

Psychosocial Support Training

Manual for Workshops

*Manual for Program Managers and ARDD-LA Psychosocial
Facilitators*



ARRDD-LEGAL AID

Arab Renaissance for
Democracy & Development

Psychosocial Support (PSS) Unit

Background to the Manual

This Manual was developed in 2014-2015 by the Psychosocial (PSS) Unit of ARDD-Legal Aid. ARDD-Legal Aid is a Jordanian NGO that works to promote human rights, gender equity, advocacy and empowerment among Jordanians and refugees. This manual is also available in Arabic. The ARDD- Legal Aid's Psychosocial Support (PSS) Unit's mission is to use evidence-based mental health and psychosocial support (MHPSS) approaches to contribute to creating a just and stable society that is free of inequity and conflict by empowering marginalized groups to acquire and enjoy their universal rights and freedoms. The PSS Unit provides capacity building workshops, among other things, in order to empower and assist beneficiaries.

Who is the Manual For?

The Manual is designed for program planners and managers to assist in developing programs involving psychosocial support capacity building group workshops, and also provides a guide for facilitators.

Introduction to the Workshops

These 7 group workshops are designed to build capacity of beneficiaries and (partner) staff. There are different types of workshops:

1. Informational Workshop: information dissemination for bigger groups.
2. Interactive Workshop: enhancing skills where interaction is possible for smaller groups

The workshops are not designed to be taken in consecutive order, but rather it is expected that program designers pick and choose the most relevant workshops for their needs.

Workshops tackle the following issues:

1. Gender communication
2. Gender communication in the work context
3. Gender Based Violence
4. Basics of MHPSS issues
5. Marriage problems
6. Stress management

Theoretical development

The workshops were developed in an ad hoc manner in response to various requests from different units and programs. Nevertheless, each was developed with a broad framework. The group workshops were developed to enhance protective factors including:

- Independence
- Sensitivity to Gender
- Resilience
- Motivation to make the necessary changes in their lives

- Knowledge of GBV, and
- Awareness of available support networks

History & Values in the Development of the Workshops

Workshops were developed and refined throughout 2014 and 2015 and (most) were piloted and refined as part of ARDD-Legal Aid's ongoing programs –VOICE and Syrian Lawyers Initiative (SLI). Workshops were developed to conform to standards and values set by ARDD-Legal Aid, the Inter-Agency Standing Committee (IASC) and the MHPSS Working Group in Jordan. Workshops were developed with the following values in mind:

- Emphasizes a resilience and recovery based approach rather than a vulnerability based framework
- Recognizes beneficiaries are active agents in the face of adversities
- Uses approaches that support participants to feel control over decisions that affect their lives
- Promotes human rights and gender equity
- Acknowledges the personal strengths, resourcefulness, solidarity, and social support of the beneficiaries
- Builds on pre-existing community resilience approaches
- Prioritizes enhancing existing community and family support
- Uses non-specialist non-clinical terminology to avoid stigmatization
- Subscribes to the 'Do No Harm' principle
- Based on best practices in group work design
- Works within a good understanding of cultural and religious sensitivities
- Does not raise expectations of beneficiaries in situations where we cannot meet those expectations
- Prioritizes providing up to date information to beneficiaries
- Aims to protect dignity and to promote self-efficacy
- Respects beneficiaries' socio-cultural traditions, religions and knowledge

Notes for facilitator

- Facilitators must be trained in how to provide basic emotional and practical support and general psychosocial support skills in humanitarian/ refugee settings and have had specific training on how to implement the workshops involved in this program
- Where possible, facilitators should be similar in background and religious values, have a deep understanding and appreciation of the socio-cultural values of the Middle East particularly women (including the Koran and Islam)
- Facilitators must be trained by the ARDD-Legal Aid Capacity Building Unit in topics including effective adult learning techniques and how to incorporate the Koran and other Islamic and religious factors into facilitating the groups
- Facilitators must be trained in the core principles of the IASC Guidelines – grounded in human rights and equity, community participation, a do-no-harm principle, and aiming to build upon existing community resources and capabilities, among others

- Facilitators should be trained in and understand the GBV and CP referral pathways and SOPs available from the Jordan GBV and CP working groups
- In addition to the guides below for each individual workshop, facilitators should rely on their knowledge of psychosocial processes in humanitarian settings, their local knowledge, and their common sense in running the groups.

Can Workshops Stand Alone?

Program designers can pick and choose from these workshops depending on their needs. See table below for an outline of the workshops

Session	Topic	Hours	Type of workshop	Men and women mixed
1	Gender communication	5	Smaller workshop	✓
2	Gender communication in the work context	2	Smaller workshop	✓
3	Gender Based Violence	4	Wider workshop	✓
4	Basics of MHPSS issues	8	Smaller workshop	✓
5	Marriage problems	4	Smaller workshop	✓
6	Stress management			✓

Workshop 1

Gender Communication

WORKSHOP 1: GENDER COMMUNICATION

Type of workshop: Smaller group workshop
Maximum # participants: 25
Length of the workshop: 5 hours

Introduction

This workshop is written in order to increase the knowledge about gender and the differences in communication.

Aims

The workshop aims to increase the knowledge about gender and in specific about gender communication. The workshop aims to increase the understanding in how women and men communicate differently and how to take this into account and respect other styles.

Learning Objectives:

- Create awareness of the meaning of gender and how it differs from sex
- Create awareness of different aspects of communicating and how differences between men and women arise
- Create an awareness of popular myths and stereotypes in speech patterns. Explore and identify what purpose speech patterns serve.
- Understand the role of non verbal communication. Explore the differences with men and women.
- Examining listening behavior and exploring the differences between men and women in listening
- Understand the meaning of empathy and unconditional positive regard
- Explore double messages and their connection to nonverbal communication. Be aware of gender and double messages.
- Increase the knowledge and confidence of active listening skills

Who is this workshop designed for

This workshop is appropriate for men only, women only, or mixed gender groups.

TIME SCHEDULE

Theme	Duration in Minutes	NOTE
Introduction	30	
Part 1:Introduction gender	30	
Part 2: Gender & communication	30	
Part 3: Myths and facts	60	
Part 4: Nonverbal communication	30	
Part 5: Listening skills women and men	30	
Part 6: Empathetic Communication/ unconditional positive regard	15	
Part 7: Double messages	15	
Part 8: Active listening & role plays	60	

INTRODUCTION

Objective: Introduction of yourselves and others and discuss the goal of today's training.
Timing: 30 minutes

Introduce yourself as a facilitator and do a quick name round. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table

PART 1: INTRODUCTION TO GENDER

Objective: create awareness of the meaning of gender and how it differs from sex
Timing: 30 minutes

Introduce the concept gender and how gender differs from sex:

Gender: refers to socially constructed differences between men and women

Sex: refers to biological differences between men and women.

Why is it important to talk about gender?

Understanding the differences in gender will increase the understanding of men and women. It will enhance the effectiveness of conversations between men and women. Improving your communication skills will make it easier to have conversations. Also the other will feel more understood and you will be more able to actually help the other.

PART 2: INTRODUCTION TO GENDER & COMMUNICATION

Objectives: Create awareness of different aspects of communicating and how differences between men and women arise.
Timing: 30 minutes

Ask people what they think of when we speak about communicating?

What is communication? What are different aspects of communicating? Is there a difference in communicating between men and women? What are the differences?

Show the movie: 'Power of words'

Then divide the participants in groups of 2 and let them discuss the following questions. Give them 5 minutes and ask them to come back in the group. Discuss the answers with the whole group.

1. How did men and women acquire their communication styles? Aren't we just born that way; did we learn it? Is it nature or nurture?

Ask the group to provide examples of influences of both nature and nurture. Nature or inherited biological examples would include that male and female brains are wired differently. Hormones also affect behavior. For example, boys are genetically programmed to be more aggressive than girls; girls are genetically programmed to be more nurturing than boys. Finally, girls acquire language sooner than boys, who tend to be better in spatial-relations ability. This is the "nature" part of the equation. And remember, biology is not destiny. Nurture is also a part of the gender equation. We are socialized through being rewarded by adults for gender-appropriate behavior when we are children. Children imitate adult role models and are influenced by peers. Ask the group to reflect on messages they received from their parents, teachers, peers, or a coach on what it meant to be a boy or a girl. Other influences include television, popular music, Hollywood, and social networking.

2. Which communication style is more effective, male or female?

Both women and men are unique in their styles, and each brings a different perspective and skill set to the table. The more correct question to ask is, "What style best fits the situation?"

3. Is gender really that important in defining the way people interact with each other?

Yes, gender is a predictor of communication style. The distinction between male and female is perhaps the most obvious, visible, and dramatic subdivision within our species. Gender is one of the most significant variables affecting the choices we make in how we communicate. Can men and women learn to change and adapt their styles? Haven't we been this way forever? How do you expect us to change? es, both men and women can change and have the ability to adapt and modify their communication styles. This is a shared equal opportunity. Change is a choice. And as stated earlier, biology is not destiny. Yes, men and women can learn to change, and this training is about how you can change and alter or modify your communication behaviors to be more successful with the opposite sex. Some participants may express a betrayal of self: "Well, this just isn't me." We are always evolving and change is inevitable. True, some people are more open and receptive to change than others. And the goal of this training is to evolve into a better, new, and improved communicator. The more someone can

expand his or her communication behavioral repertoire, the more successful he or she will be.

4. **Are there individual differences as well as gender differences?** In addition to gender differences in communication, there are also individual differences. We are all unique and don't always fit neatly into the gender box. Gender is one aspect of who we are, and personality traits can certainly play a role in defining our communication style.
5. **Who acts as though they're responsible for effective gender communication, women or men?** Traditionally, women have assumed the role of social maintenance. They take care of people and relationships. Women can "read" feelings and are usually better able to empathize. There is also a societal expectation that because women are the nurturers, the moms, they automatically come equipped to soothe hurt feelings and offer counsel.
6. **Who acts as though they're responsible for effective gender communication: women or men?** Traditionally, women have assumed the role of social maintenance. They take care of people and relationships. Women can "read" feelings and are usually better able to empathize. There is also a societal expectation that because women are the nurturers, the moms, they automatically come equipped to soothe hurt feelings and offer counsel. At work, a woman is often called the "office mom."

PART 3: MYTHS AND FACTS IN SPEECH PATTERS

Objectives: Create an awareness of popular myths and stereotypes in speech patterns. Explore and identify what purpose speech patterns serve.
Timing: 60 minutes

Instruct the participants to stand up, and inform them they will not need anything (no workbooks or pens). Tell them to take up the entire room. The first three true/ false questions will be answered in dyads and take only two minutes with each of the three different partners. In other words, each person will have three different partners with a different true/ false question for each exchange.

Instruct them to answer true/ false and explain why they believe it is true/ false. Advise them that they have two minutes. After two minutes tell them to stop, and ask the large group who said true and why. Then ask who said false and why. Spend three to four minutes processing the answers with the large group. After the large-group discussion, instruct the participants to find new partners for a different true/ false question. Continue the same pattern with the second true/ false question:

After the group has completed the first three true/ false questions, ask the participants to go back to their respective seats, and solicit the large group for answers to the remaining seven true/ false questions.

1. **Women talk more than men do.** False. A popular myth and brunt of jokes is that women are the talkers; women talk more than men do. We hear terms such as Chatty Cathy or yakkity-yak when referring to women and how they can go on and on. Actually, men get the floor more often, and when they get it, they keep it longer. Women are also the recipients of more interruptions. One of the most extensive studies was conducted by linguists Don Zimmerman and Candace West (1975), which demonstrated that men interrupted women much more than they interrupted other men and far more often than women interrupted either men or women (96 percent, compared with 4 percent). A final variable that affects who talks more is overlapping. Overlapping is when one person talks over another person; two people are talking at the same time. Bate says the motivation for men's tendency to overlap is related to the viewpoint of "dominance and power" (1992, p. 98). In contrast, when women overlap, it usually serves the purpose of supporting or expressing interest. Women seldom overlap to assert control, but rather to build relationship and connection, revealing a cooperative approach to conversation rather than a competitive one. Taken together, these variables contribute to women speaking less than men do.
2. **Women usually select the topic of discussion.** False. Selecting the topic of conversation sets the stage and directs the course of the interaction. It can also have persuasive implications and enhance credibility. In a sense, it is taking charge of the exchange. Generally, men will take the lead and initiate the topics of conversation.
3. **Men incorporate more adjectives and adverbs in their speech.** False. Women incorporate a more descriptive speech style, which includes the use of more adjectives and adverbs. Men are often more empirical in their speech style; that is, most men are more analytical and literal. Examples of the more frequent use of intensive adverbs employed by women are: very, terribly, quite, such, awfully, and just. A man might say, "That was nice." A woman might say, "That was awfully nice." Adverbs can convey a less forceful or credible message. They have the effect of weakening speech. Compare "I really want that job" to "I want that job." Or "She had the very best office" to "had the best office." Adjectives are words that describe and might include lovely, sweet, precious, wonderful, charming, or cute. Try to imagine a man using any of these words. Taken together, the more excessive use of adverbs and adjectives can trivialize women's speech. Men often think of matters such as color distinction and excessive description as trivial and unimportant.
4. **Men speak more in declarative sentences.** True. Men not only speak more frequently in declarative sentences, but also their pitch goes down at the end of the sentence, signaling finality and conclusiveness. The result is often a persuasive, all-knowing tone that should not be questioned. This combination of the verbal (declarative sentence) with the nonverbal (deeper pitch at the end of the sentence) is a rhetorical tool employed by men that leaves the listener believing there is no doubt. Women characterize this style of speech as acting as if they know everything by speaking with such certainty. Often it results in shutting down women. Women are afraid to question or add their own take on an

idea; that is, because of a man's certainty and unquestionable, authoritative style, a woman might hesitate to raise a doubt or an inquiry.

5. **Women engage in rapport talk trying to "connect" with others.** True. Women assume the social maintenance role in communication, and it is paramount that they build relationship with others through a rapport style of communication. Men engage in more report talk. "Just the facts" is a popular mantra when women describe men's speech style. Women assume a more relational approach and men assume more of a content approach to communication. The important thing to remember here is that women want to have dialogue just to reinforce the fact that the relationship exists and is important. The topic of the conversation is less important than the fact that a conversation is place. As communication experts Dana Ivy and Phil Backlund (2004) suggest: "No wonder men often think that women talk on and on about nothing. No wonder women often think men's relationships (and, sometimes, men themselves) are superficial. What's going on here is that, in general, women and men use communication for different purposes.
6. **Men focus on "safe" topics, such as work and sports.** True. The topics of conversation chosen by men tend to be "safe" topics, such as work, sports, and financial matters. Men's speech tends to revolve around external things and usually involves factual communication, not feelings or inner thoughts. In contrast, women will incorporate more person -centered topics and initiate interpersonal matters. Their speech is more apt to deal with feelings than men's topics of conversation do.
7. **Women are direct with requests.** False. Women tend to beat around the bush when making requests. They will also lengthen the request as a softening mechanism to ease the force of an assertive act; that is, asking someone to do something needs to be balanced with deference. Often both men and women will complain they are not sure what a woman is asking or if she is even asking them to do something. It might sound like this: "Did you say you were headed to the copy room ? Oh, never mind. I know you are busy with that deadline and have a lot going on," which is a disguise for the real request : "I need a copy of this contract." Women's requests can be so indirect that they don't sound like requests at all. Another strategy employed by women has been identified by speech communication professors Deborah Borisoff and Lisa Merrill (1992). It is the compound request, or "How many words shall I use to make my wishes known?" This lengthening of the request serves as a polite form of speech. Compare "Type this now" with "Will you type this now?" The person in the first example is issuing a command, and in the second example the person is still making a request but the addressee is free to refuse. Both strategies, direct and polite, are necessary skills in the workplace.

Ask the group to respond to these questions in order to understand the complicated anatomy of a request: 1. Why doesn't she just say what she means? 2. Is her indirectness a form of insecurity? 3. What happens when a woman is direct in her request? 4. Are direct requests always preferable? In what situations?

8. **Men apologize more than women.** False. Women apologize more often than men. Women are frequently told to stop apologizing all the time. It is often

perceived as eroding their credibility. Men have more difficulty apologizing” and woman “can apologize more readily and easily .” Men use less emotion when apologizing and women employ more emotion when they apologize.

9. Women incorporate more indirect verb forms (might, would, should, or could). True. Women employ more indirect verb forms in their speech. Indirect verb forms are sometimes perceived to weaken speech and make it less forceful or certain. Consider the following contrasts: He: We benefit from the extended deadline. She: We would benefit from the extended deadline. He: It is detrimental to our business. She: It might be detrimental to our business. He: I have a question. She: Could I ask a question?

10. Men are self-effacing in their speech. False. Women employ more self-effacing speech patterns. As discussed, women apologize more and employ more polite forms of speech, disclaimers, and softening strategies. In many cases, women are reluctant to speak out and express themselves in public.

PART 4: NON VERBAL COMMUNICATION

Objectives: understand the role of non verbal communication. Explore the differences with men and women.

Timing: 30 minutes

Give a short introduction about non verbal communication

We send verbal and nonverbal messages. Verbal messages constitute the words. Nonverbal messages are composed of all else, from facial expression to body movement to vocal sounds— not words— such as grunting or sighing. “Nonverbal communication is all elements of communication other than the words themselves. It includes not only gestures and movement, but also inflection, volume, and environmental factors such as space and color”. While awake we are communicating all the time to those around us by what we say or don’t say. Whether smiling, frowning, winking, or sighing, a person is sending a message to those around her or him. Just as men and women are socialized and learn to express themselves verbally in a style that suits their gender, they also learn nonverbal gender-appropriate ways to express themselves. In addition to socialization, an individual’s culture also influences verbal and nonverbal behaviors and what may be viewed as appropriate communication behaviors for men and women.

Exercise:

Ask the participants to sit in groups and discuss the following questions, write it on a big white paper.

- 1. Can you not communicate? How?*
- 2. How would you define nonverbal communication?*
- 3. List as many types of nonverbal behaviors as you can.*
- 4. Identify which nonverbal behaviors you think are more characteristic of men versus women. Give reasons and examples.*

Everyone goes back in groups.

Nonverbal communication is everything except the written and spoken word. People are always communicating; even silence sends a message to those around you. When there are conflicting verbal and nonverbal messages being sent, 55 percent of the message's meaning came from facial expressions and body movement; 38 percent came from vocal cues such as pitch, pauses, and tone; and only 7 percent of the message's meaning came from the spoken word. This means that over 90 percent of the meaning stems from nonverbal behaviors. "Nonverbal communication ... includes body language (kinesics), vocal cues (paralinguistic), the use of space and distance (proxemics), touch (haptics), color, clothing, and artifacts".

Elements of Nonverbal Communication includes but is not limited to the following:

(Ask the group to come up with some examples and help them if needed)

- Gender
- Touch,
- Eye contact: gaze, glance, stare
- Volume, pitch, loudness of voice
- Use of personal space
- Gestures
- Facial expressions
- Pauses, silence
- Intonation, speaking pace
- Dress and general appearance
- Posture
- Smell
- Nonfluencies or vocal sounds: um, er, uh
- Vocal "fillers": you know, whatever, yeah

Women and men tend to use nonverbal behaviors differently.

Ask the group if they can come up with some examples?

For example, women tend to be more expressive when communicating; they use more facial expressions and gestures than men. Women smile more often than men. Women smile so often that it can be hard to know when the smile has a meaning of happiness (the situation deserves a smile), or the smile means embarrassed, angry, sad, forgetful, and so on. Men tend to smile only when they are happy or have heard something funny. Contrary to women, men's smiles are usually congruent with their feelings of happiness. Because men in general do not smile as often as women and are not as expressive in their gestures and facial expressions, some women (and even a few men who are expressive or emotionally demonstrable) may view men as emotionless or label them as cold and uncaring. Women who do not smile and look directly at the speaker may be viewed as upset, angry, unsupportive, or snobbish. Men who smile a lot (more than when they are happy) and stare at the speaker may be perceived as suspicious persons or trouble makers.

Women are more skilled than men at deciphering nonverbal messages. The generalization that women are more intuitive than men may relate to women's hearing the verbal and seeing the nonverbal messages. Women interpret both message channels, verbal and nonverbal, when assigning meaning to the message as a whole. Men tend to focus on the words or the content only of the messages they hear.

PART 5: LISTENING SKILLS OF WOMEN AND MEN

Objective: examining listening behavior and exploring the differences between men and women in listening.

Time of exercise: 30 minutes

Exercise:

Men hear with their ears. Women hear with their ears and eyes. What does this statement mean to you? How might it affect your behavior at work? Provide examples.

This discussion serves as a brief introduction to examining listening behaviors. While listening to the groups reporting on their conversations, keep track of comments that relate to the upcoming discussions about differences in how men and women listen. When responding to the first question, participants will be describing what the statements mean to them, in terms of how men hear words or content and women hear the words and feelings behind the words. With the second question, attendees begin to think about their own listening styles and how these gender differences may have affected them in the workplace. Each member shares his or her response, and then process it with the entire group.

Ask the participants to read the statement on the slide and then talk with their group to respond to the two questions listed.

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1. *How are the behaviors different if it's a man listening versus a woman listening?*
2. *Who are more effective listeners: women or men? Why?*

The participants explore listening skills and discuss observations of what they've experienced in how men and women listen. Discussion questions are used for their own self-reflection on their behaviors and perceptions. Referring to the second question on the slide, women tend to be perceived as better and more attentive listeners than men.

Table: Men's and Women's Listening Behaviors

Men	Women
Hear the words and the content.	Hear the words and the emotions or feelings behind the words.
Goal-oriented, Aim to solve the problem, Prefer that the speaker get to the point.	Process-oriented, aim to gather information from all of the speaker's channels and review (generally more than once) before making a decision.
Decide quickly based on the content	Take longer to decide since they may want to gather more information and discuss it more than once to reach a decision
Stand indirectly, side by side.	Stand face-to-face, looking at the person's face.
Take in the speaker's words to determine the message's meaning.	Take in all the speaker's behaviors (facial expression, tone of voice, and so on) Connected to the message to determine the meaning.
Sometimes perceived as not listening due to side-by-side stance or not looking at the speaker.	Acknowledges the speaker by head nodding, looking at the speaker, saying "uh-huh" or making short comments such as "I agree" or "That makes sense."
Interrupts more often, which contributes to being perceived as not being a good listener.	Interrupts less often, which contributes to being perceived as being a better listener.

Attendees may find themselves confronting their own stereotypes and expectations for how men and women should listen and talk with each other.

Ask the participants to answer the true/false questions in dyads (or do it with the group if you run out of time)

How Women and Men Listen

True/ False Read each item and mark as T (true) or F (false):

1. Men listen for feelings as much as they listen for facts. False. In general, men are listening for “facts” only. Men are considered goal-oriented; they want the facts so that they know how to react and can determine what action to take. Men are listening for content. They want to take action based on that content and fix the situation.

2. If a person has something of a personal nature to share, they would prefer to share it with a man, rather than with a woman. False. If a person has something of a personal nature to share, generally he or she would prefer to share it with a woman and not with a man. Both men and women agree that women are better listeners than men. What makes a better listener ? Women’s listening behaviors indicate that they are hearing and responding to the person speaking. Women nod their heads and utter “uh-huh” more often than men to show the speaker that they hear what the speaker is saying (but not necessarily agree with the speaker). Women do not interrupt as often as men; this is another indicator that women are attentive and listening. Women also tend to show more empathy for the speaker, for example, commenting, “That must have been terrible for you ” or “I’m glad to hear your son is feeling better. My nephew had that same surgery when he was seven.”

3. Men tend to stand indirectly, rather than directly (face-to-face), and therefore are often perceived as not listening. True. Men tend to stand side by side or shoulder to shoulder when they speak with other men, and sometimes this behavior carries over to their conversations with women. Next time you’re at a gathering, check out how the men position themselves when talking with each other. You will most likely see this side-by-side stance, as they converse indirectly (not face-to-face). Women tend to face the speaker so that they can better read the person’s expressions in addition to the speaker’s words. Because women are used to talking face-to -face, if a man uses the side-by-side stance, not looking at her face, she may very well think he’s not listening to her.

4. Women tend to be goal-oriented in their listening style (listening for facts). False. Women are considered to be process-oriented (listening for feelings and facts), while men are considered to be goal-oriented (listening for the facts). Women hear the facts and the feelings and look at the relationships involved. They hear and discuss things more readily than men, including the feelings and emotions behind the facts. Women tend to talk more in a story format and may repeat information as they process it or come to terms with it and then make a decision . Men tend to hear the facts, take action or make a decision, and then are ready to move on to the next event or goal.

5. Men often want to fix or solve the problem when they listen to a person’s story.

True. Men hear the facts and want to take action to resolve the situation as quickly as possible. Have you heard of Mr. Fix-It? Men tend to want to fix or solve the situation, check it off their list, and move on. When they listen to someone tell a story or talk about a problem, men generally are ready to jump in, interrupt, and offer one or more solutions.

6. Women often incorporate many nonverbal behaviors (head nodding, leaning forward, facial expressions, and so on) into their communication, and are therefore often interpreted as attentive listeners.

True. Women’s nonverbal responses, such as head nodding, leaning forward, facial expressions , and so on, are often interpreted by the speaker as “attentive” listening . Note that these behaviors do not necessarily mean that she agrees with everything the speaker is saying.

7. Men and women are equally able listeners. True. Both men and women are quite capable of being good listeners. While women may say that their male colleagues don’t listen to them, the men are adept at listening to six different sport broadcasts at once and relating the score in each game. When it comes to how well men and women listen to each other, it often depends on the situation and how the message is spoken.

8. Women often want men to be more understanding when they listen. True. Women do want men to be more “understanding” when they listen. But what does “understanding” mean? Women tend to want men to show the same listening behaviors that women use. For example, if men nodded their head, leaned forward, uttered “uh-huh” every once in a while, and did not interrupt, then women might interpret this as attentive listening or “understanding.”

9. Women often include details in their speech that men perceive as unnecessary and, consequently, makes it challenging for them to listen. True. Women tend to be process-oriented, and part of that process is to understand how the details come together to describe a situation or form a story. It can be challenging for men to listen to women as they relate the details (often detail by detail by detail) describing a situation. Being task-oriented and more direct than women in their communication style, men tend to want the speaker to get to the point as quickly as possible so that they can fix it or take action and move on. Hearing all the details seems like extraneous information that’s not needed for the man to take action. It becomes challenging for him as he listens to the details, not knowing which detail is most critical for him to take action. “Get to the bottom line” or “get to the point” is often a common lament from a man when listening to a woman relay her problem. He is hoping for a “yes or no” response. She is hoping for him to be attentive, even to empathize with her predicament, and to hear the whole situation before discussing any actions or next steps.

10. Women tend to be perceived as better listeners than men. True. Women are perceived by both men and women as better listeners than men. Research shows that women do not interrupt the speaker as often as men do; this is perceived as respect for the speaker. Women tend to use nonverbal behaviors more frequently than men do in response to the speaker. This includes behaviors such as head nodding, facial

expressions, nonfluencies or short verbal expressions (“uh-huh”), and comments (“I agree”) to indicate that they are following what the speaker says.

Use the following questions for group processing and discussion points:

1. Which questions did the participants have trouble deciding whether they were true or false? Why?
2. How did they come to that decision (true or false)?
3. Would they share an example that relates to the question or statement? To reveal the correct true/ false responses, you may choose to discuss each response one by one, asking for comments or thoughts on each question.

PART 6: EMPATHY AND UNCONDITIONAL POSITIVE REGARD

Objective: understand the meaning of empathy and unconditional positive regard
time of exercise: 15 minutes

Ask the participant to write the meanings of the following words on a flip board. Discuss it afterwards with the wider group and make sure they will understand the concepts.

1. *Empathy:* The ability to put yourself in someone’s shoes. The ability to understand and share the situation, perception and feelings of another person.

You don’t have to agree with the person but you have to try to understand how this feels for the other person. Empathy is sometimes confused with sympathy. Sympathy is the acknowledgement of someone’s perceptions and feelings. Empathy goes beyond sympathy.

2. *Unconditional positive regard:* accepting the person for what he or she is. Without being judgmental.

PART 7: DOUBLE MESSAGES

Objectives: explore double messages and their connection to nonverbal communication. Be aware of gender and double messages.
Timing: 15 minutes

Conduct this exercise in dyads and process it with the entire group.

Let them answer these questions:

1. *What is a double message?*

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2. *What happens when verbal and nonverbal messages contradict each other?*
3. *Do you believe the verbal or nonverbal message? Why? Share an example.*
4. *What is the impact in the workplace, during a conversation with a client?*
5. *How do double messages affect men and women?*
6. *How do double messages affect your credibility and the credibility of others? Why? Debrief*

We use the term double message to refer to an individual's message in which the verbal and nonverbal meanings contradict each other. Based on research in the communication field, women seem to send more double messages than men. The incongruence in the messages sent generally affects women by lowering their perceived credibility. When the boss yells at his subordinate, and she smiles back, what is the message she's sending? It's a mixed message. When person X says his joke was awful but laughs anyway, what does she really mean? Was the joke bad or good? If a woman expresses her disappointment to her male colleague when he says it's his fault the project is delayed for two weeks, and then she smiles at him, what is he to understand? He may think, "Maybe the job delay isn't that bad after all." More times than not the man may walk away thinking the woman doesn't know what she wants or what to do next, thus lowering her credibility in his eyes. Saving face may be a reason for some of women's double messages. For example, if a woman is in an embarrassing situation, she may smile as if to say she's all right even though she's upset with what just happened. If she expresses her anger at her employee, she may want to alleviate the other person's embarrassment or discomfort and smile as if to say, "I know you can do better." She may be using her smile to soften the blow or the severity of her words. Instead it negates the seriousness of her message and affects her work image. "

PART 6: ACTIVE LISTENING SKILLS & ROLE PLAYS

Objective: Increase the knowledge and confidence of active listening skills

Timing: 60 minutes

Note: if the participants already did some training on active listening. Explain the importance of treating the client as an active actor who can make their own decisions rather than treating them as passive refugees that are not able to think of what is best for them. Seeing them as active actors can help empower them. In order to collaborate together with the clients we need to listen very well. For this reason we will focus on active listening again. This time you should take all the information of today in mind.

Discuss the meaning of active listening and why it is important. Using more active listening skills (which is more related to women) will occasionally receive some push back. Men who may be more invested in "masculinity" and the concept of being "macho"

may disagree with the recommended value of using a more 'feminine style of communication.

Emphasize that the concept is not about men becoming women or women becoming men. Vive la difference! We don't want to all be alike. It is our differences that make for better outcomes.

Explain that these skills can be helpful in their work and can help to communicate more effectively. This is positive for both men and women.

Active Listening Skills

Attending skills: giving your physical attention to the other person. Looking involved by adopting an open body position. Showing facial expressions and other signs that you are interested in what the person is saying.

Following skills: Not interrupting and diverting the speaker. Using minimal encouragers – simple responses that encourage the speaker to talk. Asking relevant questions, which allow for more of a response than yes or no. Not taking on the role of interrogator and asking too many questions. Maintaining an attentive silence.

Reflective skills: telling the other person what you think they are feeling.

- 'sounds like you're angry'
- 'it seems like you feel annoyed'

Paraphrasing skills: putting in different words what the other person said and checking you have heard it correctly.

- If I understand you correctly
- So you're saying that....
- So you think that....
- Sounds like what you're saying is....

Focusing skills: You politely ask the person to focus on their main concern.

- 'I know that all these matters concern you greatly but is there one of these in particular that we can do something about?'
- 'What is your biggest worry out of all the things you have talked about?'

Barriers to effective communication:

Judging: imposing your own values on another person and giving solutions to their problems. When you judge you don't fully listen. Criticizing, diagnosing or labeling 'you are

Sending solutions: interrupting the speaker before they have finished speaking or giving solutions before you have been asked can be irritating. It can also encourage people to be dependent on us to solve problems for them and can deny them the chance

to practice their own decision-making skills. Rather, you want to communicate to them that their feelings, values and problems are important.

Examples

- Moralizing 'you should do this...'
- Excessive questioning 'then what happened, then what, who were you with, etc'
- Finishing sentences

Avoiding others' concerns: here is when you never deal with the client's problems. The individual's feelings and concerns are not taken into account. The listener does not want to deal with the clients' fears, anxieties, or problems. Examples:

- Advising 'it would be best if you'
- Diverting
- Emphasize facts and avoid feelings
- Reassuring 'it will all work out'
- Discounting 'yes... but'

Role plays in active listening:

Before starting with role plays, explain how to provide feedback:

FEEDBACK SKILLS

- When in the early stages of learning new skills, positive feedback has a better impact on learning than negative feedback
- No negative feedback please
- Give at least 3 positive pieces of feedback: 'I liked the way you
- Give examples of what they did well

SELF REFLECTION SKILLS

- Spend time thinking about what you did well, what you are naturally good at
- Spend time thinking about what things you have learned today
- Spend a little time identifying one thing you could possibly improve on for future.
- Learning new skills and undoing habits take time

Explain the role plays to the participants. Ask the group to divide in triads (one lawyer, one client, and one observer). Spend some minutes with client speaking to support worker, observers take notes. Practice the active listening skills. Switch roles so that all get a turn.

Scenario: client is approaching the lawyer for the first time being met for the first time.

After everyone has practices their roles in little groups, ask who feels confident enough to perform in front of everyone?

QUESTIONS

Finalize the training and ask if the participants have some questions.
Ask everyone to fill in the post evaluations.

Workshop 2

Gender Communication in the work context

GENDER COMMUNICATION IN THE WORK CONTEXT

Type of workshop: Smaller Group Workshop
Maximum # participants: 25
Length of the workshop: 2 hours

Introduction

This workshop is written in order to increase the knowledge about gender and the differences in communication, specifically in the work context.

Aims

The workshop aims to increase the knowledge about gender in the work context. The workshop aims to increase the understanding in how women and men communicate differently and how to take this into account and respect other styles.

Learning Objectives:

- Identifying the existing ideas and images of men and women in the work context, in order to make the participants aware of existing stereotypes. Also increasing the awareness of self-fulfilling prophecy, that is the tendency to have expectations that affect behavior in order to support expectations
- Enhance the knowledge about differences in gender communication in the work context in order to increase the understanding of the opposite gender
- to improve the understanding of the other gender and increase the empathy level

Who is this workshop designed for

This workshop is appropriate for men only, women only, or mixed gender groups.

TIME SCHEDULE

Theme	Duration in minutes	NOTE
Welcome & Registration	30	
Part 1: Short Recap gender communication workshop 1	15	
Part 2: Stereotypes	15	
Part 3: Gender differences in Workplace	60	
Part 4: Role Plays	30	

INTRODUCTION

Objective: Introduction of yourselves and others and discuss the goal of today's training.
Timing: 15 minutes

Introduce yourself as a facilitator and do a quick name round. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table.

OPTIONAL: Explain that we will continue talking about gender communication, however this workshop will be focused on gender communication in the work context.

OPTIONAL- PART 1: RECAP GENDER COMMUNICATION TRAINING

Objective: a short recap of last training on gender communication to refresh the important parts and to make sure everyone has received the same information before we continue the training
Timing: 15 minutes

Ask the participants what topics they had discussed in last training on gender communication?

What do they still remember?

1. Introduction gender

Gender: refers to socially constructed differences between men and women

Sex: refers to biological differences between men and women

2. Gender & communication
3. Myths and facts
4. Nonverbal communication

“Nonverbal communication is all elements of communication other than the words themselves. It includes not only gestures and movement, but also inflection, volume, and environmental factors such as space and color”

5. Listening skills women and men
6. Empathetic Communication/ unconditional positive regard

Empathy: The ability to put yourself in someone's shoes. The ability to understand and share the situation, perception and feelings of another person. You don't have to agree with the person but you have to try to understand how

this feels for the other person. Empathy is sometimes confused with sympathy. Sympathy is the acknowledgement of someone's perceptions and feelings. Empathy goes beyond sympathy.

Unconditional positive regard: accepting the person for what he or she is. Without being judgmental.

7. Double messages
8. Active listening & role plays

PART 2: STEREOTYPES OF MEN AND WOMEN

Objective: Identifying the existing ideas and images of men and women in the work context, in order to make the participants aware of existing stereotypes. Also increasing the awareness of self-fulfilling prophecy, that is the tendency to have expectations that affect behavior in order to support expectations.

Timing: 15 minutes

Ask the group; what do you think the meaning is of a stereotype?

Stereotype: A widely held but fixed and oversimplified image or idea of a particular type of person.

Ask the group what stereotypes of men and women exist in the workplace? What are stereotypes for men and women?

Men: independent, objective, competitive, better suited to management

Women: gentle, sensitive, passive, less suited to responsible positions in business

PART 3: GENDER DIFFERENCES IN THE WORKPLACE

Objective: enhance the knowledge about differences in gender communication in the work context in order to increase the understanding of the opposite gender.

Timing: 60 minutes

Ask the group: Are there gender differences in the workplace?

Let's be honest, men and women work differently. Both are trying to do the right thing, but by different sets of rules. It's not about right or wrong, good or bad. It is simply about difference. Understanding these differences is key to improve your work environment

*What is the difference in leadership style between men and women?
Divide them in little groups and ask them to write their answers on a flip board.*

Men:

- Leading by command and control
- Exchange rewards for services
- Reliance on positional power
- Following a hierarchical, military structure
- Action orientation
- Analytical, linear thinking

Women:

- Sharing power and info.
- Enhancing others self-worth
- Encouraging participation
- Getting others excited about their work

Ask the group, what is the difference in speaking patterns in formal group meetings?

- Men gain the "floor" more often, and keep the floor for longer, regardless of their status
- In professional conferences, women take a less active part in responding to papers.
- When women do ask a question, they take less time in asking it than do men.

Does it matter? Start group discussion

- Those who talk more are more likely to be perceived as dominant and controlling of the conversation.
- Those who talk the most in decision-making groups also tend to become the leaders. Especially important are "task leadership behaviours," such as asking questions, helping to set up structures and procedures for the groups, giving information and opinions, and identifying and solving problems.
- Interrupters are perceived as more successful and driving, but less socially acceptable, reliable, and companionable than the interrupted speaker. In a study of trial witnesses in a superior court, undergraduate student observers saw both female and male witnesses who use powerful language as being more competent, intelligent, and trustworthy than those who use powerless language.

Are there negative consequences for female employees?

- When someone is interrupted often or her comments are ignored, she may come to believe that what she has to say must not be important.
- Women are less likely than men to have confidence in their ability to make persuasive arguments.
- Many women feel inhibited in formal, mixed-gender groups.
- Some women, when they do gain the "floor," talk too fast as they know they are about to be interrupted.

PART 4 ROLE PLAYS

Objective: to improve the understanding of the other gender and increase the empathy level.

Timing: 30 minutes

Explain that we will start doing some role plays, divide the participants in pairs (one lawyer, one female client)

Spend some minutes with client speaking to support worker. Experience how it feels to be someone from the opposite gender.

Switch roles so that all get a turn.

Note: this part can cause some resistance from the participants. People feel often uncomfortable by switching roles and pretending to be someone from the opposite gender. Try to explain that this is an important exercise and that it is normal to feel strange but that if you really try it can help you understand the other better.

QUESTIONS

Finalize the training and ask if the participants have some questions.
Ask everyone to fill in the post evaluations.

Workshop 3

Gender Based Violence

WORKSHOP 3: GENDER BASED VIOLENCE

Type of workshop: Wider Group Workshop
Maximum # participants: 50
Length of the workshop: 4 hours

Introduction

This workshop is prepared to disseminate information on Gender Based Violence targeting bigger groups of people. This means that there will be very little interaction with the participants.

Aims

This workshop aims to raise awareness about gender based violence issues and to enhance survivor wellbeing in the community.

Learning Objectives:

- Awareness of common myths that are used to justify gender-based violence.
- Distinguish between causes and contributing factors of gender-based violence.
- Discuss effects of gender-based violence on women, women's families, perpetrators, and society as a whole.
- Distinguish between violence and abuse
- Increase the knowledge of how we can deal with GBV on individual, family and community level

Who is this workshop designed for:

Workshop 3 is designed specifically for use in GBV prevention work. It is for both women and men from all different backgrounds.

TIME SCHEDULE

Theme	Duration in minutes	NOTE
Welcome & registration	30	
GBV information workshop	90	
Group activity	90	
Wrap up	60	

Plenary workshop:

INTRODUCTION

Objective: Introduction of yourselves and others and discuss the goal of today's training.

Timing: 5 minutes

Introduce yourself as a facilitator. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table

PART 1: DEFINITION & TYPES OF GBV

Objective: introduce the topic and increase understanding of GBV

Timing: 15 minutes

Explain briefly the differences between sex and gender:

Gender: refers to socially constructed differences between men and women

Sex: refers to biological differences between men and women

Explain the definition and types of GBV

Gender Based Violence: an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females (The IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings)

Types of GBV can vary across cultures, countries and regions, but some of the more common forms include: sexual violence, sexual exploitation and/or abuse (SEA), domestic violence, trafficking, forced and/or early marriage and other traditional practices that cause harm, such as female genital mutilation, honor killings, widow inheritance, etc.

Distinguish between violence and abuse

Explain that there are different types of abuse and that violence is a type of abuse.

PART 2: GBV & HUMAN RIGHTS

Objective: increasing knowledge about human rights

Timing: 10

Explain the human rights and how it relates to GBV

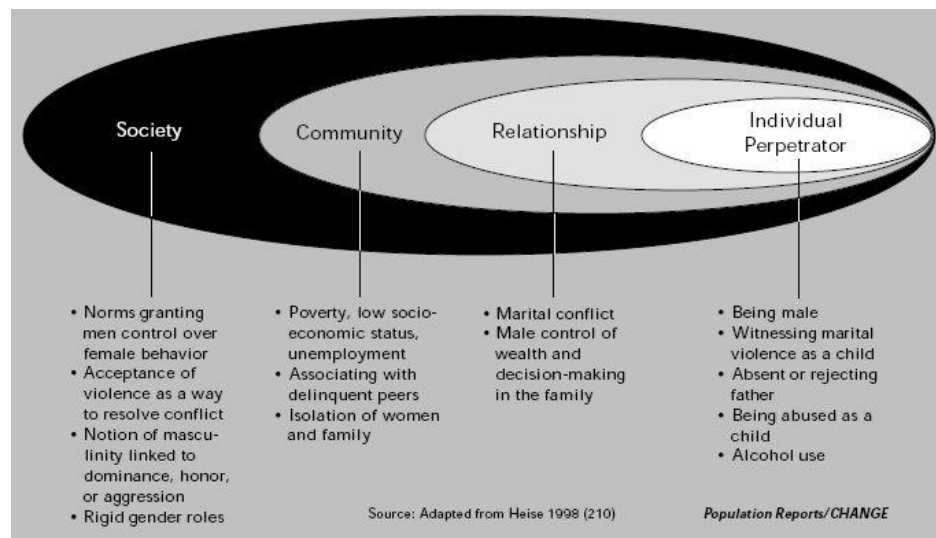
PART 3: CAUSES & CONTRIBUTING FACTORS

Objective: increase knowledge about difference between causes and contributing factors

Timing: 20 minutes

Explain the “ecological framework” to help them understand the interplay of personal, situational, and socio-cultural factors that combine to cause gender-based violence.

In this model, GBV results from the interaction of factors at different levels of the social environment.



The model can best be visualized as four concentric circles. The innermost circle represents the biological and personal history that affects an individual's behavior in his/her relationships. The second circle represents the immediate context in which gender-based violence takes place— frequently the family or other intimate relationship. The third circle represents the institutions and social structures, both formal and informal, in which relationships are embedded—neighborhood, workplace, social networks, and peer groups. The fourth, outermost circle is the economic and social environment, including cultural norms.

A wide range of studies suggest that several factors at each of these levels, while not the sole *cause*, may increase the likelihood of gender-based violence occurring. These are contributing factors, such as:

- At the *individual level* these factors include the perpetrator being abused as a child or witnessing marital violence in the home, having an absent or rejecting father, and frequent use of alcohol.

-At the *level of the family and relationship*, cross-cultural studies have cited male control of wealth and decision-making within the family and marital conflict as strong predictors of abuse.

-At the *community level* women's isolation and lack of social support, together with male peer groups that condone and legitimize men's violence, predict higher rates of violence.

-At the *societal level* studies around the world have found that violence against women is most common where gender roles are rigidly defined and enforced and where the concept of masculinity is linked to toughness, male honor, or dominance. Other cultural norms associated with abuse include tolerance of physical punishment of women and children, acceptance of violence as a means to settle interpersonal disputes, and the perception that men have "ownership" of women.

An ecological approach to gender-based violence argues that not only one factor alone "causes" violence but rather that a number of factors combine to raise the likelihood that a particular man in a particular setting may act violently toward a woman. The more risk factors present, the higher the likelihood of violence.

Explain the distinction between causes and contributing factors and articulate this to participants (i.e. low economic status, alcohol, narcotics all contribute to gender-based violence but themselves are not causes)

The root cause of violence lies in the unequal power relations between women and men, which ensure male dominance over women, and are a characteristic of human societies throughout the world.

PART 4: MYTHS

Objective: increasing awareness about existing myths that are used to justify gender-based violence.

Timing: 20 minutes

List common myths that are used to justify gender-based violence.

- ✓ The perpetrators of violence are a minority group of mentally ill men;
- ✓ Poverty or war lead to attacks on and abuse of women; Violence against women is caused by substance abuse, such as drugs and alcohol;
- ✓ Violence against women is an inevitable part of male-female relations;
- ✓ Violence against women is an inherent part of maleness, or a natural expression of male sexual urges.

Such views lead to a perception that gender-based violence is rare or exceptional, and/or that it is caused by factors outside of men's control.

Justifications for violence frequently are on based gender norms – that is, social norms about the proper roles and responsibilities of men and women. These cultural and social norms socialize males to be aggressive, powerful, unemotional, and controlling, and contribute to a social acceptance of men as dominant. Similarly, expectations of females as passive, nurturing, submissive, and emotional also reinforce women's roles as weak, powerless, and dependent upon men. The socialization of both men and women has influence on an unequal power relationship between men and women.

PART 5: CONSEQUENCES OF GBV

Objective: increasing awareness about consequences of GBV for the individual, family, community and society as a whole

Timing: 10 minutes

Discuss effects of gender-based violence on women, women's families, perpetrators, and society as a whole.

While women are usually the immediate victims of GBV, the consequences of GBV extend beyond the victim to the society as a whole. It threatens family structures; children suffer emotional damage when they watch their mothers and sisters being battered; two-parent homes may break up, leaving the new female heads of household to struggle against increased poverty and negative social repercussions. Psychological scars often impede the establishment of healthy and rewarding relationships in the future. Victims of GBV may vent their frustrations on their children and others, thereby transmitting and intensifying the negative experiences of those around them. Children, on the other hand, may come to accept violence as an alternative means of conflict resolution and communication. It is in these ways that violence is reproduced and perpetuated. During the exercise that we will conduct next, you will have an opportunity to examine the various effects of gender-based violence.

PART 6: DEALING WITH GBV

Objective: increasing knowledge about how to deal with GBV on individual, family and community level

Timing: 10 minutes

How can we deal with GBV on individual, family and community level?

ACTIVITY

Objective: putting the new learned information in practice in order to see if people have understood the information.

Timing: 90 minutes

Facilitator forms small groups of 4-6 participants, distributes flipchart sheets and markers and gives them the following tasks:

ACTIVITY : Discuss and identify effects of gender-based violence in terms of:

- Impact on women's health:
- Physical
- Psychological
- Economic and social impact on women
- Impact on women's family and dependants
- Impact on the perpetrators of violence
- Impact on society

WRAP UP

Objective: sharing knowledge and thought with each other

Timing: 60 minutes

Ask all the groups to show and explain what they have written down.

Finalize the training and ask if the participants have some questions.

Ask everyone to fill in the post evaluations.

Material adapted from :

http://www1.umn.edu/humanrts/svaw/advocacy/modelworkshops/causes_effects.PDF

Workshop 4: Basics of MHPSS

WORKSHOP 5: BASICS OF MHPSS

Type of workshop: Interactive workshop
Maximum # participants: 15
Length of the workshop: 7 hours (2 days training)

Introduction:

This workshop is designed for humanitarian staff that works directly with vulnerable people. The workshop gives a general idea about the basics of Mental Health and Psychosocial Support (MHPSS) in the humanitarian field.

Aims:

This workshop aims to enable participants to develop their psychosocial skills and confidence to better deal with individual refugees and their families.

Learning Objectives:

- Participants to have better knowledge about MHPSS issues in humanitarian settings, including ethical considerations, IASC standards, and guidelines for best practice in provision of psychosocial support.
- Participants to improve their listening and interaction skills by learning better to use active listening skills in a compassionate, non-judgmental, and problem-solving way. They do this through doing tailored, relevant role plays dealing with particular case study situations rooted in their day to day experiences.
- Participants to have increased confidence to interact with groups of refugees, including family members of different ages.
- Participants to increase their confidence they can manage 'difficult' clients and situations— such as those who are aggressive or those who are in distress.
- Participants to feel confident they can provide information and referrals to various MHPSS services
- Participants feel confident they can recognise signs of serious mental illness and protection concerns and know how to manage these situations

Who is this workshop designed for:

Workshop 5 is designed specifically for use for people who work in the humanitarian field and who work directly with refugees. It is for both women and men from all different backgrounds.

TIMESCHEDULE

Theme	Duration in Minutes	NOTE
Welcome and registration	30	
Part 1: introduction to MHPSS	45	
Part 2: needs of beneficiaries	45	
Part 3: IASC guidelines & Ethical issues	45	
Part 4: introduction to communication	60	
Part 5: basic communication skills	60	
Part 6: role plays	90	
Part 7: Referrals	45	

WELCOME AND REGISTRATION

Objective: Introduction of yourselves and others and discuss the goal of today's training.

Timing: 30 minutes

Introduce yourself as a facilitator and do a quick name round. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table

PART 1: INTRODUCTION TO MHPSS

Objective: increasing understanding of the definitions and meaning of MHPSS in the humanitarian context

Timing: 30 minutes

Give an introduction to the role of MHPSS in humanitarian work:

Mental Health and Psychosocial Support (MHPSS) is now an important part of humanitarian work. In the past, providing basic services such as sanitation, water, shelter, food, etc. were seen as all that was important. Then it was recognized that the

psychosocial wellbeing of the beneficiaries throughout these processes was being forgotten. Looking at individual wellbeing is increasingly being recognized as important.

Explain the following definitions

- *Psychosocial*: relating to the interrelation of social factors and individual thought and behavior
- *Psychological*: something related to the emotional and mental state of a person
- *Social*: tending to form cooperative and interdependent relationships with others of one's kind
- *Mental Health*: a state of wellbeing in which an individual realizes his own abilities , can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to his community.
- *MHPSS*: Mental health and Psychosocial Support

These movies explain what psychosocial support contains. Show them the movies and ask them what kind of psychosocial support they have identified.

Show the following movies:

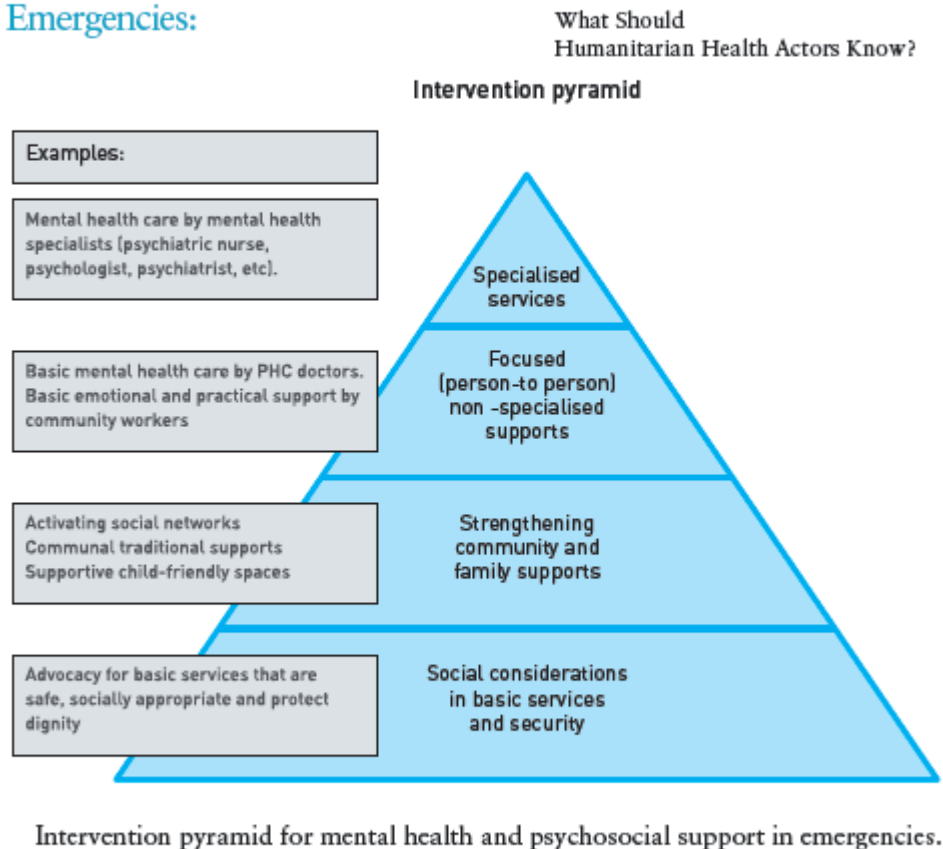
- Psychosocial support
- Story about Nadeem, helping children cope with loss and trauma

Also, make note of the large number of providers of help.

Note that there are more than 50 agencies in Jordan helping with psychosocial work and this number keeps changing. This can make referring difficult. For this reason there has been developed 4W's mapping. That shows all the organizations that are working in this field and explains who is doing what, where and when.

Explain the MHPSS PYRAMID:

Mental Health and Psychosocial Support in Humanitarian Emergencies:



Distribute the **handout** and get them to look at the pyramid in conjunction with the 4w's. Explain the different bits of pyramids. Ask the participants to provide you examples. Ask which level we are operating at? Point out that we are operating at the level of the bottom of the pyramid or maybe the second one.

Make sure that everyone understands that their work is not doing specialist psychosocial work, but it is still a psychosocial intervention. Psychosocial interventions are not only for clinical professionals.

PART 2: BENEFICIARY NEEDS

Objective: increasing the knowledge about the needs of (Syrian) refugees

Timing: 45 minutes

Divide participants in groups and ask them to describe experiences of all refugees during different phases of emergencies. Ask them to list experiences and psychosocial needs during pre-conflict, conflict, flight and displaced setting. Prepare a sheet for each group that they can fill in with three columns to reflect the experiences, reactions – feelings and behavioral/ social reactions. Give them a menu of words to choose from (the below). Then have them present back to the assembled group.

Experiences	Feelings	Behavioral and social difficulties
Political repression,	Hopelessness	Sleep problems
Detention,	Helplessness	Restlessness
Torture,	Fear	Social withdrawal
Other kinds of violence - abduction, killing, public display of the dead, abduction of relatives, combat experiences, atrocities etc.	Anxiety	Intrusive memories
Disappearance of relatives	Sadness	Arguing with others
Separation and loss	Anger	Children: regression to an earlier developmental stage
Hardships	Guilt	Clinging to parents
Exile		Aggression
Uprooting		withdrawn

Describe current needs assessment results of Syrians in Jordan (if the humanitarian workers are focusing on Syrian refugees). Get them to read executive summary of CARE document, (see handout) and then to put it away. Then quiz them on each area. Ask individuals about:

- livelihoods
- psychosocial
- health care
- human rights and protection
- gender issues

PART 2: IASC GUIDELINES AND ETHICAL ISSUES

Objective: participants to have better knowledge about MHPSS issues in humanitarian settings, including ethical considerations, IASC standards, and guidelines for best practice in provision of psychosocial support

Timing: 30 minutes

Introduce the interagency standing committee (IASC) as part of WHO (UN health service.) Explain that we have to follow their principles. Discuss the 10 guidelines:

1. Many Syrians experienced distressing events related to the conflict – strong reactions are common and understandable but the majority of people will recover over time using their own ways of coping. Ask for examples of how they might help themselves cope.
2. Resiliency, personal strength, resourcefulness, solidarity, social support, and generosity are key concepts. What does resiliency mean? Point out that we are talking here about personal strength of each person, strength focused, not negative focused approach. Work with strengths of the individual, the family and the community. Ask what solidarity means. Ask how generosity is important and point out it is the generosity of the Jordanian community.
3. A smaller number of people will develop more enduring mental health problems – should have access to appropriate services and supports – knowledgeable, skilled, compassionate. Only small percentage. 3-5% or something like that will develop mental health problems. Ask what kinds of situations these would be for? (people who cannot function in the community, do not separate them from the community, but give them access to counseling and doctor for medication perhaps. Psychologists and psychiatrists, people who need medicine – psychosis, or who are very depressed and withdrawn – cannot get out of bed).
4. Care must be taken NOT to use specialist terminology – stigmatizing and dehumanizing. Provide examples of language they can use (see advocacy handout). Do not use terms such as: ‘trauma’ ‘depression’ ‘PTSD’. But instead use – distress, anguish, tormented, psychological and social problems/ effects/ difficulties. Do not use – ‘trauma’. Can use – adverse events, terrifying, life threatening, horrific events not ‘traumatized people’. Can say ‘reactions to difficult situations’ or ‘people with extreme reactions’ but not ‘symptoms’ and can say ‘structured activities’ but not ‘therapy or psychotherapy to describe non-clinical activities’ leading to:
5. Do not focus only on PTSD or conflict-induced depression and anxiety and overlook pre-existing problems (e.g. behavior problems, severe mental disorders such as psychosis). Explain what PTSD, depression and anxiety are and discuss how although they are found to reliably exist cross-culturally and therefore we assume there is a real condition, the problem is that Western notions of this have gotten in the way and people flock to be concerned about these when there are many other

problems which are affecting more people. What would happen if we concentrated on just looking for people with these problems? Who would miss out?

6. 'Do no harm' principle. Ask when an intervention can do more harm than good? When we separate people from their support networks, when we label them or stigmatise them by saying they have a problem, no sexual exploitation or relationships with beneficiaries, no payment, etc, when raise expectations (only say what you are able to do, no more) and then let down, when you take over and don't help them to help themselves, when you remove current support structures – when humanitarian agencies mean that traditional community supports are eroded,
7. Do not raise expectations – ask what this means? (do not promise to find help if there is none available, etc)
8. Best help is to enhance existing community and family support
9. Access to information can greatly help with psychosocial wellbeing – beneficiaries should be provided with ongoing, updated, reliable information on services available to them.
10. Building on Resilience and Capacities in the Affected Population. It is important to mobilize displaced Syrians to organize their own supports and participate fully in the relief efforts including decision-making and implementation of interventions. Displaced Syrians are not passive beneficiaries but actors who have assets, resources, and support. There are Syrian health workers, teachers, and religious leaders, and they have skills, beliefs and practices that can help them overcome adversity.

Ethical issues

Discuss the following topics in the group. *Ask the participants:* Ask them what the meaning is and why it is important? When might challenges in confidentiality present themselves? (if there is violence – family violence or child abuse, suspect someone will hurt themselves if they say they are suicidal). *Ask the participants:* How can lack of confidentiality lead to 'harm'?

- Confidentiality: don't tell anyone else except who we say we will in the outset
- Informed consent: permission granted in full knowledge of the possible consequences

PART 3: INTRODUCTION TO COMMUNICATION

Objective: to increase confidence level of participants to interact with groups of refugees, including family members of different ages

Timing: 45 minutes

Introduce the next part communication and what the role of communication is for humanitarian workers.

As a humanitarian worker you will need to spend a lot of time talking to clients. Discuss briefly who they feel their clients are (refugees or locals? heads of household? the whole family? Etc.)

Ask them what their main aims is in communicating with beneficiaries? Discuss the basic MHPSS aims in communicating with your clients:

- To reduce worry, anxiety and other negative emotions
- To assist with current needs
- To promote integration with the local host community
- To promote coping skills
- To guide clients in their recovery and adaptation to difficult circumstances

Brainstorm: Start them thinking about kinds of interactions they will have and ask the following questions:

Q. What will you need to talk about with your beneficiaries?

Q. What issues or problems might your beneficiaries want to talk to you about?

Q. What might some challenges be in dealing with these individuals and families?

Key messages

While you are talking with beneficiaries humanitarian workers should send the right messages. There are some standard key messages that we should get to the communities:

Explain shortly the IASC key messages:

- Strong reactions are common, but we can overcome them
- Taking care of yourself will help you care for others. Don't be ashamed to ask for help.
- By working together, we can cope better with this situation
- We can rebuild our community together
- Pay particular attention and reach out to those most affected
- Adults and older people in the community play an important role in helping children to cope with the situation
- Protect your children more than usual
- Children are best cared for by people they know and trust especially in difficult times
- Gently face safe things that you continue to be unnecessarily scared of
- Avoid taking alcohol and drugs to feel better

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- Most people will probably feel better over the coming months

How do you communicate well so that people will listen? Also, it is also about listening to their needs. Ask the participants for their input and write it on a flip board, including:

- Listen more than you talk
- Ask open-ended questions
- Act in a calm and poised manner
- Provide information, not advice – let client choose for him/ herself
- Guide people to solutions
- Do not assume all people will develop severe problems as refugees. Assume resilience and strength
- Do not aim to extract details of difficult experiences and losses

PART 4: BASIC COMMUNICATION SKILLS

Objective: improving listening and interaction skills by learning better to use active listening skills in a compassionate, non-judgmental and problem solving way

Timing: 45 minutes

Distribute **handout and diagram** and explain the 5 basic steps to good communication:

- **Connect** : make contact, communicate appropriately, establish trust and confidentiality
- **Address needs and concerns:** clarify concerns, formulate possible solutions to problems, provide practical assistance, recognize the signs of severe distress, refer to specialists if necessary
- **Provide support:** help them build social networks, encourage them to seek external support, provide good listening and understanding
- **Reassure:** be a calming influence, show empathy
- **Facilitate coping:** raise awareness of positive coping skills, enable clients to identify negative coping, help them manage anger, help them access support

Divide the participants in pairs and ask them to discuss the meaning of the following concepts. Ask people to write notes on yellow post it notes and put on flip chart

- **Empathy:** The ability to put yourself in someone's shoes. The ability to understand and share the situation, perception and feelings of another person.
- **Non-verbal communication:** Nonverbal communication is all elements of communication other than the words themselves. It includes not only gestures and movement, but also inflection, volume, and environmental factors such as space and color

Explain the importance of active listening: An important part of communication is listening. In order to show empathy people should know how to listen in a good way. We will now start explaining the important factors of active listening skills:

- **Attending skills:** giving your physical attention to the other person. Looking involved by adopting an open body position. Maintaining eye contact and showing facial expressions and other signs that you are interested in what the person is saying.
- **Following skills:** Not interrupting and diverting the speaker. Using minimal encouragers – simple responses that encourage the speaker to talk. Asking relevant questions, which allow for more of a response than yes or no. Not taking on the role of interrogator and asking too many questions. Maintaining an attentive silence.
- **Reflective skills:** telling the other person what you think they are feeling. Such as: ‘sounds like you’re angry’ or ‘it seems like you feel annoyed’
- **Paraphrasing skills:** putting in different words what the other person said and checking you have heard it correctly. Such as: If I understand you correctly, So you’re saying that, So you think that, Sounds like what you’re saying is
- **Focusing skills:** You politely ask the person to focus on their main concern. Such as: ‘I know that all these matters concern you greatly but is there one of these in particular that we can do something about?’ or ‘what is your biggest worry out of all the things you have talked about?’
- **Avoiding others’ concerns:** here is when you never deal with the client’s problems. The individual’s feelings and concerns are not taken into account. The listener does not want to deal with the clients fears, anxieties, or problems. Examples: Advising ‘it would be best if you’, Diverting, Emphasize facts and avoid feelings, Reassuring ‘it will all work out’, Discounting ‘yes.. but’

Explain that there are many barriers to effective communication, such as:

- **Judging:** imposing your own values on another person and giving solutions to their problems. When you judge you don’t fully listen. Criticizing, diagnosing or labeling ‘you are
- **Sending solutions:** interrupting the speaker before they have finished speaking or giving solutions before you have been asked can be irritating. It can also encourage people to be dependent on us to solve problems for them and can deny them the chance to practice their own decision-making skills. Rather, you want to communicate to them that their feelings, values and problems are important.

Examples

- Moralising ‘ you should do this...’
- Excessive questioning ‘then what happened, then what, who were you with, etc’

- Finishing sentences

*Based on the information about empathy, non verbal communication and active listening you will now do some role plays. Everyone has to make small groups of 3 or 4 persons. In each group there has to be 1 client, 1 support worker and 1 or 2 people are observers. The observers need to have the **handout 'tick list for observers'**.*

Exercise: Think of a relatively simple situation where a client is being met for the first time, and you spend some minutes talking to each other. Make sure to switch and that everyone has a turn for a few minutes. Try to use all the information we just have taught you.

PART 5: ROLE PLAYS

Objective : putting the new learned behavior into practice

Timing: 90 minutes

Handling distressed clients

Discuss with the group how they would handle someone who is crying?

Let them come up with some ideas and make sure it also includes the following aspects:

- Give space to let their emotions out
- Do not provide solutions or advice
- Do not jump in too quickly
- Stay calm
- Do not try to stop someone crying
- Reflect on what you see
- Keep at reasonable distance – no hugs

Then divide the group in pairs and ask them to start doing role plays. One person will be a client and one person will be the humanitarian worker and switch roles

Exercise: Ask them to think of a person who is highly distressed. Emphasize that it is easier to do role plays if you think of a person in detail (perhaps bereaved and with significant traumatic experiences during the war).

Possible scenario: Client upset because her husband returned to Syria several months ago & is now unable to re-enter Jordan. She doesn't know what to do and wants the case manager to be able to help her.

Handling angry or aggressive clients

Ask the people to stay in pairs and to think of how they would handle someone who is angry with you? Mention the following points:

- Hear the person out
- Keep asking for clarification and elaboration
- Show concern on your face
- Keep your voice tone soft and low
- Paraphrase and summarise
- Do not invade personal space
- Set limits
- Do not argue
- Find as much as possible to agree with
- Empathize with their feelings
- Make an action plan

Ask the participants to do another role play:

Possible Scenario: - Syrian refugee upset from being told they are not eligible for the NRC shelter program and comes to Drop-In Centre to complain.

PART 6: REFERRALS

Objective: Participants to feel confident they can provide information and referrals to various MHPSS services that they feel confident they can recognise signs of serious mental illness and protection concerns and know how to manage these situations

Timing: 45 minutes

As a humanitarian worker you are providing psychosocial support as we have seen today. However you are not educated to provide specialized help, the highest layers in the MHPSS pyramid. But how do we recognize if someone might needs specialized help and when do we referral?

- Problems with daily functioning
- Psychosis (hallucinating, delusions)
- Suicidal
- Self harm
- GBV/ Child protection
- Drug/ Alcohol abuse
- Withdrawing from activities or friends or family
- Getting violent
- Assaulting others
- Depression

- Obsessions/ unwanted thoughts

Ask the participants how do they make a referral? (what to say, who to say it too, gaining consent, being aware of language and stigma, etc).

Ask two people who feel confident enough to do a role play in front of the group.

Provide list of agencies for referral (make sure that you have up to date information). IMC is the main one – are there any others? Describe them and what they do and where they fit in the IASC pyramid. Provide phone numbers/ email and information.

Role play in pairs: Practice: how could you refer someone without stigmatising them or labelling them? Case where person is clearly distressed and you think they should be referred to a specialist MHPSS agency. One person is distressed person, one person is worker.

QUESTIONS

Finalize the training and ask if the participants have some questions.
Ask everyone to fill in the post evaluations.

Workshop 5: Marriage problems

Type of workshop: Interactive workshop
Maximum # participants: 25
Length of the workshop: 4 hours

Introduction:

This workshop is designed for humanitarian staff that work directly with vulnerable people. The workshop gives information and tools on how to help beneficiaries who have marriage problems.

Aims:

This workshop aims to enable participants develop their psychosocial skills and confidence to better deal with beneficiaries with marriage problems. We help participants to understand better the link between stress (such as the stress of war, displacement, etc.) and marital problems in order to help their beneficiaries more effectively.

Learning Objectives:

- Help participants to understand marriage problems and to see the link between stress (such as the stress of war, displacement, etc) and couple problems including increased arguing, etc.
- Help participants to understand the difference between constructive and destructive conflicts
- Teach participants basic communication skills, which will help them to provide assistance to beneficiaries who experience problems

Who is this workshop designed for:

Workshop 5 is designed specifically for use for people who work in the humanitarian field and who work directly with refugees. It is for both women and men from all different backgrounds.

TIMESCHEDULE

Theme	Duration in Minutes	NOTE
Welcome and registration	30	
Part 1: Introduction to marriage problems	30	
Part 2: Types of marriage conflicts	45	
Part 3: Possible causes of marriage problems	45	
Part 4: Resolving conflict techniques role plays&	90	

WELCOME AND REGISTRATION

Objective: Introduction of yourselves and others and discuss the goal of today's training.
Timing: 30 minutes

Introduce yourself as a facilitator and do a quick name round. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table

PART 1: INTRODUCTION TO MARRIAGE PROBLEMS

Objective:
Timing: 45 minutes

Provide a short introduction about marriage problems. Start with a brainstorm sessions and ask the participants:

- *What does marriage problem mean for you?*
- *Why is it important to discuss this in the humanitarian context?*

During your work as a humanitarian worker you will probably hear many personal stories of beneficiaries. The people you work with experience high amounts of stress and this has a negative effect on couple relationships. Therefore you might hear stories of couples who are experiencing marriage problems. Every couple experiences issues in their marriage. But sometimes people do not agree with each other and they cannot find

a way to solve these problems. This is called marriage problems. This makes it sometimes difficult for you to do your work as a humanitarian worker.

How to recognize early signs of marriage problems:

The following signs can show that couples start to have problems in their marriage.

-Negative way of thinking: it starts with thinking in a negative way. It is normal to have different opinions about things. However sometimes people start to have negative explanations of other opinions. In this phase, couples start to reject other ways of thinking and do not stay open minded to other opinions anymore.

-Negative feelings: then people will start to have negative feelings and emotions such as anger, irritation, sadness etc.

-Negative behavior: Then people will express this negative ways of thinking and feelings in negative behavior such as screaming, swearing, insulting etc.

PART 2: TYPES OF MARRIAGE CONFLICTS

Objective:

Timing: 45 minutes

Ask the group: what do you think of marriage conflicts? Should we avoid them as much as possible to keep the marriage stable?

Explain that there are constructive and destructive conflicts in marriages:

Constructive marriage conflicts: these are conflicts in marriages that are normal and healthy. It is very common to have conflicts and disagreements in a marriage but it is very important to see how people solve the issues and how they communicate afterwards with each other.

Destructive marriage conflicts: these types of conflicts are negative, not helpful and it harms the relationship. Couples do not try to understand each other and it creates lots of resistance from both sides.

What could be possible subjects where couples fight about?

- The husband's behavior
- The wife's behaviour
- The husband-wife relationships
- Children
- Families (and in laws)

- Work and entertainment.
- Financial
- Sex
- Religion and manners
- Social media (Facebook,Whatsapp etc)

PART 3: POSSIBLE REASONS FOR MARRIAGE PROBLEMS

Objective:

Timing: 45 minutes

What can be possible reasons for marriage problems? Ask the group what they think, in particular for the group they work with?

The following aspects will increase the likelihood of having marriage issues:

- High amounts of stress (war and displacement etc.)
- Psychological problems
- Changes in gender roles within families
- Breakdown of rules and laws
- Difficult living conditions
- Uncertainties about the future
- Unable to communicate effectively

The next aspects can influence the issues negatively

- Negative mind reading
- Dominance
- Miscommunications

PART 4: RESOLVING CONFLICT TECHNIQUES

Objective:

Timing: 90 minutes

Divide the participants in small groups. Ask them to think of some ways how couples can solve their conflicts. Write it on a flip board.

Improving communication:

- Listening skills (listen carefully and really try to understand the other's point of view)
- Express feelings and thoughts towards each other (use "I" statements)

- Modify negative ways of speaking
- Focus on the present, do not focus on the past
- Be willing to forgive the other person
- Be willing to say sorry
- Look for a compromise, remember two points of view can both be valid
- Solve the issue rather than always being 'right' or 'winning'

Pre arranged communication contract

- Make a contract and decide when, where and about what topic you will talk.
Make sure that everyone is committed to the agreement
- Decide what time, place and the topic
- Everyone has to sit
- No interruptions
- Not allowed to insult partner
- Focus on subject and not on speaker
- Don't change topic
- Show caring and interest during conversation
- Show that you have understood what the other is saying

Problem solving techniques

Problem-solving is a mental process that involves discovering, analyzing and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue.

Steps:

1. **Define the problem:** Defining the problem involves "what is really causing the difficulty" or "what is the problem I am facing?" . The more clearly a problem is defined, the easier you'll find it to complete subsequent steps

2. **Identify as many potential solutions as you can:** Brainstorm creatively – ask lots of questions about the who, what, where, when, and how of the causes to point to various possibilities, and record your ideas.

3. **Choose the best solution:** select the best solution to fix the problem given the circumstances, resources, and other considerations.

4. **Plan of action:** During this step, you determine what steps must be taken, designating tasks where necessary. Decide on deadlines for completing the actions and estimate the costs of implementing them.
step, you determine what steps must be taken, designating tasks where necessary. Decide on deadlines for completing the actions and estimate the costs of implementing them.

5. Implement the solution: This is the DO stage. Make sure the solution can be tracked to monitor progress in solving the problem.

6. Evaluating the results: This is a careful analysis stage that improves upon the best solution using the information gathered during the DO stage. Did the solution work? If not—why not? What went right, and what went wrong? What adjustments do you have to make to make the solution work better?

Role plays: we will now practice the new learned information by doing role plays. ask the participants to divide themselves in foursomes. One person will play a humanitarian worker, 2 persons play a couple (beneficiaries) and one person will observe. The humanitarian workers explains to the beneficiaries that there are ways to solve their problems. Explain them one of the 3 techniques that we just have discussed (improving communication skills, pre-arranged communication contract,

QUESTIONS

Finalize the training and ask if the participants have some questions.

Ask everyone to fill in the post evaluations.

Workshop 6: Stress Management

Type of workshop: Interactive workshop
Maximum # participants: 25
Length of the workshop: 2.5 hours

Introduction:

This workshop is designed for humanitarian staff that works directly with vulnerable people. The workshop gives information on how to deal with highly stressed beneficiaries.

Aims:

This workshop aims to enable participants develop their psychosocial skills and confidence to better deal with highly stressed beneficiaries. We provide some information on how to deal and how to advise beneficiaries who are experiencing high levels of stress.

Learning Objectives:

- Increasing the knowledge of the meaning of stress
- Increasing the understanding of positive and negative stress
- Increasing understanding of types of stress
- Enabling participant with tools on how to deal with stress

Who is this workshop designed for:

Workshop 6 is designed specifically for use for people who work in the humanitarian field and who work directly with refugees. It is for both women and men from all different backgrounds.

TIMESCHEDULE

Theme	Duration in Minutes	NOTE
Welcome and registration	30	
Part 1: Introduction to stress	30	
Part 2: symptoms of stress	45	
Part 3: positive coping strategies	45	

WELCOME AND REGISTRATION

Objective: Introduction of yourselves and others and discuss the goal of today's training.
Timing: 30 minutes

Introduce yourself as a facilitator and do a quick name round. Ask them to fill the pre-evaluations.

Discuss the goal of today, the ground rules and the time table

PART 1: INTRODUCTION TO STRESS

Objective: increasing understanding of meaning of stress and distinguish between positive and negative stress
Timing: 45

Ask the participants what the meaning of stress is?

Stress: a state of mental tension and worry caused by problems in your life, such as work future, family etc. It causes strong feelings of worry or anxiety.

There are three types of stress:

Acute stress: Acute stress is the most common form of stress. Acute stress is your body's immediate reaction to a new challenge, event, or demand -- the fight or flight response. As the pressures of a near-miss automobile accident, an argument with a family member, or a costly mistake at work sink in, your body turns on this biological response. Acute stress isn't always caused by negative stress.

Episodic stress: There are those, however, who suffer acute stress frequently, whose lives are so disordered that they are studies in chaos and crisis. They're always in a rush, but always late. If something can go wrong, it does. They take on too much, have too many irons in the fire, and can't organize the slew of self-inflicted demands and pressures clamoring for their attention. They seem perpetually in the clutches of acute stress. It is common for people with acute stress reactions to be over aroused, short-tempered, irritable, anxious and tense. Often, they describe themselves as having "a lot of nervous energy." Another form of episodic acute stress comes from ceaseless worry. "Worry warts" see disaster around every corner and pessimistically forecast catastrophe in every situation. The world is a dangerous, unrewarding, punitive place where something awful is always about to happen.

Chronic stress; If acute stress isn't resolved and begins to increase or lasts for long periods of time, it becomes chronic stress. While acute stress can be thrilling and exciting, chronic stress is not. This is the grinding stress that wears people away day after day, year after year. Chronic stress destroys bodies, minds and lives. It's the stress of poverty, of dysfunctional families, of being trapped in an unhappy marriage or in a despised job or career. It's the stress that the never-ending "troubles" have brought to the war in Syria. The worst aspect of chronic stress is that people get used to it. They forget it's there. People are immediately aware of acute stress because it is new; they ignore chronic stress because it is old, familiar, and sometimes, almost comfortable.

Adapted from The Stress Solution by Lyle H. Miller, PhD, and Alma Dell Smith, PhD.

Positive and negative stress:

Ask the participants if stress is always bad? And when can stress be helpful?

Positive: stress can give an extra burst of adrenaline to help you accomplish goals and meet deadlines. This type of stress provides mental alertness, motivation, and efficiency.

negative: is called distress. It occurs when your body cannot return to a relaxed state even in the absence of the stressor. It often brings negative emotions and blocks happiness and success and if it is prolonged, people can become emotionally, mentally and physically sick.

PART 2: SYMPTOMS OF STRESS

Objective: understanding knowledge of symptoms of stress

Timing: 30

Ask the participants to divide themselves in pairs. Ask them to think of symptoms of stress and write it on a flip board. Ask everyone to present their ideas to the group after 15 minutes.

Symptoms of Distress in adults

Facilitator should write these up on a white board or flip chart. Go through briefly each one of these without offering solutions yet: crying, sleep difficulties, anxiety, feeling helpless and hopeless about the future, feeling tired and lethargic, irritability, nightmares, feeling 'down', difficulty concentrating, no interest in normal activities, not able to enjoy life, conflict with family members – arguing, etc, preoccupation with lost loved ones, easily startled or scared, panic attacks/ hyperventilating, not wanting to leave the house or see other people, avoiding things which remind them of the distressing event, pain in the body that is not caused by physical problems, reliving the distressing event or intrusive memories – nightmares or flashbacks, etc.

PART 3: POSITIVE COPING STRATEGIES

Objective: enabling participants with tools on how to deal with stress

Timing: 45

Ask the group to think of possible methods to deal with stress?

Here, probe for things like time helps, support by talking to family members, help from an imam, seeing a doctor, etc. Be sure to maintain a strength-based approach - praise efforts involving self-reliance, family and community support, personal resilience, and self-help by encouraging and praising all these self-directed efforts. Encourage them to continue to do things that have helped in the past.

What are some other things can help? Here, you have an opportunity to provide some psycho-education about things that can help that they may not have thought of. List those not yet discussed and most relevant to the group and write them up on the white board or flip chart. You do not need to include all of this, only those which are relevant.

- Talking with trusted family members and friends
- Social activities and normal routines (important to live as normal life as possible).
- Do not avoid situations that remind you of the event
 - (Explain why not –vicious cycle that makes you feel worse)
- Engage in relaxing activities (see optional Handout)
- Breathing exercises can help with stress and feelings of panic (Optional handout Breathing Exercises)
- Try to have regular physical exercise
- Use a problem solving approach (Optional Handout: Problem Solving)
- Try to maintain a regular sleep cycle and avoid sleeping too much (See Optional Handout)
- Avoid using drugs (or alcohol) to cope

QUESTIONS

Finalize the training and ask if the participants have some questions.

Ask everyone to fill in the post evaluations.

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Attachments

ATTACHMENTS OVERVIEW

1. Pre and post evaluations workshop 1: gender communication
2. Pre and post evaluations workshop 2: gender communication 2
3. Pre and post evaluations workshop 3: gender based violence
4. Pre and post evaluations workshop 4: basics of MHPSS issues
5. Pre and post evaluations workshop 4: marriage problems
6. Pre and post evaluations workshop 4: stress management

7. PowerPoint presentation workshop 1: gender communication
8. PowerPoint presentation workshop 2: gender communication 2
9. PowerPoint presentation workshop 3: gender based violence
10. PowerPoint presentation workshop 4: basics of MHPSS issues
11. PowerPoint presentation workshop 4: marriage problems
12. PowerPoint presentation workshop 4: stress management