency first aider on site during concert: Stayed at the tent - took care of minor injuries – acute, but non-life threatening.</p> <p>Reaction: Felt overwhelmed by the amount of people that were in distress.</p>
<h2>John</h2>	<p>Emergency first aider, first responder: Was sent to stage collapse – tried to resuscitate a person, but had to shift because the stage shifted again, and then the person died. Worked with Isam and Sasha.</p> <p>Reaction: Feels terrible the person died. Has not been able to sleep since the event. Has flashbacks and has moments where he feels very confused.</p>

Cards for role play

<h1>Sara</h1>	<p>Site team leader: coordinator of team on site – first heard the stage was collapsing, and coordinated with all the other responders (ambulances, police etc). Also provided PFA to those who were affected.</p> <p>Reaction: Felt everyone worked well together, in an extraordinary and difficult situation.</p>
<h1>Fernando</h1>	<p>Emergency first aider, first responder: Sent to metro to help manage the crowd. Felt overwhelmed by the chaos and many people in distress</p> <p>Reaction: Feels tired and keeps wondering if they managed the situation well.</p>

7. Feedback form on facilitating PFA in groups

FEEDBACK FORM	
PFA and support meeting components	Comment on what the facilitator should keep doing (i.e. went well) and what could be improved. Give concrete suggestions for improvement.
Opening the meeting Facilitated by:	
Checking in with group members Facilitated by:	
Reviewing the event Facilitated by:	
Using psycho-education and promoting peer support Facilitated by:	
Handling difficult reactions and disclosures Facilitated by:	
Making referrals Facilitated by:	
Ending the meeting Facilitated by:	
Follow-up Facilitated by:	

8. Managing difficult reactions and disclosures

1. **Risk: If someone becomes agitated**, the reaction may affect the group dynamics or increase the distress in others.

Response: The first thing a PFA facilitator can do is to normalise the situation and show understanding by expressing calmly that he or she understands this is difficult for the group member. If the person seems unable to focus on the present, the PFA facilitator can quietly instruct them to focus on something they can see or hear to help make them feel calmer. He or she may ask the group member to sit on a chair or stand on the floor and to focus on what it feels like and to describe what they feel.

2. **Risk: If someone withdraws**, they will not benefit from the psycho-education and peer support.

Response: The PFA facilitator can highlight that they would like to hear a little from everyone and that the group is a safe place for everyone to share, without calling too much attention to the person who is withdrawing. If the person continues to exclude him or herself, the facilitator can invite them by name to share directly, for example by saying, “Jim – would you like to share anything?” or by talking with the person privately after the meeting to hear what is troubling them.

3. **Risk: If someone becomes very angry** and a conflict arises between two group members, this may lead to others feeling unsafe and heighten their feelings of distress. Peer support may then not function well in the group.

Response: The PFA facilitator needs to stop the argument, acknowledge the feelings the individuals are having, but explain that this is not the appropriate time or place to continue with the argument.

4. **Risk: If someone starts to cry uncontrollably**, it may lead others to feel heightened distress.

Response: If appropriate, comfort the person by touching them, for example, by putting a hand on their shoulder or holding their hand. Invite them to tell you what is making them upset and give individual PFA. Allow expressions of grief and use this as an opportunity for psycho-education and inviting others to share ideas of positive coping methods.

5. **Risk: If someone discloses something very sensitive**, this may make the person vulnerable and lead them to feel uncomfortable.

Response: There are different options on how to handle sensitive disclosures depending on the context. It is important not to let the person become more vulnerable, as this may make them feel unsafe and they may later regret sharing. If they disclose something very personal that is better discussed in private, the PFA facilitator should ask the person to stop sharing and instead invite them for an individual support session afterwards.

6. **Risk: If someone dominates a PFA and support meeting** by talking a lot and not letting other participants share, or talks over the top of others and rejects other group members’ opinions, this can lead to others feeling inhibited and uncomfortable and discourages peer support.

Response: The PFA facilitator can first try **within the group itself** to deal with a dominant group member by using basic helping skills. They can thank the person for their contribution and then invite others to share. For example, you can say:

 *Thank you, (name). What you are saying is very interesting, but I’d also like to hear from others in the group. Has anyone else had a similar or different experience?*

If the person does not respond in the group setting, then it may be necessary to speak to them on their own during a break or at the end of the meeting. Explain that it is important that everyone has a chance to talk and the opportunity to share and participate in the group. Be careful not to start with saying something negative to the person, as they may not listen to your suggestion. For example, you can say:

 *You have been very engaged in the discussions today, which is good. However, I want others to have the opportunity to be as engaged as you are. Let’s also hear from others about their experiences.*

9. Training evaluation form

	Very Poor	Poor	Average	Good	Excellent	
1. Overall, how would you rate the content of the training?						
Comments:						
2. Overall comments: Please indicate how much you agree with the following statements			Strongly disagree	Disagree	Agree	Strongly agree
2.1 The content was interesting and engaging						
2.2 The training met the training objectives						
3. Knowledge and skills: Please indicate how much you agree with the following statements						
3.1 I know how to assess if a PFA and support meeting is needed						
3.2 I know how to prepare for a PFA and support meeting						
3.3 I have practised how to run a PFA and support meeting						
3.4 I have practised promoting peer support in a group						
3.5 I have considered how to handle difficult reactions and disclosures in a PFA and support meeting						
3.6 I understand the importance of self-care when helping others						
4. The following helped my understanding						
4.1 Plenary discussions						
4.2 Power points						
4.3 Group exercises						
4.4 Role play						
5. The facilitator						
5.1 The facilitator was knowledgeable about the topic						
5.2 The facilitator presented the content in a clear and logic manner						
5.3 The facilitator had good facilitation skills						
6. Thinking about the training overall						
6.1 I have gained a better understanding of providing PFA in groups						
6.2 The learning environment was safe and inclusive						
6.3 The overall length of the course was appropriate						
7. What went well in the training?						
8. What did not go well in the training?						