



# Psychological First Aid (PFA) Training Manual 1

March 2021

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# Psychological First Aid (PFA) Training Manual Stage 1

## Pre-Training (D-1): Tuesday, 2<sup>nd</sup> March 2021

At **2:00 pm** Indonesian Western Standard Time, all participants confirmed to attend were invited to the WhatsApp group.

### Purposes:

1. To give information about the things that need to be prepared by the trainees for the training on the first day and the days after.
2. To create a situation for the trainees to prepare themselves and realise that the PFA training needs to be prepared well, including the network and enter the class in time. This point is essential because punctuality and a good network are crucial for online training.
3. To get acquainted between the trainees and the facilitator. (Rapport is necessary since the first of communication with the trainees).
4. This is to give essential information that the trainees need to pay attention to.

### Activities:

1. Greeting the trainees and making a self-introduction, let the trainees introduce themselves to each other.
2. Delivering information about the Zoom activity, when the trainees can enter the meeting room and register themselves, and things to do to ensure the network connection works well. If any trainees have problems with the network connection, the research assistant can help.
3. Re-reminding about the training schedule on Day 1, when they can enter the meeting room, and what time the training will start. At this point, remind the trainees of the necessity of being punctual.
4. Sending the training information form to mentors/facilitators (attached).
5. Giving pre-test about the MAP activities as well as the information about the MAP activity through the link:

[https://docs.google.com/forms/d/e/1FAIpQLSfSTrpKUoJxTVdPIyDd2ejEGFiCY3vlufjv\\_bnQW7ovf0FXhQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfSTrpKUoJxTVdPIyDd2ejEGFiCY3vlufjv_bnQW7ovf0FXhQ/viewform)



## TRAINING DAY 1 (1<sup>st</sup> session)

Wednesday, 3<sup>rd</sup> March 2021 at 02:00 pm - 04:00 pm

### Day 1 Rundown:

- 01:30 pm : Zoom opens, and the trainees can enter the room.
- 02:00 pm - 02:15 pm : Introduction and ice breaking: guessing the song's title.
- 02:15 pm - 02:30 pm : Opening and introduction about MAP and PFA in the context of MAP.
- 02:30 pm - 03:30 pm : All trainees introduce themselves and build motivation.
- 03:30 pm - 04:00 pm : 1. The explanation about PFA 1-Training of Trainer (ToT)-PFA 2.  
2. Photographs, announcements, and Day 1 training closing.

### Detailed Activities:

#### 01:30 pm

The Zoom meeting has opened. Greet the trainees who have entered the room and have a check-in with them.

#### 01:50 pm

The Research Assistant (RA) re-announces in the WhatsApp Group to remind other trainees who have not joined the Zoom meeting to join immediately.

#### 02:00 pm - 02:15 pm

Guessing the Song's Title.

#### Purpose:

As an icebreaker.

Time: 15 minutes.

Material: The song list that is ready to play.



Steps/activities:

The facilitator gives the instructions about the game: When the trainees hear the music, they must write the song's title in the chat room immediately. Each trainee has 10 seconds to write their answer, or the facilitator determines a different rule. The fastest and the most correct answer will get the highest score. And the trainee who collects the most scores will be the winner.

Play the first song after the trainees comprehend the game and the rules. Stop the music after 10 seconds. Do the same steps for the following five songs. Announce the winner after the result is known.

**02:15 pm - 02:30 pm**

Opening and Introduction about MAP and PFA in the Context of MAP.

Purposes:

To explain the MAP's principles, purpose, and points through the entire MAP program, particularly for the mentors.

Time: 15 minutes.

Materials:

1. A package of information was given to the trainees on D-1.
2. PPT about the mentors' role in MAP.

Steps/activities:

1. Co-PI/PM opens the event, explains the activity from the slide and reminds to read in detail the material given on D-1.
2. The information package and the PPT contain the developing principles of MAP, the purposes of PFA training, ToT, and the activities during phase 1, and how to prepare the mentors to take roles in the entire MAP program.



### **02:30 pm - 03:30 pm**

Getting to know and ice-breaking.

#### Purposes:

1. The participants and the facilitators get to know each other.
2. To make good relations and build motivation in warm interactions.

Time: 60 minutes.

Materials: Papers and pens.

#### Steps/activities:

1. The facilitator gives the introduction and the purpose of it and introduces these things: Name, the institution, how long the facilitator has been in it, the motivation for joining the training, problems in the fields, and what kind of emotion arises the most when attending to the children.
2. The facilitator gives each participant 2 minutes to think and prepare to introduce themselves by writing on a paper (to make the sharing time more effective).
3. The facilitator will point to a participant. That participant will do the same thing to another participant until all participants get their turn to introduce themselves.
4. The participants will introduce themselves for 1.5 minutes and to be on camera when they present themselves.

### **03:30 pm - 03:55 pm**

1. The explanation about PFA 1-ToT-PFA 2.
2. PFA 1 agenda confirmation.

#### Purposes:

1. To give the big picture of the whole activity to the mentors so they know how to allocate the time needed and still be committed.
2. To arrange the PFA 1 training schedule.

Time: 25 minutes.



Material: The given information sheet of the mentor/facilitator training.

Steps/activities:

1. The facilitator gave a short explanation of PFA 1 training, ToT training, and PFA 2 training.
2. The facilitator explains the training's principles: fun, feeling involved, sharing experiences, chances to reflect, learning from each other, developing self-capacity and self-development and other people's.
3. The facilitator informs the PFA 1's schedules and agrees with the participants. If there are any adjustments, they will adjust with agreement.

**03:55 pm - 04:00 pm**

Take pictures, announcements, and closing Day 1.

Purposes:

1. Documenting the participants who attend Day 1 training.
2. Giving information and assigning the participants.

Time: 5 minutes.

Material: PPT announcement Day 1.

Steps/activities:

1. The facilitator asks the participants to open their cameras and take pictures together.
2. The RA checks and reminds about the attendance list in the chat room.
3. The facilitator informs what to do in the afternoon until the next meeting.
4. The first assignments are:
  - a. To fill up the link: self-recognition linked to PFA.
  - b. To read the PFA's Guidelines and Implementation Booklet through the WA group.
  - c. To answer the questions after reading the PFA's Guidelines and Implementation Booklet.
5. The facilitator thanks the participants and closes the meeting.



## Between Day 1 and Day 2 Activities.

WA group 3<sup>rd</sup> March afternoon-5<sup>th</sup> March noon:

1. 3<sup>rd</sup> March 2021 afternoon-evening--> Make sure all the participants fill out the general pre-test link for all the MAP activities sent on D-1.
2. 4<sup>th</sup> March 2021 morning-->Send the pre-filing link to understand the participants' conditions related to the PFA's comprehension and skill through this link: [https://docs.google.com/forms/d/e/1FAIpQLSfd0iQL1UbvqCApiV8JhGLNh7MigPMrrmqRdgtUWEX5c\\_iaOA/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSfd0iQL1UbvqCApiV8JhGLNh7MigPMrrmqRdgtUWEX5c_iaOA/viewform?usp=pp_url)
3. 4<sup>th</sup> March 2021, noon -->Give the reading material for the participants to read the PFA's Guidelines and Implementations Booklet in the Education Unit (attached).
4. 5<sup>th</sup> March 2021, morning -->Give the questions link [https://docs.google.com/forms/d/e/1FAIpQLSc85hdZUhp5JZUElbe-owjllEJEFFtiRrw134B2xPd2Ek607A/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSc85hdZUhp5JZUElbe-owjllEJEFFtiRrw134B2xPd2Ek607A/viewform?usp=pp_url) of the participants' understanding about the PFA's comprehension from the book, the relevant experiences with some PFA's principles, in the relation with children's mentoring, also identify the skills and things need to develop.





## TRAINING DAY 2 (2<sup>nd</sup> session)

Friday, 5<sup>th</sup> March 2021 at 07:00 pm – 09:00 pm

### Day 2 Rundown:

06:30 pm	: Zoom class opens, and participants can start entering the meeting room.
07:00 pm - 07:20 pm	: Opening and ice-breaking.
07.20 pm - 07:45 pm	: Knowing what PFA is, the purpose of PFA, and the benefits of PFA.
07.45 pm - 08:15 pm	: The experience of children supporting, children's problems, the relation with PFA.
08.15 pm - 08:35 pm	: The basic principles of PFA.
08:35 pm - 08:55 pm	: Discussions on children's issues and the applications of PFA.
08:55 pm - 09:00 pm	: Assignment and closing.

### Details of the activity:

#### 06:30 pm

Zoom link is opened, and the participants who have already come are greeted.

#### 06:50 pm

The RA re-announces in the WA group and invites the participants who are not present immediately into the Zoom link.

#### 07:00 pm – 07:20 pm

"What are you doing?"

#### Purposes:

1. As the icebreaker.
2. Give the practice of improvisation, creativity, and build the awareness that sometimes what we see is not always what happens as we see it.

Time: 20 minutes.



Material: -

Steps/activities:

1. The facilitator instructs one of the partners or other facilitators who are already familiar with the game to perform a movement that indicates that the person is performing a particular activity, such as combing hair/wearing a veil. The facilitator will then ask, "What are you doing?"
2. The facilitator explains to the participants that the person asked (who is doing a particular activity) will answer the question by saying the movement that is not the movement he is doing, but another movement that he wants to do by his partner asking or the next person asking.
3. The facilitator gives an example by asking the partner to start: A starts making moves like a person is combing their hair. Then B asks: "What are you doing?" Then A answers: "I'm reading a book" (not combing my hair).
4. In this case, C will then ask B, "What are you doing?" Then B will say, "I'm drinking herbs drink" (not reading a book) And so on. The principle is that when a person makes a certain move and is asked what you are doing, he should not mention the activity he is doing, but should say the activity that he wants the person asking to do.
5. The facilitator then ensures that all participants understand the instructions of this activity by testing a few participants.
6. After the participant understands the activity, the facilitator invites the other participant to do it according to the rules of the game, in which the appointed participant will ask about the movement being done by the facilitator partner, then after the partner responds, C will do the movement mentioned by the partner, but when asked by D, he will answer not the move being done but mention the movement that he wants to do by the person asking (in this case D), and so on.
7. The facilitator begins to appoint each other to turn, asking and giving answers that are not the movement but what should be done by people afterwards.
8. Facilitators encourage participants to imagine funny and exciting movements so that the atmosphere can become more fluid and the movements can be performed as secretively as possible.



9. The facilitator says that the movement continues to be done and will be spotlighted by the RA so that everyone who asks and does the move will be visible to all the other participants.
10. Next, after all the participants had their turn, the facilitator asked several reflective questions and gave a debriefing of the important things learned.

Reflective questions:

What do we learn from this game session? After the participants answered, RA wrote in the PPT/Jamboard. Further, the facilitator gave several highlights of the participants' answers while giving an image that often adults misunderstand/catch the conditions of the child when only seeing what is done/seen in children, without knowing more deeply what is experienced by the child.

**07:20 pm – 07.45 pm**

Knowing what the PFA is, the Purposes and the Benefits of PFA.

Purpose:

Participants understand why to do PFA, what the PFA coverage is, the purposes and the benefits.

Time: 25 minutes.

Materials:

1. PFA Materials from the PFA's Implementation Guidelines Book.
2. PPT (attached).

Steps/activities:

1. The facilitator starts by asking what the participants understand about the PFA after reading the PFA's Implementation Guidelines Book.
2. The facilitator lets the participants give their answers verbally or in the chatroom.
3. The facilitator gives a short explanation and emphasises the definition, the purposes, and the benefits of PFA.



### **07:45 pm – 08:15 pm**

Crisis, Child support, and linkage to the PFA.

#### Purpose:

Participants understand that in the context of the MAP and when supporting a child in a crisis and problems that the child is experiencing either because of its marginal condition and virility as well as in a pandemic situation will have an impact on the child and require early psychological support.

Time: 30 minutes.

#### Material:

PPT on the linkage of pandemic situations, child crises, MAP context, stress, and early psychological support (attached).

#### Steps/activities:

1. The Facilitator asks for examples of crises experienced by children and the form of accompaniment that has been performed by accompanying, also sharing crises in pandemic times.
2. The facilitator responds to sharing participants, at the same time giving some emphasis on the relationship between crises experienced by the child, the need to be prevented so that the condition of the child does not get worse and recovery faster through the PFA approach.

### **08:15 pm – 08:35 pm**

Basic principles of PFA.

Purpose: Participants understand the basic principles of giving PFA to the children.

Time: 20 minutes.

Material: PPT on the principles of PFA (attached).



Steps/activities:

1. The facilitator asks the participant to submit any principles known to the participants in providing initial psychological support.
2. The facilitator asks a few to share their opinions, then responds to them while presenting the PPT, and gives some emphasis on the principles of the PFA.

**08:35 pm – 08:55 pm**

Discussions on Children's Problems and the Application of the PFA.

Purpose:

Participants can have a better understanding of the context of cooperation that usually occurs, the problems that children experience, and how to implement the PFA in situations that accompany children's problems, in pandemic times, and in the implementation plan of the MAP programme.

Time: 20 minutes.

Material: -

Steps/activities:

1. The facilitator asks several participants to share their experiences supporting children in a crisis.
2. The facilitator asks how the PFA can be applied to those crises.
3. The facilitator organises discussions so that the process of sharing and sharing experiences can go well and learn from each other.

**08:55 pm – 09:00 pm**

Appointment and closing.

Purpose: Participants understand the next session activity plan and everything that needs to be prepared.

Time: 5 minutes.



Material: -

Steps/activities:

1. The facilitator announces that the next activity will be carried out for 4 hours longer.
2. The facilitator asks the participants to bring paper and coloured markers for the activity in the next session.
3. The facilitator initiates the group picture and closes the program.

### **Activities between Training Day 2 and Day 3**

In the WA Group:

Saturday, 6<sup>th</sup> of March, 2021, in the morning, the facilitator sends a link to evaluate the training activities of the 2<sup>nd</sup> day and questions for the preparatory session of the 3<sup>rd</sup> day to be filled in from 08:30 am to 10:30 am, via the link:

[https://docs.google.com/forms/d/e/1FAIpQLSePtAiEJpCEBVRsDHDnFszbLCZ\\_WSutbP7jOnh0\\_QeARKRPtg/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSePtAiEJpCEBVRsDHDnFszbLCZ_WSutbP7jOnh0_QeARKRPtg/viewform?usp=pp_url)



## **TRAINING DAY 3 (Session 3 and 4):**

**Saturday, 6<sup>th</sup> March at 01:00 pm – 03:00 pm and 04:00 pm – 06:00 pm.**

### **Day 3 Rundown:**

- 12:30 pm : Zoom class opened, and the participants can start entering.
- 01:00 pm - 01:45 pm : My emotion and yours.
- 01:45 pm - 02:30 pm : Discussion about emotions.
- 02:30 pm - 03:30 pm : Knowing 6 Steps of PFA.
- 03:30 pm - 04:00 pm : Break time.
- 04:00 pm - 04:45 pm : Self-care and coping stress (small group).
- 04:45 pm - 05:45 pm : self-care & coping stress (large class).
- 05:45 pm - 06:00 pm : Closing, assignment, and explanation regarding sessions 5 – 8.

### **Details of the activity:**

#### **12:30 pm**

Link Zoom is opened, and participants who had already entered were greeted and had a check in.

#### **12:50 pm**

The RA announced the WA group and invited the participants who had not yet been present to enter the Zoom meeting.

#### **01:00 pm - 01:45 pm**

"My emotions and yours"

#### The Purpose:

The participants identify and express various emotions. Observe and recognise emotions (look).

Time: 30 - 45 minutes.



### Materials:

1. Papers and markers.
2. PPT about emotions.

### Steps/activities:

1. The facilitator starts by asking the participant to write in the chat room as many emotions as they know. Allow the participants to write them in a chat room, as many kinds of emotions as they know.
2. After that, the facilitator mentions the participants' answers quickly, and the participants can also see the kinds and variations of emotions in the chat room.
3. The facilitator will display several emotions that can be identified in addition to what has been written in the chat room, i.e: love, anger, upset, anxiety, amazement, humiliation, despair, disappointment, bored, frightened, frustration, grateful, sad, guilty, happy, hated, hoped, interested, jealous, proud, shy, embarrassed, wondered, worried, etc.  
Here's the emotional PPT showed.
4. Explain that in accompanying the child, the accompanist is expected to be able to give an accurate response about what the child is feeling. Therefore, first of all, we need to recognize and be sensitive to the various emotions that are displayed/felt by the individual.
5. The facilitator divides the participants into two groups of breakout rooms, each group is given 7 minutes and will be guided by one facilitator. In each breakout room, each participant will select and prepare a different emotion to be expressed and be guessed by the other group. (choose the emotion quickly).
6. After all participants have chosen the emotions to express, the participants are asked to write down on an empty paper the emotion that will be expressed and start preparing themselves to express the emotions written on the paper. The way to express can be with movements, specific facial mimics, and short words to say.
7. After everyone is set, everyone goes back to the main room.
8. In the main room, the facilitator asks all cameras off, and then the facilitator appoints four participants from group 1 to open the camera and immediately express their emotions with movements, facial expressions, and words when needed. Note: (The RA/the facilitator makes sure that only the cameras of these four participants are opened).





9. After that, the facilitator asks participants from group 2 to guess what kind of emotions were shown by the first group by writing the answer in the chat room.
10. After all participants of group 2 guessed in the chat room, the facilitator asked the 4 participants to open their papers and show the emotion written.
11. Who guesses the four emotions correctly is marked and will get stars.
12. Next, the facilitator asks the 2<sup>nd</sup> group with 4 participants as before.
13. If the time is still available, it can be resumed with the next four participants from the 1st group.
14. If the time is no longer possible, the discussion will be about the next session.

### **01:45 pm - 02:30 pm**

A discussion about emotions.

#### Purposes:

1. Participants are better acquainted with emotions, feelings and their relationship to the condition of human beings' body, mind, and behaviour, especially children.
2. Participants understand when someone feels certain emotions concerning them as an accompanist and in connection with the PFA.

Time: 45 minutes.

Material: PPT on emotions.

#### Steps/activities:

1. After the game My Emotions and Your Emotions, the facilitator starts the discussion with these questions:
  - a. what did we learn?
  - b. what do you feel?
  - c. is it easy or difficult to guess/identify emotions?
  - d. is it easy or difficult to express emotions?
2. After discussing with the participants, the facilitator responds and interactively explains the PPT of recognising emotions and what can be done when the emotion escalates.



### **02:30 pm – 02:45 pm**

Energizer: Guessing the Songs-2<sup>nd</sup> Session.

Purpose:

Make the participants feel more relaxed and joyful after the previous session.

Time: 15 minutes.

Material: List of ready-to-play songs.

Steps/activities:

1. The facilitator gives instructions about the guessing game: when the participant hears the music played, as soon as possible, write the title of the song played in the chat room. Each chance is given to the participants for 10 seconds or according to the facilitator's policy. The player who writes the title of the song in the chat room most quickly and correctly gets the highest score. The player who collects the most scores will be the winner.
2. Once the participant understands, the first music is played immediately. Stop after 10 seconds. Continue up to five songs.
3. The winner will be announced after the final score is known.

### **02:45 pm – 03:30 pm**

6 PFA's steps in child support.

Purpose:

The participants understand the 6 steps of Psychological First Aid and its application in child support.

Time: 45 minutes.

Material: PPT of 6 Steps of PFA.

Steps/activities:



1. The facilitator asked about the PFA steps that the participants knew from the Book of PFA's Implementation Guidelines and reviewed the participants' understanding of the three steps.
2. The facilitator conveyed that the MAP program would use 6 steps of PFA (showing the PPT of 6 steps).
3. The facilitator explains briefly the 6 steps of PFA interactively and continues with the discussion of the 6 PFA steps (look, listen, connect, protect, comfort, hope) in connection with the identification of children's emotions and attempts to recognise the problems that occur in children themselves.
4. The facilitator asked some friends who had an accompanying mechanism on the child to tell them about their experience in accompanying the child and then asked them to identify any steps that had been taken when associated with the 6 steps of the PFA.
5. The facilitator opens the discussion room for the Q and A.
6. Next, the facilitator asks the participants what they learned from this part 3 session.

Note: Always allow the participants/youth facilitators to share their experiences in accompanying children, and always associate with these 6 steps of the PFA. (interactively discussed with 2 participants/youth facilitators).

### **03:30 pm – 04:00 pm**

Break.

### **04:00 pm – 04:45 pm**

Self-Care & Coping Stress (small group).

#### Purpose:

The participants can tell their experiences when they are experiencing problems, listen to each other and learn from each other about the struggles of other participants.

Time: 45 minutes.



Material: Questions to be answered and shared in small groups in the breakout room.

Steps/activities:

1. The facilitator divides the participants into two breakout rooms.
2. In each room, the participants will share the asked questions:
  - a. how do you recognize that 'I already need a recharge'?
  - b. what are the problems that are often experienced both during the accompaniment and during this pandemic, which is causing internal unhappiness (not healthy mentally or physically).
  - c. how to deal with it?
3. Each participant is expected to be able to tell.
4. The time allowed is 40 minutes in each group. After that, back to the main room to discuss it further.

**04:45 pm – 05:45 pm**

On self-care, stress coping and interactive discussions (main room).

Purpose:

The participants understand some stress conditions, coping stress, and self-care that can be done.

Time: 45 minutes.

Material: PPT Stress, Coping, and Self Care.

Steps/activities:

1. The facilitator asks each group representative to tell us what they learned during the session in a small group.
2. The facilitator responds by simultaneously providing exposure to stress levels, types of effective and maladaptive coping, and self-care strategies.



### **05:45 pm – 06:00 pm**

3-day training review, evaluation, assignment & explanation of 5 – 8 sessions, closing.

#### Purposes:

1. Find out what the participants have learned for 3 days.
2. Get information on how far the participants can follow the activity.
3. Provide information on the next week's activities and assignments to the participants.
4. Documenting the participants who attended on the 3<sup>rd</sup> day.

Time: 15 Minutes.

Material: PPT Announcement of role-play session activities.

#### Steps/Activities:

1. The facilitator asked several participants to share what they gained during the 3-day training, partly delivered orally and partly written via chat in Zoom.
2. The facilitator responded and paraphrased what had been submitted by the participants.
3. The facilitator also asked whether they felt comfortable enough to be involved in the training.
4. The facilitator then announced the activities of the 4<sup>th</sup> until the 8<sup>th</sup> session to be held next week.
5. After that everyone took a photo together before the event was closed.



## Evaluation of the Implementation of Day 3 Training and Preparation for Session 5-8

1. The 3<sup>rd</sup> Day Evaluation activity is done by providing a link to be filled in by the participants in the WAG:  
[https://docs.google.com/forms/d/e/1FAIpQLSeU\\_kGbeRfRfV-BwqUyRG78YEtGQGfG\\_kvbsOz7jGNjq-07sQ/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSeU_kGbeRfRfV-BwqUyRG78YEtGQGfG_kvbsOz7jGNjq-07sQ/viewform?usp=pp_url)
2. The preparations for the 5<sup>th</sup> - 8<sup>th</sup> session are made by providing the following information to the WAG.

### Here's what needs to be prepared for the 5<sup>th</sup>-8<sup>th</sup> session:

- Re-read all submitted material.
- Groups will be divided into two breakout rooms. Each group is accompanied by 1 facilitator and 1 RA, for role-play and practice the PFA.
- During small group activities (roleplay), each participant will play 2 roles:
  1. As the person who gives the PFA (Psychological First Aid)
  2. As the person given the PFA (the one who's being helped)
- To act as the person given the PFA, prepare yourself to pretend to be somebody else.
- Things you need to prepare or think about the age, gender, problems, what you want to tell, how you talk, and how you express your emotions, etc.
- Later in the beginning, tell us your identity (age and gender).
- To play the role of the person who is given the PFA, you don't have to be yourself. Play the role of someone who's been accompanied or known to have a particular case.



## TRAINING DAY 4 (Session 5)

Monday, 8<sup>th</sup> March 2021 at 02.00 pm – 04.00 pm

01:45 pm	: Zoom class opened, participants can enter.
02:00 pm - 02:30 pm	: Introduction Before entering the breakout room.
02:30 pm - 03:45 pm	: Enter the breakout room. Roleplay: Look and listen.
03:45 pm - 04:00 pm	: Review and closing.

### Details of the activity:

#### 01:45 pm

Link Zoom is opened. Greet the participants and have a check-in.

#### 01:55 pm

The RA re-announces in the WA group to remind the participants who are not present to enter the Zoom immediately.

#### 02:00 pm – 02:30 pm

Review of previous material and roleplay introduction.

#### Purposes:

1. Participants are refreshed about previously provided materials.
2. Participants understand what will be done during the roleplay and the purpose.

Time: 30 minutes.

Material: PPT of 6 Steps of PFA.

#### Steps/activities:

1. The facilitator asked some participants to convey anything they remembered from previous sessions. Some were conveyed orally, and some were written in the chat room.



2. The facilitator responded to the participants and emphasised especially when the participants revealed the 6 steps of PFA, the facilitator performed more probing in the section 'look and listen'.
3. After that, the facilitator explained that during this week's training in sessions 5, 6, and 7, each participant will train their skills, especially in steps 1 and 2: look and listen. Participants were asked to focus on recognising what happened to the accompanied person through the observation of conditions, facial expressions, and emotional reactions, and the focus on digging, asking, and responding by listening more so that the participants increasingly understood, and the individual accompanying became more comfortable.
4. The facilitator restated the technical roleplay and grouping and then asked the participants to join the breakout room that had been opened.

### **02:30 pm - 03:45 pm**

Enter breakout room. Roleplay: Look and listen.

#### Purposes:

1. Participants practice skills to be helpers, especially to recognize and understand individuals through look & listen steps.
2. Participants feel when they are in a helped position.
3. Participants can observe their partner playing a role and give feedback.
4. Participants get feedback on the skills of observing and listening actively.
5. Participants know and learn the practical application of the look and listen steps and can learn from each other.

Time: 75 minutes (each participant has 10 minutes to do the roleplay).

Material: --

#### Steps/activities:

1. The facilitator restates the explanation of what to do at this session. In each roleplay, one person will act as a helper, one as the one who's being helped, and another becomes an observer and notes a few things such as:
  - a. what has been well done by the helper in general,





- b. what is interesting /learnable/becomes the strength of the helper in performing the look and listening steps,
  - c. what things still need to be enhanced by the helper,
  - d. when there is something else to be delivered.
2. The facilitator informs that the time allowed to perform the roleplay is 10 minutes. The facilitator will give a cue to stop the roleplay when the 10 minutes have been reached. During the roleplay, all the observers will turn off the camera and the mic, while the role-playing will turn on the camera, so only the helper and the one being helped will appear on the screen.
3. The facilitator asks who the helper will be and who will act as the one being helped. Then, immediately pairing the helper and the one who's being helped.
4. After a round of roleplay, each observer will communicate his feedback either orally or in writing in the chat room.
5. The facilitator then asks the participant who became the one who's being helped about his/her feelings: if he/she feels comfortable, what makes him/her comfortable, if feels uncomfortable, what makes him/her uncomfortable. And if there are any suggestions for the helper.
6. Then the facilitator asks the helper about what he feels, what he thinks is good, what still needs to be fixed, and how when hearing the notes and responses from the observers.
7. Lastly, the facilitator gives his/her notes and views, when already mentioned by the other observer, the facilitator emphasises it only. The facilitator emphasises the strength aspects of the helper and the aspects that still need to be enhanced by the helper.
8. If there are things arise and need attention from everyone, the facilitator explains and states the principles, as well as when there are questions for troubleshooting when facing difficult situations on the look and listen steps as well as several tips and tricks that usually help in the first phase when building relationships and recognising the problem and trying to understand the aided conditions.
9. After round 1 is finished, proceed to rounds 2, 3, and 4 or according to the time available.
10. After the time is up, everyone returns to the main room.





### **03:45 pm - 04:00 pm**

Review and closing.

Purpose:

Participants listen to each other's experiences of each group to get more insights and knowledge.

Time: 15 minutes.

Material: --

Steps/activities:

1. The facilitator asks the representatives of each group to tell what they have experienced and learned from the activities in their group.
2. The facilitator encourages other friends who have not presented orally to write in the chat room.
3. Every time a participant tells their stories, the facilitator gives responses and emphasises the essential aspects learned.
4. After the participants from each group have communicated their stories, the facilitator highlights some important things that have already been learned in the roleplay session and explains that in the next session, there will still be activity in the individual group for roleplay.
5. The facilitator asks all the participants to turn on their cameras to take pictures.
6. The facilitator gives announcements.
7. The facilitator closes the session.



## **TRAINING DAY 5 (Session 6)**

**Wednesday, March 10, 2021 at 02:00 pm – 04:00 pm**

- 01:45 pm : Zoom class opened, participants can enter.
- 02:00 pm - 02:30 pm : Introduction before entering the breakout room.
- 02:30 pm - 03:45 pm : Enter breakout room, roleplay: Look and Listen  
(Comfort, Connect, Protect, Hope, if appears).
- 03:45 pm - 04:00 pm : Review and closing.

### **Details of the Activity:**

#### **01:45 pm**

The Zoom link is opened. Greet the participants and have a check in.

#### **01:55 pm**

The RA re-announces in the WA group reminding the other participants to enter the Zoom immediately.

#### **02:00 pm – 02:30 pm**

Review of the material and role-play introduction.

### **Purposes:**

1. Participants are reminded of previously provided materials.
2. Participants are ready to do a second role-play emphasise the look and listen but open up to discuss comfort, connection, protection, and hope.

Time: 30 minutes.

Material: PPT 6-steps of PFA.

### Steps/Activities:

1. The facilitator asked several participants to convey anything they learned from previous role-play sessions, essential points to be considered by the participants



in performing the role as helpers, especially for the look and listen steps. Some deliver them orally, and some write them in the chat room.

2. The facilitator responds to the participants and emphasises things especially when the participants disclose several important principles that need to be observed in steps 1.
3. Further, the facilitator explains that during training session 6 this will still be the same mechanism of role-play in which one person acts as a helper, one person as an assistant, and the other as an observer. When the 5<sup>th</sup> session participants train their skills, especially in the 1<sup>st</sup> and 2<sup>nd</sup> steps - look and listen. For the sixth session, it's still the same but it opens up an opportunity to try the comfort, connect, protect and hope steps as far as possible.
4. The facilitator restated the technical of roleplay divided them into groups and then asked the participants to join the breakout room that had been opened.

### **02.30 pm - 03.45 pm**

Enter breakout room. Roleplay: Look and listen (comfort, connect, protect, hope if it appears).

#### Purposes:

1. Participants practice the skills of becoming helpers, especially to recognise and understand individuals through look & listen steps and try comfort, connect, protect, and hope steps when possible.
2. Participants feel that they are the ones who are being helped.
3. Participants can observe their partners playing roles and give feedback.
4. Participants get feedback on active observing and listening skills.
5. Participants know and learn the practical application of look and listen steps and comfort, connect, protect and hope where possible and emerging.
6. The participants can learn from other participants.

Time: 75 minutes (each participant has 10 minutes to do the role-play).

Material: -



### Steps/activities:

1. The facilitator restates the explanation of what to do at this session. In each roleplay, one person will act as a helper, one as the one who's being helped, and another friend becomes an observer and notes a few things such as:
  - a. what has been well done by the helper in general,
  - b. what is interesting/learnable/becomes the strength of the helper in performing the look and listen steps,
  - c. whether there are comfort, connect, protect, and hope steps appear,
  - d. what things still need to be improved by the helper,
  - e. whether there is something else to deliver.
2. The facilitator informs that the time allowed to play a roleplay is 10 minutes. During the roleplay, all the observers will turn off the camera and the mic, while the role-playing will turn on the camera, so only the helper and the one who's being helped will appear on the screen.
3. The facilitator asks who will be the helpers and who will act as the ones who are being helped, then pairs them up.
4. After completing one round of role-play, each observer will give their feedback either orally or in writing in the chat room.
5. The facilitator then asks the participant who becomes the one being helped about his/her feelings: what makes them feel comfortable or uncomfortable. Is there any input for a helper?
6. Then the facilitator asks the one who becomes the helper about his/her feelings, what he/she thinks is good and what still needs to work on, and how when hearing notes and responses from the observers.
7. Finally, the facilitator gives his/her notes and point of view, when already mentioned by the other observers, the facilitator emphasises. The facilitator always emphasises the strength aspects of the helper and the aspects that still need to be enhanced by the helper.
8. If there are things arise and need attention from everyone, the facilitator explains and states the principles, as well as when there are questions for troubleshooting when facing difficult situations on the look and listen steps as well as several tips and tricks that usually help in the first phase when building relationships and recognising the problem and trying to understand the aided conditions.



9. After round 1 is finished, proceed to rounds 2, 3, and fourth or according to the time available.
10. After the time is up everyone returns to the main room.

### **03:45 pm - 04:00 pm**

Review and closing.

#### Purpose:

Participants listen to each other's experiences of each group to gain more insights and learning points.

Time: 15 minutes.

Material: --

#### Steps/activities:

1. The facilitator asks the representatives of each group to tell what they have experienced and learned from the activities in their group.
2. The facilitator encourages other participants who have not given their opinions orally to write in the chat room.
3. Whenever there is a participant who has communicated the story, the facilitator gives feedback and emphasises the important aspects that have been learned.
4. After the participants from each group have communicated their story, the facilitator highlights some essential things that have already been learned in the roleplay session and informs that in the next morning session, each group will still be doing roleplay in the smaller group and the afternoon session will be a large group session for self-care with relaxation techniques. Participants are expected to wear comfortable clothes.
5. The facilitator asks all participants to turn on the cameras to take photos together.
6. Facilitator delivers information/announcements.
7. The facilitator closes the session.



## TRAINING DAY 6 (Sessions 7 and 8)

Saturday, March 13, 2021 at 10:00 am – 12:00 pm and 01:00 pm – 03:00 pm

09:45 am	: Zoom class opened, participants can enter.
10:00 am - 10:15 am	: Introduction before entering the breakout room.
10:15 am - 11:45 am	: Enter the breakout room roleplay: Look and Listen (comfort, connect, protect, hope when appearing).
11:45 am - 12:00 pm	: Review.
12:00 pm - 13:00 pm	: Break, lunch, and prayer time.
13:00 pm - 14:30 pm	: Self-care: Relaxation techniques (comfort & hope steps).
14:30 pm - 15:00 pm	: Review, evaluation, ToT explanation, closing.

### Details of activities:

#### 09:45 am

Link Zoom is opened. Greet the participants and have a check in.

#### 09:55 am

The RA re-announces in the WA group reminding the participants to enter the Zoom immediately.

#### 10:00 am – 10:15 am

Review of material and role-play introduction.

#### Purposes:

1. Participants are refreshed about previous materials.
2. Participants are ready to do a second role-play emphasising the look and listen but open the opportunity to discuss comfort, connection, protection, and hope.

Time: 15 minutes.

Material: PPT of 6-step PFA.



### Steps/activities:

1. The facilitator asked some participants to convey anything they learned from previous role-play sessions, important points to be taken into consideration by the participants in performing the role as helpers, especially for the 6 steps they tried to do, especially to look and listen. Some conveyed orally, and some wrote in the chat room.
2. The facilitator responds to the participants in particular when the participants reveal several important principles that need to be observed in the 6 steps of the PFA that have been trained.
3. The facilitator explains that the 7<sup>th</sup> session is the last session for the roleplay at PFA 1. The mechanism remains the same as in the previous roleplay. This time for those who have not yet had a chance to play in the previous sessions. For this session 7 remains the same and still opens the opportunity to also try the steps of comfort, connect, protect and hope as far as possible.
4. The facilitator restated the technical roleplay and group division and then asked the participants to join the breakout room that had been opened.

### **10:15 am - 11:45 am**

Enter breakout room. Roleplay: Look and listen (comfort, connect, protect, hope if it appears).

### Purposes:

1. Participants practice the skills of becoming helpers, especially to recognise and understand individuals through look & listen steps and try comfort, connect, protect, and hope steps when possible.
2. Participants feel when they are in the position of being helped.
3. Participants observe their partners playing roles and give feedback.
4. Participants get feedback on the skill of actively observing and listening.
5. Participants know and learn the practical application of look and listen steps as well as comfort, connect, protect and hope where possible and emerging.
6. Participants can learn from each other and have a deeper understanding by doing and observing various roleplays.

Time: 90 minutes (each participant allowed 10 minutes to roleplay)





Material: --

Steps/activities:

1. The facilitator briefly restates what to do in this session and what to observe to deepen/sharpen the feedback for each participant who does the roleplay. The observer will still observe:
  - a. what things have been done well by the helper in general,
  - b. what is interesting/learnable/becoming the strength of the helper in performing the look and listen steps,
  - c. whether there are any comfort, connect, protect, and hope steps that appear,
  - d. what matters still needs to be improved by the helpers,
  - e. if there is something else to be communicated.
2. The facilitator informs that the time allowed to play a roleplay is 10 minutes. During the roleplay, all the observers will turn off the camera and the mic, while the players will turn on the cameras, so only the helper and the one who's being helped will appear on the screen.
3. The facilitator asks anyone who has not been doing the roleplay as a helper and the one being helped. Then pair them up.
4. After one round, each observer will communicate their feedback orally or in writing in the chat room.
5. The facilitator then asks the participant who became the one who's being helped about his/her feelings: what makes him/her comfortable or uncomfortable?
6. The facilitator asks the helper what he/she feels, what he/she thinks is good what still needs to be fixed, and how when hearing the notes and responses from the observers.
7. Finally, the facilitator gives notes and points of view, and when already mentioned by the other observers, the facilitator only emphasises it. The facilitator emphasises the strong aspects of the helpers and the aspects that still need to be enhanced by the helpers.
8. If there are things arise and need attention from everyone, the facilitator explains and states the principles, as well as when there are questions for troubleshooting when facing difficult situations on the look and listen steps as well as several tips



and tricks that usually help in the first phase when building relationships and recognising the problem and trying to understand the aided conditions.

9. After the first round, proceed to the second, third and fourth rounds, or according to the available time.
10. Lastly, the facilitator asks all participants about things they have learnt from the first roleplay session to the third.
11. The facilitator summarises the learning points from the participants.
12. After the time is up, everyone returns to the main room.

### **11:45 am - 12:00 pm**

Review.

#### Purpose:

Participants listen to each other's experiences to gain deeper understanding and learning points.

Time: 15 minutes.

Material: --

#### Steps/activities:

1. The facilitator asked the representatives of each group to share what they have experienced and learned from the activities in each group and what they have learnt from the roleplay sessions during these three sessions.
2. The facilitator encourages the participants who did not share orally to write in the chat room.
3. Whenever there is a participant who delivers the story, the facilitator gives a response and emphasises the important aspects of what has been learned.
4. After the participants from each group tell their story, the facilitator highlights some important things that have already been learned in the roleplay session.
5. The facilitator announces the break time and re-enters for the next session 10 minutes before 01:00 pm, wearing relaxed clothes and finding a comfortable place for the session of relaxation techniques.



### **13:00 pm – 14:30 pm**

Self-care: Relaxation techniques (comfort & hope steps).

#### Purposes:

1. Participants understand several principles of self-care, including how to perform relaxation techniques to relieve emotions.
2. Participants can have techniques to help themselves when experiencing emotional tension or when there is a child whose condition is very tense and needs to be calmed (comfort).

Time: 90 minutes.

Material: --

#### Steps/activities:

1. The facilitator explains several self-care principles as accompanying and provides an introduction to grounding techniques to lower tension and increase awareness as well as the activation of hormones that give glad effects with a variety of breathing techniques.
2. The facilitator provides an intro on grounding, deep breathing, here and now, body scan, sensing fingertip, and butterfly hugs that are likely to be tried in this relaxation session.
3. The facilitator invites the participants to follow several instructions to be able to perform one cycle of relaxation techniques using several ways described earlier.
4. The facilitator begins to give instructions for breathing and relaxation.
5. After completion, the facilitator asks the participants to share their experience in following such relaxation sessions, either orally or in writing in the chat room.
6. Furthermore, the facilitators emphasise important points in using the relaxation technique for themselves as well as being one of the alternatives when accompanying the child.

### **14:30 pm – 15:00 pm**

Review and comprehensive evaluation of PFA 1, ToT explanation, closing.



Purposes:

1. Participants listen to each other about the experience of the participants about everything they have learned during the DPA training 1.
2. Participants provide an evaluation and tell what the benefits of the training of PFA 1.
3. Participants identify the developments that occurred before joining PFA 1 and after attending PFA.
4. Participants receive information related to the ToT technique and the preparation of it.

Time: 30 minutes.

Material: --

Steps/activities:

1. The facilitator informed the participants that it was the last session of the entire PFA 1 training. The facilitator would like to hear some reviews from participants regarding the feelings, experiences, and improvement of knowledge and skills experienced by the participants.
2. The facilitator asks several representatives of participants to give the review orally and some write them in writing in the chat room.
3. Whenever the participants share their stories, the facilitator gives a response and emphasises the important learnt aspects.
4. After the participants from each group share their stories, facilitators highlight some important things that have been learned in the entire training of PFA 1 including improvements by the participants.
5. The facilitator conveys the session to the event organizer to explain the preparation of the ToT.
6. The event organizer takes group photographs and closes the event.

The overall evaluation of the PFA training stage 1 is carried out in the WA group with the link:

[https://docs.google.com/forms/d/e/1FAIpQLSc5Z3J2j3SUBHhT8m1V6RWuwoHzzKpmuZT EXAFMvQxc05845A/viewform?usp=pp\\_url](https://docs.google.com/forms/d/e/1FAIpQLSc5Z3J2j3SUBHhT8m1V6RWuwoHzzKpmuZT EXAFMvQxc05845A/viewform?usp=pp_url)



# Psychological First Aid (PFA) Training Manual 2

April 2021

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## **Introduction**

The PFA-2 training is conducted as a developed stage of the PFA-1. As a further stage, this PFA 2 retains more activities aimed at sharpening PFA skills and applying them in the community of each participant.

## **Time Outline and Discussion**

Overall, the PFA-2 was conducted in 6 days, but not in a row, rather as sessions of 2.5-3 hours long, as follows:

- Monday, April 5, 2021, 09.00 – 12.00
- Wednesday, April 7, 2021, 13:00 – 16.00
- Friday, April 9, 2021, 13.00 – 16.00
- Saturday, April 10, 2021, 14.00 – 15.30 and 16.00 – 17.30
- Wednesday, Apr 14, 2021, 13:30 – 15.:30
- Friday, Apr 16, 2021, 13:30 - 15:30

Following are the activities of the PFA-2 training description in a given time slot.



## **PREPARATION**

**(Saturday, 3 April 2021)**

### **The purpose:**

To prepare participants to return to the PFA framework after taking the Facilitation Skills Training.

### **Activities:**

As a preparation for the start of the PFA-2, participants are given a questionnaire in the form of a Google form containing:

- Participants are asked to identify the material understanding or information obtained from PFA 1 training and facilitating skills training online or onsite.
- Participants are asked to review the reflections/journals that have been filled in during the Facilitating Skills Training.
- Participants are asked to write an experience or results of reflections that most wanted to be shared.
- Participants are asked to reckon the self-preparation in terms of PFA material mastery, such as:
  - As a child's accompanist, what will be done at the time of an accompanying activity to find a child experiencing an emotional reaction or behaviour that indicates that the child is undergoing a problem?
  - In connection with the 6 steps of the PFA, describe whether you have the resources you can provide for a child to be cared for by PFA.
  - Self-compatibility of the mentor.
  - Network/MoU with the Institute for reference (connection).
  - Protection mechanisms (see slide Tuesday, 6 April 2021)



## ACTIVITY DAY 1 (Session 1)

Monday, 5 April 2021 at 09.00 – 12.00

### Rundown Session 1:

08.45 – 09.00	Participants enter the Zoom
09.00 – 09.15	Asking one of the participants to lead the warming up (energizer) that has been prepared previously in the WA group.
09.15 – 10.15	Sharing of the questions on Google form
10.15 – 11.15	Interactive discussion on emotional and empathic paraphrases
11.15 – 11.40	Review from participants related to emotional paraphrase and empathy associated with 6 PFA steps, e.g. related: <ul style="list-style-type: none"><li>▪ What the participants captured and understood about emotional paraphrases and empathy.</li><li>▪ Refresh on 6 steps of PFA</li></ul>
11.40 – 11.55	Roleplay preparation explanation: <ul style="list-style-type: none"><li>▪ Giving an overview of training activities for Wednesday and Friday.</li><li>▪ Ensuring that the participants get technical information, such as the duration of each. Each participant will have 12 – 15 minutes max.</li><li>▪ Giving the case scenario that would be shared by the child (can discuss with the other mentor from another institution if needed)</li><li>▪ Giving information to participants to self-prepare by writing the child's case on a will-be-given template.</li><li>▪ The proposed case has to be sent by WA to the group facilitator to get feedback or approval.</li><li>▪ Fill up the template of background, sex, age, and life story. (submit on Tuesday at noon at the latest).</li></ul>
11.55 – 12.00	Group photos and closing





### Objective:

- Prepare participants to be able to implement the PFA steps.
- Identify the participants' understanding and obstacles felt by the participants to become the facilitator's attention.

### Activity:

- Participatory activity is where participants actively share and communicate what has been filled in the form and also ideas or suggestions that emerge.
- Giving information about role-play activities, including the essence of active participation of participants in selecting cases and proposing them to the facilitator.

## TRAINING DAY 2 (Session 2)

Wednesday, 7 April 2021 at 13.00 – 16.00

### Rundown Session 2

At 09.00 a.m participants get information from the facilitator via WA group about role-play pairs for session 2.

12.45 – 13.00	Participants enter the Zoom's link
13.00 – 13.15	Brief review activity session 1.
13.15 – 15.30	<p>Role-play activities in groups (the same 2 groups from PFA 1):</p> <ul style="list-style-type: none"><li>▪ The activity is conducted in a breakout room for 2 hours with 15 minutes spare time.</li><li>▪ Role-playing activities for 12 minutes per case (1 pair of accompanying and the accompanied child role).</li><li>▪ Other participants observe and focus on the emotion and empathy paraphrase performed by the accompanying role.</li></ul> <p>Note:</p> <ul style="list-style-type: none"><li>▪ The six steps of PFA can be discussed in a group if the time is allowed and appears and is visible in a role-play.</li></ul>



	<ul style="list-style-type: none"><li>▪ Role-play, emotional paraphrase and empathy can also be associated with a possible case of DCT and try to do it within the framework of the PFA.</li></ul>
15.30 – 15.55	Participants back to large group for general review and sharing. Each group is represented by two participants.
15.55 – 16.00	Taking pictures and closing

### Objective:

- Preparing participants to have a better understanding of the basic skills required in implementing PFA.
- Strengthening the skills of participants through experiential learning with role-playing methods.

### Activity:

- Practice in the same group as the PFA-1 group (in the break-out room).
- The role-playing process is carried out for 5 pairs (accompanying and accompanying children), each of which will interact for a maximum duration of 12-15 minutes.
- Providing feedback to the participants whose roles as the accompanying, given by another participant (observer) and the facilitator.
- General review and sharing in the large room.

## TRAINING DAY 3 (Session 3)

Friday, 9 April 9 2021 at 13.00-16.00

### Rundown Session 3

12.45 – 13.00	Participants enter the Zoom's link
13.00 – 13.15	Brief review of activity session 2
13.15 – 15.30	Group role-play activities (the same 2 groups as PFA-1): <ul style="list-style-type: none"><li>▪ Activities were carried out in a breakout room for 2 hours with a spare time of 15 minutes.</li></ul>



	<ul style="list-style-type: none"><li>▪ Role-playing activities are conducted in 12 minutes per case (1 pair of accompanying and child-accompanying roles).</li><li>▪ Other participants observed focusing on the paraphrase of the emotional and empathic performance by accompanied role.</li></ul> <p>Note:</p> <ul style="list-style-type: none"><li>▪ Six steps of the PFA began to be discussed in the group.</li><li>▪ Role-play paraphrase of emotion and empathy associated with possible cases of DCT and try to do so within the framework of PFA (The case has been well prepared according to the ability of the accompanying and being realistic).</li></ul>
15.30 – 15.55	Participants return to the big class for general review and sharing. Groups represented by two participants
15.55 – 16.00	Photos and closing

### **Objective:**

Secara umum aktivitas di Sesi 3 ini persis dengan Sesi 2. Namun demikian, Di sesi 3 ini, peserta diajak untuk lebih mengkaitkan dengan langkah DPA dan juga DCT.

- Prepare participants to have a better understanding of the basic skills required in applying PFA.
- Sharpen participants' skills through experiential learning role-playing method.

### **Activity:**

- Practice in the same group as the group of PFA-1 (in the break-out room).
- The role-playing process is performed for 5 pairs (accompanying and accompanying children), each will interact for 12-15 minutes maximum.
- Feedback to the participants who roled as accompanying, by observers and facilitators.
- Review and share the activities in general in the large class.



## TRAINING DAY 4 (Session 4)

Saturday, 10 April 2021 at 14:00 – 15:30 and 16:00 – 17:30

### Rundown Session 4

13.45 – 14.00	Participants entering the Zoom link
14.00 – 14.15	Warming up activity by participants
14.15 – 14.30	Identification of difficulties experienced by the participants
14.30 – 15.30	In-depth interactive discussion of 6 steps PFA
15.30 – 16.00	Break and prayer time
16.00 – 16.30	Role-playing activities in large groups: <ul style="list-style-type: none"><li>▪ Accompanist and accompanying child roles represented by participants from each group.</li><li>▪ All other participants act as observers and fill in feedback according to the template prepared.</li></ul>
16.30 – 17.00	Discussion and implementation of basic PFA skills and steps of role-play, as well as reflections from all other participants.
17.00 – 17.15	General review and confirmation of what the participants learned.
17.15 – 17.30	Explanation of plans for Wednesday and Friday activities, photos, and closing.

### Objective:

- Deepening understanding and re-assessing skills for preparing application in real cases within the adjacent community.
- Knowing the predicted difficulties that may occur, so that they can be anticipated through joint discussion.

### Activities:

- Participatory discussion of participants about basic skills, PFA, also the typical constraints of each side community.
- The role-playing process is carried out by a couple (accompanist and accompanying children).



- Giving feedback and open discussion conducted by all participants and facilitators.
- Review and share activities in general in major classes.

## **Training DAY 5 (Session 5)**

**Wednesday, 14 April 2021 at 13.30 – 15.30**

### **Preparations carried out since Saturday, 10 April 2021:**

- Selecting and then contacting several institutions from the participants (such as Bandungwangi, Sanggar Akar, RPTRA CBU, WVI, Rednose) to ask for readiness and then preparing a presentation (at the beginning of the 5th session) related to things already in the possession of these institutions to implement the PFA for their accompanying children.
- Forms to be filled in by the institution containing:
  - Number of human resources who have PFA skills.
  - The number of potential human resources to be trained in PFA skills.
  - Already in possession network (which already exists MoUs or formal or informal agreements).
  - The institution's policy for the children's protection.
  - Kind of policy of the institute for child protection/care for caregiver mechanism.
  - Manual books/leaflets already existed in doing accompanying.

### **Rundown Session 5**

13.15 – 13.30	Participants join the link Zoom.
13.30 – 14.00	Sharing in the large group from several institutions on the preparedness and current conditions as well as the potential to implement 6 steps of PFA to support MAP.
14.00 – 14.30	Discussion and Q and A from other institutions and highlight from facilitators in the large group.
14.30 – 15.00	Group activities (in breakout room) each of the institutions to do:



	<ul style="list-style-type: none"><li>▪ Identifying current conditions and the needs (identifying gaps)</li><li>▪ What needs to be done to bridge the gap (made in PowerPoint format)</li></ul>
15.00 – 15.15	Sharing and discussion of a large group (for exchange of ideas)
15.15 – 15.30	<p>Review by participants to highlight the need for joint discussions throughout the day, and plan to make a joint scenario.</p> <p>Note: Every institution carries a task containing: What can be done by each institution, including when to contribute to common interests. Made in PPT form and collected on Thursday.</p> <p>Photos and closing.</p>

**Objective:**

- To analyze the preparedness of the institutions in implementing the PFA, especially within the framework of the MAP.
- Sharing and exchanging ideas for each institution to prepare concretely.

**Activity:**

- Sharing from institutions that are considered to have been prepared.
- Participatory discussion of the participants on the preparedness and actual condition of the institution.
- Create a draft of the results of the discussions of each institution to be presented in ppt form.





## TRAINING DAY 6 (Session 6)

Friday, 16 April 2021 at 13.30 – 15.30

### Rundown Session 6

13.15 – 13.30	Participants entering link Zoom.
13.30 – 14.30	Presentations and discussions PPT preparatory results of several institutions.
14.30 – 15.00	Questions and Answers and bring the next plan to be more realistic and reachable.
15.00 – 15.30	Review today's activities and also the entire range of PFA activities and closing.

### Objective:

- To have a better understanding of the actual situation of each institution, especially about the implementation of the PFA within the framework of the MAP.
- Share and exchange ideas so that each institution can prepare itself more concretely.
- Can identify the obstacles and resources within the institution with concrete leads.

### Activities:

- Presentation and sharing from several institutions.
- Participatory discussion of participants on the preparedness and current state of the institution.
- Identification of constraints and resources within each institution.



**ATTACHMENT**  
**(see the next page)**





**Attachment 1: Role-Play Case Form**

**CASE NOTES OF ACCOMPANYING CHILDREN  
(CONFIDENTIAL)**

**LIMITED USE  
AS PRACTICAL MATERIAL OF MAP PROJECT INDONESIA**



**APRIL 2021**



## I. CHILD IDENTITY

Name (initial) :  
 Age :  
 Gender type :  
 Education :  
 Address :  
 Live with Child: from: siblings (child's order among siblings)  
 Hobbies :  
 Marital status : Unmarried / Married / Divorced / Widow / Widower  
 Year of marriage :

<b>Father</b>	<b>Mother</b>
Biological Father _____(check mark)	Biological Mother _____(check mark)
Step Father _____ (check mark)	Step Mother _____(check mark)
Adoptive Father _____(check mark)	Adoptive Mother _____(check mark)
Name:	Name:
Address:	Address:
Age:	Age:
Education:	Education:
Jobs:	Jobs:
Estimated Social Economic Level:	Estimated Social Economic Level:
Other details:	Other details:

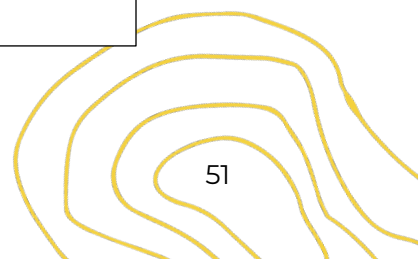




## II. REPORTED OBJECTIONS/REPORTED BY THE ACCOMPANYING CHILD

**(write a maximum of 1 page)**

*Write down the objections about the child so that the child feels the need to get support. These complaints can be submitted directly by the accompanying child, or by certain parties. (parents, teachers, etc).*





**III. IMAGE OF THE PHYSICAL AND PSYCHOLOGICAL CONDITION OF THE ACCOMPANYING CHILD IN TREATMENT (write a maximum of 1 page)**

*Write down the physical (body) characteristics, health condition, as well as the emotional condition and feelings in general of the accompanying child when dealing with the accompanist.*

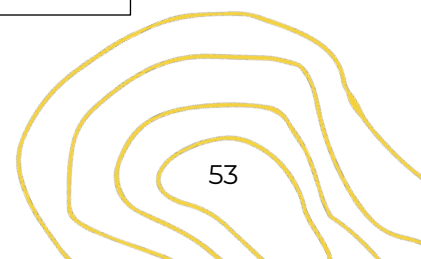




#### IV. THE SOCIAL LIFE SITUATION OF THE ACCOMPANYING CHILD

**(write a maximum of 1 page)**

*Write the features of the child's life situation and social relationships with others, for example with family, neighbours, teachers, and friends, etc.*





## ATTACHMENT 2: Role-Play Review Form

### REVIEW FORM FACILITATING CHILD ROLE-PLAY

#### I. GENERAL OBSERVATIONS OF YOUTH FACILITATOR

Cross (X) the column to select.

Indicator	Good	Sufficient	Less
Facial expression			
Eye contact			
Voice (intonation, clarity)			
Speech style			
Gestures (e.g hand movements, head movements)			

#### II. OBSERVATION OF TECHNICAL COUNSELLING

Cross (X) the column to select.

Indicator	Good	Sufficient	Less
Opening words			
Empathy expressions (such as facial expressions, gestures, and spoken words)			
Paraphrase expressions content (from the words spoken)			
Emotional paraphrase expressions (from the words spoken)			



### III. OBSERVATIONS OF THE 6 STEPS OF PFA APPEARED

Cross (X) the column to select.

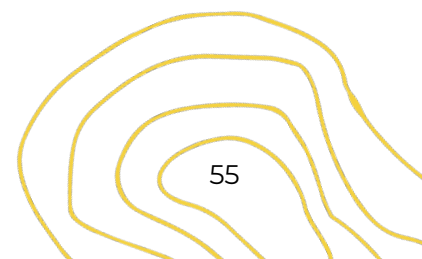
<b>Indicator</b>	<b>Appears Clearly/Many Appear</b>	<b>Sufficiently Appear</b>	<b>Not yet Appear</b>
Look			
Listen			
Comfortable			
Connection			
Protects			
Hope			

### IV. NOTE FOR SUPPORTING THE FOSTER'S CARE OF THE CHILDREN TO THE ACCOMPANIST

At the bottom of this section, please write down:

- Impacts
- Essential advice/Essential messages

about basic counselling techniques (such as expression, voice, empathy, and paraphrasing, etc.) and also the implementation of six steps of PFA for accompanists, both good things and things that need to be improved.





***"It was really good  
what was delivered  
in the PFA (training).  
It can be our tool in  
family and  
community."***

***"Exercising patience,  
feeling what children  
are feeling, and  
trying to understand  
what children is  
telling us."***

***"More aware of space  
and (how to) respond  
to all emotions that  
children are***

