

SECTION 5:

Psychosocial Support

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CHAPTER 1 : OVERVIEW

NOTE: Psychosocial support is of relevance to all children affected by an emergency. It is important to coordinate activities with other child welfare organisations, especially those working with separated children. Ideally this section should be read in conjunction with the overviews for Abuse & Exploitation (Section 3) and Separated Children (Section 4). Section 2 (Coordination & Liaison) will also be useful reference in terms of how agencies can work together.

Psychosocial Support for Children

Psychosocial support is a term that is widely used, but frequently not understood. ‘Psycho’ refers to the inner world of a person – their thoughts, feelings, and emotions – while ‘social’ relates to the external world and environment of the person, and the relationships they have with this. Psychosocial support work therefore focuses on the aspects of an environment or situation which impact on both the social and psychological well-being of affected populations.

While psychosocial support can be achieved via specific targeted activities and programmes, it is important to understand that *all* interactions with children have the potential to be psychosocially supportive. This message needs to be spread to all humanitarian workers involved in the relief effort, even if they do not have a primary responsibility for child welfare. All humanitarian actors have a responsibility to ensure beneficiaries’ emotional well-being is respected in humanitarian operations. For example, respecting children, showing a

positive attitude towards them and valuing their presence are all ways of helping to improve children’s self confidence and self esteem, and hence their well-being.

Psychosocial support means working not only with children but also their carers, the community, and other organisations to advocate for improved access to community support and basic services.

Why Psychosocial Support is Important

Assistance provided for children in an emergency usually includes looking after the wounded and distributing food and other non-food items. Often toys, books and other recreational and educational material is provided. This kind of assistance is very important as children’s physical and practical needs have to be met during the emergency period. However children do not only have physical and practical needs that must be met to enable them to develop to their full potential. Children’s psychological needs, such as the need for love and affection, to have values, to be able to hope, to be confident and have a sense of self worth, are highly dependent upon the relationships that children have with their family, friends and other adults. Sometimes the intertwined psychological and social needs of children are referred to as emotional needs.



How Emergencies Affect the Balance and Peace in a Child's Life

An emergency can expose children to difficult and stressful situations, such as:

- Death of parents or other family members
- Separation from parents, family, and even the community
- Displacement
- Witness to traumatic events
- Physical injury
- Violence or conflict (where the emergency takes place in a conflict situation)
- Poverty
- Disruption of school and other social activities
- Tension and violence in family and community life.

Providing Psychosocial Support for Children

Early psychosocial support is very important in order to speed up the process of recovery and to prevent problems that children may encounter in the future. Sometimes this is done by providing specific, targeted activities designed to increase the resilience and coping of children (discussed later in this overview) but in general it is an *approach* to the care and treatment of children which can be considered to be psychosocially supportive.

Providing psychosocial support for children can be achieved in three main ways:

Encouraging children to resume their daily activities

In a disaster unexpected things happen which can be very frightening for children.

Encouraging children to return to everyday and routine activities is helpful as it gives a sense of normality and creates a feeling of security and certainty.

A typical way of doing this is to ensure that children return to education as soon as possible as a school environment is one that children are familiar with and resumes a sense of routine and normality.

Resuming children's relationships with others

An emergency situation typically causes surviving parents and carers to focus their attention on other things than their children, such as reconstruction and ensuring basic

Typical Physical Reactions:

- Dizziness, nausea**
- Sleep difficulties**
- Loss of appetite**
- Cold sweats**
- Raised heart rate**

Typical Emotional Reactions:

- Fear & distress**
- Sadness**
- Guilt**
- Feeling powerless**
- Loss of all sensations (numb)**

Typical Mental Reactions:

- Confusion**
- Disorientation**
- Remembering bad experiences (flashbacks)**
- Nightmares**

Typical Behavioural Reactions:

- Moodiness**
- Withdrawal (not wanting to socialize with others)**
- (Excessively) Attached to parents -eg not wanting to play, or go to school**
- Over sensitive / easily irritated - hostile or easily upset**



needs are met. Children may also be reluctant to socialise with their friends for fear of being away from their home/parents or conversely parents may be afraid to be apart from their children and not want to send them to school. Activities that help recover children's interaction with other people in their community increase feelings of belonging and improve self-worth and self confidence.

Facilitating activities that can support recovery

Children need the space and the opportunity to understand and come to terms with what has happened to them, to adjust to changes in their lives and to develop new ideas about their future. **It is critical to do this in ways which are culturally appropriate and therefore 'make sense'**. Culture plays an important role in fostering self identity and creating a sense of belonging to a community. Psychosocial activities which are in line with the child's culture help rebuild and reinforce those values.

Local fieldworkers can play an important role in ensuring that children's culture is upheld, principally because of their knowledge of the culture. Where staff and volunteers from different cultures are working in an emergency it is especially important to ensure that they do not erode those norms. Even in Indonesia there are variances in cultural norms and practices.

Increasing Resilience & Coping

Resilience is the ability to survive and even thrive under difficult circumstances. It does not mean that the child is not affected by what happens to them, but that they have the ability to 'bounce back'. Another way of understanding resilience is to think of it as the source of children's strength to deal with difficulties, and to cope. Characteristics of a resilient child include self confidence, a belief in their own capacity to make a difference and having a range of problem solving skills. Activities that work to increase these characteristics have the effect of reducing the vulnerability to the harmful effects of an emergency.

Puppet shows have long been a cultural tradition in Java. Following the earthquake in Yogya, puppet shows were found to be a useful way in conveying messages within communities while also providing a forum for children to express themselves.

In contrast, puppet shows were not widely used in Aceh, following the tsunami, because the use of puppets in this region was not a traditional part of the culture.

Acute Stress and Post Traumatic Stress Disorder (PTSD)

Post Traumatic Stress Disorder is a specific mental health problem that people, including children, who have experienced a traumatic event *may* suffer from. Symptoms can include problems with sleeping, nightmares, intrusive thoughts, depression and avoidance of memories of the event.

While PTSD is a serious condition that needs specialist help, it is important to appreciate that only a very small percentage of an affected population will develop the disorder. Most people directly affected by an emergency will experience acute stress, but find themselves able to cope. It is not necessary to provide specialist services to all children caught up in an emergency.

It is critical to appreciate that children's reactions to an emergency are *normal*. Indeed it can be helpful to reassure people, both children and their families, that what they are feeling and thinking is normal. It is only

A number of researchers, including the World Health Organisation, suggest that only a small percentage of a population affected by an emergency will go on to develop PTSD.

This is supported by anecdotal reports and observations of mental health professionals working long term in both Aceh and Yogyakarta

when those reactions continue and persist that it may be indicative of their being something more seriously wrong. In fact fieldworkers should be more concerned about children who seem to be unaffected by the emergency! Certainly in the early stages of an emergency, that is during the initial response and the relief stages, it can be unhelpful for fieldworkers to suggest that anyone is suffering from PTSD.

Providing psychosocial support from the early stages of an emergency can help children recover more quickly, and reduce the risk of PTSD developing in the longer term.

Principles and Ethics in Supporting & Working with Children

All those working with children should be aware of the principles and ethics in working with children, namely:

In Yogyakarta some community members expressed that it was both disempowering and patronising to be referred to as "traumatised" and requiring psychological services, something which was repeatedly portrayed by the media and external organisations.

1. Promotion of Rights

All activities related to children should pay attention to their rights.

2. Do No Harm

Working with / supporting children must be done in a way that does not cause further harm. In practice this means ensuring that children are not made to do activities that they do not want to do (as this may increase their feelings of powerlessness) and ensuring that any activities that are carried out do not cause any further distress or even re-traumatise children. For example, asking children to draw pictures of traumatic events should not be done by fieldworkers, although a child may *choose* to do so of their own accord. In some cases such activities are carried out, and can be helpful to individual children, but this must only be done by qualified professional personnel, as part of a therapeutic programme for an identified child / group of children.

3. Empowerment and Participation

Family and community are the natural caregivers that will remain after psychosocial activities are over. Psychosocial activities should involve local resources and community participation. Children and communities should be seen as survivors, not victims. Therefore, any activities should focus on strengths, not potential problems.

4. Non-Discrimination and Equality

All activities should be accessible for all children without any discrimination. Male and female children should be treated equally. Children with special needs and girls may need special attention to ensure that they can participate.





5. Best Interest

Decisions about activities should be made solely on children's development and their psychological well-being and needs. Psychosocial activities should not be conducted to further political, economic, or personal interests, or for the benefit of media interest.

6. Cultural Sensitivity

Knowledge about local culture is necessary to ensure the programme is suitable to local needs, and are not in conflict with local rules and customs.

Psychosocial Activities for Children

There are many different types and ways of providing psychosocial support to children, but the easiest to do is to provide **recreational activities**. One of the benefits of using recreational activities is that they are fun to do. Some children will simply enjoy the activity, while others may find it supportive.

Another common way of providing psychosocial support is through **educational activities**. Clearly this requires proactive liaison and coordination with those working in the education sector.

While special areas may be established to provide a location for psychosocial support activities in practice there may be many more temporary schools set up, and in which case it may be appropriate for agencies to work together to develop a psychosocial support programme which includes both educational and recreational activities. In practice there can be a lot of cross over between what might be considered recreational and what might be called educational. This is especially the case for younger children.

Irrespective of the activities provided, they need to be appropriate for the child's age and development. Children may become bored if the activity is either too difficult or too young for them. They may also become restless if an activity lasts for longer than they are able to concentrate.

• Recreational Activities

Suitable activities to that can be conducted as recreational activities include:

• Art Activities

Art can be a means of communication with the external world and give expression to thoughts and feelings. Examples of art include drawing and painting

• Drama and Puppet Performances

Drama performance is an effective way to help children develop their abilities to cooperate, to express themselves freely and to build their confidence. Drama can also help children work through their experiences and make sense of what is happening to them. Younger children (up to 9 years old) may particularly enjoy puppet performances.

• Storytelling

Both listening and telling stories can be useful in helping children to listen to other people, learn to show empathy, and respect. Stories can be used to explore moral values and ways of dealing with problems.

A particular benefit of storytelling is that it can enable children to express ideas freely. It is not necessarily about 'them' but the characters they have created, although children may strongly identify with the characters and their stories. Storytelling can be done orally or in writing. Poems can also be used in storytelling.

• Playing and Games

Free games and play can improve children's ability to express themselves. More structured games, with set rules, can help demonstrate and improve certain values such as sharing and cooperation, including controlling impulses. Games which are structured mean that preparation and implementation can be done in a more orderly manner.

Traditional games can be the means of preserving the identity and improving the feeling of normality.

Such activities are normally easily accepted by the community and may also encourage wider participation.

• Sports

Children are full of energy. Sports can be an outlet for energy, and channel this in a positive way.



In Aceh a famous story teller has been used to promote the rights of children. Among other activities, the story teller has been involved in the national children's day, a peace festival and an HIV/AIDS awareness event. The story teller has also collaborated with IOM for disseminating information to all people in Aceh.

A specific project on storytelling is being developed so that traditional stories from Aceh can be maintained. One of the purposes of this is to increase children's sense of belonging to their culture over the longer term.

Sports can also help children's physical abilities, but it is important to protect children from injury. Sports can teach discipline and cooperation and build solidarity through friendly matches.

• Song, Music and Dance

Just like art and storytelling, songs, music and dance can be a way for children to express themselves. Additionally they can connect children to their cultural heritage. Where possible, and especially where there are few resources, children can be encouraged to make their own musical instruments. For example in Aceh children set up music bands using instruments that they had made from refuse, such as water bottles, cans and plastic containers.

Child Friendly Spaces and Child Safe Centres

In principle psychosocial activities can be conducted anywhere, providing there is sufficient space. It is not necessary to have a special building or centre, and in some cases, rather than establish a fixed location for activities it may be more appropriate to be mobile.

While outreach work can be effective in reaching children, especially in remote areas, creating child safe spaces or centres to act as a focal point for psychosocial support can be useful in terms of coordinating the delivery of other services. Frequently, when schools have been destroyed, child friendly centres also include education.

Additionally where there is destruction or unsafe environments with many risks to children, including high levels of children being unsupervised, it can be useful to dedicate an area as a child safe space to enhance protection.

In Aceh 'Child Centres' were initially established to provide children with a safe space whereby psychosocial support could be provided. These centres quickly became hubs for a wider range of child protection activities, where for example separated children were referred and communities were able access information on referral to wider social services.

However, it is not always necessary to build or erect a special centre. Where possible, existing resources such as community centres, schools or churches or mosques should be used. Temporary structures such as tents can also be used, but only if nothing else exists. For example if a number of temporary schools have been set up, it may be more appropriate to use the schools as a focal point rather than to establish separate child friendly / child safe centres.

Remember since one of the things that is helpful for children is the return to routine and normality, the establishment of a child safe space / environment raises the question as to whether the setting up of a separate centre or service contributes to feeling of normality or is likely to increase feelings of impending danger and strangeness.



Facilitating Recreational Psychosocial Support Activities

Before commencing any psychosocial support activities with children it is important to ensure that communities are informed about the work. Trust is needed from the community because children are part of the community. Good relationships with the community helps to better understand the context of disaster and its impact.

Wherever possible someone from within the community who is familiar with the children should help implement psychosocial activities, so that the community is involved as much as possible.

In Yogyakarta, communities appointed volunteers from the community who were involved in the activities in Children's Centres on a daily basis, sometimes on a rotational basis.

It is important that workers are familiar with the circumstances of the emergency and its impact on children and the wider community. This is one of the benefits of local fieldworkers being involved in psychosocial support. In addition to knowing about the disaster itself it is essential to understand what people did to survive, for instance where did they go for refuge, and how do both adults and children understand the

emergency. For example following the tsunami, some children thought that the emergency had occurred because they had not prayed enough.

Essential Planning

When facilitating psychosocial support activities, it is important to plan in advance in order to maximise the chances of the session going well. There are a number of issues that need to be considered *before* commencing work:

- **Timing of activities**

It is important to identify the right time to carry out activities. For example recreational activities should not interfere with children's time to study or prayers. Regular activities help create routine, but children can become bored. The length of sessions should be enough time to complete the activity but not be too long.

- **Nature of Activities**

The type of activity should be suitable for the age range of the children. Giving children a free choice about what they want to do (such as art, drama, music) can make it difficult to logistically arrange sessions. It is best to decide the type of activity in advance (in consultation with children where possible) and then to give choice *within* the activity as to what children want to do.

When workers dictate an activity – such as telling a particular story – children must be given the opportunity not to participate. Care should be taken to ensure that the choice of activity is helpful for children, and not something that causes distress or makes children relive traumatic events. For instance, it is not fair to ask a child to tell a story about what happened to them during an emergency. Children may choose to talk about such issues, but they should never be put in the position where they are forced to share information

- **Location**

To some extent the activity chosen will be dependent upon the location available, and *visa versa*.

Qualities & Skills Needed by Workers

Workers need to be able to:

- **Accept children as they are**
- **Understand local customs and culture**
- **Speak the local language to aid communication**
- **Praise and appreciate what children have done or their positive behaviours**
- **Treat children with respect, and not belittle them by making fun of them or calling them names**
- **Notice small changes in children**
- **Use language that children can understand**
- **Give children the chance to express their feelings and ideas, and accept these**
- **Provide choices for children**
- **Not show favouritism, or give preferential treatment to particular children**
- **Give more individual attention to a child who may want to talk**
- **Be empathetic and sensitive to children's needs**
- **Be reliable and not make false promises**
- **Be flexible and creative – able to make the best use of available resources, but be able to adapt if children do not want to participate or are bored**
- **Model appropriate ways of dealing with difficulties, and expected behaviour**
- **Be able to work as part of a team**

Workers also need to be sensitive to changes happening in themselves. They should not direct any activities if they feel under pressure or stressed because this will interfere with their abilities to respond to children in positive ways.



- **Equipment & Resources**

Before starting any activity the workers need to make sure that there is sufficient material needed for the number of children. Any special equipment should be in working order. Instructions for activities should be reviewed and amended if they are too difficult to follow.

While external resources are often received in emergencies it is more useful to work with existing resources in the community and design activities based on available resources, again providing a sense of familiarity and normality. Another benefit of using existing resources is that they may be more readily replaced if things get lost or broken.

- **Numbers of Children**

The number of children included in each activity depends upon the unique circumstances, including the available resources, and the nature of the activity. An ideal group size is between 8 -12 children as this allows for individual attention from the workers.

Care should be taken over the selection of children. For example too wide an age range may make it difficult to ensure that all children are included. Similarly gender may be a key consideration, especially where there are cultural or religious norms about the types of activities and interactions that children and adolescents can have between girls and boys.

- **Division of Work**

It is helpful if activities are directed by at least two workers, ideally one male and one female. One worker should take responsibility for directing the activity, and timekeeping. The other worker should support the first worker by distributing tools, and look after children who may need personal attention.

Process of Activities

To create some structure, and hence a sense of safety, it is useful to follow a process, so children gradually become familiar with what

is happening. Whatever activity is carried out, and even if different workers are involved, it is helpful to use the same process.

- **Initial Set Up**

Children should be greeted and invited to join the activity. Start sitting in a semi circular position, so that everyone can see each other creates a sense of being part of the group. In large or undefined spaces, having a mat or carpet where children sit is a good way of marking the space for the activity.

- **Opening Ritual**

In this context a ritual is a series of repeated activities that bring people together and marks the beginning of the session. Examples of rituals include songs and clapping games.

- **Agreeing on Rules**

It is very important to agree the rules for the activity so that children are clear what is expected of them. Children should be included in making up the rules, which should be written on a big piece of paper (if possible) and displayed as a reminder. However the workers should agree beforehand on anything non-negotiable.

- **Giving Instructions**

Any instructions for the activity should be given in a clear and simple way, and necessary materials distributed.

- **Core Activity**

Sufficient time should be allowed for the activity to be completed. If during the planning stage it is discovered that there is not enough time to complete the activity then something else should be selected.

- **Summary**

At the end of the activity the workers should summarise any key messages or themes that have emerged. This also includes commenting on the positive aspects of the dynamics and behaviour of children. For example, praising

children for working well together. Children should be asked for their opinions on the activity, for example if they enjoyed it. Workers should remember to thank children for their cooperation.

- **Closing Ritual**

To mark the end of the session and act as a transition back to normal life a closing ritual should be carried out.

It is important to document the activities and keep records of which children have attended so that if necessary, follow up can be provided for any children who appear to need extra support or where there are concerns about their welfare.

Psychosocial Education for Caregivers

Different children react differently to an emergency situation. The most common reactions are feelings of insecurity, guilt (children might think that they have caused the disaster), grief and loss and a fear of recurring incidents. Parent's reactions also affect children's reactions. In an emergency situation, children will feel more secure and protected if their parents can provide protection and satisfy the child's physical and emotional needs.

Particularly in a disaster, parents and other adults significant in children's lives play an important role in showing children how to appropriately respond. In times of uncertainty, children easily cry or become distressed, or alternatively can feel overwhelmingly responsible. Responding appropriately to the reactions of children is an important psychosocial support for children. Parents should know that these reactions are natural and normal. In addition, parents should be able to show children how to respond appropriately so as to make children feel secure.



Improving parents' awareness of the experiences of their children, and how best to help them is another way of increasing the psychosocial support given to children. This can be done via awareness raising campaigns, or community education and outreach programmes.

CHAPTER 2 : TRAINING MATERIALS

This part of section 5 includes the materials necessary to run a two day training course on psychosocial support for children as part of the relief efforts in an emergency. Psychosocial support is a cross cutting theme, and so we suggest that participants also have the opportunity to undertake training in the other sections of this toolkit.

In addition to the two day training programme an optional additional session is included. This session is not suitable for use in every situation – more notes about its applicability can be found in the session plan.

Resources Needed: Pens, flipchart paper, small pieces of paper or post it notes. Copies of overview and worksheets 5.1 – 5.14 as handouts

REMEMBER – Due to limited resources it may be necessary to adapt the way the training is delivered / exercises are run – Section 1 gives tips for how to do this

Objectives

By the end of Day 1, participants should:

- Be aware of the necessary knowledge and skills required as a field facilitator working in the area of psychosocial support
- Understand children's psychosocial needs
- Have a clear understanding on the impact of disaster in children's needs fulfillment & resilience
- Acknowledge the importance of psychosocial support in order to reduce the negative impact of disaster
- Appreciate the unique needs & characteristics of children in each developmental stage, in order to deliver the best strategy to support children.
- Identify the ethics and basic principles in working with children

By the end of Day 2, participants should:

- Understand how to communicate effectively with children
- Know how to put the concept of psychosocial support into practice through recreational activities
- Be able to prepare appropriate recreational activities to provide psychosocial support
- Know how to deliver psychosocial support recreational activities
- Appreciate the need to involve parents, teacher, and community to support recovery of children, and know how to do this

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

OPENING	Approx 5 minutes needed	<p>Introduce participants to objectives of the training, either by reading through or displaying the objectives</p>	<p>Due to the nature of psychosocial support, ideally the trainer should have a clear conceptual understanding, together with practical knowledge of psychosocial support.</p> <p>Trainers may find it useful to read through the overview before conducting the session.</p> <p>The overview may also be a useful handout for participants at the end of the course</p>
SESSION : 1	Approx 45 minutes needed	<p>Session 1: Child Psychosocial Issues in Emergency</p> <p>Trainers to designate 2 corners/areas of the training location – one called ‘true’, the other called ‘false’ (pin up a sign in each area).</p> <p>Trainers read a series of statements (from Worksheet 5.1) one at a time.</p> <p>Participants are asked to stand in the area which reflects their views (i.e. that the statement is true, or false)</p> <p>Participants are then invited to explain why they have chosen to stand where they are if they want to. Nobody should feel compelled to justify their position</p> <p>Participants can then choose to move to a different position if they are persuaded by the views expressed</p> <p>Trainer should wrap up the session by explaining briefly that there are lots of issues regarding the care and protection of children in emergency. As a child care worker they should be able to separate facts from myths. In order to do that, there are a few things that they need to know about psychosocial care for children to ensure they do not cause harm</p>	<p>Trainers should use the statements provided on worksheet 5.1, although they may choose to amend some of the statements to reflect the particular circumstances of the emergency</p> <p>Note! This session is intended to measure the base knowledge of the participants regarding their understanding on the issues of children and emergencies, and also psychosocial support.</p> <p>Try to keep this session fast moving – there is no need to discuss every point in detail as the aim is not to explore all issues, but to raise participants’ awareness regarding the psychosocial care of children</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION : 2	Approx needed 45 minutes	<p>Session 2: Self Awareness</p> <p>Trainer to begin the session by briefly explaining that there are certain personal attributes, knowledge, and skills needed to work as a child care worker, especially if conducting psychosocial support. This session asks participants are asked to assess their strengths</p> <p>Distribute worksheet 5.2 (see pg. 29) for participants to complete individually (allow 15 minutes)</p> <p>While participants are filling in their worksheet, trainer to draw a big tree (with a lot of branches) in a flipchart paper (as shown below)</p> <p>After completing worksheet, ask participants to assess their skills and knowledge. Participants to write their name on a small post it notes, and place on the tree. The higher they put their name, the more adequate they feel about themselves as a child care worker</p> <p>At the end of this exercise the tree should look similar to the one below:</p> <p>Trainers to designate 2 corners/areas of the training location – one called ‘true’, the other called ‘false’ (pin up a sign in each area).</p> <p>Trainers should end session by explaining that the training is intended to increase knowledge and skills.</p>	<p>Trainers should refer to worksheet 5.2 (see pg. 29). This session should be used to help participants recognize their own strengths and weaknesses</p> <p>Note! Encourage participants to be honest when assessing their own strengths – it is not about being the ‘best’ but by being honest there is a chance to think about what skills they need to improve and to assess what areas they may with support with so they can improve the quality of the service they offer to children</p> <p>From the tree also indicates who has more experience - they should be encouraged to share their experience – be careful to ensure that by doing this they do not dominate or undermine other participants</p>
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PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION : 3	<p>Approx 60 minutes needed</p>	<p>Session 3: Psychosocial Support for Children</p> <p>In large group ideas storm ‘what does psychosocial mean?’, recording feedback on flipchart paper, and discuss</p> <p>In 4 groups discuss:</p> <ol style="list-style-type: none"> 1. What does psychosocial support mean? 2. What are the objectives? 3. Why is it important? 4. What kind of activities and techniques can be used? <p>Groups to record their ideas on flipchart paper</p> <p>Groups to present their ideas to large group – to speed up feedback, and prevent feedback becoming too repetitive, first group to answer the first question, group 2 the second question, etc. Other groups to comment with their ideas after each group’s feedback</p> <p>Trainer to facilitate general discussion in large group on points raised, and sum up</p>	<p>Note: Trainers should ensure that they have read the overview before conducting this session, so they are clear about the use and extent of psychosocial support</p> <p>Note: If time is short, this session could be delivered via a presentation by the trainer</p> <p>If groups struggle with this exercise, the trainer should help them to ‘connect’ to ideas from previous sessions – what deductions can be made?</p>
SESSION : 4	<p>Approx 160 minutes needed</p> <p>40 minutes this part</p>	<p>Session 4: Children & Emergencies</p> <p>PART 1: CHILDREN’S NEEDS</p> <p>Trainer to explain that after a disaster, most people focus on material needs and thinking that by obtaining enough material needs they will solve all of their problems.</p> <p>It is important for participants to understand that like all people, children also have inner needs (love, protection, education, etc). Recognizing the various needs of children will help participants to understand the psychosocial approach to supporting children, because it is connecting with the fulfillment of needs.</p>	<p>Note: This session is comprised of 3 connected parts</p> <p>If participants find it difficult to think about the needs of the group they have been allocated, ask them to remember their own experiences at that stage of life</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION : 4 CONTINUE	<p>30 minutes this part</p>	<p>Divide into 4 groups to consider ‘<i>what is needed in order to grow and have a healthy & satisfying life?</i>’ (be recorded on flipchart)</p> <p>Group 1 – consider children 0-5 years old Group 2 – consider school age children (6-12 years) Group 3 – consider adolescents (13 -18 years old) Group 4 – consider adults</p> <p>Each group to present feedback to large group</p> <p>Using the displayed lists, trainer to highlight universal needs (ie what everyone needs), together with specific needs to each group. Trainer should explain that needs can be grouped into three categories: physical/material, social, and psychological needs & summarise session (ensuring key points have been covered)</p> <p>PART 2: RESILIENCE</p> <p>Trainer to explain that the fulfillment of needs will help increase a child’s resilience. Resilience means that child has the ability to ‘bounce back’ after experiencing a difficult situation – not that they are not affected, but that they can recover</p> <p>The fulfillment of needs can be met from:</p> <p>Relationships a child has with others, for example, parents provide children with food, shelter, love – <i>showing the child that they are important and have worth</i></p> <p>Activities (or things that a child is capable of doing) , for example going to school gives a child a chance to earn education (meeting a social need) – <i>showing the child that they are capable</i></p>	<p>Note: During presentation it is possible that participants mention ‘desires’ instead of needs. Trainer should help participants to differentiate between ‘needs’ and ‘desires’, remembering that often there is a need that underpins a desire</p> <p>Key Points:</p> <ul style="list-style-type: none"> • Needs are what we must have in order to grow, develop, and live a healthy and satisfying life. • Psychological needs are less evident than the other but they are important to understand when trying to help others <p>Note: This session is comprised of 3 connected parts. Understanding our inner resources and resilience, and how they develop, basis to understand how a difficult situation affects us and how we are able to recover</p>
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PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION 4 : CONTINUED

	<p>Spirituality (a child’s beliefs and values), such as religious practices giving the child values, an identity and a way of making sense of the world</p> <p>Trainer to discuss, covering key points on handout</p> <p>Trainer to link to next part of session by telling participants ‘Let us see what happens to these resources when a child experiences disaster.....’</p>	<p>Note: in this context spirituality does not just mean religion – but about how a child gives meaning to their life and their inner world – also includes, for example, values and identity</p> <p>Resilience is built through children’s relationships, activities, and spirituality. Their resilience helps them to overcome difficult situations. Emergencies disrupt all that promotes resilience & in addition a child may ‘forget’ their resilience for a period of time</p>
45 minutes this part	<p>PART 3: IMPACT OF DISASTER ON CHILDREN</p> <p>Divide participants into groups of three persons. Ask one or two persons not to join a group – they will call out the instructions for the activity ‘Watch Out, Disaster!’ using worksheet 5.4</p> <p>In large group ask participants to identify the characteristics of disaster (such as generally unpredictable, chaotic, uncertain)</p> <p>In large group ideas storm what makes distressing and traumatic experience different from a normal difficult situation? (If necessary give examples of traumatic events) What are the characteristics of a traumatic event?</p> <p>Ideas storm what a child might experience as a result of disaster (such as poverty, injury, loss of parents etc)</p>	<p>Note: WHO in 2002 defined disaster as ‘an occurrence disrupting the normal conditions of existence and causing a level of suffering that exceeds the capacity of adjustment of the affected community’</p> <p>Note: The purpose of this activity is to energise participants and make the transition between previous exercise. It can be omitted if time is short or if preferred</p> <p>Note: Being able to identify the characteristics of a traumatic event is important so participants can see and become aware of the seriousness of these events. Use this session to discuss the impact of disaster to a child’s life</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION 4 : CONTINUED

	<p>Group discussion about how a disaster might affect a child – e.g. How might a disaster influences their thoughts, their relationships with people, the environment? How might disaster change values, beliefs, and hope for the future?</p> <p>Distribute worksheet 5.5 and review in large group</p> <p>Trainer to sum up discussion – ensuring that all points have been covered</p>	<p>Trainer should ensure that participants understand that in non crisis time, parents can generally respond to their children’s needs (for example can tell if their son’s having a bad day at school and perhaps give an extra hug) However disasters are not normal. It imposes a significant abnormality to people’s life. Everyone is affected and in trying to recover focus less on supporting each other. This means that children’s needs, especially their emotional needs may not be met. Resilience can help a child recover but may be interrupted in an emergency</p>
45 minutes this part	<p>PART 4: RECOGNISING CHILDREN’S REACTION TO TRAUMATIC EVENTS</p> <p>In 3 groups participants to discuss the typical stress reaction of children in each developmental stage to traumatic events (If 3 groups are too large, divide them into 6 groups)</p> <p>Feedback to large group & discussion (facilitated by trainer) ensuring that all effects are identified (using worksheet 5.6 as prompt)</p> <p>Trainer to summarise and emphasise that these reactions are normal to abnormal circumstances and that each child can be affected by traumatic experiences in a different way.</p> <p><i>Note this subject is discussed further in Day 2</i></p>	<p>Note:Trainer should relate material from previous sessions on how a child’s current stage of development influences their behavior (reactions), and their understanding of traumatic events associated with the disaster. Therefore a different approach is needed to support children in each stage</p> <p>It is useful for the facilitator to understand the effects of trauma in case it is requested by the participants</p> <p>Participants may mention PTSD – if so it is essential for the trainer to advise participants that only a relatively small percentage of children will likely need this kind of special support – certainly too early to identify these children during relief phase.</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION : 5

Approx
75
minutes

Session 5: Things to Consider Before Giving Psychosocial Support

Know Who You Are Working With

Trainer to begin session by telling the story of "The Monkey & The Fish" (as on worksheet 5.7)

Ask participants what (if any) connections they make with the story in relation to psychosocial support – ideas might include the desire to help not working, not understanding needs, things being beyond control

Pin up three flipchart papers, headed "Child 0-5 years old" "School Age Children (6-12 years old)" " Adolescent (13-18 years old), and Adult"

Pass round box containing pieces of worksheet 5.8 – each participant to take a piece of paper then think about the characteristics written on the paper

Participant to determine which developmental stage that is most appropriate to that characteristic.

In turns participants to read out the characteristic to the large group and to attach to developmental stage they think appropriate

In large group discuss if everyone disagrees with any of the allocations of characteristics in each developmental stage? Are any changes suggested?

Trainer to summarise the discussion and emphasise that children are uniquely different from adults. Workers need to recognise the different emotional and cognitive characteristics in each stage of development to have better understanding of the world of children and how to support them in disaster situations

Before beginning this session, ensure that worksheet 5.8 has been prepared for exercise by cutting into pieces and putting in box & prepare flipchart paper

Note:

Knowing how a child develops helps with understanding that children have different needs in each developmental stage. They also react differently to disaster. Therefore, there must be different ways to respond positively and support them

Note: If time is running short, there is no need to ensure that all characteristics are covered – these can be covered during the summing up of the session by the trainer

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 1

SESSION : 5 CONTINUED

Understanding the Principles & Ethics in Working with Children

In 4 groups discuss what participants think should be the guiding principles when working with children. What would they expect to see in a code of conduct (ie the dos and the don'ts)

Feedback to large group & group discussion

Trainer to distribute worksheet 5.9, and briefly go through all points, highlighting any not mentioned in the feedback from group work

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 2

SESSION : 6	<p>Approx 60 minutes needed</p>	<p>Session 6: Communication with Children</p> <p>Trainer to begin session by explaining that being able to communicate effectively with children is an essential tool in helping them</p> <p>Ask or three volunteers to take part in role play – two to be children and one as the worker.</p> <p>Use Worksheet 5.10 (see pg. 40) to set the scenario</p> <p>Role play the scenario in front of large group (allow 10 minutes)</p> <p>After role play ask participants to discuss in small groups:</p> <ol style="list-style-type: none"> 1. How the worker communicated with the children – both good and not so good points? (noting any issues not covered in the role play) 2. What workers should and should not do when communicating with children? <p>Feedback to main group & discussion</p>	<p>The aim of role play is to trigger ideas about effective communication with children. If none of the participants are prepared to role play then the exercise should be adapted, either as group roleplay (as sheet 5.10) or alternatively, move straight to group work and discussion. If this is done participants should be asked to give concrete examples of their ideas (ie actual statements they would make)</p> <p>Give participants time to learn their role. Ensure that every person knows the situation and their role. It is important to also give participants time to de-role at the end of the session, for example by reintroducing themselves to the group using their real name.</p> <p>Note, if role play is not conducted then the first question in this exercise should be amended and participants asked to consider what would be their ideas about good and not so good ways of communicating with children (eg – an example of not so good being ‘using complicated language and technical words’). Participants should be asked for concrete, specific examples and suggestions</p>
SESSION : 7	<p>Approx 50 minutes needed</p>	<p>Session 7 : Psychosocial Activities</p> <p>Divide into four groups.</p> <p>Distribute worksheet 5.11 (see pg. 41)</p> <p>Each group to discuss the two case studies on the worksheet and to consider what are the activities that could be called psychosocial activities & why?</p>	<p>The aim of this session is to remind people of what psychosocial support is and its objectives – participants may struggle with the first exercise to identify psychosocial activities – if so conduct this exercise as a large group discussion</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 2

SESSION : 7 CONTINUED		<p>Feedback from groups and general discussion.</p> <p>Trainer to explain that every activity can be called psychosocial activity if the objective of that activity is to encourage psychosocial well being and it is conducted in a systematic and appropriate manner in order to reach the objectives</p> <p>Trainer to explain that this course focuses on conducting recreational activities – since educational activities will probably be conducted as part of a temporary schools programme</p>	<p>Trainer should relate the discussion to issues covered on Day 1</p> <p>Note: It is important for participants to understand that there is a relationship between the objectives of activities and the way activities are conducted to fulfill the psychosocial needs of children – just because it is an activity, does not mean that it is part of a psychosocial support programme</p>
SESSION : 8	<p>Approx 90 minutes needed</p>	<p>Session 8: Conducting Recreational Activities as Part of a Psychosocial Support Programme</p> <p>In large group, briefly discuss what participants know about conducting recreational activities</p> <p>Using worksheet 5.12 (see pg. 42) trainer to explain the use of recreational activities as a method for psychosocial support, highlighting differences from carrying out activities generally</p> <p>Divide participants into four groups and ask them to discuss what should be prepared before conducting recreational activities? Examples might include preparing materials, deciding on the time etc</p> <p>Each group to present feedback from discussion. Trainer to sum up main points</p>	<p>Make sure when discussing location that participants understand that although a child friendly space / environment is a useful location, it is not always necessary to set up something new. It may be helpful for trainers to refer participants to section on CFS in overview and spend some time discussing this aspect of the work</p> <p>Note: If applicable Optional Exercise contained on worksheet 5.15 (see pg. 46) ('Incredible Egg') can be added here – allow 30 minutes extra for this</p>

PSYCHOSOCIAL SUPPORT TRAINING PROGRAMME - Day 2

SESSION : 9	<p>Approx 120 minutes needed</p>	<p>Session 9 : Designing Recreational Activities</p> <p>Remaining in the same groups, participants to design one psychosocial support recreational activity from the themes in worksheet 5.14 (see pg. 45) – activity should last no more than 15 minutes. Participants should identify materials needed together with instructions for conducting the session</p> <p>Each group demonstrates their activity with other participants acting as children who attend the activity. Invite all participants to give feedback after each activity (materials, instructions etc.)</p> <p>Trainer should conclude session by explaining process of conducting psychosocial activities (using information from overview as prompt if necessary)</p>	<p>Note: The bulk of this session should be occupied by the practical elements of group work in designing an activity – make sure sufficient time is available! Timings may need to be adjusted depending upon size of group, and speed at which they work</p> <p>Note: Trainers will need to be vigilant about timekeeping – this session is prone to overrunning. If necessary only select a few activities to be demonstrated rather than rushing to complete, or adjust timings of day</p>
SESSION : 10	<p>Approx 60 minutes needed</p>	<p>Session 10: Community participation</p> <p>Trainer to facilitate discussion on the role of the community in supporting children’s psychosocial well being</p> <p>Divide participant into four groups. Each group to discuss what activities for children can be conducted by / in conjunction with – community, parents, schools</p> <p>Feedback to main group</p> <p>Trainer to sum up, using worksheet 5.15 (see pg. 46) if necessary</p>	

PSYCHOSOCIAL SUPPORT

Worksheet 5.1

Child Psychosocial Issues In Emergencies

STATEMENTS	True	False	FACTS
Children are not affected by a disaster; they are strong and quickly recover from the event		V	This view is based on the fact that children may show few obvious signs like nightmares, anxiety, and regressive behavior. Unfortunately, parents often misinterpret children’s reaction and believe they are being disobedient and spoilt
We can help children to overcome their distress by giving advice		V	We should avoid flooding the child with advice – giving the child a chance to express their feelings is a good thing but do not impose ideas of how to behave or react. A disaster often results in a sense of loss of control. In helping children it is important not to reinforce these feelings of powerlessness. Being available is more important so the child can restore a sense of safety and security
Children will be frightened if you talk to them about what is going on		V	Children are usually more frightened if we whisper about it and avoid talking to them!
Asking children to draw their traumatic experience is an example of psychosocial activity	V	V	Only qualified professional psychologists or therapists would be able to make such a determination. Can be very distressing to a child and should not be conducted.
If a child is having nightmares and flashback of the traumatic events, he/she has experienced Post Traumatic Stress Disorder.		V	Nightmares and flashbacks are common reactions. It does not necessarily indicate that the child has a disorder. It may be just a normal reaction to an adverse situation

PSYCHOSOCIAL SUPPORT
Worksheet 5.2

Self Awareness

There are certain personal attributes, knowledge, and skills that are essential to work with children, especially in the emergency response context. Fill in the chart below to assess your areas of strength as a worker, as well to identify the areas where you want to grow and develop. It is important to be honest with yourself and open to learning new things. This information is for you alone; no one will check it. Doing these ratings over time can also help you to track your development

<p>To rate yourself (put ✓ mark), think of yourself as a bottle: the amount of water indicates how well you think you are doing in that area. An empty bottle indicates that you do not have this skill/attitude – you still need to learn. A bottle with little water means that you have a little of this skill/attitude but need to grow and develop. A bottle half full shows that you have an average amount of this skill/attitude, and a full bottle indicates that you already have reached the highest level of this skill/attitude</p>	<u>empty</u>	<u>little</u>	<u>half full</u>	<u>full</u>
				

Personal attributes	Like children								
	Patience								
	Friendly								
	Kind								
	Creative								
Knowledge	Children's needs								
	Child developmental stages								
	The impact of disaster on children								
	Psychosocial support for children								
	Principles and ethics in working with children								
	Designing recreational activities								
	Applying recreational activities for children								

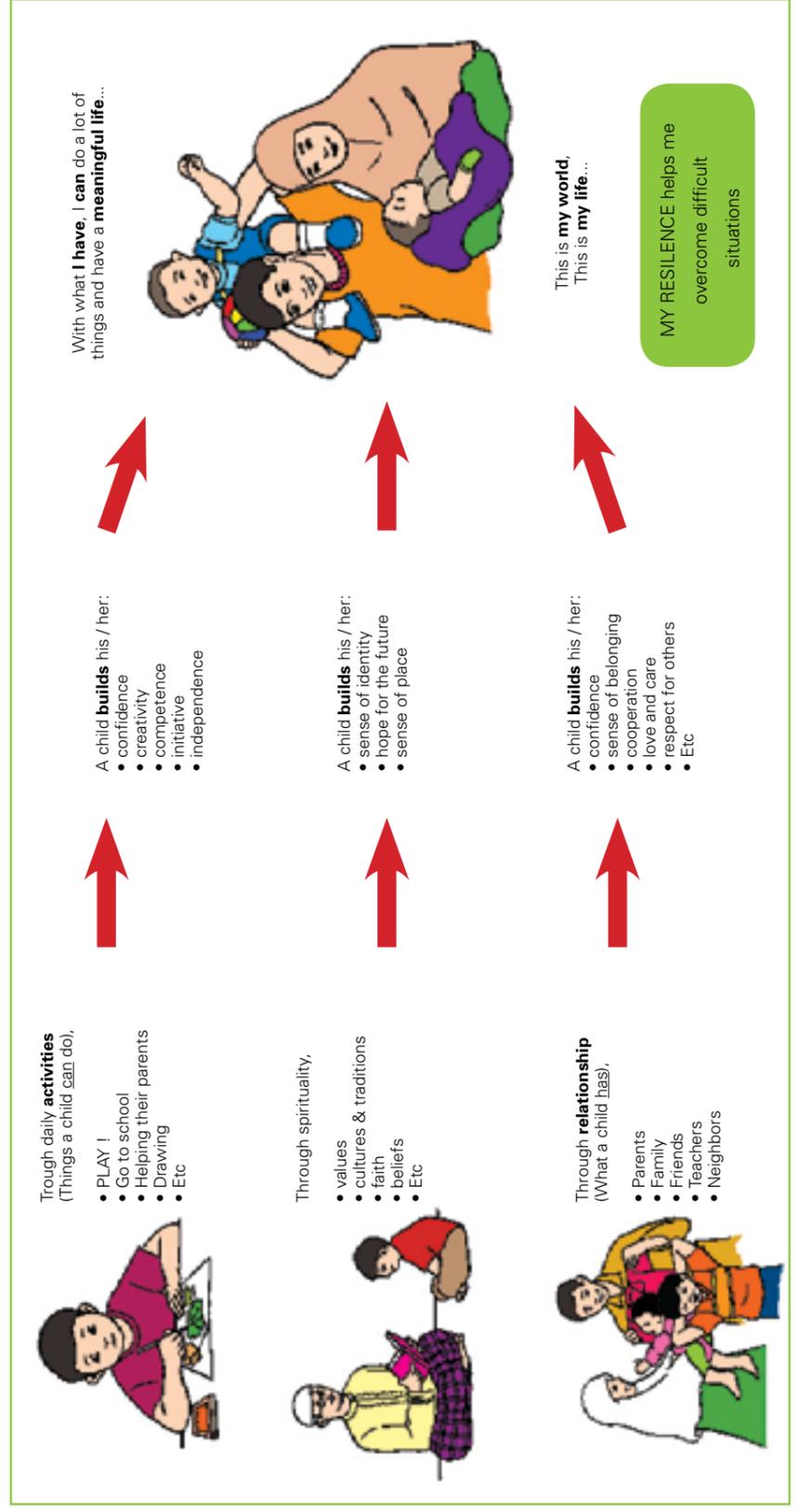
Skills	Empathy									
	Active Listening									
	Giving Feedback									
	Facilitating skills									
	Disseminating information to others									
	Assessment skills									
	Interacting with children									
	Dealing with conflict									
	Setting boundaries									
	Dealing children with behavioural problems									
	Recognising the signs of children that need referral									
	Stress Management									

PSYCHOSOCIAL SUPPORT

Worksheet 5.3

Resilience

Another way to look at how we build our inner resources is to look at what makes up our life. **Each of us develops resources and fulfills our needs through our relationships, activities and spirituality.**



PSYCHOSOCIAL SUPPORT

Worksheet 5.4

Watch Out, Disaster!

To some extent this exercise acts as an energiser, but one learning outcome is that it enables participants to begin to think about the nature of disasters and the feelings that can result

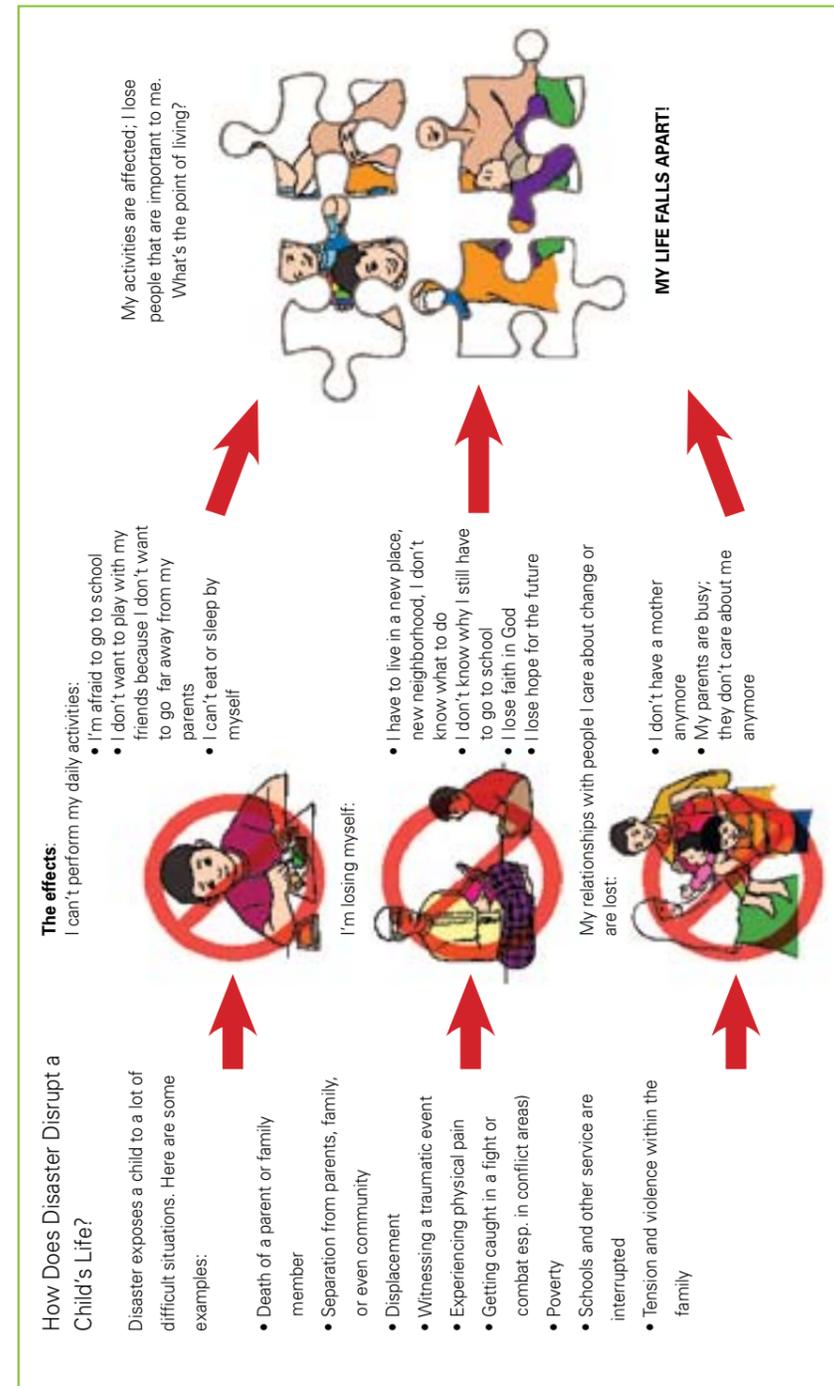
Note: Care should be taken when running this session – if participants have been directly affected by the disaster and have had to ‘run’ for their lives then it should be omitted

Instructions:

1. Divide participants into groups of three persons. Ask one or two participants not to join any group – they will give instructions and call out the disaster warning (as point 3). Facilitators / trainers should join any group of less than three people
2. In each group, two participants to act as the house by standing face to face and holding each other hands over their heads. Third member of group to act as the resident of the house by standing below the joined hands of other two participants
3. Explain to participants that a series of disaster warnings will be given. One of three possible disasters will be called out, and depending on what disaster is called the actions should be:
 - “Watch out, flood!”: all house residents (ie the one standing under the hands) should run to another house
 - “Watch out, fire!”: all houses (ie those holding hands) should find a new house resident (residents to stay where they are)
 - “Watch out, earthquake!”: all participants should form new group
4. Disaster warning are called out randomly (3-4 times each) – this should be done quickly so participants do not have much time to think / act

PSYCHOSOCIAL SUPPORT Worksheet 5.5

Impact of Disaster on Children



When there is a traumatic event a child's life is disrupted. This disruption can affect each child in a different way and with different intensity. When a child experiences an event as powerful as disaster, it can be very overwhelming. For the first days they may feel that they cannot go on with their activities, on with their relationships or their spirituality.

PSYCHOSOCIAL SUPPORT

Worksheet 5.6

Children's Reaction to Traumatic Events

Important Notes:

- These are common and normal responses to a traumatic event
- The reactions remain only for a period of time and can be overcome
- Things can be done to help the child feel more comfortable
- These changes are not a child's natural character but reactions to a situation dan pulih

Adolescents

- Seek isolation, becomes less communicative
- Sleep disturbance
- Becoming more irritable and sensitive
- Increased risk taking behaviours
- Aggression – fights, destructive, arguments
- Disobedience, especially towards authority and parents
- Tries to get involved in activities to get a sense of control like rescuing and organising at the camps
- Angry, frustrated and may feel very helpless
- Depression due to loss
- Guilt for not being able to do enough or for having survived
- Difficulty to concentrate
- Dropping out of school or work
- Aches and pains due to stress

School age

- Physical complaints – headache, stomach aches
- Fear of darkness / sleeping alone / separation from parents
- Lack of self competency
- Understand loss and become anxious, sad
- Nightmares and difficulty sleeping
- Fear of disaster recurrence
- Difficulty in following routines
- Does not mingle with friends
- Disinterest or difficulties in school work - disturbs others, worrying, being tense, undisciplined, refusal to go to school, poor concentration

Pre-school

- Temper tantrums
- Crying
- Clinging and demanding
- Helplessness
- Regressive behaviour (thumb sucking, bed-wetting)
- Moodiness, irritation
- Fear of darkness or sleeping alone
- Having nightmares
- Increased separation anxiety



PSYCHOSOCIAL SUPPORT

Worksheet 5.7

The Monkey & The Fish

There once was a monkey who was kind and worried about every living thing.

One day when the monkey was sitting by a pool he saw a little silver fish in the water.

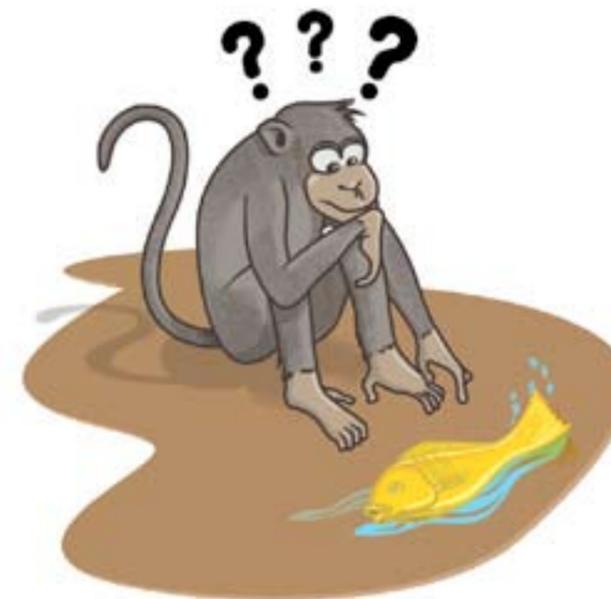
The little silver fish was enjoying swimming in the clean water and splashed about with happiness.

The monkey did not know that fish can swim, and when he saw the fish he was worried the fish was drowning.

The monkey decided he had to save the fish so he reached into the water, and pulled out the fish. The monkey put the fish on the bank to dry off.

The monkey left the fish to get some food for it, but when he came back the fish was dead.

The monkey cried and cried. He could not understand what went wrong because he just wanted to help the fish



PSYCHOSOCIAL SUPPORT

Worksheet 5.8

0-5 Years	6-12 Years	13-18 Years
Aware of his/her own name	Good motor skills	Rebellious behaviour
Learn language	Interact with wider society	Puberty period
Concrete thoughts	Logical thinking but concrete	Searching for identity
Egocentric thinking	Egocentrism diminishes	Developing own values, beliefs
Development of motor skills	Increase memory & language skills	Spends more time w/friends
Very dependent upon parent	Begin formal schooling	Need for independence
Anxious when separated from parents	Can differentiate fantasy from reality	Has lots of new ideas & thoughts
Cannot differ fantasy from reality	Strength & athletic skills improve	Critical of parents or teachers
Form attachment to parents		Reproductive maturity occurs
Learn his/her gender		

PSYCHOSOCIAL SUPPORT

Worksheet 5.9

Ethics & Principles when Working with Children

Summary of key points that should guide actions when working with children:

- **PSYCHOSOCIAL SUPPORT ACTIVITIES SHOULD PROMOTE “THE RIGHTS OF THE CHILD”**

What are the Rights of a Child?

In essence, these are the needs that any child must be provided with to ensure that the child grows up healthy, happy and useful both to himself or herself, family and society

All children need to:

1. Grow up with a family and have a name and nationality
2. Be loved & feel valued
3. Be protected from harm, injury and abuse, and be guided by parents
4. To be listened to when a decision affecting him or her is being made
5. To be educated, and given medical care
6. To be treated with dignity and be given special care, education and training where necessary if suffering from a disability so as to develop his or her potential and self reliance
7. To be protected from harmful traditional customs or cultural practices
8. To have time to play, to have leisure and participate in sports and positive cultural and artistic activities
9. To be protected from harmful employment, to be given priority among those to receive help and protection in any situation of armed conflict or and civil strife

International Law on Children’s Rights

The United Nations Convention on the Rights of the Child (UNCRC) establishes a broad legal and ethical framework to guide the international community in supporting the psychosocial well-being of children during times of stability, as well as during emergencies. Several of the articles which relate to the psychosocial well-being of children are summarized here:

Article 3: The best interests of the child should be a primary consideration in all programming and protection efforts. A child’s best interest must be considered in the context of physical care, safety and security, material support, as well as adequate psychological and emotional support. It is recognised that children have a right to receive care and protection appropriate to the culture and community where they are living

Article 9: Children should not be separated from parents against their will, except when necessary and in the best interests of the child

Article 19: All appropriate legislative, administrative, social and educational measures should be taken to protect children from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse

Article 20: Children separated from their families are entitled to special protection and assistance

Article 22: A child seeking refugee status or who is considered a refugee, whether unaccompanied or accompanied, should receive appropriate protection and humanitarian assistance

Article 28: Every child has the right to an education

Article 38: All measures should be taken to prevent children under the age of 15 years from taking a direct part in hostilities. All measures should be taken to ensure the protection and care of all children affected by armed conflict

Article 39: All measures should be taken to promote the physical and psychological recovery and social re-integration of any child who has been the victim of neglect, exploitation, abuse, torture, armed conflict or any degrading treatment. Such recovery and reintegration should take place in an environment that fosters the health, self-respect and dignity of the child. In emergency situations, the rights of children are frequently violated or ignored. Efforts to create an enabling environment where children's rights are respected will necessarily improve children's psychosocial well-being.

Indonesian Law No. 23/2002 on Child Protection, includes articles on children in emergencies

(UU No. 23 Year 2002 about Child Protection)

In an emergency situation :

1. Children who continue to have the status of refugee or who are deemed refugees will receive protection and proper humanitarian assistance in enjoying their rights.
2. The State guarantees protection and custody for children affected by armed conflict, for children who become victims of neglect, exploitation, torture, or any form of atrocity or unlawful treatment which is inhumane or lowers their dignity. The State is responsible for taking proper steps to accelerate the restoration of them spiritually, physically and to unite them back within the community/society.

• PSYCHOSOCIAL ACTIVITIES SHOULD EMPOWER COMMUNITY AND ENCOURAGE PARTICIPATION

Families and communities are the natural caregivers of their children therefore they need to be involved in the care and protection of the children. Psychosocial support should also increase the capacity of families and communities as a means of fostering empowerment.

• PSYCHOSOCIAL ACTIVITIES SHOULD NOT DISCRIMINATE

Services should be accessible to all children regarding their sex, religion, race, and culture.

Code of Conduct: The Dos & Don'ts when Working with Children

DO	DON'T
<ul style="list-style-type: none"> • Treat every child with respect, loyalty, patience, integrity, courtesy, dignity, and consideration • Find somewhere to work safely with children (perhaps setting up "child-friendly" spaces if no other resources exist) as soon as possible and establish activities that normalizes the lives of children to give them a sense of safety, structure and predictability – a return to routine wherever possible • Promote activities and opportunities to allow children to express their experiences and feelings as much as possible and <u>only when</u> the child is ready • Respect local culture and practices • Listen to children and adults before acting Ensure that interventions are based on consultation with effected communities • Respond in a way that is consistent with child's developmental stage • Use positive reinforcement rather than criticism, competition, or comparison when working with children • Involve youth in organizing activities for younger children: involving adolescents can give a sense of accomplishment with a resulting healing effect • Seek assistance from a professional if necessary. Assistance is needed when helper does not know what to do or think that he/she is making things worse 	<ul style="list-style-type: none"> • Force children to draw, play, or act out their feelings related to the trauma. Eliciting emotional material too early can cause more distress and potential harm to the child, and by directing children to play or how to play, we could possibly lessen their sense of control, which is critical to the healing nature of play for children • Touch or speak to a child in a sexual or other inappropriate manner • Strike, spank, shake, or slap children to control or to punish them • Humiliate, ridicule, threaten, or degrade children • Accept or give gifts to children without the knowledge of their parents or guardians • Smoke or use tobacco products while engaging in activities with children • Use, possess, or be under the influence of alcohol or illegal drugs at any time while working • Use, possess, or show pornographic materials to children at any time • Use profanity in the presence of children • Show favouritism between children

PSYCHOSOCIAL SUPPORT

Worksheet 5.10

Communication with Children – Role Play Exercise

INSTRUCTIONS:

Instructions:

Following role play to be carried out. Two people to act as young children taking part in a recreational activity and another person to play the worker

Rest of participants to act as observers

As an alternative, assuming participants are reluctant to role play in front of the larger group this can be role played in small groups, and then a discussion in the larger group about what was observed.

Situation:

In a fun drawing group the children have agreed a rule that children are punished if they disturb others.

Scenario:

Child 1 : is an enthusiastic child who participates in all recreational activities and gets angry when disturbed

Child 2 : is looking for attention from others

Facilitator: Try to mediate two conflicting children rather than applying the rule

Note: This exercise can also be conducted in small groups without roleplay, by using the scenario as a basis for discussion and consideration of facilitator should do. However, role play works best because it invites participants to actually practice rather than just imagine what they might do / say

PSYCHOSOCIAL SUPPORT

Worksheet 5.11

Psychosocial Activities Exercise

Below are two case studies. In small groups consider the two case studies and decide if the activity could be considered psychosocial support of children, and be part of a programme of psychosocial support that an organisation might establish.

Case 1:

In circle, about twenty children are told to sit down on the floor. In the middle, a facilitator gives the instruction "Draw a picture of your sad memory".

Case 2:

A social worker is giving counselling to a twelve years old girl. This girl experiences nightmares and often cries when her mother leaves. This has happened since a volcanic eruption affected her village.

Points to consider during discussions:

1. What is the objective of the activity?
2. Can the activity support children 's psychological well-being? If not, why not? If yes, how?
3. From what is known does it seem as though the worker is conducting the activity properly?
4. What other information might be needed to assess this more carefully?

IMPORTANT NOTE FOR TRAINERS:

It is essential that all participants understand by the end of the exercise that the exercise contained in Case 1 is NOT a suitable for use by fieldworkers as a psychosocial support. It should only be carried out by appropriately qualified staff. If necessary, direct participants to the 'dos and don'ts' of working with children, contained on previous worksheets.

PSYCHOSOCIAL SUPPORT

Worksheet 5.12

Providing Psychosocial Support via Recreational Activities

Definition

Recreational activities are all activities that optimize child development and decrease negative effect of disaster with fun via stimulating cognitive, physical and social exercise.

How Recreational Activities Support Children's Psychosocial Well-Being

Increase self esteem

- Learn to cope with fear and anxiety
- Give chances to express feelings, thoughts, ideas and exploring individual resources to cope with problems.
- Child-child and child-adult interaction can create a warm and support environment
- Play is part of a child's world - gives a sense of normality

Examples of Recreational Activities include

Art & Music (expressional)	Drawing a picture about anything Singing folk songs Traditional dancing
Theatre and Puppets	Interactive puppets Pantomime Theatre
Story telling and creative writing	Writing poems about feelings Story telling about peace Diary writing / keep journals
Play and structured activities	Free playing Building safe place area from blocks Competitive games
Sports	Soccer Traditional sports Community annual sports competition

Preparations before Conducting Activities

- Building rapport with community
- Assessing conditions and impact of disaster
- Assess resources (place and area, human resources, material for the games, traditional capacity)
- Learn about local culture and custom

PSYCHOSOCIAL SUPPORT

Worksheet 5.13

OPTIONAL EXTRA EXERCISE : The Incredible Egg

This exercise is excellent in terms of exploring a psychosocial support, however it is not suitable for every situation so trainers should think very carefully about its inclusion.

There are a number of reasons for this warning:

Firstly the session relies heavily on the facilitators' ability to lead the discussion – therefore it needs to be someone very familiar with psychosocial support. In practice, at least during the initial stages of an emergency, it may be that training will be facilitated by someone who does not have an in depth knowledge of the subject.

Secondly, to some extent the level of learning from this exercise is relatively in-depth, and it may not be accessible to all participants. It may be more suitable to include this exercise when training workers who are already somewhat familiar with the topic.

Finally, and most importantly, the exercise uses raw eggs. Apart from being difficult to get hold of these in a disaster, it may be incentive to communities to 'waste' food in this way, especially if there are supply shortages.

For the above reasons it may be more suitable to include this exercise only when the training is being conducted as part of disaster preparedness training, or during subsequent training conducted after the initial relief efforts.

A minimum of 30 minutes is needed for the exercise, although the discussion at the end could usefully be extended if there is more time.

Equipment Needed :

8 raw eggs, 4 newspapers, 40 pieces of plastic straw, 4 empty plastic glasses, 4 staplers, 4 rolls of sticky tape, 4 pairs of scissors, 1 bucket of water

Instructions

1. Divide participants into 4 groups
2. Distribute to each group 2 eggs, 1 newspaper, 10 pieces of plastic straw, 1 empty plastic glass, 1 stapler, 1 roll of sticky tape and 1 pair of scissors. The bucket of water should be placed where all groups can access it
3. Explain instruction to participants:
 - The goal of the exercise is to see which group can throw the egg the farthest, without breaking it
 - Each group to wrap the egg to protect it using the materials provided (as they wish).
 - 10 minutes allowed for the groups to prepare their egg. If the egg is broken during the wrapping stage, they may use the other egg
4. Facilitator leads all groups to the throwing area (ideally, a wide-open area outside the training room, however, facilitator must be ready to do it inside the training room if there is no open area or weather is unfavorable)

5. Each group throws their egg, starting from the same point
6. After every group has thrown their eggs, each group should open the wrapping and check if their egg is broken – the winning group is the one that has thrown the egg furthest without breaking
7. After checking all eggs, the participants should return to the training room for debriefing

Debriefing

Facilitator to lead debrief:

1. Ask participants to share their experience (what they did to wrap the egg, why they were successful or unsuccessful reaching the goal of the game etc)
2. Restate the main instruction of the game (to throw the egg as far as possible but not to break it). Participants to consider the egg as analogy of a child, and then asked what their thoughts or opinions on:
 - Instructions (debrief: compares with programme objectives, parents or community expectations, directions, demands etc.)
 - Equipment (debrief: compares with resources, capital, facilities existing in child's environment)
 - Choice of equipment (debrief: compares with things needed to fulfill child's needs)
 - Wrapping method (debrief: compares with method, strategy, and process in terms of how to nurture and protect a child based on values, shared beliefs, and perception influenced by past experience; how child is shaped by environment)
 - People who wrap and throw (debrief: compares with parents, family, community, facilitator, peers, in-group, out-group, government etc)
 - Throwing strategy (debrief: compares with how we assist or support a child before and after emergency, disaster etc.; we can or cannot do harm to a child)
 - Bounce with ground (debrief: compares with the severity of the problem faced by a child)
 - Throwing distance (debrief: compares with the target, goal, and result we want to achieve)
 - Way of opening the wrapping (debrief: compares with recovery activities - if we are not careful and conscientious it could do harm to a child 'break the egg')
 - Egg skin (debrief: compares with child's resilience, personality, and uniqueness)
 - Egg is not broken (debrief: compares with a child that is resilient -survive and even thrive under difficult circumstances)
3. Remind participants that even if the egg is broken, although we might have used the egg as a metaphor for the child in the above exercise, in real life we cannot do anything when the egg is broken, but we can always help a child
4. Ask participants to share their opinions of the goals that can be reached if the game is played with children. Participants to imagine they are children that play the game. Highlight that with a single game such as the 'Incredible Egg' we can draw out many learning points and objectives
5. Underscore that psychosocial support activities in general and recreational activities in particular have a clear objective to optimise child development and decrease negative effects of disaster with fun via stimulating cognitive, physical and social exercise. Not all recreational activities are psychosocial activities. To design psychosocial-recreational activity is to assess psychosocial needs and problems beforehand. Therefore, we design and conduct a specific psychosocial-recreational activity to address specific psychosocial needs and problems

PSYCHOSOCIAL SUPPORT

Worksheet 5.14

Exercise in Developing Activities

From the following themes, each group to select one theme to develop into a suitable activity.



Points to consider when developing the activity as part of the exercise:

1. Activity must have the objective to support children psychosocial well-being – remember it should not retraumatise children
2. Time allocation for each activity for the exercise is not more than 15 minutes
3. Activity to use simple materials
4. Develop detailed instructions to present to the course about how to conduct the activity
5. Be prepared to run this activity in front of the rest of the course!
6. The group member chosen to act as the facilitator should use good communication skills – it is a good idea to spend some time discussing how this should be done in your group before you present your ideas

PSYCHOSOCIAL SUPPORT

Worksheet 5.15

Community Participation

Why community participation?

1. Builds sense of ownership, which enhances sustainability
2. Community needs to know about the impact of unstable situation on their child
3. More culturally sensitive
4. Family and school provide the best environment in meeting the needs of children
5. Community has local capacity to help themselves

Area	Activities Include
School	<ol style="list-style-type: none">1. Temporary learning spaces2. Rehabilitating school3. Reopening schools4. "Come Back to School" Campaign5. Supplying teaching, learning and recreational materials6. Reintroducing the curriculum7. Training teachers
Parents	<ol style="list-style-type: none">1. Psycho education about children reactions2. Mother/father support groups3. Religious activities
Community	<ol style="list-style-type: none">1. Mobilizing community to reopen schools2. Participate in "Come Back to School" Campaign3. Religious activities

Additionally the involvement of family and community members in activities conducted by agencies (such as activities conducted in child friendly spaces) can be another way of ensuring community participation.

CHAPTER 3 : RESOURCES

Contained in the resources for the Psychosocial Support Section are the following tools:

- Overview of Key Points
- Sample Psychosocial Support Activities for Use with Children
- Psychosocial Educational Materials for Caregivers

There are a number of resources that are useful for field workers. Of particular interest are :

- Inter - Agency Standing Committee (2007) *Guidelines on Mental Health and Psychosocial Support in Emergency Settings*.
- Terre des homes (2007). *Laugh, Run and Move to Develop Together: Games with a Psychosocial Aim*. <http://www.tdh.ch>
- UNICEF (2003). *Working with Children In Unstable Situations - Principles and Concepts to Guide Psychosocial Responses*. <http://www.unicef.org>
- Action by Churches Alliance (2005). *Community Based Psychosocial Services - A Facilitation Guide*. http://www.act-intl.org/act_resources_title.html
- Save The Children UK (2001). *Psychosocial Interventions - Training Manual*.
- Christian Children's Fund (2006). *Mental Health and Psychosocial Support Minimum Response in Emergency Settings*. Training Manual (first draft).
- UNICEF is also in the process of developing a Guide for Establishing Child-Friendly Spaces or Environments in Emergencies and Minimum Standards for Establishing Child-Friendly Spaces in Emergencies. For more information, check www.unicef.org

OVERVIEW OF KEY POINTS

Reassurance and Security	Resume Life Routines
<ul style="list-style-type: none"> • Allow the child the space to feel accepted and cared for • Do not push the child to talk • Be available for the child • If appropriate hold the child close if the child is crying, but be sensitive to the child not wanting this, and be aware of personal boundaries • Children may cling - do not forcibly move them away 	<ul style="list-style-type: none"> • Children find routines comforting, so re-establish routines • Re-start schooling ASAP. • Involve children in helping with household work or other responsibilities • Have children spend as much time as possible with their family • Ensure children spend time playing and having some fun daily • Encourage children to meet with their friends
Talking	Activities and play
<ul style="list-style-type: none"> • Tell the child it is normal to think about the traumatic event • Be honest, open and clear. Children will feel more frightened if you whisper about it behind them and avoid talking to them • Share your feelings about the event. • Use age-appropriate language and explanations • Answer questions • Let children know that you too are confused if you don't have explanations • Correct misperceptions of guilt or responsibility 	<ul style="list-style-type: none"> • Remember that play is a communication tool for a child. • Play brings out children's frustrations, fears, tension, anger and insecurities and this decreases the power it has on them • Children have opportunities to learn healthy ways of behaving or coping through concepts presented in stories, activities, etc. • Children learn positive life skills like taking turns, sharing, teamwork etc. • Give opportunities to improve self esteem when children present their creations, talk about themselves, get praised by the others, make new friends etc

PSYCHOSOCIAL ACTIVITIES WITH CHILDREN

A Map of My Village	
Objectives	To know the environment, to make children feel secure in a new place, to improve children's ability to observe and appreciate what they see every day
Duration	45-60 minutes
Suitable for	8- 18 years
Equipment	paper, pencil, eraser, color pens
Stages of activity	<ol style="list-style-type: none"> 1. If there is a large number of children, divide into groups of 5-7 2. Distribute paper, pencil, eraser and color pen to each group 3. Ask children to imagine that they were adventurers who wanted to explore their villages – a map would be needed 4. Ask children to make a map of their village -if time allows and it is safe to do so, they can go around their village rather than drawing map from memory 5. Remind children to include important places in the map, such as mosque, post office, playground, police station, village head office, school, market, etc. 6. Ask children to divide jobs; who is going to make a draft, to color the map, and to present it. Make sure that everybody has a job 7. When finished, ask each group to make a presentation 8. If possible, hang maps on the wall
Variation <ul style="list-style-type: none"> • Beside a map of their village, children can be asked to make a map of location of their new place, such as tent or barrack in the refugee camp. • Ask children to mark safe places where we can go to take shelter when a disaster happens (tsunami, gunfire, etc). 	

PSYCHOSOCIAL ACTIVITIES WITH CHILDREN

Drawing	
Objective	To express themselves, to cooperate
Duration	20-30 minutes
Suitable for	6-12 years
Equipment	Paper, drawing tools
Stage of activity	
<ol style="list-style-type: none"> 1. When the drawing tools are distributed, children may push and shove so make sure they are distributed fairly 2. Ask children to sit in circle to teach them to be in order and to make the tools can be fairly distributed 3. After they sit in circle, distribute the tools one by one; one child hands out the tool to one sitting next to him/her. If the worker wants to give instruction, do it before the color pens are distributed. Otherwise, children might start drawing and not listen! 4. When distributing the paper/colour pencil, make sure that the first paper/pencil has reached to last children before the next paper/pencil is delivered. By so doing, children will learn to keep handing out the tool and only get the tool which is meant for them. This is a way to teach them to share and not to be 5. Worker can ask children to draw whatever they like to draw 6. When asked to draw, Indonesian children generally draw two mountains, a road and rice fields on both sides of the road. Ask children to use their imagination. Ask children to think of objects that they have seen before in their schoolyard, on the street or in the city center. "There are so many things that we can draw ...!" 7. When children draw, they do not have to sit in circle. They can sit anywhere comfortable for them. Remind children to come back to the circle after they have finished 8. Go around and praise the children with their work. 9. If one particular child finds it difficult to start, ask him/her what he/she wants to draw. It is quite alright to show him/her how to start by holding his/her to draw, for example, a straight line, and then let him/her continue 10. Give children a chance to tell what their drawing is about 11. Ask other children to appreciate their friends' work 	
<p>Variation</p> <ul style="list-style-type: none"> • Drawing activity can also be done as group activity to increase cooperation and teamwork 	

PSYCHOSOCIAL ACTIVITIES WITH CHILDREN

Sports Competition	
Objective	To improve the feeling of a back-to-normal situation, feelings of togetherness, sportmanship, cooperation
Duration	Several days -1 time per week
Suitable for	6-18 years
Equipment	Sports equipment
Stage of activity	
<ol style="list-style-type: none"> 1. Ask local youths to get together 2. Get them to participate, to propose ideas, make plan and become the organizing committee, participants, etc. 3. Sports activity should involve both males and female 4. Build the spirit of sportmanship and cooperation among the youths 5. If possible give a small prize to the winners 	

PSYCHOSOCIAL ACTIVITIES WITH CHILDREN

Land Mine	
Objective	To help others, to trust others especially friends
Duration	45 minutes
Suitable	6-18 years – <i>note this activity is not suitable for use in a conflict situation</i>
Equipment	Used newspaper or sheets or paper, blindfold
Stage of activity	
<ol style="list-style-type: none"> 1. Worker to prepare a land where mines (made of paper) are to be dispersed. 2. The mines are dispersed within 5-7 m distances. 3. Worker asks the participants if they know about land mines or bombs, and helps children understand what they are 4. Worker divides participants into pairs. 5. Worker tells children the rules of the game, namely: <ul style="list-style-type: none"> • One of the pair plays the role of someone who is going to walk through land mines, and his/her partner is the one who is going to direct him/her to the finish line • Those who are going to walk through the mines stand facing each other on the opposite side of those who are going to direct them • Those who are going to walk through the mine are blindfolded • The partners who are going to direct tell their friends not to step on the mines • The winner is the couple who manages to walk through the mines without stepping on any mines 6. Worker should check children understand rules before starting game 7. Pairs to decide who will be the first one to walk through and who will direct 8. Worker to start the game 9. Each couple can swap roles 10. At the end of the game, outreach officer explain the lessons of the game 	

Lessons of the game
<ul style="list-style-type: none"> • How did the blindfolded one feel when he/she had to go through dangerous mines? • How did he/she manage to get to the finish line? • How did the one who directed his/her friend feel? • When are we in dangerous situation? • How do we feel when we are in danger while there is nobody around to help? • What can we do to help someone in danger?
Variation
During the game, spectators can give false instructions to mislead the players. The blindfolded player should be able to distinguish the voice of his/her partner. This is to teach him/her to trust his/her partner

PSYCHOSOCIAL EDUCATIONAL MATERIALS FOR CAREGIVERS

Pre-school children (infant -5-year-old children)

Reaction & Behaviour	Recommended Support
Passive and helpless	Give support, enough time to rest, enough food, a chance to play.
Fear of many things, keeps crying	<ul style="list-style-type: none"> - Accompany the child - The presence of a trusted adults may help the child feel more secure - Explain things related to disaster - Tolerate the fear and do not blame child for the fear. Give him/her enough time to overcome the fear. Hug him/her (family and parents)
Difficulty to comprehend what is going on in their lives.	<ul style="list-style-type: none"> - Tell children about emotional terms to denote the feelings they experience - Provide facilities for children to play games - Children sometimes express their feelings through games and arts, rather than words
Refuse to talk, play games about traumatic experience again and again	<ul style="list-style-type: none"> - Verbalise the feelings and complaints made by children. For example, "sometimes children are sad because their home is destroyed ... " - Don't force children to talk
Relate magical reasons to things that remind them of traumatic incidents	<ul style="list-style-type: none"> - Remind children that thinking about the disaster will not cause it to happen again - Do not force children to talk
Sleep disorder (fear of the dark, bad dream, hard to sleep)	<ul style="list-style-type: none"> - Spend extra time with children before they go to bed - Let children sleep with the light on, or let them sleep with their parents for a while - Carry out activities which can help make children feel comfortable before they go to bed, such as telling stories. Choose the story with a pleasant theme
Dependency on outreach officer/parents due to anxiety	<ul style="list-style-type: none"> - Give regular attention and remind children that a caregiver is always there for them - Try to spend time together with as a family - Carry out routine activities together - for example, set aside time for "family chat" or "game time"
Symptoms of regression (thumbsucking, bed-wetting, talking like a baby)	<ul style="list-style-type: none"> - Temporarily tolerate these symptoms. Do not criticize children as it may embarrass them - Get spare clothes when children wet the bed - Give children some privacy but do not let them become isolated
Anxiety due to lack of knowledge about death (hope/expectation that the deaths will be back alive)	<ul style="list-style-type: none"> - Tell children about death, according to culture and their age. Small children do not know that death is permanent. Give enough explanation so as to prevent false hope - Allow children to attend funerals / take part in mourning rituals

PSYCHOSOCIAL EDUCATIONAL MATERIALS FOR CAREGIVERS

School-aged children (6-12 years)

Reaction & Behaviour	Recommended Support
Feelings of responsibility for the disaster	<ul style="list-style-type: none"> - Spare time and provide a comfortable place for children to express their fear and anxiety - Give children a clear explanation about what happened. For example, tell them about earthquakes and/ or the cause of tsunami or why individuals are fighting if there is armed conflict
Fear of recurring disaster	<ul style="list-style-type: none"> - Try to carry out daily routine activities as they were done before the disaster - Limit children from seeing mass media coverage about the disaster
Distorted account of the event or preoccupied with event	<ul style="list-style-type: none"> - Let children talk about or show their reaction, then ask them to tell about positive changes that have happened - Provide facilities for children to record their stories if they want
Fear of not being able to overcome their feelings	<ul style="list-style-type: none"> - Give children a chance to express their anger, fear, etc. Let them cry when they are sad, and do not expect them to be submissive, courageous, or tough - Provide facilities for playing games - Encourage them to participate in a structured activity
Difficulty in concentrating and studying	<ul style="list-style-type: none"> - Encourage children to talk if they are disturbed by the traumatic event when they are studying - Tell children about the impact of disaster and ways to deal with it. Also explain to children that their reactions are normal
Sleep disorders	<ul style="list-style-type: none"> - Encourage children to speak about their bad dreams - Carry out pleasant activities before bed: reading/playing together - Allow children to sleep with parents / siblings
Change of behaviours	<ul style="list-style-type: none"> - Help children to deal with and to control themselves - Encourage children to participate in recreational activities including sport activities to channel emotions and frustration
Somatic complaints (headache, stomachache for non-medical reasons)	<ul style="list-style-type: none"> - Listen to children complaints - Encourage children to do relaxation exercises, to breath to ease the tension - Make sure children have enough rest, good food, and drink
Worried about other victims and their families	<ul style="list-style-type: none"> - Encourage children to get involved in constructive activities (helping the wounded, to pray for the dead), but do not let them to have major responsibility - Establish CHILDREN'S CLUBS to organise children to carry out useful activities, such as keeping the environment clean, setting up emergency school, or study in group, etc.

Young People Aged 12-18

Reaction & Behaviour	Recommended Support
Embarrassed and guilty	<ul style="list-style-type: none"> - Give young people the opportunity to discuss what's on their mind - Provide a place where young people can go to when they want to discuss or talk in private - Give realistic information
Aware of their fears, feels hopeless, go through some emotional responses, fear of becoming "insane"	<ul style="list-style-type: none"> - Explain that reactions are normal in emergency situation - Encourage the young people to join group activities to set up social support network (such as football team, study group, etc.)
Behaviours to attract attention (start to smoke, consume alcohol, take drug, date)	<ul style="list-style-type: none"> - Spare time to listen to problems - Help young people to understand that their behaviours are only to camouflage their true feelings
Changes in interpersonal relationship	<ul style="list-style-type: none"> - Discuss tension in their relationships with their family, friends, and other people around them - Try to be open about the situation so that the young people can understand that other people's reactions are due to uncertainty after the disaster
Problematic behaviours (run away from home, refuse to continue studies, etc.)	<ul style="list-style-type: none"> - Encourage young people to make more positive choices – and give praise when they do - Encourage young people to participate in positive activities in the community

Toolkit on Child Protection in Emergencies : A Guide For Fieldworkers



SECTION 5: PSYCHOSOCIAL SUPPORT

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

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