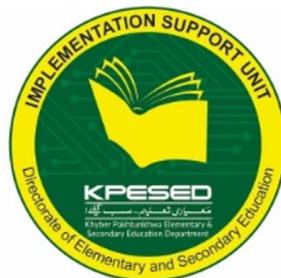




Mental Health & Psycho-Social Support (MHPSS)

Teacher Training Manual



Implementation Support Unit (ISU)
Directorate of Elementary & Secondary Education
Government of Khyber Pakhtunkhwa

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PREFACE

Government of Khyber Pakhtunkhwa is committed to bring quality to the education system through systematic changes. The Elementary and Secondary Education Department Government of Khyber Pakhtunkhwa aims to ensure provision of quality education to the students who have learning difficulties. The Directorate of Elementary and Secondary Education, Khyber Pakhtunkhwa observed, the importance of Mental Health and Psycho-Social Support to build capacity of the teachers to tackle down daily life stressors. Teacher plays a vital role in shaping the lives of young minds and fostering a nurturing environment for their students. The training manual present necessary knowledge and skills required to identify, prevent and respond to mental and psycho-social needs of a student and other peoples' of the society. The goal of the teacher-training manual is to enhance the effectiveness of those identified in the school by showing a different approach in order to benefit the children.

A committee of three members have been constituted to develop a draft teachers training manual. The committee members are Ms. Umm-e-Laila Jaffery, Director Program Implementation Support Unit (ISU), Muhammad Adil and Jameela Akhtar Psychologists ISU.

The Directorate of Elementary and Secondary Education, Khyber Pakhtunkhwa would like to acknowledge the role of Directorate of Curriculum and Teacher Education (DCTE) Khyber Pakhtunkhwa as they have thoroughly reviewed the manual and enriched it to ensure the provision of skills, competencies and knowledge to the teachers which will help them to identify the students having emotional and behavioural problems and implement classroom activities to cater the needs of the students.

We would also thankful to Mr. Fawad Ali Shah Education Specialist United Nation International Children's Educational Fund (UNICEF), Ms. Momina Ahmed Education Officer UNICEF for their support for providing technical support. As this is the new initiative introduced in the Elementary and Secondary Education, Department Govt; of Khyber Pakhtunkhwa with the technical and financial support of UNICEF to improve teaching learning process in the classroom resulting in improvement Student Learning Outcome, which is prime objective of the Department.

Dr. Muhammad Iqbal
Director,
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Khyber Pakhtunkhwa

LIST OF ACRONYMS/ ABBREVIATIONS

1. KP Khyber Pakhtunkhwa
2. DoE&SE Directorate of Elementary & Secondary Education
3. UNICEF United Nation International Children’s Educational Fund
4. DCTE Directorate of Curriculum & Teachers Education
5. ISU Implementation Support Unit
6. MHPSS Mental Health & Psycho-social Support
7. PFA Psychological First Aid
8. SM Stress Management
9. PMR Progressive Muscle Relaxation
10. PTSD Post-Traumatic Stress Disorder
11. CFS Child Friendly Spaces
12. PHC Primary Health Care

AGENDA OF TRAINING

3- Days Teachers Training Manual on Children with Learning Difficulties

DAY – 1		
	Contents	Timings
Session 1	Registration and Recitation from the Holy Quran	09:00-10:30
	Welcome and Introduction	
	Fears and Expectations	
	Training Norms Setting	
	Pre- test	
Tea Break	10:30-11:00	
Session 2	MHPSS Components Myths & Facts Psycho-social Support	11:00-12:20
Session 3	Gender Aspects in MHPSS during disaster Cultural Aspects in MHPSS during disaster	12:20-12:35 12:35 -01:00
Prayer & Lunch	01:00-02:00	
Session 4	MHPSS for School after-Related Disaster	02:00-03:30
	Key Actions in Classroom	03:30-04:00
DAY – 2		
	Contents	Timings
Session 5	Recitation from the Holy Quran/ Reflection of day-1	09:00-09:45
	MHPSS in Flooding	09:45-10:20
	MHPSS for disabled persons	10:20-10:25

Tea Break	10:25-11:00	
	Psychological First Aid	11:00-11:30
	Who is PFA for?	11:30-12:00
Session 6	Ethical Principles	12:00-1:00
Prayer & Lunch	01:00-02:00	
	Communication	02:00-03:00
	Action Principles & Service Maps & Referrals	03:00-04:00
DAY – 3		
	Contents	Timings
Session 7	Recitation from the Holy Quran/recap of day-2	09:00-09:45
	Stress	09:45-10:30
Tea Break	10:30-11:00	
	Sign & Symptoms of Stress	11:00-11:40
	Behavior during Stress	11:40-12:00
	Sign & Symptoms of stress in children	12:00-01:00
Prayer & Lunch	01:00-02:00	
Session 8	Causes of Stress	02:00-02:30
	Stress Management	02:30-03:30
	Post-test	03:30-03:45
	Feedback of participants	03:45-04:00

Day 01

Topic: Mental Health & Psycho-social Support

Learning Outcomes:

After completing this session participants will be able to:

- understand the concept “Mental Health & Psycho-social support”
- explore Myths & Facts
- enhance an understanding of Psycho-social support
- enhance an understanding of Gender aspects during disaster
- prepare activities that help Teachers to deal with mental health issues

Time	Activity	Procedure	Material Required
08:30 to 10:20	Recitation	Recite few verses from the Holy Quran	Any participant
	Registration	Distribute registration form among all the participants and ask them to fill the required information properly.	Registration form Ballpoint
	Welcome and introduction	<p>Ask the participants to get paired with the person next to them and introduce the participant by sharing the following information:</p> <ol style="list-style-type: none"> a. Name b. Designation & School c. Area belong to d. Subject e. Teaching experience f. Training experience g. Hobby <p>Invite each pair to come in front and introduce his / her fellow.</p>	Notepad and ball point

	Fears and Expectations (Activity 1.1)	Distribute two different colour cards (yellow and blue) and ask the participants to write their fears and expectations. Display the cards on two different charts (Yellow-Fear and Blue-Expectations). Discuss a few fears and expectations with whole group.	Yellow and Blue Cards Permanent Markers 2 Charts Masking tape
	Training norms	Share with the participants that it is vital to have some norms, so the participants can follow the norms for smooth running of the training. Engage the participants by asking them to share any norm for the training. Norms for the training might be: <ul style="list-style-type: none"> ○ Be punctual and regular ○ Respect others' opinions ○ Turn off/silent the mobile phones ○ Wait for their turn ○ Speak clearly and loudly so everybody can hear Ask any volunteer from the participants to write the shared norms on chart and display in the training hall for reinforcement.	White Chart Marker Masking tape
	Pre-test	Distribute Pre-test among participants and instruct them to complete within 15 minutes. Collect the Pre-test and check later.	Pre-test sheet
11:00 to 12:00	MHPSS & Components (Activity 2.1)	Brainstorming Brainstorm on Mental Health & Psycho-social Support and its components (to know understanding level of the participants). Give input where necessary.	Charts, Markers Presentation

		<p>Think-Pair-Share</p> <p>Divide the participants into pairs and ask them to discuss the needs and demands of the affectees. Participants' will discuss their understanding with their pair and share it with all. Give input accordingly.</p> <p>Group Work</p> <p>Divide the participants in four (04) groups. Ask two (02) groups to read MHPSS and two (02) groups to read components & Myths & facts</p> <p>Invite groups to present their work. Ask questions for further clarity and provide input accordingly.</p>	
12:00 to 12:10		Energizer	
12:10 to 01:00	<p>General Principles of MHPSS</p> <p>(Activity 3.2)</p>	<p>Ask participants to share their understanding about principles. Explain components of MHPSS through presentation or charts.</p> <p>Group work</p> <p>Divide the participants into 2 groups. Assign 1 task to each group and ask them to design activities accordingly. Tasks are as follows:</p> <ol style="list-style-type: none"> 1. Develop activities on Gender aspects of MHPSS. 2. Develop activities on cultural aspects of MHPSS. <p>Invite each group one by one for presentation. Conclude the session by giving input.</p>	<p>White charts markers Clipboard</p>
02:00 to 04:00	<p>MHPSS in School</p> <p>(Activity 4.1)</p>	<p>Ask participants to share their understanding about MHPSS in Schools during disaster</p> <p>Group work</p> <p>Divide the participants into groups. Assign 1 domain question to each group and ask them to</p>	<p>Whiteboard Board marker Presentation Charts</p>

		<p>design activities accordingly. Domains are as follow:</p> <ol style="list-style-type: none">1. Design activities that help students in school2. Design activities that is beneficial for persons with special needs.3. Design activities that help people during flood.	
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Day-01 MHPSS

Session 1: Introduction of Participants & Objectives of the Training

Time: 60 minutes

Objectives:

At the end of this session the participants will be able to:

1. get familiar with each other.
2. describe the objectives of the training.
3. to set the norms of training

Material. Charts, markers,

Activity-1.1: Introduction

- Welcome the participants and invite a volunteer for recitation of some verses from The Holy Quran.
- Introduction of the participants.
- Give brief introduction of the training.
- Distribute the registration form and ask them to fill it in.
- Set the training norms.
- Conduct and collect Pre-test

Session 2: Mental Health & Psycho Social Support

Time: 80 minutes

Objectives: At the end of this session the participants will be able to:

1. explain the concept of Mental Health
2. explain the various Myths & Facts About Mental Health
3. discuss Psycho-social Support
4. define Mental health & Psycho-social support and its Components

Material. Charts, markers, General handouts (2.1, 2.2, 2.3)

Brainstorming

- Brainstorm on MHPSS and its Components (to know the understanding level of the participants) and give input where necessary.

Think-Pair-Share

- Divide the participants into pairs and ask them to discuss the needs and demands of MHPSS. Participants' will discuss their understanding with their fellow and share it with all. Give input accordingly.

Presentation

- Give a detailed presentation on components of MHPSS.

Group Work

- Divide the participants in three (03) groups. Ask each groups to present Psycho-social support and its impacts on daily life activities.
- Ask them to read and make presentation on given task:
 - Group 1 (Handout 2.1)
 - Group 2 (Handout 2.2)
 - Group 3 (Handout 2.3)
- During group work facilitate the participants.
- After completion of the group work invite groups to present their work. Ask questions for further clarity and provide input accordingly.
- Invite groups for presentation one by one.
- Encourage the group for completing the assigned tasks.

Mental Health & Psycho-Social Support (MHPSS)

Hand-Out 2.1

Mental Health

Mental Health is a state of mind that a person realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to his/her community. (WHO, 2002). Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. Over the course of your life, if you experience mental health problems, you're thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Mental Health and Wellbeing:

Mental health is a positive concept related to the social and emotional wellbeing of individuals and communities. It is important to note that not having a serious mental illness does not mean we are mentally healthy and well. Having good mental health and wellbeing means we:

- feel worthy and look after ourselves
- are able to enjoy life most of the time
- are able to cope with stress and function even in difficult times
- are aware of and can manage our emotions (anger/fear/sadness)
- are able to set goals for ourselves and reach many of them
- are able to build and maintain relationships with others
- have an overall positive outlook on life

Crises and mental Health

According to Oxford dictionary; “a crises is a time of great danger or doubt when problems must be solved or important decisions must be made”, e.g. deaths, accidents, disasters, serious illness, pandemics, etc. Crises and emergency situation affect mental health because of:

Causes:

- The shock and trauma caused by it
- Severe injury/illness, suffering and death
- Collective damage and loss (livelihoods, property, lives)
- Sense of insecurity, fear and anxiety about the future
- Disruption in daily life – life comes to a standstill
- Increased abuse and violence at home
- Rumors and misinformation
- Lack of limited awareness of prevention as well as well-being

Ways to maintain positive mental health include:

- getting professional help if you need it
- connecting with others
- staying positive
- getting physically active
- helping others
- getting enough sleep
- developing coping skills

Myths and Facts about Mental Health:

There are some false concepts about mental health. It aims to clear misconceptions of the participants about mental health

Myths	Facts
Mental Health problems don't affect me.	One Person commits suicide every 40 seconds in the world.
Children don't experience mental health problems.	Half of mental health disorders show signs before the age of 14, in the form of behavioral disturbances.
People with mental health problems are violent and unpredictable.	Most people with mental health problems are not violent.
Personality weakness or character flaws cause mental health problems.	Mental health problems are caused by biological factors, life experiences, and family history.
There is no hope for people with mental health problems.	They can be treated back to complete recovery with right support & treatment.
I can't do anything for a person with mental health problem. One person commits suicide	Family, friends, teachers, care takers can make a huge difference.
Mental Health problems don't affect me.	

Reference:

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Handout 2.2

Psycho-social Supports

- **Psycho** is about feeling, thoughts, and emotions-the “inner” world of a person.
- **Social** is about the external environment in which the person’s lives – family, friends, school, community, etc. All about the relationships a person has with others.
- **Support** is the way in which people are helped to cope with traumas and stress and to build resilience or the ability to ‘bounce back’ from adverse conditions or events.

Psycho-social’ refers to the dynamic relationship between the psychological dimension of a person and the social dimension of a person. The psychological dimension includes the internal, emotional and thought processes, feelings and reactions, and the social dimension includes relationships, family and community network, social values and cultural practices. ‘Psycho-social support’ refers to the actions that address both psychological and social needs of individuals, families and communities. Psycho-social support as “a process of facilitating resilience within individuals, families and communities by respecting the independence, dignity and coping mechanisms of individuals and communities. Psycho-social support promotes the restoration of social cohesion and infrastructure.” (Psycho-social interventions. A Handbook, page 25.)

Characteristics of Psycho Social Support



Six Core Principles of Psycho-Social Support.

- **Human rights and equity** - to maximize fairness in the availability and accessibility of Psycho-social support and related services across gender, age, language groups, ethnic groups and based on identified/assessed needs.
- **Participation of the person(s)** affected and receiving treatment so that their rights to receive or refuse certain forms of assistance are respected.
- **Do No Harm** by ensuring that people do not go beyond their capacity as a Psycho-social support person and any professional services are culturally and age-appropriate and based on recent evidence.
- **Building on available resources and capacities**, by using as many local support as possible, encouraging people to help themselves and finding ways to strengthen communities to provide care for others.
- **Integrated support systems** that ensure any mental health and/or Psycho-social support services are linked to wider systems, such as the health, education and social welfare systems. This helps ensure sustainability for long-term support if required.
- **Multi-layered support** refers to the need to ensure that people receive all forms of assistance – ranging from having access to basic needs and safety, being part of a community and family, having access to local services for further support as well as more technical and specialized services if needed (IASC, 2008).

Purposes of Providing Psycho-social Support



Hand-out 2.3

Mental Health & Psycho-Social Support:

Mental health and Psycho-Social support refers to any type of local or outside support that aims to protect or promote Psycho-Social well-being and/or prevent or treat mental health problems. It includes all types of interventions and assistance in a range of areas including

- Physical,
- Emotional,
- Social,
- Educational,
- Financial,
- And Practical

Principles of providing MHPSS

- Primary focus on physical and material care and protection people from danger.
- Immediate intervention: be direct, active and remain calm
- Focus on the “here” and “now” situation
- Provide accurate information about the situation
- Do not give false assurances
- Recognize the importance of taking action
- Reunite with family members
- Provide and ensure emotional support
- Focus on strengths and resilience
- Encourage self-reliance
- Respect feelings of others

How MHPSS can be provided.



[http://interagencystandingcommittee.org/system/files/legacyfiles/guidelinesiasmentalhealthpsychosocial June 2007.pdf](http://interagencystandingcommittee.org/system/files/legacyfiles/guidelinesiasmentalhealthpsychosocial%20June%202007.pdf)

Level 1: can be done by inside and outside aids organizations which focus on re-establish security, safety & basic services (water, food, shelter, health services) - advocacy for basic services that is safe, socially appropriate to protect dignity.

Level 2: can be done by inside and outside aids organizations that promote and / or provide everyday activities such as schooling, activating social networks and communal traditional supports, supportive age-friendly spaces.

Level 3: social workers and health staff can provide onsite for psychological first aid, basic mental health care by trained primary healthcare doctors or refer for outside services, provide activities in child friendly spaces to support for basic emotional and other practical support as needed.

Level 4: services provided by mental healthcare specialist (psychiatric nurses, psychologists, psychiatrists, etc.) Child Friendly Service workers refer person to special services for diagnosis to support for those 6-8 weeks after emergence, if still not showing signs of improvement.

Session 3: Principles of MHPSS

Time: 40 Minutes

Objectives: At the end of this session the participants will be able to:

- 1 explain Principles of MHPSS
- 2 differentiate between Gender & cultural aspects.

Material. Charts, markers, hand-outs, (3.1,3.2,3.3) presentation or prepared chart

Brainstorming **Hand-out (3.1) General Principles of MHPSS**

- Ask participants to share their understanding about principles of MHPSS.
- Facilitator will explain different aspects of MHPSS through presentation or charts.
- After presentation ask participants to read handout 3.1.

Group work

- Divide the participants into 4 groups. Assign tasks to each group and ask them to design activities accordingly. Tasks are as follows:
 - i. Develop 5 activities related to Gender aspects. (Group 1 & 3, Handout 3.2)
 - ii. List down 5 different Cultural aspects. (Group 2 & 4, Handout 3.3)
 - iii. After completion of group work, invite groups for presentation one by one.
 - iv. Give your feedback where required after each presentation.
 - v. Encourage groups for their presentation.

Hand-out 3.1

General Principles of MHPSS in Disasters

- All actions, interventions and other service responses should promote:
 - a sense of safety;
 - self and community efficacy;
 - empowerment;
 - connectedness;
 - calm and hope.

They should also deal explicitly with people's human rights, and facilitate appropriate communal, cultural, spiritual and religious healing practices.

- Responses should provide general support, access to humanitarian aid, welfare services, financial services and legal advice, social support, physical support and psychological support for all people who are involved.
- Responses should focus on families. This means enabling people who are involved to contact their families, re-uniting families as soon as possible, and providing humanitarian aid, welfare services and Psycho-social support for families.
- Local community leaders who are aware of local cultures and particular communities should be involved in local groups for planning Psycho-social and mental health support responses.
- Efforts should be made to identify the most appropriate supportive resources (e.g. families, communities, schools, friends, etc).
- Specific formal interventions such as single session individual psychological debriefing for everyone affected should not be provided. They have not been shown to be effective, and may cause harm for some participants.
- Formal screening of everyone affected should not be conducted, because there are not, as yet, measures of sufficient sensitivity and specificity. However, respondents should be aware of the importance of identifying as early as possible those people who have problems.
- Prioritization and triage should be based on the needs of the people who are involved directly or indirectly.
- Responses should include (psycho) educational services regarding reactions to disasters and major incidents and how to manage them. Furthermore, making arrangement for

children to return to school, when it is safe to do so, even if in temporary facilities, is often an extremely important part of recovery plans.

- General practitioners and local doctors should be made aware of possible Psycho-social issues and mental health consequences because they should be directly involved in delivering the first level of formal mental health care.
- Responding organizations should provide access to specialist psychological and mental health assessments, intervention and management when it is required.
- Detailed planning should occur with existing services, local authorities and governments including the funding and provision of appropriate extra provision to augment local services for several years following disasters or major incidents.
- Memorial services and cultural rituals should be planned in conjunction with the people who have been affected.

Reference:

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Hand-out 3.2

Sex and Gender:

Sex is the biological difference while gender is the role which society assigns you on the basis of sex.

Gender Aspects in MHPSS during Disaster

- Analyze the impact of the crisis on all segments of society. Be certain that all needs assessments include gender issues in the information-gathering and analysis phases, and that individuals/persons are consulted in assessment, monitoring and evaluation processes.
- Design services to meet the different needs of everyone equally Each sector should review the way they work and make sure women and men can benefit equally from the services, for example there are separate latrines for women and men; hours for trainings, food or non-food items distribution are organized so that everyone can attend, etc.
- Ensure equal access to services for all individuals. We should continuously monitor who is using the services and consult with the community to ensure all are accessing the service.
- Ensure participation and representation of people equally in the design, implementation, monitoring and evaluation of response that the voices of boys and girls are equally brought to bear, and that women are equally represented in decision-making positions. Where women are not represented equally, this issue should be explained, as well as what measures will be taken to ensure that the voices of women are reflected in decision-making bodies and processes.
- Train women and men equally ensure that women and men benefit equally from training or other capacity-building initiatives offered by the sector actors. Make certain that women and men have equal opportunities for capacity-building and training, including opportunities for work or employment. Be aware that a significant underlying imbalance in educational levels or access to education and training may create the need for different approaches for both genders.
- Address gender-based violence. Make sure that all sectors take specific actions to prevent and/or respond to gender based violence. The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings should be used by all as a tool for planning and coordination.
- Disaggregate data by age and gender. Collect and analyses all data concerning the response by age and gender breakdown, with differences analyzed and used to develop a profile of at-risk populations and how their needs are being met by the assistance sector. Be aware

that data collection methods may themselves build in certain gender biases (e.g. systemic, institutionalized ways). Hence important to consider this issue when analyzing data.

- Targeted actions for women and men, girls and boys based on the gender analysis, make sure that women, men, girls and boys are targeted with specific actions when appropriate. Where one group is more at-risk than others, special measures should be taken to protect that group. Examples would be safe spaces for women and measures to protect boys from forced recruitment.
- Coordinate and set up gender support networks Set up gender support networks to ensure coordination and gender mainstreaming in all areas of humanitarian and crisis and disaster relief work. Sector actors should be active in coordination mechanisms. In some cases, gender mainstreaming will be in some degree of tension with prevailing views in the community (or with the views of influential actors in the community). In these cases, a culture- sensitive approach is needed and gender issues have to be negotiated with both men and women in a community.

Reference:-

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Hand-out 3.3

Cultural Aspects in MHPSS during Disaster Management.

- Identify and engage volunteers who understand local culture
- Facilitate conditions for appropriate communal cultural, spiritual and religious healing practices
- Approach local religious and spiritual leaders and other cultural guides to learn their views on how people have been affected and on practices that would support the affected population.
- Learn about cultural, religious and spiritual supports and coping mechanisms.
- Disseminate the information collected among humanitarian actors at sector and coordination meetings
- Include specific social and psychological considerations (safe aid for all in dignity, considering cultural practices and household roles) in the provision of food and nutritional support
- Assess Psycho-social factors related to food security, nutrition and food aid.
- Maximize participation in the planning, distribution and follow-up of food aid.
- Maximize security and protection in the implementation of food aid.
- Implement food aid in a culturally appropriate manner that protects the identity, integrity and dignity of primary stakeholders.
- Collaborate with health facilities and other support structures for referral.
- Stimulate community discussion for long-term food security planning.
- Use a participatory approach that engages women and people at risk in assessment, planning and implementation.
- Select sites that protect security and minimize conflict with permanent residents.
- Develop and use an effective system of documentation and registration.
- Distribute shelter and allocate land in a non-discriminatory manner.
- Maximize privacy, ease of movement and social support.
- Balance flexibility and protection in organizing shelter and site arrangements.
- Avoid creating a culture of dependency among displaced people and promote durable solutions.

Session 4: MHPSS Intervention Design for School after School-Related Disaster

Time: 120 Minutes

Objective: At the end of this session the participants will be able to:

- i) understand MHPSS for school after School-Related Disaster.
- ii) design Activities for Elementary School Students after disaster
- iii) explain MHPSS interventions design for children & adolescents.

Materials required: Writing board, markers, charts, masking tape, Handouts (4.1, 4.2, 4.3)

Brainstorming

- Ask participants to share their understanding about MHPSS for School- Related Disaster

Group work

- Divide the participants into 4 groups.
- Assign the following tasks to each group for presentation
 1. Group-A: Explain MHPSS for School
 2. Group-B: Play a role to explain Key actions in classroom Activates following a Disaster
 3. Group-C: Role play to explain MHPSS for Disabled Persons in Disaster
 4. Group-D: develop activities to explain MHPSS interventions design for children & adolescents in disaster.
- Ask other groups for questions, if any.
- Distribute the handouts 4.1 and 4.2 amongst the participants and ask them to read carefully.
- Finally, the facilitator will conclude the session by giving his/her own remarks.
- Encourage groups for their active participation.

Hand-out 4.1

MHPSS Principles for Schools Related Disasters

Principle 1: Preparedness (crisis plan and crisis team)

- Every school should have a plan for school-based crisis intervention.
- Instead of a single person being solely responsible in times of crisis, the school administration is advised to form a small planning committee of school staff; hence, having a school-based crisis team.
- The crisis team needs to identify a team leader.
- The team should receive general training with respect to crisis intervention.
- The crisis team starts to map community resources.
- The social media Action Sheets should be considered.

Principle 2: Response (focus on communication and provision of interventions)

- The school head teacher is responsible to mobilize the team when needed
- The crisis team should prepare and set in motion procedures to:
 1. Gather and disseminate accurate information to students, staff, parents to assess immediate needs. Ensure sufficient medical and psychological first aid
 2. Ensure referral of students, staff and parents in need to psychological first aid resources
 3. Coordinate resources and ensure they are maintained as long as needed
 4. Keep administration informed be prepared to:
 - coordinate communication and control rumors.
 - deal with the media: It is important to have a trained person as a media coordinator.
 - distribute handouts to staff and parents.
 - hold meetings for parents.
 - organize interventions in the aftermath of a disaster.

Principle 3: Long-term (Psycho-Social Education and Long-term Support for all Groups)

- A comprehensive crisis intervention approach provides ways for school staff, students, and parents to return to normalcy as quickly as feasible.
- Be prepared to provide teachers with accurate information about the event, to circulate a handout to all school staff regarding what they should watch for in the aftermath of a disaster and what they can do if students appear to be particularly upset.
- Provide written information for parents on the event and the interventions being implemented, as well as information on what to watch out for and how to support their children if they are particularly upset/distressed.
- Provide support to caregivers (take care of caregivers).
- Ensure that individuals receive follow-up assistance if needed.
- At a later date, it is recommended to evaluate procedures to find out what revisions are needed and to indicate planning implications for the future.

Hand-out 4.2

MHPSS Intervention for Schools after School-related Disasters

- Give accurate information and explanations of what happened and what to expect to never give unrealistic or false assurances.
- Informing and discussing a traumatic event with students is best done in small groups where questions can be answered, rumours dealt with, and concerns addressed. Some students may choose not to participate in discussion, and some may even express a desire to be excused. Don't force the situation; honors the students' wishes.
- Focus on restoring equilibrium. Be calm, direct, informative, motivating, nurturing and oriented towards problem solving. Talk with students about their emotional reactions and encourage them to deal with such reactions as a way of countering denial and other defenses that interfere with restoring equilibrium .After expressing themselves, let them know that what they are thinking and feeling is very natural under the circumstances and that (for some of that) it may take a while before such thoughts and feelings are worked through to convey positive expectation that while crises change things, there are ways to deal with the impact
- Move students from 'victim' to 'actor' Plan positive, realistic actions with students that they can do when they leave you. Build on the coping strategies students have already demonstrated. If feasible, involve students in assisting with efforts to restore equilibrium
- Connect students with immediate social support (e.g. peer buddies, family, etc.)

Key actions in classroom activities following a disaster

- As a general recommendation, interventions that enable students to work through the experience should be done and/or supervised by mental health professionals. Interventions aimed at restoring a sense of safety and connectedness can be done by teachers supervised by mental health professionals. Pre-school and kindergarten activities
- Use toys such as fire trucks, rescue trucks, dump trucks, ambulances that encourage play re-enactment of students' experiences and observations during a traumatic experience that help integrate the experiences.
- At this age children need lots of physical contact with familiar trusted caregivers to regain a sense of security during times of stress. Games involving structured physical touching help meet this need.

- Playing with puppets can be effective in reducing inhibitions and encouraging children to discuss their feelings.
- Have the children draw individual pictures about the event and then discuss or act out elements of their pictures This activity helps children realise that others have similar fears or worries.
- Read stories to the children about other children's (or animals') experiences in a disaster This helps to show how people resolve feelings of fear.
- When children are restless or anxious, any activities that involve large muscle movements are helpful.

Elementary School Activities

- Children often respond more freely to a puppet asking what happened than to an adult asking the questions directly. Help or encourage children to make up puppet shows about what happened in the event (featuring positive aspects and also elements that may have been frightening or disconcerting).
- Have the children draw their own pictures and then talk about them in small groups It is important in the group discussion to end on a positive note. It is important to legitimize feelings to help students feel less isolated.
- Have the children brainstormed their own classroom or family disaster plan what would they do if they had to evacuate their school?
 - How would they contact parents?
 - How should the family be prepared?
 - How could they help the family?
- Read aloud, or have the children read, stories or books that talk about children or families dealing with stressful situations, pulling together during times of hardship, and similar themes. Emphasize creative problem-solving and positive resolutions in the face of hardship.

Hand Out 4.3

Key Actions for Providing Mental Health Care in Disaster Settings

Following are the key actions for providing Mental Health care in disasters.

- Assess: Determine what assessments have been done and what information is available.
- Determine pre-existing structures, locations, staffing and resources for mental health care in the health sector (including policies, availability of medications, role of primary health care and rehabilitation centres, etc.) and relevant social services.
- Determine the impact of the emergency on pre-existing services.
- Determine if local authorities and communities plan to address the needs of people with severe mental disorders who are affected by the emergency, and determine what may be done and what supports may be needed.
- Identify people with severe mental disorders.
- Teach primary health care (PHC) staff to document mental health problems in PHC data
- Ensure adequate supplies of essential psychiatric drugs in all emergency drug kits
- Enable at least one member of the emergency PHC team to provide frontline mental health care.
- Establish mental health care at additional, logical points of access.
- Try to avoid the creation of parallel mental health services focused on specific diagnoses (e.g. PTSD) or on narrow groups (e.g. widows).
- Work with local community structures, to discover, visit and assist people with severe mental disorders.
- Be involved in all inter-agency coordination on mental health.
- Engage in strategic longer-term planning processes for mental health services.
- Use evidence based interventions.

MHPS Intervention Design for Children and Adolescents in Disasters

- Keep families together and promote family reunions as fast as possible, Keep children with their mothers, fathers, family or other familiar caregivers.
- Provide a child friendly environment and facilitate play, nurturing care and social support.
- Promote safe learning environments and establish schools as soon as possible.
- Adapt learning environment to special needs.
- Make formal and non-formal education more supportive and relevant.

- Strengthen access to education for all to Prepare and encourage educators to support learners' Psycho-social wellbeing.
- Strengthen the capacity of the education system to support learners experiencing Psycho-social and mental health difficulties.

Make Child Friendly Spaces (CFS)

- Adopt a coordinated, inter - agency, and multi - sectorial approach
- Use CFSs as a means of mobilizing the community.
- Make CFSs highly inclusive and nondiscriminatory.
- Ensure that CFSs are safe and secure.
- Make CFSs stimulating, participatory, and supportive environments.

Key Actions in MHPSS Practice with Supporting Children and Adolescents

- Find ways to protect children from further harm and from further exposure to traumatic stimuli If possible, create a safe haven for children and adolescents. Protect young people from onlookers and the media covering the story.
- Kind but firm, direction is needed When possible, direct children who are able to walk away from the site of violence or destruction, away from severely injured survivors, and away from continuing danger.
- Identify children in acute distress and stay with them until initial stabilization occurs Acute distress includes panic (marked by trembling, agitation, rambling speech, becoming mute, or erratic behaviour) and intense grief (signs include loud crying, rage, or immobility).
- Use a supportive and compassionate verbal or non-verbal exchange if appropriate, give a hug, to help a child feel safe. However brief the exchange, or however temporary, such reassurances are important to children.
- After violence or a disaster occurs, the family is the first-line resource for helping. Among the things that parents and other caring adults can do are:
 - explain the episode of violence or disaster as well as you are able.
 - encourage the children to express their feelings and listen without passing judgment. Help younger children learn to use words that express their feelings. However, do not force discussion of the traumatic event.
 - let children and adolescents know that it is normal to feel upset after something bad happens.

- allow time for the young people to experience and talk about their feelings. At home, however, a gradual return to routine can be reassuring to the child.
 - if your children are fearful, reassure them that you love them and will take care of them. Stay together as a family as much as possible.
 - if behavior at bedtime is a problem, give the child extra time and reassurance. Let him or her sleep with a light on or in your room for a limited time if necessary.
 - reassure children and adolescents that the traumatic event was not their fault.
 - do not criticize regressive behavior or shame the child by saying they are childish.
 - allow children to cry or be sad. Don't expect them to be brave or tough.
 - encourage children and adolescents to feel in control. Let them make some decisions about meals, what to wear, etc.
 - Take care of yourself so you can take care of the children.
 - encourage children to develop coping and problem-solving skills and age-appropriate methods for managing anxiety.
- Hold meetings for parents to discuss the traumatic event, their children's response to it, and how they and you can help. Involve mental health professionals in these meetings if possible.
 - Most children and adolescents, if given support such as that described above, will recover almost completely from the fear and anxiety caused by a traumatic experience within a few.
 - Don't try to rush back to ordinary school routines too soon. Give the children or adolescents time to talk over the traumatic event and express their feelings about it.
 - Respect the preferences of children who do not want to participate in class discussions about the traumatic event. Do not force discussion or repeatedly bring up the catastrophic event; doing so may re-traumatize children.
 - Hold in-school sessions with entire classes, with smaller groups of students, or with individual students. These sessions can be very useful in letting students know that their fears and concerns are normal reactions. Counties and school districts may have teams that will go into schools to hold such sessions after a disaster or violent incident. Involve mental health professionals in these activities if possible.
 - Be sensitive to cultural differences among the children. In some cultures, for example, it is not acceptable to express negative emotions. A child who is reluctant to make eye contact with a teacher may not be depressed, but may simply be exhibiting behaviour appropriate to his or her culture.

Day 02

Topic: Psychological First Aid

- **Learning Outcomes**
- construct knowledge about MHPSS in Flooding.
- understanding about needs of differently abled persons in Disaster.
- construct knowledge about Psychological First Aid.
- understanding about Ethical Principles of PFA.
- understanding about effective communication skills.
- understanding about Action Principles of PFA.
- understanding about Service Maps &” Referrals.

Time	Activity	Procedure	Material Required
09:00 to 09:45	Recitation	Start with recitation of few a verses from the Holy Quran (any participant).	
09:45	Reflection	Randomly call any three participants to share their reflection on the previous day.	
09:45 to 10:30	Psychological First Aid (Handout 5.1)	<p>Brainstorming</p> <ul style="list-style-type: none"> • Ask “What is Psychological First Aid?” • What comes in your mind, when you heard term Psychological First Aid?” • Write the participants responses on writing board. • Discuss below PFA in detail to help the participants understand the concept of PFA. <p>Group Work and Gallery Walk</p> <p>Ask the participants to read the PFA handout and develop a poster (Participants will develop posters in groups and will display on wall). Groups along with facilitator will do a gallery walk and will ask questions about the developed poster for further clarity.</p>	<p>charts markers</p> <p>clipboard</p>

10:05 to 10:30	Who is PFA for?	Share a presentation on “who is PFA for?”	Presentation, multimedia, charts
11:00 to 01:00	Ethical Principles of PFA	<p>Introduce ethical principles</p> <p>Ask participant about the importance of ethical principles & to share their experiences if they have any.</p> <p>Group Work</p> <p>Form 04 groups. Ask each group to develop a story that can discuss the scenario of PFA in your life experiences.</p> <p>Invite groups to share their developed stories. Appreciate the participants’ efforts and creativity.</p> <p>Give constructive feedback after each presentation.</p>	<p>Whiteboard marker</p> <p>Multimedia charts</p> <p>Permanent markers</p> <p>Clipboard</p>
02:00 to 02:30	Effective Communication	<p>Chart / Multimedia Presentation</p> <p>Share a brief discussion about effective communication</p> <p>Group Work</p> <p>Ask the participants to read, discuss handout and present their group work. Conclude the discussion by clarifying the concept and its application about Communication.</p>	<p>Charts</p> <p>Permanent markers</p> <p>Clipboard</p>
2:30 to 3:00	Action Principles of PFA.	<p>Chart / Multimedia Presentation</p> <p>Share a brief discussion about Action principles of PFA</p> <p>Group Work</p> <p>Ask the participants to read, discuss handout and present their group work. Conclude the discussion by</p>	<p>Charts, multimedia, handouts</p>

		clarifying the concept and its application about Action Principles of PFA.	
3:00 to 3:30	Service Maps & Referrals Mechanism	<p>Chart / Multimedia Presentation</p> <p>Share a brief discussion about service Maps & Referrals</p> <p>Group Work</p> <p>Ask the participants to read, discuss handout and present their group work in a role play. Conclude the discussion by clarifying the concept and its application about service Maps & referrals mechanism.</p>	Charts, multimedia, marker, handouts
03:30 to 04:00	Recap of the day	<p>Ask the participants to recap the whole day activities.</p> <p>Ask them to write a reflection about their learning. based on the following questions:</p> <ol style="list-style-type: none"> 1. What did you learn from the session? 2. What was interesting, exciting and challenging for you? 3. How would you implement this learning? <p>Conclude the day by appreciating the participants' involvement in activities.</p>	

Session 5: MHPSS in Disaster

Time: 100 minutes

Objectives: At the end of this session the participants will be able to understand the:

- i) concept of MHPSS in disaster
- ii) concept for Disabled Person.

Material required: Writing board, markers, charts, masking tape, handouts (5.1,5.2)

Activity 1:

Brainstorming (Handout 5.1)

- Ask about “MHPSS in disaster”
- Discuss below MHPSS for differently abled persons in detail.

Activity 2:

Group Work and Gallery Walk

- Ask the participants to read the Handout 5.1 (aspects of MHPSS in Flooding) and develop a poster (Participants will develop posters in groups and will display on a wall). Groups along with facilitator will do a gallery walk and will ask questions about the developed poster for further clarity.

Activity 3 (Jigsaw):

- Make two groups of the participants.
- Assign first five points of Handout 5.2 to group 1 and remaining five points to group 2.
- Ask them to read and discuss Handout 5.2 (assigned points).
- Invite a volunteer from each group to present.
- Facilitator will conclude the activity by giving feedback.
- Encourage participants.

Handout 5.1

MHPSS Aspects in Disaster

General Principles of the Response

- **Coordination:** Establish coordination of intersectional mental health and Psycho-social support.
- **Assessing:** Conduct assessments of mental health needs and Psycho-social issues.
- **Monitoring:** Initiate participatory systems for monitoring and evaluation.
- **Promoting human rights:** Apply a human rights framework throughout mental health and Psycho-social support
- **Protecting:** Identify, monitor, prevent and respond to protection threats and failures through social and legal protection
- **Activating:** Facilitate conditions for community mobilization, ownership and control of emergency response in all sectors of the response
- **Recruiting, train and support staff and volunteers** including cultural and ethical issues
- **Providing support on all levels** following the multilevel approach.
- **Providing special support for children and adolescents** including safe places of education
- **Providing Information to the affected population**
- **Embedding the Psycho-social support into the overall support system**

Handout 5.2

MHPSS for Differently Abled Persons in Disaster

- Ensure that staff is aware of the rights of persons with disabilities and give emphasis to the convention on the Rights of Persons with Disabilities.
- Ensure identification and registration and ask civil society actors and relevant public bodies, non-governmental organizations, religious groups, community-based organizations and differently abled persons organizations for information about individuals with disabilities and their location.
- Create an effective referral system by mapping who can do what, where, when and how, in liaison with differently abled persons organizations, government agencies, relevant international and local organizations, or other service providers.
- Raise awareness and provide a supportive environment. Involve family members and caregivers in outreach activities, information campaigns and other communication initiatives, and in planning support, where appropriate.
- Make education accessible for children with special needs.
- Use appropriate information, dissemination and communication o Prepare key messages, particularly those specifically targeting persons with disabilities, in multiple and appropriate formats.
- Make suitable distribution of food and non-food items. Involve persons with special needs in programme design and delivery and ensure distributions are accessible and efficient.
- Prioritize persons with special needs in reunification efforts, include their caregivers in reunification activities and ensure that durable solutions respect the rights of persons with special needs to family life and to live independently in the community.
- Make shelter, housing and offices accessible and ensure that infrastructure and accommodation are safe, accessible and appropriate.
- Make transportation accessible.

Session 6: Psychological First Aid

Time: 100 minutes

Objectives: At the end of the session, the participants will be able to understand:

- the concept Psychological First Aid.
- ethical principles of PFA.
- action principles of PFA.
- the mechanism of Service Maps & Referrals.

Materials: Charts, markers, hand-out, (6.1, 6.2, 6.3, 6.4) worksheet, sticky notes, presentation or prepared charts.

Activity Ice Breaking:

- Ask participants; Why youngsters prefer soft drinks?
- Note their responses on writing board.
- Introduce PFA
- Ask participants to share their experiences about PFA if any.

Group Work:

- Make four (04) groups. Ask each group to develop different stories related to disaster and role-play on stories, following the ethical principles of PFA.
- Give constructive feedback after each presentation.
- Conclude the discussion, key points of the session.

Activity:

Think-Pair-Share

- Make pairs and distributes handouts equally among the pairs for reading, thinking and sharing the main points.
- Facilitator will conclude the activity by giving feedback.
- Encourage groups.

Handout 6.1 Psychological First Aid

What is psychological first aid (PFA)

PFA is a humane, supportive response to a fellow human being who is suffering and who may need support. It is an acute intervention of choice when responding to psycho-social needs of children, adults and families affected by disaster and terrorism. It is designed to reduce the initial distress caused by traumatic events and to foster immediate and long-term adaptive functioning and coping. It involves the following 7 themes:

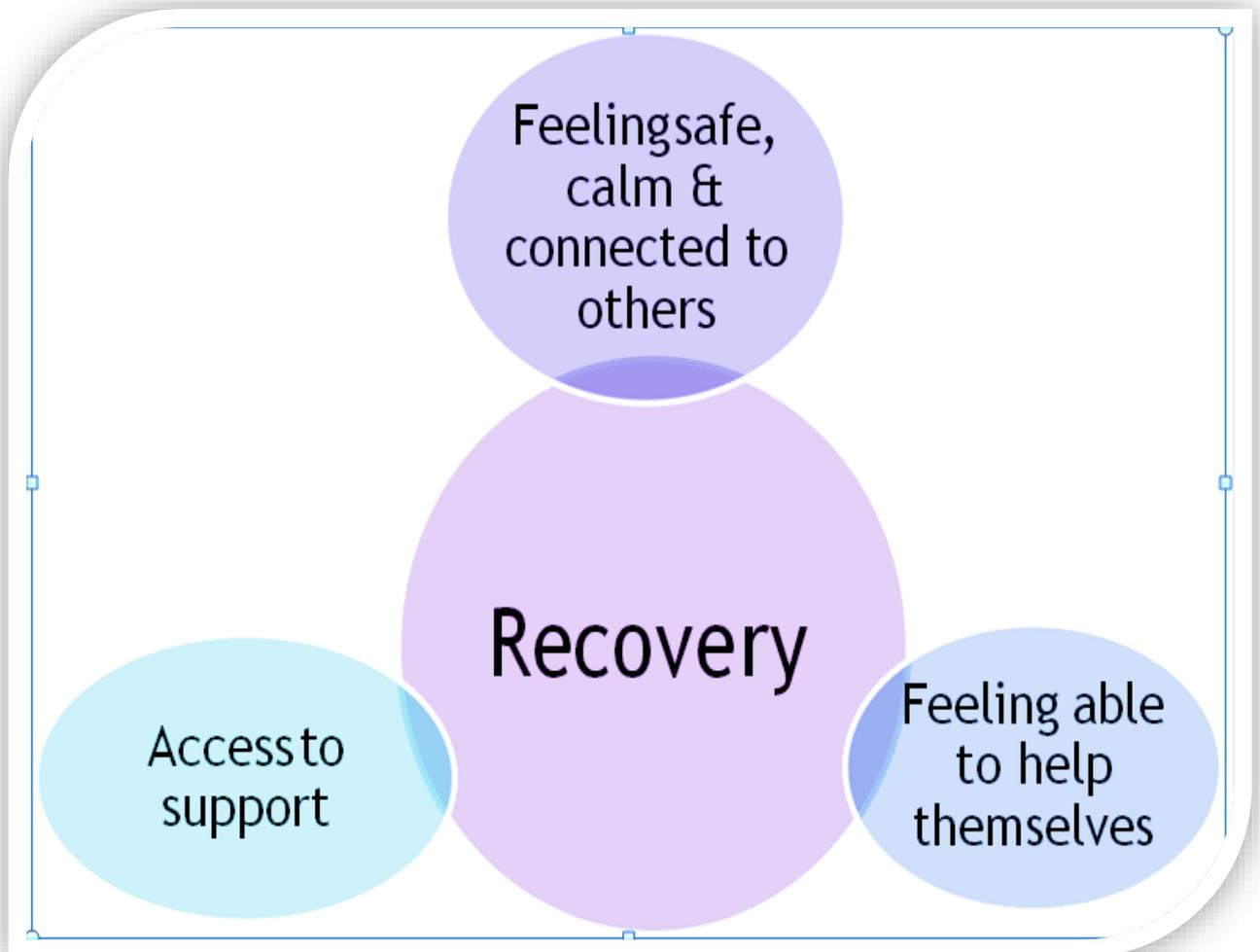


<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Psychological First Aid is

- NOT Psychological debriefing
- NOT obtaining details of traumatic experiences and losses
- NOT treating
- NOT labeling or diagnosing
- NOT counseling
- NOT something that only professionals can do

Factors for long-term recovery



<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Who needs PFA?

PFA is for distressed people who have been recently exposed to a serious crisis event. It involves people of all ages, including children.

People who need special attention & support (At Risk Population):

- People with serious life threatening injury need emergency medical care.
- People who are too upset that they cannot care for themselves or their children.
- People who may hurt themselves.
- People who may hurt others.
- Children & Adolescents – particularly those separated from their caregivers – need protection from abuse and exploitation.
- People with health conditions or mental or physical disabilities – take them to a safe place, protect them from abuse, help them access medical care and other services – this includes elderly people, pregnant women, severe mental disorder, or people with visual or hearing difficulties.
- People at risk of discrimination or violence – eg. Women or
- People with certain ethnic groups, may need special protection to be safe in the crises setting.
- People with substance abuse problems.
- Mothers with babies and little children.
- Those with significant loss of possessions (home, family etc.).
- Those exposed first and to grotesque scenes or extreme life threat.

Ethical Principle of PFA

Safety, Dignity and Rights

We should know that when we take on the responsibility to help people who've been affected by extremely distressing events, it is our responsibility to act in ways that *respect* the **safety, dignity** and **rights** of those we are helping.

- **Safety** implies that we always seek to enhance the safety and security of those who come to use, and avoid exposing them to physical and psychological harm, including indirectly by our own intervention.

- **Dignity** implies that we treat people with respect and according to their own cultural and social norms.
- **Rights** means that all people have an equal right to access help fairly and without discrimination based on age, gender, ethnicity, religion or any other factor. We understand that we help wherever there is a gap in basic needs, and that we are not doing people a favor by doing so. Instead, to have access to their basic needs is simply their basic human right. We not only seek to meet people's unmet basic needs, but also help them access their rights to basic services and available support from other sources.

Reference:-

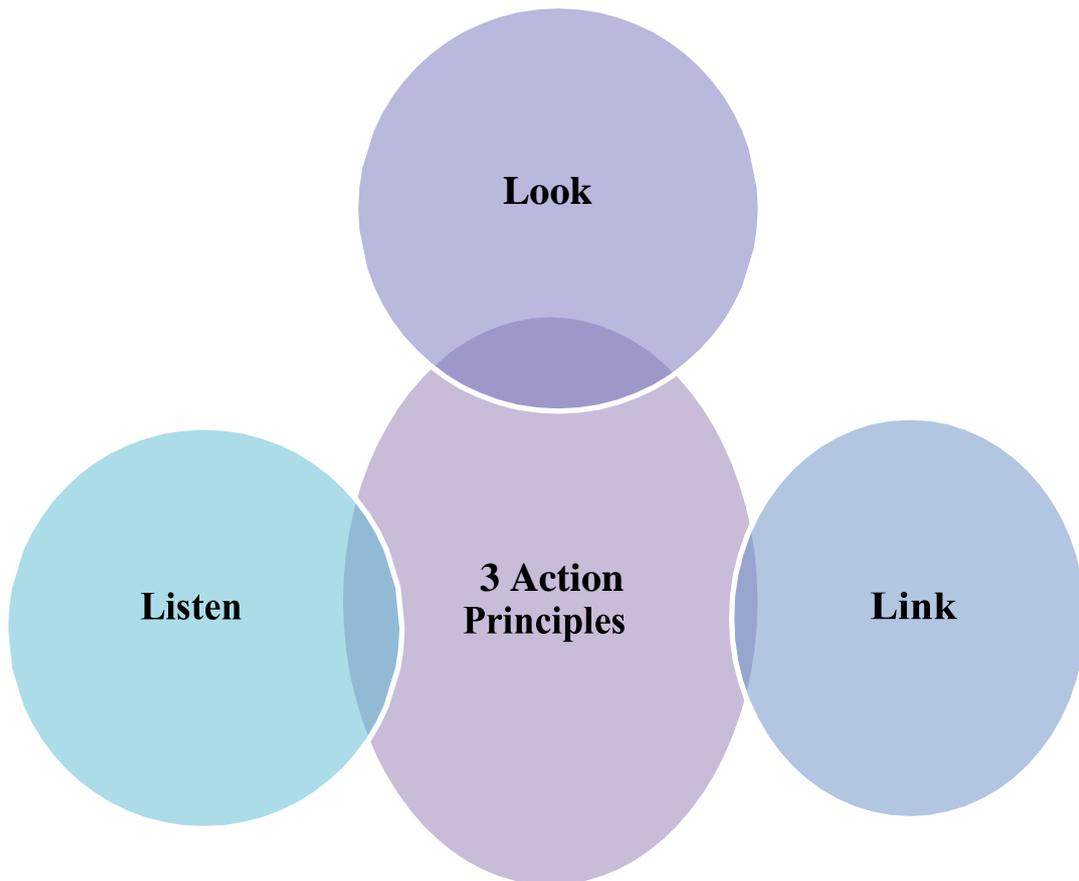
<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Handout 6.2

Principles of PFA

- When providing psychological first aid (PFA), you should keep in mind three action principles: look, listen, link.

Principle of PFA



Action Principles of PFA

Action Principles	Examples of Action Taken
Look	<ul style="list-style-type: none">• Check for safety (our own and beneficiaries)• Check for people with obvious and urgent unmet basic needs.• Check for people with serious distress reactions.
Listen	<ul style="list-style-type: none">• Approach people who may need support.• Ask about people's needs and concerns.• Listen to people, and help them to 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.

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Handout 6.3

PFA in Practice

Effective Communication

People in a disaster situation feel stressed, isolated and confused. Therefore, the way that we communicate with them is very important.

How you communicate and present yourself in everyday interactions (tone of voice, posture, introductions) during an emergency can affect how people;

- See you (whether they trust you, like you)
- Respond to you (whether they follow your advice, cooperate with you, share with you their issues and feel comfortable seeking your support for their problems)
- Recover (as people feel supported and hopeful, their physical and emotional recovery is better)

Basic Principles of Effective Communication

Following are the basic principles of an effective communication:

1. Demeanor

Sometimes, very simple things like **being calm, empathetic** and **not pressuring** can help people in distress feel more safe and secure, understood, respected and cared for appropriately.

2. Listening

- Giving the person your undivided attention.
- Truly hearing their concerns can show respect, care and empathy.
- Repeat messages and key words the person has said, e.g. “you say looking after your children while working can be overwhelming,”
- Identify and reflect key points you heard the person say, so that they know you have heard them and to be sure you have understood them correctly.

3. Words

- After you have listened and reflected on their situation offer practical support as much as you can.
- Help them help themselves link them with other people or resources that can help them manage their problem, or who have gone through similar experiences

- Use clear, concise and supportive phrases to show empathy
- Be sure to speak and behave in ways that are appropriate and respectful, according to the person’s culture, age, gender and religion.
- Do not pressurize to speak if they do not want to.

4. Body Language

Be aware of your facial expressions, eye contact, gestures and the way you sit or stand in relation to the other person.

Do’s and Don’ts.

Do’s	Don’ts
Be honest and trustworthy.	Do not exploit your relationship as a helper.
Be aware of and set aside your own biases and prejudices.	Do not ask the person for any money or favor for helping them.
Make it clear to people that even if they refuse help now, they can still access help in the future.	Do not make false promises or give false information. Do not exaggerate your skills.
Behave appropriately by considering the person’s culture, age and gender.	Do not force help on people, and do not be intrusive or pushy.
Find a quiet place to talk, and minimize outside distraction.	Do not pressure someone to tell his or her story.
Respect people’s right to make his or her own decisions.	Do not interrupt or rush someone’s story (e.g. do not look at your watch or speak too rapidly).
Respect privacy and keep the person’s story confidential if this is appropriate.	Do not touch the person if you are not sure it is appropriate to do so.
Stay near the person but keep an appropriate distance depending on their age, gender & culture.	Do not judge what they have or have not done, or how they are feeling. Do not say: “You shouldn’t feel that way” or “You should feel lucky you survived”.
Let them know you are listening: e.g. Nod your head or say ‘hmm...’	Do not make up things you do not know.
Be patient and calm.	Do not use terms that are too technical.
Provide information, if you have it. Be honest about what you know and do not know. “I don’t know, but I will try to find out about that for you”.	Do not tell them someone else’s story.
Give information in a way the person can understand – keep it simple.	Do not talk about your own troubles.

Acknowledge how they are feeling and any losses or important events they tell you about, such as loss of their home or death of a loved one. "I'm so sorry. I can imagine this is very sad for you"	Do not think and act as if you must solve all the person's problems for them.
Acknowledge the person's strengths and how they have helped themselves.	Do not take away the person's strength and sense of being able to care for themselves.
Allow for silence.	Do not talk about people in negative terms (e.g. do not call them 'crazy' or 'mad').

<https://disaster-relief.org/pdf/psychological-first-aid.pdf>

Handout 6.4

Service Maps and Referrals

Service Maps; which gives information about all the available services in an area. However, sometimes the information is poor and service maps are not complete. There are barriers that prevent people. Therefore, as PFA helpers, we have to remain aware of the situation and help each person access the practical help they need for their specific problems.

Referrals

We may often need to refer cases to the relevant authorities and essential service providers when we encounter cases that are beyond our ability to help.

In such cases, we need to be aware of the existing referral systems and help people affected by violence to safely access appropriate services. We should be prepared for the fact that some people may not seek assistance after violation. In this case, we may take steps to understand the barriers that stop people from seeking assistance and adapt the referral system accordingly. An example of this case is sexual abuse or domestic violence where survivors do not wish to face social stigma, fear of reprisal or simply do not trust the relevant authorities to give them an adequate solution.

Therefore, it is important that we remain available and attentive, respectful of their privacy and confidence. Seeking to understand through dialogue what prevents individuals from seeking help, without overstepping our bounds, and keeping firmly to our code of respect, safety and dignity. Once we understand the barriers that make them hesitant to seek support, we may offer suggestions where they do not face the same barriers.

This may include referring and helping survivors of physical or gender-based violence to access appropriate services such as healthcare, police assistance and other services. These services should be sensitive to the people's sex, age, disability, sexual orientation and other relevant factors, we may also continue supporting them as far as our capacity permits. It is important to be aware whether the referral mechanism to protection services for women and children are safe and effective.

Day 03

Topic: Stress & Stress Management

Learning Outcomes

- understanding about stress
- distinguish between stress & depression or anxieties.
- sign & symptoms of stress
- how to manage stress.

Time	Activity	Procedure	Material Required
09:00 to 09:45	Recitation	Start with recitation of few verses from the Holy Quran by any participant.	
	Reflection	Randomly call any 3 participants to share their reflection on the previous day.	
09:45 To 12:00	Introduction to Stress	Power Point Presentation / Chart Presentation Share a presentation on Stress / signs & symptoms. Group Work Divide the participants in to (04) groups. Ask groups to prepare charts on assigned tasks.	Charts Permanent Markers Presentation
12:00 to 03:00	Stress Management	Power Point Presentation / Chart Presentation Share a presentation on Stress Management Group Work Divide the participants in four (04) groups Ask groups for the role play of stress management.	Charts Permanent Markers
03:00 to 03:15	Reflection	Anonymous Feedback Collect written reflections and randomly distribute among participants for checking. Collect and read participants reflection.	notebooks Pen
03:15 to 03:30	Posttest	Take post-test.	

<p>03:30 to 04:00</p>	<p>Closing Ceremony</p>	<p>Invite participants to share their reflection about the 3 days training. Invite chief guest for certificate distribution and for sharing views about the training program Conclude with vote of thanks.</p>	
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Session 7: Stress and its Causes

Time: 100 minutes

Objectives: At the end of the session, the participants will be able to:

- define Stress and its causes.
- identify Sign and symptoms of stress.
- behaviour during Stress.
- identify of Sign and symptoms of stress in children.

Materials: Charts, markers, hand-out, (7.1, 7.2) worksheet, sticky notes, presentation or prepared charts.

Power Point Presentation / Chart Presentation (Sign & symptoms of stress)

- Share presentations on Handouts 7.1 and 7.2

Group Work

- Divide the participants in to three (03) groups ask group one to prepare a chart on signs & symptoms of Stress in adults.
- Ask the group two to write Sign & symptoms of stress in children
- Ask the group three to write behaviour during stressful situation
- During the group work guide and facilitate the participants.
- At the end of the task, invite each group to present their assigned task.
- After the group presentation, give them feedback accordingly.
- Encourage groups for their active participation.

Handout (7.1)

Stress

Stress is state of mental or emotional tension resulting from adverse or demanding circumstances. However, it must be noted that stress factors are subjective and what one person may find stressful, others may not necessarily experience as negatively.

Signs and Symptoms of Stress

Stress can affect our emotions, our body and how we behave, in lots of different ways. Sometimes when we are stressed, we might be able to tell right away. However, at other times, we might keep going without recognizing the signs. If you are stressed, you might feel:

- irritable, angry, impatient or wound up
- over-burdened or overwhelmed
- anxious, nervous or afraid
- like your thoughts are racing and you can't switch off
- unable to enjoy yourself
- depressed
- uninterested in life
- like you've lost your sense of humour
- a sense of dread
- worried or tense
- neglected or lonely
- existing mental health problems getting worse

Some people who go through severe stress may experience suicidal feelings. This can be very distressing.

Physical signs of stress

The hormones that our bodies produce to respond to stressful situations can have many physical effects. These effects might include:

- difficulty breathing
- panic attacks
- blurred eyesight or sore eyes
- sleep problems
- fatigue

- muscle aches and headaches
- chest pains and high blood pressure
- indigestion or heartburn
- constipation or diarrhoea
- feeling sick, dizzy or fainting
- sudden weight gain or weight loss
- developing rashes or itchy skin
- sweating
- changes to your period or menstrual cycle
- existing physical health problems getting worse

How stress can make you behave

if you feel stressed, it might make you:

- find it hard to make decisions
- unable to concentrate
- unable to remember things, or make your memory feel slower than usual
- constantly worry or have feelings of dread
- snap at people
- bite your nails
- pick at or itch your skin
- grind your teeth or clench your jaw
- experience sexual problems, such as libido
- eat too much or too little
- use of drugs and tranquilizers
- restless, like you can't sit still
- cry or feel tearful
- spend or shop too much
- not exercise as much as you usually would, or exercise too much
- isolate themselves

Physical Signs and Emotional Symptoms of Stress In children

How do kids and teens show they're stressed? Stress can show up in physical, emotional and behavioral ways. These signs are relatively consistent throughout children of all ages; however, some indicators are less obvious than others. Pay special attention to any sudden shifts in behavior or unusual complaints your child brings up to you.

Physical signs of stress in children

- Headaches
- Upset stomach
- Chest pain
- Heart palpitations or increased heart rate
- Insomnia
- Nightmares
- Bedwetting
- Decreased appetite, comfort-eating, or bingeing
- Pretending to be sick to avoid activities

Emotional symptoms of stress in children

- Anxiety
- Mood swings
- Restlessness
- Clinginess
- New or recurring fears
- Increased crying, anger, stubbornness, or aggression
- Decreased concentration or motivation
- Emotional over reactions to minor incidents
- Regressing toward comforting behaviors from early childhood (i.e. thumb-sucking, nail-biting, sleeping with a stuffed animal)
- Social isolation, withdrawal, or unwillingness to participate in formerly enjoyed activities

Common Stressors in Children and Teens

If you notice any of the physical, behavioral or emotional symptoms of stress, take a minute to consider what may be causing these reactions. Stress in children is commonly caused by significant life changes, both positive, like starting a new grade, and negative, like family turmoil or classroom bullying.

To help you troubleshoot for possible causes, we've listed common familial, academic and social stresses that children of all ages can experience. While you're reading, remember that all kids are unique in what they find stressful. Younger children, preteens and teens react differently to triggers in their environment. So, an incident causing stress to an 8-year-old boy may not trouble his 15-year-old sister.

Potential stressors for kids of all ages

- Conflict with friends, bullying, and peer pressure
- Changing schools
- Struggling in school (i.e. curriculum, grades, homework, socializing)
- Balancing responsibilities (i.e. school and extracurricular activities)
- Disappointing their parents
- Parental divorce or separation
- Financial difficulties within the family
- Unsafe or precarious living situation

Potential stressors for children

- New experiences and places
- Being away from home
- Performing in front of others (i.e. sports, speeches, recitals)
- Getting picked last for sports teams
- Perceived dangers (i.e. kidnapping, fires, burglars, natural disasters, the dark)

Potential stressors for preteens and teens

- Going through puberty and hormonal changes
- Poor self-esteem and negative thoughts about themselves
- Fear of the future (i.e. going off to college, getting a job)
- Cyberbullying
- Attraction towards opposite gender
- Pressure to try drugs and alcohol with friends

Handout (7.2)

Behavioural Causes of Stress

Causes of Stress:

Behavior towards students, such as, partial behavior, rude and fearful treatment, gender in order to better deal with stress, it is necessary to identify the possible causes of stress among the learners. The common causes of stress are mentioned below:

High expectation:

Stress is the difference between what is attained and what is desired. High expectation beyond individual's capacity almost leads to non-attainment of desired object and its causes stress.

Traditional school environment:

Strict rule, forced discipline, authoritative attitude, academic work load, unhappy peer relationships, lack of time management, and dull and monotonous teaching make the school environment stressful. Naturally, it induces anxiety and stress among students.

Teacher's defective role:

Teacher's defective bias, mechanical teaching and inconsistent with saying and doing arouse stress and anxiety among the students.

Academic pressure:

Stress in learners is primarily related to academic pressure and sometimes inability to cope with such academic load instigates the students to drop out from school. The multi-tasking daily activity and overburden homework arouse stress and anxiety among them.

Examination pressure:

Students are forced to the best and it is a matter of compulsion rather than a choice. Hence the attainments of marks or grade below the expectations cause mental anxiety and stress.

Over-emphasis on materialistic gratification:

Education is treated as a vehicle of earning for more money power and status. So the students and parents have become the victims of fear and stress about their educational attainments and professional carrier in future. The intense competition for getting admission in reputed institutions and the overall unemployment situation in India have developed stress among the learners.

Lack of Physical Activities:

Not getting enough physical activities can lead to stress. It can also lead to diseases. By passing the stressed people through physical activities can minimize their stress.

Parental factors:

Sometimes parent put pressure on their children as tool for realising their unfulfilled dreams which would become stressful to their children. Moreover, the family conflict, alienation from parents and peers, un-fulfillment of basic needs, economic insecurity, gender bias, rude disciplinary measures and negative reaction towards children's achievement have led the learners to be victims of stress.

Internal factors:

The internal causes of stress may be noted here as chronic worry, pessimism, negative outlook, unrealistic expectations and lack of flexibility. Moreover, if the mental development of the learners is incompatible with their physical or social development, then they may be victims of stress for want of academic adaptations.

Session 8: Stress Management

Time: 160 minutes

Objectives: At the end of the session, the participants will be able to:

- to learn about Stress and its management
- explain the causes of Stress in School Children

Materials: Charts, Markers, Hand-out,(8.1, 8.2) Worksheet, Sticky Notes, Presentation or prepared charts.

Activity-1: Power Point Presentation / Chart Presentation

- Share a presentation and generate discussion on Stress Management

Group Work

- Divide the participant in three (03) groups Ask group one to prepare a chart on causes of stress.
- Ask group two (02) to prepare stress management.
- Ask group three (03) to script a role play on stress management
- Ask volunteer to fill in the table along with the presentation of each group.

Group	Strategies applied in classroom	Strategies that can't be applied in classroom	Most liked strategies	Most disliked strategies
1				
2				
3				
4				
5				

- After presentation of all groups find out the groups perception about classroom strategies for students having stress with the help of filled table.
- At the end, conclude activity with some important points of session.
- Give fifteen (15) minutes to each group to read their assigned task, discuss with each other, and write key points in their notebooks.
- Ask each group to discuss with each other and take previous experiences/incident related to your assigned task.

- Any member of each group presents his/her previous experiences or stories with other groups turn by turn.
- After presentation of all groups, conclude the important points of activity.

Chart / Multimedia Presentation

- Share a brief discussion about classroom strategies for students dealing with stress.

Group Work

- Ask the participants to read, discuss handout and present their group work. Conclude the discussion by clarifying the concept and its application at classroom level.

Handout (8.1)

Stress Management Strategies for Students

Stress management provides us some techniques for reducing the levels of stress and maintaining successful well-being. Stress management can prevent mental hazards, physical damage and help to build up a well-adjusted personality. Education can develop the ability to control over the stress generating situations and their evil effects. Students equipped with proper degree of stress tolerance capacity are found to have proper reasonably balanced behavior, social adjustment, staying calm and cool, self-confidence, positive thinking, firm goal directed actions, less mistakes in work and go forward towards the achievement of educational goal. Thus, education can play a vital role in stress management. In academic environment, strategies for stress management and self-care may be developed as follows:

Identifying the stress:

Education makes us aware of the causes and symptoms of stresses by which we can identify the stress that exists in the students.

Find out the stressors:

It is necessary to find out the correct stressors of a particular stress by analyzing the symptoms of different stresses.

Identifying appropriate strategies:

In order to cope with stress, appropriate strategies should be chalked out on the basis psychological principles. The levels of stress should be measured by using relevant psychological tests and practical stress management strategies must be taken for self-help practice. Self-help approaches as suitable for stress-prevention and resilience-building among the students.

Stress-free school environment:

The Right to Education Act provides prohibition on corporal punishment and emphasis on the stress-free environment. Learning should be child-centric and joyful and the academic atmosphere should be friendly, conducive and free from stress, anxiety and trauma.

Child-friendly school:

The traditional school should be shifted to a child-friendly school, which would help to recognize each student's needs, interests and potentials, provide facilitative relationship between teachers and students and make learning environment attractive. The school should provide a safe, secure and joyful academic environment by avoiding rigid rules, severe punishment, discrimination, harassment. Moreover, co-curricular activities is helpful for reducing the stress. The load of curriculum, daily assignments and evaluation should be justified.

Awareness and right attitude:

Students should be aware of the stress-inducing factors, stress symptoms and its harmful effects on them. Moreover, right attitude, optimistic outlook, positive thinking and self-confidence would help them to cope with the stressful situation.

Handout (8.2)

Coping strategies and techniques:

Stress-affected students should be given coping strategies and techniques for effective management of the stressful situation. Some of these are – (a) relaxation strategy, (b) modelling technique and (c) purposeful distracting strategy.

Stress Reduction Tips:

Stress reduction tips should be provided for prevention of stress. Some effective tips or measures are mentioned here precisely:

- 1. Social Engagement:** The face –to-face talking with each other would release hormones that reduce stress. So wide social engagement is needed for preventing stress. Hence, people with a strong network of supportive friends and family members are better able to cope with life’s stressors.
- 2. Physical and Recreational Activities:** Activities that require moving, viz, running, skipping, swimming and exercises can focus the attention on the particular physical sensation which would help to reduce stress, anxiety, worries and refresh the mood.
- 3. Healthy Diet:** Healthy diet to be taken for building up well-nourished body which would help better cope with life’s stressors.
- 4. Relaxing Body and Mind:** Relaxation techniques, such as salat (namaz), yoga, meditation, sound sleep and passing alone time would strengthen the body’s relaxation and it can help better cope with stress.
- 5. Attitude and Outlook:** Optimistic outlook and rational attitude can develop a strong will-force to meet the life-stressors. So optimistic people are often more stress hardy. They tend to accept the challenges as a part of life,
- 6. Sense of Control:** A sense of confidence on ability to influence events and persevere through challenges would enable us strong tolerance for stress.
- 7. Emotional Ability:** The ability to bring emotions into balance should be learned so that a person would stay calm and soothe in a stressful situation.
- 8. Social Support System:** A comfortable environment consists of near relatives, friends or counselors based on healthy relationship is needed for reducing stress among the learners. Hobby, leisure and sharing feelings with each other can help to relieve from stress.
- 9. Time Management:** Learners should chalk out a schedule for daily activities, such as class work, study time, extra-curricular activities, alone time, meal times and

sleep in accordance with their ability, priority and choice. All assignments will be completed as per schedule and important due dates should be noted.

10. Avoidance of Work Overload: If learners do too many things at a time, he cannot complete anything well. Then it may cause stress in them. So multi-tasking should be avoided.

11. Knowledge and Preparation: The knowledge about the stressful situation, personal signals of stress including how long it will last and what to expect is helpful to cope with the stressors.

12. Other Stress - Taming tips: Some stress-training tips for learners may be noted here-

- Avoid trivial classroom conflicts.
- Consider each situation separately.
- Get sufficient rest and deep sleep.
- See natural beauty around you.
- Choose a hobby and allow a fixed time for it.
- Give up negative copying patterns.
- Assess whether you have any stress-promoting life traps.
- Encourage self-awareness about stress.
- Know your limits.
- Develop mindfulness and meditation.
- Engage in artistic work or expression.

Learning how to manage your stress takes practice, but you can and need to do it. Here are 10 ways to make it easier.

1. Exercise

Working out regularly is one of the best ways to relax your body and mind. Plus, exercise will improve your mood. But you have to do it often for it to pay off.

So how much should you exercise every week?

Work up to 2 hours and 30 minutes of moderately intense exercise like brisk walks or 75 minutes of a more vigorous exercise like swimming laps, jogging or other sports.

Focus on setting fitness goals you can meet so you don't give up. Most of all remember that doing any exercise is better than none at all.

2. Relax Your Muscles

When you're stressed, your muscles get tense. You can help loosen them up on your own and refresh your body by:

- Stretching
- Enjoying a massage
- Taking a hot bath or shower
- Getting a good night's sleep

3. Deep Breathing

Stopping and taking a few deep breaths can take the pressure off you right away. You'll be surprised how much better you feel once you get good at it. Just follow these 5 steps:

1. Sit in a comfortable position with your hands in your lap and your feet on the floor. Or you can lie down.
2. Close your eyes.
3. Imagine yourself in a relaxing place. It can be on the beach, in a beautiful field of grass, or anywhere that gives you a peaceful feeling.
4. Slowly take deep breaths in and out.
5. Do this for 5 to 10 minutes at a time.

4. Eat Well

Eating a regular, well-balanced diet will help you feel better in general. It may also help control your moods. Your meals should be full of vegetables, fruit, whole grains, and lean protein for energy. And don't skip any. It's not good for you and can put you in a bad mood, which can actually increase your stress.

5. Slow Down

Modern life is so busy, and sometimes we just need to slow down and chill out. Look at your life and find small ways you can do that. For example:

- Set your watch 5 to 10 minutes ahead. That way you'll get places a little early and avoid the stress of being late.
- When you're driving on the highway, switch to the slow lane so you can avoid road rage.
- Break down big jobs into smaller ones. For example, don't try to answer all 100 emails if you don't have to -- just answer a few of them.

6. Take a Break

You need to plan on some real downtime to give your mind time off from stress. If you're a person who likes to set goals, this may be hard for you at first. But stick with it and you'll look forward to these moments. Restful things you can do include:

- Salat (Namaz) & Recitation
- Meditation
- Yoga
- Prayer
- Listening to your favorite music
- Spending time in nature

7. Make Time for Hobbies

You need to set aside time for things you enjoy. Try to do something every day that makes you feel good, and it will help relieve your stress. It does not have to be a ton of time -- even 15 to 20 minutes will do. Relaxing hobbies include things like:

- Reading
- Knitting
- Doing an art project
- Playing games
- Watching a movie
- Doing puzzles
- Playing cards and board games

8. Talk about Your Problems

If things are bothering you, talking about them can help lower your stress. You can talk to family members, friends, a trusted teacher, your doctor, or a therapist.

In addition, you can talk to yourself. It has called self-talk and we all do it. However, in order for self-talk to help reduce stress you need to make sure it is positive and not negative.

So listen closely to what you are thinking or saying when you are stressed out. If you are giving yourself a negative message, change it to a positive one. For example, do not tell yourself "I can't do this." Tell yourself instead: "I can do this," or "I'm doing the best I can."

9. Go Easy On Yourself

Accept that you cannot do things perfectly no matter how hard you try. You also cannot control everything in your life. So do yourself a favor and stop thinking you can do so much. In addition, do not forget to keep up your sense of humor. Laughter goes a long way towards making you feel relaxed.

10. Eliminate Your Triggers

Figure out what are the biggest causes of stress in your life. Is it your job, your commute, your schoolwork? If you are able to identify what they are, see if you are able to eliminate them from your life, or at least reduce them.

If you cannot identify the main causes of your stress, try keeping a stress journal. Make note of when you become most anxious and see if you can determine a pattern, then find ways to remove or lessen those triggers.

How to Help Alleviate Childhood Stress

1. **Ensure your child feels safe.** When faced with parental separation, a precarious living situation or illness or death in the family, kids of all ages may begin to question their physical security and adults' ability to take care of them. During these instances, it's important to reassure the child that you will **keep them safe** and loved, and then take the necessary steps to ensure you can uphold your promises.
2. **Talk to your child.** Communicate in an open, supportive manner. Ask your child directly how they're feeling and really listen to their answers. No matter what they tell you, remember to stay calm and avoid making them feel judged or self-conscious. Also, don't get upset if your child can't or won't open up. Some kids need more time and encouragement than others.
3. Younger children typically don't have the vocabulary necessary to say "I feel stressed," so they will use other words like "scared," "sad," "confused," or "mad." Meanwhile, preteens and teens may say dismissive things about themselves like "I can't do anything right," "no one likes me," or "I have no friends." Gently prompt the child to keep talking and try to pinpoint the driving force behind these statements.
4. **Develop healthy coping methods.** Kids often are not equipped with the tools needed to lower their stress levels. Teaching mindfulness techniques or breathing exercises can be very beneficial in promoting relaxation. Additionally, you can explain how physical

exercise can help combat the feeling of stress. Promoting a healthy lifestyle with balanced meals, time outdoors, and limits on their screen usage, including TV, cellphone, and laptops, is also recommended.

5. **Spend quality time together.** If your child is going through stressful changes in their life, show them that you will always be their pillar of support. Try to reduce their anxiety by planning fun activities together and regularly offering praise, hugs, and affection to boost their feelings of self-worth. Having family routines, like weekday dinners together or picnic, can also bring stability and comfort to a child's week.
6. **Manage your own stress.** Children often follow the emotional cues of the adults in their lives. If you have been going through a stressful time and you are feeling the negative effects of stress, anxiety or depression, do not forget to take care of yourself. Parents and caregivers need to prioritize their own happiness too, so they are able to serve as loving, attentive presences in their children's lives.

Finally, do not pressure your child into immediately telling you what is wrong. If they are feeling scared or anxious, they may take longer to confide in you. Remember to always be loving and patient, and allow your kid to talk openly when they are ready

With younger children, they may truly not know or understand why they're feeling stressed. In these cases, consider speaking to their teacher or after-school youth mentor if you are unable to pinpoint a stressor in your child's home life.

When to Seek Professional Help

Despite the best efforts of parents and loved ones, some children may still be unable to open up. If your child or teen will not disclose the source of their stress or you observe their symptoms worsening, it is time to seek out professional help. Do not hesitate to contact your family doctor or get in touch with a trained therapist who specializes in treating children and adolescents. A child in crisis deserves your immediate help and support so they can return to enjoying their childhood to the fullest.

Appendix-A

Deep Breathing Exercise (Belly Breathing)

Audience:

Activity is appropriate and can be adapted for all levels.

Purpose:

Participants practice deep breathing techniques as part of stress reduction

Materials:

No materials needed

Introduction:

Teacher/facilitator introduces and demonstrates the concept of deep breathing as a stress reduction strategy that can be used in the present moment as well as an excellent skill to master to more effectively cope with future stressors.

Teacher/facilitator has all students stand with comfortable space between each other or seated in a chair.

Provide students with the following directions:

- Stand straight up with feet shoulder-width apart
- Arms and hands are relaxed downward
- Body is relaxed
- Eyes closed
- Focus on lower abdomen (belly) and imagine a small balloon in that space
- Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly, hold a few seconds
- Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle
- Tip: Place a hand over the lower abdomen to feel it go up and down, and make sure you're not breathing with the chest
- Repeat at least 10 times

Extension:

Practice several times with the class until they achieve a comfortable competence with deep breathing. Encourage students to practice on their own as well (e.g. while they are waiting in line for something, sitting on the bus to school, at bedtime, etc.). Have students teach the deep breathing technique to a friend or family member. Once students develop this habit, they will automatically go into deep breathing mode and relaxation.

Progressive Muscle Relaxation

Deep Muscle Relaxation

Activity can be adapted for all Classes

Purpose:

Participants learn deep muscle relaxation as an easy stress reduction activity

Materials:

Diagrams, Illustrations, Model of human Muscle

(**Tip:** Show students diagrams/illustrations/model of human muscles to help them identify/visualize muscle groups in preparation for the exercise)

Introduction:

Teacher/facilitator introduces the concept that relaxation is a good way to reduce stress. Tell students that they are going to do an activity that will help them relax by tightening and releasing different muscle groups in their bodies. Students may sit or lay down on their backs (depending on space).

Demonstrate/model each step for students in preparation for their participation. Then read and model the following instructions to your students twice for each direction:

1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds...and relax.
2. Make a frown. Hold for 5 seconds...and relax.
3. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds...and relax.
4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds...and relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fist tightly. Hold for 5 seconds...and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds...and relax.
7. Bend your elbows and make a muscle in your upper arm. Hold for 5 seconds...and relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds...and relax.
9. Arch your back away from the back of your chair (or off the floor). Hold for 5 seconds...and relax.

10. Round your back. Try to push it against the back of your chair (or against the floor). Hold for 5 seconds...and relax. Feel the tension leaving your back.
11. Tighten your stomach muscles. Hold for 5 seconds...and relax.
12. Tighten your hip and buttock muscles. Hold for 5 seconds...and relax.
13. Tighten your thigh muscles by pressing your legs together as close as you can. Hold for 5 seconds...and relax.
14. Bend your ankles toward your body as far as you can. Hold for 5 seconds...and relax.
15. Curl your toes under as far as you can. Hold for 5 seconds...and relax. Feel the tension leave your legs.
16. Tighten all the muscles in your whole body. Hold for ten seconds...and relax. Let your entire body be heavy and clam. Sit quietly (or lie quietly) and enjoy this feeling of relaxation for a couple of minutes.

Extension:

Practice this activity with the class at other times to help students acquire competency with the technique. It may also be useful to calm and focus students in transitions (e.g. after recess) using just a few of the directions. Encourage students to practice this activity on their own to reduce stress.

Have students share this activity with a family member and/or take turns leading directions for the class periodically throughout the school year.

Appendix B

Simple Meditation

Audience:

Activity is appropriate and can be adapted for all levels.

Purpose:

Introduce students to meditation as an effective, widely practiced activity that can reduce stress.

Materials:

Seated exercise in a chair or on the floor.

Introduction:

Introduce students to the activity by talking about the widespread practice of meditation throughout the world. Check in with students by show of hands how many have done meditation before. Explain to students that through this activity they will calm their body, mind and spirit.

OPTIONAL: Have students take their heart rate before the activity begins and then after the meditation exercise.

Instructions:

Warm up (Optional: take heart rate and note it)

1. Begin by sitting comfortably, balanced, and relaxed (if seated in a chair, feet on the ground). Breathe easy and from the abdomen/"belly breathing" (not chest breathing).
2. Practice a few deep breaths with the group.
3. Rotate the head in easy, slow circles; change direction and rotate in slow, easy circles.
4. Look up; tilt your headway back. Look down; put your chin on your chest.
5. Drop your arms and hands to the side and shake them gently and easily.
6. Raise your feet off the floor and gently and easily shake the knees.
7. Straighten your spine while meditating.

Glossary:

Meditate – to think calm thoughts in order to relax or have a spiritual activity. **Meditation** – the word was adopted in late nineteenth century to refer to various spiritual practices from Hinduism, Buddhism, and other Eastern religions (*may show students Asian continent on a map or globe to identify where Eastern religions/practices originated*) and is usually defined as one of the following:

- A state that is experienced when the mind is free of all thoughts; when the mind is quiet
- Focusing the mind on a single object (such as one's breath or a mantra/chant)
- An "opening up" to the divine or to a "higher power"
- Focused thought on a topic (such as thinking about kindness)

Practice repeat two times

- This is done SILENTLY.
- When teacher says, “**Close your eyes**”, close your eyes. (*Once your eyes are closed, simply relax your mind and do not try to think about anything; slowly your mind will clear and relax*)
- When teacher says, “**Open your eyes**”, open your eyes.
- Now, sit straight up, relaxed, and balanced.
- “**Close your eyes**” (two minutes elapse)
- “**Open your eyes**”
- Check in with students: *how was that?* (Students may give thumbs up or thumbs down.)
Now everyone practice it again.
- Repeat exercise: “**Close your eyes**”...two minutes elapse...“**Open your eyes**” (Optional: take heart rate and compare to heart rate before meditation)
- Check in with students

Extension:

Teacher may follow-up by having students practice meditation at other times during class. Encourage students to practice meditation on their own to develop the habit of using meditation for stress reduction and overall health. Have students teach this method to a friend or family member.

Appendix C

Visual Imagery

Audience:

Activity can be adapted for all Classes

Purpose:

Students learn the process of visual imagery as a technique to help themselves calm down

Materials:

No materials needed

Introduction:

Teacher leads students through the process of visual imagery as a relaxation technique

Instructions:

- Students sit comfortably for this activity
- Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to “ease” into the vision and “see” each step
- Create your own visual scenario appropriate to students’ age, experience and interest.

Example:

Close your eyes. “See” in your mind’s eye a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the warm sand, feel your feet sink in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle and very refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air, stay as long as you like.

When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (e.g. problems at home, violence in your neighborhood, bullies, death of a loved one, issues with friends). Picture it as a big rock, a chain, a heavy bag over your shoulders, or any image that helps you see it as undesirable. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. When the “visit” is done, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm sand and take a rest on your beach towel.

- Practice this imagery in class for 10-20 minutes, depending on grade level.
- Allow time for students to debrief and share about where they went in their

visualization and what they felt about the experience/technique. This can be done in pairs, small groups or sharing with whole class.

Sample Guiding Questions:

1. Where did your visualization take you?
2. Do you feel more calm/relaxed after going through this exercise?
3. What did you see, hear, feel, smell during your visualization/did anything in particular stand out?
4. What was it like throwing your burdens into the water?
5. How does it feel to be back in the classroom?
6. Is this technique/exercise something you might do in the future to calm down, relax and reduce your stress?

Extension:

Practice visualizations with the class several times until students achieve competence with the technique. Encourage students to practice this at home or at any time to relieve stress. The activity may be reinforced by having students write down how they felt after completing the activity. They could keep a journal of post-visualization feelings and thoughts. You may also provide students with time to create their own visualizations and take turns leading the class through visualization exercises periodically throughout the school year.

Appendix D

Peer Sharing

(Co-listening)

Audience:

Activity is appropriate for grades 3 - 12

Purpose:

Students have the opportunity to share thoughts and feelings within a safe and structured activity. Listening skills are taught and practiced.

Materials:

No materials are needed for this activity

Introduction:

This is a two-part activity that provides students an opportunity to:

- 1) relieve stress by talking about what they are thinking or feeling in the moment, while being intentionally listened to, and;
- 2) talk about opportunities and solutions related to the topic at hand to help move beyond current feelings of stress and/or tension. The activity involves one student talking while his/her peer(s) listens without comment.

Set the stage with peer students by establishing rules for *safe* sharing. For example: Be respectful, no teasing, information shared is not talked about once activity ends (stays in the classroom), respect all feelings, ideas, opinions. Before beginning, model the activity using yourself and student volunteers to clearly demonstrate the activity.

Instructions:

Part One

1. Students should be in pairs; have students find a peer (e.g. you can number off students 1, 2, 1, 2...).
2. Student #1 talks while student #2 simply listens (*e.g. ask Student 1 to share how they are feeling today and why? Or how they are feeling at the moment Or about any concerns or worries they are experiencing*).
3. After 1-3 minutes the students switch roles and student #2 talks while student #1 listens for another 1-3 minutes (*Student #2 now talks about the same question, e.g. how they are feeling today and why?*).

Part Two

4. After the pairs are done sharing, group students in triads (groups of three; again you may number off students 1, 2, 3, 1, 2, 3 ...).
5. Student #1 talks while students #2 and #3 listen (*e.g. ask Student 1 to talk about opportunities and solutions related to current issue or stressors he/she is experiencing or concerned about*).
6. Every 1-3 minutes switch until each student in the group has a turn to talk

Appendix E

Animal Charades

(Physical Activity)

Target:

Activity is appropriate for elementary students.

Purpose:

Students participate in a fun physical activity to reduce stress and tension.

Materials:

- Several folded pieces of paper with different names of animals on each
- A hat or container to hold the folded pieces of paper
- Optional: A CD or tape player (it can be fun to play music during this activity)

Introduction:

Students pick a paper from the hat and figure out how to present their animal charade. Since charades is a non-verbal activity, playing music in the background can add to the fun of “acting out” the animals.

Instructions:

- Depending on class size, break class into groups of 2, 3 or 4 students.
- Write several different names of animals on paper; one name per folded up piece of paper (students may help with this as part of the activity).
- Put names in the hat.
- Each group picks a name and figures out how to present their charade to the class.
- Each group takes a turn presenting their charade, while the “audience” guesses the animals presented.
- Depending on time, number of groups and number of folded papers, teacher determines how many rounds of charades each group presents.
- **OPTIONAL:** At the end of the activity, distribute paper, pencils, and crayons/markers for students to draw and colour their favorite animal.

Extension:

Teacher may follow-up by checking in with students about how much they enjoyed the activity. If it is popular, use the activity at other times and make the connection between physical activity, humor/fun and creative thinking to stress reduction.

Appendix F

Silent Ball

(Physical Activity)

Audience:

Activity can be adapted for all levels, but is particularly useful with elementary and middle school students

Purpose:

Students utilize a fun, safe, quiet physical education activity to relieve tension/stress

Materials:

Use one or more Nerf ball(s), gator skin ball(s), or light weight ball(s). *If you do not have one in your classroom, please see your physical education instructor or appropriate staff person at your school site.*

Introduction:

Teacher introduces the idea that physical activity is an excellent stress management tool and explains the rules of silent ball:

- Teacher is the only referee regarding bad passes and missed catches
- Talking or making sounds is an out
- Missed catch or bad pass is an out
- A “good” throw is within arm’s length of the intended catcher and does not include “fast balls” (model good throws for students)
- Students that are out must remain quiet at their desks and not interfere with the game in any way

Instructions:

1. No one can talk or make a sound; that is the object of the game
2. Students may stand by their desks or position students in any arrangement to facilitate tossing the ball to each other around the classroom
3. Make a good throw to a classmate; explain that students cannot throwback to the person who threw to them
4. If student misses the ball or makes a bad pass, student is out and must sit at his/her desk until the next round
5. Play until all students are seated; last two are the champs!

Extension:

Teacher may follow-up by using this activity with the class at other times, such as a rainy day.

It may be useful to calm and focus students in transitions (e.g. after returning from lunch/recess to the classroom), to break up an extended/lengthy lesson or as an incentive for successful completion of a task/lesson.

Follow-up:

Have follow-up discussion with students regarding the health benefits and stress management benefits of fun, safe physical activities.

Guiding questions:

1. Activity provides a way for the body to relieve tension and frustration; what are your favorite physical activities? (e.g. basketball, running, hiking, swimming, dancing, etc.)
2. How does it feel to be tense/frustrated/stressed? Where in your body do you feel tension or stress?
3. How does it feel to be relaxed and calm? How does your body feel when you are relaxed and calm?
4. Which of these activities can you do alone?
5. How do you feel after doing your favorite physical activity?

Appendix G

Movement to Music Freeze Dance (Physical Activity)

Target:

Activity is most appropriate for elementary students.

Purpose:

Gross motor activities provide stress reduction for young students.

Materials:

- Mobile or tape player
- Music (5 to 15 minutes of music)

Introduction:

Students move/dance to match the tempo, beat and rhythm of the music. When the music stops, students FREEZE, when music resumes, students continue to move/dance to match the music. It is suggested that the sequence of music starts slow and calm, moves to fast, upbeat pace and then returns to slow and calm to end the activity.

Instructions:

- If necessary, arrange classroom to provide ample space for the activity.
- Students take a place in the designated “movement/dance” area with sufficient personal space so as not to run into other students OR students may be positioned in a circle and move in the same direction around the circle.
- Review activity rules with students:
 - Move to match the music
 - FREEZE when the music stops
 - When the music starts again, move to match the music
 - Activity involves only movement, no voices
- Start the music.
- Stop music at timely intervals.
- Note suggested sequence of music; always end with slow, calming music.

Extension:

Teacher may follow-up by using Movement to Match Music at other times to relieve tension, stress in the classroom. Make connection for students between regular physical activity, health and stress reduction.

Mental Health and Psycho-social Support (MHPSS)

Post-Test

Participant Name: _____ **School Name:** _____

Venue: _____ **Date:** _____

1. Half of mental health disorders show signs before the age of:
 - a. 16
 - b. 15
 - c. 14
2. 'Psycho-social support' refers to the process of :
 - a. facilitating resilience within individuals, families and communities
 - b. resolving issues among different races
 - c. prompting religious tolerance
3. Mental Health & Psycho-social support includes all the given services **EXCEPT**:
 - a. ensure emotional support
 - b. focus on strengths and resilience
 - c. give false assurances
4. Psychological First Aid (PFA) is designed to:
 - a. reduce initial distress in traumatic events
 - b. increase intensity of distress
 - c. provide financial support to effected persons
5. Psychological First Aid (PFA) provides all the given services **EXCEPT** :
 - a. foster immediate adaptive coping
 - b. counselling
 - c. nurture long-term adaptive functioning
6. Ethical principles of Psychological First Aid (PFA) ask for helping people according to their:
 - a. social status
 - b. age and gender
 - c. cultural and social norms
7. Stress can be defined as a feeling of :
 - a. nervousness
 - b. tranquility
 - c. sadness

8. Physical signs of stress in children include all the given symptoms **EXCEPT** :
- a. chest pain
 - b. bedwetting
 - c. agility
9. The main function of stress management is to :
- a. increase the intensity of stress
 - b. adopt strategies to reduce the level of stress
 - c. maximize the level of damage
10. Working out regularly is one of the best ways to:
- a. relax your body and mind
 - b. increase the intensity of stress
 - c. maximize the mental health
11. In your opinion what are the physical signs of stress? Mention any three.

12. Suggest measures for differently abled persons in disaster, keeping your environment in view.
