

Training in Psychological First Aid

For Red Cross and Red Crescent Societies



MODULE 2

Basic PFA

Psychosocial Centre



International Federation
of Red Cross and Red Crescent Societies

Training in Psychological First Aid for Red Cross and Red Crescent Societies. Module 2. Basic PFA

International Federation of Red Cross and Red Crescent Societies

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It comprises:

- *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)*
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Contents

Introduction	4
Introduction.....	5
How to use this manual.....	6
Preparing for the training.....	6
Venue.....	6
Setting up the room.....	6
Materials.....	7
Other	7
The training programme.....	7

The training programme	8
The training programme.....	9
Training sessions.....	10
1. Introduction.....	10
2. What is PFA?	13
3. Distressing events.....	14
4. Reactions to distressing events.....	15
5. Developing case studies	17
6. 'Look, Listen, Link'	18
7. PFA role play	24
8. Complex situations and reactions.....	26
9. Self-care.....	30
10. Workshop close	32

Appendices	33
Appendix A: Energizers.....	34
Appendix B: Sample training schedules	35
Appendix C: Training resources	37
1. Look, Listen, Link cards	37
2. Developing case studies.....	39
3. Identifying reactions: A case study with questions.....	40
4. Role play feedback forms.....	41
5. Two scenarios with questions.....	42
Appendix D: Training evaluation form	44

Introduction

JOE CROPPI/IFRC



Introduction

This training introduces participants to basic psychological first aid (PFA). The activities take between eight to nine hours and can be run in one long day OR over one-and-a-half days. It includes managing complex situations and reactions and guides helpers in self-care. It is suitable for all psychosocial staff and volunteers and others providing direct care and support to people in distress. It aims to enable participants to:

- know more about reactions to distress
- know what psychological first aid is and what it is not
- understand the three action principles of ‘Look, Listen and Link’
- have practised providing PFA to someone in distress
- have considered complex reactions and situations
- be aware of the importance of self-care when helping others.

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 of each other, except *Module 4: PFA in Groups - Support to teams* training which requires prior participation in *Module 2: Basic PFA*.

How to use this manual

This module presents a training programme on basic psychological first aid skills, which can be delivered in 8.5 hours. It uses a wide range of training methods, including presentations, active discussions, role play, and group and individual activities.

Use your judgment as the facilitator 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 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 and manuals
- Pens or pencils
- Whiteboard or flip charts with stand
- Markers
- Computer and projector, if using power point slides and videos.

Other

- Plan snacks, water, tea and coffee and meals, if provided.
- Consider if you need a co-facilitator 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 facilitator and co-facilitator benefit participants in the learning they achieve.

The training programme

The training programme provided lists the activities 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 to suit local needs. See Appendix A for examples of energizers and Appendix B for two examples of training schedules.



Conducting role play

There are two types of role play. The first is 'demonstration role play' where facilitators themselves act as PFA helpers providing PFA to someone in distress. The second is 'active role play' where participants practise providing PFA to someone in distress. 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 helper 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 examples are included in Appendix C for use in active role play. They give background information on the person/s in distress, but are not prescriptive, meaning they do not give specific details on how the participant reacts or responds. Adapt case examples to 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 helper's questions and act realistically. Instruct those playing the role of the person in distress that they should try and pretend to forget what they know about PFA. They should also not make it too difficult for the helpers. This can be frustrating and interfere with learning.

The training programme




The training programme

Module 2: Basic PFA

Activity	Time (mins)	Materials
1. Introduction	45	Copies of Appendix C. 1. 'Look, Listen, Link' cards
1.1 Introduction to the training	10	Flipchart with the training programme written on it (or copies for each participant) Paper and pens Flipchart and markers, tape or pins
1.2 Introduction game	25	
1.3 Training programme	5	
1.4 Ground rules	5	
2. What is PFA?	20	Flipcharts with the lists of what PFA is and what PFA is not
3. Distressing events	15	Flipchart paper, post-it notes and markers
4. Reactions to distressing events	20	Flipcharts and markers Prepared flipchart divided into four sections headed 'behavioural,' 'emotional,' 'physical,' and 'thoughts'
5. Developing case studies	15	Copies of Appendix C. 1. 'Look, Listen, Link' cards Paper and pens Copies of Appendix C. 2. Developing case studies
6. Look, Listen, Link	135	
6.1 Action principles discussion	20	Copies of Appendix C: 1. Look, Listen, Link cards Have a range of resources available for the LLL group presentations (flipchart paper and markers, pens and paper, etc.) Copies of Appendix C. 3. Identifying reactions: A case study with questions Post-it notes in two different colours and pens Flipchart paper and markers
6.2 LOOK	15	
6.3 Identifying who needs help and recognizing emotional reactions	20	
6.4 LISTEN	15	
6.5 Calming someone in distress	10	
6.6 Active listening	25	
6.7 LINK	15	
6.8 Linking someone with help and support	15	
7. PFA role play	60	Case studies developed by groups in session 5 and copies of Appendix C. 4. Role play feedback forms
8. Complex situations and reactions	120	
8.1 Examples of complex reactions and situations	60	Flipchart and markers Copies of the introductory book, <i>A guide to Psychological First Aid for Red Cross and Red Crescent Societies</i> OR photocopies of the section in the book on complex reactions Copies of Appendix C: 5. Two scenarios with questions If available, current local referral information
8.2 Psychosocial triage	30	
8.3 Referral for professional help	5	
8.4 Possible challenges in providing PFA	25	
9. Self-care	45	
9.1 Taking care of yourself before and after providing PFA	35	Flipchart and markers
9.2 Breathing exercise	10	
10. Workshop close	15	Copies of Appendix D: Training evaluation form

Training sessions

 **Before the training begins, make the 'Look, Listen or Link' cards. Give each participant one of the cards on arrival. Tell them they will be used later.**

1. Introduction



SLIDE 1



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

To create a positive and safe learning environment.



Copies of Appendix C. 1. 'Look, Listen, Link' cards


Flipchart with the training programme written on it or copies for each participant

Paper and pens

Flipchart and markers, tape or pins

1.1 Introduction to the training


1. Welcome everyone to the training and introduce the facilitators. Invite participants to pair up with someone they don't know and introduce themselves to one another. Ask them to discuss what they think psychological first aid (PFA) is.
2. After a few minutes ask the pairs to join in small groups, so two pairs become a group of four, or three pairs become a group of six, depending on the number of participants.
3. Give each group paper and pens and ask them to first introduce themselves, and then to discuss their different ideas of what PFA is, and agree on a definition to present to the larger group.
4. After a few minutes ask them to share their summaries of what they think PFA is.
5. Summarise their responses by saying:

 *Psychological first aid is a set of skills and attitudes for helping people in distress and in need of support to manage their situation and cope with immediate challenges. Once you have learnt these skills you can use them both in your personal and working life when responding to a crisis event.*
6. Ask participants to give examples of what kinds of situations might lead to someone needing psychological first aid.

Examples of situations could be when someone:

- finds out they have a serious illness
- is in a car accident
- is assaulted or experiences other forms of violence
- witnesses something frightening or traumatic
- experiences a disaster, like an earthquake or a flood
- loses a loved one.

7. Highlight that distressing situations can be individual and personal, for example when someone is going through a divorce or has lost a loved one. They can also be public and affect many people together, for example due to a natural or human-related disaster.
8. Continue by explaining:

 *When we experience frightening or distressing events like these we react with our bodies, thoughts and feelings. This is natural. It is important to understand this. Everyone reacts when they go through something stressful and difficult. Most people recover from difficult experiences by themselves or with the help of friends, family, or others. Psychological first aid involves knowing common reactions to distressing events and how to help people cope with these reactions.*

Psychological first aid can help people in distress cope better emotionally and practically, and in this way help reduce negative impacts of crises events. Today you will learn about common reactions to distressing events. You will also learn about the three action principles, Look, Listen and Link, and get a chance to practise some of the skills needed to provide someone with PFA, such as calming someone in distress and active listening. You will also learn about how and when to refer someone for help elsewhere.

Some people may need more help than can be provided by psychological first aid. Part of learning psychological first aid skills is learning how to recognize when someone needs other types of help, and knowing who to refer them to. We will talk more about this later in the training.

1.2 Introduction game 25

1. Explain that you will now play a little game so they can learn a little more about each other.
2. Ask everyone to walk around the room and LOOK for two people they have something in common with. For example, they could be wearing the same colour t-shirt, or they have the same colour hair, eyes, etc.
3. When everyone has joined a group of three (or four) give them a few minutes to talk and get to know each other a little. Now ask them to choose one person who will introduce all three or four of them to the larger group. They must decide who will introduce them and what they want the person to share about them.
4. Invite the groups back to the circle and invite the selected person to introduce everyone in their small group, including him or herself, to the larger group.
5. Their last task is to create a circle of common interests. The first person turns to their neighbour and shares something they like doing. They keep sharing things until the listener says, “We have that in common.”
6. For example: Joe says to Ben, “I like reading.” Ben says, “We have that in common.” He then turns to Jane and says, “I like walking.” Jane says, “We have that in common.” She turns to Susan and says, “I like watching TV.” Susan says, “I don’t like TV. Jane tries again and says, “I like listening to music.” Susan says, “We have that in common.” Susan turns to Tom and says, “I like...,etc.”
7. When the circle of common interests is complete, end the activity by explaining that they have now practised the three core action principles of psychological first aid, ‘LOOK, LISTEN and LINK.’ First they had to LOOK to find others they had something in common with. Then they had to LISTEN to each other as they agreed who would introduce them and what they would say. And finally, they created a circle of common interest, which LINKED them all together.

1.3 The training programme

1. Go through the training programme for the day and briefly explain the sessions. Give practical information, such as start and finish times, meal breaks, where to find wash-rooms, etc.
2. Explain that this training is on basic PFA. It includes managing complex situations and reactions and guides helpers in strategies for self-care. Tell participants there are other PFA training modules, including one on *PFA for Children* and one on *PFA in Groups – Support to teams*. Explain what arrangements might be possible in offering these modules. Tell participants that *Module 4: PFA in Groups – Support to teams* is only offered to those who have completed module 2 (this module).

1.4 Ground rules

1. Explain that it is important the group agrees on ground rules for the training to establish a safe environment where everyone feels comfortable participating and sharing.
2. Divide participants into four groups and give each group paper and pens. Give them 30 seconds to write down the rules they think are important for this training.
3. After 30 seconds, ask all group members except two to move on to join another group. The list of ground rules should be left on the table.
4. Give the new groups 20 seconds to review the rules and add any they feel are missing.
5. Repeat the move – leaving two people behind in each group – and give the last groups 15 seconds to review the lists and add any rules they feel are missing.
6. Now ask for input from the groups. Their lists should be almost the same as almost everyone has been in groups together. Make one list on a flipchart with all the agreed rules.

Examples of good ground rules are:

- Turn mobile phones off during training.
 - Respect punctuality. Start and end on time, return promptly from breaks.
 - No interrupting.
 - Respect each other, including personal boundaries.
 - Everybody is invited to share his or her point of view but nobody is pressured to speak.
 - Listen with full attention.
 - When others share experiences, show a non-judgemental attitude.
 - Let facilitators know of any difficulties.
 - Questions are encouraged.
 - Keep everything that is disclosed in the group confidential.
7. 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 everyone to raise a hand to show that they agree to the ground rules.
 8. Tell participants they do not have to participate in all activities. If they feel uncomfortable about participating in an activity, they can step back and observe.
 9. Display the list of ground rules where everyone can see it clearly during the workshop.

2. What is PFA?



SLIDES 2-4



To highlight what PFA is and what it is not.



Flipcharts prepared with the lists of what PFA is, and what PFA is not

1. Tell participants you are going to read some different statements that are either true or false for PFA. If they think it is true, they should stand up, and if they think it is false, they should sit down.
2. Read out the statements from the lists below starting each time with 'PFA is...(even the false ones), and make sure you mix the true and false statements. When you have read a statement and participants have all made their choice about whether to sit down or stand up, invite volunteers to explain why they decided to sit down or stand up. Ask if anyone has questions about the particular statement before moving on to the next one. Make sure everyone understands why the different statements are either true or false.
3. Show the flipcharts or powerpoint slides with the two different lists of PFA is and PFA is not.



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.

4. Stress that when providing PFA to someone, it is important to behave in ways that respect the safety, dignity and rights of the people being helped.
5. Ask participants to give examples of how safety, dignity and people's rights can be respected. Go through the different points listed below for each of them:

**SAFETY**

Avoid putting people at further risk as a result of your actions.
Make sure to the best of your ability that the people you help are safe and protect them from physical or psychological harm.

DIGNITY

Treat people with respect and in accordance with their cultural and social norms.

RIGHTS

Make sure people can access help fairly and without discrimination.
Help people to claim their rights and access available support.
Act only in the best interest of any person you encounter.

3. Distressing events



To discuss what kinds of events may lead to someone needing PFA.



Flipchart paper, post-it notes and markers




The post-it notes will be used for role play later in the training.

1. Ask participants to reflect quietly on a distressing and difficult situation where they needed help from others, or a situation where they helped someone cope.
2. Invite participants to brainstorm what kinds of situations lead to feelings of acute distress where we need help from others. Ask for volunteers to write down all the suggestions on post-it notes – one example per post-it note. Ask them to summarise what participants are saying so that the examples on the post-its are one word or a phrase. Try to get at least ten examples.

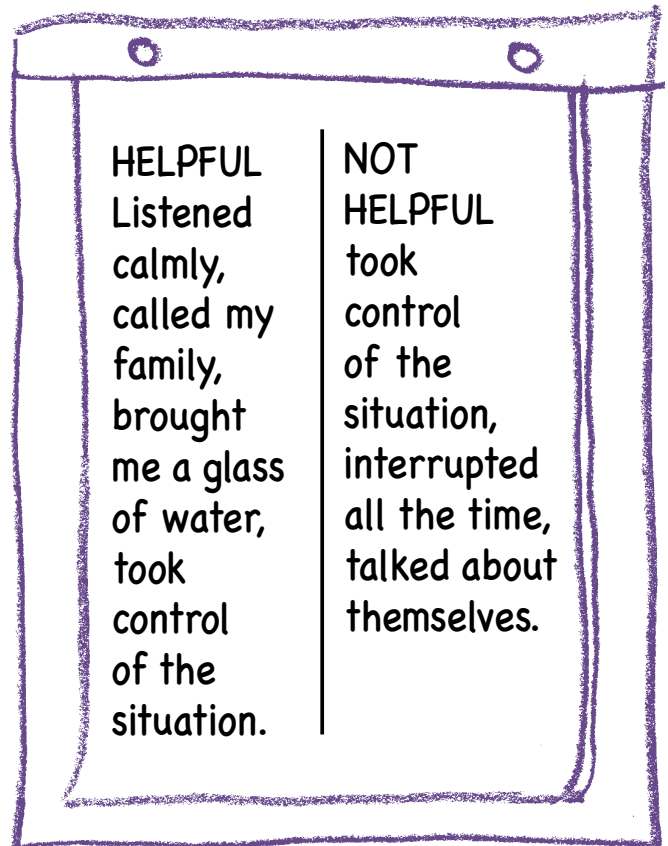
Here are some examples:

- divorce
 - losing your job
 - violence
 - a death in the family
 - a cancer diagnosis
 - a natural disaster
 - a car accident.
3. Put the post-it notes on a flipchart or a section of the wall. Add a heading, 'Distressing events.'
 4. Highlight that distressing events can be individual and personal, for example when going through a divorce or losing a loved one, or witnessing an event, such as a car accident. Alternatively they can be larger, more public events that affect many people together, for example due to a natural or human-related disaster.

5. Go on by saying:

 *There are some reactions to stressful events that are more helpful than others. Can you think of examples where someone helped you, or when you helped someone? What behaviour or reaction was helpful to the person in distress?*

6. Write their responses on a flipchart with two columns, as shown here. After listing examples of helpful behaviours or reactions, ask participants to think of reactions or behaviours that are not helpful.
7. Use the responses to discuss how different things are helpful in different situations, and for different people. Someone who is in a state of shock may find it helpful that a friend takes control of the situation and takes care of practical matters. However, another person might find the same action unhelpful because it makes them feel powerless and unable to cope.



4. Reactions to distressing events

PP

SLIDE 5



To discuss how people react to stressful events.



Flipcharts, markers

Prepared flipchart divided into four sections headed 'behavioural,' 'emotional,' 'physical,' and 'thoughts'


1. Divide participants into three groups and ask for one volunteer from each group.
2. Give different identities to the three people, as follows:

For example, one can be a five-year-old girl (X), another a 25-year-old man (Y), and another a 70-year-old woman (Z). Give them names appropriate to the local context.

3. Think of an example of a distressing event that the group can easily relate to.

For example, that they were in a car accident.

You can say:

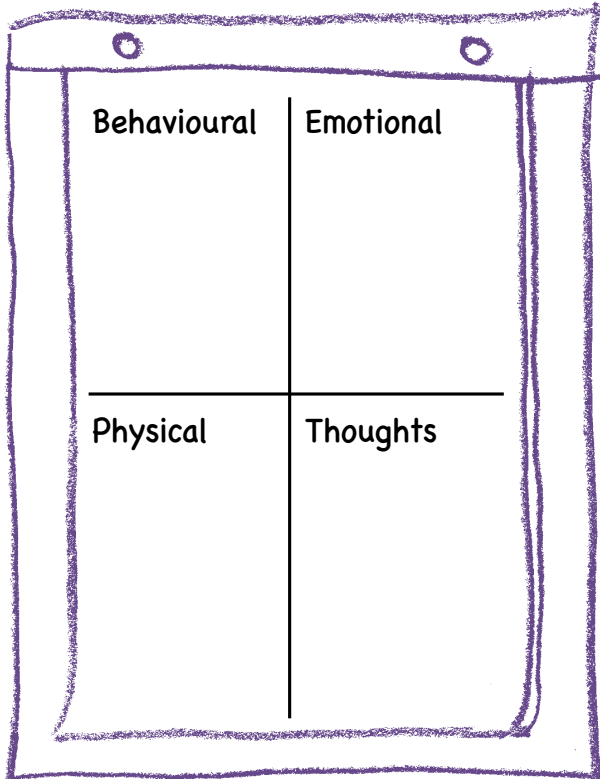
 *Here you see Fredericka who is five, and her father, Anton, who is 25 and her grandmother Diane who is 70. They were in a car accident and Fredericka's mother died.*

4. See instructions in box.

PP

Ask each group to discuss the following questions concerning the three people:

- How do you think these three people would react in this situation?
- How do people usually react when they are in distress?
- Does everyone react in the same way?
- How will Fredericka react, compared to Anton or Diane?



5. After a few minutes, ask for feedback. Write examples of reactions in the appropriate section of the prepared flipchart.

Use their responses to demonstrate that people's reactions to stressful events:

- **are different from person to person:** For example, two people who experience the same distressing event may react very differently. While one person may break down and find it difficult to cope, another may become very practical and start organizing.
- **change with time:** For example, while some people have very strong reactions immediately after an event, these may subside and become less severe as time passes. Some people do not react in the immediate aftermath of an event, but their reactions start days or even weeks later.


- **are not always what we expect them to be:** For example, some people are very calm after a distressing event, even though others expect them to have strong reactions. A person may become very angry, when others expect them to be sad.

6. Ask the participants what they think influences people's reactions. List the different factors mentioned on a flipchart headed, 'What influences differences in reactions?' Make sure the following are all included:

- their age
- when the event took place (immediate versus later reactions)
- what happened – the nature and severity of the event
- how long the event lasted
- their experience with previous distressing events
- the support they have
- their physical health
- their personal and family history of mental health problems
- their cultural background and traditions.

7. Highlight that there is not one standard reaction to traumatic or distressing experiences.

8. Conclude the activity by saying:

 *Most people who experience crises or traumatic events go through what is called 'common reactions to abnormal events', and recover well, especially if they can restore their basic needs and receive support from people around them. Others may have very strong reactions and need more specialised help. We will talk about how to recognize common reactions and more severe reactions later in the day.*

5. Developing case studies



SLIDE 6



To develop case studies as a basis for the PFA role play later today.



Copies of the Appendix C. 1. 'Look, Listen, Link' cards
Paper and pens
Copies of Appendix C. 2. Developing case studies

1. Explain that this activity is based on small groups. Ask participants to take out the Look, Listen or Link card given to them at the beginning of the training. Each card has a number on it. Ask everyone to stand up and without saying anything find two other people with the same number. These groups of three will then form the small groups for this activity.
2. Ask participants to sit in their groups – the 1s sit together, 2s together, 3s together and so on. Explain that you will refer to these groups later in the training as their 'number groups.'
3. Explain they will have 10 minutes to develop a case study that another group will use later for role play. Before they begin, give copies of the template for developing case studies to each group.
4. Go through the template and explain the steps in making up a case study.
5. When the groups have completed their task, collect their case studies and keep them for the role play activity later. Check that they have written the number of their groups on their papers.



Steps to creating a case study

1. Choose one of the post-it notes written in *Activity 3 Distressing events*. Take the post-it note back to your small group.
2. Decide on who the person in distress might be. It could be a child or an adult. Give them a name and make up some information about the person that you think a PFA helper is likely to need to know, such as gender, age, etc.
3. Provide information about the context that will set the scene for the role play. For example, is the setting rural or urban? What time of day is it? Are there other people around? Is the person alone or with others?
4. Take some time in your small groups to discuss what kinds of reactions the distressed person may have. Brainstorm as many reactions as possible and note them down on a separate piece of paper. Then as a group, choose four of these reactions and add them to the template.
5. Spend a few minutes going through the details again. Make sure you have given all the information needed to enable the case study to be used in a realistic role play.

6. 'Look, Listen, Link'



SLIDES 7-10



To learn about the three action principles Look, Listen and Link.



Copies of Appendix C: 1. 'Look, Listen, Link' cards

Have a range of resources available for the number group presentations (flip-chart paper and markers, pens and paper, etc.)

Copies of Appendix C. 3. Identifying reactions: A case study with questions

Post-it notes in two different colours and pens

Flipchart paper and markers



Read the introductory book *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* for an explanation of the 'Look, Listen and Link' action principles.

6.1 Action principles discussion

1. Ask the participants to take out their LLL cards and to form three groups, based on whether they have Look, Listen or Link on their cards.
2. In their three groups, ask them to look at the actions written on the back of the cards. Ask them to discuss what each of the actions could mean in terms of what the helper might do in response. Ask them also to discuss if these actions should come in any particular order.
3. Now ask each number group to prepare a short presentation. Each group (a LOOK group, a LISTEN group and a LINK group) needs to:
 - list the actions related to their action principle
 - explain what they could mean in terms of what the helper might do in response and
 - list in which order - if any - the actions should be delivered.
4. Explain that the presentation can take any form. It can be a role play, a demonstration, a flipchart presentation - anything the participants wish.
5. Give them about 10 minutes to complete these tasks. Explain that the LOOK group will make their presentation first. This will be followed by some other activities on PFA skills related to LOOK, before the LISTEN and LINK groups make their presentations.

6.2 LOOK

1. Ask the LOOK group to make their presentation.

Here is the list of actions associated with LOOK:



LOOK for

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


- When the presentation is finished, invite participants from the other two groups to ask questions.
- Explain that there is no set order in which the actions should be done, as each situation will be different. However, priorities should be to first ensure one's own and others safety, to assess who needs help, to check for physical injuries and emotional reactions, and then start to find more information on what has happened, and assess immediate basic and practical needs.
- Stress it is beneficial for participants to also have received training in physical first aid, so they can make quick, informed decisions about physical injuries.

6.3 Identifying who needs help and recognizing emotional reactions




! Participants stay in their LLL groups for this activity. Keep the materials generated in this activity for later (i.e. the flipcharts with the post-it notes listing common and severe reactions). Decide on the two colours of post-it notes you want to use to indicate 1) common reactions and 2) severe reactions.

- Start by saying:

 A key PFA skill is recognising signs of distress and having some knowledge and understanding of common reactions and complex reactions, which require referral.

- Ask a volunteer to read the following case study aloud. (Choose a common name for the woman before you start reading):

 I was called by one of my colleagues, (NAME), who was in a state of severe distress. Three armed men broke into her house during the evening about two weeks ago. They did not hurt her but they threatened her, and took all the valuables they could find. She was very afraid at the time, but she handled the situation well and kept calm. After they left, (NAME) called the police and the locksmith, as they had stolen her keys. However, two weeks had now passed and she was not feeling well. She told me she had not slept much and had in fact stayed awake several nights, feeling afraid they would come back. She was not able to go to work, as she was too tired to focus.

- Give each group a copy of the case study and give them about 10 minutes to discuss the questions in their small groups. Give them post-it notes in two different colours to write examples of common and severe reactions.

PP

Case study questions

- How would you apply the LOOK actions in this situation?
- What are common reactions the woman could have to such an experience?
- What kinds of severe reactions could the woman have to such an experience?

- Now go through each of the questions in plenary. As you do, invite participants to bring their post-it notes forward and put them on the flipchart under the relevant heading, 'common reactions' and 'severe reactions:'

Reactions	
Common	Severe

5. Add the following severe reactions if they have not been mentioned:

When somebody

- has not been able to sleep for the last week and is confused and disorientated
- is so distressed that they are unable to function normally and care for themselves, or others, by for example, not eating, not caring for their children, or not keeping clean despite food and washrooms available
- loses control of their behaviour and behaves in an unpredictable or destructive manner
- threatens to harm themselves or others
- starts excessive use of drugs or alcohol.

6.4 LISTEN 15

1. Now ask the LISTEN group to make their presentation. Explain after this presentation, participants will have time to practise some communication skills, before the LINK group makes their presentation.
2. When the presentation is finished, invite participants from the other two groups to ask questions.


PP

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.

6.5 Calming someone in distress 10

1. Explain to participants that they will now practise three specific skills related to some of the actions in LISTEN. These are – how to calm someone in distress, active listening, and asking useful questions.
2. Ask participants to sit in a circle. Invite them to discuss with the person next to them how to recognize if someone is in shock or in an acute state of distress.
3. Ask for volunteers to share the reactions mentioned. You can summarise their responses by saying:


 *When people are in shock or in an acute state of distress, they often have strong physical and psychological reactions. They may feel confused or overwhelmed and have physical reactions like shaking or trembling, difficulty breathing or increased heart rate.*

4. Ask participants again to discuss with the person next to them what you can do to calm a person who is in an acute state of distress.
5. When they are ready, ask them to share their methods of calming someone and list these on a flipchart.

Examples are:

- keeping one's tone of voice calm and soft
 - trying to stay calm, as that will have a calming effect on the person in distress.
 - if culturally appropriate, trying to maintain eye contact (without staring) with the person whilst talking with them, or place a hand on his or her shoulder to connect with them.
 - reminding the person of the intention to help, and that they are safe, if it is true.
 - ask the person to feel the bench or chair they are sitting on, or their feet against the floor to make them feel connected to the ground. This can make someone feel calmer in their body.
6. Now give the participants a chance to practise calming each other. Ask them to take turns at pretending they have just received some bad news and are in a state of shock or panic. They can decide how they will react. The other person should try to calm them down and make them feel safe and secure. They should not spend more than one minute in each role.

You can give the following guidance:


 *Speak to the person in a calm and unhurried manner and with clear, short sentences. If the person is in severe distress or panicking, encourage them to breathe in through the nose, and feel the breath fill up the belly slowly, and then to breathe out slowly through the mouth.*

Reassure the person that his or her experience of discomfort will soon lessen and that he or she is safe and nothing will happen to them. Explain that the symptoms are caused because they are feeling distress and they will soon lessen.


7. When they have all had a turn trying to calm each other down, ask them to sit back down in the circle. Ask them how it felt and whether anyone wants to share comments or reflections on this exercise.

6.6 Active listening

1. Ask the participants to describe **active listening**.
2. Summarise their input by explaining that active listening is an attitude and a set of skills that can help someone in distress. You can say:


 *Active listening is more than sitting passively while someone speaks to you. It is actively engaging with the person so they feel heard and understood. It is also a way for you to ensure that you understand what the person is going through. It involves listening to the person verbally and non-verbally; paraphrasing what you have heard to ensure you have understood; and asking useful questions to give you more information.*

3. Ask participants for examples of **verbal and non-verbal ways** to show a person that you are listening actively.

 Examples of nonverbal listening include body language, eye contact, the space between two people, body positioning, focusing on the other person, and if appropriate, touching to connect. Some people show they are listening by holding another person's hand, nodding or gently touching their shoulder. Non-verbal listening is also allowing a person to be still and silent, if that is what they need.

Examples of verbal listening include asking questions to improve understanding of the situation; paraphrasing (re-stating and summarizing what the person has said in your own words to ensure and confirm understanding), and being encouraging and supportive.

4. Now ask the participants why **paraphrasing** is important.
5. Summarise their responses by saying:

 Paraphrasing or rephrasing what someone has said in your own words shows that you have been listening and that you have understood what they said. It also gives the speaker an opportunity to clarify in case you have not understood properly.

6. Ask for a volunteer to rephrase what you have just said to demonstrate paraphrasing.
7. Now ask participants to say how **useful questions** could be used in relation to active listening.
8. Explain that useful questions are ones that give the helper more information in terms of what has happened to the person in distress and what help they need to cope.
9. Do a short role play with a volunteer as the person in distress to demonstrate *poor use* of questions.

This could mean asking questions that are clearly judgmental and intrusive, such as:

- “Why didn’t you call your husband earlier?” or
- “How did you get yourself into this mess?”
- “Why did you go there in the first place?”

10. After a few minutes, stop the role play and ask participants how they think the volunteer might feel being asked these kinds of questions. Ask the volunteer to give her or his input.
11. Ask participants what kinds of questions you could ask instead that would be helpful in that situation.
12. Do another short role-play with the same volunteer where you demonstrate asking some of the helpful questions suggested by the participants. Ask the volunteer how these different questions affected him or her.

Examples of useful questions in a situation of distress are:

- “Is there someone in your family we should call?”
- “Are you cold? Would you like a blanket?”
- “Are you thirsty? Would you like some water?”

13. Explain that feeling distress can affect someone’s ability to make decisions. People in acute distress may be in a dilemma about what to do and feel confused and anxious. If possible, help them postpone important decisions till they feel calmer and less distressed, or support their decision-making processes if decisions are needed immediately.

14. Explain that being encouraging and positive also involves accepting the feelings of others. It is important to try to avoid letting your own moral values or beliefs influence your helping behaviour or judgment of someone else's reactions.
15. Now explain the last active listening task before moving onto LINK. Participants will share a problem in pairs – each partner taking a turn in being the listener. Ask everyone to find a different partner from before.
16. Give them a few minutes to decide on a problem for the exercise. This could be a problem that is made up or based on something real. Be sure to advise participants not to make the problem too complicated or painful, as they do not have long to talk about it. Examples of problems to talk about are:
 - An argument with a colleague
 - Finding it difficult to balance responsibilities at work and at home
 - Living a long way from work and having to travel long distances every day.
17. Explain that as this is a listening exercise, they should focus on demonstrating listening in verbal and non-verbal ways. This includes paraphrasing and asking useful questions too. There will be three minutes for each person to practise these listening skills.
18. Ask participants to begin. After the first three minutes partners switch roles. Give a minute for reflection at the end.
19. Invite participants to reflect in plenary. Ask the following questions:
 - How easy or difficult was it to listen? Describe what was easy or difficult.
 - How easy or difficult was it to ask useful questions? Describe what was easy or difficult.

6.7 LINK 15

1. Ask the LINK group to make their presentation.
2. When the presentation is finished, invite participants from the other two groups to ask any questions.



LINK is helping people

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

6.8 Linking someone with help and support 15

1. Remind participants of the story of (NAME) who had been burgled two weeks ago. She was showing severe reactions that were interfering with her well-being and daily functioning. Ask someone to recap what happened to her and how she had reacted initially and after the two weeks.
2. In their LLL groups, ask participants to discuss:
 - What information may be useful to share with (NAME) feeling the way she does?
 - What services could be helpful to refer (NAME) to if her symptoms persist?
3. Remind participants that help can come from people the affected person is close to, such as family or friends, or they can be from referral services and providers.
4. After a few minutes, discuss responses in plenary. Ask a volunteer to write the different referral agencies or services the groups list on a flipchart (which will be used later in session 8). Ask them to think of other services that are available and relevant for other problems than the ones (NAME) has.
Examples of referral agencies or services include:
 - in response to disasters: RFL, distribution, shelter, cash distribution
 - in contexts of chronic illness (diabetes, arthritis, etc.): support organizations
 - in other contexts: child protection agencies, older care facilities.
5. End this activity by highlighting that if a helper does not know who to refer someone to, they can contact a colleague, team leader or other support systems for advice and information.

7. PFA role play



SLIDE 11



To role play PFA in small groups.
To practise giving helpful feedback.



Case studies developed by groups in session 5 and copies of Appendix C. 4.
Role play feedback forms.



Participants will practise their PFA skills in their small groups of three in this session, using the case studies developed in session 5.

Be aware that role play can impact participants emotionally, if the role they are given relates to a similar personal experience or in some other way stirs a reaction. It is important to check in with participants at the end of all role play to make sure everyone feels OK and is comfortable to continue the training. If anyone needs support, decide if this should be in the group (encouraging peer support), or if the person would benefit more from individual support.

Short 1-2-minute energizers are recommended between each role-play. See Appendix A for examples of energizers.

1. Invite participants to gather in their 'number groups' with three persons per group. Explain that groups will be practising PFA in a series of three role plays, with each group member taking turns at being 1) a person in distress, 2) a PFA helper and 3) an observer.

2. Explain that they will be using the case studies they developed earlier. Give out copies to each group. If a group receives the case study they created, ask them to swap with another group.
3. Explain that you will give a sign to start each of the three rounds of role play. When it's time for the next role play, the small groups should swap their case studies with other groups. Tell the groups they should not use the same case study twice, and should not use the case study they developed in their own group.
4. Before starting the exercise, go through the steps for giving feedback, as shown below. Emphasise to participants that it is important that observers use this method of giving feedback. It is a way of providing consistent, positive feedback to peers. This is an important factor for promoting learning and can be used in all kinds of settings. It is a skill that participants can apply in their work and home life.



Step 1 The observer asks the PFA helper to reflect on:

- What went well?
- What would he or she do differently next time?

Step 2 The observer gives his or her feedback to the PFA helper:

- The observer starts with positive feedback and is specific in what went well.
- The observer gives specific feedback about areas to improve (if necessary).
- The observer ends with an overall positive comment.

Step 2 The observer asks the person in distress to give additional feedback:

- The person in distress starts with positive feedback and is specific in what went well.
- The person in distress gives specific feedback about areas to improve (if necessary).
- The person in distress ends with an overall positive comment.

5. Now ask the groups to organize their first round of role play. They need to decide who is going to be the person in distress, the PFA helper and the observer. Give them a few minutes to do this and to prepare for the role play. The role play should last 10 minutes, followed by four minutes of feedback.
6. Give the sign when 10 minutes have elapsed and their feedback time should begin. Then facilitate a short one-minute icebreaker or energizer. (See Appendix A for examples of icebreakers and energizers.)
7. Repeat the instructions above for the second and third role play, until everyone has played all three roles: the person in distress, the PFA helper and the observer.
8. After the three rounds of role play, gather the participants and thank them for their efforts. Check that everyone feels OK and are now out of their roles. Do another short energizer before the final discussion in this session.
9. Spend the last few minutes reflecting with participants on their experiences. Ask them to comment on what was easy and what was difficult. Encourage everyone to give examples of how to manage difficulties and then give your own input.

8. Complex situations and reactions



To discuss complex situations and reactions.
To discuss referral systems.



Flipchart and markers
Copies of the introductory book *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* OR photocopies of the section in the book on complex reactions and situations
Copies of Appendix C: 5. Two scenarios with questions
If available, current local referral information



Try to make an accurate list of current local referral information in preparation for this session.

8.1 Examples of complex situations and reactions



1. Explain there are some situations that are more complicated than others when responding as a PFA helper. This can be because of the situation or because the person in distress has complex reactions.
2. Ask participants to pair up with someone they have not yet worked with.
3. Ask the pairs to think of situations, which could be complicated to respond to as a PFA helper. After a few minutes ask for their input and record answers on a flipchart.

Examples could include:

- large-scale accidents or disasters with many affected and high levels of suffering and despair
- violent attacks
- threatening situations
- disclosures of sexual and gender based violence
- unaccompanied children or family
- suicide
- witnessing deaths, including children
- multiple losses.

4. Now move on to discuss complex reactions. Start by saying:




Sometimes people have reactions to distressing events that are more complex than the ones described earlier. There are certain factors that increase the risk of developing stronger and more complex reactions. Can you think of what these are?

Examples could be if someone:

- has had previous traumatic experiences
- has an underlying mental health condition
- was exposed to events where the horror element was high
- thought he or she was going to die
- has experienced a traumatic bereavement or was separated from his or her family.

Continue by saying:


 *Some complex reactions can happen immediately, at the time of a crisis event, whilst others may develop over time. What kinds of complex reactions can you think of that could happen immediately?*

Examples could include:

- panic attacks and anxiety
- anger and aggressive behaviour
- self-harm and suicide.

5. Discuss the three types of complex reactions listed above in a little more detail. (Use the notes on complex reactions and situations in the introductory book, *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* for background information, if needed.) Highlight that although these specific reactions may happen immediately in a crisis situation, they can also develop over time.

6. Go on by saying:

 *There are other examples of complex reactions that develop over time. Can you think of any?*

Examples could include if someone:

- has prolonged grief disorder
- has severe sleeping problems
- has flashbacks
- has depression
- has anxiety or PTSD
- is using harmful coping methods.

7. Give each pair one of these complex reactions to work on. If there are not enough pairs for all nine examples, choose the most relevant or give some groups more than one. If there are more than nine pairs, ask some pairs to work together as groups of four. Provide copies of the introductory book, *A Guide to Psychological First Aid for Red Cross and Red Crescent Societies* OR photocopies of the section in the book on complex reactions.
8. Ask the pairs to read the notes about their specific complex reaction and then prepare a short presentation about it in their own words. Each presentation should not take more than 1 - 2 minutes.


Their presentation should include:

- signs and symptoms of a complex reaction
- what a PFA helper can do to help
- who they refer to in their local context.

9. Give the pairs five minutes to work on this.
10. Now invite each pair to do their presentation.

8.2 Psychosocial triage

1. Give the following short explanation of psychosocial triage:

 *Psychosocial triage is a method of identifying people who are most in need of support or protection in an emergency. It involves the rapid assessment of the needs of the affected population and the provision of resources in response. Psychosocial triage is usually based on very limited information. Factors may include the nature and severity of an affected person's situation, available resources, knowledge about the coping abilities of the affected person and the available time to assist.*

2. Make two groups by asking one person from all the pairs to go to one side of the room and the others to go to the other side of the room.
3. Give the groups copies of the scenarios (copies of scenario 1 'Crisis in the family' to group 1 and copies of scenario 2 'The car crash' to group 2). Give them 10 minutes to read the scenario and then discuss the questions accompanying it. Ask them to prepare to report back to the other group, briefly describing the scenario and presenting their responses to it.
4. After 10 minutes, invite each group to take turns in reporting back. Use the notes below to make sure participants address the questions raised appropriately:

Questions and sample answers:

Scenario 1: Crisis in the family

1. Who needs help and what help do they need?

The mother needs help to calm down. The daughter needs support and understanding and to be given an opportunity to talk to someone about what has happened. The dad also needs help but maybe at a later stage.

2. Who will you help first? Why?

I would help the daughter first because she is in a vulnerable situation and is at risk of harming herself again, if she does not get support and understanding. I can ask the father to try and talk with his wife to calm her down whilst I talk to the daughter. Perhaps he can take her outside and go for a walk with her so there is a peaceful environment to talk with the daughter in.

3. Who else will you contact for more help if needed?

If the daughter threatens to harm herself again or if I feel that might happen, I will call my team leader and possibly the ambulance or social services for more support.

Scenario 2: The car crash

1. Who needs help and what help do they need?

The two men in the car need help. The unconscious injured man needs medical help. The other man needs calming and help getting out of the car, and to be checked for physical injuries. The granddaughter also needs help to see why she is crying and if she is physically hurt.

2. Who will you help first? Why?

I will help the injured man first by calling for medical assistance. I will then help the man who is panicking by trying to calm him down and getting assistance to help him get out of the damaged vehicle. The granddaughter is receiving care and support from her grandmother, so I will encourage her to get a medical check-up, but my priority is the two men.

3. Who else will you contact for more help if needed?

I will call for an ambulance and police assistance immediately. I will also put emergency triangles on the road to stop other cars from hitting the crashed cars. If other drivers stop to help, I will ask them to assist as needed.

- Close this section by highlighting the difficulties for helpers in making the choice of who to help first when more than one person needs help. Add that these difficulties are further impacted by the helper's range of skills and competences, as well as the context. For example, if a helper is proficient in physical first aid, then he or she may not need to call immediate medical help (depending on the injuries identified), whereas helpers not trained in first aid would always need to call for medical help as a first priority.

8.3 Referral for professional help

- Refer back to the list of different local persons or services available for referral, which the group generated in session 6. Stress that in complicated situations or when someone displays any of the complex reactions that have been mentioned here, a PFA helper should always refer the person for professional help if available.
- Give copies of local referral information, if available.

8.4 Possible challenges in providing PFA

- Ask participants to make groups of three.
- Ask them to reflect on what challenges they foresee as PFA helpers.
- Give them about three minutes to discuss this.

- Draw two columns on a flip-chart and write the heading 'challenges' in the left hand column. After a few minutes ask the groups for input and record their answers in the one column with the title 'challenges'.

Examples of challenges to PFA helpers include:

- Helping more than one person at a time
- Feeling afraid whilst helping
- Strong emotional reactions to the situation (for example anger, sadness, grief)
- Feeling inadequate and not able to help enough.

- When they have shared all the challenges they thought of, ask for ideas on how to manage each challenge listed. Write the ways of managing in the right hand column of the flipchart. Some examples are listed here:

Challenges	Ways to manage
Helping more than one person at a time	<ul style="list-style-type: none"> • Know how to triage (identify who needs help the most) • Delegate to others who can help
Feeling afraid whilst helping	<ul style="list-style-type: none"> • Ensure safety and security before providing PFA to others
Strong emotional reactions	<ul style="list-style-type: none"> • Allow and accept these feelings • Manage them to minimize negative impact • Take some time out • Do some breathing exercises

9. Self-care



To raise awareness of the importance of self-care and to practise a calming, breathing technique.



Flipchart and markers

9.1 Taking care of yourself before and after providing PFA

1. Start the activity by asking participants to quietly reflect on everything they have learnt and practised today. Ask them to share what they think they might find personally challenging in providing PFA to people in distress.

Examples of challenges are:


- being emotionally affected by others' suffering
- feeling you did not do enough or could not solve the person's problems
- feeling bad that you were not able to help more people (in large-scale events)
- feeling frightened that the distressing experience may happen to you.

2. Now ask participants to form pairs and to briefly describe an experience or situation they have been through that was particularly difficult for them. Ask them to discuss how they have coped with such challenges before or how they have seen others coping?

Examples of answers are:

- by talking to someone about their feelings and challenges
- by taking some time off to rest
- exercising.

3. Summarise their responses by saying

 *Providing psychological first aid to people in distress can be difficult both physically and emotionally for the helper. It is hard meeting and talking to people in distress, and even though you provide the best help you can, you may still be left with a feeling that you did not do enough. There are different things you can do to take care of yourself, both before and after you provide help.*

4. Ask the participants to get up and walk around the room, and talk to each other about ways to take care of themselves **in preparation** for providing PFA to people in distress. Ask them to talk to a few different people to hear different ideas.
5. After a few minutes and observing that they have had different conversations, bring everyone back into a circle. Ask them to share some of the ideas they talked about.
6. List the examples on a flipchart.

Include the following, if participants do not mention them:

- knowing your own limits, i.e. recognizing the limits of your expertise and competence and knowing when to refer someone for specialised help
- calm yourself by being mentally prepared before you go to help
- knowing who you will work with if paired with a colleague or in a team, and knowing what everyone's roles are
- having the number of your team leader or someone else to call if you need help with referral

- having solid knowledge of the local referral system and procedures (for example, knowing who to contact if you encounter a child who has been separated from his or her family, or what to do if someone discloses an experience of sexual or gender based violence).
7. When everyone has shared their ideas, ask the participants to walk around again, but this time talk about what they can do to care for themselves **after providing PFA**.
 8. Again, after a few minutes and observing that they have had several conversations, bring everyone back to a circle. Ask them to share some of their ideas on what you can do to care for yourself after providing PFA. List the examples on a flipchart.

Include the following, if participants do not mention them:

- recognizing and allowing reactions, i.e. being aware of mood changes or ways you have been affected by providing PFA and accepting this as part of the experience
 - knowing and recognizing signs and symptoms of extreme stress and burnout
 - seeking support if needed, i.e. recognizing if you need support from others, for example some time to talk about what you experienced. Stress the importance of support from family, friends and peers when discussing support from others
 - know and practise self-care strategies.
9. Do a quick brainstorm with participants on different examples of self-care strategies, such as exercise, eating and sleeping well, spending time with friends, etc.
 10. Highlight that the PFA principles of 'Look' and 'Listen' also apply to self-care, as the helper learns to recognize what kinds of situations or experiences affect them strongly. They LOOK to identify their own symptoms of distress. They LISTEN to their mind and body to identify what action is needed to make them feel better. And they LINK when they connect with others for support.
 11. Explain that you will now do a short breathing exercise that is helpful in managing feelings of stress.

9.2 Breathing exercise



Breathing exercises may sometimes evoke strong emotional reactions. Be aware of this and be prepared to respond in a discrete and comforting manner so that the person is not impacted negatively.

1. Ask participants to sit in a circle or stand with enough space around them so they are not touching anyone else.
2. Ask them to sit upright, or while standing, be still for 30 seconds or so. They should focus on the connection between their feet and the ground, or the chair and their body, if they are sitting. Ask them to focus on being connected to the ground.
3. Now ask them to put one hand on their belly and another on their chest. Ask them to quietly focus on their breathing, but without changing it. They should notice if they are breathing into their chest or into their belly.
4. Quietly ask participants to breathe slowly and deeply into their belly, and release their breath slowly through their mouth. Practise this for a few minutes.
5. End the activity by explaining that controlling our breath is one of the most effective ways to make ourselves feel calmer if we are in a situation of distress.

10. Workshop close



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



Copies of Appendix D: Training evaluation form

1. Ask the participants to sit in a circle.
2. Explain that you have now reached the end of the training on 'Basic PFA' and that you would like some feedback on the training to help improve it for the future.
3. 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.
5. Say goodbye and tell the group about any options for further training in PFA.

Appendices



M. J. EVALAROSA/IFRC

Appendix A: Energizers

Trick ball

Ask the participants to stand in a circle. Ask for a volunteer to stand in the middle (the leader). Now tell everyone in the circle to put their hands behind their backs. The leader sometimes throws the ball at somebody and sometimes pretends to throw the ball. If someone reaches for the ball, when it has not been thrown, she or he must stand in the middle and be the new leader.

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.

Balloons up high

If you have a lot of participants at the workshop, divide them into groups of about five in each group. Explain that you are going to give each group a balloon, and their job is to keep the balloon in the air. The balloon should not touch the ground! Give each group a balloon and tell them to start. After about a minute, give them another balloon and tell them they must keep this one in the air too. Repeat this a few times, until the participants are energized!

Appendix B: Sample training schedules

Here are two sample training schedules for module 2, which include breaks as indicated.

The first is for a one-day training and the second for a one-and-a-half day training. The timing and structure can be adapted to suit facilitators' and participants' needs.

TRAINING SCHEDULE 1: ONE-DAY TRAINING		
Time	Training programme	Materials
08:30 – 09:15	1. Introduction	Copies of Appendix C. 1. 'Look, Listen, Link' cards Flipchart with the training programme written on it or copies for each participant Paper and pens Flipchart and markers, tape or pins
09:15 – 09:35	2. What is PFA?	Flipcharts with the lists of what PFA is and what PFA is not
09:35 – 09:45	3. Distressing events	Flipchart paper, post-it notes and markers
09:45 – 10:05	4. Reactions to distressing events	Flipcharts and markers Prepared flipchart divided into four sections headed 'behavioural,' 'emotional,' 'physical,' and 'thoughts'
10:05 – 10:20	BREAK	
10:20 – 10:35	5. Developing case studies	Copies of Appendix C. 1. 'Look, Listen, Link' cards Paper and pens Copies of Appendix C. 2. Developing case studies
10:35 – 12:50	6. 'Look, Listen, Link'	Copies of Appendix C: 1. Look, Listen, Link cards Have a range of resources available for the LLL group presentations (flipchart paper and markers, pens and paper, etc.) Copies of Appendix C. 3. Identifying reactions: A case study with questions Post-it notes in two different colours and pens Flipchart paper and markers
12:50 – 13:30	LUNCH	
13:30 – 14:30	7. PFA role plays	Copies of the case studies developed by groups in session 5
14:30 – 14:45	BREAK	
14:45 – 16:45	8. Complex situations and reactions	Flipchart and markers Copies of the introductory book, <i>A Guide to Psychological First Aid for Red Cross and Red Crescent Societies</i> OR photocopies of the section in the book on complex reactions Copies of Appendix C: 5. Two scenarios with questions If available, current local referral information
16:45 – 17:30	9. Self-care	Flipchart and markers
17:30 – 17:45	10. Workshop close	Copies of Appendix D: Training evaluation form

TRAINING SCHEDULE 2: ONE-AND-A-HALF-DAY TRAINING		
Time	Training programme	Materials
DAY ONE		
09:00 – 09:45	1. Introduction	Copies of Appendix C. 1. 'Look, Listen, Link' cards Flipchart with the training programme written on it or copies for each participant Paper and pens Flipchart and markers, tape or pins
09:45 – 10:05	2. What is PFA?	Flipcharts with the lists of what PFA is and what PFA is not
10:05 – 10:15	3. Distressing events	Flipchart paper, post-it notes and markers
10:15 – 10:35	4. Reactions to distressing events	Flipcharts and markers Prepared flipchart divided into four sections headed 'behavioural,' 'emotional,' 'physical,' and 'thoughts'
10:35 – 10:50	BREAK	15
10:50 – 11:05	5. Developing case studies	Copies of the Appendix C. 1. 'Look, Listen, Link' cards Paper and pens Copies of Appendix C. 2. Developing case studies
11:05 – 12:45	6. 'Look, Listen, Link' (part 1) Break after 'Active listening'	Copies of Appendix C: 1. Look, Listen, Link cards Have a range of resources available for the LLL group presentations (flipchart paper and markers, pens and paper, etc.) Copies of Appendix C. 3. Identifying reactions: A case study with questions Post-it notes in two different colours and pens Flipchart paper and markers
12:45 – 13:45	LUNCH	60
13:45 – 14:15	6. 'Look, Listen, Link' (part 2) Start with 'LINK' presentations	Have a range of resources available for the LLL group presentations (flipchart paper and markers, pens and paper, etc.)
14:15 – 15:15	7. PFA role plays	Case studies developed by groups in session 5 and copies of Appendix C. 4. Role play feedback forms
15:15 – 15:30	Review day one	15
DAY TWO		
09:00 – 09:15	Recap of day one and introduce day two	Flipchart and markers
09:15 – 11:15	8. Complex situations and reactions	Flipchart and markers Copies of the introductory book, <i>A Guide to Psychological First Aid for Red Cross and Red Crescent Societies</i> OR photocopies of the section in the book on complex reactions Copies of Appendix C: 5. Two scenarios with questions If available, current local referral information
11:15 – 11:30	BREAK	
11:30 – 12:15	9. Self-care	Flipchart and markers
12:15 – 12:30	10. Workshop close	Copies of Appendix D: Training evaluation form

Appendix C: Training resources

1. Look, Listen, Link cards

 Print the table on the next page. Cut out two squares together that will form the front and back of a Look, Listen or Link (LLL) card. See the example below.

Glue or staple the two sides together to make a card. Give each person a LLL card on arrival. They will use them later in different training sessions.

Some participants may get the same cards. If there are more than 21 participants in the training you will have to print out more than one copy and make more cards.

Front	Back
Look 1	Look for information on what has happened and is happening

Look 1	Look for information on what has happened and is happening	Listen 1	Listen refers to how you approach someone	Link 1	Link is helping people to access information
Look 2	Look for who needs help	Listen 2	Listen refers to how you introduce yourself	Link 2	Link is helping people to connect with loved ones and social support
Look 3	Look for safety and security risks	Listen 3	Listen refers to how you pay attention and listen actively	Link 3	Link is helping people to tackle practical problems
Look 4	Look for physical injuries	Listen 4	Listen refers to how you accept another person's feelings	Link 4	Link is helping people to access services and other help
Look 5	Look for immediate and practical needs	Listen 5	Listen refers to how you calm the person in distress	Link 5	Link is helping people to access information
Look 6	Look for emotional reactions	Listen 6	Listen refers to how you ask about needs and concerns	Link 6	Link is helping people to connect with loved ones and social support
Look 7	Look for information on what has happened and is happening	Listen 7	Listen refers to how you help the person find solutions to their needs and problems	Link 7	Link is helping people to tackle practical problems

2. Developing case studies

Created by GROUP No. _____

Briefly describe the distressing event

Think of a name for a person affected by the event

Provide some personal information (e.g. gender, age, marital status, etc.):

Think of a context (e.g. setting, time of day, private or public situation, others around? etc.)

Make a list of the person's main reactions:

1. _____

2. _____

3. _____

4. _____

3. Identifying reactions: A case study with questions



Print out copies of this case study and give each group a copy. Remember to choose a name for the woman that is typical for your locality.

The case study

I was called by one of my colleagues, (NAME), who was in a state of severe distress. Three armed men broke into her house an evening about two weeks ago. They did not hurt her but they threatened her, and took all the valuables they could find. She was very afraid in the moment, but she handled the situation well and kept calm. After they left, (NAME) called the police and the locksmith as they had stolen her keys. However, two weeks had passed, and she was not feeling well. She told me she had not slept much in the past two weeks and had even stayed awake all night a few times, feeling afraid they would come back. She was not able to go to work, as she was too tired to focus.

Instructions

Discuss the questions below in your groups and take notes to report back in plenary.

Use the post-it notes you have been given to write examples of common reactions and severe reactions – write one reaction per post-it note.

Questions

1. How would you apply the LOOK actions in this situation?
2. What kind of common reactions do you think the woman would have to such an experience?
3. What kind of severe reactions might she have to such an experience? When and why would you make a referral for professional help?

4. Role play feedback forms

Name of participant observed: _____

FEEDBACK FORM		
Action principle and actions	Level of completion*	Comments and examples What went well? What could be improved?
LOOK refers to whether the helper looked for:		
information on what had happened and was happening		
who needed help		
safety and security risk		
physical injuries		
immediate basic and practical needs		
emotional reactions		
LISTEN refers to how the helper:		
approached the person in distress in an appropriate way		
introduced themselves		
paid attention and listened actively		
accepted the other person's feelings		
calmed the person in distress		
asked about needs and concerns		
helped the person(s) in distress find solutions to their immediate needs and problem		
LINK refers to whether the person in distress was helped to:		
access information		
connect with loved ones and social support		
tackle practical problems		
access services and other help		

*) Level of completion: 2: Done well, 1: Done adequately; 0: Not done

5. Two scenarios with questions

Scenario 1: Crisis in the family

You have been visiting a refugee family once a week for a year as part of your work as a Red Cross volunteer. You get on very well with all the family members and feel connected to the whole family. One day you arrive to find the whole family in distress, as the eldest daughter tried to end her life by cutting her wrists. She was in the hospital but is back home now. When you arrive, the parents are very upset. The daughter has locked herself in her room and refuses to speak to anyone. The father is sitting by the window, staring, saying nothing. The mother is talking constantly, about how they have been through so much, and how angry she is, and how ungrateful her daughter is to put them through this.

Questions:

1. Who needs help and what help do they need?

2. Who will you help first? Why?

3. Who else will you contact for more help if needed?

Scenario 2: The car crash

You are driving home from work when you see a car crash happen in front of you. Two cars hit each other and are badly damaged. You stop and rush to help. In the one car there is an older couple with their granddaughter. In the other car there are two young men. The older couple and the granddaughter have some minor injuries, but their physical injuries do not seem bad. They get out of the car and stand hugging each other. The granddaughter is crying. In the other car, one of the two young men is badly injured and unconscious. The other passenger is panicking and is screaming and crying.

Questions:

1. Who needs help and what help do they need?

2. Who will you help first? Why?

3. Who else will you contact for more help if needed?

Appendix D: Training evaluation form

TRAINING EVALUATION FOR BASIC PFA					
	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 more about reactions to distress					
3.2 I know what psychological first aid is and what it is not					
3.3 I understand the three action principles of Look, Listen and Link					
3.4 I have practised providing PFA to someone in distress					
3.5 I have considered complex reactions and situations					
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 psychological first aid					
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?					