

Moving Together:

Promoting psychosocial well-being
through sport and physical activity

Training Module

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Moving Together: Promoting psychosocial well-being through sport and physical activity (Training Module)

International Federation of Red Cross and Red Crescent Societies

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The views expressed in Moving Together: promoting psychosocial well-being through sport and physical activity (Training module) are those of the PS Centre. They do not necessarily reflect the views of the co-authors of the handbook Moving Together: Promoting psychosocial well-being through sport and physical activity.

Please contact the PS Centre if you wish to translate or adapt any part of Moving Together: promoting psychosocial well-being through sport and physical activity (Training module).

We welcome your comments, feedback and questions at psychosocial.centre@ifrc.org.

Please see the full list of materials available from the PS Centre at www.pscentre.org.

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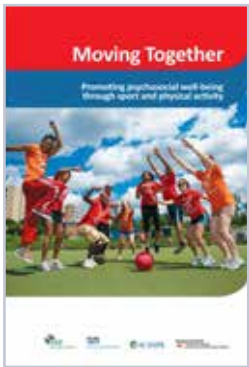


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Other Publications

Moving Together

Moving Together: Promoting psychosocial well-being through sport and physical activity is a handbook about delivering psychosocial support programmes in crisis situations. Well-designed sport activities offer a safe and friendly space for expressing and addressing problems and fears, and help participants gain resilience, coping skills and hope. The handbook explains the theoretical framework for sport and physical activities in psychosocial support interventions, and how to implement such activities. It includes activity cards that can be adapted to suit different situations.



Different. Just like you

Different. Just Like you: A psychosocial approach promoting the inclusion of persons with disabilities is aimed at professionals and volunteers who work with persons with disabilities. The concept of empowerment is central to the whole approach presented in this handbook which has two key aims:

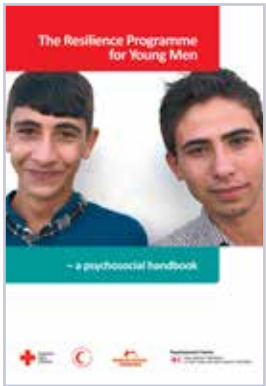
- To create awareness of the importance of psychosocial support and inclusion in promoting the well-being of persons with disabilities
- To provide guidance about psychosocial support and inclusion, along with practical resources for inclusive psychosocial activities for all kinds of settings.



The Resilience Programme for Young Men

The Resilience Programme for Young Men is a resource for programme managers and trainers in providing psychosocial support for young men living in vulnerable or unstable situations. It has two components:

- The psychosocial handbook** provides guidance in managing psychosocial support programmes and sets out a two-day training workshop with psychosocial activities specifically designed for young men living in difficult conditions.
- The activity catalogue** suggests relevant activities which can be organised for young men. The catalogue is complementary to the handbook. Experienced psychosocial support facilitators can use the catalogue independently of the handbook as a source of inspiration for activities.



All publications are available for download at www.pscentre.org

Foreword

The world is facing significant challenges with a rise in psychosocial problems, lifestyle-related diseases and non-communicable diseases. However evidence shows that a physically active life can benefit psychosocial well-being in a number of ways, including reduced risk of depression and dementia, and lower stress levels. Sport and physical activities are popular all over the world and can be a powerful tool for social inclusion, creating a strong sense of community and togetherness. This is particularly important in times of crisis, whether the cause is an economic crisis, persistent poverty, natural disaster, conflict or a health crisis.

Combining sport and physical activities with psychosocial support can universally benefit diverse groups across cultures and geography. However, it is crucial that activities are conducted in a way that respects local cultures and traditions. Without the right knowledge and experience, interventions of this kind will have no effect, or in the worst case, do more harm than good.

This training module and the corresponding handbook *Moving Together: Promoting psychosocial well-being through sport and physical activity* are designed to support staff and volunteers with setting up sport and physical activities in a holistic, inclusive and socio-culturally appropriate way.

The handbook covers the theoretical framework for sport and physical activities in psychosocial support interventions and presents a series of activity cards that can be used directly or adapted in psychosocial interventions. Furthermore it explains how to facilitate psychosocial interventions with sport and physical activities, and how to set up interventions and programmes from the initial assessment to the exit strategy.

The aim of this training module is to train staff and volunteers in setting up psychosocial interventions with sport and physical activities. It provides concrete activities for a one-day training workshop building on the material covered in the handbook.

It is the strong hope that this training module will become a valuable resource for staff and volunteers combining sport and physical activities with psychosocial support.



Nana Wiedemann

Head of IFRC Reference Centre for Psychosocial Support

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Introduction

Background

The International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support (the PS Centre) has developed this training module, which is based on the handbook *Moving Together: Promoting psychosocial well-being through sport and physical activity*.

These resources were developed to support staff and volunteers in promoting psychosocial well-being through sport and physical activities in various groups and contexts.

The handbook covers the theoretical framework for sport and physical activities in psychosocial support interventions and presents a series of activity cards that can be used directly or adapted in psychosocial interventions. Furthermore it explains how to facilitate psychosocial interventions with sport and physical activities and how to set up interventions and programmes from the initial assessment to the exit strategy.

This training module provides concrete activities for a one-day training workshop building on the material covered in the handbook. The aim of the training module is to build the skills of staff and volunteers in setting up sport and physical activities in a holistic, inclusive and socio-culturally appropriate way.

This training module and the corresponding handbook are available online at www.pscentre.org.

Learning objectives

The training module can be delivered as a one-day workshop or included as part of a longer training programme, for example, as a part of a foundation training in psychosocial support. When facilitating this training workshop as part of another training, it might be necessary to make changes in the training programme.

Learning objectives of the training module:

- Understanding the linkages between sport and physical activity, and well-being.
- Ensuring that activities are relevant and inclusive for everyone.
- Identifying barriers for inclusion and address barriers by taking relevant actions.
- Understanding the importance of child protection and violence prevention.
- Understanding key elements of the STEP model, and how to use the model to ensure that activities are inclusive and relevant.
- Adapting and modifying activities to specific target groups and socio-cultural contexts.
- Knowing the basic concepts of how to create a positive and motivational learning environment.
- Identifying learning opportunities in sports and physical activities through different techniques.
- Understanding how to use the activity cards in the handbook.

Audience: Who is this training for?

The participants

The participants in this training may be staff and volunteers who are either already working with sport and physical activities wanting to learn more about how to promote psychosocial wellbeing through these activities, or staff and volunteers who are planning on integrating sport and physical

activities in psychosocial interventions.

The participants may come from a variety of backgrounds, i.e. social workers, pedagogues, volunteer coaches, teachers, psychosocial support practitioners and managers in humanitarian and sports organizations. The ideal number of participants per training is 20-25 people. Participants should know the basic concepts of psychosocial support before joining this training workshop.

The facilitator

It is preferable if the facilitator has knowledge and experience in conducting basic psychosocial support trainings as well as having completed the training of trainers (ToT) in this training module. If a National Society is not able to identify a local facilitator, the PS Centre can provide assistance in finding a facilitator and give advice on the training programme.

How to use the training module

People differ in how they assimilate information. This training module therefore features varying training methods and ways of reviewing the material that help maintain participants’ interest and integrate learning. Short presentations, group work and individual activities all help in meeting different learning styles.









Activities give participants opportunities to link the training to their own experiences and to broaden their view of their work through interaction with other group members.

It is important that trainers familiarise themselves with *Moving Together: promoting psychosocial well-being through sport and physical activity* handbook in preparation for facilitating the training.

All participants should either have a copy of the handbook or have access to the online version during the training workshop.

Icons

These icons are used throughout the manual:

 Learning points	 Aim of the activity
 Facilitator notes	 Materials needed
 Facilitator speaks	 Procedure
 Time	 Checklist

Learning points

Each section has a set of learning points that are the objectives for the session. When adapting the

materials to the specific needs of the participants, please keep the learning points the same.

Facilitator notes

Facilitator notes highlight any specific issues in the training process or in the materials in the section that follows.

Facilitator speaks

This icon indicates points in the programme when the facilitator is speaking directly to participants. This includes:

- Ways of introducing the topic
- Notes for short presentations and plenary discussions.

Time

The estimated time for each part of the training is indicated by the number of minutes out of the total number of minutes for the session. E.g. if the session lasts 30 minutes and one part of the session can be facilitated in 5 minutes, this will be indicated as 5/30.

All the activities in this manual can be adjusted and can vary in length, depending on the number of participants and the time allocated per session. The trainer should keep an eye on the allocated time, and make sure that the activities fit into the day's schedule.

Checklists

Checklists list important points to include in discussions.

PowerPoint Slides

A set of PowerPoint slides is available to accompany the training. Be sure to adapt the slides to the specific needs of the group. If there is no access to a projector, the PowerPoint slides can be printed and used as hand-outs or the text can be copied onto a flipchart paper.

Workshop planner

The workshop agenda in Annex 2 gives a suggested outline for the training programme.

Knowing the participants

Before beginning the training, try to gather as much information as possible about the participants. This information may already be available from the recruitment and selection process. If not, consider sending a questionnaire to all participants in advance of the training to inquire about:

- Profession.
- Organisation.
- Educational background.
- Age and gender.
- Language proficiency.
- Previous training experience.
- Experience working with sport and physical activities
- Experience working with psychosocial support.
- Issues that participants would like to see addressed in the workshop.

Send out general information about the training, setting out the purpose of the workshop, location and any other relevant details, along with the questionnaire.

Evaluation and saying goodbye

It is good practice to obtain feedback about the training by doing an evaluation. Allow enough time for participants to individually fill in an evaluation questionnaire before they leave (see annex 3).

**Checklist of training materials**

- A copy of *Moving Together: Promoting psychosocial well-being through sport and physical activity - Handbook* for each participant
- Handouts of the training programme for participants OR make PowerPoint slides to present this information to participants
- PowerPoint slides, projector and screen
- Handouts
- A folder for the handouts
- Name tags for facilitator/s and participants
- Materials for the training activities including flipchart paper, markers, paper, pens, tape, scissors, a small ball, etc.
- Materials for the sport and physical activities that could be included in the training

Wrap up the day by facilitating one of the check-out exercises in annex 1.

All training resources including PowerPoint slides and hand-outs are available online at the PS Centre website:


www.pscentre.org.



Training module


1. Welcome and introduction

30 min

 The way the training starts is essential to its success. It is important to begin on a positive note. The participants need time to get to know each other and the facilitator, and to settle into the venue being used for the training. Take time to create a positive and safe environment, and don't be tempted to rush the introduction. Having established a safe training environment, participants will feel more comfortable sharing personal experiences during the training.

The introduction begins with a welcome and a check-in activity, followed by information about the training programme and an exercise to establish ground rules for the training.

1.1 Welcome 5 min


 Welcome the participants to the training, introduce yourself and briefly list the opening activities:


- an icebreaker to get to know one another
- the training programme
- ground rules for the training.




1.2 Activity: Check-in

10 min

 To provide an opportunity for participants to be introduced to each other, and to get to know one another.

 See Annex 1 for a selection of check-in activities.

1.3 Introduction to the training programme 5 min

 Start by giving a personal introduction to the training, sharing your own background and why you believe this is an important topic. This will help to gain trust among the group and may make it easier for participants to open up and share their own stories and experiences.

Give an overview of the training programme, using the PowerPoint slide or a printed copy from the training materials that have been prepared.

A PowerPoint slide titled "The training programme". It contains a table with two columns: "Time" and "Content". The table lists the schedule for the training, including sessions for welcome and introduction, sport and physical activity, ensuring inclusive interventions, safe interventions and child protection, the STEP model, adaptation of games, facilitation of activities in practice, and evaluation and goodbye.

Time	Content
08:30-09:00	Session 1: Welcome and introduction
09:00-09:30	Session 2: Sport and physical activity - links to well-being
09:30-10:00	Session 3: Ensuring inclusive interventions
10:00-10:30	Break
10:30-11:00	Session 4: Safe interventions and child protection
11:00-11:30	Session 5: How to be a good facilitator
11:30-12:00	Lunch
12:00-12:30	Session 6: The STEP model
12:30-13:00	Session 7: Adaptation of games
13:00-13:30	Break
13:30-14:00	Session 8: Facilitation of the activities in practice
14:00-14:30	Session 9: Evaluation and goodbye

Moving Together – Training module sessions	
TIME	SESSIONS
08:30-09:00	Session 1: Welcome & introduction
09:00-09:30	Session 2: Sport and physical activity - links to well-being
10:00-10:45	Session 3: Ensuring inclusive interventions
10:45-11:00	Break
11:00-12:00	Session 4: Safe interventions and child protection
12:00-12:45	Session 5: How to be a good facilitator
12:45-13:45	Lunch
13:45-14:30	Session 6: The STEP model
14:30-15:00	Session 7: Adaptation of sport and physical activities
15:00-15:15	Break
15:15-16:30	Session 8: Facilitation of the activities in practice
16:30-17:00	Session 9: Evaluation and goodbye

1.4 Activity: Ground rules - in plenary

10 min



To create a safe environment that fosters the development of trusting working relationships among participants, thus increasing their confidence to share experiences during the training.



Flip chart paper and markers.



1. Ask the participants to think what is important for them in order to establish a good learning environment and write the suggestions on a flip chart.
2. Ask the participants if they have anything to add to the list.
3. When the group has agreed on the ground rules, then work out the consequences for breaking them. Try to identify constructive activities rather than harmful consequences (e.g. sing a song, bring snacks for the next day, facilitate an energizer).
4. Keep a copy of the ground rules visible for the entire period of the training.



Ground rules could include:

- Mobile phones should be on silent mode out of respect for each other.
- Punctuality is important. The training can start and end on time, as long as everyone returns promptly from breaks and lunch.
- Respect the person who is speaking and do not speak when someone else is speaking.
- Everybody is invited to share their experiences; in this way participants will feel they have a say in the process. However, no one is obliged to share.
- If others share experiences, show a non-judgemental attitude.
- Questions are encouraged. They help to clarify confusion and deepen understanding.
- Agree on the level of confidentiality.

2. Sport and physical activity - links to well-being

30 min



Juozas Cernius/IFRC

Learning points

By the end of this section, participants should:

- Understand the linkages between sport and physical activity and well-being.



This session will look at how psychosocial well-being, and sport and physical activity are linked. It is the foundation for the rest of the training, and it is therefore very important to ensure that the participants understand the linkages. If the participants do not have any prior experience in psychosocial support this session should be extended to also include a more general discussion on psychosocial support e.g. definitions of psychosocial support.



For more information on psychosocial support please see pages 24-39 in *Moving Together: promoting psychosocial support through sports and physical activity - handbook*.

2.1 Sport and physical activity – links to well-being

5 min



Mental health and psychosocial well-being are closely linked to physical health and can be improved by physical activities. In most cases, even moderate physical activity can help reduce physical complaints and at the same time improve overall physical health and psychosocial well-being. This means that sport and physical activities have the power to improve people's lives. If combined with psychosocial support activities, the two approaches can complement each other and have the potential to bring about major improvements to individual and community well-being.

Ask the participants for some examples of physical activities and note them on a flip chart. If not mentioned by the participants add examples like sport, dance, gymnastics and walking. Consider

including physical work, such as building a structure or cleaning up a community, gardening or cleaning a home.

2.2 Activity: Benefits from sport and physical activity

25 min



To have participants think about the benefits from sport and physical activity.



Flipchart and markers.



1. Tell the participants that sport and physical activity contribute to various aspects of physical, cognitive and psychosocial well-being.
2. Divide the participants into three groups:
 - Group one will work on physical benefits (explain to the group that examples of physical benefits are reducing overweight and improve efficiency of heart and lungs).
 - Group two will work on psychological benefits (explain the group that examples of psychological benefits are improved concentration and attentiveness, or increasing level of self-esteem and reducing feelings of depression).
 - Group three will work on social benefits (explain to the group that an example of a social benefit is reducing social isolation).
3. Ask each group to note on a flip chart as many benefits of doing sport and physical activity for their specific category that they can think of.
4. Ask participants to present their flip chart to the larger group and obtain input on all three categories from the rest of the participants as well as your own input (see list for inspiration below).
5. Wrap up the discussion by saying; sport and physical activities develops the psychosocial well-being of individuals and groups in many different ways, regardless of your starting point when it comes to performing sport and physical activities.

Physical benefits of sport and physical activity



- Improved ability of the body to function properly, and keep bodies and muscles strong.
- Improved ability to perform daily tasks such as walking on stairs, lifting and carrying children, doing household tasks and going to work.
- Release of hormones called endorphins in the brain (endorphins make people feel happier and less anxious).
- Maintenance of good sleep patterns.
- Building up of up healthy appetites.
- Reduced physical feelings of stress and anxiety such as headaches and other pain.
- Improved efficiency of the heart and lungs.
- Reduced overweight and obesity.
- Improved ability to coordinate the body and to balance.
- Specific groups of people can especially benefit from sport and physical activity:
 - Children: The foundation of health is laid in childhood. Children and youth who develop their physical skills and lead a physically active life are more likely to live healthier lives as adults.
 - People with mental health problems are at risk of developing physical diseases due to physical inactivity caused by medication or as a symptom of their psychological condition.
 - People with conditions such as severe obesity, diabetes, high blood pressure, cancer and other chronic and/or life threatening physical diseases can also benefit from physical activities.
 - For older people it is important to remain physically active in order to maintain good health and remain independent.



Psychological benefits of sport and physical activity

- Stimulate and challenge the brain. When physical activity is combined with rest and relaxation, the brain develops and functioning is sustained. This way the brain improves and is better able to respond to new challenges.
- The brain can become more efficient.
- The cognitive ageing process is slowed down.
- Functions such as attentiveness, concentration and mindfulness improve.
- Sport and physical activity provides opportunities for developing planning and problem-solving skills.
- The brains of school children benefit especially. It has been shown that physically active children are more likely to stay in school.
- Physical activity also has a positive impact on academic achievement; active children tend to get higher marks.
- Provides individuals and groups with opportunities to forget about their troubles for a while and enjoy themselves.
- Increased levels of self-esteem, or the ability to feel positive about oneself, one's body and physical abilities, when activities are carried out in a way, where one feels comfortable.
- Reduced feelings of depression
- Knowledge about positive and negative emotions, such as winning and losing, and how to deal with them.
- A positive and safe space for releasing tension, and stress and for dealing with emotions such as fears and frustrations.



Social benefits of sport and physical activity

- Increased confidence in the individual's own abilities to relate to peers.
- Reduced social isolation by spending time with others at play.
- New friends or strengthened existing friendships by meeting new people and spending time with friends doing activities.
- Strengthened social skills as people engage with one another.
- Increased cooperation skills.

3. Ensuring inclusive interventions

45 min



Gary Kester, Hartlepool College of Further Education

Learning points

By the end of this section, participants should be able to:

- Ensure that activities are relevant and inclusive to everyone.
- Identify barriers for inclusion and address barriers by taking relevant actions.



3.1 Activity: Inclusive Interventions

45 min



To develop the participants' understanding of inclusive interventions.



Flipchart, paper.

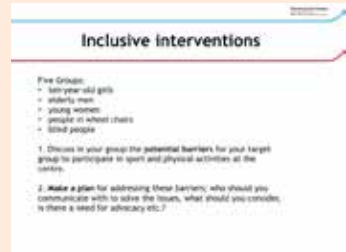


1. Stress to the participants that the main principles of using sports and physical activities in psychosocial interventions include participation, inclusion and empowerment. This means that sport and physical activities must be provided for everyone regardless of abilities, age, sex, physique, ethnicity, sexual orientation, religion, socio-economic status or other demographic variables.
2. Divide the participants into five groups. Explain that they are a group of volunteers who are implementing sports and physical



activities in a community centre. They would like to include various groups from the community in the activities.

3. Assign a target group for each of the five groups (ten-year-old girls, older men, young women, people in wheel chairs, blind people).
4. Ask the participants to:
 - Discuss in their groups the potential barriers for their target group to participate in sport and physical activities at the centre.
 - Make a plan for addressing these barriers; who should they communicate with to solve the issues, what should they consider, is there a need for advocacy etc.?
 - The participants should not focus on the actual activities, since this will be addressed at a later stage, but focus on the barriers for the target group to even start joining an activity. Ask them to note the barriers and a plan of action to address the barriers on a flip chart (assign 15 min. to complete the group work).
5. Place the five flipcharts in different places in the training venue; make sure there is space around each flipchart.
6. Create five new groups with at least one representative from the previous groups in each new group. Ask the new groups to go to different flipcharts, one group at each flipchart (like a “gallery walk” approach). The representative’s task is to present the flipchart to the new group. Assign three minutes to do the presentation, and then ask all the groups to go to the next flip chart where the next representative will present the flipchart. Keep rotating like this until all the groups have presented all flipcharts.
7. If not mentioned in the groups’ presentations add the following points on barriers for the target groups:
 - Being female, having a disability, or being elderly is sometimes seen as the opposite of being physically active or athletic. As sport and physical activity is most often associated with being able bodied, having physical strength and taking charge, boys and men often fit into these ideals very easily. Not so for girls, women and persons with a disability.
 - This means that certain groups are often marginalized, excluded or even discriminated against when it comes to being physically active or doing sport.
 - However, universal ideals of masculinity and femininity or ‘the perfect body’ do not exist on their own. They are created by society and culture and depend on context. Physically active girls, women and persons with a disability often have to break barriers both in their own minds and in society.
8. End the activity by asking the participants: What do you think could be the psychosocial consequences of not being able to participate in activities because of your age, gender, a disability, sexuality or religion? Certain groups are often not considered in relation to sports. How do you think this will affect people who are marginalized, excluded or even discriminated against?



Careful planning is needed to ensure inclusive practice. This includes considering the following:

- Adapt activities to the cultural or social setting. Consider for instance if men and women can take part in the same activities, and if women or girls might be stigmatised for taking part in physical activities where others are able to watch them.
- It can be relevant to separate male and female participants and select activities that are socially acceptable for each group.
- It may also be necessary to work towards gaining the acceptance for the programme from key stakeholders in the community.
- Be aware of differences between age groups. All staff needs to be made aware of the implications of younger and older people being involved in the same activity, such as appropriate language,

different levels of maturity and cognitive development, physical contact and differing skill levels.

- Match activities and participants. People who do not enjoy participating in organized sport activities may enjoy other forms of physical activity (providing that such activities are safe). This could include riding bikes, going for walks or engaging in physical activities with a practical purpose such as helping older community members with gardening, walking dogs at a pet rescue centre, picking berries in a forest, etc.
- Be aware of the psychosocial needs of all participants. For instance, children, women, persons with a disability and older people are population groups that are particularly vulnerable in crisis situations and therefore may need psychosocial support tailored to their specific needs.
- Make an assessment of possible risks to participants engaging in an activity with different age or ability groups. For example, comparatively well-built younger persons may be able to compete physically with older participants, but they may struggle with other aspects of their involvement, such as the way to behave towards each other.

4. Safe interventions and child protection

60 min



Danish Red Cross Youth



Learning points

By the end of this section, participants should:

- Understand the importance of child protection and violence prevention.
- Define actions that support integration of protection and violence prevention into psychosocial activities.

4.1 Activity: Child protection and introduction

20 min



When working with people, there is always a risk that they may have been exposed to sexual, physical and psychological violence, permitted by people both known and unknown. Working with children or other vulnerable groups requires special attention. Part of our responsibility is to protect children and it is thus highly important to integrate protection and violence prevention strategies into all psychosocial support activities.



To introduce the topic of child protection and obtain a common understanding of the child protection definition.



Ball, flip chart, markers.



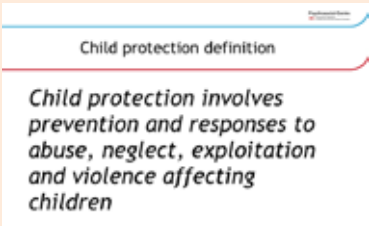
1. Ask the participants to stand in a circle and ask “what are we protecting children from?”
2. Give the first example, then throw the ball around different participants and each gives an answer to the question. The answers can include: abuse, neglect, violence, hurt, discrimination, accidents, humiliation, bullying, sexual abuse, hunger, pain, being involved in war etc.



3. Divide the participants into four or five groups and ask them to develop a child protection definition. Give the participants five minutes to this, and have them present the definitions to the rest of the group.
4. Introduce the definition of child protection to the participants (written on a flipchart or show PPT slide):

Definition of child protection:

The definition of child protection, as agreed by the child protection working group, is “the prevention of and response to abuse, neglect, exploitation and violence against children”.¹



5. Ask the participants to give examples on the difference between “prevent and respond” (add the below points to the discussion if it is not mentioned by the participants).
 - Prevention: advocacy, training, child safe recruitment, education, policy and risk management.
 - Response: active listening, psychosocial support, reporting/documentation, referral and counselling.
6. Wrap up the activity by explaining that child protection can be defined as “the prevention of and response to abuse, neglect, exploitation and violence against children”. All staff and volunteers need to be aware of child protection measures, so they are able to identify and react to violence against children, or other vulnerable groups, in an appropriate and safe manner and know when and how to refer to other services or relevant authorities.

4.2 Activity: Creating a “safe space”

30 min

Unfortunately, sport and physical activities are not always the safe spaces they ought to be. Both during crises and at other times, sport has been a site of abuse and exploitation, for instance in the form of sexual activity and sexual relationships between children and those adults who hold a position of trust, responsibility or authority in relation to children.

To develop the participants’ understanding of how to create a safe space.

Markers and flipchart.



1. Divide the participants into four groups.
2. Tell the participants: As a part of promoting psychosocial wellbeing through sports and physical activities, you and your team decides to set up a safe space for children, youth and adults where the activities can be facilitated. You know that the first priority is to keep everyone safe and healthy. How can you ensure this? In groups discuss the following questions for 15 minutes:
 - What types of violence/risks/health concerns do you think could happen?
 - What practical actions could be taken to prevent the violence/risks/health concerns?
3. Have the groups present their practical actions. Start with one group and ask the other groups to only present actions that have not already been presented when it is their turn to present.
4. Add any points that are not mentioned from the checklist below to the presentations.



¹ Source: http://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf

5. End the activity by saying: Children are especially in need of care and protection and it is vital to focus on the needs, well-being and safety of children and other vulnerable groups. During crisis situations but also in normal times, children are at risk of being subjected to violence and it is important to understand that these risks can compromise children's psychosocial well-being. Children who have experienced abuse from a caregiver or someone else they trusted tend to have ambivalent emotions towards this person. This means that anger and an urge for revenge as well as a feeling of love and loyalty for the perpetrator may be present at the same time. It may be more difficult for the child to express his or her feelings of anger, compared to when the perpetrator is a stranger. A child's ability to engage in trusting relationships may be seriously damaged, having been the subject of abuse. Much sensitivity and patience will be needed to help such children to bond again with trustworthy and responsible adults.



Creating a safe space: Physical conditions

It is important to ensure that:

- The passage to the safe space is restricted to authorised personnel.
- The children are safe when accessing and leaving the safe place.
- There are locks on latrines and appropriate lighting, as well as separate washrooms for boys and girls.
- There is enough room for all of the participants.
- Equipment is available and appropriate.
- First aid kits are available, and that facilitators are trained in using them.
- Participants feel comfortable with the chosen location.
- A safety check on the playing field is done before the activity. Dangers might include glass, garbage, plastic bags and wrappings, animal excrement, sharp rocks, wood or any other debris that could cause injury to participants.
- There are no dangers to users within the location of the facility (e.g. rivers, embankments, cliffs, roads).




Creating a safe space: Staff training and actions

It is important to ensure that:

- Staff and volunteers are trained on the code of conduct and child protection policies as well as violence prevention.
- Staff and volunteers are screened and monitored.
- Staff and volunteers do not spend time alone with one child.
- Staff and volunteers are aware of: pre-existing health conditions and limitations (e.g. asthma, diabetes), psychological/emotional problems, current illnesses or risk conditions of the participants (see below), a referral guide covering informal and formal referrals, and knowledge of when to refer participants.
- Disclosures of violence are responded to, and appropriate action is taken.
- Sessions are properly supervised.
- There is a clear schedule for the activities and the age group that can participate.
- Sessions are well-planned, and the activities are suitable for the participants.
- Nobody is under threat, or at risk of harm, including psychological harm, during sessions.
- Anyone who suspects that an abuse of a position of trust has occurred, is occurring, or may occur, reports their concerns to the person responsible for child protection (or senior manager) or authorities, as appropriate.
- Physical contact during sport should always be intended to meet the child’s needs, NOT the adult’s. The adult should only have physical contact if the aim is to develop sports skills or techniques, and to treat or prevent an injury.
- Contact should never involve touching genital areas, buttocks, breasts or any other part of the body that might cause a child distress or embarrassment.
- Physical contact should always take place in an open or public environment and should NOT take place in secret or out of sight of others.
- In the case of a child with a disability or injury, specific support or assistance may be required. For those who require assistance with intimate personal care (e.g. toileting, feeding or changing), arrangements should be agreed in partnership with the child and parents/caregivers before the activity commences. When children with disabilities are lifted or manually supported, the individual child should be treated with dignity and respect.

4.3 Referrals 10 min

 Sometimes staff or volunteers become aware that a person has severe mental health problems or requires more specialized care and support, and is not getting gradually better. For example if the person is in danger of harming themselves, or others, or shows signs of extreme distress that is not improving over time. It is very important in these circumstances to understand when and how to refer the person to professional help. Referral in this context means recommending that a person in extreme distress should speak to a professional helper.

Professional Status
Mental Health

Referrals

Make a referral if the person:

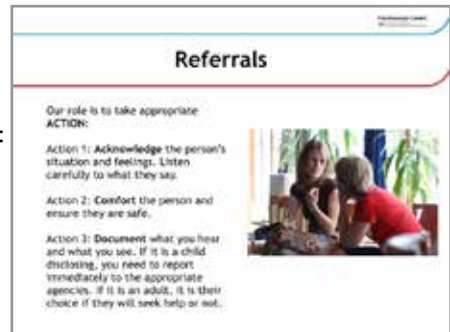
- is suicidal or talks about suicide
- has dependency on alcohol or drugs
- has behaviour which puts self or others at risk
- has on-going depression or other mental disorder
- is not able to control strong emotions
- has problems as a result of abuse or criminal activity
- has severe sleep problems

When to refer?

Referral to professional help is needed when it becomes clear that a person is in extreme distress.

It is advisable to make a referral if the person shows signs of:

- Being suicidal or talks about suicide.
- Dependency on alcohol or drugs.
- Behaviour which puts self or others at risk.
- On-going depression or other mental disorder.
- Inability to control strong emotions.
- Problems as a result of abuse or criminal activity.
- Severe sleep problems.

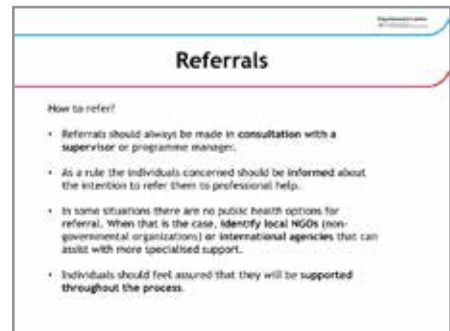


It is important to respond to disclosures of violence. Our role is to take appropriate ACTION:

- Action 1: Acknowledge the person's situation and feelings. Listen carefully to what they say.
- Action 2: Comfort the person and ensure they are safe.
- Action 3: Document what you hear and what you see. If it is a child disclosing, you need to report immediately to the appropriate agencies. If it is an adult, it is their choice if they will seek help or not.

How to refer?

- When in doubt, consult with the programme manager. Referrals should always be made in consultation with a supervisor or programme manager and you will need to talk to a supervisor or manager to get information on the referral guidelines in your organisation before starting any interventions/activities.
- As a rule the individuals concerned should be informed about the intention to refer them to professional help. They need to know that they are being cared for, and to understand the reasons for the referral. If there are several options for referral, these should be explained. Practical matters such as fees, location, accessibility, etc. should also be made clear. Suggesting a referral for more specialized help can sometimes be challenging. Many help-seekers are receptive to being referred to a mental health specialist, but others may have misconceptions, fears or unrealistic expectations regarding professional help.
- In some situations there are no public health options for referral. When that is the case, identify local NGOs (non-governmental organizations) or international agencies that can assist with more specialised support.



5. How to be a good facilitator

45 min



Patrick Fuller, IFRC



Learning points

By the end of this section, participants should:

- Understand basic concepts of creating a positive and motivational learning environment.
- Identify learning opportunities through different techniques.

5.1 Activity: Creating a positive and motivational environment

20 min



To reflect on what makes a positive and motivational environment.



Paper and pens, flipchart and marker.



1. The success of an intervention does not simply depend on the selection of relevant sport and physical activities, which correspond to the needs and interests of the target group(s). Activities cannot succeed without establishing a positive social and motivational climate. An appealing and positive atmosphere not only attracts people and invites them to join in, it also promotes feelings of safety and connectedness among participants. This creates a safe space for participants to develop, practise, and use their skills, and for them to recognize how these skills are transferable to other parts of their lives.
2. Ask participants to spend ten minutes writing reflections on the following question:



- What do you consider to be guiding principles of a positive and motivational environment?
3. In plenary discuss the participants' reflections and write their guiding principles on a flip chart. If not mentioned the facilitator can add the following:
 - Everyone enjoys themselves.
 - The activity or game has a motivating objective.
 - Setting ground rules from the beginning.
 - Everybody needs each other to reach the objective.
 - Everyone is accepted and valued for all their abilities.
 - There is no judgement or criticism.
 - Everyone participates actively.
 - Everyone experiences success.
 - Nobody is excluded or eliminated from the game.
 - Nobody is made to stand out.
 - Everyone is responsible for themselves and the group.
 4. Explain to the participants: When difficult issues are brought up and emotions such as grief, anger and frustration surface, it is important to respond in a supportive way. Take time to listen but don't probe or pressure the person to share more than they are comfortable with. When relevant, follow up with the participant after the session is over. Check if any further action is necessary, or if the participant should be referred for further assistance or professional help.
 5. Facilitating emotional support from the group is a powerful way of reducing the sense of being alone or isolated. Emotional support is achieved when group members are able to recognize and share common experiences and feelings. When a participant shares a difficulty or talks about symptoms, it is helpful to ask the group: "Does anyone here recognize this problem?" "Does anyone know of a helpful way to handle these challenges?"
 6. The ultimate goal of the activities is to empower participants to learn from the sessions in order to handle future stress and difficulties constructively. Self-help and self-efficacy develop in various ways. It may result from learning and practising new skills and knowledge, or from observing others coping with difficulties in new ways.

5.2 Activity: Learning opportunities

25 min



For the participants to reflect on how to create learning opportunities, and time for reflection while doing sports and physical activities.



Post-it notes, pens, flipchart.

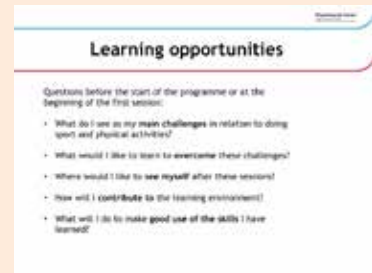


1. Ask the participants to get together in groups of three to four and to spend five minutes brainstorming on the following question:
 - What can the facilitator do to establish good opportunities for learning and reflection when doing sports and physical activities?
2. Ask the groups to note their points on post-it notes (one thought per post-it).
3. Ask one group to collect the post-it notes from the rest of the



participants and to put them on a flip chart according to the topic on the post-it note (if two things are mentioned twice they should place the post-it notes on top of each-other).

4. Ask the group to present the points to the rest of the participants.
5. Ask the participants to look at page 107 in the handbook *Moving Together: promoting psychosocial support through sports and physical activity* and go through the four examples to promote learning described there: reflection, group discussion, role models or testimonies, homework. Read aloud the column “How to use it”.
6. A good learning opportunity can also be to ask the participants the following questions before the start of the programme or at the beginning of the first activity/session:
 - What do I see as my main challenges in relation to doing sport and physical activities?
 - What would I like to learn to overcome these challenges?
 - Where would I like to see myself after these sessions?
 - How will I contribute to the learning environment?
 - What will I do to make good use of the skills I have learned?
7. Ask the participants if they remember answering these questions at the beginning of the session? Take a few examples of the answers they noted down on paper in the beginning of the day. Then ask the participants;
 - What did they think of answering these questions in the beginning of the training day?
 - Would it be something they think could be applied when setting up sports and physical activities?
 - What are the benefits when using this method?
 - How can the questions be used throughout the sessions/activities and after? Explain to the participants that at the end of the programme/session, participants can use these goals for self-evaluation.



*For more information about how to be a good facilitator please see pages 101-109 in *Moving Together: promoting psychosocial support through sports and physical activity* - handbook.*

6. The STEP Model

45 min



Marianne Meier, Technische Universität München



Learning points

By the end of this section, participants should understand:

- Key elements of the STEP model and how to use the model to ensure that the activities are inclusive and relevant.

6.1 Activity: The STEP Model

45 min



When sport or other physical activities do not match the needs of beneficiaries, they must be adapted. The STEP model outlined in this session helps facilitators think through the modifications needed for psychosocial interventions using sport and physical activities.



For the participants to reflect on possible modifications to activities in a structured way.



Flipchart and marker.





1. Explain to the participants; STEP stands for 'Space, Task, Equipment, and People.' It focuses on four key aspects of any sport or physical activity. Each aspect can be modified alone, or several, or all of them can be modified together. The modifications can either apply to individuals, to a part of a group or to the whole group. The purpose of the modifications is to make the activity more inclusive, enjoyable and, emotionally and physically safe.
2. Divide the participants into four groups and assign a target group (ten-year-old girls, elderly men, people in wheel chairs, blind people) for each group. Explain that you as volunteers have planned to set up a volleyball game and you need to adapt your activity to your target group (as a facilitator you can adapt/change the sport or physical activity to fit your context and situation, it does not have to be volleyball).
3. In your groups discuss possible modifications in relation to **space, tasks, equipment, people** that makes the activity more appropriate for you target group. Make sure to mention that sometimes and for some of the categories modifications may not be relevant. Assign 15 minutes for this.
4. Have each group present their target group and possible modifications.
5. Sum up the activity by saying: The STEP model will often have to be used several times before the best modifications for an activity are found. You can ask the people participating in the activities how an activity can be improved using questions like: "How can this be made more enjoyable?" "How can we all take part?" "How can we make this activity easier/more difficult/calmer/more exciting?". Participants will often have different or more suitable ideas for modifications and in this way the modification itself becomes a psychosocial exercise. They practice their problem-solving skills, they learn to take part in discussions, they empathise with others and work together in a group, and it creates a sense of ownership over the activity and the programme.



Space

Refers to a playing field, a gym, or the room or an outdoor place where an activity takes place:

- Increasing or decreasing the size of the playing area. Less space often makes the activity easier, but sometimes also more intense. Larger space often makes the game more challenging.
- Varying the distance to be covered in activities to suit different abilities.
- Using zoning, e.g. where participants are matched by ability and play against others of similar ability. This increases the opportunity to participate.

Task

Refers to the rules of a game or the way activities are carried out:

- Ensuring that everyone has equal opportunity to participate, e.g. in a ball game, give all the players the chance to dribble, pass or shoot the ball.
- Breaking down complex skills into smaller component parts if this helps players to
- Develop skills more easily.
- Ensuring there is adequate opportunity for players to practise skills or components.
- Individually or with a partner before moving on to a team game.



Equipment

Refers to balls, rackets, nets, etc. that are needed to play a game, a sport or to do an activity:

- In ball games, increase or decrease the size of the ball to suit the ability of the participants or the kind of skill being practised. For instance, small and soft balls are easier to catch, especially for children or others with smaller hands.
- Provide options that enable people to send or receive a ball in different ways, e.g. using a chute or gutter to send a ball, or a catching mitt to receive a ball.
- Using bells or rattle balls can assist the inclusion of players with a visual impairment. Alternatively, use a piece of tape to wrap an ordinary ball in a plastic bag so that it makes a crackling sound when it is used.
- If a net is to be used in a game, it does not necessarily have to be at the regulation height. The height can be changed according to the capability of the group playing the game.
- In strength training, weights should be adapted according to the strength of the person using them. In many strength training exercises, just using one's own body weight is enough.



People

Refers to the participants in an activity and to their characteristics such as age, gender, (dis)abilities or skills:

- Matching players of similar characteristics and let them play together or against each other in teams.
- Mixing people from different groups (such as ethnicities, social groups or gender) in the same team, as much as is culturally and socially acceptable. Take care that activities do not enforce unwanted divisions between groups.
- Creating teams with different numbers of players to even out differences in ability. For example, a team of five experienced players against a team of seven less experienced players.

For more information and practical examples of the STEP model in practice, please see pages 53-57 in Moving Together: promoting psychosocial support through sports and physical activity - handbook.

7. Adaptation of sport and physical activities 30 min



AusAID

Learning points

By the end of this section, participants should be able to:

- Choose and adapt activities.



7.1 Activity: Choosing and adapting activities

30 min



For the participants to reflect on possible adaptations of activities.



Moving Together handbook: promoting psychosocial support through sports and physical activity.



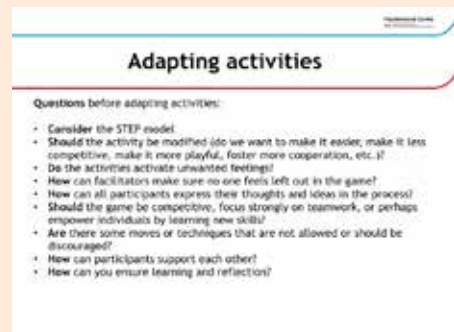
1. Explain to the participants: all types of sport and physical activities can be used in psychosocial interventions. There are no ‘bad sports’ or ‘good sports’ as such. What matters are the way sports and physical activities are delivered and this depends on good planning and implementation. The activity cards in the handbook are meant as an inspiration and it is these cards that you will use for the rest of the training days. However, when implementing sports and physical activities a lot of other international and local games and sports can be used – your creativity is the only limit.



2. In the handbook, sport and physical activities are divided into six categories:

1. *Warming-up and cooling-down exercises.*
2. *Adapted international sport games.*
3. *Local sports and traditional games.*
4. *Group movement games or cooperative games.*
5. *Simple physical activities or simple exercises.*
6. *Relaxation techniques.*

3. Tell the participants that the process of modifying a game and ensuring that the game is perfectly suited to the specific context and group of players, can become an empowering exercise itself for the people participating in the sport or physical activity. The participants will practice their problem-solving skills, learn to take part in discussions, empathise with others and work together in a group. In this way it can foster self- and group efficacy, create a sense of ownership of the activity and the programme, and the outcome may be an activity that is new and unique to the local community.
4. Divide the participants into four groups and tell them to orientate themselves in the activity cards in the handbook.
5. Ask each group to choose one (1) activity that they will be implementing in the next session. Assign each group a category to work with in order to avoid too many similar activities. Preferably choose categories 2 to 5 in order to ensure movement and physical activity. Tell the groups that they are going to adapt the activity according to the needs of the participants in the training.
6. Go through the questions the participants will need to ask themselves when adapting the activities and give them 15 minutes to work on their case:
 - Consider the STEP model
 - Should the activity be modified (should it be easier, made less competitive, more playful, foster more cooperation, etc.)?
 - Do the activities activate unwanted feelings?
 - How can facilitators of the activity make sure no one feels left out in the game?
 - How can all participants express their thoughts and ideas in the process?
 - Should the game be competitive, focus strongly on teamwork, or perhaps empower individuals by learning new skills?
 - Are there some moves or techniques that are not appropriate or should be discouraged?
 - How can participants support each other?
 - How can you ensure learning and reflection?
7. Ask the group to choose 1-2 facilitators from each smaller group to facilitate the activity. Inform the participants that each group will have 10 minutes to facilitate the game in the next session.



8. Facilitating the activities in practice

75 min



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Learning points

By the end of this section, participants should be able to:

- Facilitate selected sport and physical activities.

8.1 Activity: Using the activity cards – how to facilitate games and physical activities

75 min



For the participants to practice facilitating sport and physical activities.



Any materials that are needed for the chosen activities.



1. Explain to the participants that they will facilitate their training activities for the remainder of the training.
2. The facilitators in group 1 will start facilitating the activity they have chosen. After approximately 10 minutes stop the activity.
3. In plenary ask the whole group (take 5-10 minutes for this discussion):
 - What went well?
 - Were there any challenges?
 - How can this activity be more fun and inclusive?
 - How can we make this activity easier/more difficult/calmer/more exciting/more active?
 - How can learning opportunities in this activity be increased
4. After the plenary discussion ask the next group to facilitate their activity and when finished ask the participants the same reflective questions as above. Do this with all 4 groups.
5. Wrap up the activity by saying; there are countless numbers of established games and activities from around the world, each serving different purposes and giving participants different experiences. Well-known traditional and international games can bring a great deal of pleasure and learning to people who have experienced crisis. At other times a modified version of a well know game is more appropriate. Learning and creating something new can in itself be a good experience. The process of modifying a game can become an empowering exercise itself, and makes it possible to ensure that the game is perfectly suited to the specific context and the group of players.

9. Evaluation and goodbye

30 min



Swiss Academy for Development

9.1 Activity: Evaluation questionnaire

15 min



To evaluate the training.



Evaluation questionnaire (Annex 3).



1. Hand out the evaluation questionnaire found in Annex 3. Alternatively, turn the handout into an online questionnaire and ask the participants to fill it out using their mobile phones or other devices if available. This will make analyzing the evaluations much easier.
2. Ask the participants to spend ten minutes filling in the questionnaire.
3. Collect the questionnaires for later assessment.
4. Please share the results of the evaluation with the PS Centre: psychosocial.centre@ifrc.org

9.2 Activity: Wrap-up and goodbye

15 min



Wind up the day by facilitating one of the check-out exercises in annex 1.



To say goodbye.



Find examples of 'saying goodbye activities' in annex 1.



Annexes

Annex 1: Check-in and check-out activities



It is important to make sure that the chosen activity is culturally appropriate. The following suggestions may need to be adapted according to the cultural norms of the participants.

Activity 1: Ball toss

15 min



To provide an opportunity for participants to get to know one another.

(If the participants already know one another, you can use this activity to share expectations of the training by asking the participants to say one thing they hope to get out of this training).



A small ball.



1. Invite participants to stand in a circle and explain that the idea of this icebreaker is for the group to get to know one another by throwing a ball to each other. Explain that whenever someone catches the ball, they have to say four things about themselves: 1) their name, 2) their National Society or affiliation 3) something special about themselves as a person, and 4) one expectation for the training.
2. Now throw the ball to someone in the circle. If the person you throw the ball to does not know how to respond, help them by reminding them of what they need to say.
3. Encourage the first participant to throw the ball to someone else in the group and so on, until everyone has had a chance to introduce themselves.
4. Include yourself as the facilitator in this activity so that participants get to know you, too.

Activity 2: Greetings

15 min



To provide an opportunity for participants to get to know one another.



None.



1. Explain to participants that you are going to be spending a lot of time together over the coming days, so it would be fun to get to know each other a bit.
2. Ask participants to stand up and go around the room, and introduce themselves to as many people as possible. They should give their name and one interesting thing or fun fact about themselves. This could be their National Society or professional affiliation – or something completely different. The idea is to help people remember each other. Examples:
 - a. “Hello I’m Gupta and I’m from Nepalese Red Cross.”
 - b. “Hello I’m Anna and I’ve volunteered for ten years.”
 - c. “Hello I’m Khaled and I like dancing.”
3. Let everyone mingle and introduce themselves to one another for 5-7 minutes (depending on the size of the group).
4. After the time is up, ask everyone to go around the room again. This time instead of introducing themselves, participants should seek out persons whose name or details they remember. For example, “Hello, your name is Gupta!” Or “Hello, you are from Danish Red Cross.” Or “Hello, Khaled, you like dancing.” (Or whatever the thing is that they shared that makes them memorable).

Activity 3: The sun always shines on

15 min



To welcome the participants and for the participants to introduce themselves.



None.



1. Welcome the participants. Ask them to stand with you in a circle where everyone can see each other.
2. Ask the participants to step into the circle in turn and to say their name and National Society/position.
3. When everyone has introduced themselves, tell them that they will now get an opportunity to get to know each other better by playing the game called “The sun always shines on...” (You can change this sentence if it’s not appropriate).
4. When the participants hear something true for them, they should step into the circle.
5. Start the game with:
 - “The sun always shines on those who work directly with volunteers.”
 - “The sun always shines on those who are, or those who have been, volunteers.”
 - “The sun always shines on those who have worked in the organization for more than five years.”
6. Participants can continue the activity and make up their own statements.

Activity 4: “I check out with...”

15 min



For participants to share what they have learned (which also enables the facilitator to get an impression of how the training is going).



A small ball.



1. Ask participants to form a circle.
2. Ask them to throw the ball to one another. When someone catches the ball, ask them to share one thing with the group that they will take home from the day. It can be an “a-ha moment”, something that they found especially important, a lesson learned, a new understanding, a different perspective, etc.
3. Start with sharing your own impression of the day; then continue by throwing the ball to someone else.

Activity 5: Saying goodbye ritual

20 min



To end the training in a positive and thoughtful way.



One small object for each participant.



1. Gather the participants in a circle in a quiet place where you won't be interrupted. Ensure that you have roughly 1-2 minutes per group member for the activity.
2. Put a pile of small objects in the centre of the circle, one object for each member. The objects should seem noteworthy in some way, but they need not be costly, e.g. They could be key rings, badges or small polished stones.
3. Tell the participants that when they feel like speaking they should step to the centre, choose an object, return to their spot, and say one thing they check out with from the training. It can be an "a-ha moment", something that they found especially important, a lesson learned, a new understanding, a different perspective, etc.
4. The object is theirs to keep as a reminder of the experience.
5. Emphasize that everyone will speak, however briefly, and you won't proceed around the circle but rather each person will speak up when they're ready.
6. As the facilitator, don't go first or last; but find an opportunity to participate in the middle.



Option: Instead of lots of small objects, lay one object in the middle of the circle. Invite participants to go into the centre of the circle, one at a time. Ask them to pick up the object and share what they check out with.

Annex 2: Agenda

Moving Together – Training Module Sessions	
TIME	SESSIONS
08:30-09:00	Session 1: Welcome & Introduction
09:00-09:30	Session 2: Sport and physical activity - links to well-being
10:00-10:45	Session 3: Ensuring inclusive interventions
10:45-11:00	Break
11:00-12:00	Session 4: Safe interventions and child protection
12:00-12:45	Session 5: How to be a good facilitator
12:45-13:45	Lunch
13:45-14:30	Session 6: The STEP model
14:30-15:00	Session 7: Adaptation of sport and physical activities
15:00-15:15	Break
15:15-16:30	Session 8: Facilitation of the activities in practice
16:30-17:00	Session 9: Evaluation and goodbye

Annex 3: Evaluation of the training

TRAINING EVALUATION
Moving Together: promoting psychosocial well-being through sport and physical activity

Please rate the questions below.

1. Overall, how would you rate the content of this training?				
Very poor	Poor	Average	Good	Excellent

2. The content was interesting and engaging:			
Strongly disagree	Disagree	Agree	Strongly agree

3. The training provided me with knowledge and understanding about the following topics:				
	Strongly disagree	Disagree	Agree	Strongly agree
Ensuring inclusive interventions				
Ensuring safe interventions and child protection				
Applying the STEP model				
Adaptation of games and physical activities				

4. I feel confident to use the skills and knowledge that I have gained to conduct the following activities:

	Strongly disagree	Disagree	Agree	Strongly agree
...				
...				
...				
...				

5. The following helped my understanding:

	Strongly disagree	Disagree	Agree	Strongly agree
Plenary discussions				
Power points				
Group exercises				

6. The facilitator

	Strongly disagree	Disagree	Agree	Strongly agree
The facilitator was knowledgeable about the topic				
The facilitator presented the content in clear and logic manner				
The facilitator had good facilitation skills				

7. Thinking about the training overall:

	Strongly disagree	Disagree	Agree	Strongly agree
...				
...				
...				

8. What went well in the training?

9. What did not go well in the training?

Psychosocial Centre

