MULTIMEDIA PEDAGOGICAL TOOL FOR A PSYCHOSOCIAL APPROACH
UNFOLDING OBSTACLES TOWARDS CREATIVE SOLUTIONS

BOOKLET OF INSTRUCTION
This pedagogical multimedia tool is conceptualized and developed based on the Psychosocial Approach Manual written by the Italian NGO Resilience Onlus and published by AVSI Foundation.

Through the 14 modules of this tool, and respectively corresponding to the 14 chapters of the manual, you are invited on a journey to unfold and scrutinize the boxes in order to think outside its boundaries thus ensuring critical thinking. While this tool is initially developed for social operators working in traumatic or post-traumatic contexts by adopting a sound Psychosocial Approach, social workers, activists and others working in various fields of humanitarian work, can also use it.

Each of the 14 modules could be used independently of the others according to the needs of the participants to the working or training session. We recommend training on all of its components in order to ensure a comprehensive approach.
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This booklet is a booklet of instruction that enables you to use the multimedia psychosocial tool that will help you further your reflection on the proposed thematic. The booklet covers the fourteen chapters of the Psychosocial Approach Manual produced by AVSI.

I - How to use the Tool?

It is important to appoint a moderator when using the tool. The moderator will be in charge of reading through this booklet, guide the teams, provide the correct answers and engage them into an interactive discussion through a series of questions and practical exercises for each module.

It is important to divide the group of participants into teams whereby each team will work collectively in order to answer the questions and unfolds the several modules of the tool.

It is highly recommended that the role of “moderator” be rotated amongst the team members so each one get the chance to simulate this role while having the chance to be part of the teams when unfolding another module of the tool.

It is highly recommended and when team members fail to have the correct answer or are doubtful about it, that the moderator refers them to the original manual in order to find the right information. The moderator and each team must have a copy of the Psychosocial Approach Manual and its annexed Workbook.

This tool, in its 14 modules, must not be considered as a substitute for the Psychosocial Approach Manual and its Workbook but rather a supplement aimed at better assimilating the content of its 14 chapters in a practical interactive way. Each of the fourteen modules of this tool could be used independently of the others and according to the needs of the targeted group. Once more, each person using this tool should not hesitate to refer to the Psychosocial Approach Manual not only when an answer is not found but even for the sake of confirming or complementing the person’s knowledge towards a better practice when dealing with beneficiaries on the field.

II - How to Start? The Comic Strip

Appoint your moderator and once you open the big box of your tool, you will find a comic strip. The comic strip introduces you to the two protagonists of the tool, a social operator named Karim and a young girl named Leila. This comic represents the first contact between a social operator and a potential beneficiary. Ask the team members to read it, reflect on it and then engage in an interactive discussion about its content.
Questions for Reflection:

As a moderator, you could refer to the following questions or tips in order to engage the teams in an interactive discussion:

- Describe the attitude and the behavior of the social operator and the one of Leila.
- Highlight the positive and negative approach of the social operator.
- What could you deduce from the attitude of Leila?
- How would you describe the dynamic between Leila and the lost boy, Leila and the local population and what are the underlying factors behind such dynamic?

Give the teams the needed time to interact, debrief and allow for some reflection time before moving on to the next module.
Before moving to the next module try to highlight to the teams how the comic strip covers some of the first six modules to be dealt with through the tool.

Below are some examples on how to relate the comic to the first six chapters of the Psychosocial Approach Manual:

Chapter 1: The World of the Person
How a natural disaster such as a flood could impact the world of the person?

Chapter 2: The Bond between Vulnerability and Resilience
How a community could become vulnerable when its risk factors overweight the protective one i.e. people being displaced from their houses to live in tents.

Chapter 3: The Psychosocial Trauma
The flood as a traumatic experience and the impact it will have on the little boy who lost his parents.

Chapter 4: Gender Equality and Resilience Development
The harsh attitude of Leila on the little boy asking him to stop crying and behaving like a man.

Chapter 5: Intercultural Approach
The dysfunctional relation between the local population and Leila as an outsider.

Chapter 6: The Operator’s Psychosocial Approach
How the moderator accepted the help of Leila without knowing anything of her skills and competences.
III - The Methodology for Module 1 to 6

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the box.

Step 2 - Artistic expression:
Before handing out the box to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Title:
Engage the teams in a discussion around the concept behind the designed typo of the title and how it relates to the subject.
Chapter 1 - Module 1 The world of the person
Chapter 2 - Module 2 The Bond between Vulnerability and Resilience
Chapter 3 - Module 3 The Psychosocial Trauma
Chapter 4 - Module 4 Gender Equality and Resilience Development
Chapter 5 - Module 5 Intercultural approach
Chapter 6 - Module 6 The operator’s psychosocial approach

Step 4 - The Definition:
Read the definition related to each module and engage the team in a discussion around it.

| Module 1 | “Through relationships, values and ability to act in real life we construct our world of the person.” |
| Module 2 | “It is important that the operator knows and evaluates the risk and protective factors specific to each person, which is beneficial to creating an appropriate intervention.” |
| Module 3 | “The traumatic event constitutes a critical and urgent threat to life, the physical and/or mental integrity of an individual or a group of individuals.” |
| Module 4 | “Gender equality refers to the access to healthy environment, education, employment, welfare, etc., safely and regardless of being male or female.” |
| Module 5 | “The social operator must be aware of the importance of the intercultural approach and should be veiled against any of the exclusion processes (such as stereotypes, prejudices, xenophobia, discrimination..) that would otherwise limit his ability to see clearly.” |
| Module 6 | “Being a psychosocial operator does not mean only having a set of specific skills: the position instead requires the ability to work on developing yourself in order to adapt to the cultural context and environment in which you are operating.” |
Step 5 - The Illustration:
Discuss the meaning of the illustration with the teams.

Hints for the moderator:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>The illustration is divided into two rectangles. The upper one represents the life that Leila had before a traumatic event that disturbed her world of the person. The sky is blue and the trees and the sun are vivid yellow. The photo in the frame shows her with her parents. Three missiles are falling down and interrupting her peaceful life. In the lower rectangle, the blue is gone and replaced by red. Leila is sad and we see her with an angry stressed man. Could be her father. Could be that she lost her mother. Most definitely she is not happy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>The face of Leila is split into two. To the left, red dominates and she looks sad, the missile is falling down and squares are distorted insinuating destruction and vulnerability. To the right, yellow dominates and she looks more serene, the yellow sun and trees appear strongly insinuating resilience.</td>
</tr>
<tr>
<td>Module 3</td>
<td>Chaos is dominating, a tank is smashing houses turning them into deconstructed shapes, smoke is mounting and missiles are falling down. Leila appears in the chaotic situation and she seems to be shocked as if she is flashing back on a traumatic past.</td>
</tr>
<tr>
<td>Module 4</td>
<td>Leila appears standing to an older man. She looks resigned and not joyful. She is holding a bunch of flowers in her hands suggesting a marriage. She could be the bride of the older man who looks so stiff or being forced into an early and pre-arranged marriage by the father.</td>
</tr>
<tr>
<td>Module 5</td>
<td>Missiles are falling down on the left side of the illustration and smoke is rising. A group of people seems to be moving away from danger and heading towards the horizon where we see what might appear to be yellow sun and trees. Along their path we see a green patch of color adjacent to the red one.</td>
</tr>
<tr>
<td>Module 6</td>
<td>The illustration is made of two quadrants. The upper part represents a stable world of the person where see houses in good conditions, green field and blue sky, and yellow sun and trees. In the lower part we see Leila and Karim, the operator, going through the multimedia psychosocial tool and they are surrounded by waves representing the traumatic event. Karim and Leila are learning the needed skills in order to better relate to beneficiaries.</td>
</tr>
</tbody>
</table>
Step 6 - The three sides of the Box:
Ask the teams to read and engage in a discussion around the graphics and definitions on each of the three sides of the box. For each side, ask the team members to relate the thematic to their personal life (only on voluntary basis) and daily professional challenges they might encounter while working with beneficiaries.

| Module 1       | Example: I can
|                | Through activities I build my person
|                | I can/We Can (Activities – action – skills – capacity) Dimension
|                | What kind of activities do you organize in order to help building the world of the person of your beneficiaries? |

| Module 2       | Example: How does risk and protective factors interact? (2.1)
|                | How do you identify the risk and protective factors as an operator? (2.2) |

| Module 3       | Example: How is the world of the person affected by Trauma and why?
|                | What is stress? How does it affect the human being? |

| Module 4       | Example: What is your understanding of Gender equality?
|                | How does Gender Inequality affect the world of the person? |

| Module 5       | Example: What is your understanding of culture?
|                | What do you understand by intercultural approach? |

| Module 6       | Example: Describe the attitude of a social operator?
|                | What are your strengths and weaknesses as an operator? |

Practical Exercise:
It is highly recommended and before you proceed unfolding the box that you ask the teams to complete one or more exercises from the Workbook. This exercise could serve as a brainstorming and will enable the participants better understand the subject.

| Module 1       | Exercise I |
| Module 2       | Exercise VI |
| Module 3       | Exercise VIII (exercise to be completed on individual basis) |
| Module 4       | Exercise X |
| Module 5       | Exercise XI |
| Module 6       | Exercise XIII |

Step 7 - The Puzzle:
Unfold the box and turn the cross-shape five-sided piece to the side on which you find the board game with the questions. Prepare the pieces of the puzzle you find in the box by turning them to the side with the answers and not the graphics.

Brainstorming: Before you start asking the questions and searching for the correct answers to put the puzzle together, engage the teams in a brief interactive discussion around some of the definitions and concepts.
| Module 1 | Example:  
| How do you define the term psychosocial? (1.1)  
| What is your understanding of Personal development? (1.2)  
| List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:  
| • Psychosocial approach to humanitarian crises: defining the term psychosocial (1.1)  
| • Personal development (1.2)  
| • The origins of attachment theory (1.2.1.1)  
| • The world of the person and his resilience (1.3)  
| • Resilience and attachment (1.4) |

| Module 2 | Example: What do you understand by Protective and Risk Factors?  
| Is there any relation between Protective and Risk Factors?  
| List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:  
| • Give some examples of Risk Factors and Protective Factors in relation to Person - Family - Community  
| • What is your understanding of: Resilience does not match “social competence” or “positive mental health”; it is not an observable psychological trait or a single quality.  
| • How does resilience and vulnerability affects the world of the person? |

| Module 3 | Example: What are some Features of stressful events (3.1)  
| List some of the Stress signals (3.2)  
| List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:  
| • Features of stressful events (3.1)  
| • Stress signals (3.2)  
| • Stress evolution (3.3)  
| • The answer to trauma (3.4) |

| Module 4 | Example: What is the difference between ‘sex’ and ‘gender’? (4.3.1)  
| Give some examples of GBV that you might encounter in your daily work.  
| List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:  
| • The principle of gender equality (4.1)  
| • Gender equality: a human right (4.2)  
| • Difference between ‘sex’ and ‘gender’ (4.3.1)  
| • An issue for both gender (4.3.1)  
| • Gender norms (4.3.2)  
| • From difference to inequality (4.4)  
| • Vulnerability and gender-based violence risk factors (4.5.1)  
| • Consequences on the world of the person (4.5.2) |
Module 5

Example: Is there a difference between prejudices and stereotypes?
Give an example of an intercultural dilemma that you have experienced as a social operator.

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Interculturality and psychosocial work (5.1)
- Culture and interethnic dynamics: definition (5.3)
- Ethnicity (5.3.2)
- Ethnocentrism (5.3.3)
- Prejudices (5.3.4)
- From prejudices to stereotypes (5.3.5)
- Race and racism (5.3.6)
- Interethnic relationships (5.5)
- Consequences on the world of the person (5.6)
- The intercultural approach and social work (5.7)
- Intercultural dilemmas and challenges (5.8)

Module 6

Example: What are the major obstacles you face as a social operator and how do you deal with them?
Give an example of an intercultural dilemma that you have experienced as a social operator.

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Attitudes and competencies of the organisation (6.1)
- Attitudes and competencies of the humanitarian operator (6.2)
- Attitudes of the humanitarian operator (6.2.1)
- Competencies of the humanitarian operator (6.2.2)

(The numbers beside each concept refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Proceed to the Puzzle:

**Module 1**
On the cross-shape five-sided board game, you find 15 definitions and concepts with a blank to be filled. On one side of the pieces of the puzzle you have the corresponding 15 answers with which you fill the blank. The moderator reads each of the 15 definitions and asks the teams to find the needed answer, to fill the blank, from the pile of the pieces of the puzzle.

**Module 2**

On the back of the double-sided puzzle pieces you find a total of 36 numbered pieces and 9 unnumbered pieces. Start the exercise by sorting them out and separating the numbered pieces from the unnumbered ones. Collectively and as one team, sort the 36 numbered pieces into two categories, risk and protective factors.

**Identified signs relating to Risk Factors and Protective Factors:**
The moderator reads to the teams the following scenario:
A 7-year-old boy fled his country with his parents due to war when he was 2 years old and live in a refugee camp in a neighboring country. A social operator, and after a field assessment, tried to identify some of his protective and risk factors.

**Module 3**
In the middle of the cross-shape five-sided board game, you find the 9 identified signs relating to Risk Factors and Protective Factors.

The moderator reads each of the 9 identified signs and asks the teams to find the matching factors from the pile of the double-sided puzzle.

**Module 4**

**Module 5**
Unfold the box and turn the cross-shape five-sided piece to the side on which you find the board game with 30 definitions and concepts with a blank to be filled. Prepare the 30 pieces of the puzzle you find in the box by turning them to the side with the answers and not the graphics.
Start by sorting out the numbered answers according to the lettered categories from (a) to (f).
Each letter corresponds to the following category:
• Interculturality and psychosocial work (a)
• Interethnic relationships (b)
• Consequences on the world of the person (c)
• The intercultural approach and social work (d)
• The intercultural approach in PSS activities (e)
• Conclusion (f)

The moderator reads each of the 30 definitions and asks the teams to find the correct missing answer from the pile of the pieces of the puzzle.
Module 6

On the cross-shape five-sided board game, you have 7 different sections each numbered from 1 to 7 or 1 to 3 and distributed according to the following:
- Humanitarian operator’s attitude (1 to 6)
- Specifications of the project (1 to 6)
- Humanitarian operator’s competencies (1 to 6)
- Humanitarian operator’s organizational competencies (1 to 3)
- Professional conduct competencies of the humanitarian operator (1 to 3)
- Humanitarian operator’s cultural competencies (1 to 3)
- Humanitarian operator’s development and learning competencies (1 to 3)

On one side of the pieces of the puzzle you have the corresponding answers numbered from 1 to 6 and from 1 to 3 with which you need to complete the puzzle.

The moderator asks the teams to enumerate the skills and competencies of the operator according to the below list.

Team members are encouraged to discuss the answer amongst each other before making their choice.
If one or more team member has a different opinion related to an answer, the moderator takes note of their opinion and gives him/her the chance to explain and elaborate during the discussion.

When placing the answers on the board game, have the side with the answers facing up.
Once you go through all the answers, and have placed all of the pieces on the board game, flip all the pieces of the puzzle to the side with graphics and you will end up constructing a puzzle that has graphics and information on it.

If you have answered all of your questions correctly, you will end up with a correctly constructed puzzle. If one or many answers are wrong, the puzzle will not be a perfect fit. In this case, take the time to review the questions and answers until you get the perfect fit.

Take the time for a debriefing with the teams before proceeding to the next step.
Below all corrected answer for each module with a photo of the completed puzzle with its five sides.
Example question 1:
Health is «a state of complete physical, ...» and not just «the absence of disease or infirmity.» The correct answer to fill the blank for question 1 is: mental and social wellbeing
The correct answers to fill the blank for questions 1 to 15 are:

1- mental and social wellbeing
2- social
3- resilience
4- individual
5- resources
6- personal
7- multidimensional
8- inner resources
9- community
10- emotional bond
11- relationships
12- invulnerable
13- cognitive
14- resilient person
15- safe attachment

Photo of the completed puzzle with its five sides
Example:
Under Risk Factors and under
Person          Family            Community
1- Low self-esteem      1- Strong family disagreements   1- Poverty

The correct matching is the following:

**RISK FACTORS**

**PERSON**
1- Low self-esteem 
2- Difficulty to establish and maintain positive interpersonal relationships 
3- High level of anger and aggression 
4- Social isolation 
5- Destructive behaviours 
6- Hyperactivity 

**FAMILY**
1- Strong family disagreements 
2- Absence of one parent 
3- Abuse 
4- Anti-social behaviour 
5- Poverty 
6- Alcoholism 

**COMMUNITY**
1- Poverty 
2- Highly populated urban areas 
3- Frequent relocation 
4- Security Threats 
5- Xenophobia 
6- Poor Infrastructure 

**PROTECTIVE FACTORS**

**PERSON**
1- Mental health 
2- Open to social relations 
3- Ability to set goals and be able to reach them 
4- Ability to modulate angry and aggressive emotional reactions 
5- Problem solving skill 
6- Autonomy 

**FAMILY**
1- Cohesion 
2- Co-parenting 
3- Involvement in social activities and awareness of their own value 
4- Support from extended family and friends 
5- Economic autonomy 
6- Deep bond with their children during childhood
COMMUNITY
1. Involvement of peer groups in activities of solidarity in the school and the community
2. Initiatives to promote social cohesion, solidarity and participation
3. Interventions aimed at promoting the person’s wellbeing
4. Material support for groups with economic difficulties, offering employment
5. Responsiveness of local government to population needs
6. Safety nets in place to combat delinquency such as drug abuse
Example question 1: Features of stressful events (3.1)

Stress is the basic condition that outlines the ... of the person.
The correct answer to fill the blank for question 1 is: response capacity

The correct answers to fill the blank for questions 1 to 15 are:

1- response capacity  
2- normal response  
3- being balanced  
4- frequency and duration  
5- interaction  
6- physical and metabolic level  
7- war or terrorist attacks

Stress signals (3.2)

8- Behavioural: alcohol abuse (unconsciousness), feeling useless  
9- undermines spiritual and moral values  
10- Post-Traumatic Stress Disorder

Stress evolution (3.3)

11- threatened with death  
12- mental disorders

The answer to Trauma (3.4)

13- practical support and psychological comfort

14- Psychological first aid (PFA)  
15- reconstruction of the world of the person

Photo of the completed puzzle with its five sides
Example question 1: The principle of gender equality (4.1)
The principle of gender equality refers to the access to healthy environment, education, employment, welfare, etc. safely and regardless of ... The correct answer is the one in **black**: sex – religion – economic Status – **being male or female**
The correct answers to fill the blank for questions 1 to 15 are:
1- sex – religion – economic status – **being male or female**
2- women right value - **core human value** – a gender equality process
3- different – equal – opposing – complementary
4- socio-cultural – educational – political – religious – economic
5- fair – equal – Disproportionate – Considerable
6- women (or men) – communities – families – tribes
7- must not have different - is **equipped with** – ignores
8- means – **does not automatically mean** – is synonymous with
9- are treated unequally – are successful – will become leaders – **can not be treated unequally**
10- definitely lead to war - **may fuel the risk of inequality** – are the only factors behind gender inequality
11- complementary - **a two-way relationship** - contradictory – synonymous
12- unlike – **as any other** – regardless – especially
13- women – women, girls and boys – **women and girls**
14- a need to insist on – **a risk to put aside**
15- **to freely and safely access education, health, etc.** – to deal with trauma

Photo of the completed puzzle with its five sides
b- Interethnic relationships (5.5)
b15- totally leaving behind their culture of origin
b16- the different cultural realities to co-exist in the same social context
b17- attention from co-existence to co-living
c- Consequences on the world of the person (5.6)
c18- believe that the situation they are living is an immutable
c19- the idea that they might «deserve» that situation
c20- our way of relating to the world, and therefore it is essential to be aware of them
d- The intercultural approach and social work (5.7)
The operator and his attitude (5.7.1)
d24- encourage the development of self-awareness
e- Intercultural dilemmas and challenges (5.8)
e25- requires every- body to be willing to question his convictions
e26- dialogue, and it implies openness, empathy
e27- out issues that question which action is fairer to take
f- Conclusion (5.9)
f28- «host» and a «guest»
f29- we can have different cultures living together
f30- manage possible conflicts in a constructive way

Photo of the completed puzzle with its five sides
The Humanitarian operator’s attitude job profile requires the following knowledge about the:
1. Location
2. Geo-political situation of the country
3. Kinds of beneficiaries
4. Security measures
5. Partners – Duration and budget
6. Objectives – Activities Planned

The Humanitarian operator’s attitude:
1. Empathy – Concreteness
2. Listening and communication capacities – Sociability
3. Being able to find purpose and meaning – Authenticity
4. Be open (Self Disclosure) – Respect
5. Being able to take care of themselves – Evaluation
6. Being able to make realistic plans and taking action to achieve them – Be Flexible

The Humanitarian operator’s competencies:
1. Communication competencies
2. Social competencies – Cultural competencies
3. Organisational competencies
4. Systemic competencies – Creative competencies
5. Competencies for professional conduct
6. Development and learning competencies
In reference to the organizational competencies required from a humanitarian operator, whether by himself and in collaboration with others, he must be able to:
1- Take responsibility for his actions and decisions, and be able to motivate others, relying on his experience and professionalism.
2- Adapt and create consultation session for persons and groups, and know how to provide support and guidance to families, colleagues and other professionals.
3- The person and his needs are the “centre” of psychosocial and educational work, and of the operator’s competencies. However, nowadays, the work includes even administrative tasks and participation in meetings.

In reference to competencies for professional conduct, other specialised skills of a psychosocial operator are:
1- Being able to internalise the moral and ethical values of the profession.
2- Being able to take part in debates, propose and write documents, agreements, etc. on psychosocial and educational interventions and projects.
3- To have knowledge of the terminology, concepts and ethical foundations of the most closely related professions, such as psychology, pedagogy and sociology.

The cultural competence of the operators takes on different dimensions:
1- An efficient relationship with the person depends on whether the psychosocial operator recognises that cultural values provide the mode of interaction with different sectors of the community (Community Resilience).
2- The operator must have knowledge of, or have the skills to acquire this knowledge and learn about different cultures and their values.
3- The operator must know how to relate to the cultural context in which he operates.

In reference to the development and learning competencies, projects in critical areas require the operator to have the ability to skillfully manage psychosocial issues by doing the following:
1- Know how to constantly find and acquire further knowledge and more skills, and be able to transform them into practice.
2- Know how to improve skills in a systematic, strategic and suitable way, and to participate in their planning and improvement.
3- Analyse, develop and use research results for the practice and the development of psychosocial work.
Practical Exercise: It is highly recommended and once all the questions are answered that you ask the participants to complete
For module 1: exercise II & III from the Workbook
For module 2: exercise VII from the Workbook
For module 3: exercise IX from the Workbook

Step 8 – Reading the Puzzle:
Once all the questions are correctly answered and once the puzzle is a perfect fit, the moderator will start an interactive discussion with the teams around the graphics and the concepts/definition related to the module. It is important that you examine carefully the graphics on the puzzle and discuss each subject, definition or concept.

It should be mentioned that it is highly recommended that the moderator keep on asking the teams to relate the subjects, definitions or concepts to their daily challenges when working with beneficiaries.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting.

Practical Exercise: It is highly recommended and once all the concepts you find in the puzzle are discussed that you ask the participants to complete:
For module 1: exercise IV & V from the Workbook

Once you finish each module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
The process is the sequence of events that follows each event in a logical-oper-ative line, which are connected with each other based on the achievement of a certain goal. Of help, i.e. the objective of the whole process.

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: What is the helping process?
What are the major steps for a helping process?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Definition (7.1)
- Purpose and aim (7.2)
- The skills required for a psychosocial operator
- The main components of the helping process
- Steps (7.3)
- Implementation constraints (7.4)
- Tools (7.5)
- Reference values (7.6)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
The moderator will give to the team 7 assignments enabling them to move through the stages from the Main Components of the Helping Process (A) all the way to reach the final destination and which is the Purpose (G).
The assignment sheet on page (23-24) of this manual should be photocopied and given to the teams prior to starting the exercise.

The stages to go through by order are the following:
A. The Main components
B. Areas of constraints
C. Skills
D. Steps
E. Tools
F. Reference values
G. Purpose

Before referring to the manual – Test your Knowledge!
The answers of the teams will be written on the photocopied assignment sheet. You will find the correct answers on page 25-26 of this booklet.

Referring to the manual – Confirm your Knowledge!
Now that you have tested your knowledge and answered, the moderator allows more time for each team to search for the correct answers in the manual. Each correct answer will allow the team to move one step ahead on the board game.
Follow the same methodology throughout the rest of the assignments.

ASSIGNMENT A. THE MAIN COMPONENTS (7.2)
1- List 3 actors involved in a psychosocial helping process.
2- What should the content of a helping progress include?
3- Describe the objectives of a helping progress in two words.
4- What are the different contexts to be considered during a helping progress?

For Component 5 to 7 fill in the blank with the correct answer by choosing from the 3 different components: principle and values – timing - resources
5- Not any time is a proper time to conduct a helping process therefore the ... should be considered.
6- Planned activities for a psychosocial approach requires considerable ... which must be evaluated prior to launching the activities.
7- Psychosocial approach is human rights related process dealing with underprivileged human beings in need and ... must be a priority in the process in order to safeguard the dignity of beneficiaries.

ASSIGNMENT B. CONSTRAINTS OF IMPLEMENTATION OF THE HELPING PROCESS (7.4)
Enumerates some of the constrains with which the operator has to constructively deal with: (The answers could be in any order)
8-
9-
10-
11-
12-
13-
ASSIGNMENT C. SKILLS (7.2)
Enumerate the operator’s skills required for a good psychosocial intervention that meet the support process’ criteria: (The answers could be in any order)
14-
15-
16-

ASSIGNMENT D. STEPS (7.3)
Enumerate the steps that must be carefully followed for the development of psychosocial actions, both globally and in every action undertaken daily: (The answers should be in order from first to last step)
17-
18-
19-
20-
21-
22-

ASSIGNMENT E. TOOLS (7.5)
Tools for the operator
Enumerate the available tools for the psychosocial operator: (The answers could be in any order)
23-
24-
25-
26-
27-

Tools for the organization
Enumerate the available tools for the organization: (The answers could be in any order)
28-
29-
30-
31-

ASSIGNMENT F. REFERENCE VALUES (7.6)
Enumerate some values, which refer to the implementation of psychosocial interventions that are vital from an ethical and professional point of view: (The answers could be in any order)
32-
33-
34-
35-
36-
37-
38-

ASSIGNMENT G. THE PURPOSE AND AIM OF THE HELPING PROCESS (7.2)
Define the purpose and aim of the helping process by filling in the blank with the correct answer from the following: solutions – interventions - a problematic situation - resources
39-
40-
41-
42-
Practical Exercise:
It is highly recommended and once all the concepts you find in the puzzle are discussed that you ask the teams to complete exercise XIV from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting. Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.

THE ANSWERS | MODULE 7
Correct answers for assignment A. The Main components (7.2)
1- Answer: Beneficiaries – operators - organisations
2- Answer: requests (needs) of the user and the organisation’s mission
3- Answer: clear and achievable
4- Answer: Environmental – political – economic – security – availability of services – etc.
5- timing
6- resources
7- principles and values

Correct answers for assignment B. Constraints of implementation of the helping process (7.4)
8- The kind of project in which he is working
9- The kind of service that the organisation provides
10- The programs and regulations
11- The cultural or religious community features
12- The political context
13- The economic aspects of the project

Correct answers for assignment C. Skills (7.2)
14- The ability to establish a relationship with the beneficiary that is significant (i.e. emotionally significant).
15- The ability to relate questions concerning resources (or, ask what we can get regarding re- sources).
16- The ability to facilitate the problem solving processes through information, social communication and planning.

Correct answers for assignment D. Steps (7.3)
17- Welcoming the request
18- Analysis of the situation (needs assessment)
19- Planning
20- Intervention
21- Evaluation and performance review
22- Conclusion

Correct answers for assignment E. Tools (7.5)
Tools for the operator
23- The interview
24- The home visit
25- The work groups, of all types
26- Activities promoting life skills
27- Games and communicative activities (design, music, singing, sculpting..)

Tools for the organization
28- The team, based on the consideration that every operator in the team is a resource.
29- The networking, the use of all resources in a given context, and perhaps, not only those of the organisation.

30- A professional documentation (for example, the beneficiary identification form, the reports, home visit form..) which are essential for efficient organisational work.
31- The assessment and the monitoring tools

Correct answers for assignment F. Reference Values (7.6)
32- The global nature or the holistic approach
33- Self-determination or the fact that every individual is free to determine his own identity in relation to his needs and values
34- Planning or the ability to build a project for the future
35- Customisation or the awareness of the fact that any individual or community has specific needs, and an intervention should respond to them
36- Territoriality or the answer must be in the territory that the community and the individuals choose, without being forced to migrate, and must take into account the actual resources
37- Prevention represents true strength: acting before something becomes a problem, and preventing it if possible
38- Resilience, the ability to mobilise their own resources and those of the community, with a positive outlook
Chapter Eight – Module 8 - Social Networks and Networking

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 8 that you will be using. For module 8, you find 3 pieces of board games for the exercise. One has the definition (m08) and two are the board games (m08-1 & m08-2) on which you will play the exercise. Note that module 8 does not include any pieces of puzzle.
Start by setting the two pieces of the board game (m08-1 & m08-2) according to the graphics on them.

Step 4 - The Definition
Read the definition on the board game (m08) and engage the team in a discussion around it.

“A social network is defined as any group of individuals connected together via different social ties.

In other words, once again, the development of social networks and networking can become an essential contributor in the development of resilience within the communities in which we operate.”

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: What is a social network?
What are the major categories for a social network?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Definition (8.1)
- Stages of network intervention (8.2)
- Network mobilisation effect (8.3)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
The moderator will give the team 4 assignments enabling them to move through the stages from the Stages of network intervention all the way to reach the final destination and which is Network mobilisation effect.
The assignment sheet on page (29-30-31) of this manual should be photocopied and given to the teams prior to starting the exercise.

The stages to go through by order are the following:
1- The stages of network intervention: Exploration - Green & Network mobilisation - Purple
2- Primary social networks - Red orange
3- Secondary social networks - Yellow
4- The network mobilisation effect - Blue

Before referring to the manual – Test your Knowledge!
The answers of the teams will be written on the photocopied assignment sheet. You will find the correct answers on page 32 of this booklet.

Referring to the manual – Confirm your Knowledge!
Now that you have tested your knowledge and answered, the moderator allows more time for each team to search for the correct answers in the manual. Each correct answer will allow the team to move one step ahead on the board game.

Follow the same methodology throughout the rest of the assignments.

ASSIGNMENT 1. THE STAGES OF NETWORK INTERVENTION (8.2)

Exploration
The operator, while exploring, must consider at least three dimensions; check the correct answer for these three dimensions.

1. The structure of the networks:
   - he must take into account the existing links and the way they configure the network’s structure.
   - he must take into account only new links that he created and are specific to the intervention and configure them to the new network’s structure.

2. The Functions:
   - are those performed by already existing networks.
   - are those performed by individual members and networks.

3. Relations:
   - are existing links between the beneficiaries and the dynamics of the network they configure.
   - are existing links between the network’s members and the dynamics of the network they configure.

During mobilization
Enumerate the primary goal of an action during mobilization:
The answers could be in any order:
4-
5-
6-

ASSIGNMENT 2. PRIMARY SOCIAL NETWORKS (8.2.2)
Choose the correct answer for the essential actions taken in primary social networks:

7- Recognise and value the existing positive ... in two areas specifically: the action and the relationship.
   resource - attitude
8- Develop ... , such as the ability of individuals and communities to consider, decide, and act, and see the results of their action.
   local governance capacities – empowerment
9- Support through initiatives and aid, and support through work in the field, activities that encourage ... .
   sharing - development
10- Create opportunities to ensure the ... .
    action’s success - employment
11- Promote a cycle to restore ... in the community, wherever it had been interrupted.
    law and order - solidarity
12- When in a community that is having trouble making a decision on education, healthcare or a GBV problem, etc. ... .
    apply the instruments in the manual – stop your intervention
13- The aid worker’s job is sometimes a ... role. He will have to encourage an open discussion. Debate can help in making a decision.
    decision making - mediating
14- One of the main goals is to create a certain level of ... ; that is to say that people help one another to overcome their problems. It is a cycle: in helping you, I help myself, since we are both members of the same community.
    social solidarity – national solidarity

ASSIGNMENT 3. SECONDARY SOCIAL NETWORKS
Choose the correct actions that have to be taken in order to implement capital sharing through secondary social networks:

15- o Encouraging people to work with others
   o Encouraging people together according to their expertise
16- o Developing healthy competition between operators both in and out of the organization
   o Developing synergies between operators both in and out of the organization
17- o Sharing the responsibility of taking charge in different teams working in the same context
   o Sharing the responsibility of taking charge in different teams working in different context
18- o Set up a process that involves all levels of the community as much as possible
   o Set up a process that involves only those who are affected in the community
19- o Add actors in the network, according to the available resources
   o Add actors in the network, but also goals and resources
20. Primary and secondary network interventions are the same
   - Properly differentiate between primary and secondary network interventions
21. Promote the separation of resources in a clear way
   - Promote the integration of resources in a complementary way, different yet balanced

ASSIGNMENT 4. THE NETWORK MOBILISATION EFFECT (8.3)
Enumerate the outcomes of a network mobilisation effect:

22. 
23. 
24. 
25. 
26. 

Practical Exercise:
It is highly recommended and once all the concepts you find on the board game are discussed that you ask the teams to complete exercise XV from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting. Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
Correct answers for assignment 1. The stages of network intervention (8.2)

**Exploration**
1. He must take into account only new links that he created and are specific to the intervention and configure them to the new network’s structure.
2. Are those performed by individual members and networks.
3. Are existing links between the network’s members and the dynamics of the network they configure.

**During mobilization**
4. To shift the social dynamic from the individual to a collective
5. Sharing of the problematic point of view, and finding a shared solution,
6. To shift the dynamic from dependence to autonomy

Correct answers for assignment 2. Primary social networks (8.2.2)
7. Resource
8. Empowerment
9. Sharing
10. Action’s success
11. Solidarity
12. Apply the instruments in the manual
13. Mediating
14. Social solidarity

Correct answers for assignment 3. Secondary social networks
15. Encouraging people to work with others
16. Developing synergies between operators both in and out of the organization
17. Sharing the responsibility of taking charge in different teams working in the same context
18. Set up a process that involves all levels of the community as much as possible
19. Add actors in the network, but also goals and resources
20. Properly differentiate between primary and secondary network interventions
21. Promote the integration of resources in a complementary way, different yet balanced

Correct answers for assignment 4. The network mobilisation effect (8.3)
22. A network expansion (with the benefit of an increase in available resources)
23. A new way to address problems in the community (often with conflict reduction)
24. A new way to approach and solve problems
25. A new way of taking charge, according to an attitude of sharing responsibility
26. An increase in primary and secondary networks autonomy
Chapter Nine – Module 9 – Assessment and monitoring

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 9 that you will be using. For module 9, you find 3 pieces of board games for the exercise. One has the definition (m09) and two are the board games (m09-1 & m09-2) on which you will play the exercise. Note that module 9 does not include any pieces of puzzle.
Start by setting the two pieces of the board game (m09-1 & m09-2) according to the graphics on them.

Step 4 - The Definition
Read the definition on board game (m09) and engage the team in a discussion around it.

"The issue of assessment and monitoring in emergency situations is very complex; it continues to be difficult in developing projects."

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: What kind of hardships you encounter in an evaluation process?
Give some examples of indicators used in an assessment process?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Steps of the assessment process (9.1)
- Indicators (9.2)
- Information collection during the activity (9.3)
- Example of an integrated evaluation system (9.4)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
The moderator will give the team 4 assignments enabling them to move through the stages from the Steps of the assessment process all the way to reach the final destination and which is an Example of an integrated evaluation system. The assignment sheet on page (35-36-37) of this manual should be photocopied and given to the teams prior to starting the exercise.

The stages to go through by order are the following:
1. The steps of the assessment process
2. The indicators
3. The information collection during the activity
4. Example of an integrated evaluation system

Before referring to the manual – Test your Knowledge!
The answers of the teams will be written on the photocopied assignment sheet. You will find the correct answers on page 38 of this booklet.

Referring to the manual – Confirm your Knowledge!
Now that you have tested your knowledge and answered, the moderator allows more time for each team to search for the correct answers in the manual. Each correct answer will allow the team to move one step ahead on the board game.

Follow the same methodology throughout the rest of the assignments.

ASSIGNMENT 1. THE STEPS OF THE ASSESSMENT PROCESS (9.1)
Match the benefits of an assessment process according to the following concerned actors: institution - directors – operators – donors

1. The ..., can understand the effectiveness of their work when achieving certain goals;
2. The ... of the project, careful about budgetary issues and the dialectic between costs and benefits;
3. The ..., whether involved in the project or not, is concerned with the social relevance of the project and the contiguity between social consequences and their programmatic guidelines;
4. The ..., who consider the connection between the intervention carried out and the project that they decided to support financially.

Before (ex ante) - conception and pre-operative design. (9.1.1)
It is the first filter where some design ideas will be discarded, until the most suitable one has been found, and then further developed until the process begins rolling out. Based on the 3 enumerated components on the board game, give an example from your daily work for each component:

5. Evaluation of feasibility (example ..)
6. Relevance (example ..)
7. Cost / benefit (example ..)

During (in-itinere) Project’s development - Monitoring and assessment of the process
The in-itinere assessment includes the purpose of observing the progress of the project regarding some objectives. Define what it aims at examining: adequacy of the implemented activities - budget - achievement of the target
8- The ..., in case the operation is failing to reach beneficiaries and realise the target set.
9- The ... in regard to the various forms of constraints, from legislative ones to ones concerned with the consistency of the aims of the project with the vision of the organisation.
10- The ... , by verifying that the planned and actual costs are within the financial means of the project.

After (ex-post) Conclusion of the project - Assessment of results and outcomes.
Until assessments of results and outcomes have been performed, the project cannot be considered properly concluded. The results can be «measured» through multiple dimensions, enumerate and match some of the most important ones: effectiveness - efficiency - impact - transferenceability and replicability.

11- The ..., whether and how the project has been able to respond to objectives.
12- The ..., considering the changes induced by the project.
13- The ..., which refers to the ability to achieve the intended objective at the lowest possible costs (economic and social).
14- The ... ; in other words, if the achievements and results generated good practices, within the management’s organisational models of complex situations, these ad hoc tools can be used in other similar projects to achieve similar results.

ASSIGNMENT 2. THE INDICATORS (9.2)
Chose the correct answer for the essential actions taken in primary social networks:

The indicators
Literally, the indicators are things that unveil and give us information on a certain phenomenon. Enumerate and match some of the indicators to the requirements they must meet: methodological requirements - practical requirements - conceptual requirements.

15- The ... must be relevant and significant compared to the characteristics of that which you want to observe. They must also be sufficiently specific and sensitive, i.e. able to differentiate the different levels of intensity of a phenomenon.
16- The ... must be valid, i.e. measures what is actually intended for measurement (scales must actually measure the weight of an object and not its size) and reliable, i.e. the measurement must be replicable in different conditions (if a book weighs 800g, when repeating the measurement, it will still weigh 800g).
17- The ... , are necessary to deal with feasibility; to detect indicators, we need appropriate skills, tools and time, i.e. we must have theoretical knowledge concerning the observation of different contexts and social behaviors, and knowledge of the methods of collection and analysis of collected information. The identification of appropriate indicators, the collection of information, and the construction of necessary tools (ad hoc built) require time and attention; they cannot be improvised at the planning stage and the time they need must be considered.
ASSIGNMENT 3. THE INFORMATION COLLECTION DURING THE ACTIVITY (9.3)

The mode and tools by which information is recorded for evaluation purposes can be numerous. Enumerate and match some of the according to the expected result: assessment - observation - checklists - mappings - referral files that can be internal

18. The ..., in particular in the initial phases of the project’s activation in the territory, for instance, to identify the services already present, or to locate the community’s authority figures, or any emerging phenomena

19. The ..., i.e. surveys designed to record information useful to the analysis of the case

20. The ... (for instance, directed at dispatching the nutrition sector in case the assessment denotes a case of malnutrition) or external (for referral to other organizations, as in GBV cases)

21. The ... grids adopted in PSS activities in order to record participation, or to detect emerging needs

22. The ... used to monitor behavior or to evaluate an activity’s performance

ASSIGNMENT 4. EXAMPLE OF AN INTEGRATED EVALUATION SYSTEM (9.4)

Define what is an asset and what is a risk while conducting an evaluation system by filling the blank: risk involved- an asset

23. The availability of a system of information gathering that is widespread and multifaceted is undoubtedly ..., because it allows for the realisation of interventions that increasingly match the real needs identified on the field.

24. On the other hand, the ... is the excessive bureaucracy.

Practical Exercise:
It is highly recommended and once all the concepts you find on the board game are discussed that you ask the teams to complete exercise XVI from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting. Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
Correct answers for assignment 1. The steps of the assessment process (9.1)
1- operators
2- directors
3- institution
4- donors

Before (ex ante) - conception and pre-operative design (9.1.1)
5- Evaluation of feasibility (Assess as a group the given example)
6- Relevance (Assess as a group the given example)
7- Cost / benefit (Assess as a group the given example)

During (in-itinere) Project’s development - Monitoring and assessment of the process (9.1.2)
8- achievement of the target
9- adequacy of the implemented activities
10- budget

After (ex-post) Conclusion of the project - Assessment of results and outcomes (9.1.3)
11- effectiveness
12- impact
13- efficiency
14- transferability and replicability

Correct answers for assignment 2. The indicators (9.2)
15- conceptual requirements
16- methodological requirements
17- practical requirements

Correct answers for assignment 3. The information collection during the activity (9.3)
18- mappings
19- assessment
20- referral files that can be internal
21- observation
22- checklists

Correct answers for assignment 4. Example of an integrated evaluation system (9.4)
23- an asset
24- risk involved
Besides ensuring that the beneficiaries have a project that properly meets their need for safety and development, evaluation is important to all actors involved.

**THE STEPS OF THE ASSESSMENT PROCESS**

<table>
<thead>
<tr>
<th>Before (ex ante)</th>
<th>During (in–itine)</th>
<th>After (ex-post)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of feasibility, relevance, cost/benefit</td>
<td>Monitoring and assessment of the process</td>
<td>Assessment of results and outcomes</td>
</tr>
</tbody>
</table>

**THE PROJECT**

- The role and tasks by which information is recorded for evaluation purposes can be mentioned.
- What do we depend on when evaluating? In very simple terms, we can say that an evaluation consists of a comparison between a goal, an ideal standard to aim for, and reality. This comparison allows us to see how close what is achieved came to the set goal, and based on this, we make judgments. In order to make this comparison, we need some elements (i.e., the indicators) to be observed.

**THE INDICATORS**

- Integrated evaluation system: A system of information gathering that is widespread and multitacked.

**THE INFORMATION COLLECTION DURING THE ACTIVITY**

- Alert
- Risk

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Photo of the board game | Module 9
Chapter Ten – Module 10 - The Interview

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 10 that you will be using. For module 10, you find 5 pieces of board games for the exercise. One has the definition (m10) and four are the board games (m10-1 to m10-4) on which you will play the exercise.
Start by setting the four pieces of the board game (m10-1 to m10-4) according to the graphics on them.

Step 4 - The Definition
Read the definition on board game (m10) and engage the team in a discussion around it.

“An interview is a psychosocial tool, which helps building a supportive relationship founded on the assumption that in a relational process, communication leads to changes.”

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: What do you find interesting about an interview? What kind of hardships you encounter when conducting an interview?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Goals (10.1)
- Setting (10.2)
- The first interview (10.3)
- Approaches and techniques (10.4)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments

On the board game you find 33 questions and the needed answers are on the colored pieces of the puzzle. Start by sorting the pieces of the puzzle by their colors since each color category corresponds to an exercise on the board game with the same color. Note that some of the answers on the pieces of the puzzle are double-sided. When this is the case, then you have to choose the correct answer.

The stages to go through by order are the following:
1. The goals – Blue
2. The first interview – Red orange
3. The setting of an interview – Grey
4. The attitude and interview techniques – Yellow
5. The 12 roadblocks of communication – Purple
6. Silence and non verbal communication – Green

THE ANSWERS | MODULE 10

1. THE GOALS (10.1) - BLUE
Match each kind of the three interviews with its goal - The correct answer is in black

• the information interview: the attempt is to fully understand the person’s demands, exploring both the expressed and the latent contents;
• the diagnostic interview: the operator searches and provides information and data
• the therapy interview: aims to alter the problem.

Take the time for a debriefing with the teams before proceeding to the next step. Adopt the same exercise methodology for the remaining assignments.

2. THE FIRST INTERVIEW (10.3) - RED ORANGE
Match each aim of the first interview with the proper description

The first interview aims at:
• connection: the beginning of building a relationship of trust, that allows the person to continue with the process
• mutual knowledge: the operator and the person introduce each other
• information-gathering: information can be either formal or related to the person’s network or related to his ideas, his way of thinking, and his values.
• Defining the demand: what is the request of the of the interviewed persons
• Defining the issue, and the solutions already applied: what has been done so far to solve the problem
• Defining the contract: this can be done only after a proper evaluation. The contract is an agreement defining the problem and strategies to solve it in partnership between the operator and the beneficiary.
• Defining a work plan: once the contract has been defined, it is important to define who does what, places and times.

3. THE SETTING OF AN INTERVIEW (10.2) - GREY
Find the appropriate statement or questions during the various phases of the interview. The correct answer on the double-sided piece is in black:

• Initial phase: Hospitality
Why are we here?
What are the best solutions?
• Central phase...in the middle of the interview
What is the issue?
What caused the problem?
• Final phase: conclusion and farewell
  No need for a lengthy interview
  No need for a summary of the meeting

4. THE ATTITUDE AND INTERVIEW TECHNIQUES (10.4) - YELLOW
Find the appropriate statement or questions related to the attitude of the operator and needed techniques during the interview. The correct answer on the double-sided piece:
• Empathy (10.4.1)
  I would feel the same in your situation, but we will try to sort your problem out
  You are not the only one who is in a difficult situation, so pull yourself together to solve your problem
• Listening (10.4.2)
  I know you need to express yourself and tell your story but we are running out of time today.
  It is important that we listen to your story since it might help us solve the problem by learning more about your life.
• Active listening (10.4.3)
The active listening tools are the art of:
  reformulation - synthesis - demand - response
  problem solving - synthesis - demand - response

THE I MESSAGE AND THE YOU MESSAGE (10.4.4)
Match the appropriate statement with each step of the “I” Message
The “I” messages contemplate three steps:
• description of the behaviour without judgment:
  “When you arrive late for the interview”
• description of the feelings:
  “I am going to get irritated”
• reaction and possible effects:
  “because I cannot manage my work, other waiting people might take advantage of my delay”

5. THE 12 ROADBLOCKS OF COMMUNICATION (10.4.5) – PURPLE
Gordon (1975) finally identifies verbal attitudes to avoid interrupting and damaging the relationship.
Match the appropriate statement with each verbal attitude:
• Ordering, directing or commanding:
  “You must...” “you have to...” “You will...”
• Warning, admonishing or threatening:
  “If you do that...” “It is better if you...otherwise...!”
• Exhorting, moralising or preaching:
  “You should...” “It would be best...”
• Advising, giving suggestions or solutions:
  “If i were you, I would...”, “Why don’t you try to...”, “let me give you some advices...”
• Teaching or persuading:
  “That’s why you’re wrong...” “The truth is...”
• Judging, criticising, disagreeing, blaming:
“You are lazy” “You do not think like a human being...”

- Praising, agreeing:
  “I think you’re doing a great job”, “You’re right...”
- Name-calling, ridiculing, shaming:
  “Crybaby!”, “Bravo, smartass!”
- Interpreting, analyzing, diagnosing:
  “You’re just tired...” “You do not really mean to say this...”
- Reassuring, sympathizing, consoling, supporting:
  “Do not be afraid...” “Come on, be brave...” “You’ll see, it will get better...”
- Probing, questioning, interrogating:
  “Why...” “But what did you do...”
- Withdrawing, distracting, humoring, diverting:
  “Let’s talk about pleasant things ..” “Why don’t you rest a bit...”

6. SILENCE AND NON-VERBAL COMMUNICATION – GREEN
Find the appropriate statement that best defines the silence and the non-verbal communication during the interview. The correct answer on the double-sided piece is in black:

- The silence (10.4.6)
  If they will remain silent we will have to interrupt the interview
  Silence is powerful, but it is never empty; emotions, thoughts and memories lie in silence.
- Non verbal-communication (10.4.7)
  Every body has to speak in order to be understood
  One cannot not communicate and non-verbal communication can tell us a lot

Practical Exercise:
It is highly recommended and once all the concepts you find on the board game are discussed that you ask the teams to complete exercise XVII & XVIII from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting. Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
Chapter Eleven – Module 11 - The home visit

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 11 that you will be using. For module 11, you find 9 pieces of board games for the exercise. One has the definition (m11) and eight are the board games (m11-1 to m11-8) on which you will play the exercise. Start by setting the 8 pieces of the board game (m11-1 to m11-8) according to the graphics on them.

Step 4 - The Definition
Read the definition on board game (m11) and engage the team in a discussion around it.

“The context is perceived, not just as a space, but as a place characterized mainly by the presence of people interacting and relating with each other, and coevolving. The wealth of information that operators can collect through a house visit is crucial.”

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: When do you decide to conduct a home visit? What kind of hardships you encounter when conducting a home visit?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Phases (11.1)
- What to observe (11.2)
- A testimony (11.3)
- Home meanings (11.4)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
Once you set the 8 pieces you will end up with a storyboard that you should complete by placing the needed sentences that you find on the 33 pieces of puzzle. The pieces of the puzzle are numbered from 1 to 33 and are double-sided and you will have to choose the correct answer. The stages to go through by order are the following:
1. First meeting
2. Second meeting
3. Deciding on the home visit!
4. The operator on the route to the house!
5. Arriving at the house and welcoming phase!
6. Inside the House – The central phase!
7. Conclusion!

THE ANSWERS | MODULE 11
GO THROUGH THE STORYBOARD AND BUILD YOUR COMIC STRIP AND HIGHLIGHT THE BAD PRACTICES THAT AN OPERATOR MIGHT COMMIT IN THE PREPARATION PHASE AND DURING A HOME VISIT.

The correct answers are the following:

First meeting
1. Hi Leila, I am Karim and I am happy to see you! I was told that you are facing some hardships.
2. Thank you but I need to go back and sell my roses!
3. Nice roses, but don’t you prefer to be at a school?
4. I do not like school and I was not a good student! Selling roses generate money!
5. At your age children belongs to school and maybe I should address the matter with your parents.
6. My parents do not care about school since we have other issues to worry about and which you ignore!
7. I do understand but let us meet again so you tell me more.
8. Will see if I have time to come back! Bye!

Second meeting
9. Hope you sold your flowers and that you have some time to tell me more about your family!
10. I have a beautiful house! On top of a hill surrounded by flowers!
11. But I heard that you do not like to spend time there and you runaway to the streets!
12. It is not always pleasant to live there.
13. How about I come tomorrow and speak to your parents about school?
14. I do not see what you could change but why not?

Deciding on the home visit!
15. I spoke to Leila, a street child, and she told things about her family!
16. It seems that she was hiding from me the conditions in which she lives.
17. She agreed that I come and visit them but she was not very optimistic.

The operator on the route to the house!
18. This is a terrible environment! Not healthy at all! Maybe she was ashamed of her neighborhood!
19. I wonder how her house will look like?

Arriving at the house and welcoming phase!

20. Hello! My name is Karim and I spoke to you on the phone yesterday when I asked to visit you! I am happy to be here.

21. Welcome to our house but I still do not understand why you are here?

22. We need to talk about Leila’s schooling situation and I need to better understand her problems directly from you!

23. As you see Leila is not here and she is working! She is an unbearable child. School is not for kids like her! Would you like to have a coffee?

24. But it is still useful to have a talk while we enjoy a coffee!

Inside the House – The central phase!

25. From these photos I see that your family lost many of its members?

26. Yes it is true and amongst them are Leila’s parents who died in an airstrike 5 years ago!

27. It is so lovely to see an old woman like you assuming the responsibility of her grandkids!

28. Anyway, it is never easy to assume this role and I often do not know how to behave!

29. But how about we put her back in school?

30. I think it is too late for that but I am open to your suggestions!

31. How about I come next week and I meet with the whole family and continue discussing Leila’s situation?

32. You are welcome and hope we will get somewhere!

Conclusion!

33. I am happy that I made this visit; I managed to learn more about the problem by observing Leila’s environment!

Practical Exercise:
It is highly recommended and once all the concepts you find on the board game are discussed that you ask the teams to complete exercise XIX from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting. Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
**Chapter Twelve – Module 12 – Working with groups**

**Step 1 - The Moderator:**
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

**Step 2 - Artistic expression:**
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

**Step 3 - The Board Game**
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 12 that you will be using. For module 12, you find 4 pieces of board games for the exercise. One has the definition (m12) and three are the board games (m12-1 to m12-3) on which you will play the exercise.
Start by setting the three pieces of the board game (m12-1 to m12-3) according to the graphics on them.

**Step 4 - The Definition**
Read the definition on board game (m12) and engage the team in a discussion around it.

"From the psychosocial intervention point of view, the group tool is very useful in achieving the goals in the context the operators are operating within and is often the tool of choice for psychosocial action."

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: How often you chose the working with groups methodology?
Give some examples of the group’s setting that your often use in your work.

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- Awareness session or sensitisation (12.1)
- Group discussion (12.2)
- Family time (12.3)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
On the board game you find 27 questions and the needed answers are on the colored pieces of the puzzle. Start by sorting the pieces of the puzzle by their colors since each color category corresponds to an exercise on the board game with the same color. Some of the 27 pieces are double-sided and you will have to choose the correct answer.

The stages to go through by order are the following:

1. Group’s setting - Red orange
   - Objective: is to stimulate reflection within the community on a specific issue
   - Specific Objectives: Perform a primary and secondary preventive intervention - Provide general information about the problem - Direct the population towards reference persons
   - Time: One session – it can be maximum extended to 2-3 (mini-track)
   - Space: Safe – welcoming – quite
   - Participants: Unlimited – different age groups

2. The 3 different types of Groups
   - Objective: is to promote the exchange of ideas, emotions and experiences in connection with a problem or a significant theme
   - Specific Objectives: Promote mutual enrichment through the exchange of experiences - Provide a focused and driven space for expression - Learning about different ways of facing problems through the experiences of others
   - Time: track between 6&15 meetings. Can be done in conjunction with participants
   - Space: Safe – welcoming – quite – conducive to right emotion
   - Participants: 14 years old and above

3. Suggestions for the operators – Yellow

THE ANSWERS | MODULE 12

1. GROUP’S SETTING - RED ORANGE
   Match the appropriate description for each of the two groups - Correct answers are in black:
   - Open groups: where participants can join at different times which constantly changes the internal structure of the group.
   - Closed groups: those groups in which participants do not change and have a set number of sessions.
Practical Exercise:
It is highly recommended and once all the concepts you find in the puzzle are discussed that you ask the teams to complete exercise XX & XXI & XXII from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting.
Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
The 3 different types of Groups

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>SPECIFIC OBJECTIVES</th>
<th>TIME</th>
<th>SPACE</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness session</td>
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<tr>
<td>Group of discussion</td>
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<tr>
<td>Time for families</td>
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</tbody>
</table>

Suggestions for the operators
Choose the appropriate Suggestions for the operators:

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Photo of the board game | Module 12
Chapter Thirteen – Module 13 – Life skills promotion activities

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 13 that you will be using. For module 13, you find 7 pieces of board games for the exercise. One has the definition (m13) and three are the board games (m13-1 to m13-6) on which you will play the exercise.
Start by setting the six pieces of the board game (m13-1 to m13-6) according to the graphics on them.

Step 4 - The Definition
Read the definition on the board game (m13) and engage the team in a discussion around it.

"Life Skills are defined as those skills you need to learn, in order to relate to others and to face problems, pressures and stresses of everyday life."

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: Describe the importance of life skills promotion activities in your fieldwork?
Give some examples of life skills promotion activities that your often use in your work and their impact on the beneficiaries.

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

• Which skills are Life Skills (13.2)
• Life Skills promotion activities (13.4)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments
On the board game you find 50 questions and the needed answers are on the colored pieces of the puzzle. Start by sorting the pieces of the puzzle by their colors since each color category corresponds to an exercise on the board game with the same color. Some of the 50 pieces and are double-sided and you will have to choose the correct answer.

The stages to go through are the following:

1&2- Life Skills & Coping with emotions - Blue
3- Decision making styles – Green
4- The problem solving methodology – Yellow
5- Critical thinking – Red Orange
6- Creative thinking – Purple
7- Self-awareness – Grey

THE ANSWERS | MODULE 13

1&2- LIFE SKILLS & COPING WITH EMOTIONS - BLUE

1- LIFE SKILLS (13.2)
Choose the right description for each life skill - The correct answers are in black:

• Decision making: skill that helps in taking decisions in a constructive way, considering the different possibilities and consequences of each possible choice.
• Problem solving: it allows us to search for the solutions to different problems encountered in life.
• Creative thinking: it permits exploring alternatives and the consequences of the chosen actions while confronting various situations of everyday life.
• Critical thinking: the ability to analyse information and experiences in an objective manner.
• Effective communication: it is the ability to express ourselves verbally and nonverbally in an appropriate manner, towards different cultures and situations.
• Interpersonal relationship skills: it helps to relate to others in a positive way, to create durable relationships of friendship, which can have a positive effect on mental and social wellbeing.
• Self-awareness: it is the ability to know ourselves, our character, strengths and vulnerabilities, desires and what we do not love about ourselves, our values and beliefs, communications and behaviours.
• Empathy: the ability to put ourself in the other’s shoes, trying to think and feel “as if” we were the other, but maintaining contact with ourself and with our own emotions.
• Coping with emotions: it implies the recognition of our own personal emotions and those of other people, the awareness of how emotions influence behaviour and the ability to respond to those emotions in an appropriate way.
• Coping with stress: the ability to recognise the origins of stress in daily life, and to understand how to handle different levels of stress.

2- COPING WITH EMOTIONS (13.4.10)
Match each of the emotion’s functions with the appropriate description

• Show how we are: our reaction in response to what is going on
• Motivate and guide: for instance, we will do everything to find what could result in happiness or something which is feared
• Give meaning to an event: by etching it into our memory as positive or negative
• Communicate something about ourselves: like how we are, what we like or what makes us sad
• Provide depth to relationships: like developing intense friendships or attachments

3- DECISION MAKING STYLES (13.4.2) – GREEN
Match each of the five decision making styles with the appropriate description:

• Procrastination: stay trying any way to delay decisions
• Defensive avoidance: assign someone else the responsibility of making the decision
• Hyper-vigilance: the unrestrained pursuit of details, and then going back to the first choice. This leads to a high level of stress and an excessive emotional involvement
• Vigilance: taking goals into account, making a careful examination, looking for information and examining the consequences of each imagined choice

4- THE PROBLEM SOLVING METHODOLOGY (13.4.3) – YELLOW
Match each of the six stages of the problem solving methodology with the appropriate description:

• Problem-finding: where the problem is recognised, and therefore the condition in which we are acting, where our habits and acquired knowledge are insufficient to achieve our goals.
• Problem-setting: the problem is defined and described, identifying all the involved and connected features
• Problem analysis: the problem is broken down into smaller and more manageable problems
• Problem-solving: research into the causes of the problem, in order to try to face them and eliminate them
• Decision-making: the planning of a realistic intervention
• Decision-taking: the action phase

5- CRITICAL THINKING (13.4.5) – RED ORANGE
Match each of the three expressions of critical thinking with the appropriate sentence:

• Shared criticism: using assessments deemed valid by most people
• Personal criticism: using assessments deemed based on personal values, characteristics, ideas and experiences
• Self-criticism: person's ability to evaluate his own behaviour, thoughts and feelings

Sort out the in the proper order the five steps for critical thinking:
1- choose the topic
2- ask questions about the topic
3- gather information to find answers to our questions
4- double-check the information
5- make a choice
6- CREATIVE THINKING (13.4.4) – PURPLE
Match each of the five characteristic adverbs of creativity with the appropriate description:

- Fluency: ability to produce many ideas
- Flexibility: ability to change settings
- Originality: ability to conceive unusual ideas
- Elaboration: ability to provide complex answers for simple elements
- Evaluation: ability to select the best ideas, and those most relevant to the purpose in question

7- SELF-AWARENESS (13.4.8) – GREY
Choose the appropriate description for each of the following nature of a child:

- the invisible child: In a group, quiet child but not totally silent - generally, accepts decisions made by others - does not seek confirmations of any kind from adults but answers, if called upon
- the very active child: cannot stand not being the centre of attention - difficult to notice his insecurities when he is not left alone - when alone he seems almost lost
- the elusive child: escapes physical and verbal contacts - he immediately brings attention to himself because he expresses discomfort - gets excluded because of his clumsiness and he isolates himself
- the adultified child: although sometimes he appears a little shy, he always seems mature - has an immense fear of disappointing others in their expectations of him - gets seriously absorbed in his studies

Practical Exercise:
It is highly recommended and once all the concepts you find in the puzzle are discussed that you ask the teams to complete exercise XXIV from the Workbook.

Take the time for a debriefing with the teams before proceeding to the next Module and feel free to refer to the manual while discussing and interacting.
Once you finish the module, appoint another moderator and move to the next one. Feel free to rotate the team members for a better interaction amongst them.
Chapter Fourteen – Module 14 – The game

Step 1 - The Moderator:
Start by appointing a moderator for each module, divide the teams and start discovering the board game.

Step 2 - Artistic expression:
Before handing out the exercise to the teams, ask them to illustrate on a flipchart paper the subject matter of the module. Once they finish, project their work and have a brief discussion around it.

Step 3 - The Board Game
Inside the big box you find a compartment with titled modules from 7 to 14. Pick up the module 14 that you will be using. For module 14, you find 7 pieces of board games for the exercise. One has the definition (m14) and six are the board games (m14-1 to m14-6) on which you will play the exercise.
Start by setting the six pieces of the board game (m14-1 to m14-6) according to the graphics on them.

Step 4 - The Definition
Read the definition on board game (m14) and engage the team in a discussion around it.

"Leisure and recreational activities are very important tools in psychosocial activities, for they allow the operator to enter more easily into a child's word. Through the act of playing and expressive activities, the child cannot only express himself, but also grow and develop resilience."

Brainstorming: Before you start asking the questions and searching for the correct answers to explore the board game, the moderator will engage the teams in a brief interactive discussion around some of the definitions and concepts.

Example: Describe the importance of the game in your work with beneficiaries? How far do you participate in games that you prepare for the beneficiaries?

List of concepts and definitions used for this exercise and from which the moderator could choose some questions for brainstorming are the following:

- The right to play (14.1)
- Learning and Development (14.2.1)
- Operator’s role (14.5)

(The numbers refer to sections in the manual; do not hesitate to review the manual when needed)

Give the teams the needed time to interact and discuss before you start searching for the correct answers.
Step 5 – The Assignments

On the board game you find 39 questions and the needed answers are on the colored pieces of the puzzle. Start by sorting the pieces of the puzzle by their colors since each color category corresponds to an exercise on the board game with the same color. Some of the 39 pieces are double-sided and you will have to choose the correct answer.

The stages to go through are the following:
1. Learning and Development – Blue
2. The play according to development’s stages – Green
3. Operator’s role - Grey
4. Playing to develop resilience – Yellow

THE ANSWERS | MODULE 14

1. LEARNING AND DEVELOPMENT (14.2.1) – BLUE

Match each of the following development play with the skills that it develops

Cognitive Development:
1. Memory
2. Attention
3. Concentration
4. The use of objects

Affective development:
1. Independence
2. Development of creativity

Social development
1. Learning to handle conflicts
2. Learning to lose
3. Learning rules
4. Learning social roles

Emotional development
1. Liberating function
2. Function for controlling internal emotions
3. Function for controlling frustration and surprise
4. Learning to channel internal stress

Language development
1. Vocabulary skills
2. Phonetic skills
3. Narrative skills
4. Literature skills

Motor development
1. Agility
2. Coordination
3. Balance
4. Flexibility

3. Development of self-esteem
4. Learning to choose
Perceptual development
1- Tactile information
2- Information related to taste
3- Shapes
4- Colors

2- THE PLAY ACCORDING TO DEVELOPMENT’S STAGES (14.4.1) – GREEN
Match the impact of the play on the development of a child according to the stages of age - The correct answers are in **black**:
• **Up to one year old**: Functional play - The game is just for pleasure
• **Between 1 year to 6 years old**: Symbolic play or performance play – He begins to pretend
• **Over 6 years old**: Games with rules - The game prepares for life with others

3- OPERATOR’S ROLE (14.5) – GREY
GO THROUGH THE STORYBOARD AND BUILD YOUR COMIC STRIP AND CHOOSE THE CORRECT ANSWERS TO BE GIVEN BY THE OPERATOR TO A BENEFICIARY.

The answers of the operator are in the following order and highlighted in **black**:

Operator: **We have one hour to build a palace for the princess! Let us have fun!**
Beneficiary: Do we get to have some toys?
Operator: **You can have some of the toys we have and do not worry if they break when playing with them!**
Beneficiary: Can I pretend that I am a princess?

Operator: **Of course you can! Let me show you how a prince flies!**
Beneficiary: Can I make this ball as a home for the princess?
Operator: **Can I help you constructing the palace? I love playing!**
Beneficiary: Can we make her fly to her palace?
Operator: **I will help you make her some wings and she will fly to her round palace.**
Beneficiary: Can you show me how a princess flies into her palace?
Operator: **First we need to give her some wings.**

4- PLAYING TO DEVELOP RESILIENCE (14.6) – YELLOW
Through an interactive discussion Highlight in the story you just put together how the development of resilience was dealt with through the game. I CAN – I HAVE – I AM

Take the time for a debriefing with the teams and feel free to refer to the manual while discussing and interacting.
VI- CONCLUSION

Once you go through all the modules of the tool, give the teams the chance to evaluate their acquired knowledge after having unfolded the modules of the Multimedia Pedagogical Tool for a Psychosocial Approach.

Should you have any questions related to this tool, please do not hesitate to contact AVSI People for development – Lebanon on social.libano@avsi.org
The capacity building of human resources is a challenge each NGO should face and put all possible effort to take. Having adopted the psychosocial approach in many field interventions all around the world, AVSI Foundation is presenting this multimedia tool to help each operator mastering this approach theoretically, methodologically and technically, while enjoying discovering it in a creative way.

With this piece of art in design, AVSI expects that the training content of social operators will be a never ending journey, enjoyable and rich in deepness and professionalism.

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