



Productive Safety Net for Socioeconomic Opportunities Project (SNSOP)

Psychological First Aid Training Manual

Facilitator's Manual for Training Field Staff/GBV Focal Persons

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Table of Content

ACRONYMS	3
1. SUMMARY OF THE MANUAL	4
1.1. Overview of the manual	4
1.2. How to Use This Manual.....	4
1.2.1. What will participants learn?.....	5
1.2.2. Who is this manual for?	6
1.2.3. Who should participate in PFA training?	6
1.2.4. Program for Conducting Psychological First Aid (PFA) Training	6
2. BRIEF PROJECT OVERVIEW	9
3. PART I MODULES: PFA DEFINITION AND FRAMEWORK	9
3.1. Welcome and Introduction	9
3.2. Crisis Event Simulation and Discussion	10
3.3. What PFA is and is Not?.....	13
3.4. Who, When, and Where to provide PFA.....	15
4. PART II MODULES: APPLYING PFA ACTION PRINCIPLE	18
4.1. PFA Action Principles	18
4.2. Steps of PFA	20
4.2.1. Step One: PREPARE	20
4.2.2. Step Two: LOOK.....	24
4.2.3. Step Three: Listen	27
4.2.4. Step Four: LINK.....	35
4.3. Ending your Assistance	39
5. EVALUATION AND CLOSING.....	40
6. RESOURCES OR REFERENCES.....	41
7. ANNEXES: SUPPORTING MATERIALS	42
7.1. Annex 1: PFA Handout Guide.....	42
7.2. Annex 2: Simulation Instructions.....	45
7.3. Annex 3: Case Scenario Instructions	46

7.4.	Annex 4: Communication Exercise Instructions	49
7.5.	Annex 4: Brief Relaxation Exercise for Helper Self Care	50

ACRONYMS

PSS	Psychosocial Support
PFA	Psychological First Aid
SGBV	Sexual Gender Based Violence
GBV	Gender-Based Violence
GRSS	Government of Republic of South Sudan
MAFS	Ministry of Agriculture and Food Security
MGCSW	Ministry of Gender, Child Social Welfare
WHO	World Health Organization
HSSE	Health, Safety, Social, and Environmental
PCU	Project Coordination Unit
SPCU	Single Project Coordination Unit
IPs	Implementing Partners

1. SUMMARY OF THE MANUAL

This training manual has been adapted from the World Health Organization (WHO) guidelines to support the delivery of psychological first aid (PFA) trainings within the South Sudan Productive Safety Net for Socioeconomic Opportunities Project (SNSOP). The project is financed by a World Bank grant, and implemented by the Ministry of Agriculture and Food Security (MAFS) and Ministry of Gender Child Social Welfare (MGCSW).

The manual is modified to equip Health, Safety, Social, and Environmental (HSSE) Assistants and Gender Based Violence (GBV) focal persons with the necessary skills to provide PFA to the individuals involved in project activities. The training focuses on responding to crises, including GBV, Sexual Exploitation and Abuse (SEA) and any non-GBV related emergencies.

PFA is a direct response and set of actions to help someone in distress. Its goal is to reduce distress, offer practical support, and help individuals connect with further care, regardless of how long ago the traumatic event occurred. It involves humane, supportive and practical assistance for people who are distressed, in ways that respect their dignity, culture and abilities.

1.1. Overview of the manual

This training manual serves as a comprehensive guide for preparing and delivering the PFA training sessions. It includes detailed instructions on how to use the manual effectively, prepare for the training, and facilitate each session.

The manual provides a full training agenda and a step-by-step description of each module, outlining learning objectives, key content, facilitation tips, accompanying slides, and instructions for group exercises and discussions.

In addition, the manual includes supporting materials in the annexes. These supporting materials are designed to be printed and distributed as handouts to participants during the training. They serve as practical tools to guide participants through the activities and reinforce key concepts presented in the sessions.

1.2. How to Use This Manual

The instructions and materials in this manual are designed for a full one-day psychological First Aid (PFA) training, including breaks, to prepare HSSE Assistants and GBV focal persons to support individuals recently affected by highly stressful events while provided immediately follow on a crisis or traumatic event.

If more time is available for the training, the extra activities and slides included in the text boxes can be used to deliver a two-days training (or one day and five- hours session, including breaks).

Whenever possible, organizing a full two-day training is recommended to allow for deeper engagement and learning. It is important to adapt the training and materials to the local culture, language and context, well as to the types of crisis situations participants are likely to encounter.. Remember to build in extra time if you are using a translator. It is helpful if the translator is familiar with *Psychological first aid: Guide for field workers* and training materials in advance.

This manual serves as a **guide for delivering PFA training**, providing facilitators with a structured framework that they can enhance with their **own style, experience, and ideas** to best meet the needs of the participants.

Note to the Facilitator: As you prepare to conduct the upcoming training, here's a quick reminder of the methods to be used and key facilitation points to emphasize during the sessions:

Focus on Practical Skills: The orientation will be highly practical and interactive. Emphasize hands-on activities that engage participants in real-life scenarios.

Encourage Active Participation: Activities are designed to give participants the chance to practice and learn from one another. Your role is to create a safe space where everyone feels comfortable contributing.

Ensure Inclusive Participation: It's essential to ensure that all participants are actively involved throughout the process. Encourage quieter participants to share their thoughts and experiences to foster a collaborative learning environment.

Normalize Mistakes as Part of Learning: Remind participants that everyone is in the same situation—practicing in front of one another. Highlight that it's normal to do things well at times and make mistakes at others. Mistakes are part of the learning process, and everyone will grow together through this experience.

Build Confidence for Real-Life Situations: Encourage trainees to take full advantage of this practice opportunity. Let them know that by engaging in exercises, they will build the confidence needed to handle real-life situations effectively.

Your role as a trainer is critical in creating a positive, supportive environment that promotes learning through practice.

1.2.1. What will participants learn?

The training aims to build the capacity of HSSE Assistants, and GBV focal persons to provide effective emotional and practical support to individuals affected by crisis situations. These crises may include natural and human-made disasters such as GBV, SEA/SH, as well as non- GBV related events such as conflict, floods etc.

A **key learning objective** of the training is to help participants to understand the boundaries of the support they can provide and recognize when and how to refer individuals for more specialized assistance/service when necessary.

By the end of the training, participants will be equipped to;

- Recognize signs of trauma.
- Approach a situation safely to ensure their own safety and the safety of others.
- Provide supportive communication to help distressed individuals.
- Promote a sense of safety and calm while ensuring they do no further harm through their actions.

1.2.2. Who is this manual for?

- The training will provide hands-on practice opportunities for participants to develop and apply PFA skills in various scenarios.
- The training does not provide clinical counseling skills and should not be viewed as a substitute for professional mental health services.
- Trainers or Facilitators using this manual are often individuals with experience in providing mental health and Psychosocial Support (PSS). It is helpful if they also have:
 - Prior experience assisting people affected by crisis events.
 - An interest in and experience in providing training and workshops.

While a background in psychosocial or mental health support can be helpful, it is **not a requirement** to deliver PFA training.

1.2.3. Who should participate in PFA training?

PFA is an approach that can be learned by both professionals and non-professionals who are in a position to help people impacted by very distressing events or situations. Participants may include staff or volunteers (GBV focal person), community mobilizers, SPCU staff, Implementing Partners (IPs) and others. GBV focal points who provide various kinds of assistance during SNSOP activities in the communities may find PFA skills useful in the course of their usual work.

1.2.4. Program for Conducting Psychological First Aid (PFA) Training

Agenda for one day PFA training

Overview	Duration	Topic/Activity
Pre-Training		Participant arrival and registration

Part I (90 minutes) PFA Definition and Framework	20 minutes	Welcome and introduction <ul style="list-style-type: none"> • Introductions and expectations • Icebreaker exercise (game) • Aim and agenda • Ground rules • Optional pre-test
	10 minutes	What comes to mind when you hear “PFA”?
	20 minutes	Crisis event simulation and discussion
	10 minutes	What PFA is and is not <ul style="list-style-type: none"> • Psychological responses to crisis events • Key resilience (protective) factors
	15 minutes	PFA: who, when and where?
	15 minutes	PFA overview <ul style="list-style-type: none"> • Frequent needs of survivors • What helpers need • Exercise: needs of survivors and helpers • <i>Prepare...Look, Listen and Link</i> overview
Break	15 minutes	
Part II (110 minutes) Applying PFA Action Principles	30 minutes	Case scenario group work
	10 minutes	Look <ul style="list-style-type: none"> • Look for safety • People with obvious urgent basic needs

		<ul style="list-style-type: none"> • People with serious distress reactions
	45 minutes	Listen <ul style="list-style-type: none"> • Role play: listening • Role play: “help people feel calm” • Good communication • Good communication: exercise
	25 minutes	Link <ul style="list-style-type: none"> • Link with basic needs • Support positive coping • Link with information • Role play: giving information • Link with social support Ending assistance
Lunch Break	60 minutes	
Part III (120 minutes) PFA Role Plays and Wrap-Up, Self- and Team Care, Evaluation	30 minutes	PFA role plays
	10 minutes	Adapting to the local cultural context
	20 minutes	People who likely need special attention
	25 minutes	PFA review <ul style="list-style-type: none"> • Ethical do’s and don’ts • Final simulation and discussion
	15 minutes	Self and team care
	20 minutes	Optional post-test

2. BRIEF PROJECT OVERVIEW

The government of South Sudan has received funding from World Bank to implement the Productive Safety Net for Socio-economic Opportunities Project (SNSOP). The SNSOP is a five-year project which commenced in June 2022 and will run until June 2027. The project is being implemented by the government through the Project Coordination Unit (PCU), housed within the Ministry of Agriculture and Food Security (MAFS). The Ministry of Gender, Child, and Social Welfare (MGCSW) is the co-lead implementing agency responsible for activities related to institutional capacity building and systems strengthening.

SNSOP targets 1,102,500 poor and vulnerable individuals (50% female). This includes 24,000 refugee households (65% female) and 38,500 households from host communities (65% female). It is estimated that 672,000 poor and vulnerable individuals will benefit from the various interventions under the project.¹ The operational scope of SNSOP will increase considerably from that of SSSNP. Under SNSOP, cash transfers to beneficiary households will extend to 15-month duration (from nine-month duration) and the number of counties is 20 (from 10).

3. PART I MODULES: PFA DEFINITION AND FRAMEWORK

3.1. Welcome and Introduction

Time allocated: 10 Minutes

Session's Learning Objective: By the end of the session, participants will:

- Understand the overall aims, agenda and methods of the training.
- Agree on ground rules for a productive and supportive working atmosphere.

Introductions and expectations:

As facilitator(s), *[introduce]* yourself by name and affiliation (i.e. organization or institution), and briefly describe your relevant experience.

Begin a round of introductions of participants by asking each one to briefly state:

¹ This assumes 6.6 members per households, calculated as an average from the actual number of HH members under the previous World Bank-funded safety net projects.

- Their name
- Affiliation or where they have come from.

If the training involves a small group (i.e. fewer than 15 participants), you may also want to ask them to name one thing they expect to learn during the training.

Be sure to keep the round of introductions brief, especially with a large group.

Ground Rules:

Invite participants to consider what ground rules we should agree upon to make this a productive and comfortable working atmosphere for everyone. Write their responses on a flip chart. The final list of ground rules could include the following:

- Be on time after breaks.
- Turn off cell phones.
- Don't interrupt someone who is speaking.
- Keep confidentiality: stories (about ourselves or others) stay in this room.
- Don't share personal things you don't want other people to know.
- Don't use identifying names or other information if talking about someone else's experience.
- Respect others' opinions.
- Participate fully in the exercises.
- Always give feedback this way: First, what went well? Then, what could be better?

Orientation Agenda:

What will we cover in the training?

- What PFA is and is not
- Place of PFA in overall response
- Who, when and where of PFA
- Action principles: Prepare, look, Listen and Link
- Good communication skills
- People who likely need special attention
- Caring for yourself and your team members

3.2. Crisis Event Simulation and Discussion

Time Allocated: 20 Minutes

Session's Learning Objectives: By the end of the session, participants will:

- Gain firsthand experience of what it feels like to be both a helper or a distressed person in a crisis situation.
- Be able to describe the different types of assistance that individuals may need based on their specific circumstances.
- Be able to describe helpful and unhelpful things to say and do when offering PFA.
- Have a sense of the skills and knowledge they need to develop in order to offer PFA effectively.
- Understand safety considerations when offering PFA in crisis situations.

Materials Required:

- Handout of simulation instructions for each group (see Annex 3)

Note to the Facilitator: This exercise engages all the participants and helps them to become comfortable role playing with each other.

The actual simulation should last a maximum of about 5 minutes. This activity can be energizing, so give participants a couple of minutes when it is finished to return to their chairs, or to put the room back in order if they have moved furniture, etc. Manage time well to ensure that 10 minutes is available for discussion.

The simulation provided is about a flood that has hit an urban area. Consider developing a different simulation if this topic could potentially trigger distress for participants (e.g., if they have recently been through a similar event).

- *[Divide]* participants into two groups.
- *[Give]* Group 1 the simulation instructions for affected people, and Group 2 the instructions for helpers (see Annex 3).
- *[Inform]* them they have 5 minutes to prepare.

Note to The Facilitator: Encourage participants in both groups to stay in their roles during the entire simulation to make it as real as possible.

Group 1 stays in the room with the (main) facilitator. Group 2 leaves the room with their instructions. If there is a co-facilitator, they can accompany Group 2 outside the room and provide further instructions or answer questions.

If there is no co-facilitator, first discuss briefly with Group 1 their instructions, answer any questions, encourage them to get into their roles and to feel free to rearrange furniture to help set the scene. Then spend a couple of minutes with Group 2 participants outside the room to answer questions and encourage them to consider how to organize and prepare themselves for what they may find. Check that Group 1 participants are ready and then invite Group 2 to enter the room.

Group 1 Instructions: *[Read or ask someone from the group to read]*

A heavy Flood has suddenly hit the centre of the city in the middle of the workday. Buildings have fallen, there is widespread destruction, and you are among the many people who have been affected. You are a diverse group of people (young and old, men and women) who have survived and are now in a shelter. You have each been affected in different ways and are distressed, but none of you have life-threatening injuries.

Please choose a role from among the list below or make up a role that you can relate to. Set yourselves in the scene and stay in your role throughout the entire time of this simulation (about 5 minutes). Try not to laugh during the exercise. In a moment, some people will come to support you.

Roles:

- Unaccompanied child – alone and frightened, about 10 years old
- Pregnant woman with a child
- Very distressed but unharmed person whose family is lost in the disaster
- Person in shock who cannot speak
- Person with non-life-threatening injuries
- Nervous person who is upset and starting to upset others
- A person who is relatively calm and able to give an account of what happened
- A frail, elderly person.

Group 2 Instructions: *[Read or Ask someone from the group to read]*

You hear that a heavy flood has suddenly hit the Centre of the city in the middle of the workday. Many people have been affected, and buildings have fallen. You and your colleagues felt the shaking but are OK. The extent of the damage is unclear. You have been asked to assist survivors in a local shelter who are affected in different ways. You will have 5 minutes to demonstrate how you will provide PFA. (None of the affected people you will encounter have life-threatening injuries.)

Take a couple of minutes to decide how you will organize yourselves to approach the situation. You may want to take on different helping roles, or you can stay in the role you usually have when assisting in crisis situations (if this is part of your work). Try not to laugh during the exercise. When signaled, you may enter the scene. Allow participants for a couple of minutes to come out of their role and calm themselves, and to return the room to order, if needed.

Note to the Facilitator: Depending on participants' experiences with disasters, they will role play in different ways. Group 1 participant may be lying on the ground moaning and playing out their respective roles. Group 2 participants may find the situation chaotic as they try to assess the needs of affected people and offer help. They may find it difficult to stick to the plans they prepared in advance because of the chaos.

As facilitator, do not interfere or offer advice, but move around the room observing and taking notes as necessary about various aspects of interactions – both helpful and unhelpful – for PFA. For example, look for interactions that either promote safety for the helper and affected person, or those that might be unsafe.

Use your judgment in stopping the simulation (within a maximum of 5 minutes), usually when there are sufficient key lessons to draw from, when the helpers seem to run out of helpful things to say and do, or if participants seem fatigued. You can stop the simulation by saying: *"Time out! Let's stop here and return back to normal."*

- *[Allow]* participants for a couple of minutes to come out of their role and calm themselves, and to return the room to order, if needed.

Note to The Facilitator: In the discussion, remember to use the feedback method of asking first, what went well; and then, what could be better.

Begin the discussion by *[asking]* first the helpers (Group 2) about their experience:

- *What was it like helping in this situation?*
- *As a helper, what did you feel you did well? Did you feel that you were making a difference?*
- *What could you have done better?*

Note to The Facilitator: Facilitate the discussion so that different Group 2 participants can share their experience. Ensure that each one first says something that they did well before being critical about the assistance they provided. Offer your feedback to the group, pointing out things you saw that were done well (support given in appropriate ways, keeping people safe, etc.) and things that might have been done better.

Next, *[ask]* the affected people (Group 1) about their experience:

- *What was it like to be a person affected by this disaster?*
- *in What ways did you feel supported or helped by the helpers?*
- *Was there anything the helpers said or did that was NOT helpful, or that they could have done better?*

Note to The Facilitator: Acknowledge the emotions that can come up for participants as they take on the role of an affected person. Ensure that they give feedback to helpers first in positive ways, before offering constructive criticism. Offer feedback also to the affected people in their role playing and further emphasize important points you noticed from the interactions of helpers and affected people.

If you feel the group is over-energized by the activity or anxiety, you can do a short exercise to help them feel calm. For example, have them sit comfortably and quietly in their chairs. Using a soft, soothing tone of voice, ask participants to place and feel their feet on the floor and to place their hands on their thighs. Ask them to notice their breath and breathe slowly three times.

(Please refer Annex 1: *Psychological first aid: Guide for field workers* for additional instructions to demonstrate how to help people feel calm).

Finally, acknowledge the potential for the orientation to touch on distressing stories or personal experiences. We will need to be sensitive with one another. Offer any participant who feels uncomfortable with an exercise or topic the opportunity to speak with the facilitator(s).

3.3. What PFA is and is Not?

Time Allocated: 10 Minutes

Session's Learning Objectives: By the end of the session, participants will:

- Define what PFA is, and what it is not.
- Understand the role of PFA within overall emergency response, including mental health and psychosocial responses.

- Relate PFA to key resilience (protective) factors.

Material Required:

- Roll of Flipchart
- Marker pens
- Masking tape
- Printed Handout

[Ask] participants: “What comes to mind when you hear the term Psychological First Aid?”

[Allow] a free flow of ideas and facilitate this discussion with the whole group.

Note to the Facilitator: Some responses may accurately reflect various aspects of PFA, such as giving emotional support, helping people with practical needs, listening to people and so on. Participants may also give misconceptions and responses that are beyond the scope of PFA, such as counselling, medication or psychotherapy. Reinforce the responses that accurately reflect PFA.

- *[Explain]* to participants that despite the term “psychological” first aid, attending this orientation will not make someone a counsellor or psychotherapist. However, they will learn how to support distressed people in humane and practical ways.
- *[Explain]* to participants that before we go on with the rest of the activities, it is important to start with care for ourselves. As helpers in crisis situations, we need to take extra care of our own well-being so we can best take care of others.
- *[Ask]* participants to reflect upon and write down on a piece of paper.
- *[Read]* the definition of PFA (below) and connect this to the ways participants helped the affected people in the simulation they did during the earlier session.

PFA is about providing **humane, supportive and practical assistance to individuals who have recently suffered exposure to serious stressors or incident, and involves:**

- Non-intrusive, practical care and support.
- Assessing needs and concerns.
- Helping people to address basic needs (e.g. food, water).
- Listening but not pressuring people to talk.
- Comforting people and helping them to feel calm.
- Helping people connect to information, services and social supports.
- Protecting people from further harm.

Note to the Facilitator: Describe what PFA is not. There are common misconceptions about PFA, partly based on the word “psychological” in its name. In fact, PFA involves social and practical support interventions, in addition to comfort and emotional caring.

It is important to emphasize that Psychological First Aid (PFA);

- Is NOT something only professionals can do.
- Is NOT professional counselling.
- Is NOT “psychological debriefing.” This term refers to a specific type of intervention in which people who have recently suffered a crisis event Such as Gender Based Violence (GBV), War, Flood, Earthquake) are asked to briefly but systematically recount their perceptions, thoughts and emotional reactions to the event. PFA is recommended by WHO and many expert groups as the alternative to psychological debriefing.
- Is NOT asking people to analyze what happened or putting time and events in order.
- And although PFA involves listening to people, it is important NOT to pressure people to talk or tell their experiences if they do not want to.

[Explain] to participants that people may have different psychological reactions to an event.

[Ask] the group if they can name some factors that may influence how someone responds.

[Say] Factors include:

- The nature and severity of the crises event(s) they experience.
- Their experience with previous distressing events.
- The support they have in their life from others.
- Their physical health.
- Their personal and family history of mental health problems.
- Their cultural background and traditions.
- Their age (for example, children of different age groups react differently).

[Explain] to participants that there is evidence for certain key resilience (protective) factors for people who have experienced a crisis event. The evidence shows that people generally do better over the long term if they:

- Feel safe, connected to others, calm and hopeful.
- Have access to social, physical and emotional support.
- Regain a sense of control by being able to help themselves.

[Say] These resilience factors are essential parts of PFA.

3.4. Who, When, and Where to provide PFA

Time Allocated: 15 Minutes

Learning Objective: By the end of this session, participants will:

- Know who may benefit from PFA and who may require more advanced support.
- Know when PFA can be provided.
- Understand where PFA can be provided safely and with appropriate dignity and privacy for the affected person.

[Group] participants break into four groups and assign each group one of the questions from the slide.

- Group 1: *who may benefit from PFA? Can you offer PFA to a child? Will you offer PFA to everyone you encounter?*
- Group 2: *who may need more advanced support? Who in the earlier simulation exercise (flood) required more support than PFA alone. Who needs more advanced support than PFA alone?*
- Group 3: *when should PFA be provided? When do you think you will encounter the people you will help? How long after the crisis event?*
- Group 4: *where should PFA be provided? Can you offer PFA at the scene of a crisis event? Why or why not? Do you need privacy to offer PFA? In which situations? What is culturally acceptable in terms of privacy?*

[Allow] groups 5 minutes to discuss their assigned questions.

[Ask] each group to report back on their discussions to the plenary.

After each group reports, **[present]** the information in the boxes below to clarify the take-home message.

Group 1 Report: Who may benefit from PFA?

- Very distressed people who were recently exposed to a serious stressful event.
- Can be provided to adults and children
- Not everyone who experience a stressful incident will need or want PFA
- Don't force help on those who don't want it but make yourself available and easily accessible to those who may want support.

[Say]:

- PFA can be offered to anyone who are in distress, regardless of age, gender, social status, etc. But not everyone will want or need PFA.
- It is important never to force help on anyone who doesn't need it, and also to make the best use of the resources you have (you may not be able to help everyone).

Group 2 Report: Who needs more advanced support than PFA alone?

- People with serious life-threatening injuries.
- People so upset they cannot care for themselves or their children
- People who may hurt themselves
- People who may hurt or endanger the lives of others

[Explain] that some people will need more advanced assistance than PFA alone. These include people,

- With serious life-threatening injuries.
- So, upset they cannot care for themselves or their children.
- Who may hurt themselves.
- Who may hurt or endanger the lives of others.

Group 3 Report: When should PFA be provided?

PFA:

Upon first contact with very people usually immediately an event or sometimes a week after.

[Say]:

- PFA can be offered immediately after a crisis event (e.g. if you are on the scene of a car accident) or even a few weeks after the event has occurred (e.g. following a major natural disaster).
- If people are still in acute distress a few days or even a few weeks after an event, PFA can still be helpful.

Group 4 Report: Where should PFA be provided?

[Say]:

- The most important issue in terms of WHERE to offer PFA is “safety” for themselves and people they are helping.
- You don’t want to get hurt yourself by going into an unsafe area to offer assistance, nor do you want to put anyone you are helping in any further danger.
- You can offer PFA anywhere, if it is safe enough to be there.
- In certain situations, it may be helpful to have some privacy when offering PFA.
 - Privacy can be important for the dignity of the person (e.g. to protect them from onlookers or the media). An example might be when talking to someone who has been raped.
 - However, there may be ethical or cultural reasons why you need to be careful about talking with someone alone in a private space. For example, be careful about real or perceived exploitation or abuse of anyone – especially children – in a private space.

4. PART II MODULES: APPLYING PFA ACTION PRINCIPLE

Session’s Learning Objectives: By the end of the session, participants will be able to:

- Describe the action principles of *Prepare...Look, Listen and Link*.
- Describe how to apply the PFA action principles to their case scenario.

Materials Required:

- Handouts describing case scenario and instructions

4.1. PFA Action Principles




Time Allocated: 15 Minutes

[Describe] the information included in the following table.

.

PFA Action Principles

Prepare	<ul style="list-style-type: none">• Learn about the crisis event• Learn about available services and supports• Learn about safety and security concerns
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Look 	<ul style="list-style-type: none"> • Observe for safety • Observe for people with obvious urgent basic needs • Observe for people with serious distress reactions
Listen 	<ul style="list-style-type: none"> • Make contacts with people who may need support • Ask about people's needs and concerns • Listen to people and help them feel calm
Link 	<ul style="list-style-type: none"> • Help people address basic needs and access services • Help people cope with problems • Give information • Connect people with loved ones and social support

EXERCISE (10 minutes)

[Ask] participants to:

- Take a piece of paper and fold it in half lengthwise.
- Think about a major conflict happening. briefly list what you would need as a **survivor** on the left side of the paper.
- Briefly list what you would need as a helper in the crisis situation on the right side of the paper.
- Spend 3 minutes for this exercise.

[Ask] the group to share some of the things they have listed on the left side of their paper – what they would need as a survivor of crisis events.

[Wrap up] the discussion with a summary of the frequent needs of survivors listed below.

Frequent needs of people after crisis event includes;

- Basic needs shelter, food, water and sanitation.
- Health services for injuries or help with chronic medical condition.
- Understandable and information about event, loved ones and available services.
- Being able to contact loved ones.
- Access to specific support related to one's culture.
- Being consulted and involved in important decision.

[Ask] participants to briefly share some of the needs of helpers from the right side of their paper.

[Explain] that PFA is designed to meet the needs of survivors – including needs for practical help, emotional support and connection with loved ones, information and services. It is also designed for helpers to have a framework to be prepared to help, and to have the necessary skills and resources to best support survivors.

4.2. Steps of PFA

Time Allocated: 10 Minutes

Note to the Facilitator: In the following sessions, each action principle is described in more depth. As you go along, be sure to refer to the group work on case scenarios to give examples of how the action principles can be applied in practice. Some examples are given that you can use to highlight key learning points.

[Say] we will now look at each action principle in more detail.

4.2.1. Step One: PREPARE

Time Allocated: 20 Minutes

[Say]:

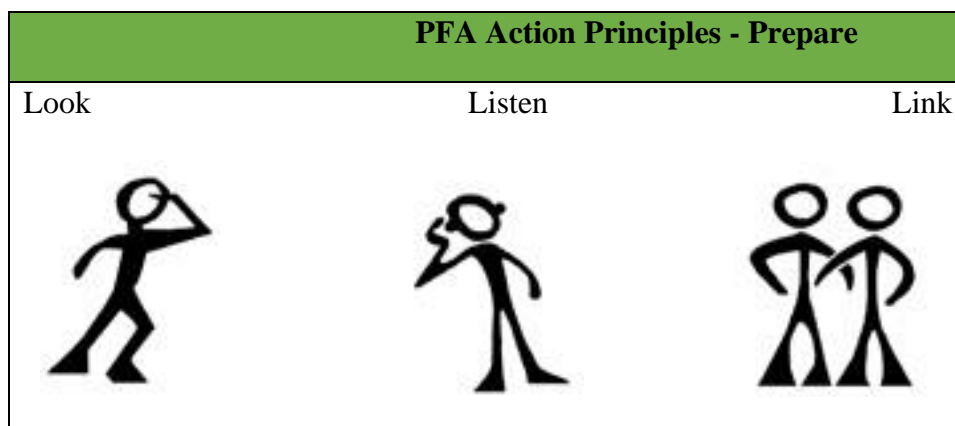
- The first step in PFA is to **PREPARE**.
- Crisis situations can be chaotic and often require urgent action. However, it is important whenever possible to take time **BEFORE** you enter the crisis site to **PREPARE**.

[Show]: The table below.

- *[Say]* that to prepare as a helper, you should try to learn about the following:
 - **The crisis event** – what happened, when and where did it take place, how many people are affected and who are they?
 - **Available services and supports** – who is providing for basic needs, where and how can people access services/supports, who else is helping?
 - **Safety and security** – are the crisis over or continuing, what dangers may be in the environment, are there areas to avoid because they are insecure, or you are not allowed to be there?

Prepare	<ul style="list-style-type: none"> • Learn about the crisis event • Learn about available services and supports • Learn about safety and security concerns
	<ul style="list-style-type: none"> • Crisis situation be distressful • They often require urgent support • Wherever possible, before you enter a obtain accurate information so you can be safe
Prepare	<ul style="list-style-type: none"> • Before you enter a crisis site, try to learn about
The crisis event	<ul style="list-style-type: none"> • What happened? • Where? • When? • How many and who are affected?
Available services	<ul style="list-style-type: none"> • Who is providing for basic needs (emergency medical care, food shelter)? • When and where can people access services? • Who is helping, including community members?
Safety and Security	<ul style="list-style-type: none"> • Is the crisis over or ongoing (aftershocks, fighting)? • What dangers may be in the environment? • Are there places to avoid due to insecurity or because it is not permitted to be there?




- **[Say]:** The action principles of PFA are: ***Prepare...Look, Listen and Link.***
- **[show]** the following illustration from the field guide. For fun, you can model these yourself as you introduce the principles, or even have participants stand and do this with you to help participants remember the action principles (**Look, Listen and Link**). .



- **[Explain]** to participants that there will now be a short break. When they return, they will have the chance to apply the action principles to a case scenario.
- **[Ask]** if there are any questions on the material that has been covered so far and for brief feedback on how the orientation is going so you can make any necessary adjustments.

Case Scenario Group Work

As preparation for group work, remind the participants about the action principles of PFA in more detail by showing the slide below;

Prepare		<ul style="list-style-type: none"> • Learn about the crisis event • Learn about available services and supports • Learn about safety and security concerns
Look		<ul style="list-style-type: none"> • Observe for safety • Observe for people with obvious urgent basic needs • Observe for people with serious distress reactions
Listen		<ul style="list-style-type: none"> • Make contacts with people who may need support • Ask about people's needs and concerns • Listen to people and help them feel calm
Link		<ul style="list-style-type: none"> • Help people address basic needs and access services • Help people cope with problems • Give information • Connect people with loved ones and social support

Case scenario

The case scenarios are designed to illustrate and generate questions about how PFA can be applied in different contexts and situations.

1. Natural crisis



2. Violence and Displacement



3. Accident



- Have participants break into three groups and assign each group a case scenario, providing the handouts describing case scenarios and instructions (Annex 3).
- Also **[provide]** the 2-page PFA pocket guide in the (Annex 1) that participants can refer to in working through their case scenarios.
- **[Instruct]** each group to take 10 minutes to discuss the case scenario answering the following questions.
 - *What would you need most urgently and find most helpful as a survivor?*
 - *What you need as a helper to be able to assist?*
 - *How will you PREPARE to help?*
 - *What will you LOOK for in the crisis setting?*
 - *What is important to consider as you approach affected people to LISTEN?*
 - *How will you LINK people – what will they need and what resources can you draw upon?*
- **[Ask]** each group to write their responses and ideas about *Prepare...Look, Listen and Link* for their case scenario on flip chart paper.
- **[Explain]** to participants that their case scenario also includes a role play that each group will prepare for and demonstrate later during the orientation.

Presentation (5 minutes)

- **[Tack]** the flip charts onto the wall for the other groups to see.
- **[Ask]** one person from each group to remain with their poster to answer questions that others might have.
- The participants should then walk around the room to view and discuss each other's flip charts.
- **[Wrap up]** by facilitating a brief discussion.
- You can also use the following questions in facilitating discussion. For example, how did each group consider;
 - SAFETY for themselves and others?
 - RESOURCES available to assist affected people (e.g. services, other emergency aid interventions)?
 - NEEDS of affected people, in relation to the type of event and context?
 - CULTURAL issues in approaching affected people?


4.2.2. Step Two: LOOK

Time Allocated: 10 Minutes

Session's Learning Objectives: By the end of the session, participants will:

- Be able to describe key elements of the LOOK action principle.
- Understand the importance of checking for safety.
- Know how to recognize people with obvious urgent basic needs.
- Be able to describe who may need special assistance in a crisis situation.


[Provide] an overview of the LOOK action principle using information on the following table:

Look 	<ul style="list-style-type: none"> • Observe for safety • Observe for people with obvious urgent basic needs • Observe for people with serious distress reactions
	<ul style="list-style-type: none"> • Crisis situation can change rapidly supporting people in • What you encounter may be different from the aftermath of what you learned before entering crisis events. • Take a time even a quick scan to LOOK around before offering help <p>Be calm Be safe Think before you act.</p>

[Say]:

- Crisis situations can change rapidly, and it may be difficult to obtain accurate information.
- What you encounter when you meet the affected population may be different from what they have learned beforehand.
- It is therefore important to take time to LOOK around to assess the situation before offering help.

[Present] the information on the table below.

Look 	<ul style="list-style-type: none"> • Observe for safety • Observe for people with obvious urgent basic needs • Observe for people with serious distress reactions
Safety	<ul style="list-style-type: none"> • What dangers can you observe? <p>If you're not certain about</p>

People with obvious urgent basic needs	<ul style="list-style-type: none"> • Can you be there without harm to yourself or others? • Is anyone critically injured? • Does anyone need rescue? • Does anyone have obvious needs e.g. Torn clothing? • Who may need help to access services or to be protected? • Who else is available to help? 	<p>safety...DO NOT GO! Seek help from others. Communicate from a safe distance.</p> <p>Know your role. Try to obtain help for people who need special assistance. Refer critically injured people for care.</p>
People with serious distress	<ul style="list-style-type: none"> • How many and where are they? • Is anyone extremely upset, immobile, not responding to others or in shock? 	<p>Consider who may benefit from PFA and how best to help.</p>

[Say]:

- **SAFETY** is of primary importance under the LOOK principle.
- If it is not safe for you to be there, then do not go! Seek help from others and, if possible, communicate from a safe distance with affected people.

Note to the Facilitator: Point out to participants the bullet points for “people with obvious urgent basic needs.” Some people affected by crisis events may be tired, hungry and thirsty. If possible, helpers can provide some basic comforts like food, water or blankets. It is also important to look for people who may need medical attention for injuries or illness

[Use] the following case scenario work to highlight two points in particular: 1) people who likely need special attention and 2) people with serious distress reactions. Some people may need special assistance to access services or to be safe from violence or exploitation

People who likely need special attention (to be safe to access services)

- Children and adolescents especially those separated from caregivers.
- People with health conditions and disabilities.
 - People who are non-mobile or who have chronic illness, hearing/visual impairment (deaf and blind) or severe mental disorders
 - Frail elderly people pregnant or nursing women
- People at risk of discrimination or violence
 - Women, people of certain ethnic or religious group, people with mental disabilities.

[Emphasize] to participants that they should look for the following group of people within the affected population:

- ***Children and adolescents:*** particularly those alone or separated from caregivers. Girls are especially at risk. Helpers should try to identify unaccompanied children and adolescents for special assistance, as they are at high risk of abuse and exploitation.
- ***People with health conditions or disabilities:*** this includes pregnant women, blind or deaf people, people who may be immobile and in need of help to get to a safe place, people with severe mental disorders and people on medication for chronic health conditions. They may need assistance to get to a safe place and to access the services and medical care they require.
- ***People at risk of discrimination or violence:*** this includes women or people of certain ethnic groups who may need protection or extra assistance in accessing services due to the possible risk of discrimination or violence.

[Say] it is very important to LOOK for people who are in serious distress. **[Ask]** how would you know if someone was in serious distress in this community? **[Allow]** 3 minutes to have a brief group discussion.

[Wrap up] with the information on the following slides.

[Say] the following table shows some of the reactions people can have after being exposed to a distressing event.

Distress Reaction to crisis

<p><u>Physical Reactions:</u></p> <ul style="list-style-type: none"> • Shaking, trembling, or feeling immobile • Withdrawal from others • Headaches, fatigue, loss of appetite • Aches and pains without a clear medical cause • Feeling disoriented, not knowing one's name or where they are <p><u>Emotional Reactions:</u></p> <ul style="list-style-type: none"> • Intense anxiety and fear • Grief, sadness, and weeping • Feelings of guilt or shame (e.g., guilt for surviving or for not helping others) • Emotional confusion or numbness • Elation or relief at having survived 	<p><u>Behavioral Reactions:</u></p> <ul style="list-style-type: none"> • Not responding to others or remaining silent • Inability to make simple decisions • Being on guard or jumpy • Irritability and anger outbursts • Difficulty caring for oneself or one's children (e.g., not eating, drinking, or attending to basic needs) <p><u>Cognitive Reactions:</u></p> <ul style="list-style-type: none"> • Feeling emotionally numb, confused, or in a daze • Experiencing a sense of unreality • Forgetfulness, including not knowing one's identity or details of what happened <p><u>Special Reactions in Children:</u></p> <ul style="list-style-type: none"> • Refusal to eat or drink • Fearful at night • Excessive clinginess • Becoming jumpy or easily startled
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[Say]:

- Most people (even many of those who may look very distressed at the time of a crisis event) recover well over time, especially if their basic needs are met and they receive support.
- However, those people with very severe or long-lasting distress may require more support. What can you do?
 - Try not to leave them alone.
 - Try to keep them safe until the reaction passes or you can find help from others.


4.2.3. Step Three: Listen

Time Allocated: 30 Minutes

Session's Learning Objectives: By the end of the session, participants will:

- Be able to describe key elements of the LISTEN action principle.
- Know the supportive things to say and do (and NOT to say and do) for adults and children in distress, being aware of words and body language.
- Know how to help someone in distress to feel calm.

[Introduce] the LISTEN action principle by showing the slide below.

<p>Listen</p> 	<ul style="list-style-type: none"> • Make contact with people who may need support • Ask about people's needs and concerns • Listen to people and help them feel calm
---	--

Role Play: Listening (3 minutes)

- **[Say]** we will begin with a role play to demonstrate and practice listening.
- **[Invite]** a participant to volunteer to role play, with you.
- **[Explain]** that you will play a helper, and the volunteer will play a person among the refugee group (from case scenario 5) who is upset, fearful and crying.
- **[Explain]** to the participant that you will approach them to LISTEN and provide PFA.
- **[Ask]** the volunteer to stay in his/her role through the role play, which will take about 3 minutes, and to respond in a realistic way (positively or negatively) to the things you say and do.
- **[Allow]** a few moments for you and the volunteer to get in your roles, and then begin.
- Try to model appropriate listening and PFA principles in your support to the volunteer, such as greeting them appropriately, introducing yourself by name, speaking and behaving respectfully and asking about their needs and concerns.

Note to the Facilitator: The following instructions can be handed out to participants playing the role of the helper in the “bad communication” exercise.
 Prepare the instructions by printing them and cutting at the line so that each helper receives one instruction. You may need to print extra copies if you have a large group of participants.
 Remind the helpers not to share their instructions with the affected person they are “helping.”

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Look around the room and appear distracted.

Stay in your role throughout the interaction, even though it may not be how you would normally act!

This is only for learning purposes.

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Interrupt and prevent the speaker from telling their story.

Stay in your role throughout the interaction, even though it may not be how you would normally act!

This is only for learning purposes.

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Change the subject frequently.

Stay in your role throughout the interaction, even though it may not be how you would normally act!

This is only for learning purposes.

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Talk to or text someone else on the phone when the speaker is talking.

Stay in your role throughout the interaction, even though it may not be how you would normally act!

This is only for learning purposes.

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Give advice you were not asked for

Stay in your role throughout the interaction, even though it may not be how you would normally act!

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Pressure the person to tell his/her story (sensitive, upsetting details)

Stay in your role throughout the interaction, even though it may not be how you would normally act!

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Judge the other person: “*You should not have said/done...*”

Stay in your role throughout the interaction, even though it may not be how you would normally act!

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Use many “technical” terms

Stay in your role throughout the interaction, even though it may not be how you would normally act!

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Talk about your own problems/tell the person about someone else’s problems

Stay in your role throughout the interaction, even though it may not be how you would normally act!

"

Bad Communication Exercise – Helper

As the distressed person talks to you and tells you their story, do the following:

Give false promises/reassurances



Stay in your role throughout the interaction, even though it may not be how you would normally act!



Role Play Discussion (5 minutes)

Following the role play, **[ask]** the volunteer the following questions.

- *How did you feel while taking on the role of an affected person?*
- *What did you feel you did well as a helper?*
- *What do you think it could have been done better?*
- *Reflecting on the activity, what actions or words demonstrated good listening and Psychological First Aid (PFA) principles?*
- *Were there any mistakes or areas where it could have done better in applying these principles?*

[Summarize] with the information on the following table.

 Listen		
Make contact	<ul style="list-style-type: none">• Approach respectfully	

	<ul style="list-style-type: none"> • Introduce yourself by name & organization • Ask if you can provide help, find safe/quiet place • Help person feel comfortable (water, blanket) • Try to keep them safe. 	
Ask about needs and concerns.	<ul style="list-style-type: none"> • Although some needs are obvious, always ask • Find out person's priorities-what is most important to them 	
Listen and help people to feel calm	<ul style="list-style-type: none"> • Stay close to the person • Do not pressure them to talk • Listen in case they want to talk • If very distressed, help them feel calm & make sure they are not alone. 	

[Say]:

- It is important to introduce yourself by name and affiliation, in order to help affected people who are frightened and unsure to feel more comfortable in talking with you.
- Always approach people respectfully, according to their culture, and ask if you can provide help. If someone is very upset, it may be helpful to find a quiet space to talk, if possible, in the environment.
- Although some needs may seem obvious, it is important always to ask people what their needs and concerns are. In this way, you can better understand their situation and help them to address what they feel are their own priorities.
- To provide emotional support and help people feel calm, stay close to them and listen in case they would like to talk about what happened. However, never pressure someone to tell you, their story. If they are very distressed, try to make sure they are not left alone.
- Ask participants how they might help someone who is very distressed to feel calm. Have a brief discussion. The discussion is likely to highlight ways of helping people feel calm in the particular culture of the participants. Summarize with the information on the slide below.

Help people feel calm

Keep your tone of voice and calm

Maintain some eye contact

Reassure them they are safe and that you are there to help


If someone feels unreal help them to make contact with:

- Themselves (feel feet on the floor, tap hands on lap)
- Their surroundings (nice things around them)
- Their breath (focus on breath & breathe slowly)

Demonstration: Helping People Feel Calm (3 minutes)

- *[Say]* There are some techniques you can use to help very distressed people to feel calm.
- *[Demonstrate]* for participants how you would use the techniques on the table below. Using a soft, soothing tone of voice, ask participants to place and feel their feet on the floor, and have them place their hands on their thighs.
- *[Tell]* them to focus on their breath and to breathe slowly.
- *[Ask]* them to tap their hands gently on their thighs. You can also ask them to notice non-distressing things around them (things they can see, hear or feel), and to continue to focus on their breath. Finally, ask participants how they experienced this demonstration and if they have any questions.

Good Communication (15 minutes): Discussion

<div>Listen</div> 	<ul style="list-style-type: none">• Make contact with people who may need support• Ask about people's needs and concerns• Listen to people and help them feel calm
<div>Listen with compassion by using</div> <div>Eyes- giving the person your</div> <div>Ears- Hearing carefully</div>	

Heart-with care

[Ask]:

- What do we mean by “good communication”?
- When you have been upset or distressed, what did someone say or do was helpful to you?

[Allow] a brief discussion (5 minutes) and free flow of ideas about good communication.

[Ask] participants to demonstrate, an appropriate distance between people, eye contact and touching.

Good communication (5 minutes): Role Play

[Provide] the instructions in Annex 4 as handouts for listeners in the role play.

[Say]:

- The purpose of this exercise is to show the importance of both verbal and non-verbal communication.

[Ask] participants to pair with a partner. **[Explain]** that one person plays the role of someone who has just witnessed a car accident. (S)he is very upset and wants to talk about what happened.

The other person is the helper and receives a piece of paper from Annex 5. (S)he must keep the instructions a secret, so tell the helpers not to show the instructions to the affected person! **[Give]** participants 3 minutes for the role play, announcing the start and stop times.

Role Play Discussion (5 minutes)

- **[Facilitate]** a discussion of the experience with the group by asking the affected people in the role play what happened and how they felt during the conversation.
 - They will likely have a lot to say about what went wrong!
- **[Ask]** the helpers to share the instructions they received. This is generally a lively and fun exercise, and useful in pointing out how it feels when a helper communicates badly.
- **[Invite]** participants to get into pairs for a “good” communication exercise.
 - One person plays the role of the listener/helper, and the other person will tell them about something difficult that happened to them in the last week that they feel comfortable sharing.

- The listener/helper will demonstrate good communication skills during the interaction. Explain that after 5 minutes you will call “time” and then the partners will switch roles. Call “time” again after 5 minutes.
- Have the partners give feedback to each other (what went well and what could have been better in terms of communication).

Following the exercise, bring the participants back into plenary and ask them generally how the exercise was for them. Allow a few participants to share their experience, and what they learned about good communication strategies

- **[Summarize]** with the information on the following table and give participants the handout on good communication (Annex 4). Explain that this information can also be found in of the Psychological first aid: Guide for field workers in annex 1

Good communication and things to say
<ul style="list-style-type: none"> • Try to find a minimise outside distraction • Give information in a way the person can understand • Stay near the person but keep an appropriate distance depending on the age, gender and culture. • Be patient and calm. • Provide factual information if you have it. Be honest about what you know and what you don't know. Say “I don't know but I will try to find out about that for you. • Be honest • Respect privacy: Keep confidentiality with the person story. • Acknowledge the person's strengths and how they have helped themselves.

Good communication and things not to say
<ul style="list-style-type: none"> • Don't pressure someone to talk. • Don't give your opinions of the person's situation, just listen. • Don't interrupt or rush someone's story.

- Don't touch the person if you are not sure it is appropriate to do so.
- Don't use technical terms and too many words
- Don't talk about your personal trouble
- Don't judge what they have or haven't done, or how they are feeling. Do not say "you shouldn't feel that way" or "you should feel lucky you survived".
- Don't take away the person's strength and sense of being able to care for themselves
- Don't make up things you don't know.
- Don't tell them someone else's story.
- Don't give false promises or false reassurances.


4.2.4. Step Four: LINK

Time Allocated: 10 Minutes

Learning Objectives: By the end of the session, participants will:

- Be able to help people cope with problems using their own good coping strategies.
- Be able to describe key elements of the LINK action principle.
- Know important tips on linking people with information.
- Know the importance of linking people with social support and available service.

[Provide] an overview of the LINK action principle using information on the following table:

<p>Link</p> 	<ul style="list-style-type: none"> • Help people address basic needs and access services • Help people cope with problems • Give information • Connect people with loved ones and social support
<p>Help people to help themselves and regain control of their situation.</p>	

[Say]:

- Helper's role is not to solve all of people's problems for them but help them to address their own needs.
- Linking them with information, services and social support will help them to regain control of their situation.



Link people to basic needs

- What need do they want?
- What services are available
- Don't overlook at the needs of marginalized people.
- Follow up if you promised.

[Say]:

- Affected people may have many basic needs depending on the crisis situation.
- You may be in a position to offer basic items like food, water or blankets or you can link people with others who are providing those services.
- Remember to keep in mind the people who likely need special assistance to get their basic needs met.

Help People cope with problems

[Say]:

- Distressed individuals may feel overwhelmed by worries and unsure of what to do.
- Assist them in prioritizing their most urgent needs — focus on what needs to be done first.
- Help them identify sources of support in their lives, such as family, friends, or community services.
- Provide practical suggestions on how they can meet their needs (e.g., registering for food aid, accessing cash assistance programs, or exploring economic opportunities).

[Encourage] them to reflect on past coping strategies. *[Remind]* them of how they have managed difficult situations before and what has helped them feel better.

[Say]:

- In helping people to cope with problems, remember that everyone has ways they have managed adversity in the past, but in crisis situations people may feel overwhelmed with worries.
- You can help them to prioritize their most urgent needs and those that can wait for later.
- Encourage them to also use their own good coping strategies to help themselves in the current situation. For example, help them to identify people (friends and family) who can offer support, or give practical suggestions about how they can meet their needs.

[Ask] participants to name some positive and negative coping strategies. *[Summarize]* with the information below on positive coping strategies.

[Say]:

- Almost all people in crisis situations want and need information!
- However, it may be difficult to get accurate information following a crisis event. Rumours may be common, causing mistrust, fear and anger.
- Giving information to a group can help to dispel rumours and to ensure that everyone receives the same message.

Role Play (5 minutes)

- *[Invite]* volunteers to role play giving information.
- *[Ask]* for volunteer(s) to be the helper(s) who will give information to the refugee group described in the violence and displacement case scenario (Number 2)
- *[Ask]* for 5–6 participants to be refugees and to take different roles of being fearful, sad, uncertain or angry and wanting information on the situation and the help they will receive.
- *[Advise]* participants to make the role play realistic, but not too difficult for the helper(s).

Case Scenario 2: Role Play

Refugees are being brought to a new location in trucks and told that they will be staying in this new place. They were relocated because of the war in their previous area. As they disembark from the trucks, some of them are crying, some appear very fearful, some seem disoriented, while others are sighing with relief. Most are afraid and doubtful of this new place, and have no idea where they will sleep, eat or receive health care. Some seem scared when they hear any loud noise, thinking they are hearing the guns again. You are volunteers with an agency that distributes food items and have been asked to help provide PFA at distribution sites.

Discussion (5 minutes)

- After the role play, *[ask]* the volunteer helper(s) the following questions.
 - *How was the experience for you?*

- *What do you think you did well?*
- *What do you think could have been better?*
- Then [ask] the role play refugees the following question.
 - *What feedback do you have on the experience?*
- Then [ask] the rest of the participants the following question.
 - *What brief comments or suggestions do you have?*

Note to the Facilitator: Although the helper may not have all the answers in a given situation, this role play often highlights the tips for giving information outlined on the box below.

[Provide] tips for giving information as described in the box below:



Link - give information.

- Find accurate information before helping.
- Keep updated.
- Make sure people are informed where and how to access services especially the vulnerable people.
- Say only what you know- don't make up information.
- Keep message simple and accurate, repeat often.
- Give same information to group to decrease rumours.
- Explain source and reliability of information you give.
- Let them know when and where you will update them.

[Say]:

- Gather as much accurate information as possible before approaching a group to provide information.
- Introduce yourself clearly as a helper so that affected people understand your role and explain the source and limitations of the information you are giving.
- Offer to try to find out information that you do not have readily available and let affected people know when and where they will update them. However, never make up information that you do not know.
- Keep messages simple and accurate, and repeat the message to be sure people hear and understand the information.
- Make sure people are clearly informed where and how to access services, especially people who likely need special assistance.

- Finally, it has been shown that people who feel they had good social support after a crisis cope better than those who feel they were not well supported.
- Connecting affected people with loved ones and social support is of paramount importance.
- In some situations, people may be separated from their families and children separated from their caregivers. It is very important to help link unaccompanied children and adolescents with a trustworthy child protection agency for their safety and to help trace their caregivers.
- Family tracing and reunification organizations can help separated family members to reunite.

Link – Social support

- Social support is very important to recovery
- Keep families together and children with caregivers
- Help people contact friends and loved ones
- Give access to religious support
- Affected people may be able to help each other bring them together.
- Make sure people know about how to access services (especially vulnerable people)

4.3. Ending your Assistance

Time Allocated: 5 Minutes

To finalize this session on the PFA action principles, explain to participants how to end their assistance using the information on the following slide.

Ending Assistance

- Use your best judgment of person's need and your needs.
- Explain you are leaving and, if possible, introduce them someone else who can assist.
- If you linked them with services, be sure they have contact details and know what to expect.

- No matter what your experiences, say goodbye in a good word for them.

[Say]:

- The helper needs to use their best judgment about when to end their assistance.
 - If the person you are helping continues to be distressed, you can try to connect them with another helper or family members to make sure they are not left alone, and link them, if necessary, with more advanced support.

Take a few minutes to review with participants what they have learned so far and ask if they have any questions.

5. EVALUATION AND CLOSING

Time Allocated: 10 Minutes

To close the orientation, be sure to take time for participants to evaluate and give feedback on their experience so that you can improve the orientation in the future. Invite participants to fill in the anonymous written evaluation form (see Annex 9). In addition, take time for an oral evaluation round.

[Invite] participants to give their honest feedback of the orientation – both what went well and what could have been better – and to state one thing they have learned that they will apply when offering PFA. Take time as facilitator(s) to acknowledge them for their participation and hard work during the orientation. You can offer a small closing ceremony or celebration if appropriate.

6.

RESOURCES OR REFERENCES

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7. ANNEXES: SUPPORTING MATERIALS

7.1. Annex 1: PFA Handout Guide

The PFA guide for the field staff and GBV focal person

Psychological first aid: Pocket guide

WHAT IS PFA?




Psychological first aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support.

Providing PFA responsibly means:

1. Respect safety, dignity and rights.
2. Adapt what you do to take account of the person's culture.
3. Be aware of other emergency response measures.
4. Look after yourself
5. Respect safety, dignity and rights.
6. Adapt what you do to take account of the person's culture.
7. Be aware of other emergency response measures.
8. Look after yourself

PFA ACTION PRINCIPLES:

- | | |
|---------|---|
| Prepare | <ul style="list-style-type: none">• Learn about the crisis event• Learn about available services and supports• Learn about safety and security concerns |
|---------|---|



Look		<ul style="list-style-type: none"> • Observe for safety • Observe for people with obvious urgent basic needs • Observe for people with serious distress reactions
Listen		<ul style="list-style-type: none"> • Make contact with people who may need support • Ask about people's needs and concerns • Listen to people and help them feel calm
Link		<ul style="list-style-type: none"> • Help people address basic needs and access services • Help people cope with problems • Give information • Connect people with loved ones and social support •

Psychological first aid (PFA) describes a humane, supportive response to a fellow human being who is suffering and who may need support.

Providing PFA responsibly means:

ETHICS

Ethical do's and don'ts are offered as guidance to avoid causing further harm to the person, to provide the best care possible and to act only in their best interest. Offer help in ways that are most appropriate and comfortable to the people you are supporting. Consider what this ethical guidance means in terms of your cultural context.

Dos 	Don't 
<ul style="list-style-type: none"> ✓ Be honest and trustworthy ✓ Respect people's right to make their own decisions ✓ Be aware of and set aside your own biases and prejudices ✓ Make it clear to people that even if they refuse help now 	<ul style="list-style-type: none"> ✓ Don't exploit your relationship as a helper ✓ Don't ask the person for any money or favour for helping them ✓ Don't make false promises or give false information

<ul style="list-style-type: none"> ✓ Respect privacy and keep the ✓ Don't pressure people to tell you person's story confidential ✓ Behave appropriately by considering the person's or feelings. 	<ul style="list-style-type: none"> ✓ Don't pressure people to tell you person's story ✓ Don't share the person's story with others ✓ Don't judge the person for their culture, age and gender ✓ Don't exaggerate your skills ✓ Don't force help on people
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People who need more than PFA alone

Some people will need much more than PFA alone. Know your limits and ask for help from others who can provide medical or other assistance to save life.

PEOPLE WHO NEED MORE ADVANCED SUPPORT IMMEDIATELY

- People with serious, life-threatening injuries need emergency medical care.
- People who are so upset that they cannot care for themselves or their children.
- People who may hurt themselves.
- People who may hurt others

Ethical do's and don'ts are offered as guidance to avoid causing further harm to the person, to provide the best care possible and to act only in their best interest. Offer help in ways that are most appropriate and comfortable to the people you are supporting. Consider what this ethical guidance means in terms of your cultural context.

PEOPLE WHO NEED MORE ADVANCED SUPPORT IMMEDIATELY

- People with serious, life-threatening injuries who need emergency medical care.
- People who are so upset that they cannot care for themselves or their children.
- People who may hurt themselves.
- People who may hurt others

7.2. Annex 2: Simulation Instructions

SIMULATION – PFA

Group 1: Affected People

large floods has suddenly hit the centre of the city in the middle of the workday. Buildings have fallen, there is widespread destruction, and you are among the many people who have been affected. You are a diverse group of people (young and old, men and women) who have survived and are now in a shelter. You have each been affected in different ways and are distressed, but none of you have life-threatening injuries. Please choose a role from among the list below or make up a role that you can relate to. Set yourselves in the scene and stay in your role throughout the entire time of this simulation (about 5 minutes). Try not to laugh during the exercise. In a moment, some people will arrive to support you.

Roles:

- Unaccompanied child – alone and frightened, about 10 years old
 - Pregnant woman with a child
 - Very distressed, but unharmed person whose family is lost in the disaster
 - Person in shock who cannot speak
 - Person with non-life threatening injuries
 - Nervous person who is upset and starting to upset others
 - Person who is relatively calm and able to give an account of what happened
 - A frail, elderly person.
-

PFA Group: 2 Helper

You hear that a large water has suddenly hit the center of the city in the middle of the workday. Many people have been affected and buildings have fallen. You and your colleagues felt the shaking but are OK. The extent of the damage is unclear. You have been asked to assist survivors in a local shelter who are affected in different ways. You will have 5 minutes to demonstrate how you will provide PFA. (None of the affected people you will encounter have life-threatening injuries.)

Take a couple of minutes to decide how you will organize yourselves to approach the situation. You may want to take on different helping roles, or you can stay in the role you usually have when assisting in crisis situations (if this is part of your work). Try not to laugh during the exercise. When signaled, you may enter the scene.

7.3. Annex 3: Case Scenario Instructions

PFA Case Scenario 1: Natural Disaster

You hear that a heavy floods has suddenly hit the centre of the city in the middle of the workday. Many people have been affected and buildings have fallen. You and your colleagues felt the shaking but are OK. The extent of the damage is unclear. The agency you work for has asked you and your colleagues to assist survivors, and to support any severely affected people you encounter.

As you PREPARE to help, ask yourself:

- ✓ Am I ready to help?
- ✓ What information do I have about the crisis situation?
- ✓ Will I travel alone or together with colleagues?

As you move about the city, what is important to LOOK for?

- ✓ What services and supports are available?
- ✓ Where can you provide PFA safely?

As you make contact, how can you best LISTEN to people's concerns and give comfort?

- ✓ How can you help distressed people to feel calm?

What can you do to LINK people with information, services and their loved ones?

- ✓ What challenges might you encounter when trying to link people?

Case Scenario 1: Role Play

Consider how you will approach affected people to offer assistance, according to the PFA principles of *Prepare...Look, Listen and Link*. In particular, discuss and prepare the role play below.

Note: These instructions provide guidance for the main characters in the role play. As a group, feel free to decide how you would like to approach this scenario, i.e., who will perform the role play, if you will choose to have one or more helpers, and so on.

Instructions to helper(s):

- ✓ *You have encountered a woman standing outside the rubble of a fallen building. She is crying and shaking, although does not appear to be physically injured. Provide PFA and demonstrate how you will approach her to LISTEN and help her to feel calm.*

Instructions to survivor:

- ✓ *You are a woman who witnessed the building falling during the earthquake. Your colleagues were inside, and you are very upset and shocked, crying and shaking. You are not sure what has happened or what to do.*

PFA Case Scenario 2: Violence and Displacement

Refugees are being brought to a new location in trucks and told that they will be staying in this new place. They were relocated because of the war in their previous area. As they disembark from the trucks, some of them are crying, some appear very fearful, some seem disoriented, while others are sighing with relief. Most are afraid and doubtful of this new place, and have no idea where they will sleep, eat or receive health care. Some seem scared when they hear any loud noise, thinking they are hearing the guns again. You are volunteers with an agency that distributes food items and have been asked to help provide PFA at distribution sites.

As you PREPARE to help, consider:

- ✓ What is the background of the people you will be helping?
- ✓ What services are being provided in the place the refugees are being received, and how can you coordinate with other helpers?

As you encounter the group of refugees, what is important to LOOK for?

- ✓ What different types of reactions do you observe among the refugees?

As you make contact with people among the refugee group, how can you best LISTEN to their concerns and give comfort?

- ✓ People who have experienced or witnessed violence may feel frightened. How will you support them and help them feel calm?
- ✓ How can you find out the needs and concerns of people who likely need special assistance, such as women?

What can you do to LINK people with information, loved ones and services?

- ✓ What accurate information is available about the situation and available services?

Case Scenario 2: Role Play

Consider how you will approach the refugees to offer assistance using the PFA principles of *Prepare... Look, Listen and Link*. In particular, discuss and prepare the role play below.

Note: These instructions provide guidance for the main characters in the role play. As a group, feel free to decide how you would like to approach this scenario, i.e., who will perform the role play, if you will choose to have one or more helpers, and so on.

Instructions to helper(s):

- ✓ *At the edge of the refugee group, you notice a boy of about 10 years old standing alone and looking very frightened. Show how you will approach him and offer PFA.*

Instructions to child:

- ✓ *You and your older sister fled your village when you heard gunfire and got lost from your parents. You were separated from your sister when getting on the trucks. You are thirsty, tired and frightened.*

PFA Case Scenario 3: Accident

You and your colleagues are traveling on a busy village road in a safe part of the country when up ahead you see an accident. It appears that a man who was crossing the road with his wife and young daughter was hit by a passing car. The man is lying on the ground, bleeding and unmoving. His wife and daughter are near him. His wife is crying and shaking, while his daughter is standing motionless and silent. Some villagers are gathering on the busy road near the scene of the accident.

You need to react quickly in this situation, but take a moment to stay calm and consider the following:

- ✓ What needs to be done urgently?
- ✓ How can you stay safe and help keep affected people safe from harm?

As you encounter the people involved in the accident, what is important to LOOK for?

- ✓ Who needs assistance? Who can help you?

As you make contact with the people involved in the accident, how can you best LISTEN and provide comfort?

- ✓ How can you help the mother to care for her daughter?

What can you do to LINK affected people with information and practical support?

- ✓ How can you help to keep the affected family together?

7.4. Annex 4: Communication Exercise Instructions

The following instructions can be handed out to participants playing the role of the helper in the “bad communication” exercise. Prepare the instructions by printing them and cutting at the line so that each helper receives one instruction. You may need to print extra copies if you have a large group of participants. Remind the helpers not to share their instructions with the affected person they are “helping.”

Bad communication Exercise -Helper

As the distressed person talks to you and tells you their story, do the following:

- ✓ Look around the room and appear distracted.

Stay in your role throughout the interaction, even though it may not be how you would normally act! This is only for learning purposes.

Bad communication Exercise- Helper

As the distressed person talks to you and tells you their story, do the following:

- ✓ Interrupt and prevent the speaker from telling their story.

Stay in your role throughout the interaction, even though it may not be how you would normally act! This is only for learning purposes.

Bad communication Exercise - Helper

As the distressed person talks to you and tells you their story, do the following:

- ✓ Change the subject frequently.

Stay in your role throughout the interaction, even though it may not be how you would normally act! This is only for learning purposes.

Bad Communication Exercise- Helper

As the distressed person talks to you and tells you their story, do the following:

- ✓ Talk to or text someone else on the phone when the speaker is talking

7.5. Annex 4: Brief Relaxation Exercise for Helper Self Care

Brief Relaxation Exercise for Helper

The following exercise can be used to help the group relax after the crisis event simulation and is also useful as a stress management tool. The exercise takes about five minutes. As facilitator, remember to keep a calming tone of voice as you give participants the instructions and speak slowly, allowing ample time for participants to experience the full effect of relaxation.

Progressive Muscle Relaxation

As we breathe, we will do some progressive muscle relaxation so that you can feel the difference between tension and relaxation in your muscles. We are often not aware when we hold tension in our bodies. These exercises will make us more aware and give us a way to release the tension.

Close your eyes and sit straight in your chair. Place your feet on the floor and feel the ground under your feet. Relax your hands in your lap. As you breathe in, I will ask you to tense and tighten certain muscles in your body. As you tense and hold the muscles, you will hold your breath for a count of three, then relax them completely when I tell you to breathe out.

Let's begin with our toes...

Lead the group through progressive muscle relaxation SLOWLY. Ask participants to tense a part of the body and to inhale and hold their breath while you count aloud slowly 1 — 2 — 3. Then say, "exhale and relax." Give a slight rise to your voice as you say, "inhale and hold your breath" and bring your voice down as you say, "exhale and relax."

Have participants tense and relax muscles in this order:

- ✓ Curling the toes tightly and holding the tension so it hurts slightly
- ✓ Tensing the thigh and leg muscles

- ✓ Tensing the belly, holding it in
- ✓ Making fists of the hands
- ✓ Tensing the arms by bending at the elbows and bringing your arms tight alongside your upper body
- ✓ Shrugging the shoulders up to your ears Tensing all the facial muscles.

After exhaling and relaxing each part of the body, say:

“...Now feel your [toes, thighs, face/forehead, etc.] relaxed, breathe normally, feel the blood come into your [toes, thighs, etc.].

Now, drop your chin slowly toward your chest. As you inhale, slowly and carefully rotate your head in a circle to the right, exhale as you bring your head around to the left and back toward your chest. Inhale to the right and back... exhale to the left and down. Inhale to the right and back... exhale to the left and down. Now, reverse directions... inhale to the left and back, exhale to the right and down (repeat twice). Now bring your head up to the centre. Notice the calm in your mind and body. Make a commitment now to take care of yourself each and every day.”