

Mental health and psychosocial support for children and caregivers.

Recorded Orientation

MHPSS collaborative & IFRC Psychosocial Centre.

Video training Worksheet



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Introduction

Welcome to training Introduction to mental health and psychosocial support for children and caregivers with a migratory background in educational settings.

The training has been designed for the project Refuge-Ed, for caregivers working with children and adolescent refugees and migrants as well as unaccompanied minors for the six country programs, Spain, Sweden, Italy, Ireland

REFUGE-ED: Effective practices in education, mental health and psychosocial support for the integration of refugee children

Too many migrant and refugee children in Europe do not have their basic needs for education and wellbeing fulfilled. Wherever they find themselves, whether they are in a reception centre, a refugee camp or more secure accommodation, education can represent for all of them a REFUGE. A REFUGE to create dreams, to sustain hope and to build a better future.

REFUGE-ED will improve academic performance, emotional wellbeing and social integration for refugee children and unaccompanied minors.



Education, well-being, and a sense of belonging are essential to all children's development. Child refugees and asylum seekers are no exception. For them, there is even more at stake – namely their successful integration in their new homelands and communities.

REFUGE-ED brings together two fields of expertise: education and mental health and psychosocial support (MHPSS) in humanitarian settings to improve academic achievement and the dynamic integration of migrant, refugee and asylum-seeking children.

In close collaboration with children and families, communities, civil society organisations, local service providers, schools, and teaching staff – including school counsellors or other focal points focusing on MHPSS needs in the educational arena – and policymakers, the project will develop a catalogue of educational practises that can be scaled and adapted to fit specific contexts and needs.

REFUGE-ED links two disciplines: Education and mental health and psychosocial support (MHPSS) to provide tools for better education, wellbeing and social belonging. The aim of the training is for participants to gain a core understanding of mental health and psychosocial support (MHPSS) for children and caregivers with migratory and refugee background in formal and informal educational settings.



From this training you will learn the following;

- **Core concepts** related to mental health and psychosocial wellbeing for children and caregivers.
- How migration and refugee experiences can **impact** children and adolescents' wellbeing.
- How to recognise **signs of distress** and determine if you need to make a referral.
- What to consider when providing **holistic support** to children and caregivers.
- What **skills** can help you provide good psychosocial support.
- Examples of **MHPSS interventions and activities**.

How to use this worksheet and the training.

The training uses two resources, the worksheet and recorded video and can be done either individually, in pairs or in a group. If you are doing this with others, after each activity please take a moment to take time to reflect with each other your answers. Giving each other some time to share your responses and to respect the principles of confidentiality and non-judgement.

Confidentiality	To respect the persons story and dignity by not sharing personal stories outside of the training session.
Non-judgement	Each person has different experiences, values and beliefs, when we are listening and interacting with others, we do not add our own values and beliefs onto others but rather allow the other to give their meaning to their own experiences

As you watch the video, we'll mention external resources such as videos, interviews, or links for more information. You can pause the video and check out the link in the description to learn more at your own pace before continuing with the main video.

After the training, you'll find some resources listed on the worksheet. These resources are available online and it's suggested to spend some time going through them. If you have any questions or want to learn more, write them down and follow up with your focal point on the Refuge-Ed project.



Module one: Core MHPSS concepts

Question 1.1. Sources of stress and coping:

Slide: 15 (09:02)

In the first column of the table below, list sources of stress in your life and in the second column, write down what you do to feel less stressed when you experience these sources of stress.



Source of stress	Coping
Eg. An early flight to get to a training	Eg. Pack the day before, go to bed early and check the transport time to the airport and set an alarm to wake up with enough time.

Question 1.2: Mental health definition and continuum

Slide: 16 – 19 (12:43)

Mental Health definition¹:



Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO,1948).

¹ [Mental health \(who.int\)](https://www.who.int/mentalhealth/)



Mental health is a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to their community (WHO, 2014).



No health without mental health (WHO,1953).

Figure 1. Continuum of mental health and mental health conditions



mhGAP community toolkit: field test version. Geneva: World Health Organization; 2019

Why is it important to understand mental health as a continuum and to take into consideration that mental health is a state of flow between mental well-being to mental health condition (Hint watch this video [What is mental health?](#) and work through Slide 17 – 19).

Question 1.3 Psychosocial wellbeing flower

Slide 26 -27 (23:37)

From the video we saw that psychosocial wellbeing is an interaction between different factors that influence how children and adolescents develop, grow and learn in life. Each of the different petals below represents a different part of wellbeing that children and adolescents need to be healthy and content. Take some time to think about your own life and what are some activities, people and things that make you have a sense of feeling healthy and good. Now using the 7 Petals draw your own psychosocial wellbeing flower.



Below are the definitions of the petals and leaves of the psychosocial wellbeing flower.

Social:	Connecting to others and experiencing feelings of belonging strengthen wellbeing. Social interactions through friends, family, social activities, or sports, leisure or other common interest groups, contribute to positive social wellbeing.
Spiritual	Having a sense of meaning and purpose in life promotes good well-being. Practising spiritual, religious, or other life beliefs supports positive well-being.
Emotional	Our feelings have an immense impact on our well-being. Being able to safely express and manage feelings promotes good well-being.
Cultural	Culture evolves over time and involves learnt patterns of belief, thought and behaviour. It makes life more predictable and can help us feel comfortable and safe. Being able to retain, interpret and express cultural identity is part of good well-being.
Material	Economic and material safety such as financial security, housing, and being able to afford basic goods and services are important aspects of well-being.
Mental/cognitive	Using the mind to solve problems and find solutions to challenges, as well as using the mind to learn, acquire, and apply information promotes positive well-being.
Biological	Taking care of our physical health, for example through eating healthy, exercising and feeling strong and rested, positively affects our well-being.
Safety	Being out of immediate danger, having access to basic needs (such as food, shelter, and water), as well as feeling safe, are critical foundations to positive wellbeing.
Participation	Being able to participate meaningfully and have choices and some sense of control over life supports positive wellbeing.
Development	Experiencing growth and moving forward in life are important to well-being and help to create hope, motivation and belief in a better future. Having opportunities for and experiencing development are foundational for well-being.

THE WELLBEING FLOWER





Draw your own wellbeing flower in the box above.



Module two: MHPSS for children and caregivers

Question 2.1. Risks related to migration

Slides 33 & 34 28:08

What are some risks that children and caregivers face on their journey of migration? List below some risks relating to migration, then work through slide 3 and see if you had different ones listed.

Question 2.2. Risk and protective factors for children wellbeing

Slides 34 -37 31:03 -36:44

Take a minute or two and think about a child you know from the work you are doing. Complete the below details in the social ecological model of the child following the below steps. Notice there is a line in the middle of the model for you to consider risk factors on one side, and protective factors on the other.

Step one:

Now fill in some details of the social ecological model of the child they are thinking of, also considering risk and protective factors. Remember, one relation with a person may pose a risk to well-being, whilst another is protective.

Step two:

Inner circle: First add some details about the child in the innermost circle: is it a boy or a girl, how old are they, are they thriving in the stage of development? or are they living with an impairment or have experienced something that has affected their development (for example, do they have loss of hearing, or developmental delays due to poverty and malnutrition)?

Step three

Level 2: In the first level of support around the child, write some examples of the people closest to the child, such as parents or grandparents, or maybe siblings. Peers may also be in this circle.

Step four

Level 3: For the next level, think of the child's situation and daily life. Are they in school, or forced to work or look after siblings? What places and which people are part of the child's life. Examples are schools, community clubs, friends, nurses, doctors etc.



Step five:

Level 4: Now think of the enabling environment. What are some examples of cultural practices, or government policies or systems, that help to promote the child's experience of mental health and psychosocial wellbeing? What are factors that may pose risks to the child's wellbeing (for example, are there any cultural practices, such as early childhood marriage, that are relevant?)

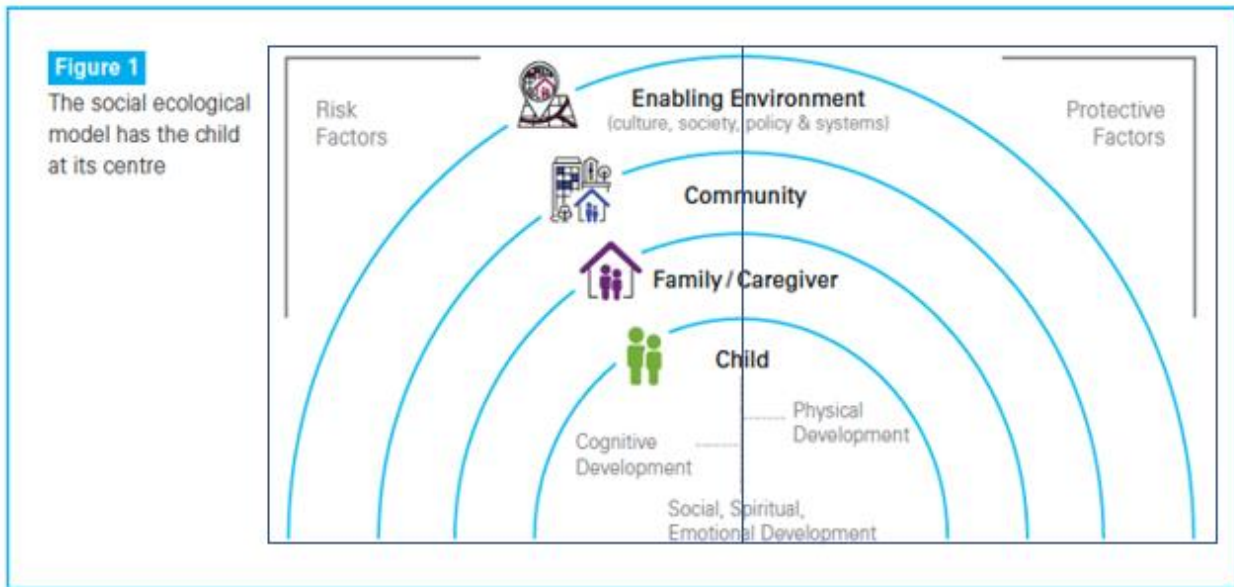


Figure 1: The Social Ecological Model. Source: UNICEF Organisation Global Multisectoral Operational Framework for Mental Health and Psychosocial Support of Children, Adolescents and Caregivers Across Settings (2021)

Module Three: Impact of migration and refugee experiences

Question 3.1. Impact of migration

Slides 43 & 45 (53:53)

Thinking of the journey of migration in three stages of; when someone is making the decision to leave as the premigration, the journey of migration and the country of destination. What are some of the impacts of migration? Listen to the presentation on slide 40, make some notes while you listen and add some of your own.



	Impact of migration on wellbeing
Pre migration	
Migration of journey	
Country of destination	

Question 3.2. Signs of thriving

Slides 48 – 52 (54:41)

Before watching slides 48 – 52 please write in each age group signs of wellbeing and thriving during each development stage. Below you can see there is a division of early childhood into two smaller groups as very young children (aged 0-2 years) show different signs of thriving than slightly older children (aged 3 – 5 years). The groups focus on: Very young children (aged 0-2) Early childhood (aged 3 – 5); Middle childhood: (aged 6 -10); Early adolescence (aged 10 -14); Late adolescence (aged 15 – 18).

	Signs of thriving
0 to 2 years	
3 to 5 years	
5 to 10 years	
10 to 14 years	
15 to 18 years	



Question 3.3. Signs of distress

Slides 48 – 52 53:47 – 01:01:56

Now take a moment and following the different age groups below - write about what reactions you know that children have when experiencing distressing events.

Children's reactions to distressing events	
All ages	
Ages 0-2	
Ages 3 -5	
Ages 5-10	
Ages 10 - 14	
Ages 15 -18	

Module four: MHPSS interventions

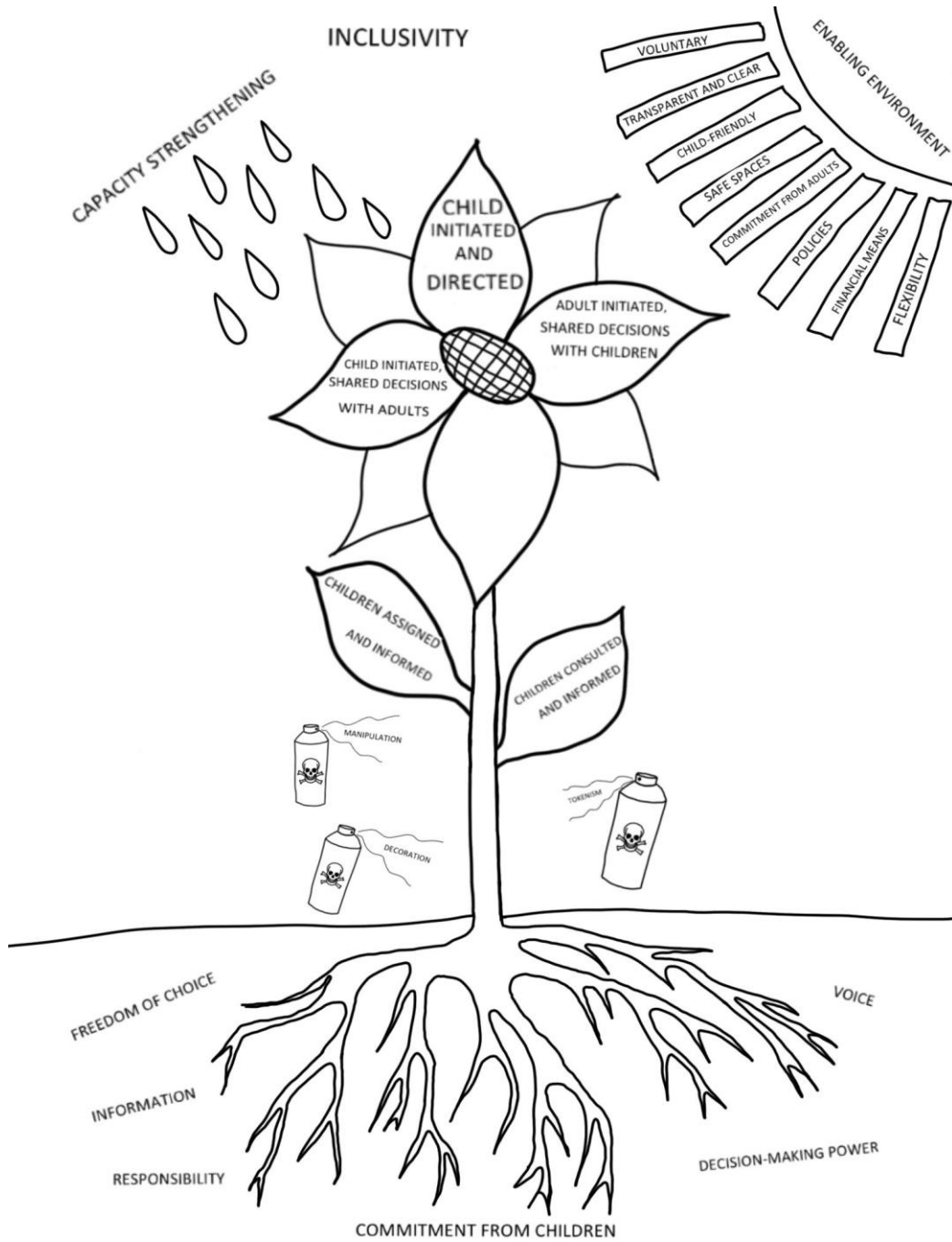
Question 4.1. The definition of child participation

Slides 54 -60 01:08:45 – 01:21:45

“Participation does not happen on its own. For children to become engaged members of their community, they need to be acknowledged and treated as part of the community structure, and the barriers to their participation must be acknowledged and then removed.”

Thinking of this definition, list some factors that could impact a child's participation in different activities.





Module Five: Basic psychosocial skills

Question 5.1. Dos and Don'ts when working with children

Thinking about the work you do and how you can protect children, adolescents and yourself, use the table to write down some Do's and Don'ts when working with children and adolescents. Then once you have completed your list, watch **Slides 69 – 72** 01:27:10 – 01:30:45 and check if there are any missing in the presentation that you think would be good to include from your work and context.

Do's	Don'ts

Question 5.2 Selfcare

Slide 77 01:33:47

5.2.1. To be able to help others we need to be well ourselves, rather than waiting till we feel overwhelmed with stress and no longer can cope with stress, we can form small daily activities that help us feel well. This is one of the ways we can look after ourselves.

Think about a time when you felt happy, relaxed, calm, content. Take a moment to write down this activity, where were you, were you alone or was someone with you, what were you doing, what made this moment make you feel this way?



5.2.2. Now identify some key points from your activity that you can include in your everyday life to help you feel happy, relaxed, calm and content.



Annex 1: Resources for the video

Slide 18	11:16	<u>What is Mental Health? - YouTube</u>
Slide 22-23	14:12- 15:17	<u>What is Mental Health? - YouTube</u> mhGAP intervention guide 2.0 Pages 69 – 92 <u>mhGAP Intervention Guide - Version 2.0 (who.int)</u> <u>mhGAP Intervention Guide - Version 2.0 (who.int)</u>
Slide 24	15:05	World Health Organization Adolescent Mental Health Brief 2021 <u>Mental health of adolescents (who.int)</u> <u>Mental health of adolescents (who.int)</u>
Slide 27	24:05	IASC Guidelines for mental health and psychosocial support in emergency settings <u>IASC Guidelines for mental health and psychosocial support in emergency settings (who.int)</u>
Slide 28	25:45	Psychosocial Support Save the children – Youtube <u>Psychosocial Support - YouTube</u> <u>Psychosocial Support - YouTube</u>
Slide 30	26:55	The importance of MHPSS for children and families in crisis Red barnet – Youtube <u>The importance of MHPSS for children and families in crisis - YouTube</u> <u>The importance of MHPSS for children and families in crisis - YouTube</u>
Slide 40	43:54	Minimum Standards for Child Protection in Humanitarian Action <u>Summary: Minimum standards for child protection in humanitarian action - World ReliefWeb</u> <u>Summary: Minimum standards for child protection in humanitarian action - World ReliefWeb</u>
Slide 43	49:04	The long journey for refugee children World Vision Australia <u>The long journey for refugee children World Vision Australia - YouTube</u> <u>The long journey for refugee children World Vision Australia - YouTube</u>
Slide 54	1:06:58	IASC Guidelines for mental health and psychosocial support in emergency settings <u>IASC Guidelines for mental health and psychosocial support in emergency settings (who.int)</u>
Slide 55	1:07:47	Psychosocial Support for Children affected by Cyclone Idai Save the children Zimbabwe – Youtube



Psychosocial Support for Children affected by Cyclone Idai - YouTube

- Slide 58 **1:11:38** **Adapted from the Flower of participation for youth developed by YOUACT and CHOICE for Youth and Sexuality**
- <https://www.youthdoit.org/themes/meaningful-youth-participation/flower-of-participation/>
<https://www.youthdoit.org/themes/meaningful-youth-participation/flower-of-participation/>
- Slide 59 **1:15:07** **Source: Engaged and Heard! Guidelines on Adolescent Participation and Civic Engagement. UNICEF, 2020. Pp 64-65.**
ENGAGED AND HEARD! Guidelines on Adolescent Participation and Civic Engagement | UNICEF
ENGAGED AND HEARD! Guidelines on Adolescent Participation and Civic Engagement | UNICEF
- Slide 72 **1:31:42** [Let's talk about Psychological First Aid - YouTube](#)
- Slide 73 **1:32:22** **What is a Child Friendly Space?**
UNICEF Bangladesh
What is a Child Friendly Space? - YouTube
What is a Child Friendly Space? - YouTube
- Slide 75 **1:33:38** UNICEF Parenting | UNICEF Parenting
UNICEF Parenting | UNICEF Parenting
- Slide 76 **01:33:48** **The well-being guide**
 Psychosocial Centre – Youtube
The well-being guide - YouTube
- Slide 80 **1:36:08** **Evaluations**
Bulgaria:
https://tcdecon.qualtrics.com/jfe/form/SV_agwexXWVp7YwtWC
Greece:
https://tcdecon.qualtrics.com/jfe/form/SV_cOVnFoZ0JkjoMXc
Spain:
https://tcdecon.qualtrics.com/jfe/form/SV_eWGWUrLkMwRLXTM
Ireland:
https://tcdecon.qualtrics.com/jfe/form/SV_9XMLdpf7L62WIrY
Italy:
https://tcdecon.qualtrics.com/jfe/form/SV_6eWOAkluMGGg6ua
Sweden:
https://tcdecon.qualtrics.com/jfe/form/SV_eLl5RjGCUAZt3M



