



Ministry of Public Health

GD-PM

Mental health and substance abuse dept

Emergency Psychosocial Counseling Training package

جدي ۱۳۹۵

developed by: mental health technical group

Characteristic of Emergency Counseling:

- While a person confront an emergency event, and you visit him/her for the first time, you facing strong emotions of survival, which this condition comes after a strong fear and worries
- While you are working with people during or after emergencies, you are really working with people suffering from the following problems:
 - Confusion, fear, disappointment, worried about trauma, feeling of guilty, loss of trust on him/herself and others.
- be sure about your achievements
- if you cannot stay full time there, please refer the survivor to one of your co-worker from your team
- Introduce them with each other

Emergency Counseling:

- Get their trust
- In case of repeated request from survivor and or based on his/her excessive needs, please transfer him/her to a reasonable place
- Don't think that all survivors affected by mental problem or affected by a chronic long term mental problem
- You have to know that during disaster, survivors are affected to all problems mentioned above.
- After disaster they feel discomfort, which this condition is a problem to return their health, so they need your support.

Communication skill

In counselling it is not only important what you communicate but also how you communicate. We can easily become so absorbed in the challenge of trying to understand what is being

communicated that we lose sight of how we as counsellors communicate with the client

Empathy:

Being empathic is a very important skill, which enables the counselor to get a very differentiated and clear feeling of the inner-world of the client. It is fundamental to practise and use all the following communications skills in a successful way, as it enables the counselor to get into a direct dialogue with the client's "real world". In afghan society empathy is a common used characteristic, as family-structures require and use it all the time! Daughters feel the pain of their mothers', when leaving the house very intensive;

This empathic skill should be activated when talking to clients. Put yourself in the shoes of the client and try emotionally to understand and feel how the clients' feelings might make an impact on you. At the same time the counselor has to be careful not to get involved too much. Being empathic does not mean to identify with the client and his problems (feeling as if you were in the same situation as the client.) At all times it is important for the counsellor to be able to discriminate between the client and his problems and his own life and problems. Therefore as a counselor you must know yourself very well in order to be able to make this distinction. This is why we have self experience during the intensive training.

1. Attending skills

- Attending acts as a basis for listening to and observing the client
 - Attending well to the client places you in a good position to listen to them, to both their verbal and non-verbal messages!
 - There are different ways in which you can show that you are attending to the client.
 - a) **Posture**
 - Your posture needs to be “open”, so that you signal that you are willing to engage with the client. Do not cross your arms in front of your chest
 - Face the client directly, sit in a centered way, do not lean back in your chair
 - Do not sit in a higher chair as your client or even behind a desk
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 - b) **Eye contact**
 - Maintain constant and direct eye contact, but do not fix the client with a stare! You should use the eye contact to demonstrate your availability
 - Be natural and communicate your interest in your client in your own natural way
 - c) **Facial expression**
 - The client will be watchful of you and your reaction to what he says, therefore you
 - need to be aware of the information that your facial expression might convey!
 - How you look should be consistent with what you are saying
 - You can also mirror clients by matching your expression with theirs! Letting clients see, by the concern on your face, that you have some sense of the pain they have experienced may free them to begin to access those feelings



Attending to clients is a way of giving them your presence

2) Observing skills

- The way clients are dressed, their tone of voice, their gestures and postures will give you important information and will either confirm or conflict with their verbal messages. Use your own intuition and knowledge which comes from your feelings to gain a better understanding of the client.
- Observing clients carefully will help you to develop your understanding of them
 - You will learn to interpret the clues and cues that they give For example: *You will discover, while one client smiles when she is hurt, another narrows her eyes and talks angrily*
- Focusing on the incongruities and inconsistencies between clients' verbal and non-verbal behaviour makes the exploration much easier! Your observation can be communicated to the client in a careful way. This might help the client to dare to say something which he is afraid to say from himself for whatever reasons. Clients may not be aware either of what they are feeling or the significance of their feelings
- You need to offer your observations in a tentative way rather than telling or informing!

Example:

Client: *(in a flat voice, looking round the room and sighing) Yes, I was pleased when she asked me if she could stay for three months. I get on well with my aunt.*

Counsellor: **I notice that your voice sounded flat and I wonder that the sigh was saying**

Client: *(looking embarrassed) Well, I suppose it was saying I was pleased, and now this will sound awful, but now she's beginning to burden, and I wish she would go*

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The counselor specifies what he/she notices and invited the client to explore the apparent incongruities between their verbal and non-verbal messages!

3) Listening skills

Listening is not just hearing what the client says. It involves attending to, receiving and understanding messages that clients are sending both by what they say and by what they do.

- Your purpose in listening is to reach a common agreement about:
 - ⇒ What concerns the client
 - ⇒ How the client experiences his/her concerns
- You will be listening “actively”, which means that you are listening with purpose and
 - communicating what you have listened to and understood

Listening to silences

- Communication between you and clients will continue even if one or both of you are silent
 - ⇒ You should pay attention to times of silence as they (in the same way as words) transport messages!
 - ⇒ By attending carefully in sessions, you will gain some clues about what the client might be thinking and feeling when he/she is silent. You will know whether they are uneasy, stuck, bored, or reflecting

⇒ Using that information will help you to decide when and how to intervene

- You should give your client the time to be silent, as it may enable him/her to understand what is happening; provides space for reflecting; helps him/her to face their discomfort!

Interrupting silences

- You can break the silence by giving specific feedback on what you observed
- Or you might break silence by asking “process” questions about asking how the client is feeling in the here and now:

⇒ **What are you feeling now?**

⇒ **What are you thinking?**

⇒ **What is going on for you at the moment?**



Process questions keep your focus on the client's current experiences in the here and now

Listening to your own reactions

- As you listen to the client, you yourself will be thinking and feeling!

⇒ Listening to your own reactions may provide valuable clues for understanding what is happening in the session and for understanding clients themselves

For example: **You may be aware that you are irritated with a client and begin to pay attention to what happens between you when you feel irritated! You may share this at an appropriate time with your client, as it could help to explore the problem!**

Hindrances to active listening

- Issues in the counselors' life

⇒ When we have difficulties in our own life which preoccupy us, then we may be less open to others. For instance problems, which are there but which we do not want to face in our own life. Those problems are usually avoided and not addressed in the session.

⇒ Be conscious about such problems in your own life, try to suspend them and thus create space for the client

- Values of the counsellor

⇒ It is important that we are aware of our own values and, do not impose them on our clients

- Already preparing your reply to what the client is saying while the client is speaking
- Seeking confirmation for your hypotheses and ignoring information from the client which contradicts these hypotheses
- Becoming defensive when clients attempt to correct you
- Feeling obliged or pressed to find a solution quickly



.all these skills need good experiences.
impartiality should be kept during all process of counseling
skills must be applied in correct forms

Meeting survivors – Rules

Do say:

- These are normal reactions to a disaster
- It is understandable that you feel this way
- You are not going crazy
- It wasn't your fault, you did the best you could
- Things may never be the same, but they will get better, and you will feel better

Don't say:

- It could have been worse
- You can always get another house/job
- It's best if you just stay busy
- I know just how you feel
- You need to get on with your life

Do Not

- Force people to share their stories with you, especially very personal details
- Say things like “everything will be OK” or “at least you survived”
- Tell people what you think they should be feeling, thinking, or how they should have acted earlier
- Tell people why you think they have suffered by alluding to personal behaviors or beliefs of victims
- Make promises that may not be kept
- Criticize existing services or relief activities in front of people in need of these services
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Meeting survivors – Steps for communicating

1. First Meeting

- Introduce yourself and tell them the aim of your visit
- Ask for permission to talk to him/her, and explain that you are there to see if you can help

2. Communicate calmly

- Open posture and body language
- Have a good eye contact
- Speak clearly and slowly
- Answer their questions calmly and repeat if not understood calmly

3. Communicate warmth and empathy

- Be really there for the person
- Speak to the person with respect
- Stay friendly do not become impatient
- First try to understand their personal situation and then help them to understand their situation

4. Good listening

- Be a good listener
- Be not afraid of their emotions, every emotion is acceptable and can be expressed
- Allow grieving
 - Ask for their symptoms which they have developed after the event

5. Encouragement

- Find out together with the survivors what could help them now
- Give some psycho education about the symptoms and that it is normal how they feel after such an horrible experience
- Encourage survivors to help themselves
- Encourage survivors to help each other in the community

6. Resources

- Try to find their resources especially in religion, family, life experience and traditional ritual

Resources

- Resources are abilities, relationships, values and experiences, which give a person the feeling that the life is worth to live!
- They help to stand and to overcome difficult life-crisis!
- Unfortunately we often forget about the importance and power of our own resources, particularly in the moment we would need the most
 - ⇒ When we feel overwhelmed with emotion or overstrained with all the problems and difficulties the situation (disaster) presents us!
 - ⇒ Instead of looking for own resources, we then tend to become desperate, negative and feel worthless, without self-esteem!



Finding the resources of the survivor together with the survivor helps her/him to regain a balance which may connect her/him to her/his potential and which can bring positive changes in her/his feeling

Types of resources in afghan society

Relationships	Religion & Spirituality	Education
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1. Family <ul style="list-style-type: none"> ❖ Children ❖ Brother ❖ Sister ❖ Husband, wife ❖ Close relatives ❖ Mother ❖ Father 	2. Social <ul style="list-style-type: none"> ❖ Friends ❖ Classmates ❖ Teachers ❖ Elders ❖ Colleagues 	<ul style="list-style-type: none"> ❖ Reliance/ Trust in ALLAH ❖ Belief in ALLAH ❖ Submit to ALLAH ❖ Leading a religious life ❖ Love 	<ul style="list-style-type: none"> ❖ Knowledge ❖ Understanding ❖ Skills and abilities
Culture		Natural resources	Material resources
<ul style="list-style-type: none"> ❖ Ethic/ moral values ❖ Tradition ❖ Art (poetry, stories, music, paintings, literature) 		<ul style="list-style-type: none"> ❖ Nature ❖ Animals ❖ Beauty 	<ul style="list-style-type: none"> ❖ Wealth ❖ Land ❖ House ❖ Job

types of resources in afghan society

assignment	Positive resources
<ul style="list-style-type: none"> • please make a list of your personal resources and then see for resources of your neighbor 	<ul style="list-style-type: none"> • good relation of family • education • having good spouse(wife-husband) • be brave • be religious



Explore the client's previous experience and potential regarding all above mentioned types of resources.

⇒ Achieving an understanding of the possible function of your client's resources can help you both to work with them! Encourage the client to use them!

⇒ But never forget: the client is the expert of his life! You have the function to help the

- client to realize his own possibility to change and to become stronger.

The importance of resources in changing the psychosocial state of people

- The recognition of resources is such important, as they help:

- ⇒ To see the positive aspects of one's life
- ⇒ To focus not only on the negative experiences and aspects
- ⇒ To be able to estimate what is there
- ⇒ To feel connected to the world
- ⇒ To increase self-esteem and self-confidence
- ⇒ To recognize possible ways to get out of a desperate situation
- ⇒ To feel that you can trust in something and that it is worth to go on
- ⇒ To feel that there are people who love and need you

Strategies for exploring resources

- Look together with your client at his life in order to find happy and fulfilling moments and experiences. (memory of a family event; childbirth; an experience in nature)
- ⇒ Therefore you could use the modified **“life-line-technique”**! (Compare to the trauma intervention). Just put a row (symbolizes the life of the client) on the floor and give the client flowers (fulfilling happenings and good experiences). Then the client can look back on his life and give attention to the positive experiences. Encourage the client to write or tell his positive biography!
- ⇒ You also can encourage the client to sit down at the end of the day and to think of 2 small moments of the day, which were positive. If your client can not think of anything, make suggestions! Let your client describe the day and help to find positive moments, even if it was just eating a good meal or a smile from a family member!
- ⇒ Always come back to the here and now by asking the client how he/she feels now and where in the body he/she feels the positive feeling. How exactly can you feel it, where.
- ⇒ Even evoke such good body feelings with an imagination exercise by first relaxing the client, then go back to the experience and imagine all details, guide your client by asking about the sensations, the light, the weather, who else was there. Then focus the client on his/her body



The important factor is that the client practices the recognition of these positive experiences and starts to change his/her perception!

Another possibility to find positive resources could be to explore who in the client's life is a trustworthy friend or relative and is willing to support your client

- ⇒ It is very likely that your client judges all his friends and his family in the moment due to his condition in a negative way, as your client might be in a negative or depressive mood himself! Therefore you should explore in a dialogue if the relatives are really so “bad”, or if they could serve your client as a positive resource
- A man describing his family in a negative way could be asked:

- ⇒ **What are the wishes you have for your children's future?**
- ⇒ **Do you remember how you felt, when your children were born?**
- ⇒ **Can you remember moments, when you dearly loved your wife?**
- ⇒ **How do you feel when you remember such moments?**
- ⇒ **Can you imagine seeing your wife again in such a way as you described her now?**
- ⇒ **Do you have any other way for solving the problems with your wife?**
- ⇒ **Imagine how your children can change your life in future!**



By remembering the positive feelings and experiences the man might realize which huge resource his family could be to him! And he might use this as a positive resource for himself, but also tries to be a good father, and husband to his family! He might understand that the family relationships can serve as a resource to each member of the family.

Another possibility to draw on past experiences could be to explore in which way your client coped with problems and barriers in his life so far You could ask: **“Did you face such kind of problem in the past? How did you overcome it? Can you try that again?”**

- ⇒ Make your client realize that he is not helpless! Demonstrate him on the past experiences that he proved his skills to cope with his life and that he can do it again
- ⇒ Your client should understand that staying active contains the chance to cope with problems



In this way, you remind your client of his conflict solving skills, which can have the function of a positive resource! He might feel able to transform situations, feelings, and thoughts into positive!

Religion and spirituality

- The holistic approach sees the human being as a unity which has an inner direction and possibility to integrate the different experiences by giving them meaning in the context of the personal life.
- Therefore it can be a possibility within the course of the counselling process to explore together with the client a possible meaning of the suffering. This meaning will greatly depend on the clients religious and spiritual values.
- Another issue in this context could be to understand the developmental tasks and chances which arise from this suffering.
- Furthermore it could be helpful to realise and discuss that the future is being created by our own lives now and by what is being done in the moment.
- In this context it might be meaningful to explore once more the resources in order to strengthen the coping mechanisms of the client and to enable him to participate actively in his life!

Having no positive resources lead to low self-esteem and self-confidence:

Self-esteem and self-confidence is the perception of someone about her abilities, emotions and thoughts

⇒ Low self-confidence and losing self-esteem is a condition in which a person feels worthless and has lost trust in him. He might also feel in a lower position than others

⇒ Often people pay more attention to negative happenings and situations in their lives!.

Therefore it is very important to put the attention to positive experiences and resources!

An example may help you, how to increase self-confidence in exploring useful and available resources:

⇒ *A 35 years old woman graduated from the religious-law faculty of Kabul University. 14- 15 years have passed from her marriage. She lives with her husband and her two sons in an apartment. Her husband has relationships with other women. Most of the time, she is alone with her children. Her husband is paying no attention to his family (wife and children). He beats his wife, and frequently accuses her. She started to be very tired of this situation and is feeling very sad. She has lost her interest in life and cries all the time. She feels impatient, hopeless and helpless. According to her body language she looks depressed and tired. She is blaming her husband for all the issues in her life. She feels herself despised and lower than anyone else. A possibility could be to search for her own resources independent of her husband:*

- **What are her abilities?**
- **Does she have a person in the family she trusts?**
- **What about her children?**
- **Can she make use of her education?**



It is important to find the resources, to help the client to reduce the feeling of being worthless and helpless

صدمه روانی

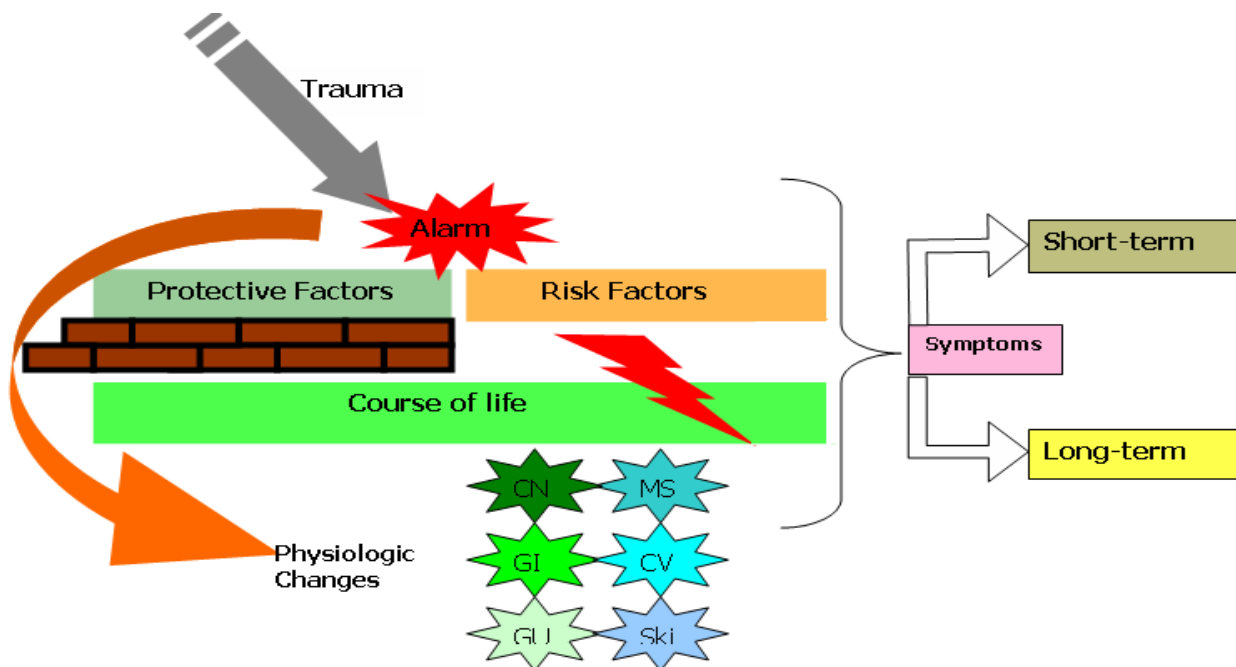
Incidents

- Traffic accident
- Suicide attack
- Bomb blast
- Seeing a dead body
- War, combat exposure
- Threatened with a weapon
- Sudden violent death
- Serious injury/harm the client caused
- Attack of wild animal etc.

The impact of such an experience depends on:

- Protective factors such as social network, health, education and life experience
- Predictability
- Control over the situation

The alert which is demonstrated during the event by the body and psyche is called alarm response.



Example:

We have the knowledge of a wild animal such as wolf, being dangerous. Therefore whenever we are facing this animal, suddenly our psyche is activated in order to give alarm and to find the way out of danger.

Discuss with the whole group:

- Please remember what have you done, when you have experienced such a disaster?
- What has helped you in such a situation?

Symptoms of Trauma

Short term consequences (immediately after traumatic experience):

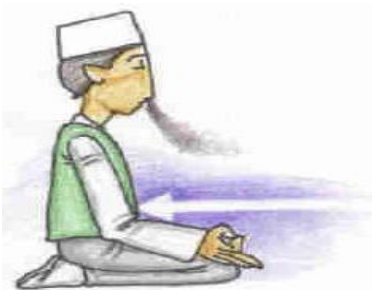
- Physical reactions:
Heartbeat, high blood pressure, tension in the muscles, fast breathing, trembling, digestion problem
- Emotional reactions:
⇒ Being fearful, desperate helpless/upset, aggressive, shame (because of loss of control), excessive mourning
- Thinking:
⇒ Difficulties to concentrate, not being able to think, chaos or emptiness in the head, wondering (what would have been if?), accusing oneself, being disorientated
- Behaviour:
⇒ Restless, nervous, aroused, acting without an aim or plan, numbing behaviour (drugs etc)

long term consequences (long after traumatic experience):

- Dissociation:
⇒ Seeing the happenings from the outside like through a glass wall, believing it is not true
- Depersonalisation:
⇒ Own feelings are not considered to belong to oneself, functioning like an automatism

Corrective factors to treat short-term consequences:

- Physical and psychological help and resources
- Acceptance of change of lifestyle
- Acceptance of life conditions
- To put it in the life context
- Exercise of Guidelines, check lists for improvement
- Relaxation exercise



Chronic symptoms can develop some time after the traumatic event:

- Memory flashbacks:

- ⇒ Sudden appearance of painful memories of the traumatic experience where the person feels the same threatening situation with all the related features of fear from death, panic, escape and preparedness to fight
- Hyper arousal syndrome:
 - ⇒ Hyper vigilance, a constant feeling of escape and preparedness to fight, nervousness, nightmares and somatic symptoms
- Avoidance syndrome:
 - ⇒ Active avoidance of people and places that remind of the events
 - ⇒ Passive avoidance of feelings due to being afraid of experiencing intensive feelings (the same as those experienced during the traumatic experience)

Side effect:

- Victimisation
- Loss of meaning in life
- Loss of identity

This leads very often to more problems:

- Fear
- Depression
- Suicidal thoughts and attempts
- Addiction
- Problems in relationships, family
- Sexual problems
- Somatic complaints

Risk & Protection

1) Risk factors for suffering of a traumatic event

- ⇒ Socio-economic status
- ⇒ Bad physical health
- ⇒ Bad psychological condition
- ⇒ Being very young or old
- ⇒ Chronic sickness, chronic pain, addiction, experience of loss (death, divorce), loneliness etc.

2) Protective factors

- ⇒ Social support, having a good social network
- ⇒ Education/knowledge
- ⇒ Coping strategies, like dealing with such experiences in an open and direct way
- ⇒ Having interest in the world
- ⇒ Good health
- ⇒ Good knowledge about oneself, abilities resources
- ⇒ Muscle relaxation exercise to remove fatigue

Support Groups

- The aim of a support group is to help people who feel isolated with their problems in giving them the possibility to:
 - ⇒ Share these with others
 - ⇒ Learn from each other
 - ⇒ Profit from the feeling not to be alone with such problems
 - ⇒ Support groups do generally not try to identify and change personal problems
 - ⇒ Through the increase of personal and interpersonal awareness, people will be more able to avoid and handle personal problems themselves

The role of Support Groups in settings of disaster

- Support Groups can be helpful and practical in a disaster setting
 - ⇒ To gather families together for information about loved ones and for security briefings
 - ⇒ To discuss the survivors immediate needs and concerns

Role of the group leader

- The group leader is more a facilitator than a counsellor!
 - ⇒ A facilitator guides the group members to openly address their fears and expectations
 - The facilitator actively works to create a climate of safety and acceptance in which the participants trust each other
 - ⇒ Provides encouragement and support as participants talk about very personal subjects and try out new behaviours
 - ⇒ Involves as many group members as possible in the discussions and group interactions
 - ⇒ Encourages open and direct communication and encourages the expression of controversial opinions
- The goal is to decrease the dependency on the facilitator and to increase the responsibility of the group members

Tips for support groups

- If necessary divide groups according to sex, age
- Facilitate a short flashlight at the beginning, everybody must have the opportunity to say how they feel and what has happened to them
- Encourage to talk about their thoughts
- Try to identify dangerous thoughts such as about suicide and revenge
- Discuss how every day life is affected by what has happened
- Find out and encourage how they can help each other
- Discuss and find individual resources and those of the community
- Give awareness and psycho education
- Ask and talk about their hopes

- Use some exercises like breathing techniques
- Identify those who needs individual counseling

Counselors Selfcare in Emergency Settings

- You may find the experience of assisting in a post-disaster environment gratifying!
- You may experience the intense emotions and thoughts of loss and concern as part of your work
- *Some common reactions include:*
- Physical and emotional exhaustion
- Identification with the survivors—“It could have been my child, my spouse...”
- Feelings of grief, hopelessness, helplessness, sadness and self-doubt
- Difficulty sleeping
- Guilt over not being able to do more, or having resources back home that the survivors do not have
- Frustration and anger at the whole system/country

Don't forget:

- Try not to be emotionally involved, i.e. do not transfer the grief of others on to yourself
- Be very kind and humane but be somewhat detached!
- Remember that your reactions are normal and largely unavoidable

Strategies for the Counselor

helping not to get overwhelmed

1) Communicate

- ⇒ Communicate with colleagues clearly and in an optimistic manner
- ⇒ Identify mistakes in a constructive manner and correct them
- ⇒ Compliment each other—compliments can be powerful motivators and stress moderators
- ⇒ Share your frustrations and your solutions

2) Monitor basic needs

- ⇒ Be sure to eat, drink and sleep regularly
- ⇒ Becoming biologically deprived puts you at risk and may also compromise your ability to care for survivors

Take a break

- ⇒ Give yourself a rest from tending to survivors
- ⇒ Allow yourself to do something unrelated to the traumatic event and which you find comforting, or relaxing
- ⇒ Stay actively engaged in day-to-day activities, if possible

4) Connect

- ⇒ Talk to your colleagues and receive support from one another
 - ⇒ Tell your story and listen to others
 - ⇒ Talk to someone with whom you feel at ease; describe to him/her what you were thinking or feeling
 - ⇒ Listen to what people close to you say and think about the event. It has affected them too, and they may share insights that will benefit you. They may also share with you their ways of coping with the suffering.
 - ⇒ If you cannot sleep or feel too anxious, discuss this with someone you can trust
- Don't take sleeping pills, tranquilizers, alcohol or other drugs

Understand differences

- ⇒ Some people need to talk while others need to be alone
- ⇒ Recognize and respect these differences in yourself, the survivors and your colleagues
- ⇒ Neither should you push others to talk and think about events they may not yet be ready to focus on

6) Stay updated

- ⇒ Participate in meetings to stay informed of the situation, plans and events

7) Check in with yourself

- ⇒ Monitor yourself over time for any symptoms of depression or stress disorder
- ⇒ Be aware of your tension and consciously try to relax. You may also do deep breathing exercises for 10 to 15 minutes once or twice a day
- ⇒ Seek help if needed! Do not self-medicate under any circumstances!

Honor your service

- ⇒ Realize that your work is very important even if at times people do not appreciate this
- ⇒ Recognize your colleagues—either formally or informally—for their service

Recreational package

Recreation and play Guide for children





What importance playing have?

War and disasters affects child mental and physical conditions. during war, after war and emergency situation< sports, recreation, and playing for children of all ages give them the sense of hope and normality. playing and recreation creates a space in which children and adolescence can express their emotions and improves self-esteem and confidence. recreation has important role for recovery process and helps children to adjust, cope, and pass from difficult experiences

Almost all children in Afghanistan has been faced difficulties, violence, family disruption, or local societies, or lack of fundamental resources are the most common problems.

Needs for recreation and playing:

- It is necessary to develop sound health and normal physical, mental and social health for girls and boys of all ages
- Helps children to learn, seek and improve their skills and be busy.
- Provide context for friendship, and relations
- Strengthening sense of relieves
- Provide context for cooperation and creating of communities
- Improve physical health
- declines tenses
- creates self-confidence and respect
- Improve social skill and communications
- Improve wishes and well being
- Recreation programs are good ways to create safe places for children and adolescence

Important points of playing:

- Will Encourage you to think about importance of recreation and playing
- Show you the secrets to be able to support sports and playing
- provide information to be familiar with playing and related activities
- Explain modality and regulation of playing

Children needs	Ways to activities of	examples	What we can do?
<ul style="list-style-type: none"> • sense of cohesiveness • meaningful relation with adults • thought movement • Physical movement • sense of valuation • sense of security • trust to others • self-esteem • empowerment (capacity for participation in decision making) 	Physical plays	Volleyball, cricket, Badminton and etc	<ul style="list-style-type: none"> • choosing ground for group sports and play • establishing a periodic system for sport equipment
	Imaginary plays	Visionary plays etc	<ul style="list-style-type: none"> • Regulating the teams • Conducting
	Explanatory plays	Telling Stories,	<ul style="list-style-type: none"> • invite people to conduct educational workshops for children • Organizing

<ul style="list-style-type: none"> • Ability to create opportunities (access and creations) • Hope and optimism toward future • responsibility (realization of behaviors and related outcomes) • empathy • Innovations • compatibility 		reading books, discussion groups	<ul style="list-style-type: none"> • executive tasks for children in community
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Sports and playing improves relations between children -children and children-adults and increase trust and wellbeing of children.

Sports and plays helps children to learn social and communication skills, and improves their attention and learning

Standard 17 : child friendly space (CPMS)?

All children and adolescent can attend a place identified reasonable and supported by community, and participate in regulated activities in safe and reasonable environment for children, which generally conducting for their encouragement

Reasonable space for children are referred to those educational places, in which children have access to regulated plays, sports and educational activities, and do feel normality and success

And this is possible through join cooperation of deferent sectors

General activities

- ✓ Sports and entertainments
- ✓ Artistic and Cultural activities
- ✓ Life skill
- ✓ Designed psycho-Social activities
- ✓ Supportive, supervisory groups, etc
- ✓ Informal training activities
- ✓ Awareness raising and child protection activities
- ✓ Parents group
- ✓ Improving hygiene and health
- ✓ Monolith space with other groups
- ✓ Referral to other services for children

What general problem a child friendly space can have

- ✓ Lack of cohesive support for children
- ✓ Lack of meaningful partnership
- ✓ Lack of regular and time bounded plays
- ✓ Lack of continuity/ stopping activities
- ✓ Losing relations with social structures and social systems
- ✓ Un universality
- ✓ Unreasonable activities/ decline protection
- ✓ Limited space for children
- ✓ less efforts for coordination
- ✓ Be forever /not useful

Facilitate plays:

As a facilitator you can promulgate sports and plays and provide support for:

- free Play: in this situation children specify play by themselves and playing accordingly
- Organized Play: Facilitator provide facilitation for participants to play play for instance drama, drawing, cooperative plays.

Remember!

- Playing plays are a hobby for children not their responsibility and obligation
- No one should isolated, you must encourage participation of all children
- Children have the right to not participate in plays, sometimes children withdraw from one play but participate in another
- Play should provide recreation for children to demonstrate themselves
- Plays must provide opportunity for children to create cohesiveness
- The most important result of plays are that the children feel happy, comfort and be able to demonstrate themselves among their friends

the best way of plays are to be conducted together, there are no any loser or winner in group plays, and no one will felt isolation, playing in group is interesting and creates sense of well being, these plays help children to learn communication and social skills and increase their attention and trust.

Facilitation of sports and recreation:

Plays and sporty activities can create a context that children come together and play, in sports the primary attention should not be paid on winnings, rather attentions should put on participation, development, cooperation and recreations.

- Encourage participation of all children
- Support establishing children clubs
- Promote plays and activities for girls
- Encourage children who don't show interest to plays

- Ensure that the plays should be equal
- Encourage Values, respect to others and cooperation
- realize children's feelings and behavior
- Regulate sporty activities and invite parents and people to support them.

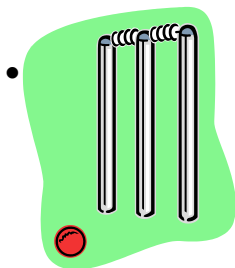
Plays and activities which you can do with children:

below are some suggested plays and activities which can practice with children

- Silent: a person selecting as team leader, team leader say to all to be silent
- ARP: all children stand up in a circle, when the team leader says ARP all children one one
- Ball in hole (TOOP MAYA): Every player will own a hole in ground
- UpUP: a player put up the ball and call name of other player for instance ARYANA
- Melon (with GARMAK) : while children sets around a circle one of them starts a story and then....
- Wolf and sheep: every one open way to sheep but not wolf , permission to cross
- Mill Mill: all children stand up as circle the team leader says; Mill Mill turn around and the rest off children says i am turning around and in the same time moving as circle, team leader consequently repeat his words and the rest are replying him
- Gate keeper: ALL children stand up as circle, one of the players tand at the center of circle and at.....
- Volleyball: is an interesting play and easy to learn, it is a wonderful play for girls

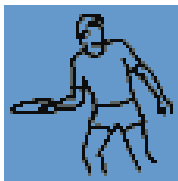


- Football: this play start with beating ball with foot

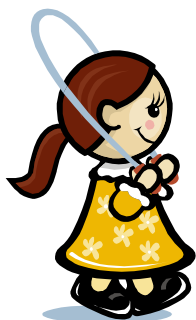


- Cricket : you will have a beat of cricket and small balls....

- Badminton: it play by two person individually (a person against other one)



- Playing rope: children can play it individually or by groups



- Doll play:

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