

TEACHER TRAINING



NORWEGIAN
REFUGEE COUNCIL

PSYCHOSOCIAL SUPPORT



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PREFACE

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NRC has, since the early 90s, developed a systematic approach to education in emergencies and transition phases. Education is a basic human right, but it is also a response mechanism for protection and fulfilment of needs in crisis situations, as well as a prerequisite for rehabilitation of conflict torn societies. NRC believes that it is imperative to save the mind as well as the body, and to cater for the children’s psychological, psychosocial and physical needs. A well-organised school programme with caring adults may be the best way of reducing the effects of traumatic experiences and help rehabilitate individuals and communities. Therefore, planning for educational support should take place in parallel with the planning of other humanitarian support activities and be offered at the earliest possible time.

Training and follow-up of teachers is regarded as the single most important element of educational support. This set of Teacher Training modules was developed in northern Uganda in response to the need for additional teacher training and capacity building during extremely difficult circumstances of internal displacement. The cross cutting modules can be used with any curriculum and as an addition to basic teacher training as a measure to provide deeper understanding of the importance of creating a conducive learning environment, using child centred methods and focusing on topics of special relevance in conflict ridden societies.

The generic modules can be adapted as feasible, depending on country and circumstances. The texts have been presented in a Word version in order to facilitate adaptations and changes. NRC is open to any institutions or organizations making use of the material. However, we would like to know where and how they are being used, and we would be happy to be informed of any changes or adaptations proposed for the next review of the modules.

The Norwegian Refugee Council (NRC) is one of the largest humanitarian organisations in Norway. NRC has specialised in international support to refugees and displaced persons and carries out projects in Africa, Asia, Latin America, and Europe.

*NRC concentrates its programme activities in four core areas:
 Education – basic education for children and young people
 Shelter – temporary shelters, building and rehabilitation of houses and schools
 Distribution – assistance of food, non-food items and return kits
 Return facilitation – information, counselling and legal assistance*

NRC frequently enters into partnership with agencies in the field, including UNICEF, UNHCR, WFP, OCHA and ECHO. NRC works closely with the Norwegian Ministry of Foreign Affairs (NMFA) and the Norwegian International Development Agency (NORAD)

In addition to its own internationally experienced staff NRC operates Norwegian and African Standby Forces. The rosters include some 400 persons within 30 professional categories. They are trained and prepared for emergencies and may be deployed within 72 hours.

For more information about NRC see www.nrc.no.



PSYCHOSOCIAL SUPPORT

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This teacher-training module is based on two years of field experience in Gulu, Northern Uganda. The training started in May 2000, and this training module was developed gradually up to May 2002, and was revised in the autumn of 2003.

The Norwegian Refugee Council (NRC) has been in charge of the teacher training, and has worked closely with Gulu District Authorities and Gulu Primary Teachers' College. Tutors from the college have participated actively in the development of the training module. Other local partners have been Gulu Support the Children Organisation (GUSCO) and Save the Children, Denmark.

BACKGROUND

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For more than 18 years, internal war has ridden the Gulu District, resulting in mass internal displacement, abduction of children and youth, burning of homes both inside and outside the IDP (Internally Displaced Persons) camps. The war has created child soldiers and young girl mothers (returning to their families), food shortages and dependency on external donor help.

In this setting live the silent and often forgotten victims– the traumatised children/youth. Amongst them we find:

- Children/youth who have been abducted by rebel troops, but manage to escape after a few days and return to their families
- Children/youth who return home after a long period of captivity among rebels
- Former sex slaves of rebel troops
- Former child soldiers and commanders in rebel troops
- Children/youth who have become HIV positive either in camps or in captivity
- Children /youth as heads of families
- Children/youth who are stigmatised
- Children/youth who have witnessed atrocities to their own family
- Children/youth who have been forced to commit atrocities

It has become of paramount importance for the Norwegian Refugee Council to offer a tool to teachers so that they may be better equipped to understand and deal with these children/youth in the school situation. Psychosocial support to these groups has been neglected, but thanks to Save the Children Alliance, GUSCO (Gulu Support the Children Organisation) and other actors who have worked in this field for years, it is now possible to learn from their experiences and train and prepare teachers for this task.

MODULE DESCRIPTION

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The psychosocial effects of emergency and crisis affect children, youth and adults in various ways, ways that often present a serious challenge to the family, the school and the community. In this module, the participants list the effects of war and armed conflict and analyse in particular how children are affected if abducted or exposed to violence. The terms



‘trauma’, ‘resilience’ and ‘coping strategies’ are defined, based on the participants’ own experiences.

One important task for the teacher is to understand the psychosocial needs of a traumatised child, and through role-plays, these needs are demonstrated. The module looks at the role of the school and the teacher when it comes to satisfying these needs.

The last part of the module is devoted to the guidance and counselling of children. The participants practise guidance and counselling in pairs.

ACKNOWLEDGEMENTS

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The basis for this psychosocial training module is Hirut Tefferi’s book “Psychosocial Needs of Children in Armed Conflict and Displacement”. A module for training teachers, Save the Children, Sweden 1999. Hirut Tefferi herself made a valuable contribution to this training module during the Training of Trainers.

The section on Guidance and Counselling has been written by Gastone Byamugisha, Institute of Teacher Training, Kyambogo (ITEK), Uganda 2001.

Our thanks also to Save the Children, Denmark, Gulu and GUSCO (Gulu Support the Children Organisation) for their active participation in the training, which ensured professional quality and insight based on experience in the field.

Special thanks to dear colleagues in Gulu, Uganda, for two years of hard work both before, during and after the teacher training sessions. This training module would not have been possible without their valuable contributions and dedication.

*Grete Ravn Omdal Project Manager
Norwegian Refugee Council*



INTRODUCTION

This programme covers three days of training, and the main objective is to focus on how teachers can give psychosocial support to children affected by war. It is assumed that these children have returned to a more or less normal school environment.

Materials needed for the workshop:

- Flip over
- Newsprint/manila cards/paper for flip over
- Marker pens
- Masking tape
- Name tags
- Paper / exercise books
- Pens /paper
- Box file / ring binders
- Video films / slides /pictures of abducted or separated children
- A TV set and video deck / slides projector / overhead
- Generator with fuel

Daily timetable – a suggestion

07.30 – 08.00	General preparations (trainers only)
08.00 – 10.30	Sessions
10.30 – 11.00	Tea break
11.00 – 13.00	Sessions
13.00 – 14.00	Lunch
14.00 – 17.00	Sessions
17.00 – 17.45	Evaluation meeting (trainers only)

Day by day programme

DAY 1

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- | | |
|------------|------------------------------|
| Activity 1 | Practical preparations |
| Activity 2 | Arrival |
| Activity 3 | Introduction of participants |
| Activity 4 | Ground rules |
| Activity 5 | Workshop objective |
| Activity 6 | Armed conflict in the region |
| Activity 7 | Effects of armed conflicts |



- Activity 8 Plenary presentation of group work
- Activity 9 Children in armed conflicts
- Activity 10 The child in the middle
- Activity 11 Trauma, resilience and coping strategies
- Activity 12 Assistance
- Activity 13 Daily evaluation

DAY 2

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- Activity 1 Result of yesterday's evaluation
- Activity 2 Introduction of psychosocial needs
- Activity 3 Cause and effect relationships
- Activity 4 Psychosocial needs
- Activity 5 Plenary presentation of role-plays
- Activity 6 Role of the school
- Activity 7 Daily evaluation

DAY 3

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- Activity 1 Result of yesterday's evaluation
- Activity 2 Guidance and counselling 1
- Activity 3 Guidance and counselling 2
- Activity 4 Plenary presentation of group work
- Activity 5 Understanding children
- Activity 6 Attending (listening) skills
- Activity 7 Minimal encouragers
- Activity 8 Listening carefully
- Activity 9 Encouraging children to talk
- Activity 10 Susan – a case study
- Activity 11 The way forward
- Activity 12 Final evaluation of the workshop



Energisers (brief and relaxing activities which give an opportunity to laugh and move) and short breaks should be organised during the day. You may wish to start the day with a song.





Activity 1: Practical preparations

Trainers prepare the practical details of the workshop, including:

- Pens, pencils
- Paper/exercise books
- Name tags
- (Box) files
- Seating arrangement



Try to organise the tables and chairs/desks so that enough free space is left in the middle of the room. This space is needed for dramatising, dancing, role-play etc. Besides, it gives the trainer a chance to move up and down and communicate with the participants during sessions. The seating arrangement should from the start be organised in such a way that pair work and group work can be easily arranged.

Activity 2: Arrival

- I. Participants pair up with someone from another school, district or town. This can be done outside before they enter the room and sit down.
- II. The trainers introduce themselves and welcome the participants.

Activity 3: Introduction of participants

Objective: to help every participant feel that they are an important member of the group



Method: pair work

The pairs talk together briefly and introduce one another for the group, mentioning the following points:

- The name of their partner
- Their partner's school/town/district
- Something that they both like
- Something that they both dislike





This is an example of *pair work*. Trainers may naturally choose any other way of introducing the participants as long as it is interactive and not too time consuming.

Activity 4: Ground rules

Objective: to agree on a set of ground rules for behaviour during the course



Method: pair work or group work, use of cards

Ground rules are basic rules that every person on the course must respect, such as “No smoking in the classroom” or “Respect other people’s opinions”.

- I. In pairs or small groups the participants find one or two ground rules for this course, and write each rule on a separate card.
- II. The cards are pinned on the board.
- III. The whole group agrees on a set of ground rules to be followed during the workshop. These rules should hang on the wall for the duration of the workshop.



This is an example of pair work or group work, followed by a plenary session in which all the participants are involved in reaching a *consensus* (an agreement) through discussion. It is important that everybody’s contribution is taken seriously, even if you don’t agree with their contribution. Remember too that more ground rules can be added later if the need arises.

Activity 5: Workshop objective

Objective: to inform the participants about the objective of the workshop



Method: presentation

The trainer goes through the following objective together with the participants: After this workshop you should have acquired the knowledge, attitude and skills that will enable you to understand and guide children with special needs caused by war and conflict situations.



Activity 6: Armed conflict in the region

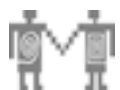
Objective: to provide insight into the history of the armed conflict in the country/region



Method: questions and answers

Through interaction with the participants the trainer gives a brief survey of the armed conflict in the country/region.

(This activity should not be too time-consuming).



Core message

Teachers as a professional group have a close relationship with children, and therefore they are in a position to help and guide them.

Activity 7: Effects of armed conflicts

Objective: to describe the effects of armed conflicts



Method: group work

- I. The trainer divides the participants into four groups.
- II. Each group picks one card. The four cards represent:
 - children
 - teachers
 - family
 - community
- III. All the groups are given the same task:

Describe the effects of war on e.g. children (or teachers, family, community). Write down your findings on big pieces of paper.



The trainers should guide the groups during the group work



Activity 8: Plenary presentation of group work

Objective: to show the effects of war on the community, the family and the teachers

- I. The presentation follows this sequence:
 - A. community
 - B. family
 - C. teachers
 - D. (children will come in the next activity)



After each group presentation, the trainer may add missing points in order to give a complete picture of the situation. The findings from the group work will hang on the wall for the duration of the workshop.

Activity 9: Children in armed conflicts

Objective: to describe the effects of armed conflict on children



Method: visual aids, pair work, buzzing, discussion

- I. The video film/slides/photos/overhead etc. show the effects of war on children.



If you don't have access to video or slides, use any other visual material, such as pictures.

- II. After the video film/slides the trainer asks the participants if they can imagine other incidents or actions that these children were exposed to, in addition to those actually shown in the film/slides etc.



The trainer helps the participants to imagine both good and bad actions.

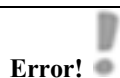


III. In pairs the participants should be given time to share their feelings with one another.



Many participants have experienced situations that are similar to those on the video, slides etc. and may show strong emotions. The trainers must be aware of the emotional impact of the film/slides and give these participants time to recover. Participants may, for example, wish to leave the room in order to talk to a trainer or friend outside.

IV. Presentation of the group work ‘Effects of war on children’ (from *Activity 7*).

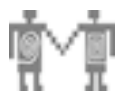


Error!

During this presentation and in the summary, the findings of this group should be closely linked with the video film/slides etc. In other words, one should refer as often as possible to the video film, slides etc.

V. The trainer asks participants in pairs to identify:

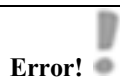
- Both good and bad actions in the film/slides
- Child to child actions
- Adult to child actions



Core message

All good actions in such circumstances – either child to child or adult to child – are examples of *Psychosocial Support*.

VI. The trainer leads a discussion on this question: Based on what we have examined now, and considering that these children often return to school, do you feel that you as a teacher have a role to play?



Error!

The role of the teacher will be fully explored on DAY TWO.



Activity 10: The child in the middle

Objective: to focus on the experiences and emotions of war-affected children



Method: brainstorming, buzzing, group work

I. The trainer draws a big circle with many circles inside.



Error!

The circles should be drawn beforehand, and the trainer should encourage the participants to fill in the names of the various circles.

In the centre: Me

Second circle: My family

Third circle: My clan

Other circles: My school, the community, the region, the nation, the international community



Through brainstorming, the participants try to describe the child's relationship to each circle.

II. In small groups, the participants are challenged to consider situations that children are exposed to when they are abducted or separated from their families. The participants should refer to the circles in their discussion.



- III. The trainer asks the following questions:
- A. How do you think a child will feel after being abducted or separated from his/her family, and having lost contact with the family, the school and the community?
 - B. Who would the child expect help from?
 - C. In the return process, what do you think the child will experience from the different circles in terms of:
 - Being accepted
 - Being stigmatised
 - Feeling understood
 - D. When coming back from captivity or from camp life as separated children how do you think the children will feel towards the different circles, since they have experienced that nobody has been able to protect them?
- IV. In plenary, the groups talk about their findings.

Activity 11: Trauma, resilience and coping strategies

Objective: to define trauma, resilience and coping strategies



Method: buzzing, brainstorming, group work, pair work

- I. The trainer asks: What are some of the problems you have observed when dealing with children recruited as soldiers by force, and other war-affected children?
- II. The participants buzz in pairs before giving suggestions. The trainer writes these down.
- III. Based on the group's findings, the trainer explains what we mean by *trauma*.
- IV. The trainer asks:
 - A. People might experience the same problem, but do they react in the same way? Give examples (but without naming people).
 - B. Are all the children who have been in a war situation traumatised? Give examples.
- V. In groups of four, the participants discuss the questions. Then they discuss with another group.



- VI. The groups present their findings in plenary.
- VII. Based on the groups' findings, the trainer explains what we mean by *resilience*.
- VIII. The trainer asks: Think back to a situation where you were facing a serious problem. What did you do? How did you manage?
- IX. In pairs, the participants are told to share their own experiences.
- X. Based on the participants' answers, the trainer explains what we mean by *coping strategies*.



The trainer is advised to have all the questions already written on newsprints. It could be helpful to explain what stress is and the effect of stress on children. Furthermore, you can look at the difference between stress and trauma. **Attachment 1**

Activity 12: Assistance

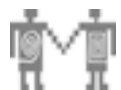
Objective: to see that very little assistance is given to traumatised children



Method: brainstorming

The trainer asks the participants to list:

- NGOs and other agencies, both national and international, which assist the country/region.
- The kind of assistance provided by these agencies.



Core message

Most assistance given by national and international donors or agencies caters for physical needs, rather than providing psychosocial support.



Activity 13: Daily evaluation

Objective: to provide trainers with a tool for improving the rest of the course

For further clarification, see the chapter on Evaluation in “Organising Training”.



DAY TWO

Activity 1: Result of yesterday's evaluation

The trainers should mention important points that were raised in the daily evaluation, and explain what, if anything, is being done. Also positive points raised in the evaluation should be mentioned.

Activity 2: Introduction of psychosocial needs

Objective: to understand what psychosocial needs are



Method: pair work, use of cards

- I. The trainer asks the participants in pairs to write down as many human needs as possible.
- II. The trainer has prepared cards in two different colours. Each pair is given two cards, one of each colour, and asked to do the following:
 - On one card (red) indicate one physical need children have (e.g. shelter.)
 - On one card (blue) indicate one psychosocial need children have (e.g. somebody who cares about them.)
- III. The trainer divides the board into two categories:

Physical Needs

Psychosocial Needs
- IV. Participants come to the board and put the cards in the correct category.
- V. The participants are challenged to define the term *Psychosocial Needs*.
- VI. The definition is left on the board for later reference.

Error!

At the end the trainer may add important needs if participants have failed to bring them up.



- VII. Go back to the Circles, DAY ONE *Activity 10* and ask the participants in which rings of the circle the different needs of the child are met.


Activity 3: Cause and effect relationships

Objective: to illustrate the relationship between cause and effect



Method: pair work, picture talk, discussion

- I. The trainer hangs a big drawing on the board showing an aggressive teacher together with the pupils in the classroom. **Attachment 2A**
- II. In pairs, the participants discuss the following points:
 - The relationship between the teacher and the pupils.
 - The relationship between the pupils in the class.
 - How do the children feel towards the teacher?
- III. The trainer hangs another big drawing on the board showing a friendly teacher together with the pupils in the classroom. **Attachment 2B**
- IV. In pairs the participants discuss the same points as above.
- V. In summarising, the trainer asks participants to go back to the two pictures and think about what the teacher has ‘sown’ and ‘harvested’ in each of the two teaching situations.
- VI. The trainer also asks: What about yourself as a teacher, have you made up your mind what you would like to ‘sow’?

Error! 

The trainer should encourage the participants to discuss freely.

- VIII. The trainer goes back to the participants’ definition of *Psychosocial Needs* and asks them to supplement the definition.



Activity 4: Psychosocial needs

Objective: to demonstrate psychosocial needs in a child's school day



Method: role-play, group work

- I. The trainer presents four psychosocial needs:
 - appreciation, e.g. that the teacher values the work you do
 - acceptance e.g. of a returnee child soldier
 - fairness e.g. that the teacher does not have favourites or scapegoats
 - friendship

- II. Participants are divided into four groups and each group is given one of the psychosocial needs mentioned above.

- III. All groups are given the same task:
 - Prepare two role-plays, each one to last about two minutes.
 - One role-play depicts a school situation where this need is not met.
 - One role-play depicts a school situation where this need is met.

Error!

The trainers should follow up the groups in order to check whether the 'need' has been properly understood and to see whether the role-play is clear.

Activity 5: Plenary presentation of role-plays

Objective: to raise awareness about psychosocial situations in school

After each role-play, the trainer should leave room for comments and contributions from the other participants. The trainer can also ask if there are other ways of demonstrating the psychosocial need.

Activity 6: Role of the school

Objective: to show the role of the school/the teacher in meeting children's psychosocial needs



Method: discussion group

- I. Participants are divided into groups to discuss these issues:



- The role of the teacher in meeting children's psychosocial needs
- The role of the school in meeting children's psychosocial needs

II. The trainer asks each group to summarise the most important things they have discussed.

Error!

The participants should be encouraged to discuss and challenge each other.

The trainer should probe certain issues brought out in the group work, in order to encourage the participants to look at the positive possibilities for the school and the teacher, rather than focus on the many difficulties.

III. The trainer leads a plenary discussion of the issues raised.

Activity 7: Daily evaluation



DAY THREE

Activity 1: Result of yesterday's evaluation

Activity 2: Guidance and counselling 1

Objective: to define 'guidance' and 'counselling'



Method: brainstorming

- I. The trainer asks participants to define the term 'guidance', and suggestions are written on the board.
- II. Repeat the procedure with the term 'counselling'.
- III. The trainer offers the following definitions:

Guidance is the process of helping an individual understand himself/herself and the world (Shertzer & Stone 1976).

Counselling is the process of helping another person (the client) change his/her behaviour so that a satisfactory resolution of needs is obtained (Nyende 1998).

Activity 3: Guidance and counselling 2

*Objectives: to find the meaning of social counselling
to show a good counselling relationship
to find characteristics of a good helper*



Method: group work

- I. The trainer mentions that within the educational system, there are for example 'Education Guidance Service' and 'Career Guidance Service'. These institutions have been established to assist and guide pupils (students) about academic performance and choice of careers. We shall now look into other areas of 'guidance' and 'counselling'.



- II. The trainer divides the participants into six groups, and they receive one task each. They write their findings on big pieces of paper.

Error!

The trainer has already written the tasks for the groups on separate pieces of paper.

Group 1

War-affected children in our schools experience a number of problems in relating to their *peers*.

- A. Indicate some of these problems.
- B. Which skills do children need in order to interact more positively with their peers?
- C. What can you as the teacher do to:
 - help children develop these skills
 - modify behaviour and develop positive attitudes, both in the child and his/her peers

Group 2

War-affected children in our schools experience a number of problems in relating to *the opposite sex*.

- A. Indicate some of these problems.
- B. Which skills do children need in order to interact more positively with the opposite sex?
- C. What can you as the teacher do to:
 - help children develop these skills
 - modify behaviour and develop positive attitudes, both in the child and in children of the opposite sex

Group 3

War-affected children in our schools experience a number of problems in relating to *people in authority*.

- A. Indicate some of these problems.
- B. Which skills do children need in order to interact more positively with people in authority?
- C. What can you as the teacher do to:
 - help children develop these skills
 - modify behaviour and develop positive attitudes, both in the child and those in authority



Group 4

Recall the last time you had to ask for help – for example borrow money or ask for clarification because you had not understood something.

- A. Describe the feelings you experienced when you were considering asking for help.
- B. Why did you feel like that?

Group 5

List the steps that are followed in welcoming an important visitor to your home.

Imagine this is an important visitor who has come without prior notice and will not be staying for the night.

Group 6

All our friends fall into two categories - those friends we turn to when we have a problem, and those we never approach with our problems.

- A. Describe the qualities of those friends we tend to approach when we have problems.
- B. Give the characteristics of friends we never go to when we have problems.

Activity 4: Plenary presentation of group work

Objective: to identify important aspects of guidance and counselling

- I. After the presentations from groups 1, 2 and 3, the trainer explains that these groups were dealing with *Social Guidance*.
- II. After the presentation from group 4, the trainer explains that this group concentrated on clients' feelings of vulnerability when seeking counselling services.
- III. After the presentation from group 5, the trainer explains that this group described how to build a good relationship in counselling, i.e. that the counsellor should treat the client like an important visitor.
- IV. After the presentation from group 6, the trainer explains that this group has identified the characteristics of a good helper.



Activity 5: Understanding children

Objective: to demonstrate how children can feel when talking to adults



Method: dramatising, discussion

Error!

The duration of this exercise should be about five to ten minutes.

- I. The trainer asks participants to pair up, and everybody arranges their chairs in two rows, facing each other. Participants seated in one row act as ‘clients’, those in the other row act as ‘counsellors’.
- II. The ‘counsellors’ are told to stand on their chairs – the ‘clients’ remain seated.
- III. The ‘clients’ talk to their ‘counsellors’ about any problem they have. The ‘counsellors’ only listen.
- IV. The ‘counsellors’ resume their seats.
- V. The trainer asks the ‘clients’ how they felt talking to their ‘counsellor’ positioned up there.
- VI. The trainer asks everyone: How can we make children feel more comfortable when we communicate with them?

Error!

In order to save time, the trainer could arrange the ‘clients’ and ‘counsellors’ in any practical way as long as one group is standing and the other is seated.

It is sufficient just to listen to a few ‘clients’ feelings in order to understand the objective of the exercise.




Activity 6: Attending (listening) skills

Objective: to see the importance of body language

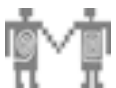


Method: dramatising, discussion

Error! 

The duration of this exercise should be about five to ten minutes.

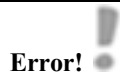
- I. Participants remain facing each other in pairs, as in *Activity 5*, but they swap the roles of ‘client’ and ‘counsellor’.
- II. The trainer calls the ‘counsellors’ outside to give them the following instructions:
 - A. Lean back in your chairs
 - B. Fold you arms
 - C. Cross your legs
 - D. Close your eyes
- III. Back in the classroom the ‘counsellors’ resume their seats.
- IV. ‘Clients’ talk to their ‘counsellors’ about any problem they have. Alternatively, they can tell a story.
- V. The trainer stops the exercise and asks the ‘clients’ :
 - A. How did you feel talking to your ‘counsellor’?
 - B. How would you have preferred your ‘counsellor’ to behave?
- VI. Summarise the responses using the acronym **R O L E S**
 - R** Relaxed
 - O** Open posture
 - L** Lean forward
 - E** Eye contact
 - S** Sit squarely



Core message

The body language and the signals we send, consciously and unconsciously, are important in communication.





Error!

In order to save time, the trainer could arrange the ‘clients’ and ‘counsellors’ in any practical way as long as they are facing one another while seated.

It is sufficient to listen to just a few ‘clients’ feelings in order to understand the objective of the exercise.

Activity 7: Minimal encouragers

Objective: to identify minimal encouragers



Method: brainstorming

‘Minimal encouragers’ indicate active listening. These are sounds and small body movements that people make while listening to show that they are interested.

The trainer asks participants to list the different ways in which we show we are really listening.

Activity 8: Listening carefully

Objective: to focus on the importance of concentration in counselling



Method: dramatising, discussion

- I. Participants are told to form groups of three. The person in the middle is the ‘counsellor’, the other two are ‘clients’.
- II. The ‘clients’ are instructed to talk to their ‘counsellor’ – both speaking at the same time. The ‘counsellor’ is a busy person and cannot give them separate appointments.
- III. The trainer tells the ‘counsellor’ to listen to the two problems or stories and try to remember as much as possible from each ‘client’.
- IV. The trainer stops the exercise. The ‘counsellors’ are encouraged to report what they heard from each ‘client’. Ask the ‘clients’ to rate the ‘counsellors’ - using a scale of one to ten, depending on how much the ‘counsellors’ are able to remember. Ten points if the counsellor remembers everything.



- V. Repeat the exercise. Now the ‘counsellors’ are told to listen to only one ‘client’. Both clients again speak at the same time. The ‘counsellors’ should listen to only one ‘client’, but without indicating which one they are actually listening to.
- VI. The trainer stops the exercise. The ‘counsellors’ are encouraged to report what they heard from the ‘client’. Ask the ‘clients’ to rate the ‘counsellors’ - again using a scale of one to ten.
- VII. The trainer asks:
- What has happened to the scores?
 - How does this relate to counselling?



Be aware of the numerous outside factors like noise, people talking or cars passing that may interfere in this kind of counselling situation.

It is sufficient to ask only a few groups to answer point VII in plenary.

Activity 9: Encouraging children to talk

Objective: to identify activities that will encourage children to talk



Method: brainstorming

The trainer asks participants to mention activities, like drawing, that children can engage in, in order to help them talk about the traumatic experiences they have gone through in their lives.

Activity 10: Susan – a case study

Objective: to practise counselling skills



Method: case study, pair work, role-play

- I. All the participants are given the case study on ‘Susan’ to read. **Attachment 3**



- II. In pairs the participants practise the skills learnt in the previous exercises – one is a counsellor, the other one is Susan.
- III. The trainers walk around and choose two pairs to demonstrate good counselling.
- IV. Presentation of the two role-plays. If there is time, more pairs can act out the counselling session.

Activity 11: The way forward

Objective: to provide the participants with an action plan



Method: group work

- I. Together with the participants, the trainer reviews common psychosocial problems in schools. Make a list of the problems mentioned.
- II. Realising the magnitude of the problem, the trainer now introduces the idea of establishing local Psychosocial Support Networks. The objectives of such a network is the same as the workshop objective stated on DAY ONE *Activity 5*. Through this network, the skills, knowledge and attitudes obtained in the workshop will be reinforced for the benefit of war-affected children:

When you come back to your school/district, a committee of the Psychosocial Support Network should be established with:

- One chairperson.
- One secretary
- All the teachers in the school as committee members.

- III. Each school/district forms a group and makes an action plan following the format in **Attachment 4**.
- IV. The trainer may give an example (already prepared) on the board:



Name of school/district:

Date:

Problems	Activities	Responsible persons	Needs and resources	Time frame
Some boys in grades 6 and 7 are former child soldiers. They are aggressive and disruptive in class.	a) counselling	a) class teacher and the psycho-social network, the head teacher	a) regular teacher-parent meetings	a) whenever necessary, at least once a week
	b) after school football club	b) games teacher, class teachers, parent volunteers	b) football	b) at least twice a week

Activity 12: Final evaluation of the workshop



Attachment 1

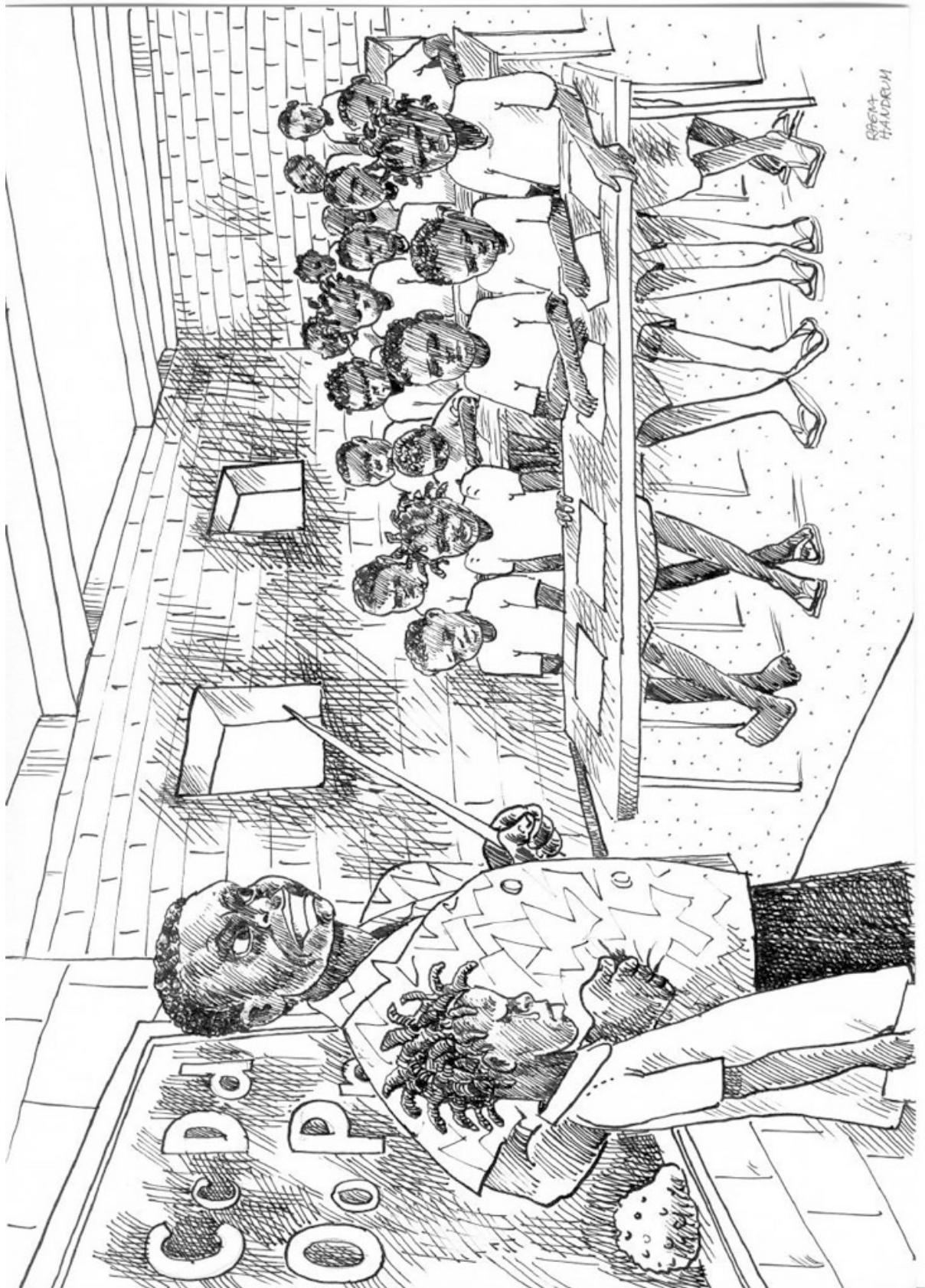
GLOSSARY

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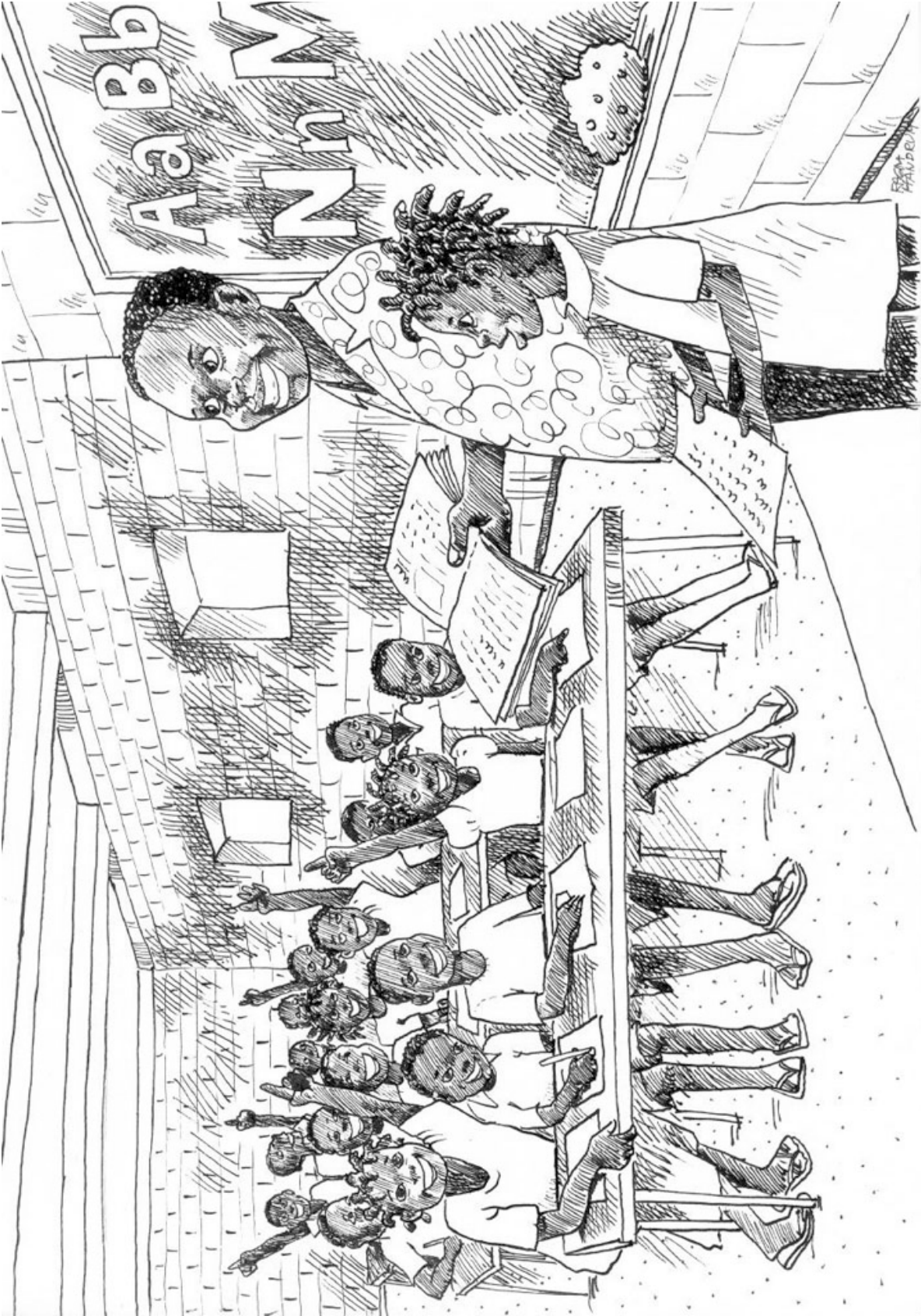
- **Abnormal:** not normal
- **Behaviour:** a way of acting or reacting
- **Conflict:** fight or clash
- **Coping:** (the root word is cope) being able to manage successfully or deal with something difficult
- **Displacement:** removal of a person from his/her home country for military, political or, in some cases, environmental reasons
- **Effects:** results
- **Needs:** wants
- **Observe:** to see and notice; to watch carefully; to note or record facts/data
- **Resilience:** If you have a bad problem but you don't get too sad, or you find a way out of the problem, you show resilience
- **Rights:** legal or moral entitlements of a person or group
- **Social values:** principles or standards held by a society
- **Stress:** feeling tense and uncomfortable because of anxiety
- **Symptoms:** signs
- **Trauma:** a painful emotional experience or shock with lasting psychological consequences
- **Vulnerable:** unprotected, exposed to danger, attack etc.



Attachment 2A



Attachment 2B



Attachment 3

SUSAN - 15

One boy tried to escape, but he was caught. They made him eat a mouthful of red pepper, and five people were beating him. His hands were tied and they made us, the other new captives, kill him with a stick. I felt sick. I knew this boy from before. We were from the same village.

I refused to kill him, and they told me they would shoot me. They pointed a gun at me so I had to do it. The boy asked me, "Why are you doing this?" I said I had no choice. After we had killed him, they made us smear his blood on our arms. I felt dizzy.

There was another dead body nearby, we had to do this so that we would not fear death and we would not try to escape.

I feel so bad about the things I did. It disturbs me so much - that I inflicted death upon other people. When I go home I must do some traditional rites and cleanse myself.

I still dream about the boy from my village who I killed. I see him in my dreams and he is talking to me, saying I killed him for nothing, and I start crying.

Sometimes I feel I should stay alone because I don't feel comfortable with people around me. I even hate being born into this world.



Attachment 4 THE WAY FORWARD

Name of school/district:

Date:

Problems	Activities	Responsible persons	Needs and resources	Time frame





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