

Manual



MindSpring for Children

Group meetings for children 9-14 years from refugee backgrounds
- a proactive, dynamic, and identity confirming approach.

2020 Manual
MindSpring for Children 9-14 years

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Foreword

This manual is based on the MindSpring method and has been developed to facilitate group meetings for children (9-14 years of age) from refugee backgrounds. The two pre-existing manuals, MindSpring for Parents and MindSpring for Young Adults, developed by the MindSpring Centre have formed the basis for this manual. Throughout the development of this manual, pre-existing theories pertaining to children from refugee backgrounds have been consulted. Additionally, the Dutch MindSpring Manual for Children (2016) has been a source of inspiration. This manual has been trialed and finalised after a successful initial training course (2017) and the first fully completed set of ten group meetings with children (2018).

This manual is to be used as a tool for the MindSpring-trainer to facilitate local MindSpring programmes. The manual follows an outline for ten group meetings and outlines the topics that should be covered. Following completion of a training course, the MindSpring trainer and co-trainer can conduct a MindSpring programme for children using this manual as a guide.

MindSpring for Children provides a method that aims to strengthen the emotional wellbeing of children from refugee backgrounds by promoting a positive sense of identity amongst participants - empowering belief in their own abilities and encouraging the establishment of meaningful relationships with other children from similar backgrounds.

The programme is based on formerly conducted group sessions, where children from refugee backgrounds have been found to greatly benefit from gathering in a supportive environment on an equal standing with their peers where they were able to discuss exile related experiences and meet a role-model, the volunteer MindSpring trainer, who has lived through the process the children currently find themselves in, and can positively affirm their thoughts, experiences and emotions.

Overall, MindSpring for Children aims to provide a strengthened sense of identity, a positive self-image, knowledge of one's own feelings and recognition of how to regulate these, as well as an informed understanding of stress and trauma and how to best cope with triggers. Finally, the group meetings provide a valuable experience in strengthening a belief in personal skills and an opportunity to foster important relationships with other children who are in a similar situation.

Thank you to all municipalities, co-trainers, and volunteer MindSpring trainers who have contributed to the development of the manuals. The following municipalities in Denmark have participated in the start-up phase: Brønderslev, Varde, Vejen, Odder, Svendborg, Nyborg, Roskilde, Køge and the Regional Municipality of Bornholm, as well as the municipality of Åbenrå in collaboration with the Kolstrup Housing Association under the directive of the Salus Housing Administration.

Thank you to the group of professionals who have followed the MindSpring children's manual project, and contributed with their expert advice and professional support - Jette Thulin, Integration Consultant at the Danish Refugee Council; Jeppe Rask Moustsen, Professional Consultant for Anti-Radicalisation at the City of Copenhagen; Ditte Krogh Shapiro, Psychologist; Eva Jack, Independent Psychologist, Yasmine Baroud; Integration Psychologist at the Danish Refugee Council; Ayan Yasin, MindSpring trainer; Kirsten Buch, Family Consultant at the Lyngby-Taarbæk Municipality; Tine Kofoed, Professional Consultant at the City of Copenhagen; and finally, special thanks to Vibeke Hallas, External Consultant.

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MindSpring Centre
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What is MindSpring?

MindSpring is a group-based method originally developed in the Netherlands. The method is to be delivered as a series of ten group meetings between either children, adults, or families with asylum seeker or refugee backgrounds. The objective is to empower participants to begin a new chapter of their lives by discussing and relating to specifically chosen topics relevant to their life in exile, with consideration given to each participant's own story and experiences. The method is based on the following principles:

- Consideration of each participant's own experience during life in exile
- Peer-to-peer approach (sharing similar experiences)
- Following a manual of concise topics, all current and relevant to the group participants
- Reflection - various exercises ensure that the participants are given an opportunity to reflect on the topics, thereby achieving new insights and awareness
- New knowledge, awareness and experience result in participants consciously exercising informed choices
- Teamwork between a volunteer from a refugee background and a career professional

The uniqueness of the method is that the groups are conducted by a volunteer MindSpring trainer who speaks the same language and shares a cultural background with participants. With their own cultural background and experiences as a refugee, the MindSpring trainer can recognise and understand many of the situations and problems the group participants find themselves in. For participants, it is reassuring to know that the trainer has had personal experiences similar to their own in terms of having to adjust to living in a new country. Topics and issues are viewed from the perspective of the individual, a cultural perspective, as well as from the refugee's perspective, supplemented by real life examples and experiences. The MindSpring trainer is supported by a career professional - a co-trainer with local knowledge of a particular setting and circumstances under which a group programme is organised. For example, the co-trainer may work for the municipality, a language school, or social housing commission. The co-trainer can contribute with theoretical and practical facts to the local context and setting. The local group meetings are conducted in the participants' native language. To ensure that the co-trainer has an active role at all times, a professional interpreter translates concurrently.

MindSpring is a compound word with many meanings. In this context, it means 'a new start'. The name is meant to illustrate that when participants in a MindSpring group have completed all ten group meetings, they are likely to have achieved a new awareness and fresh knowledge that can feel like a new start. Through MindSpring, participants learn new ways of approaching and managing various daily challenges, whether practical, social, or emotional.

Purpose

The overall purpose of MindSpring is to prevent psychological, social, and family related problems associated with life in exile or having a refugee background. The preventative component is realised when participants are empowered to manage, and even avoid, exile related challenges in the long term through discussions of relevant topics that bring new understanding and inner strength.

Why MindSpring for Children?

Particularly children can be challenged after having fled a country or resettled in a new country. This is because they will partly or fully have had to leave behind caretakers and close family relations from which they received physical and/or emotional support. Children from refugee backgrounds, according to surveys, often have high levels of stress, problems sleeping, and two out of three suffer from anxiety. In addition to the stress of fleeing, children from refugee backgrounds needs to adapt to an unknown culture, a new language, new values, and new expectations. To complicate matters, they often stand alone in their past experiences, without support or the opportunity to verbalise their experiences, unable to draw on resources, or focus on a future.

Children between the age of 9 and 14 are in an especially crucial physical and psychological developmental phase because they are building their identity as young people, forming their own wishes, and making their own choices. The security and familiarity, which is a base for positive identity development, may be absent for children in exile. They are therefore more likely to have a need for psychosocial support to prevent stunted development.

MindSpring for Children creates an opportunity to help refugee children understand that fleeing and exile can be the cause of specific challenges to their physical and mental wellbeing. During the group meetings, the children will find workable coping strategies through sharing and drawing on each other's knowledge and experiences. The children also can form new social relationships with others who are on a similar path and see a role model in the MindSpring trainer.

The theory behind MindSpring draws on inspiration from the psychosocial field of study:

- Joyful Playing - a method that uses play situations as a way of nurturing and strengthening children who have experienced trauma.
- Resilience - a psychological term concerning the capacity to manage stress and catastrophes. The term relates to how adaptive children are when faced with psychological issues of adversity.
- Mentalisation - the ability to understand one's own and other people's behaviour, drawing on our human mental capacity to feel, think, and have certain needs and goals.

Above all, the MindSpring method aims to:

- Raise an awareness for children about what may be challenging after fleeing and when living in exile.
- Build a series of strategies for children that they can turn to when needed.
- Allow children to experience how meaningful it can be to share their personal story as it relates to the topics discussed.

After the MindSpring group meetings, the end goal is for the children to have accumulated new knowledge and insight into the topics that have been discussed. The group meetings also aim to conclude at a point where the children feel a stronger sense of self, identity, and empowerment, as they have gained an appreciation of their own qualities and characteristics. Finally, it is a goal that the children experience that they can support and help each other in the group through active participation and sharing of experiences.

Long term, MindSpring for Children addresses ways to prevent emotional and social issues and developmental regression.

Content of the manual

This manual offers a concrete framework for each of the ten group meetings. Each meeting begins with a brief introduction around the topic of the day, followed by an exercise in which the children participate. The introduction in the manual has been written in direct speech to emphasise the importance of speaking from a child's point of view to make sure that children find the content of the meetings relevant and applicable to them. To highlight general points of interest for the MindSpring trainer, we have used *cursive* script.

Children from a refugee background often carry high expectations from parents and/or society to develop competencies such as language, education, socially appropriate behaviour, and to adapt to a new culture and context. It is therefore important that the children who attend MindSpring are offered the time to find their own words to communicate their worries and dreams as a part of the development of their identity and future goals.

Every group meeting addresses one topic which is briefly introduced, and then followed up with specific tasks. Every meeting begins and ends in the same manner to create familiarity and focus for the children. For further information, see attachments at the end of the manual, 'Exercises for Commencing and Concluding'.

Based on previous experience, we have listed the topics in a certain order. It is, however, at the discretion of the trainers to decide on the order of the topics in their particular group. Likewise, the manual leaves flexibility

for the trainers to decide if certain topics require more time than others, depending on the needs of the children in their group. However, all topics should be addressed in each local group meeting. Based on experience, these are the topics of interest and importance to children from a refugee background.

Every group will differ markedly regarding a completion timeframe. For the first five group meetings, a suggested timeframe has been included, however, it is the responsibility of the co-trainer to determine a time frame for each particular children's group.

Topics

Below is a brief introduction to the topics in the manual.

1. Safety and feeling comfortable
Safety and peace of mind - or lack thereof - is a topic which children often find difficult. Safety is represented in the form of three zones (comfort zones), each with its own colour indicating a degree of safety or comfort. The topic of safety is intended to raise the children's awareness of where they find safety and comfort in their lives, with an understanding that safety and comfort can be rebuilt and that a lack of safety and comfort can be resolved.
2. Culture and change
The topic of culture and change is introduced through a case friend created by the children about an individual with a similar background to themselves. The figure is meant as a tool for the children to share their experiences about what it is like to be a newcomer. The figure also provides a platform for the children through which they can verbalise challenges without having to talk about themselves. The case friend can be used at other times, in other topics and throughout the entire programme as a representative figure to speak 'through' when a participant feels too vulnerable to speak about themselves.
3. Identity
Identity is represented through the <i>Tree of Life</i> , which the children work with as a metaphor for their own life. The task has a particular focus on the good story that each individual person has. There is a focus on capabilities, qualities, and resources available to the individual, including dreams and hopes for the future. Furthermore, listening to each others' presentations and providing compliments reduces stress and increases feelings of empowerment.
4. Stress and trauma
Stress and trauma are topics that also relate to the <i>Tree of Life</i> . Using the tree, the children reflect and draw on their own experience of challenges, as well as what may ease their burdens and where help can be found. The concept of stress and trauma are introduced with the focus that the children can recognise stress and trauma symptoms within themselves and their family members and aims to equip them with advice about strategies available and/or where help can be found. Trauma is presented as a natural reaction to unnatural experiences, and the topics of stress and trauma have not been included for therapeutic reasons. This means that the children are not supposed to go deeply into their own individual experiences. This meeting lays the foundation for a forward-looking, action-oriented perspective directed towards gaining knowledge, understanding of correlations, and empowerment to consciously act.
5. Feelings
The group meeting about feelings aims to give participants insight into understanding how fleeing and living a new life in exile can have an emotional impact, even long after violent and tragic experiences take place. This topic can provide insight into what kind of feelings the children are familiar with, what the feelings express, and what brings them about. This meeting also emphasises that it is possible to change feelings through awareness and deeper understanding.

6. Loneliness

Loneliness is especially relevant for children from refugee backgrounds as they often lack contact with others. The contact to Danish children/families is often non-existent or sporadic. The intention with this topic is to open up for a discussion around how to create communities across ethnic groups through sharing knowledge of social networks that may be of value in leisure hours. Furthermore, the purpose of the MindSpring group is also that the group itself will become a resource and community for the children after the programme has concluded.

Throughout the MindSpring programme for children, it is important that a framework of confidentiality and trust is adhered to.

Parent participation

Parent participation is important to the MindSpring programme. Parents can support their children throughout the process of the MindSpring programme and inquire into what their child does at the group meetings. It is important, however, that the children decide what and how much they want to share with their parents, so that they do not feel pressured to share things that they may not feel willing or ready to share. Fundamentally, MindSpring for Children is for children. Parents are considered important external support.

The children should each receive a My Book which can be added to weekly, as the children's various tasks and exercises are included. The My Book can also become a line of communication between parents and children about MindSpring if the child wishes.

As the children conclude the programme, parents are invited to participate in the final meeting to observe and share in the MindSpring experience their children have had. During the final meeting, the children receive a MindSpring certificate of participation.

Recognition and relatability

The core strength of the group meetings lies in the shared experiences of group members and the recognition of shared challenges. In the long run, group meetings aim to build and strengthen personal resources and offer insights into the relationship between emotional responses to fleeing and challenges experienced in exile.

The group meetings provide a space for participants to offer and receive coping mechanisms related to fleeing and experiences from life in exile. By discussing these challenges in a trusting environment, children should come to understand that they are not alone in facing difficulty and hardship. By building an environment of trust and community, the MindSpring group may become a social network even after the group sessions conclude.

It is important that the MindSpring trainer prepares examples relevant to that meeting's topic and associated challenges prior to each meeting. It is also important to stress that the task of the MindSpring trainer is to facilitate the participants' growth by offering new perspectives and insights.

The personal experiences of the MindSpring trainer have a distinct purpose in personalising and normalising each topic and the related issues for discussion. When this is achieved, it becomes less uncomfortable to talk about difficult and personal issues and the environment becomes more trusting. It requires a certain degree of pedagogical awareness to be able to put the children's very personal stories into the overall context of the topic discussed while also highlighting the value of sharing experiences and giving advice for what can be done. When the children share their personal experience, their knowledge of the topic becomes concrete, but focus should be guided towards learning how to act in relation to the topic discussed.

Group dynamics and composition

The manual indicates when the children's age needs to be considered in relation to a certain topic.

Group participation, reflection, and the sharing of personal experiences are all important. It is necessary that the MindSpring trainer and the co-trainer encourage and celebrate diversity of thought and experiences so that focus is not on right and wrong. The MindSpring trainer and co-trainer must stress that every answer is a good answer and not let personal opinions sway the discussions. Discussions should never become judgmental. In response to the children's points of view and experiences, one could say: "Thank you for sharing your story with us", or "Thank you for sharing your experience, would others like to contribute with their experience?". Emphasise that nothing is right or wrong and that all comments have value in compiling a common bank of knowledge, which can be compiled into the My Book.

Prior to the beginning of every meeting, the MindSpring trainer and co-trainer can consider if the seating of the children should be altered, if who the children sit next to and work with should change, and if the children should intermittently use the floorspace as well as the chair and table arrangements. Decide if an SMS reminder prior to each meeting is required to boost attendance, if the children need fruit or juice breaks, or if more breaks are needed.

Well-balanced group dynamics and a positive atmosphere are vital for successful group meetings. Below are some suggestions and tools that may be helpful in creating a foundation for a well-functioning group.

Group composition

In our experience, the optimal group size for healthy group dynamics is 8-10 children. This group size allows all the children to speak and gain trust in each other. The size of the group can be adjusted in consideration of the children's capacity to concentrate and reflect.

Before each meeting, the trainer must evaluate the group size and the group composition in relation to gender and age, relations between the children (e.g., siblings, extrovert and introvert, character traits, etc.) It is recommended that the MindSpring trainer and the co-trainer take time to evaluate this together and reach out to external partners involved in the recruitment.

Participant recruitment

In collaboration with the host institution, the co-trainer is responsible for recruitment of participants. For recruitment, it can be worthwhile to collaborate with schools (i.e., schoolteachers, after school care staff, and health centre caregivers). Cross sector collaboration is also a possibility (e.g., staff in private institutions, associations, and social housing groups).

In relation to parent information, the MindSpring trainer can be a source of programme content and structure and be present at a parent meeting so that the tasks from the first meeting held with the children can be presented to the parents: comfort zones, the case friend, and ground rules. Meeting the MindSpring trainer at an early stage can help to build trust between the trainer and parents. It is recommended that the process of recruitment includes information to and consent from parents. Ideally, this should take place through individually conducted home visits followed by a collective parent information meeting.

If previous MindSpring meetings for parents or young adults have already taken place, it is recommended that those who were involved are then invited to attend so that they may share their positive experiences of participating in a MindSpring programme. Children of earlier MindSpring participants are also a relevant group to consider for this type of outreach.

Ground rules

In every group, it is important to agree on which rules apply when the whole group comes together. Such agreements can be adjusted and added to if the need arises. The ground rules lay a framework for trust and confidence within the group.

Every group should adopt the following rules:

- Trust within the group
- Respect for each other
- Examples of other rules may be:
 - Prohibited use of mobile phones - only during breaks or in prior agreement
 - Punctuality is important
 - It is okay not to engage in certain discussions and not contribute with a point of view.

Always spend time on outlining the meaning of every rule, e.g., how do you show respect? This ensures that all participants know what is expected of them as a group member and can help to avoid confusion or confrontation later.

Energisers

Energisers are used as a small break or to create a new energy within the group, to recapture concentration, to disperse a negative atmosphere, or to get to know each other more.

Central to all energisers is that they are not associated with the topics that are part of MindSpring but are instead brief exercises for the body or interludes for the brain separate from the content of the group meetings. Energiser suggestions are listed for the initial group meetings. It is important prior to each meeting to consider which energisers should be prepared to suit the particular group of children on that day. A list of worthwhile energisers is available in the attachment section of the manual under 'Energisers'.

The difference between dialogue and confrontation.

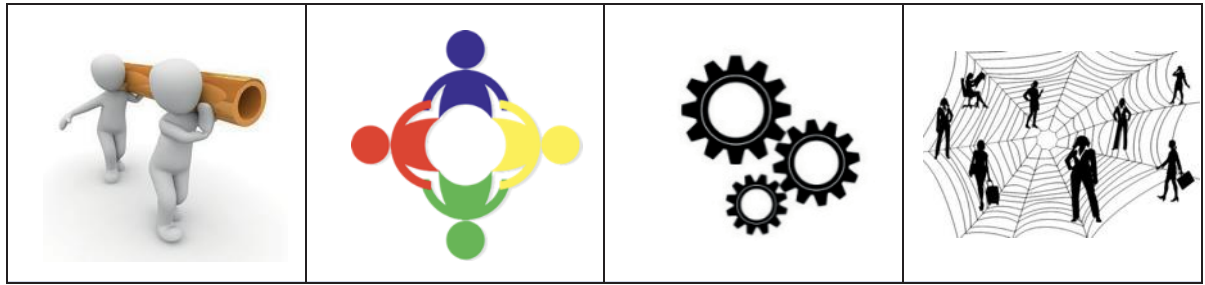
It is important to distinguish between dialogue and confrontation. People will often try to find a common definition or understanding. Healthy dialogue does not have one "correct" conclusion. To establish this difference early on, the trainer might make a poster defining dialogue that all participants can add to. Here is what that could look like:

DIALOGUE	CONFRONTATION/DEBATE
We are trying to learn	We are trying to win
We are trying to understand	We are trying to convince using arguments
We are listening to learn	We are listening to find flaws and misstatements
We are trying to express our own opinions	We are defending our own opinions and values
We give space for our differences	We have become more alike or have changed ourselves
No one loses, everyone wins	The loser must surrender
The goal is to have a better understanding and more insight	The goal is to win and be right
Picture of a dialogue: a circle	Picture of a discussion: a boxing ring

Source: Dialognaden, DØ1

For a younger group of children, the illustrations below may be useful to start off a conversation, they all illustrate that:

- Together, we can achieve more than on our own
- When one part is inactive, not participating, or disengaged, the whole group is weakened
- When a cog is missing, the evolution of the whole movement is disrupted - everyone is important
- The absence of one person will weaken the web



As a MindSpring trainer, it may be relevant to note how a conversation develops within the group from being a dialogue to becoming a debate, which potentially may develop into a confrontation. It is important to be aware that there may be children present in the group representing attitudes, experiences, or groups being talked about, even if they do not verbalise this. For example, participants may have a relationship to a certain ethnic group, social status, religious belief, or other identity markers. It is therefore important that negative stereotypes are not emphasised and legitimised in the discussions or left unchallenged. The following advice may help prevent conflicts in this regard:

- Not to judge or make specific comments against others
- Use the ground rules set by the group, or add to these if needed
- Go through some of the examples above and demonstrate the difference between using you-words (conflict-creating) as opposed to me-language
- Ask the children not to speak in degrading ways about others
- Reiterate that it is okay to disagree
- It is acceptable that you, as the MindSpring trainer interrupt certain topics, for example debates related to religion
- You can interrupt a discussion softly by suggesting that perhaps it is time for a break or an energiser to redirect attention.

The manual is compiled so that the children can approach a topic starting with their own experiences. In a group setting however, the possibility is always there for statements to give rise to opposing reactions. It is vital for both the MindSpring trainer and co-trainer to be aware of escalating conflicts, and to prevent these from occurring.

To keep the MindSpring topics concise, it may be advantageous not to enter into discussions related to religion or religious affiliations. Often such discussions will consist of argument against argument, which typically does not make room for new perspectives, and more likely creates a divide between the participants. A way to conclude discussions related to religion may be to point out that:

- We are not here to discuss religion
- We are at MindSpring to talk about our experiences, and what we can learn from each other
- We have come together in MindSpring to gain a clearer understanding of each other's experiences, we are not here to correct or judge each other
- That it is okay to have different beliefs, we do not all have to agree
- 'Thank you for your points of view; would anyone like to suggest another way of looking at this...' or, 'Nothing is right or wrong'

Preventing Conflict

Conflicts may arise when some children are no longer settled or have lost concentration. A quick energiser can release new energy. Playing little games during a break can bring a new sense of strength to the group, rebuild and further group dynamics.

It is recommended that the children are not left in charge of the breaks themselves, but that at least one adult is present and assists in finding a game or simply talks to the children while they have something to drink or eat.

Let the children change partner after each group task or have group tasks as a whole group if that is more conducive to group dynamics.

Should a conflict arise, it is important that the MindSpring trainer and the co-trainer have discussed and made a plan as to how to handle it in advance. In relation to this, a conflict may be handled by:

- Separating the children, should physical escalation arise
- Letting each child recount what happened, approximately 1.5 minutes each
- Having each child express how they are feeling now; and/or
- Set a concrete action plan moving forward

It may be practical to make use of the case friend and the comfort zones. Encourage the children to think of alternative activities if something is uncomfortable for them, and you enter situations where it seems conflict is likely to develop. Some of these alternative activities could be:

- Take a deep breath and count to ten
- Try to describe 1) how you are feeling right now, 2) how you wish the situation could be instead, 3) how it would be possible to turn things around, and 4) try asking others for advice in this regard
- Write down how you are feeling and talk about it next time using the four-step process above
- Ask somebody else what they would do
- Remove yourself physically from the situation you are in

Refer to the attachment section at the back of the manual under 'conflict resolution'.

Group leaders – the MindSpring trainer and co-trainer

The MindSpring groups are always facilitated by two trainers with specific roles. The volunteer MindSpring trainer, also from a refugee background, is a central figure of the group sessions. The MindSpring trainer is essentially the leader of the group programme and has the role of introducing the topics and related exercises, supplementing with his/her own experiences. In introducing the topics alongside own experiences, the MindSpring trainer demonstrates to the children that they are not alone in their challenges.

The MindSpring trainer collaborates with the co-trainer, the career professional, according to the structure of the group meetings. The co-trainer has professional knowledge of refugees and the local socio-geographical landscape. The co-trainer is responsible for providing specialised knowledge of the local area, organisational contexts, and for ensuring that a referral is made to professional services, should the need arise. Further, the co-trainer can add professional knowledge to the group, which can improve group dynamics.

To have a successful group programme, it is essential that the MindSpring trainer and co-trainer have a healthy working relationship and have spent some time getting to know one another if they do not already.

Roles of trainer and co-trainer

The roles of the trainers are shared: the MindSpring trainer has the main task of guiding the group through the topics. The MindSpring trainer, however, collaborates with and gets professional advice from the co-trainer. The co-trainer should also act as a safety net, referring participants to relevant help (e.g., doctor or family counsellor), should it be necessary. Challenging, personal issues may present themselves during the group programme. The co-trainer may also be responsible for brief independent presentations to the group, usually regarding concrete local circumstances and opportunities.

It is also the responsibility of the co-trainer to oversee that a certain educational flow and progress is evident in the group meetings. The co-trainer must also serve as a support for the MindSpring trainer regarding professional management of children in need of support.

Before and after each group meeting, the trainers should reflect on the preceding meeting and cooperatively prepare for the next meeting. Here too, a sharing of tasks between the trainers should be established in advance. For the upcoming meeting, there may be a need to manage time differently or have more varied exercises. It is the co-trainer's responsibility to find a meeting space, an interpreter, food, drink, and to make other logistical considerations.

It is important that the children who are participating in the group programme are informed about the roles of the trainer and co-trainer, as well as the expectations they can have of the two trainers. Neither of the trainers can give the children personal advice, as they are not personal counsellors. The trainers are, however, able to refer the children to the right professional help.

Training course and training of the trainers

The MindSpring trainers participate in a comprehensive course and training programme where they have opportunities to test and trial the topics and tasks from the manual. This way, the MindSpring trainers experience a group programme themselves before being faced with having to facilitate. Further to the topics and tasks, the course also requires a certain level of empathy and teaching ability from the MindSpring trainer, as they will be expected to handle difficult situations during group meetings. The trainers' specific roles and expectations are also clarified during the training programme.

The co-trainer participates at the beginning and end of the training course. During these parts, the co-trainer is provided with a thorough introduction to the method and advice regarding their role, including how their role is related and different from that of the MindSpring trainer, and essential tasks to be completed before group sessions. At any time during the course of the group meetings, the trainers can consult the MindSpring Centre for advice, guidance, questions about the method, or clarification of roles and tasks.

Interpretation

In addition to the two trainers, an interpreter is also present at the group meetings. The interpreter simultaneously translates to the co-trainer, who usually does not speak the language of the group participants.

To achieve the best outcome and division of responsibility between the co-trainer and the interpreter, we recommend the following:

- **Knowledge about MindSpring**

In order to know one's role as an interpreter at a MindSpring programme, it is important to know the MindSpring method. The interpreter is advised to read up on MindSpring on the homepage www.mindspring-grupper.dk, where a brief video about the MindSpring method is also available.

- **Division of responsibility between the interpreter and the co-trainer.**

Interpretation happens simultaneously and is directed at the co-trainer exclusively. It is therefore important that the interpreter and the co-trainer have met and had discussions prior so that they know the importance of their teamwork. The co-trainer should introduce the interpreter to the MindSpring group.

Should a group need extra support during a task, it may be appropriate for the interpreter to assist an individual child. Should this be the case, the co-trainer directs and instructs the interpreter.

- **Reliable interpreter**

The MindSpring method is based on a sense of trust, safety, and security. It is therefore important that the group's interpreter is consistent, and that no other interpreter is used throughout the programme. The interpreter therefore must be able to attend all meetings. It is recommended that a contract is made directly with the interpreter in this regard.

- **Sensitive topics**

The MindSpring programme involves a range of topics, and the children will be hearing about and discussing topics that can be both sensitive and personal. As an interpreter, it is important to be aware of showing the children respect and confidentiality.

- **Duty of confidentiality**

In addition to the above, the interpreter's job requires confidentiality. Incidents are bound to happen where information that is sensitive to the children is shared within the group. Before the group meetings begin, an agreement for consensus about confidentiality should be reached.

- **Neutrality**

The topics discussed during the MindSpring meetings can be personally significant for the interpreter. In this regard, it is important that the interpreter stays neutral and on task in their role as a professional interpreter. It is not the interpreter's role to share personal experiences or express opinions.

- **Trust**

It is vital that a sense of trust and cooperation are established between the adults and the children in the programme. It is therefore also valuable that the interpreter has the ability to relate to children generally, and thereby create and support a calm and trusting environment for each session.

Timeframe for the topics and group meetings

The MindSpring for Children programme takes place over a span of ten two-hour sessions. The timeframe of two hours has been chosen in consideration of the children's concentration and ability to focus on particularly challenging topics. If it becomes clear that anyone meeting would benefit from more energisers or breaks, it is possible to extend the length of that session.

The MindSpring trainer and co-trainer must prepare for each lesson together prior to each group meeting. The trainer and co-trainer should agree on content, shared and individual tasks, and practicalities (setting up chairs and tables, seating arrangements, various paperwork, food and drink, and timing). After a meeting, it is also important to reflect on the outcome of each group meeting together and discuss necessary adjustments to fit the needs of the group. Typically, 30 minutes is sufficient before and after each meeting. The interpreter should also be informed about the content and method prior to the meetings.

For every meeting, the time allocated for each task/exercise should be estimated beforehand. Generally, the breaks are brief, approximately 10 minutes. Energisers can last 5-10 minutes. The introduction should be shorter than the exercise that follows it. The timing of each part of the group meeting should be adjusted to meet the needs of the group. Generally, however, 5-10 minutes should typically be allotted for introductory activities, and 20-30 for the day's main task. At the beginning of the first meeting, a timeframe is put into place. Individual adjustments, however, can be necessary depending on the specific group of children. The co-trainer is responsible for setting the timeframe, which leaves the MindSpring trainer free to focus on teaching and guiding the group.

The group meetings are usually conducted once a week at the same time each week. Local circumstances, however, may necessitate a different approach: for example, biweekly meetings, or even an intensive programme for a shorter period of time. This will depend on the children's and the trainers' availability and should be considered prior to the beginning of the programme. Ideally, it should also be discussed with the children.

The structure of the group meetings

The structure and process of a MindSpring group programme is unique and usually new to the MindSpring trainer. For this reason, it will require some study and practice to adapt to the programme structure. It is a unique programme because there is no direct teaching, where a teacher passes on knowledge for students to absorb. At the same time, the content of each session is not determined by the MindSpring trainer, but carefully worded in a manual supported by specifically chosen topics and exercises. It is the MindSpring trainers' task to create a healthy framework that ensures the participants are introduced to the topics, follow through with the tasks, and engage in discussions around relevant subjects. To achieve this, the MindSpring trainer may benefit from considering the following suggestions:

- The most important part of the MindSpring programme is that the children themselves are participating and contributing. It is therefore important that the MindSpring trainer leaves room for this to take place, for instance, by asking the children what they know about the topic of the day: "what are some of the feelings you know?", and "could someone tell us what safety means?"
- Bring in your own experiences and stories, including pictures, that can reinforce the theme and inspire the children to think about the topic in a new way.
- PowerPoint and similar tools are not necessary to make the MindSpring programme to be a success. Should the MindSpring trainer, however, decide to make use of PowerPoint, it is important to keep in mind that MindSpring is not formal instruction, and the role of MindSpring trainer should not be seen as that of teacher.

The introduction and conclusion

It is important to set time aside for interacting with the children, both at the beginning and at the end of each meeting. It is recommended that a routine is put into place regarding how to begin the meeting, engage everyone, and remind participants of MindSpring meetings with a reminder a few hours before the meeting begins. A breathing exercise or other mindfulness exercise works well. For examples of these, refer to 'additional materials' for the first meeting, and the section entitled 'Energisers' in the appendix of this manual. It can bring quiet and a calm focus, as well as act as a tool for the children to learn how to control their body and mind. It is important that every child feels welcomed in and acknowledged by both trainers.

Likewise, the end of each meeting should leave time for questions or comments regarding the topic of the day. It is important that the trainer personally says goodbye to each child. This fosters trust and benefits the group dynamics. It is recommended that a certain recurring concluding ritual is established, which is repeated every time before it is time to go home. This is described in more detail and illustrated by examples in the support materials for the first group meeting.

Group methods and group exercises

As a MindSpring trainer, it is possible to use a variety of methods to engage the children actively so that they participate in the topics covered in each group meeting.

The group tools listed below are ideas regarding how to provide a dynamic atmosphere that encourages participation from the children. It is important to introduce and explain the topics, but also to create a lively and secure group atmosphere through various tasks that makes space for everyone to express themselves.

Examples of methods or tasks can be:

Brainstorm

To engage the children in a topic, the following questions may be used to start off a discussion or brainstorm:

- Did you hear about...?
- What does that make you think about ...?

- What do you know about ...?
- What kind of experience do you have with ...?

You may like to write down the children's associations or knowledge on a flip-over, blackboard, or whiteboard. This can open up for new ways to handle problems and discuss cultural aspects. Another idea is to make use of the case friend from the initial meeting to connect, and collectively identify how the case friend may think in a given situation.

Discussion and small group exercises

Not everyone participates in large group discussions. Smaller groups invite for greater trust and a more intimate atmosphere. Shy or reserved children will find it easier to actively participate in small groups.

Case examples from the real world

The MindSpring trainer can engage the children by sharing her/his own story from the real world. In doing so, the MindSpring trainer might make the children feel more comfortable sharing their own experiences by helping them recognise that they are not alone in everyday challenges. The case friend can be involved from the beginning to illustrate this as the children share their stories through the case friend. Some children will find it easier to speak about themselves through the case friend or it may feel safer to tell the story of a friend.

Creative delivery

The use of illustrations (drawings, photos, icons, videos) can all be of use to deliver a message, especially if some of the participants are not able to read. Through music, there is the option to express certain ideas that may be hard to put into words. Song and dance can be pleasant to participate in, and both have a relaxing component as well. Input in the way of movement and games also have a place, especially when the topics are heavy and difficult to talk about. Feeling safe is illustrated through three coloured comfort zones and may be used throughout the group programme to raise the children's awareness about when they feel safe and comfortable, and the steps needed to secure more trust (moving from the yellow or red zone into the green zone).

Drawings

Tell your story (or the someone else's) through drawings. Let the children draw. This is also a good way to introduce the group participants to each other (the children can interview each other and then present to the group with the help of drawings). Some children listen better, whilst they are colouring or drawing.

Collective knowledge

As a group, what do the children know? What have they experienced? What are their impressions or opinions around a certain topic right now? It is worthwhile to record the children's comments on a flip-over, blackboard, or whiteboard; these can later be included in the My Book. In the manual, you will find an outline of a hand. The hand can be used for various topics: each finger can indicate a suggestion/comment on the topic discussed.

Small reflective groups

Ask the children to discuss a concept or a topic with the person sitting next to them. It is a good way to activate the children and bring a collective understanding of a topic. Conclude with the small reflective groups each sharing to the bigger group.

Physical seating

Children often enjoy sitting in a circle on the floor, or they may like to move between sitting on the floor and at a chair and table, depending on the exercise. This provides variation for the children, and it is a good idea to select places with room to move in relation to physical seating, but also when the children are participating in energisers and exercises.

Consultation, advice, and guidance

A group programme can be very intense, and many personal issues can surface. The trainers must handle these issues flexibly and responsibly. Furthermore, the method is based on the trainer using his or her own experiences within the group. The group programme requires close collaboration between a volunteer and a professional who share the workload and set aside ample time after each group meeting to draw on experiences from that meeting for the meetings ahead. The MindSpring Centre therefore offers consultation, advice, and guidance as part of every group programme, typically when the trainers are halfway through the programme.

Group meeting 1

What is MindSpring?
Getting to know each other
Ground rules and group dynamics

Objective

- Introduce MindSpring
- Initiate group programme with children
- Motivate children to participate

Specific materials needed for group meeting 1

- Nametags
- Whiteboard or large flip chart
- Paper
- Markers (set of mixed colours)
- Markers (set of yellow, green and red)

Choose which props you would like to use in the presentation, e.g.:

- Balloon
- Photo illustrating various hobbies and activities
- Ball of wool
- "My-Book"
- Satisfaction barometer (A3)
- Body outline (A4)

The co-trainer should remember to take photos, and photocopy handouts needed for the My Book next time.

Timeframe suggestions:

- Introduction – 10 minutes
- What is MindSpring? – 15 minutes
- My Book – 5 minutes
- Getting to know each other – 15 minutes
- Energiser – 10 minutes
- Ground rules – 10 minutes
- Break – 15 minutes
- Case friend – 20 minutes
- Conclusion – 20 minutes

Welcome and introduction

The MindSpring trainer and co-trainer should arrive with enough time to make sure everything is ready when the first children arrive. Taking time to prepare beforehand will ensure the group meeting starts off smoothly.

As the children arrive, they can write their name on a name tag, personalising it as they wish. This should occupy them until all group members have settled in. If a certain seating layout has already been decided, the name tags can be placed beforehand, and the children can choose their favourite colours, and decorate their name tags in their assigned seat.

To create a comfortable atmosphere and a sense of security, each group meeting should start in the same way. Doing so not only creates trust and a sense of predictability, but also centres focus on the topic of the day as opposed to a change in routine. Introductory rituals such as playing the same instrumental music each time as the children arrive or conducting breathing exercises helps to make sure the children settle in nicely. The purpose is to focus all group members' attention on the meeting's topic. For inspiration, see the additional materials for this meeting.

Welcome all the children, express that you are happy to see them, and say that you are looking forward to being with them as a group in a MindSpring programme. Begin your welcome and introduction by doing the following:

- Briefly presenting yourself: say your name and explain your role.
- Speaking briefly about your background and choice to become a MindSpring trainer (experience through fleeing and exile).
- Asking the co-trainer to present her/himself and her/his role.
- Explaining briefly why this group is different: everyone has a refugee background, the participants are all in the same age group, and live in the same country.
- Asking the children to introduce themselves, their name, and their age.
- Writing the plan for the meeting on a blackboard/whiteboard/flip chart, illustrated with some little pictures, and go through the plan with the group so everyone knows what is going to happen during the meeting. Remember to list the break times as well.
- If you have not already done so, handout the name tags for the children to decorate and write their name on. The children may continue to decorate their name tags during this first introduction or continue later during the break.

What is MindSpring?

MindSpring has many meanings, one being 'a new start', which is what brings us together when we meet here. What defines this group is that everyone has made a new start. We are all in a new country where we have to make a new home. During MindSpring meetings, we are able to share our thoughts and experiences associated with having to flee, arriving in a new country, and making a new start. We are going to share what has been difficult and what solutions we have found. When we share, we can use each other's experiences to find more ways to problem solve.

The MindSpring trainer and co-trainer

Here, the MindSpring trainer tells a personal story about arriving in Denmark, which has been their motivation to become a MindSpring trainer. They may consider the following when telling their personal story:

- Experiencing new customs which were hard to understand
- Experiences of feeling new, getting to know others, and not being able to share certain personal experiences
- Experiences of not being listened to or feeling misunderstood
- Experiences trying to explain various incidents/events to others

The co-trainer presents her/himself by introducing her/his professional relationship with the programme, as well as a personal description - parent? Grandparent? Interests? Age? etc.

Tell the children that both the MindSpring trainer and the co-trainer are responsible for the group meetings and the activities throughout.

Introduce the interpreter and her/his role.

The purpose of MindSpring

The purpose of MindSpring is that you children get the opportunity to meet each other and share experiences relating to MindSpring topics. You will also gather new knowledge and understand certain reactions that you may have well after fleeing and coming to live in your new country. A key purpose of the programme is to get acquainted with your own resources (what you are good at) and use that to help yourself and others in the group.

Speak to the children about the structure of the meetings, the content, and the form, and agree on expectations.

- Explain the structure of the meetings, number of meetings, duration, location and time, content, and that the meetings will always end with a possibility for questions and saying goodbye. Every meeting will include a brief introduction from the MindSpring trainer, different exercises, and we talk together about what you children know about the topic. The group will always begin and end the same way.
- Check on expectations by asking the children what their expectations are and adjust accordingly.
- Explain that it is important that you agree not to share what the other children talk about to people outside of the group. Everything that is recounted as a personal experience should only be told to others if it is about oneself. Everyone must feel secure to talk about their experiences and know that their stories are not shared with others. That applies as well to talking to parents about what we have discussed in the meetings. Ask the group: *Do you have any questions about this?*
- Inform the children that if certain information is shared, and the co-trainer knows that the municipality has support available, the co-trainer will facilitate this, and that this will always be in cooperation with parents. The MindSpring trainer can add an example that has occurred either to the MindSpring trainer personally or to someone they have heard about, e.g., someone who could not sleep at night and had often had a stomach-ache spoke with the trainer about it and was encouraged to try and think about something that makes them happy when they cannot sleep.

The topics/exercises we are going to have at our meetings are:

- Getting to know each other: First, we will spend some time getting to know each other today. We will continue this next time as well.
- Trust: We are going to talk about what is necessary to feel secure, how our feeling of security can change, and that it is possible for us to influence this feeling ourselves.
- Identity: As an extension of trust, we are going to discuss our 'identity' - who am I? And what has made me, me?
- The Tree of Life: We will have an activity called the Tree of Life, which is all about who we are. We will use this task to identify and discuss all the good qualities each one of us has inside us.
- Storms in life and security: We are also going to talk about which storms (challenges) a child from a refugee background can have in our country and how we can combat these challenges.
- Feelings: We have to learn to understand our feelings, including the feelings that are not so nice. We must look at them, see how we can change them, learn what kind of feelings there are, and learn how to express feelings in a productive way.
- Worries and loneliness: We are going to talk about the worries we have, what it is like to be lonely, and what we can do to help ourselves feel less lonely.
- Conclusion: The very last time we meet, we are going to have a celebration. Everyone who has participated will be given a certificate as a MindSpring programme participant. Parents and siblings can also attend this meeting.

“My Book”

The purpose of the My Book is to give the children a collection of tools that they can use when they are presented with challenges. The book can also be used to foster discussion with parents, thereby informing parents on areas where their child may need assistance or further support. This could be, for example, that the child is experiencing loneliness or lack of security.

Presentation

During MindSpring meetings, we will be brainstorming methods and strategies that ease our transition into our new country in an environment where we can discuss thoughts and experiences that can be difficult to share with others. Together, we can help ourselves and each other when something is difficult. We therefore want to write down what we talk about and the many good ideas that we have in our My Books. We can then use it to remember what we did each meeting. It is also a book that can be used again later if we need advice on a new challenge we are facing after the MindSpring programme has finished. The book can always be used after the MindSpring meetings to add to and read. It is your book, and you decide what you want to use it for. We will now spend some time decorating the book. That way, it becomes your very own personal book.

Decide with the children where they will store their book during the week, and how they will remember to bring it to each meeting.

EXERCISE

Complete the following steps:

- Hand out a folder to each of the children that they can keep their materials in.
- The name tags can be used as part of the front page underneath the plastic cover.
- Explain to the children that they can decorate the folder during breaks or draw in it whenever they feel like it.

Getting to know each other

Purpose: In order to achieve trust and security within the group, it is important to start this meeting by introducing each child to the group. This exercise helps to create a good group dynamic, where the children feel comfortable relaxing in each other's company and where they are able to share both funny and more personal stories.

Presentation

In order to get to know each other, we are going to start with a small exercise where we each introduce ourselves to the group.

EXERCISE

The MindSpring trainer can introduce the exercise like this:

- We are going to introduce ourselves to each other by sharing our name, what we like to do in our spare time, and what our favourite food is (it is also okay to talk about other things).
- The person with the ball of wool in their hands gets to speak. Once you have finished introducing yourself, you can throw the ball of wool to someone else but keep hold of your end. That way we will all be tied together in the end, like a spider's web, as a MindSpring group.

The MindSpring trainer starts by throwing the wool to one of the children (point out the child who is going to start and who is next so everyone knows when it is their turn). Say your name, your hobby, your favourite food, and how long you have lived in the country: e.g., my name is X, my favourite food is pizza and I have lived here for 9 months.

Repeat the process again, with each child taking their turn holding the wool and introducing themselves.

The ball of wool can be left out, but it can be used to visualise how the common thread of being new to the country can create a sense of community within the group.

Alternatively, for older children, the following exercise may be used:

- Place photos, cut outs of magazines, or hobby icons from the attachments at the back of the manual spread out on a table. These images can be used to illustrate various life situations/interests. Each child can choose one that suits them.
- Ask the children one by one to tell the group why they have chosen that particular photo or illustration. Ask: Why did you choose that picture? What does it mean to you?
- Going around the circle, each participant should repeat their own name, age and who they live with.

ENERGISER

The MindSpring trainer instructs the children:

- Everyone: stand in a circle on the floor.
- Use a balloon.
- Throw the balloon into the air above the group.
- The idea is to keep the balloon in the air and in the circle as long as possible.
- Together, the children try to hit the balloon, keeping it up in the air and count how many times they can hit it until it falls on the floor.
- When the balloon hits the floor, a new round begins.

Ground rules

Purpose: to create a secure and open environment where the children feel comfortable discussing difficult topics.

Presentation

When we come together for our MindSpring meetings, it is all about being together. We have all experienced similar difficult and unsettling experiences. When we meet, it is important that we all have a positive and supportive attitude towards each other, so that we feel safe, and look after each other.

Therefore, in MindSpring we have a couple of rules, which we call ground rules. They are rules that we create together, and all have to follow. Like in a game, you have to follow the rules, even if you do not think they are important. Now, as a group, we have to decide which rules we should play by. The rules make it possible for everyone to feel comfortable participating in each exercise and to speak when we share our stories. The rules apply to all group meetings. We can add or adjust rules along the way if we need to.

EXERCISE

The MindSpring trainer asks the children: What are some important things to think about when working together as a group?

Some examples of rules may be:

- Not to interrupt when other people are talking
- Active participation - share your thoughts, experiences, and feelings
- No whispering
- No one should laugh or make funny faces when other people are talking
- Ask when there is something you do not understand
- Mobile phones must be switched off

The MindSpring trainer should write the rules on an A3 piece of paper or a large flip chart. The piece of paper is displayed at every meeting. These rules are followed by the group. If necessary, the MindSpring trainer can refer to these rules during group meetings.

It is important that:

- The suggestions made are discussed and clarified so the children understand them.
- Everyone is asked if they agree with and understand the rules.
- Write clearly so everyone can read what is written. Add little illustrations so that the children - especially those who cannot write and read - can remember what the rules mean.
- Everyone must stick to the rules, even if they did not suggest the rule.

IMPORTANT! There are two ground rules that must always be followed: Confidentiality (to know that what you share with the group, will stay in the group), and respect for each other.

BREAK

During the break, offer the children a drink or something light to eat. The children can continue decorating their My Book or colour in their name tag as the front page. Always leave at least one of the trainers with the children. Speak in a friendly way to the children, remaining present and aware of the group dynamics. If the children are full of energy, let them play with the balloon, skip on a long skipping rope together, etc. You may consider playing the same background music during the break that you played when the group meeting started.

Suggestion for materials:

- Mandalas
- Colouring pencils
- Long skipping rope
- Ball

Case friend

Objective: To create a fictional character which can be used as a spokesperson for the challenges that may be experienced as a newly arrived refugee child in Denmark. The case friend can be used as a person to speak on behalf of oneself, which can make difficult topics easier to address.

Presentation

Together, we are now going to create a figure. The figure we are going to create together is a child in exile in this country. The figure can be a boy or a girl, and they will be with us through the MindSpring programme. The figure is going to help us talk about the issues that may sometimes be difficult. We are going to discuss all kinds of different experiences and gather good pieces of advice regarding life in exile from one another. We are going to use our experiences to gather wisdom to help ourselves and each other. We will also use the figure to make it easier for you to talk to your parents later about the experiences you have at MindSpring and what you are learning.

NB: If necessary, there is the option to create two case friends: a girl and a boy.

EXERCISE

All the children are invited to help create the common case friend, and the MindSpring trainer should list possible attributes of these case friend on a flip chart.

The children are welcome to draw the case friend individually but will be given a copy after the exercise is completed that they can include in the My Book.

It is important that all the children contribute to the case friend. If any of the children are not contributing, try to ask that child for their input directly, and if they are still uncertain, try suggesting: do you think the friend should have brown hair? Should the shoes be green? Etc. If the child still chooses not to participate, try to engage them again at the next meeting.

The children should be asked to contribute with the following about to the case friend:

- Name
- Age
- Where does X come from?
- Where did X live?
- Family members?
- School?
- Where does X live today?
- Who does X live with?
- What does X do during the day? - go to school? Play? Read? Look after younger sister?
- Does X have any pets? A good friend? A hobby? etc.

Collectively

The MindSpring trainer asks the children if they all agree on the current case friend's characteristics. This way, all the children feel that they have contributed to creating a common friend. The co-trainer takes a picture of the case friend and should keep the original case friend so it may be used again later in other group meetings. The picture of the case friend is printed for the following session for the children's My Books.

Conclusion

It is important to finish each group meeting in a positive way, by bringing everyone together to conclude the topic.

The conclusion can consist of the following:

- Summarise key points of the meeting, i.e., what we have discussed and done today.
- Ask if there are any questions for the trainer or co-trainer?
- Ask the children to draw a line on their satisfaction barometer (see extra materials) in relation to how they feel about the meeting today. Follow up by asking:
 - Does anyone want to add to the line on their barometer?
 - How has it been to participate today?
 - Or go around the group and ask: What is something you enjoyed about today?
- Tell the children what the next group meeting will be about: Feeling safe and what it is like to be in a new country.
- Finish the day with an end of the day ritual. You can pick a concluding activity from the attachment section at the back of the manual under 'Exercises for commencing and concluding'.

Additional materials

- Starting out with the MindSpring programme
- Satisfaction barometer
- Outline of body shape for the case friend

Starting out with the MindSpring program

A relaxed atmosphere is of great importance throughout the MindSpring programme. The children are likely to be more open and expressive when they feel secure within the group. Considerations like how to set up the room and which routines and exercises should be used are therefore important to have to ensure a productive group dynamic. Do the children need something to drink as they arrive? Would it be best to sit in a circle on the floor? Should the children switch seating arrangements halfway through the meeting? Should additional materials be needed? Should the children and trainers be ready for some movement? Should the posters created by all as common knowledge be placed on the wall?

In order to make the children feel like they belong to one group from the very beginning, it is important to have the same framework for each meeting. When the children can recognise and predict what will happen next, they feel secure. Similarly, music is a way of creating a sense of togetherness and relaxation. For relaxation, the music should not be loud: instead, use it as background music to set the mood. Introduce the music to the children before playing, as it is new and the children should know that the intention is for them to feel calm and be able to focus.

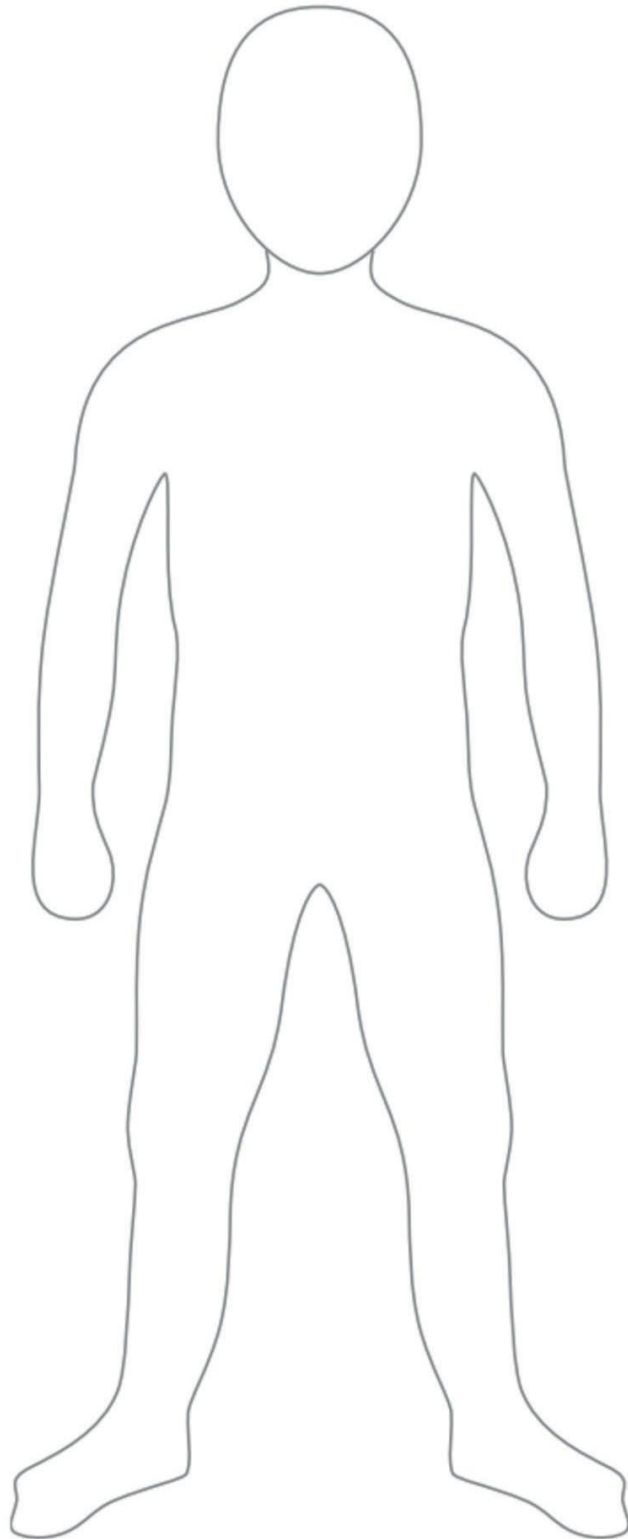
Suggested music tracks can be found at the following website: <http://musicure.dk/category/download-musicure-8/>

Alternatively, breathing exercises can also be a good way to relax. Many people are not aware of their breathing, and only breathe superficially. Especially when exposed to traumatic experiences, feeling tense and stressed in the body can have an adverse effect on breathing. It may be a good idea to begin every meeting with some breathing exercises that draw the breath right from the stomach.

Suggested exercises can be found in the back of the manual under attachments 'Exercises for introduction and conclusion'.

Satisfaction barometer



Case friend

Group meeting 2

Getting to know each other

Safety and trust

Specific materials needed for group meeting 2:

- Choose energisers from attachments
- My Book and colouring pencils
- Print comfort zones for all children
- Draw comfort zones on a flip chart/whiteboard

The co-trainer should remember to take photos and copy what is needed for the My Book at the next meeting.

Suggested time frame:

- Welcome and introduction – 20 minutes
- Safety – 40 minutes
- Break – 10 minutes
- Trust – 30 minutes
- Conclusion – 20 minutes

Welcome and introduction

Start the group meeting with the framework you have chosen to create a calm, focused, safe, and predictable setting.

Start your welcome and introduction, making sure to include the following:

- Ask the children to place their name cards, or play a my-name-game: A my-name-game may be played like this:
 - The MindSpring trainer asks the first child to tell us his/her name
 - The next person says the name of the person who just introduced her/himself, and adds his/her own name
 - The next person says the two names just introduced and then adds his/her own, and this is continued until all have contributed.
 - In the case that a child is unable to remember one of the names, the other children can help.
 - The MindSpring trainer concludes by saying all the children's names and adds his/her own.
- You could also ask the children: What do you remember from last time? Is there something you have been thinking about since we last met? Does anyone remember the MindSpring trainer and co-trainer's names and roles?
- Ask the children if they have spoken with their parents about what they did in the last meeting.
- Remind the children of the ground rules displayed on the wall and ask if anyone has thought of any new rules, or if there are any rules that they do not understand. Remind the children of the importance of following the ground rules.
- Go through the order of the day using small pictures to help the children gain an overview of what will happen throughout today's meeting.
- Ask all the children to get out their My Book and present their book to the other children - they can discuss things like the colour they chose to decorate their book or name tag. Ask if the colour has any particular significance for them, why they like the colour, and if it reminds them of something special.

Now hand out any leftover materials from the previous meeting that had to be photographed or photocopied so that the children may include it in their My Book.

Feeling safe and comfortable

Purpose: To introduce the three comfort zones and become aware of when we are safe and comfortable. Furthermore, this group meeting aims to gather information about what makes us feel insecure, uncomfortable, and unsafe, and how to create a feeling of safety in those situations.

Presentation

Last time we talked about:

- Presentation
- Ground rules
- Case friend

All three things have to do with feeling safe, secure, and comfortable, and we talked about it because safety is important. In Denmark, we focus a lot on feeling comfortable and secure as a feeling opposite to feeling anxious or fearful.

Last time in our meeting, some of you may have been thinking: 'I wonder what she/he thinks of me' or 'I do not really feel like talking to someone I do not know.' These are examples of what it means to feel insecure and uncomfortable.

We have all experienced feeling insecure and uncomfortable. Usually, it is something that passes – something that you quickly forget about. When you are a refugee and have come to live in a new country, it is common and normal to feel insecure for a long period of time. Many things are different and uncertain when you arrive in a new country. In the MindSpring meetings, we are going to work with these feelings and uncertainties. We will use colour to describe how safe and comfortable we feel in different situations. To do this, we use green, yellow, and red.

EXERCISE

Present the comfort zones to the children:

- Draw the comfort zones on a flip chart using the colours green, yellow, and red. Draw them as the comfort zones are illustrated in the additional materials section.
- Present the comfort zones and explain the grading of the colours:
- **Green** is a place where you feel good and calm, and where nothing is unpredictable: you know what is happening around you.
- **Yellow** is a place where you feel a sensation or tickle in your stomach – maybe you try to avoid something because it may lead to something you are unsure about or something that is not familiar to you.
- **Red** indicates a place where you feel very alert and ready to react. You could say your body is in a state of emergency.

The co-trainer places smileys on the table (trainers have received these during their training course).

Invite the children to place the smileys on one of the three zones, according to how they are feeling.

Ask the children:

- Would anyone like to explain why they have placed their smiley where they have?

Questions regarding the colours:

- How do you breathe when you are in the green/yellow/red zone?
- How does your body feel: relaxed, tense, invisible?
- Would anyone like to give an example of a situation where you may have felt like you are in a green, yellow, or red zone? (If the children seem uncomfortable discussing this question, they can use the case friend to answer: when do you think the case friend was in a green, yellow, or red zone?)
- What changes for the case friend when they move from being in the green to the yellow or red zone?

The MindSpring trainer is welcome to use themselves and their own experiences feeling insecure in relation to being a refugee to encourage the children to reflect on their own experiences. The co-trainer can also offer an example. Remember to stress that they left the unsafe zone again to emphasise that situations change and that insecurity does not last forever.

Conclude the task by thanking the children for their contributions and for sharing their experiences, which will make us all wiser. The comfort zones can be used again in other meetings when looking at the tree of life and the storms of life as an illustration of one's feelings of comfort and security, and how it makes you feel, as well as illustrating that we can move into another zone by being conscious of where we are and which actions we take.

BREAK

During the break, the children can continue to decorate or make a drawing for their My Book. The Mind-Spring trainer and co-trainer should stay with the children, enjoying a moment to relax, having something to eat and drink, and generally make sure that the children are well, and that no one is being left behind.

Trust

Objective: For the children to develop their sense of empowerment and for them to know that there are things they can do in order to influence their own personal sense of trust.

You may choose to leave this exercise out for the sake of the youngest participants, who may not cope well with another concept, or if you are short on time.

Presentation

Trust is a word about how you feel around other people. The trust you have for other people dictates how you act in a certain situation. If you are using a set of stairs to go up into a building, you trust that the person who built the staircase has made it well and that it can bear your weight, so you do not fall.

Last time, we decided on some ground rules that ensure that we have a positive, secure, and happy time together. Now, we will rely on everyone to follow those rules. Trust is about daring to say or do something without fearing that other people will laugh or use what you said to gossip about you. We have decided that what we talk about is confidential, which is a great first step towards building trust.

Very often, there will be something you can do to change the colour zone you are in (the degree of comfort you feel). Often, what we do/say and how safe we feel correlates to how much we trust that those around us will not punish us for our actions or what we say. This means feeling comfortable saying and doing things without fearing the reactions of others.

It may be the way someone looks or the way they speak that makes us feel like we cannot trust them. In these cases, it is good to have trust that it is okay to ask them why they are speaking in that way about something without worrying that they may take it the wrong way. If you have this trust, you can get an answer to your questions. This means that you gain knowledge and understanding for the things you do not understand, and this can lead to feeling more safe, secure, and comfortable. If you meet people who do not want to explain or answer questions, it may be a good idea to ask somebody else who can answer.

EXERCISE

Ask the children to choose three of the examples they discussed before the break in relation to their experiences in the yellow or red zone.

Ask the children to go into groups of two to find a solution to the next task:

- What can you do to reach the green colour zone in relation to the particular situation you have chosen?
- Is there something you could do to change the colour? Explain with examples.

For the youngest children:

- Make a drawing to show how you feel if you are in one of the situations we have been speaking about.
- What can we do to feel secure and move over into the green comfort zone? Who may help? What may help? Music?
- Alternatively: The co-trainer can provide pictures showing various degrees of comfort, and the children can choose a picture and talk about what it is like to feel the emotions conveyed in the picture.

EXERCISE**Guide a blind friend**

The MindSpring trainer introduces the next exercise by telling the children: this time, we are going to make up an exercise. In groups of two, we will show each other that we have confidence in the other person and trust that they will help us.

Description:

- The children get into pairs
- One walks with his/her eyes closed
- The other leads the blind friend around without bumping into anything.
- No one should be talking.
- Afterwards, share what it was like to be led around the room.

*Alternative exercise:***Two by two:**

1. One person sits on a stool/chair in such a way that they can easily lean backward while the other person stands behind the back of the chair/child.
2. The person sitting on the chair lets themselves fall backward (ideally with their eyes closed).
3. The person behind the chair supports the chair and the other child's back so no one falls.
4. The children switch roles.

Follow up

The MindSpring trainer asks the children:

- What did it feel like to be the person who lean backwards or was blind?
- What did it feel like to be the one guiding or supporting the other person?
- What made it feel a little or very scary?

Conclusion

Remember to end each group meeting on a positive note where you are all together with a common focus as you end the meeting.

The conclusion might include the following:

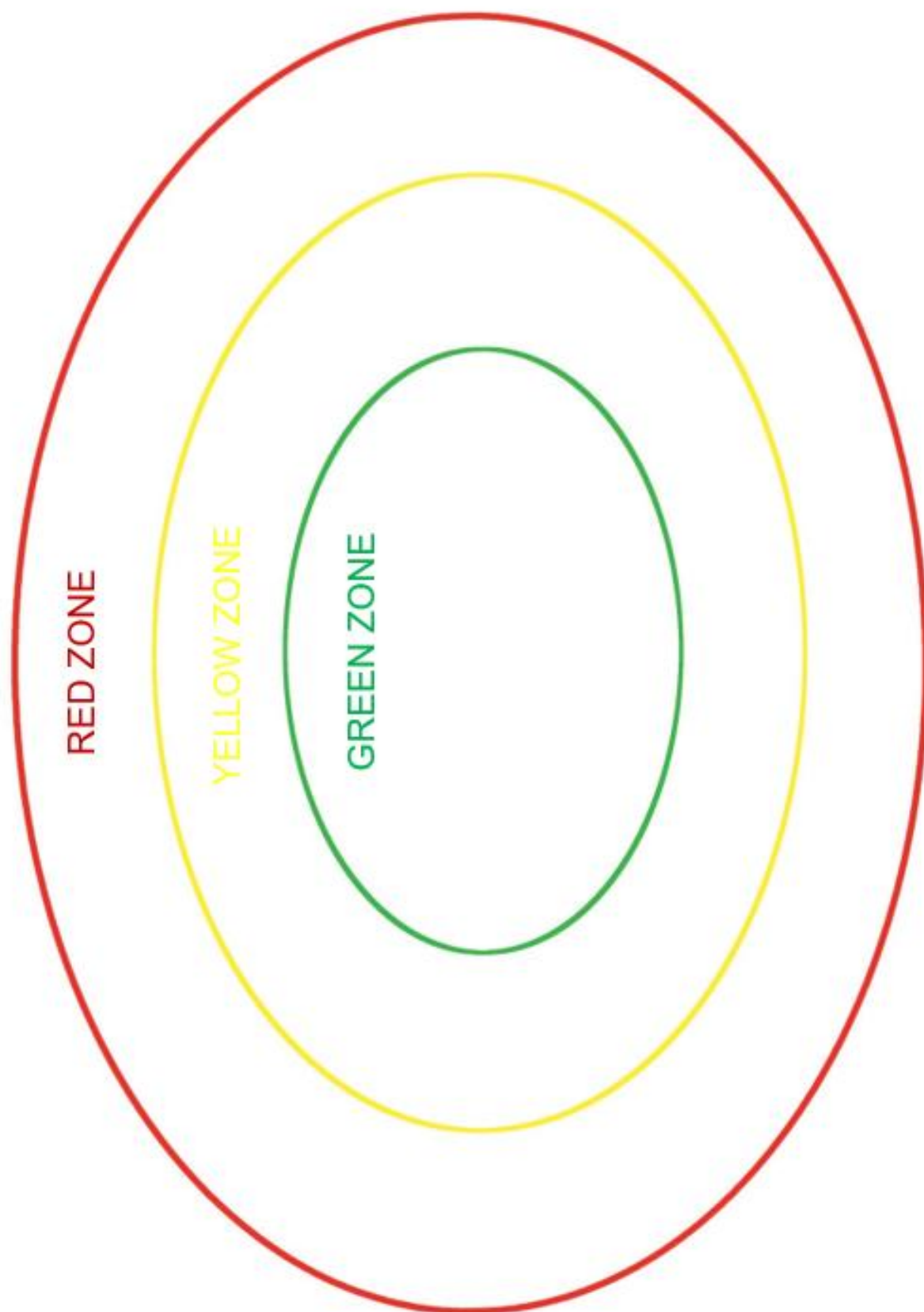
- The MindSpring trainer concludes the group meeting by summarising the meeting's main concept(s) – that is, what the group has discussed or worked through today.
- Ask if anyone has any questions about the meeting, or questions for the MindSpring trainer or the co-trainer?
- Ask all the children to draw a line on the Satisfaction barometer (see additional materials) reflecting their feelings about today's group meeting. Follow up by asking:
 - Would anyone like to tell us about their line on the barometer?
 - Have you enjoyed yourself today?
 - Or go around and ask: what is one good thing we did today?
- Inform the children what the next group meeting is going to be about: identity - who am I?
- End the day with one of the activities/games/energisers below.

Finish the meeting with the end of the day ritual you have chosen for the group.

Additional materials

Comfort zones

Comfort zones



Comfort zones

This illustration is included so the children can become aware of how they can move in and out of the different comfort zones throughout the meetings. Additionally, the illustration aims to help the children create a greater sense of security by being conscious of the different zones and extending their realm of security into the yellow and green zone.

<p>Indications of being in the green zone: Comfortable, calm, warm, kind, secure, sense of predictability.</p>
<p>Indications of being in the yellow zone: Unclear structure or rules, uncertain consequences, unpredictability, risk, uncertainty, nervousness.</p>
<p>Indications of being in the red zone: Chaos, unknown consequences, visible threat, fear, insecurity, feeling uncomfortable, unpredictability.</p>

The illustration may be used when feelings are discussed to help the children show their movements between the various zones. It can instrument the children's stories of using songs, relying on friends and family, etc. to move into a more comfortable zone.

By illustrating security, MindSpring aims to help the child recognise and manage insecurity in various situations.

Group meeting 3

Identity / Who am I?

What it is like to be new?

Objective

- To strengthen the group dynamics
- To start reflecting on identity

Specific materials needed for group meeting 3:

- My Book
- Paper
- Markers and colouring pencils
- Ball made from soft fabric (if younger children attend)
- A long skipping rope
- Two signs: one reading 'YES' and the other reading 'NO'
- Case friend (from last time)
- Ground rules (from last time)
- Flip chart showing the comfort zones
- Satisfaction barometer
- Hand (A4)

The co-trainer should remember to take photos and photocopy what is needed for the My Book at the next meeting.

Suggestion of timeframe:

- Welcome and introduction – 15 minutes
- Identity– 30 minutes
- Energiser – 10 minutes
- Break – 10 minutes
- About being new – 30 minutes
- Energiser – 10 minutes
- Conclusion – 15 minutes

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction by:

- Asking the children to place their name cards
- You could also ask the children: What do you remember from last time? Is there something you have been thinking about since we last met? Does anyone remember the MindSpring trainer and co-trainer's names and roles?
- Ask the children if they have spoken with their parents about what they did in the last meeting.
- Remind the children of the ground rules (displayed on the wall) and remind the children of the importance of following the ground rules.
- Check on the comfort zones: Does anyone remember how it feels to be in the three zones, and where are you right now? If anyone feels like they are in the yellow zone, talk about how they are feeling in the yellow zone, and if it is possible to move to the green zone. The MindSpring trainer can use a personal example to illustrate moving from one zone to another.
- Go through the structure of today's meeting, so everyone has an overview with of what is going to happen.

Hand out any leftover materials from the previous meeting, such as photos, cut outs of magazines or the hobby icons, so that the children may include it in their My Book.

Ask all the children to take out their My Book. If they want to and if they have decorated it, they can present their chosen colours or name tag from last time.

Identity

Objective: To become conscious of one's own characteristics and beliefs and find out what we have in common with others.

Presentation

We are now going to talk about who we are and who dictates who we are. We all have many roles: when we are at school, for example, we have certain roles that may be different from the roles we have when we are home. Let's see what makes us who we are.

It is a topic which can be important to look at when you are new in a society like Denmark. Some of what dictates my identity are things I cannot change, like skin colour, eye colour, and if I am tall or short. Other things I can change, like the clothes I wear, my language, my attitude towards what I like, and what I want to do in the future. Sometimes, I think I am different than how others may see me. Sometimes, I decide who I am and how I am, but sometimes I can feel that how I am supposed to be is decided by other people.

Today, we are going to brainstorm words that describe how we feel when we experience being different, what we can and cannot control about how others see and perceive us. We are also going to talk about what you can do if you want to show another side of yourself or an identity other than the one you feel other people perceive you as - for example if you feel you are mostly seen as the new one, or the one who has come from a war-torn country and want to be seen differently.

We are going to start with an exercise where we think about what defines us.

EXERCISE

Tell the children that we are now going to talk about our identity. We will now be focusing on who we are, and what makes us who we are.

- Ask the children: What makes you, you?
- Write the children's answer on a flip chart/white board (draw the answers and accompanying descriptive icons)
- Use the following as examples to guide you:
 - The way we look
 - Gender
 - Interests
 - Skills (what you are good at)
 - Family
 - Which country you came from or live in now

Then ask the group: what characterises the group? What do the children have in common with each other? These questions help in creating group cohesion and help the children find common ground on certain aspects of their identity. Look to what the children said identifies them individually, and compare to see which aspects are also shared by the whole group.

Use the following examples:

- Where the children come from
- The language they speak
- That they have all only lived in this country for a short period of time

If it makes sense, speak briefly about smaller groups within the MindSpring group: e.g., a group of big sisters/brothers, a group of little sisters/brothers, a group who have one or multiple pets at home, or a group who plays soccer.

Now, continue the exercise by placing a rope or in some other way parting the floor space into two areas. On one side of the rope place an A4 size paper saying 'YES', and on the other side of the rope place another A4 size paper saying 'NO'. The middle ground is an area where the children can go if they are unsure.

Explain to the children that one of the trainers is going to read out a statement, and that they have to decide if it applies to them. If it does, they can move to stand in the 'YES' area, and if it does not apply, they stand in the 'NO' area. If they are not quite sure, they in stand in the middle.

The following can be used as questions for this exercise:

- When it is your birthday, it is nice to be woken up by someone singing a birthday song to you.
- When school has finished for the day, it is time to relax, spend time at home, or be with friends.
- It is wrong to look directly into the eyes of someone while passing them on the street.
- If someone really stands out, it is ok to go and ask them why.
- When I am really full, I burp loudly.
- If you are sick, you should try to hide it.
- Children always decide what they want to wear themselves.
- Big sisters decide things for their younger sister(s).
- If someone has hit you, it is ok to tell your teacher.
- As a child, when you have a problem, you can only ask your family for help.

Follow-up:

The MindSpring trainer may ask:

- Did anyone change their mind part way through?
- Did you stand all by yourself at any point? What was that like?
- What was it like to be part of the biggest group?
- Do you think sometimes you are influenced by what other people say?
- Is it possible to have one opinion at school, and another opinion outside of school?

Important!

It is important to point out that if one of the children does not want to take either side, it is ok to stand in the middle in a neutral position. You do not have to answer a question if you do not want to. Furthermore, it is recommended that the MindSpring trainer is alert when asking more sensitive questions to ensure no one stands out from the group or does not participate.

ENERGISER

Choose an appropriate energiser from the list in the back of this manual in the “Energisers” section.

BREAK

The children may need some refreshments. If their energy level is high, they may like to play with the soft ball, or they may prefer to sit quietly and colour. The MindSpring trainer and co-trainer should try to sense their needs. The trainers should stay with the children during the break.

About being new

Objective: That the children have a chance to put words to their feelings about what may be difficult about being new in Denmark. They can also discuss solutions about what and who may be able to help and support this process.

Begin by bringing out the case friend from the last meeting.

Presentation

There is plenty that is different when coming to a new country to live. It may be the way people talk, the clothes they wear, how they live, what it is like to go to school, the food, the weather, etc. A lot is different, and sometimes people in a new country do things in a way that is completely different than what you may be used to. It can also be confusing to know whether to continue doing the same things as usual, or whether you should do things in a new way. When celebrating a birthday, for example, you are used to doing certain things a certain way. Perhaps you do not celebrate Christmas, but then suddenly everyone at school is making Christmas decorations.

The MindSpring trainer can contribute with examples from his or her own life to illustrate such experiences.

EXERCISE

The MindSpring trainer takes the case friend out.

When our case friend came to Denmark, he/she also thought that everything was different. Some of the things he/she experiences are funny, while others seem unusual and strange, and some things he/she could not understand at all.

Ask the children:

- Which kind of things or situations do you think case friend XX may experience here in this country that he/she may find hard to understand, think of as strange, not quite understand, or think of as funny and unusual?
- Some examples for inspiration may be: the way people look, the way they dress, the food, language, the way school is, how a birthday is celebrated, how candles are used, when people kiss on the cheek, the weather, other people's interest in someone new, playdates, hobbies, etc.
- Write the children's answers on a flip chart/whiteboard.

You may want to try this exercise now:

Objective: That the children feel how they can bring forward a sense of power, even when in a position of little power.

- Slouch your bodies, in the same way as when you are feeling tired or maybe sad. Now, look around at each other.
- Now straighten up your back and stomach and keep your head high and look around at each other.
- Ask the children: Can you try to describe the difference between the two ways of using your body?

The MindSpring trainer briefly explains how it is sometimes possible to empower oneself by doing something as simple as changing one's posture.

Ask the children:

- What can XX do when in new situation such as these, when something is unfamiliar, strange, or just hard to understand?
- What advice could you give XX when he/she experiences this? Let us find few good pieces of advice for XX together.
- Could there be something stopping XX from going ahead with what you have suggested? Try to use the comfort zones here to show that the feelings from the yellow and red zone can stop us from taking action.
- If you can think of something, how can they best overcome these difficulties? Demonstrate how and/or describe who might be able to help the case friend move into the green zone.

Examples for inspiration:

1. Ask questions about what you do not understand.
 2. Say what you usually do
 3. Talk to a friend about it
 4. Talk to an adult about it
 5. Read more about what is new to you
- Draw a hand on the flip chart and write five pieces of advice, one by each finger. Illustrate each piece of advice with a little icon. This makes it easier for the children to remember and understand it. See additional materials for inspiration. Remember to give the children paper so that they can draw a hand themselves (there is also a pre-drawn hand on a piece of A4 paper - see additional materials.) That way, they can write down their five pieces of good advice as well. Ask them to add this piece of paper to the My Book.

Then ask the children:

- Have you ever been in a situation that case friend XX mentioned?
- What did you do? What do you do when you are in new situations? Have you tried using some of the advice we just offered to XX ?

Take a picture of the five pieces of good advice and photocopy for next time. The children can then add this page to their My Books.

Consider using the comfort zones for this exercise. You could do this by following up on some of the children's examples by asking them how the exercise felt and where on the comfort zones illustration they would place such a feeling.

For example, if the language is new and difficult, ask: what does it feel like not knowing the language? Where on the comfort zone scale would you place this feeling? If, for example, a child suggests a fun and positive thing, e.g., that they have a whole lot of new friends, you can ask about their experience too: what does it feel like to make new friends? Where would you place this feeling on the comfort zones? This way, you can illustrate that new experiences can feel insecure, but that it can be ok to be the new one in some aspects.

Summary:

The MindSpring trainer says thank you to the children for giving the case friend so many good pieces of advice and praises them for thinking of so many good ideas that the others in the group can make use of too.

ENERGISER

Suggestion:

For the younger children: Snake dancing

- The children line up into one long 'snake'.
- The person at the front decides on a movement and starts moving forward using this movement. The children behind copy this movement. The MindSpring trainer can start by leading the snake while the co-trainer is at the tail end of the snake.
- After about 30 seconds, the MindSpring trainer calls out for the person leading to go to the tail end.
- The person leading now decides on a new way to move forward. Again, the rest of the 'snake' has to copy the movement.

Music goes well with this game, even at various tempos. The children can add sound effects to their movements if they wish.

For the older children: Stamp dancing

- Ask the children to form a circle (the children can hold hands)
- Ask them to look at the floor
- Ask them to take two steps to the left, then one step to the right. There is no need to talk, just listen to the feet stamping.
- Finish by everyone - whilst holding hands - raising their hands to the ceiling, walking towards the middle, then let go of each other, turn around, and walk back.

Conclusion

The MindSpring trainer ends the group meeting by summarising the main points of the day.

- Ask if anyone has any questions about the day or for the MindSpring trainer or co-trainer.
- Ask all the children to draw a line on the satisfaction barometer (see additional materials meeting 1) signalling how they feel about the meeting today. Follow up by asking:
 - Would anyone like to speak about where they put their line on the barometer?
 - How has it been to be in the group today?
 - Or ask the children one by one: what did you like about today?
- The MindSpring trainer should mention what the next MindSpring meeting will cover.

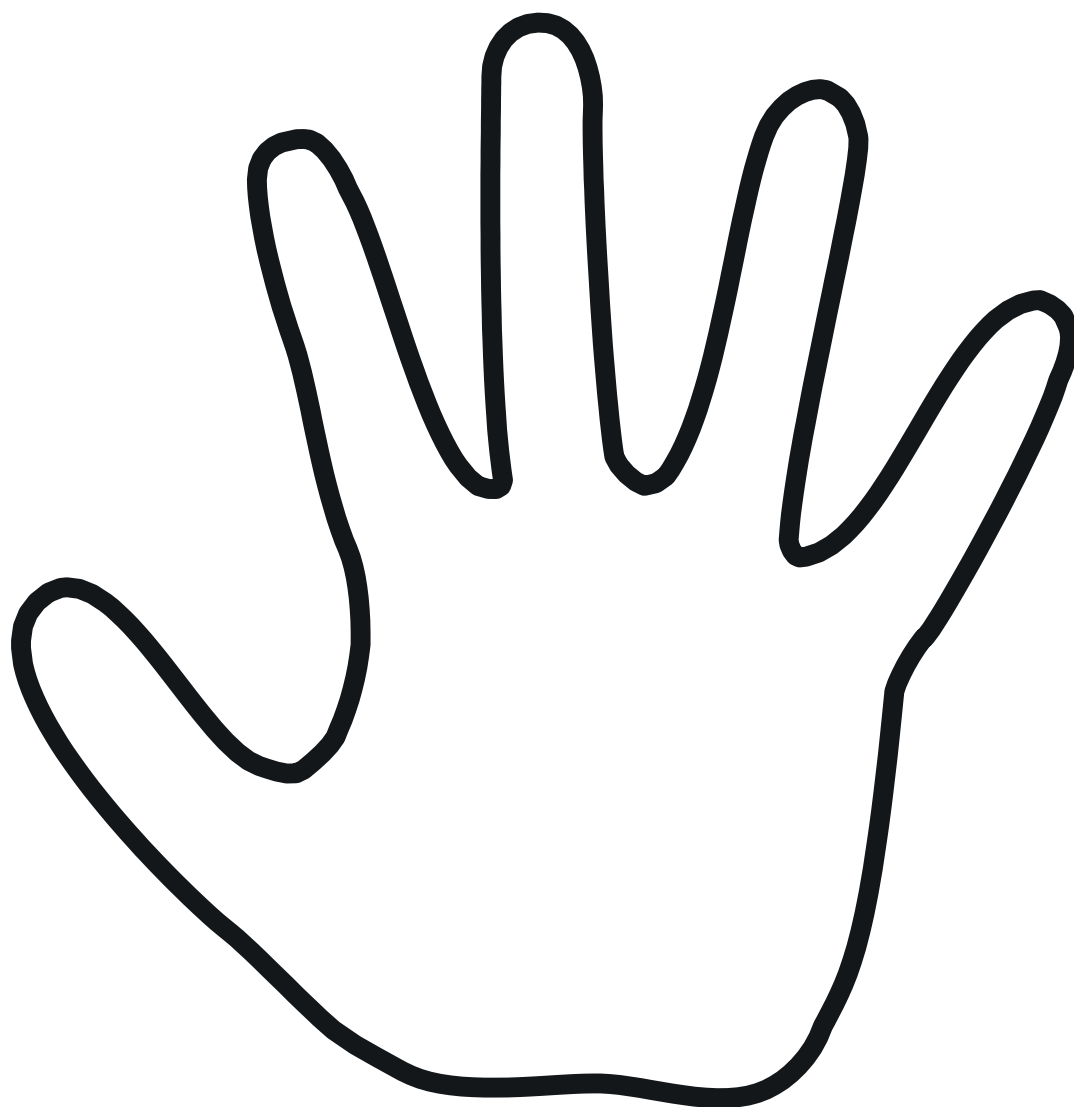
Conclude the day with the chosen end of the day ritual.

Additional materials

Hand (A4)

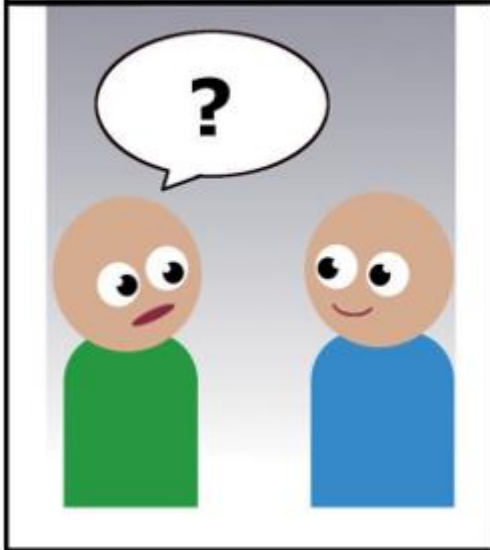
Illustrations

Hand for writing down 5 pieces of good advice

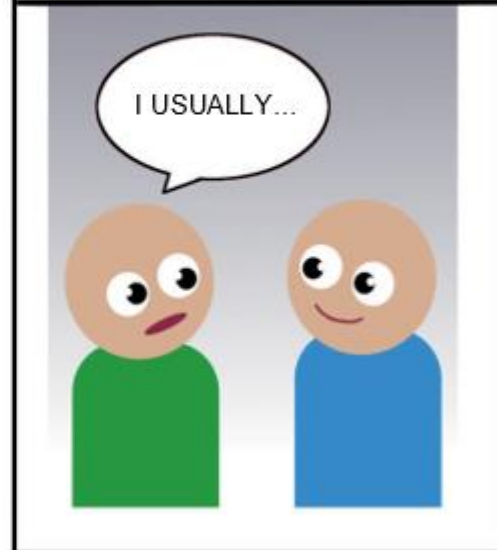


Inspiration for illustrations of what you could do

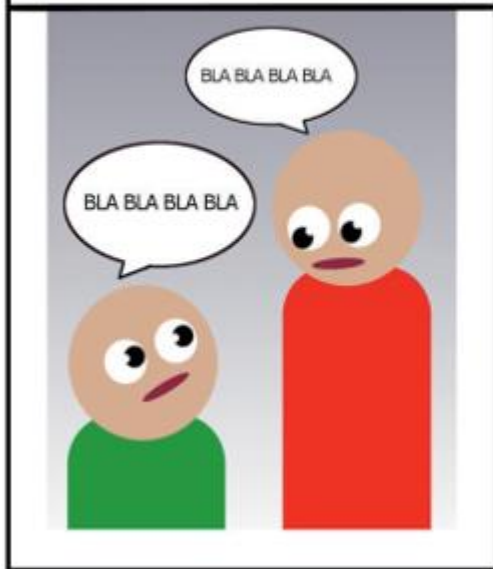
1) ASK WHY IT IS DONE THIS WAY?



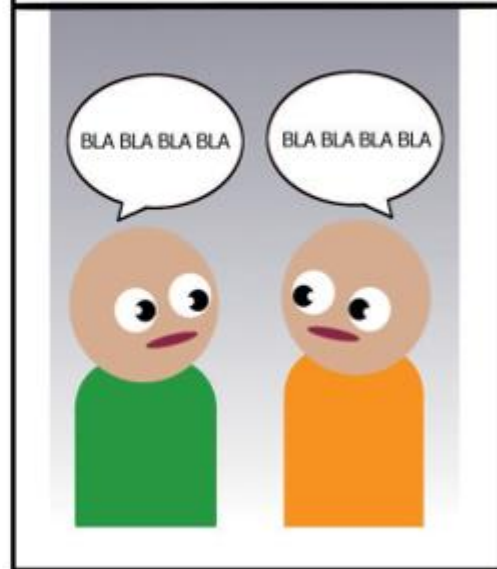
2) SHARE WHAT YOU USUALLY DO



3) SPEAK WITH A GROWN UP



4) SPEAK WITH A FRIEND



Group meeting 4

The tree of life

Who am I?

What do I have with me?

Objective:

- That the children become aware of their own strengths/qualities/characteristics/skills
- To direct attention towards the good story that we all carry with us
- To practice receiving and giving positive feedback

Specific materials for group meeting 4:

- The tree of life (A4) (additional materials)
- Paper
- Colouring pencils and/or coloured markers
- Flip chart
- Satisfaction barometer

The co-trainer should remember to take photos and photocopy handouts for the My Book at the next group meeting.

Suggestion for a timeframe:

- Welcome and introduction - 10 minutes
- The tree of life - 10 minutes
- The roots - 10 minutes
- The trunk - 10 minutes
- The branches - 10 minutes
- Break - 10 minutes
- Presentation - 50 minutes shared between the children attending
- Conclusion - 10 minutes

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction:

- Is there something you have been thinking about since we last met?
- Ask the children if they have talked to their parents about the work, they did last time.
- Remind the children about the ground rules
- If there are materials/paperwork from the last meeting that had to be photographed or photocopied, hand these out to the children for them to place in their My Books.
- Go through today's topic which is called The Tree of Life. This exercise is about identity. Ask the children to draw or talk to each other about their formative good memories and their aspirations for the future. Try to avoid discussing materialistic wishes: this group meeting should be about what we can do to contribute to our own feelings of happiness and contentment.

The Tree of Life

Objective: To strengthen the children's identity and focus on their individual, internal resources and valuable characteristics.

Presentation

Last time, we talked about how we see ourselves. Today, we are going to explore this further and delve into who we are. We are going to try an exercise called The Tree of Life.

We use the tree to tell our story and visually represent our lives.

This exercise is a good way of identifying the good things that we carry with us. Everything you already have – all the good people in your life and all the good memories you have – is a part of you.

Each part of the tree has a different meaning. For example, the tree trunk is who you are, while the branches represent what you would like in the future. We are each going to write about our tree today and next time. When your trees are full, you are each going to present your trees to each other and give each other feedback.

The purpose is for you to feel strong and proud about everything that is inside of you, and to practice complimenting each other. Giving compliments makes you feel good too: when you compliment other people, it makes you feel better.

EXERCISE

Support the children in writing about their individual trees:

Ask the children to draw a tree or share photocopies of the outline of a tree that the children can use (see additional materials) for colouring in anytime they want to. Draw a tree on the flip chart/whiteboard/blackboard with little icons to illustrate and remind the children what they can do with their trees.

- Explain briefly, without going into too much detail, the meaning/symbolism of the parts of the tree (see presentation below).
- The MindSpring trainer, co-trainer, and possibly also the interpreter should walk around during the tasks to assist and inspire. They can also write ideas down for the children who are not able to write themselves.

Alternatively, the group can decide to make a common tree, to which everyone contributes by writing about their background on the same tree. This can for example be a good idea in situations where there are many younger children in the group or with groups that need to strengthen group dynamics.

Should need be, it is also possible to develop a tree of life based on the case friend.

The roots

The roots symbolise all the good memories from your background. All the good you have in you today is partly due to all the good from your roots: where you come from and what you bring with you such as thoughts and pictures. Ask the children to draw or write examples from their background into the roots of the tree. If they cannot write, they can always draw.

Examples:

- Are there particular events you remember from your town, school, or previous home?
- Are there particular scents (i.e., flowers or food) that you recall?
- What did you like to do?
- Did you have a favourite place?
- Did you sing any songs or do any dancing in your family?
- Do you have any good memories from or remember any games you played at school?

The tree trunk

The tree trunk represents all the things you are good at: what you already know how to do, your qualities, skills, and talents. Ask the children to write/draw on the trunk of the tree what they are good at, the skills they have, etc.

Ideas:

- Something they are good at
- Something other people say that are good at
- Something they like to do
- What they each like about themselves

The branches

The branches are what you dream about in the future. The branches on the tree represent the wishes and dreams we all have. These are what we reach for and what motivates us to keep going.

Ask the children: Can anyone give an example of what they are wishing for?

The MindSpring trainer can contribute with an example if needed.

Wishes can be something we want to achieve materially, but it can also relate to feelings. Maybe we wish we were stronger or happier, or maybe we wish that someone we know would be happier. We are not going to focus on the materialistic things now, but instead, we will focus on what we dream of, which is bigger and more connected to what we value and appreciate. Our dreams are meaningful: maybe you dream to have your own family or live and work in a specific place.

Dreams may or may not be possible, but they are important to have and to believe in, to lose oneself in, and sometimes they do come true.

Ask the children: Could anyone give us an example of a dream?

The MindSpring trainer may give an example of their own.

Ask the children to write/draw their dreams and wishes for their future on the branches of the tree.

Ideas:

- To become an astronaut
- To get a good friend
- To be able to play an instrument
- To be a good friend
- To have children
- To learn to speak another language
- To have a professional qualification
- To become a doctor

If needed, take a break and use an energiser.

ENERGISER

Choose an energiser from the attachment section in the manual (suggestion: Imaginary ball game).

Presentation of the trees of life - as of now

Allow 5 minutes per child including the responses from the other children. It may be that half the children will have to present at the following meeting. Alternatively, the children can present in two smaller groups.

Feedback

The element of positive feedback is included to teach the children positive feedback techniques. Positive feedback is beneficial for the person who receives it, but also for the person who gives the feedback, as it strengthens one's self-image/self-perception to provide positive feedback to others. It can be a simple 'you are nice,' or a more descriptive 'you are good at explaining what you like.' The most important thing is that the children show and practice listening to the person talking and think positive thoughts.

The MindSpring trainer starts off talking about his/her own Tree of Life - the roots, trunk, and branches - while the co-trainer contributes with positive feedback.

- Ask the children one by one to talk to the whole group about what they have written on their tree.
- Emphasise that it is completely acceptable if there are parts of their tree they do not wish to talk about or present to the group. You only present what you want. This is something the MindSpring trainer and the co-trainer can point out several times.

- Assist every child by asking questions as they go through their presentation.
- Ask those who are listening to notice the good things they see and hear in the presentation. It may be the way it is presented or a particular drawing.
- When the presentation has finished, the other children are asked to comment on the strengths and positive attributes they noted during the presentation.
- An example of a piece of feedback may be: "I really liked" or "I think it is great when you" or "I like what you said, because".
- Ask the children to keep their tree in their My Book and remember it for the next group meeting, where we will continue this exercise.

Conclude every presentation by showing the presenter that you appreciated them sharing their story with the group. Thank all the children again once everyone has presented.

The co-trainer takes down comments made to each individual child and hands these to the children at their next meeting. These comments can be saved in the children's My Books.

REMEMBER: Keep all the original written positive comments from the children and trainers as these are added to the children's certificates handed out at the very last meeting.

Conclusion

The MindSpring trainer concludes the group meeting by summarising the day's important points.

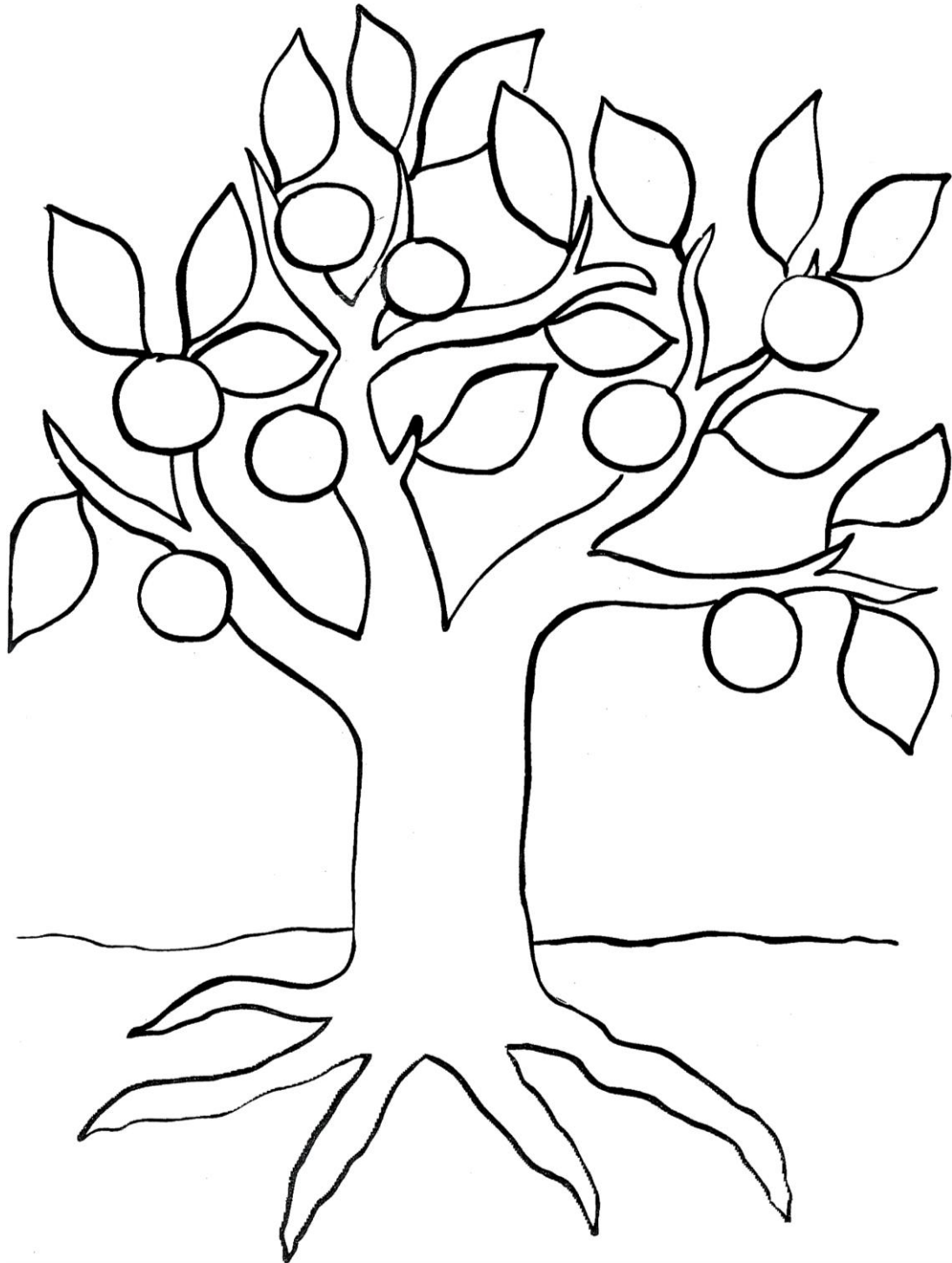
- Ask if there are any questions about today for the MindSpring trainer or co-trainer?
- Ask all the children to draw a line on their satisfaction barometer about their time today in the group.
Follow up by asking:
 - Would anyone like to share thoughts about their line on the barometer?
 - How has it been to be here today?
 - Or go around the group asking: Can you name something that you enjoyed today?
 - Introduce the next group meeting and what will be discussed.

Conclude the day with your chosen group ritual.

Additional Materials

The Tree of Life

The Tree of Life



Group meeting 5

The Tree of Life - continued

My wishes, dreams, and helpers

Objective group meeting 5:

- To create awareness amongst the children of what they wish for and dream about
- To give and receive positive feedback
- To make the children aware of various leisure time activities

Specific materials needed for group meeting 5:

- The Tree of Life
- Colouring pencils and coloured markers
- Paper
- Satisfaction barometer
- Copy of list showing local leisure time activities available
- Prepare a timeframe for group meeting 5

The co-trainer should remember to take photos and photocopy what is needed for the children's My Book at the next group meeting.

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction:

- Write the structure/plan for the day on a flip chart/whiteboard/blackboard, supported by icons/drawings as needed, and go through this with the group so that everyone knows what is going to happen.
- Ask the children: What do you remember from last time? Is there something we did last time that you have been thinking about?
- Ask the children if they have talked to their parents about the work they did last time.

The tree of life with leaves and fruit

Objective: To create an awareness of one's hopes and wishes and what helps you reach them and to create a belief in a positive future.

Presentation

We are now going to keep working with the Tree of Life. Today, we are looking at the leaves and the fruit on the tree. The leaves are the people around us who help us and support us in everyday life and help us succeed in what we want to achieve. It is good to be aware of who can help you. Often, this can be different people depending on your needs. If I am worried, I know who I can go to for help, and when I want to relax, I call someone else.

EXERCISE

The MindSpring trainer instructs the group, picking up where the last meeting ended. All the children are asked to take out the Tree of Life while the co-trainer hands out colouring pencils/markers.

The leaves

We are now going to talk about the leaves on the tree. The leaves symbolise the important people in your life: the people who mean a lot to you. You could call them your helpers, as they help you through life and help you reach the goals we discussed during our last meeting.

Ask the children to write or draw important people in their life on the leaves.

Ideas:

- mum and dad
- A good friend

- A support person with whom you have regular contact
- A teacher or mentor
- Sister(s) or brother(s)
- A neighbour
- Grandmother and grandfather
- An aunt or an uncle

The fruits

The fruits symbolise gifts from life – something special that you treasure/appreciate. This could be something you have been given by the important people you listed on your leaves.

Ask the children to write or draw some of the gifts they have received in life, on the fruits of the tree.

Ideas:

- Something someone gave you.
- Hugs and kisses, love
- A special item, maybe a fortune amulet/souvenir

If needed, conduct an activity, game, or energiser before the introduction to the Tree of Life.

Presentation of the trees

Allot approximately 5 minutes per child including the response from the other children in the group. Depending on the time spent last time, the presentation can take place in two smaller groups, where the trainers divide themselves between the groups and write their observations about the other children's positive feedback to be included in the child's certificate of participation.

The MindSpring trainer begins by talking about his/her own fruit and leaves, and the co-trainer gives an example of how to give positive feedback.

- At a group meeting, ask every participant what they have written on their tree.
- Help the individual through their presentation by asking questions. Remember: the children are only asked to share what they feel comfortable with. The trainer and co-trainer can point this out several times.
- Ask the children who are listening to notice individual strengths and positive aspects that they see and experience from each presentation. It may be the way something is recounted or a drawing someone has made.
- After the completion of every presentation, ask the other children to express the strengths and positive aspects they noted in each presentation. REMEMBER: no criticism. The children start the feedback and then the trainer and co-trainer say some positive things about the person who presented.
- Feedback may sound like: "I liked that you ..." or/ "I think you are good when you ..." or/ "I liked what you said because ..."
- Ask the children to keep their tree in their My Book.
- The MindSpring trainer concludes each presentation by showing appreciation for the children sharing their stories with the group. This positive affirmation is repeated after each presentation and at the very end of all the presentations.

The co-trainer writes down all the feedback, which will be handed to the children during the next meeting for them to include in their My Book.

REMEMBER: Keep all the original positive comments from the children and the trainer, as these are collated and noted on the children's participation certificates.

ENERGISER

Choose an energiser from the attachments section of the manual.

Leisure activities

Objective: To make the children aware of the various leisure activities in their local area and how to join.

Presentation

When we talked about our hopes and dreams for the future and what good qualities we each have, some of you mentioned that you were good at playing soccer or tennis (or another activity). Where did you learn to play soccer or tennis (or another activity)? Do you know all the activities you can attend locally? Would anyone like to share with us an activity they attend or would like to attend?

Let the children answer and continue the introduction of leisure activities in the local area.

Talk to the children about:

- *The various leisure activities available for children their age in their local area (is there a swim centre where you can have lessons? Theatre? Soccer? Other clubs? etc. Include information on how the children can join if they wish to do so).*
- *Ask if there are any questions.*
- *Talk about the support that is available through organisations like Danish Refugee Council Volunteering groups and The Bridge (see diagram in additional materials meeting 8: Overview of volunteer organisations for children in relation to children's wellbeing).*
- *Ask if anyone has any questions.*

The co-trainer's task: Talk about and perhaps hand out a list of activities after the introduction for the children to take home and show their parents. List the activities available and contact information.

Conclusion

Ask if anyone has any questions for the MindSpring trainer or co-trainer about what we did today.

- Ask all the children to draw a line on their satisfaction barometer in relation to how they have enjoyed today. Follow up by asking:
 - Would anyone like to make a comment about their line on the barometer?
 - Did you enjoy our group meeting today?
 - Or ask each child: What did you enjoy today?
- Talk about the content of the next group meeting.

Conclude the day with your chosen ritual.

Additional materials

List of local leisure activities

The co-trainer is responsible for gathering a list of leisure time activities in the local community/municipality, e.g.:

- Sports activities
- Cultural activities such as theatre, evening courses, scouts, etc.
- Current projects and short-term activities

Group meeting 6

Know and understand your feelings

Objective

- To recognise and understand feelings

Specific materials needed for group meeting 6:

- Smileys from the attachment section at the back of the manual
- Safety pins
- Large sheet/parachute
- Fabric markers for drawing on the sheet
- Outline of the body (A4) (see additional materials from group meeting 1)
- Paper
- Markers and other colouring pens
- Satisfaction barometer
- Decide on time structure for group meeting 6

The co-trainer should remember to take photos and photocopy what is needed for the My Books at the next meeting.

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction by asking the children:

- What do you remember from last time? Is there something you have been thinking about from last time? Ask the children if they have talked to their parents about the work we did last time.
- Briefly go through the three comfort zones and how they relate to feelings, drawing on the children's input. Tell them that today we are going to talk about feelings and how feelings can change. The children are encouraged to choose a smiley face that shows how they are feeling right now and attach it to their top. Later in the day, we will talk about how this may have changed.
- Go through the plan for the meeting so everyone has an overview of what is going to happen.

If there are materials/paperwork from the last meeting that had to be photographed or photocopied, hand these out to the children to place in their My Books.

Feelings

Today, we are going to talk about and get in touch with our own feelings. Feelings are a part of life and living. Feelings can present themselves in many ways: we have feelings when we are well and different feelings when we are not. Some people say that feelings 'colour' our day.

1. Begin by asking the children:

- What sort of feelings do you know? (For example: happy, grumpy, angry, sad, suspicious, insecure, secure)
- How do you show your feelings? Is it easy to show feelings?
- Why is it sometimes difficult to talk about our feelings? (is it because we feel insecure, do not belong, are worried it may upset someone, or are scared to do something wrong?).

2. Now place all the smileys that display a feeling on a table. Here, it is important that the children sit, so that they can all see each other and all the smiley faces on the table.

Tell the children what is going to happen:

- We are going to look at the different faces on the table and take turns at choosing a face (the MindSpring trainer can start and then invite the children to do the same one by one).

When a child has chosen a smiley face, ask:

- What kind of feelings do you see in the face?
- Why and how do you know?
- Ask the other children in the group if they see those feelings too. Why or why not?

Take a break for an energiser if needed. (Suggestion: the parachute game - you may be able to borrow a parachute from a day-care centre).

How to play the parachute game:

- Open the parachute and spread it out over the floor.
- Ask the children to sit on the floor around the outside of the parachute. Then ask them to hold onto the parachute so it is tight.
- Show the children how to raise and lower their arms to send waves through the parachute. Start slowly and build speed gradually.
- When the children have sent waves through the parachute for a while, the MindSpring trainer should ask the children to quickly move underneath the parachute and sit down on top of the part they are holding on to. This should end with all the children sitting together quietly under the parachute.
- Afterwards, start the game from the beginning again: the children should be outside the parachute, send waves through the parachute, and then end by sitting together quietly underneath the parachute. Repeat this game a few times or until it is not fun anymore.

Alternatively, try an exercise using a sheet and a soft ball:

The exercise is done as described above, but this time there is a soft ball on the sheet, which should not fall to the ground. The children can roll the ball along on the sheet, or make it bounce up and down.

BREAK

A good choice may be the imaginary journey as described in the additional materials section for this meeting.

The body and our feelings

Presentation

We are now going to talk more about feelings and about how and where they show themselves in our bodies. We are going to look at how we may express them in different ways. Very similar feelings can be expressed differently: there is no right or wrong way to express your emotions. Because there are so many ways that feelings can be expressed, different people will also experience and express feelings differently. When you realise which feelings you have on a daily basis, you will notice when they change and what you can do to change them back if you want to.

The co-trainer hands out an A4 piece of paper with an illustration of a body outline (see attachment). This can be combined with the body outline drawing on a flip chart.

- Ask the children to draw and colour where in their body they feel various feelings.
 - Use a red colour to indicate where you can feel when you are scared
 - Use a blue colour to indicate where you can feel when you are sad
 - Use the green colour to indicate where you can feel when you are happy
 - Use the yellow colour to indicate where you can feel when you are nervous
 - Use the black colour to indicate where you can feel it when you are angry
 - Choose a 'joker-colour' (e.g., purple) to indicate any other feeling(s) that a child may want to indicate on his/her body outline.

The Mind Spring trainer may lead by saying: "I know a girl who once told me that sometimes she had a feeling as if her stomach was all knotted together and she could not eat anything," or that "her heart was beating so fast that she thought everyone would hear or notice it."

Follow-up

All the children are asked one by one to explain (if they want to) their body drawings to the group and what they symbolise. Some guiding questions to ask may be:

- How does it feel?
- Is it like a tingle, a heavy weight, or something else?

Ask the children to add their drawings to the My Book.

Conclusion

The co-trainer places all the smiley faces on the floor, and the children each consider if they want to change their smiley face from what they initially chose at the beginning of the meeting and replace it with another smiley face.

The purpose is to create an awareness around the fact that our feelings change and to try to verbalise what has caused the change.

Important: Should any of the children have changed their smiley face to a less positive emotion, it is important to take time to listen to why they did so and conclude the activity in a positive way.

The MindSpring trainer concludes the group meeting by:

- The trainers each showing their final smiley choice, and the co-trainer explains why they changed their smiley (e.g., they were a little worried in the beginning because ..., but that changed, because ..., so now they are happy), and they look forward to the next meeting.
- The purpose is to show that feelings are not static, but can change.
- Ask if anyone has changed their smiley and if they would like to share why?
- Sum up the main points of the meeting - what have we looked at and learnt today?
- Ask all the children to draw a line on their satisfaction barometer in relation to how they feel about the meeting today. Follow up by asking:
 - Would anyone like to share their thoughts behind the line on their barometer?
 - What did you think about today's meeting?
 - Or ask each person in the group: what was something you liked about today?
- Tell the children what the next group meeting will be about.

Conclude the day with your chosen ritual.

Additional material

An imaginary journey to relax to

The trainer introduces the activity:

It may be difficult to do this exercise the first time. You may think it is a waste of time. But sometimes, it is important for your health to give your body a break. Permit yourself to go on an imaginary journey. Try to see if you can stay on the journey for at least 1 minute. If you feel that you are losing focus, think of the movements of your stomach as you breathe in and out.

- Choose a comfortable position (you can sit up or lie flat on the floor).
- Close your eyes. Imaginary journeys are best when we close our eyes. If you think that is uncomfortable, you can keep your eyes partly open.
- Put one hand on your belly. Take a couple of deep breaths. Breathe in through your nose, all the way into your belly. Your belly will rise. Hold your breath briefly. Slowly breathe out through your mouth. Your belly will lower again.
- Try for a moment to imagine that you are holding the hand of a good friend: someone you know you can always trust and only wants the best for you.
- Together you are walking towards a door. You open the door and enter a room you like to be in.
- You enter the room and climb into a couch there.
- You look around. What can you see in the room that you like? Are there some nice pictures on the wall?
- Is there a nice smell that you like?
- Are there some specific sounds, maybe some music, that you like?
- Allow yourself to relax in the sofa. Feel your body relax. Pay attention to the peace and calm that fills this room.
- Get up slowly and leave the room. Pay attention to the relaxed feeling you continue to feel in your body and keep this feeling somewhere inside you, so that you can always take it out again when you need to feel nice and secure.
- Walk back towards the door, holding your friend's hand, open the door, and leave the room.
- Wave and say goodbye to your friend.
- When you are ready, open your eyes and focus your eyes and mind on the floor before joining the group again.

You may like to write down a few words to describe your experience or you can make a drawing and hang it up. This can help you find your way back to the safe, nice place by looking at the drawing or the words. You can always return to this place when you need to relax or de-stress.

Inspired by www.kompleksptsd.dk

Group meeting 7

The storms of life

Security in life

Purpose:

- To share experiences of insecurity
- To practice and learn how to relax

Specific materials needed for group meeting 7:

- Flip chart
- Paper
- Colouring pencils and markers
- Outline of the hand (A4)
- Case friend
- Comfort zones
- Satisfaction barometer
- Make a timetable for group meeting 7

The co-trainer should remember to take photos and photocopy what is needed for the next group meeting and for the children's My Book.

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction:

- Ask the children: What do you remember from last time? Is there something that we did last time that you have been thinking about?
- Point to the ground rules poster on the wall. Repeat why these ground rules are important: so that we can all feel secure and accepted when voicing our thoughts.
- Introduce the schedule for the day, perhaps illustrated in picture form as well, and go through the points with the group so that they all know what is going to happen today.

If there are any materials from last group meeting that needed to be photographed or photocopies, these should be handed out to the children now so that they can put them in their My Books.

The storms of life

During this meeting, you may like to refer to the comfort zones as an illustration of how storms can bring us into the yellow or red zone, but also how we can get back into the green zone.

Presentation

Tell the children that they are now going to speak about their Trees of Life that they worked on last time. Share that we are going to consider some of the storms that could affect a tree.

Tell the children: trees are beautiful! They have deep roots, a solid trunk, and strong branches which stretch out every far, covered by leaves and are laden with fruit. But are trees always left to stand in all their glory peacefully? No.

EXERCISE

In the big group, the children are now going to answer a series of questions presented by the MindSpring trainer.

Question 1: What sort of dangers do trees experience?

Examples:

- Drought
- Bush fires
- Storms
- Frost
- Thunder and lightning
- Old age

Question 2: Like trees, people can also experience storms in their lives. Especially if you have been fleeing and faced danger and other events which were, and maybe still are, difficult. What could those be?

1. Use of the case friend and ask:

- Before arriving to a new country, how may case friend XX have met storms in her/his life? What kind of storms?

The MindSpring trainer leads by giving examples of storms, dangers, or violence that the children may have experienced before:

- Threats
- Violence
- Having to flee
- War

Please note: If the children start mentioning present dangers or become focused on deprivation, sadness, or grief, it is important that the MindSpring trainer and co-trainer direct the conversation towards strategies the child is using to manage these difficulties and the helping mechanisms the children have learnt from the tree of life.

2. Ask the children:

- What kind of dangers may XX face in his/ her new country?

Examples of storms for us today may be dangers, challenges, or things that are difficult to do, such as:

- Learning a new language
- Loneliness
- Loss and grief
- Feeling different to others in character
- Discrimination
- Demands from others
- Challenges in school
- Uncertainty
- Changes to family life

Question 3: How may these dangers - storms or challenges - negatively affect you and/or the case friend today?

Some children in your situation say:

- They have problems sleeping
- They find it difficult to concentrate at school
- They often worry
- They often have a stomach-ache or a headache
- They feel sad or depressed
- They have nightmares

Refer to the comfort zones, and ask the children:

- Which comfort zone are you in when you feel that way? (refer to the concrete examples that the children gave).

ENERGISER

If you sense the children need a break or a game, choose an energiser from the attachment section at the back of the manual.

Stress

Presentation

The MindSpring trainer may start by asking: Does anyone here know what stress is?

As a child that has had to flee, you have suddenly been torn away from your usual daily life and surroundings. Over time, this may start to affect your body and feelings and can even make you ill. Our body can manage a lot of pressure, but we do get tired if that pressure is sustained over a long period of time. That often happens to people who have had to flee. If too many unexpected things happen, you feel scared or insecure too often, or if it is dangerous to be where you are, then your body is not at ease. Instead, it is anxious and nervous. We call this stress. The body experiences stress when it feels like it is in danger.

Show the children on the comfort zones illustration when the body begins to react to stress (moving from the green zone to the yellow zone, and then from the yellow zone to the red zone).

The body may feel tense because what is going to happen next is uncertain and unpredictable. The body, however, always wants to feel better. Many different experiences and events can make us stressed, but fleeing, war, and trying to settle into a new life in a new culture may be some of the things that can contribute to stress in your situations.

Adults are also affected by demands and uncertainty if they continue over a long time, but adults may react in different ways than children do. If adults or children change their usual behaviour - maybe they are more angry, tired, or nervous even before their home country is affected and unsettled, and they have to flee - it may be because they have been under pressure for a long time.

Explain to the children how children may react if they have been under pressure. Explain that pressure can come from other sources than through fleeing. Everyone can experience stress.

Symptoms of stress in adults	Symptoms of stress in children
Headache Shaky hands Sudden, sharp pains Body aches and pains Difficulty breathing Dizziness	Headache Stomach-ache Nausea Body aches Insomnia Sleeping disorders Constipation Overactive bladder and bowel Irritability and short temper Overactive sense of responsibility Lack of energy Depression High conflict behaviour Lack of attentiveness and memory loss Self-isolation

The MindSpring trainer asks the children if they have ever felt very worried or stressed about something, and how it felt in their body.

EXERCISE

The MindSpring trainer draws a hand on the flip chart/whiteboard and asks the children for good advice about what to do when one feels really stressed. You can use the comfort zones as a way of finding good advice remembering how to move from the yellow or red to the green zone.

Record the children's suggestions on the outline of the hand.

Examples:

- Talk to someone you trust (parents, teacher, doctor, friend)
- Pray
- Ask for help
- Keep calm
- Relaxing music
- Breathing exercises
- Good ideas for self-talk, e.g. "It will pass", "It will get better"

Remember: to take photos of the children's ideas and suggestions as recorded on the flip chart and bring these copies to the next meeting for the children to include in their My Books.

Presentation

We are now going to practice how we can best help our body if we feel stressed or under pressure. Deep breathing is one of the best ways to lower stress in the body.

Deep breathing increases the supply of oxygen to the brain and stimulates the nervous system, which promotes a state of calmness that helps us to think clearly. We are now going to practice a breathing exercise and learn how to breathe this way.

Taking a deep breath is energising for the body because it increases the supply of oxygen to the body. We cannot live without oxygen: it renews our cells. Breathing also diffuses carbon dioxide. We have a tendency to hold our breath in situations where we actually need *more* air. When we hold our breath, we cannot get any fresh air into our body.

Typically, when we are feeling tense or in pain, we do not breathe in as deeply as we should. The MindSpring trainer can demonstrate the difference between shallow and deep breathing. Let the children join in.

When you have had to flee, and come to live in a new country, there may be many challenges and foreign situations to relate to. Without thinking, we start to hold our breath and breathe in a shallow way as opposed to deep breathing. It is not good for us, as it stops a flow of energy to the body. This might make you feel dizzy and make your muscles tense up, which may bring on pain, e.g., headaches.

We are now going to try a breathing exercise where we note how we are breathing in our bodies. We do this to notice how we breathe generally and improve the way we breathe deeply.

Learning to breathe deeply is also something you can use when you are afraid, unsure, or nervous.

We are going to try a breathing exercise.

The MindSpring trainer and co-trainer should choose a breathing exercise from the attachment section in the back of the manual entitled 'Exercises to introduce and conclude'.

BREAK

Stay with the children, and leave the children to direct their own activity, to draw, to play to eat or drink.

Trauma

Presentation

If you have been under pressure and stressed for a very long time, you can get sick. When this is due to having experienced serious things like a car accident or war, it is the way the body communicates that it has had enough. If we experience something very serious, it manifests itself as severe stress called trauma, and we can become what is called 'traumatised'. This state needs medical treatment. It is always good to talk to a doctor about your experiences to find out if you are traumatised. That way, you can be helped to feel better again.

The MindSpring trainer can turn to the comfort zones again to illustrate how it stresses the body to stay in the red zone for a prolonged period.

For a child, it can also be traumatising to live in situations of domestic violence or with parents who are traumatised.

The signs of being traumatised can be similar to stress but may also be recurring bad dreams – what we call nightmares. It may also be sounds or images that makes one relive terrifying events. This is called a flashback. Experiences of trauma and traumatisation may lead us to retreat into isolation, spend time away from friends, feel life is meaningless and pointless, nothing seems to have a purpose, feel surrounded by sadness, get angry or upset more easily, or get a stomach-ache. It can become difficult to accept help from others, and you might find yourself systematically avoiding certain things or situations.

If you ever feel like that, it is important that you speak with your parents, a teacher, or another adult you can trust, share with them how you are feeling, and get assistance. The earlier you ask for help, the better. It is important to speak with adults who listen and understand. It is better to talk to someone than to continue to deal with stressful or traumatic feelings alone. Sometimes, just speaking with a good friend who knows how to listen can help.

The MindSpring trainer asks the children:

- Does anyone have any questions?
- Does anyone think it is a difficult or strange subject we are talking about?

Massage

Presentation

We are now going to try an exercise where we two by two give each other a massage, this should be easy to do and pleasant to receive. You will see it is a good way to calm oneself, or others. It is pleasant both to give and receive a massage, but good to learn how to go about it, so that it can be relaxing, and it may be something you have never tried before. A massage is a good way to help your body relax and sense a green zone where there is no need to be tense, have a headache or feel anxious inside. It is important that you prepare yourself for the massage, and help your partner get the most out of it. It would not be correct to touch anyone without having asked for permission to do so. Our body must be ready to receive, to optimise a massage. Do you feel ready?

EXERCISE

The MindSpring trainer asks the children to pair up two by two. Through a numbering system, the MindSpring trainer can indicate who is going to be the provider and the who is going to be on the receiving end of the massage. The person giving the massage must ask his friend if it is ok to massage his/ her back, and also to say 'stop' if at any time, it is not comfortable anymore. Should the idea of a massage not be well received generally, this can be attempted through visualising (where everyone sits apart, with or without closed eyes, listening to the same story:

The MindSpring trainer tells the story using a gentle voice:

- The wind is blowing across the savanna - let your hands gently move from side to side over your partner's back, starting at the top and softly moving to the lower back. Repeat a couple of times.
- Now it is starting to rain - let your fingers gently be little drums simulating rain drops, again starting at the upper back and moving to the lower back of your partner. Repeat a couple of times.
- Then comes the sun, it has plenty of warm rays - make big strokes over your partner's back, using the palms of your hands together. Repeat a couple of times.
- Finally place your hands on the shoulders, and when your partner breathes out, bring your hands down his or her arms, pull very gently by the fingertips, and let go.

Now the children change over, and the exercise is repeated.

The MindSpring trainer does a follow-up to the exercise with questions for the group as a whole:

- What was it like to try the breathing exercises and receive the massage?
- What was it like to provide the massage?

Conclusion

Ask the children to try to put into words what we have been talking about today:

- What is the essence of today - what have we discussed?
- Ask if anyone has any questions for the trainer or co-trainer about today.
- Ask the children to draw a line on their satisfaction barometer signalling how they are feeling and how they have enjoyed today. Follow up by asking:
 - Would anyone like to share the reason behind the marking of their line on the barometer?
 - How do you feel about today's meeting?
 - Or ask the children individually: Can you name one good thing about today?
 - Tell the children what the next group meeting is going to cover.

Conclude the day with the ritual you have chosen for the group.

Additional materials

Trauma and feeling traumatised

It is not part of the MindSpring method nor the trainer's role to diagnose or treat stress or trauma. It will, however, be helpful, and it is therefore intended, for the children to learn to recognise symptoms and learn that these symptoms may be a warning from their body that they need help.

Sometimes, we can help ourselves, but other times, we need to ask for help. Most of all, it is important that the children become aware that they can change the way they feel, even if they have felt that way since fleeing and experiencing overwhelming experiences that have had a direct effect on their well-being. The children should also come to understand that they can describe and talk about their feelings and ask for help if needed. The trainer and co-trainer can give specific advice about what may help them.

On the homepage traume.dk (trauma.dk), adults can gain more information about what trauma is. There are also films that show the kinds of challenges a family that has experienced trauma may face.

Locally, the MindSpring trainer can consider the need for a specific information evening for parents about trauma and how to get help.

You may like to invite the parents for a specific topic one evening and follow the same structure as with the children's group meetings.

- An introduction - why are we here, and what are we going to talk about
- Show a film available on the homepage traume.dk (the film: 'Living with trauma' is well suited for this purpose)
- You could offer presentations on the topic of trauma. This could include bringing in a medical professional that specialises in trauma and/or Post Traumatic Stress Disorder (PTSD) or someone who knows what resources are available to help individuals that are facing severe trauma, such as war, fleeing, exile, and associated consequences.
- A discussion around the topic based on the participants' experience of trauma and feeling traumatised.
- What help is available
- Where help is available
- Conclusion

The co-trainer and other professionals will be responsible for the planning of this meeting, but the MindSpring trainer is invited to help facilitate the evening, introduce, and conclude with one of the energisers available in the back of this manual.

Print and handout relevant information for the parents: 'When you have experienced War and having to Flee' and 'How to help your child through trauma'. These are both available on the Centre for Vulnerable Refugees' homepage (www.udsatteflygtninge.dk/materialer).

Group Meeting 8

Worries

Loneliness

Purpose of group meeting 8:

- To have an opportunity to speak about being worried and identify solutions.
- To speak about loneliness and identify solutions.
- To be informed about volunteer and social organisations that promote children's welfare.

Specific materials needed for group meeting 8:

- Paper
- Colouring pencils and markers
- A box or a container that may be used as a worry box
- Outline of the case friend on the flip chart
- Comfort zones
- Overview of organisations for children's welfare (see additional materials group meeting 8)
- Hand (A4)
- The satisfaction barometer
- Timeframe for Group Meeting 8

The co-trainer should remember to take photos and photocopy what is needed next time for the children's My Books.

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Start your welcome and introduction like this:

- Ask the children: What do you remember from last time? Is there something from our last meeting that has been on your mind?
- Ask the children if they have spoken with their parents about what we did last time.
- Go through the timetable and the topics for the meeting and write it on the flip chart/whiteboard/blackboard supported by drawings so it is clear to everyone what is going to happen.
- Suggest that you all try a brief breathing exercise together. Explain that it is an introduction to today's topic which is about worries and loneliness.

The breathing exercises are described in the attachment section at the back of the manual under 'Exercises for introduction and conclusion'. Explain to the children how breathing exercises help us breathe deeply and refill our lungs with fresh air. This can sometimes be difficult and something we forget to do when we are worried, feel lonely, afraid, insecure, etc.

If there are any materials from last meeting that needed to be photographed or photocopied, hand them out to the children now so they can add it to their My Books.

The worry box

Purpose: To put words to feelings and make the children more aware of what worries or scares them and equip the children with strategies for how to deal with these anxieties.

Presentation

We have all been scared or afraid at some point. This is what we are going to talk about now.

Sometimes, it feels like there is no room for wishes or dreams when you live under pressure and there are many other things that are more important (e.g., finding a place to live, settling into a new class or school, and meeting and making new friends). When worries are part of your everyday life, it can be hard to wish for anything, because the worries block the way. Today, we are going to make a worry box that we can place our worries into. It feels good to identify with and talk to others about our worries. This exercise will allow you to say what worries you without anyone knowing the worry belongs to you. You also get to give each other advice about your worries. You may have big or small worries, but when you live in exile it is natural to have some difficulties that make you feel sad and/or worried - your family is far away, you are trying to get used to living in a new country, with a new culture and new rules. We are going to try to share our thoughts and worries and give each other good pieces of advice about how to cope with our worries.

EXERCISE

The MindSpring trainer introduces the exercise:

I am now going to give each of you a piece of paper - a worry card. On this piece of paper, you can write down any worry that you have or a worry that you have heard about from somebody else. You do not have to write your name on the paper. It is meant to be anonymous, which means that no one will know who wrote it.

Help the children who cannot immediately think of something to write down. Not all children can write in their mother tongue. In this case, it is fine to illustrate a worry with a drawing.

Try to find worries which are not connected to materialistic things. Think of something that makes you feel secure, insecure, happy, sad, anxious, or keeps you awake at night.

When you have finished writing or drawing, place your worry card into the box. Then, we will shake the box.

Now, do the following:

- The MindSpring trainer takes a card from the box and reads the worry or shows the drawing so everyone can see.
- Speak together as a whole group. Do you know this kind of worry and what you could do to make yourself feel better?
- Everyone can help find a solution to the worry: What would you do? What would help in this situation? Let the children talk about what helps them when they are in similar situations.
- Draw the outline of a hand on the flip chart and write down all the children's suggestions.
- Conclude the exercise by saying thank you to all the children for sharing their worries and for helping each other understand the worries.

During the exercise, it might be important to remind the group not to judge the size of a worry. Anything that worries someone is worth looking at.

Remember: to take a photo of the hand on the flip chart, so that you can photocopy before next meeting, and give to the children to add to the My Book.

The green pasture

Purpose: That the children learn to relax completely and gain knowledge and understanding of how they can help themselves when their body is feeling tense and anxious.

Presentation

We are now going to pretend to go on a journey together. When we are worried, our body usually reacts by becoming tense. Instead, we are going to learn how to relax our bodies

EXERCISE

The trainer, speaking with a gentle and quiet voice:

- Lie down and make yourself comfortable. Relax from head to toe and breathe at a comfortable pace.
- Now pretend your feet and your legs are very heavy. Take a deep breath in and relax.
- Now pretend your stomach and chest are very heavy. Feel your back against the floor - make your arms heavy too and notice the weight of your head.
- Close your eyes (*if some of the children are reluctant to do so, they can keep their eyes open*).
- Imagine that you are relaxing on a fresh green lawn on a perfect summer day.
- You are surrounded by wildflowers: blue, pink, and white.
- You can smell the beautiful scent of the flowers.
- As you are resting and relaxing in the shade, you close your eyes and breathe slowly at your own pace.
- You are surrounded by peace and quiet.
- All you can hear are birds singing and a hum of bees collecting nectar from the flowers.
- A warm, gentle wind touches your face and body.
- You notice the soft lawn beneath you.
- Now and then, you feel the strength of the sun as it shines on you through the leaves of the tree.
- Notice how you are breathing and how relaxed and calm you are.
- Little by little, you will notice a complete sense of relaxation throughout your body. You feel heavy and warm.
- Leave the children in this peaceful and quiet state, and then slowly guide them to sit up, come back to the room and finish the day. They may feel like a long stretch before they open their eyes and return to sitting up again.

Should any of the children have fallen asleep, the MindSpring trainer can lightly touch their hand with their finger and repeat that it is time to sit up again.

Remember to take little breaks along the way. It is important for the children to quietly experience this relaxed state and reflect in their own minds on their own time.

Ask the children:

- Did you like that journey?
- Would anyone like to comment?

BREAK

During the break, there is cake, fruit, and juice available. The children can also take a restroom break if they need to.

Loneliness

Display the flip chart with the case friend, as well as the comfort zones.

Presentation

Sometimes, if you have a lot of worries that you keep to yourself, you can feel lonely. You may feel you are different from your friends or family members when you are at school, at home, or at leisure activities. Maybe no one asks you to join their game or no one asks you to come over to their house to play. Maybe you think the other children are talking about you or even laughing at you. It is hard to move forward to a better place if you do not share your worries. Sometimes, keeping your worries bottled up can just make them get worse. It can even seem worse if you share it with someone who does not quite know what you are talking about. You may start to doubt that things will ever change.

Sometimes we all like to be alone and have peace and quiet. Even so, this is different than being lonely: loneliness is usually a feeling that no one likes or chooses. The case friend often feels lonely. You can feel lonely in many different places, e.g. at school, where case friend XX finds she/he is not part of a friendship group or does not feel like she/he belongs.

The MindSpring trainer may like to offer some examples of when and how she/he has experienced loneliness (alternatively, she/he may choose to share a story about loneliness from someone she/he knows).

EXERCISE

The co-trainer draws an outline of a body on the blackboard. The children can get their own body drawing from the My Book, where they have already indicated where in their bodies they feel various feelings.

The MindSpring trainer asks the children:

- What does loneliness feel like?
- How do you know if you are lonely? Where do you feel loneliness?
- Which colour matches that feeling?

Colour in the areas of the body where you can feel loneliness.

ENERGISER

It is important that the MindSpring trainer stops the game if it goes too far.

This is what you do:

- Ask the children to hold hands and form a circle
- Choose a child to be at the centre of the circle. In this activity, this is a child that everyone needs to 'look after'.
- Choose a child to stay outside the circle, but who wants to get to the child inside the circle.
- Now, it is the job for the children who form the circle to look after the child inside the circle, and to make sure that the child outside the circle does not get to the child inside. The children can do this by moving around in the circle formation. The child in the centre can move as well.
- Take turns at playing the different roles.

To finish off, the MindSpring trainer may ask:

- What was it like to be in the inner circle?
- What was it like to look after the person inside the circle, or keep the other person out?
- What was it like to be outside the circle?

Volunteer organisations for children promoting child welfare

Presentation

It is often hard to know what to do if you are feeling lonely.

We have talked about helpers before. Each person we know may be able to help us with good advice. There are also other anonymous helpers: various associations and organisations that you can go to just like some children go to a club to play soccer. These organisations offer help to children who feel sad, have no friends, or face problems of their own. You can call them or write an email. Some of them offer to meet with you in person if you make an appointment with their association. Some of the associations are not near where you live, so it may be easier to call them or chat with them online. They will listen and help you understand what you are experiencing. Sometimes, in your own mind, it can be difficult to understand something you are going through. However, it can help to you share your thoughts with someone who wants to listen and who asks the right questions. When you are chatting with someone you do not know, it is reassuring to know that they are part of an organisation that is there to help. That way, you know that they take you seriously. It is much better than finding a private individual online. Through an organisation, it is possible to find the person you spoke to in case you need to speak to them again, although this is rarely necessary.

The co-trainer hands out a printed list of organisations for the children to keep. This is found in the additional materials section for this meeting.

The MindSpring trainer and/or co-trainer go through one of the organisations, showing their homepage where the children can find the organisation's purpose and mission statement. The trainer or co-trainer might like to include The Children's Phone (Børnetelefonen) or Ethnic Young (Etnisk Ung) depending on the children's age.

EXERCISE

This exercise is for the children to try as a whole group, two and two, or as a small group activity. The group size should be based on the ages of the children and their ability to concentrate.

The MindSpring trainer asks the children:

- Did any of you know that these resources were available?
- Do you think you will make use of them or that they may be useful to someone you know?
- What do you think it would be like to contact one of these organisations?
- Would anything stop you from contacting one of these organisations?
- What could you do to get in contact? (e.g., start by chatting, then calling then eventually make an appointment and go to meet with them).

Alternatively, to assist everyone, you can use the case friend. The MindSpring can start out:

For some time, our case friend XX has not been feeling well, but has not shared this with anyone. XX's teachers have started asking why XX does not do the set homework, why XX is always late to school, and get into disagreements with school friends. XX is becoming less and less talkative, often sits alone, and is not present. XX's dad is busy with a new job, and when XX is at home XX is tired and not happy. Mum is also very tired and feels unwell. XX helps with everything at home: tidying up, cooking, and playing with two younger siblings, when they feel sad. Sometimes XX gets very angry with the younger siblings and even hits them. Then XX leaves home and stays away for a long time. There is a park nearby where XX goes to sit. XX has found a sheltered place where XX can sit and think about the old country and where XX used to live, but XX is always sad inside and often has a stomach-ache.

Questions:

- Why does XX not care about homework anymore?
- Do you think XX sleeps well at night?
- How do you think XX is feeling?
- Where do you think XX would indicate her/his emotional state on the comfort zones?
- If you were to give XX advice, would you suggest contacting an organisation? Which one?

Draw a hand on the flip chart/white board and write down the children's advice directly on the hand. The co-trainer will photocopy this and hand it out to the children at the next meeting.

The MindSpring trainer asks (and the co-trainer is responsible for knowing the answers):

- How may a children's telephone line help XX?
- How would an organisation like *Children, Young Adults and Grief (Børn, Unge og Sorg)* be able to help you?

Conclusion to the exercise

The MindSpring trainer sums up the children's comments:

- How an organisation can help
- How to contact an organisation
- The children are asked to add the list of organisations to the My Book.

Remember: It is the co-trainer's job to inform the children about local groups that can assist them if they feel lonely, left out, or experience other difficulties in relation to their well-being. Talk about leisure activities and how joining one can bring a feeling of belonging and community. You may refer to the overview the children were given in group meeting 5.

Conclusion

- End the day by asking the children to say a few words about the topic of the day:
- Sum up the main message of the meeting – this means what we have been through today.
- Ask if the children have any questions about today?
- Ask the children to draw a line on the satisfaction barometer signalling how they felt today. Follow up by asking:
 - Does anyone want to say something about where they drew their line on the barometer?
 - How has today been?
 - Or do a round asking each child to mention one good thing about today.
- Tell the children what the group meeting will be about.

End the day with the end of the day ritual of the group.

Additional Materials

Overview of voluntary organisations for children's welfare

Below is a list of voluntary and independent organisations. They offer a free service for children to call anonymously and speak about challenging and difficult situations they find themselves in. Some of the organisations are also available for parents who are concerned about their children. Please check each organisation's homepage for more information.

Organisation	Target group	Assistance offered	Contact
The Bridge Denmark (BROEN Danmark)	At-risk children	Assistance to find leisure activities	T: 2859 8010 E: info@broen-danmark.dk W: www.broen-danmark.dk/kontakt/
On Children's Terms (Børns Vilkår)	Parents and children under 25 years	Free advice over the phone, tele-consultation. Staff available 7 days/ week 11.00 am -02.00 am.	T: Children's Telephone (Børnetelefonen): 116-111 T: Parents' Telephone (Forældretelefonen): 3555 5559 E: bv@bornsvilkar.dk W: www.barnsvilkar.dk
Danish Refugee Council - Voluntary Service	Families and children under the age of 18, from refugee backgrounds	1. Homework Cafe 2. Family networking 3. Advice 4. Cooking Club	Re 1-4: Check your local volunteer centre or contact Danish Refugee Council's helpline on: T: 3373 5000 E: www.frivillig@drc.ngo flygtning.dk/frivillig/kontakt
Children, young adults and coping with grief (Børn, Unge og Sorg)	Children and young adults under 28 years who are grieving the loss of siblings or parents, or have seriously ill siblings or parents	Group meet-ups, cafe run by volunteers, TeleAdvice with assistance from voluntary professionals.	T: 7020 9903 Online chat or via SMS for children and young adults aged 13-28. Opening hours: Monday-Thursday 05:00 – 09:00 pm SMS: 2727 2525 W: www.bornungesorg.dk
Young and Ethnic	Advice for young adults facing the prospect of circumcision or female genital mutilation.	Support for young adults facing circumcision, forced or early marriage	T: 70 27 76 66 W: www.etniskung.dk
GirlTalk	Advice for young girls, aged 12-24, in challenging situations	On-line chat or advice over the phone	T: (404) 442 5605/ T: 3157 3685 Sunday - Thursday kl. 6.30 - 10.30 pm, Friday - Saturday 7.00 - 9.00 pm E: info@girltalk.dk www.girltalk.dk
Headspace	Children and young adults aged 12-25	Youth mental health assistance, speak on the phone with a qualified volunteer professional	T: 3110 1330 (press 1) E: info@headspace.dk W: www.headspace.dk Facebook: HeadspaceDanmark
Does it Feel Right? (App)	App relating to the challenges of circumcision		Search for the <i>Does it Feel Right</i> App or Google Play

Group Meeting 9

The treasure chest evaluation

Conclusion - the future of our group/where do we go from here?

The purpose of group meeting 9:

- To conclude the group meetings in a positive way
- To evaluate the group meetings together with the children
- To seek input from the children about what the last meeting (Group Meeting 10 where parents can join in) should be like

Specific materials available for group meeting 9:

- A treasure chest (a large cardboard box, to be used in the first exercise)
- Blackboard, whiteboard, flip chart, or cardboard which can be used to make an 'evaluation flower'
- The realistic possibilities and preparations for future group meetings
- Schedule a timetable for group meeting 9

The co-trainer should remember to take photos and photocopy the handouts needed for the children's My Books at the next meeting.

Welcome and introduction

Start the group meeting by following the framework you have chosen to create a calm, focused, secure, and recognisable setting. Welcome all the children and show that you are happy to see them and look forward to being with them.

Begin your welcome and introduction with the following:

- Last time we focused on worries and loneliness. What stayed with you from last time? Is there something that has been on your mind since we last met?
- Last time, we all went on an imaginary journey - does anyone want to comment on that activity?
- Ask the children if they have spoken with their parents about what they worked with last time.
- Go through the timetable for the meeting as per what is written on the blackboard, supported by the drawings, as a visual reminder of what is going to happen next.
- If any of the materials from the previous meeting have been photographed or photocopied, please hand these copies out to the children for their My Books.

Treasure chest

Purpose: To show the children the value of living in the moment and attending to everyday tasks.

Presentation

Similarly to our worry box from last time, we are now going to construct a treasure chest. It is going to contain all the good things we give and receive every day. It is meant to make us focus on the little gifts we receive every day and to stop and notice these gifts.

EXERCISE

The co-trainer should hand out paper and colouring pencils to the children.

The MindSpring trainer should instruct the children to either write or draw (total of three slips of paper).

- Something nice they have done for somebody else
- Something nice somebody else has done for them
- The best thing in their life right now

Ask the children to place their papers into the treasure chest. Then, collect and read the pages one by one.

Follow-up: Thank the children for sharing their experiences and ask how it felt to have someone read something they had written out loud. Invite the children to think of these three things every night and remind them that it is a good idea to focus on what is good in one's life. By focusing on the good, we leave less room for bad things to come into our lives.

BREAK

You may choose an energiser from the attachment section to use during the break.

Evaluation

Purpose: To provide the children with an opportunity to discuss the experiences they have had over the ten group meetings, to give each other ideas, and remind each other of what we can use in the future in terms of knowledge, advice, or experiences.

Presentation

We are now going to look closer at our experiences in MindSpring. We have been through various topics, some of which have been hard to talk about (e.g., going through the experience of having to flee or living in exile). You have each been very good at contributing, giving advice, and suggesting ideas for a way forward. You can all be proud of yourselves for that. We are now going to have a talk about what we have discussed, and what has been eye-opening for you: a new way of seeing something or a new way of thinking. Maybe you liked how everyone conducted themselves and how we all had to follow the rules we made. Maybe there was something specific we talked about that you liked, or maybe you simply enjoyed listening to the other children and hearing their experiences. What we have focused on here in our group may have made you look at something in a new way (e.g., the comfort zones and how we experience our feelings). Let's talk about your experiences. Please share whatever comes to mind.

EXERCISE

Ask the children to do the following:

- Ask the children to take out their My Book and give them a few minutes to look through it.
- Ask the children one by one:
 - What do you remember most of all about meeting here together?
 - What did you really like? You can also mention if something was difficult for you.

The MindSpring trainer may like to mention a particular topic that he or she found interesting or helpful (e.g., the children's response to the MindSpring trainer's Tree of Life or when the children gave their advice about a topic in a way that helped the MindSpring trainer think of how to better present the topic for future group meetings).

The MindSpring trainer can also ask about the ground rules: What was it like to have to come up with the rules yourselves? Could you use these rules at other times? Did the ground rules make you more aware of the importance of including and respecting everyone?

The co-trainer writes down what the children say on a flip chart/whiteboard/blackboard and collects this into a page to be inserted into the children's My book.

Conclusion

The MindSpring trainer shows their appreciation to the children for contributing their thoughts and observations and lets the children know that we also need to talk about the future of the group.

The Future of the Group

Purpose: To look at the option of the children continuing to meet in the group and to find a new framework for future meetings.

Presentation

We have now almost completed our MindSpring meetings, so we need to talk about the future. If you would like to keep meeting and if so, where you can meet. Maybe you would prefer to see each other at leisure activities, and then we could set a time to meet back here again in six months. If there is something you would like to learn more about, we can also continue to meet as a group. What are your thoughts about the future of our group?

EXERCISE

- Draw a flower on the flip chart/white board/blackboard and ask the children to put petals and leaves on the flower and stalk with their wishes:
 - would they like to meet again, and if so, how often
 - where would you like to meet
 - topics they would like to talk about
- Ask the children to write down or draw their ideas on petals and leaves - even clouds if you run out of room.

At the end, the flower is meant to be beautiful and colourful. It can possibly be presented to their parents, but also photocopied and put into the My Book.

- The MindSpring trainer can share the possibilities for meeting with the co-trainer and the MindSpring trainer. Once a month, once every six months, or do they need to examine it further for the next meeting?

The co-trainer may find out if it is possible and/or needed for the children to meet at various group activities and to incorporate this as a meet up with Danish children. This can establish a common understanding and respect and create opportunities for friend groups and individual friendships to form. It may be in the form of a separate group like the Danish Refugee Council's volunteer groups or other volunteer groups within the municipality. Local groups may already have been established, and these could be a natural transition as a follow-up to the MindSpring group meetings. Please refer to the section for Additional Materials from Group Meeting 9.

Summary

Thank the children for their participation in the MindSpring meetings, and invite them to contribute their ideas for the final group meeting next week, when their parents will also attend to see them complete the programme. During the final meeting, each child will also receive their MindSpring diploma.

Clarify with the children:

- Is there anyone else you would like to invite, apart from your parents? Your sister, brother, or an uncle?
- Which day and time would be best - Saturday or Sunday, or during the week? Late in the day so your family can attend after work?
- What should we have to eat and drink?
- Who would like to help organise the food?
- Who would like to help decorate our room?

Conclusion

The MindSpring trainer and co-trainer should gather the children together and conclude the meeting in a positive way.

The MindSpring trainer asks the children:

- What would you like us to do next time when your parents will also be attending? For example:
 - Shall we decorate the room and make it look festive?
 - What would you like treat and drink?
 - Would any of you like to show and tell the adults what we have been doing?

Also ask the children:

- Did you enjoy our meeting today?
- Did something surprise you, and did you learn something new today?

Conclude the day with your chosen end of the day ritual.

Additional Materials

Attending for more MindSpring meetings

If you find that your group needs more time to discuss and learn about a certain topic, the MindSpring trainer and co-trainer can consider if they want to continue the group meetings. They may like to further discuss some of the topics, and even bring in a specialist who can contribute and advise with further depth and knowledge in this regard.

Meeting structure

If you decide to add another meeting, we recommend that you keep the same format as you have used before:

- A brief introduction and summary of where we are up to: How are you today? Is there anything from our last meeting that you have been thinking about? Would anyone like to share what they have been thinking about with us?
- A brief introduction to the topic, and why it was decided to add it as an extra meeting.
- Small group exercises, two by two or individual work, that will help the children reflect and share their thoughts on the topic.
- A sharing time after the exercise
- A summary of the children's thoughts, ideas, and suggestions in relation to the topic.
- Concluding words about the day, what has been helpful and what we have each learnt.

You may like to consider if you would like to follow up the MindSpring meetings with further meetings for the children and their parents, and/ or with the Danish children who have a refugee background. You can decide to repeat one or more of the meetings with the objective of sharing your knowledge and letting this flow between the children and their parents. You may like to work on a common Tree of Life, and make up some case friend parents. It is important to always focus on games and positive interactions.

You can also think about if it would be helpful for parents and/or older siblings (age 16-30) to attend a MindSpring programme. This will however also depend on whether a MindSpring trainer has been trained to guide this or these programmes.

Group meeting 10

Presentation of diplomas, with parents in attendance

Purpose

- The MindSpring programme concludes in a formal but personal way with further information to the children and their parents about the possibilities for future meetings.

Specific materials needed for group meeting 10

- Participation certificates prepared and ready to hand out
- Festive room decorations
- Food and drink (or ask the parents to each bring a plate of food)
- Photocopies from last week for the children to put in their My Books.
- Prepared time schedule for group meeting 10

Welcome and introduction

The MindSpring trainer welcomes everyone – both parents and children.

- Say thank you to the children for bringing their parents and for sharing this day with them.
- Say thank you to the parents for letting you spend this time with their wonderful children.
- Give the parents a short presentation about the things the children have been doing.
- You can also let the children illustrate an exercise or show something from their group meetings – alternatively the children can each say one word about the experience of being in the group.

Presentation of certificates

Instruction:

- Again, thank the parents for the opportunity to get to know their wonderful children
- One at a time, call each child's name and ask them to bring their My Book with them. Hand them their certificate for participating and for their unique contribution to the group.
- Read out loud what is written on the child's certificate, 'During the programme, it was evident that you are....'. Say positive things to the children in front of their parents.
- Ask the children to put their certificate in their My Books.

The Co-trainer shares the possibilities for continuing in the group or in other local activities. Inform the parents about the list that the children have been given about the activities that local and volunteer organisations offer – including possibilities of financial support for these.

Play and having a good time together

In group meeting 9, the group agreed how to conclude the group today. This is now organised.

Conclusion

The conclusion of the day can potentially include the following three talking points:

- Thank you so much for sharing all your stories with us.
- Take care of your beautiful trees and remember them when you face hardships, strong winds, and storms and are in of need support.
- Use your My Books when you are not sure how to move on.
- Thank you for the time we have spend together and GOOD LUCK with MindSpring – a new beginning as a child in Denmark!

Thank the parents for allowing the children to participate and trusting that they could gain something from participating in MindSpring and for their continual support throughout the meetings.

End the meeting by inviting the children to stand in a circle together with the MindSpring trainer and co-trainer. Hold hands and tell the children: When I tell you to, we will all squeeze each other's hands and say thank you and goodbye for now.

Additional Materials

Certificate of participation

Attachment to certificate

MINDSPRING

FOR CHILDREN

CERTIFICATE OF PARTICIPATION

.....

has participated in a MindSpring programme for children.

The programme was completed over ten weeks

from/..... to/..... 20.....

MindSpring is a series of ten group meetings for children with a refugee background. The group is led by a volunteer MindSpring trainer who also has a refugee background and speaks the same language as the participants. The MindSpring trainer is assisted by a professional co-trainer from the hosting organisation or institution.

Purpose:

To strengthen the participants' self-image, identity, and agency and empower them for their new life in

Content:

The programme presents the participants with a series of topics for discussion. Through exercises and conversation, the children come face to face with what they all have in common: a new country, a different culture, stress, worries, and loneliness. The programme encourages the value of social networks and emphasises the good story each child carries with them.

Date

.....

.....

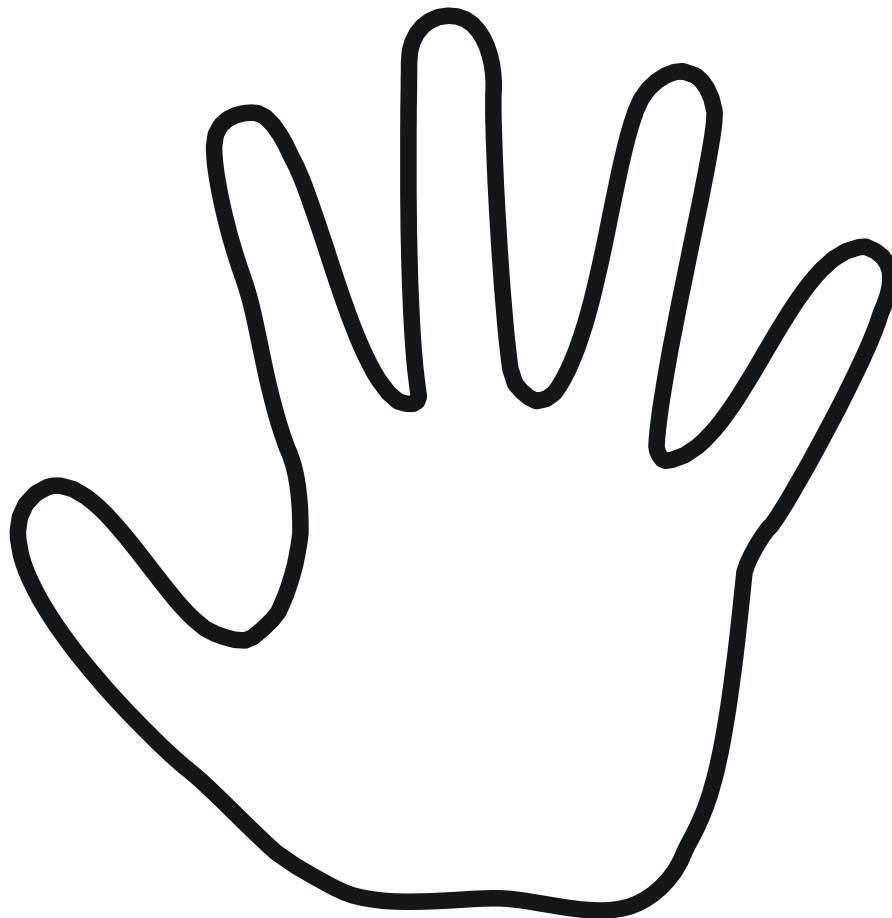
The MindSpring trainer

The MindSpring co-trainer

During the course of the MindSpring programme, we learned that you

have many personal qualities and talents.

We noticed that some of your strengths are:



Thank you for participating in the MindSpring group and for contributing with your all reflections and experiences.

GOOD LUCK IN THE FUTURE.

Attachments

Exercises - as an introduction or to conclude

Hobby icons

Energisers

Conflict resolution

Word lists / Danish, Arabic, Somali, Tigrinya

Icon usage in relation to games, presentations, and to convey feelings.

Exercises as an introduction or to end the day

Breathing exercise 1

- Sit comfortably and upright in your chair with both legs resting on the floor.
- Place one hand on your stomach and notice the movements of your stomach as you breathe in and out

Breathing exercise 2

- Stand up or sit upright in a chair.
- Simultaneously, stretch your arms over your head and breathe in through your nose.
- Hold your breath briefly, keeping your arms raised above your head.
- Breathe out through your mouth, while also lowering your arms
- Slowly repeat by following the gentle movements of the MindSpring trainer.

Breathing exercise 3

Instructions:

- Lie down on the floor and make yourself comfortable (you can close your eyes if you like)
- Lift both arms up over your head and rest them on the floor above your head (elbows approximately at the level of your ears).
- Breathe in deeply through your nose.
- Raise your left leg and right arm into to the air while exhaling through your mouth.
- Now breathe in through your nose, while you move your right arm up so it is aligned with your right ear, your hand resting on the floor above your head, and lower your left leg.
- Repeat with opposite arm and leg.
- Repeat these steps 5 times.

As a guide, to keep the rhythm, try to inhale to rest in a horizontal position, and exhale while raising your arm and leg.

Breathing exercise 4

Please note it can be difficult to stand up and focus on breathing. Make sure to tell the children that they can sit down at any time.

Instructions:

- Stand up with feet shoulder width apart. Find your balance.
- Let your arms drop down along the sides of your body and relax your shoulders.
- Breathe in while raising your arms out to the sides of your body and up over your head. Raise yourself all the way up on your toes.
- Breathe out slowly while lowering your arms and resting on the soles of your feet again.
- Repeat breathing in and out ten times at your normal breathing pace. Be careful not to breathe too quickly, as you may become dizzy.

Breathing exercise 5

- Stand in a comfortable position and clench your fists.
- Raise one arm in front of you, bend your elbow so your fist is close to your waist and facing upwards.
- Take a deep breath in.
- Change position and use your other arm. Pull your arm towards your waist and breathe out as you do so.
- Repeat - you inhale when your arms change positions and exhale the next time they change position.
- Changes side a few times so the other arm will be the one stretched when inhaling.

'The Tree' - a breathing exercise for the youngest children

Begin by reminding the children of the importance of learning how to breathe because you can help your body cope better.

- Everyone stands in a comfortable, relaxed position – knees are soft.
- Take a deep breath in (all the way below the bellybutton, the stomach extends when it is full of air). At the same time, raise your arms in a circular manner up over your head as if you are shaping the top of a tree above the trunk of your body.
- Breathe out while making a gentle, whistling sound and move your fingers as your lower your arms, pretending autumn leaves are falling from your tree. Repeat three times.

Massaging your body

Time: 10 minutes

Instructions:

Body massage can help you feel and manage your body and help you breathe better and deeper from your stomach. It may help you calm down if you are in an uncomfortable situation. If you are feeling tense and holding your breath, you can sometimes even become dizzy, start to feel sore somewhere in your body, and maybe get a headache. We can massage each other, but if you are alone, it is good to know how you can calm yourself.

The MindSpring trainer instructs as follows:

- Gently tap your right leg all the way down and out to your feet.
- Repeat on your left leg.
- Move your hand in a circular manner on the front of your stomach in large anti-clockwise actions, starting at the top and going all the way around.
- Make circular movements: first with your shoulders, then include your upper arms (by bending at elbows) and finally swing your whole arm.
- Repeat with the left arm
- Repeat with both arms together
- Make small circular massage circles from the middle of your forehead out towards your ears, continue with small circles on your ears.
- Continue this finger massage from your ears down the side of your face, and let your hands meet at your chin.
- Stand a bit, breathing quietly and calmly. Try to notice how your body is feeling from your toes to your feet, legs, arms, stomach, back, neck, face. Now come back and be present in the room. The exercise is now over.

Shake and relax

Time: 5-10 minutes

Instructions:

- All the children form a circle and start by shaking their arms for half a minute.
- Now shake one leg, and then the other.
- Roll your entire body by tucking your chin against your chest, bending down until your fingers touch the floor.
- Slowly roll your body up little by little until the head is back on the top of your head.
- Stand still for a minute, feet firmly and balanced on the floor, gently press your toes into the floor, then the outside and inside of your feet, and finally your heels.

Rituals to end the meetings

It is important to have a ritual that concludes the group meetings in the same predictable manner. The children should have a sense of accomplishment and feel that they have had all their questions answered. To include the whole group, you may like to conclude with the children sitting on the floor in a circle or relaxing together in some form. You may like to play the music you use during the children's arrival gently in the background.

You can make up a certain ritual that you all do together to strengthen the children's feeling of belonging to the MindSpring-group. This can e.g. be a specific way of saying goodbye.

Circular hand wave for goodbye

- Form a circle
- One child is chosen to start off the hand wave by stretching out her/his hand pointing to the middle of the circle.
- The child standing to the right, repeats this movement so that there are now two hands pointing to the middle.
- Again, the person to the right repeats until all the children have stretched their right arms out pointing to the centre of the circle.
- Now chant out four words in unison, e.g., thank – you – for – today. As you say each word, you lift your hands up and down. Finally you can say goodbye and lift your arms up simultaneously and return from the circle.

Common farewell greeting

Common greeting for saying goodbye may be that everyone walks around shaking hands and making eye contact saying: 'Thank you for today'.

Keystone Time: 3-5 minutes. Instructions:

- The children form a close circle
- All the children turn so that they are facing the back of the person next to them.
- The children stand so close together that as they slowly sit down, they will sit on the lap of the person behind them.
- This way the children form one, sitting circle together.

Stardust

Time: 3 minutes

Instructions:

- The children line up
- All the children tap their legs, so that it makes a bit of noise.
- The MindSpring trainer counts down: 3-2-1
- All the children raise their hands into the air, shouting 'Shuuuu' (the sound of a rocket launching).
- Everyone quietly lowers their arms, lightly fluttering their fingers, saying: 'shsssss'.

Hobby icons







Energisers

The purpose of energisers is to create a new, positive energy, or alleviate a heavy atmosphere. Energisers can sometimes make us laugh, thereby providing strength to the group dynamics and a sense of belonging to the group.

Depending on the energiser, you can raise or lower the energy in the group.

Line up (according to instruction)

Time: 3-5 minutes

Instructions:

- Ask the children to line up according to various instructions, start off with e.g., height - the tallest child at the back.
- The child at the front now decides on the next criteria (if the children are young, the trainer continues to make the suggestions).

Examples of criteria:

- Line up according to birth month, January at the front.
- Line up according to the number of years you have lived in Denmark, the newest arrivals at the end of the line.
- Line up according to how old you are, or according to the number of siblings you have etc.

Gibberish communication - a circle activity for the older children:

Time: 3-5- minutes

Instructions:

- Make a circle
- The MindSpring trainer starts off by saying a sentence in double dutch to the person to his or her left.
- At the end of the sentence, the MindSpring trainer claps his or her hands (can be left out).
- The person to the left relates the same sentence to the person next to him/ her, and adds his/ her own opinion (still in double dutch) etc.

Gibberish game for the youngest:

Time: 3-5 minutes

Instructions:

- The MindSpring trainer tells the children to form a circle.
- The MindSpring trainer calls out a word that does not make sense. The group repeats this word together.
- The MindSpring trainer calls out the same gibberish word, and then adds another. The group repeats the two words.
- The MindSpring trainer calls out the same gibberish words, adds a funny action, and one new word. The group repeats.
- The game continues until the MindSpring trainer senses that it is time to finish, or that it is becoming too difficult.
- If you try this exercise for a second time, the MindSpring trainer may ask one of the children to lead the exercise.

Shake your body

Time: 5 minutes

Instructions:

- Stand in a comfortable position. This can also be in a circle.
- Drop your shoulders, with hands loosely by your side
- Now shake for 3 minutes, and notice how this energy transfers through the body.

Freeze!

Time: 3- 5 minutes

Instructions:

- Ask the children to walk around, passing in and out between each other, swinging their arms.
- The MindSpring trainer then calls out: 'freeze!' and the children stop immediately in whatever position they may be in at that time.
- Now the trainer calls out: 'go!' and the children start up again.
- Then the trainer calls out: "Freeze!" And again all the children stop.
- It is a brief exercise, that usually works well after sitting still for a long time.

1-2-3

Time: 5 minutes.

Instructions:

- Ask the children to partner up with one other child
- The two children stand opposite each other, and count to three together
- The children alternate saying a number: the first child says 'one', the second child 'two', the first child says 'three', the second child 'one' etc.
- When the children have established a rhythm, they can replace the number 'one' with a sound or a movement e.g., they may say 'hi' and wave at the same time (you can also leave out the action).
- To make it easier for the children, the trainer may like to define the sound or the action, but the children can also decide themselves.
- Once this is established, the number 'two' should also be replaced with a sound and movement. Finally, do the same with number 'three'.
- The exercise should end with no speaking, but only sounds and movements.

The tumbler

Time 5-10 minutes

Instructions:

- Sit down on the floor, bend your legs with the soles of your feet touching, hold onto the end of your feet. Pull with both legs towards your body, heels as close to your body as you can, now let your knees drop down at either side.
- Hold on to your feet, and sway from side to side - to the right, to the left.
- When you have found a rhythm, you can tumble down to your right knee, upper thigh, and upper arm, unto your back, then up on the left side of your upper thigh and upper arm, until you come around to sit up again.
- You need to add a certain pace and engage your stomach muscles.

Imaginary ballgame

Time: 5 minutes

Instructions:

- Ask the children to form a circle
- Start by pretending to dribble a tennis ball in front of you. At the same time, say that you are going to throw the tennis ball to one of the children.
- Ask everyone to be ready, then throw your ball saying: I am throwing my ball to XX'.
- XX catches the tennis ball, changes it into another type of ball, which he or she will then throw to another person in the group etc. The ball can be a basketball, handball, beachball, volleyball, balloon, even an orange, an apple, or whatever you choose to throw. Make sure everyone has a turn of catching and throwing the ball.
- When the game is about to end, the last person throws his or her chosen 'ball' to the MindSpring trainer, and this is where the game ends

Energisers suitable for breaks

Hokey Pokey - singing and dancing

Time: 5-10 minutes

Instructions:

- Stand in one long row and put actions to the song.
- “You put your right arm in, you put your right arm out, you put your right arm in, and you shake it all about”.
- Put your hands up under your chin, and your elbows out to the side whilst singing.
- “You do the Hokey Pokey, and you turn around, that’s what it’s all about”.
- Return to standing in one long row, this time facing the back of the person next to you, now move forward with your hands at the hips of the person in front of you singing.
- “Oooh boogie woogie woogie oooh boogie woogie voogie ooh boogie woogie woogie” as you move around in a line or a circle.

Miming

Time: 5-8 minutes

Instructions:

- One child is chosen to mimic an animal or an activity.
- The child starts off mimicking.
- The remaining children try to guess what the animal or the action is, by putting up your hand and asking questions. The trainer coordinates.
- The mimicking child can only answer by nodding or shaking his or her head as a way of saying yes or no.
- The child to guess the animal or activity will have the next turn at mimicking

Rhythm clapping

Time: 5-8 minutes

Instructions:

- The children line up two-by-two, facing each other
- Synchronise each clapping once
- Now clap your right hands together
- Then each clap once
- Now clap your left hands together
- Then each clap once
- Clap your right and your left hands together once
- Cross your hands over your chest, and make a clap on your chest
- Clap with your hands on your thighs
- Repeat. To make it a little challenging, build the pace or add music and ask the children to follow the rhythm of the music.

Pretend to be an animal

Time: 5-10 minutes

Instructions:

- Act out the movements of certain animals

The MindSpring trainer now calls out:

- A hunting panther
- A mouse looking for food
- A dog out for a walk
- An elephant moving towards the water
- A giraffe looking for food

Find someone like you

Time: 5 minutes

Instructions:

- Ask the children to stand up and find a space on the floor.
- Ask the children to quickly partner up with someone who has the same hair colour as themselves.
- Ask the children to shake hands and introduce themselves to this person.
- Now ask the children to find someone of the same gender as themselves
- Continue with 4-6 things for them to find – e.g., eye colour, age, height, employer, number of children, etc.
- You can also ask the participants to come up with suggestions for what matches they should find.
- Keep a high tempo!

The value line

Time: 5-10 minutes

Instructions:

- Place a long rope in a line on the floor.
- Draw a plus sign and place at one end, and a minus sign to place at the other end.
- The children now go to stand on the rope in relation to what they think of what the MindSpring trainer calls out
- E.g., 'Chocolate tastes good'. Everyone who agrees stands at the plus end, those who disagree at the minus end. There is the in-between as well.
- Suggestions:
 - I love it when it rains!
 - Apples are beautiful!
 - It is fun to play games together!
 - Music is lovely!
 - I am good at drawing!
 - I know how to play soccer!
 - I am happy today!

Energisers to attract attention or to help concentrate

Flower hand

Time: 3-5 minutes

Instructions:

- The children can stay where they are sitting or sit on a chair in a circle.
- Everyone closes their eyes, claps their hands, and places them on their knees in front of them.
- When the trainer says "now", the children should slowly unfold their hands like a blooming flower in exactly one minute. Very few of the children will have managed the timing. Some will have opened their hands too quickly, some too slowly.

1 - 2 - 3 steps - a variation

Time: 8-10 minutes

Instructions:

- Step 1: Child A and child B take turns calling out a number between 1-3.
- A starts off with '1', B then says '2' and A '3'.
- A and B continue saying the sequence of the three numbers without stopping.
- Then it is Child B's turn to say '1', child A says '2' and Child B says '3'.

Let the children continue this way for a couple of minutes, a challenge may be to increase the pace. Compliment the children on their perseverance and suggest that they may like to try something less predictable than counting to three. Then introduce the next exercise.

Repeat following these steps:

Step 2: Replace "1" - instead, clap your hands

- A starts off by clapping his/ her hands once (instead of saying '1')
- B says '2' and A says '3'
- B continues the pattern with a clap of hands instead of saying '1' and so on.

Step 3: Replace '2' - instead, do a hop

- Let child B starts off this time
- A begins by clapping his/ her hands once (instead of saying '1')
- B hops once on the spot (instead of saying '2')
- A says '3'
- B continues the pattern with a clap of hands (instead of saying '1') and so on

Step 4: Replace '3' - instead, say 'Hi'

- A begins with a clap of his/ her hands
- B hops once on the spot
- A says 'Hi'
- B continues the pattern with a clap of hands and so on.

Prrr og Pukutu

Time: 3-5 minutes

Instructions:

- The children are all asked to pretend they are birds
- One bird is called Prrr and the other Pukutu
- When the trainer calls out 'Prrr' all the children should stand on their toes and wave their arms up and down as if they are flying or pretending to be drying themselves.
- When the trainer calls out 'Pukutu' all the children should freeze, without moving a feather.

Energisers to strengthen relations and group dynamics

The children learn by making the best use of each other's resources, without abusing these. The children gain an interpersonal security when focusing on positive strategies that will contribute to their teamwork and group work.

Back-to-Back

Time: 3-5 minutes

Instructions:

- The children are asked to pair up with another child who is approximately the same height as themselves.
- The children sit down on the floor, back-to-back, they also hook their elbows together.
- On the count of three, the children stand up by pressing their back against their partner's back, keeping their legs straight.
- Once successfully upstanding, the children can sit down again, still hooking the elbows together.

Body Check

Time 3-5 minutes

Instructions:

- The children team up two by two
- Child number 1 lies down on the floor, or stands up
- Child number 2 gently touches child number 1 at various spots around his/ her body.
- As soon as child number 1 feels the touch, he/ she tenses his/ her muscles, and then relaxes again. Change roles

Zig zag circle

Time 3-5 minutes

Instructions:

- An even number of children form a circle, leaving space in between each other.
- The children join hands
- The children should try to stand as still as possible
- Slowly and carefully, every second child in the circle leans backwards, whilst the other half lean forward into the circle.
- Together, the children keep their balance, moving slowly and carefully with a strong handhold.

Foot, hand, and neck

Time 5-10 minutes

Instructions:

- The trainer has the role of referee, and decides if the teams solve the tasks given to them
- The children are asked as a group to stand up with no more than five feet touching the floor.
- The trainer thinks of other combinations, e.g., four feet and two hands.
- The combinations increase in difficulty, with consideration to the number of participants.

Standing up as a group

Time: 3-5 minutes

Instructions:

- The children sit together in a circle
- The children can sit on their behind, legs stretched out in front pointing to the centre of the circle - even with the feet touching.
- The children hook arms and try to stand up all at the same time by pulling each other to a standing position. This exercise can also be done two-by-two

Mill Wheel

Time: 5-8 minutes

Instructions:

- The trainer demonstrates how to commence by drawing a circle with the right hand on your tummy
- The children do the same
- When the children are ready, the trainer taps the left hand on the head.
- The children do the same
- When the children are ready, the trainer may add a third step to the exercise by bending his legs up and down.

Stand Still

Time: 5-10 minutes

Instructions:

- When we do this exercise, always be mindful of breathing from your tummy, do not hold your breath.
- Lift your toes off the floor, one by one, then lower them back to the floor, one by one - remember to breathe.
- Lean back onto your heel, then forward onto your toes - remember to breathe.
- Tilt your feet so you are supported by the outside of your feet, then the inside - remember to breathe.
- Give yourself little taps going up your legs until you reach your tummy - remember to breathe.
- Finally, be present in the room - the exercise is complete.

Balance

Time 5-10 minutes

Instructions:

- Stand on one leg
- With your right hand catch hold of your right ankle by bending your right knee and pressing your lower leg against your behind.
- Raise you left arm in the air, and keep your eyes on this hand
- Try if you can bend forward, by pulling backwards with your right foot, still holding it with the right hand, pull upwards and backwards.
- The left hand pulls forward and up
- Notice how you best balance, and how the point of balance changes • Exit the exercise.

Mirror

Time: 5-10 minutes

Instructions:

- Dance two by two, one is a mirror to the other person (synchronise the movements)
- Try in slow-motion as well
- Change roles, so both children get a turn at leading

Stop dance / Musical Statues

Time: 5 minutes

Instructions:

- The MindSpring trainer records music with a variety of tempo.
- The children dance and move freely with or without making a sound.
- When the music changes in character, the children must also change movements with new facial expressions and sounds.

Variation: When the music stops, the children must do whatever the MindSpring trainer calls out e.g., lie down flat on your tummy, make angle hops (bend your knees, make a jump up and clap your hands over your head, then bend your knees again), pretend you are a pencil rolling on the floor, make a pirouette like a ballet dancer, or stand on one leg, bend down, and touch your toes.

The exercises are carefully chosen depending on whether the children need to increase or decrease their energy levels

Conflict resolution

Generally, conflicts are best dealt with proactively. Conflicts bring new insight, which is worth embracing. Conflicts often arise due to differences and we all do well to learn from these.

Implementing a level of conduct and following rules are a way of preventing conflicts. During the MindSpring sessions, if you see the need, you can always add more rules.

Energisers also serve as a way of de-escalating a potential conflict. The children may sometimes not be able to concentrate, or they may find a certain task or topic difficult to relate to.

The composition of the group is also important in order to build the children's ability to support and help each other rather than blaming each other.

Sometimes, situations arise where children need to be separated. In times of conflict, communication is the key. Focus on:

- Maintaining a safe and secure environment where every child can voice his/her opinion about the problem, or what has taken place.
- Maintaining a structure where every child uses and understands 'I' - language as opposed to 'You' - language: So to try and recount the situation as he/she experienced it, as opposed to what the other person did or said. See outline in table below.
- Giving every child the chance to say how they wish the situation could be (focus on solving the situation/ focus on the future)
- Gathering the children's ideas about how to move on - all children are invited to contribute.

It is also advisable to:

- Prevent conflicts by composing the groups in a way so that the children are best able to gain from each other's strengths.
- Evaluate the need for structure during the breaks e.g., by offering games that strengthens teamwork, so the group is less prone to conflicts when working together on the topics.

Furthermore, MindSpring is a series of group meetings, designed to learn together and from each other, not with time spent on conflict resolution between one or two people. It may be beneficial to point out, that everyone is here voluntarily the option, and that the community should be used in a strengthening way. This is achieved through paying attention to helping each other, giving each other time, and good advice.

The table below shows how a conflict can escalate or de-escalate by paying attention to the use of language.

<p style="text-align: center;">ESCALATING</p> <p>= Blaming, criticising, attacking, generalising.</p>	<p style="text-align: center;">DE-ESCALATING</p> <p>= Uses own feelings and experiences as a point of departure, respects the other person's experience, allow for other people to have their own views and values, takes responsibility.</p>
<ul style="list-style-type: none"> Uses 'You' language Interrupts Indifferent Asks leading questions Blames Speaks in an abstract manner Focuses on the past Targets a certain person 	<ul style="list-style-type: none"> Uses 'I' language Listens and hears other people out Displays an interest Asks open-ended questions Expresses what he/she would like Uses concrete language Focuses on the present/future Seeks to solve the problem

From *When a conflict happens - a miniguide* ('Når konflikten opstår - en miniguide') published by: www.forældrefiduser.dk
 Reference: Centre for Conflict resolution (Center for Konfliktløsning) www.konfliktloesning.dk

WORD LIST / Danish, Arabic, Somali, Tigrinya

The definitions of the words in this list are catered to their use in the MindSpring programme. There are also different definitions that are excluded from this list.

Below are word lists translated into Danish, Arabic, Somali, and Tigrinya.

ENGLISH	DANISH
Behaviour – the way one acts or reacts, actions	Adfærd – den måde man opfører sig på, handlinger
Relaxation – the ability of the body to relax / a conscious bodily relaxation	Afspænding – kroppens evne til at slappe af / en bevidst kropslig afslapning
Fear, dread or fright – bodily and mental reaction to experienced danger	Angst, skræk eller frygt – kropslig og psykisk reaktion på en oplevet fare
Concern – to be nervous or anxious about a current or future problem	Bekymring – at være nervøs for et nuværende eller fremtidigt problem
Reward – to give someone something in recognition of an action	Belønning – at give nogen noget som anerkendelse for en handling
Biological – when something is related to nature, e.g. body structure and functions	Biologisk – når noget har med naturens sammenhæng at gøre, for eksempel kroppens opbygning og funktioner
Message – contents or a notice one wishes delivered to another person	Budskab – et indhold eller en meddelelse man ønsker overbragt til en anden
Certificate of participation – documentation that a person has participated in something	Deltagerbevis – en dokumentation for at en person har deltaget i noget
Dilemma – a situation characterised by a difficult choice, where the possibilities are comprehended as equally good or bad	Dilemma – en situation, hvor man skal træffe et vanskelig valg, hvor mulighederne opleves som enten lige gode eller lige dårlige
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	Ensomhed – at føle sig alene (ikke at forveksle med alenehed, som er at være alene, men ikke nødvendigvis ensom)
Energiser – a short exercise to create new energy, e.g. strong relations, fun, focused attention, light atmosphere, more positive attitude	Energiser – en kort øvelse, som skaber ny energi, for eksempel stærke relationer, morskab, skærpet opmærksomhed, lettere stemning, lysere syn på tingene
Exchange of experiences – to share former experiences, knowledge, and insights with other people	Erfaringsudveksling – at dele tidligere oplevelser og erkendelser med andre
Physically – when something has to do with the body or the material world	Fysisk – når noget har med kroppen eller den materielle verden at gøre

Community – the feeling of belonging to a group	Fællesskab – følelsen af at høre til i en gruppe
Group course – a group of people meeting several times over a period of time	Gruppeforløb – en samling af personer som mødes flere gange over tid
Identity – the way oneself or other people perceive a person or a group of people	Identitet – sådan som man selv eller andre opfatter en selv eller en gruppe
Develop or change of identity – When identity develops or changes because of personal and physical change or important incidents in life	Identitetsudvikling/forandring – Når identitet udvikler eller direkte forandrer sig som følge af personlig og fysisk udvikling eller vigtige hændelser i livet
Culture – predominant way of living and perceiving the world among a group of people	Kultur – levevis og verdensforståelse som er dominerende blandt en gruppe mennesker
Equal treatment – when persons are treated equally regardless of sex, ethnicity, and sexual orientation; thus, they are not treated less favourably than others in comparable situations	Ligebehandling – når personer behandles lige uanset køn, etnicitet og seksualitet, det vil sige at de ikke behandles dårligere end de ellers ville være blevet
Equality – when women and men regardless of sex have equal opportunities	Ligestilling – når kvinder og mænd, uanset deres køn, har lige muligheder
Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life	Livets træ – en metafor for og en øvelse om en persons styrker, kvaliteter og drømme gennem livet
Mistrust – lack of trust or confidence in someone or something	Mistillid – det ikke at stole på eller tro på nogen eller noget
Normality – what is perceived as normal, thus dominant within a group of people	Normalitet – det der opfattes som normalt, det vil sige dominerende blandt en gruppe mennesker
Norm – unwritten and commonly acknowledged rule within a group of people regulating behaviour and actions and representing certain values	Norm – uskrevet og almindeligt anerkendt regel blandt en gruppe mennesker, som påvirker adfærd og handlinger, og som bygger på bestemte værdier
Network – persons participating in a community concerning personal or professional interests	Netværk – personer som indgår i et fællesskab vedrørende personlige og professionelle interesser
Education/Upbringing – developing and influencing the behaviour and personality of children by transmitting knowledge, norms, and values	Opdragelse – udvikling og påvirkning af børns adfærd og personlighed gennem videregivelse af viden, normer og værdier
Professional help – an educated person providing professional support	Professionel hjælp – når en uddannet person yder faglig støtte
Psychological – what has to do with feelings, thoughts, and mental life	Psykisk – når noget har med det mentale, følelser og tanker at gøre
Psychoeducation – to learn about the psyche, feelings, thoughts, mental life and related illness	Psykoedukation – at lære om psyken, sjælelivet, følelser, tanker og sygdom i forbindelse hermed
Influence/Impact – when someone is affected by something – often followed by some kind of change	Påvirkning – når noget har en virkning på nogen – oftest med en slags ændring til følge
Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents	Resiliens – det at være modstandsdygtig – at forblive mental sund trods voldsomme hændelser

Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex	Seksuel orientering – at være tiltrukket af et samliv og have sex med en person af det modsatte eller ens eget køn
Autonomy – to be able to think and act independently of others	Selvstændighed – at kunne tænke og handle uafhængigt af andre
Socially – something that has to do with relations between people or groups of people	Socialt – når noget har med relationer mellem mennesker eller gruppe at gøre
Social control – when someone is being sanctioned/ punished because of behaviour perceived to be socially unacceptable	Social kontrol – når nogen sanktioneres/straffes på baggrund af deres adfærd, som anses at være socialt uacceptabelt
Ground rules – agreements made within a group on the behaviour acceptable in the group	Spilleregler – de aftaler en gruppe har indgået for opførsel i gruppen
Punishment – someone being exposed to uncomfortable treatment due to an action or accusation	Straf – når nogen udsættes for ubehagelig behandling som følge af en handling eller beskyldning
Stress – when the body physically and mentally reacts with tension due to danger or major expectations/ demands to perform	Stress – når kroppen fysisk og psykisk bliver anspændt som følge af farlige situationer eller store forventninger/ krav til præstationer
Coping with stress – consciously encountering and acting on a feeling of stress	Stresshåndtering – det at forholde sig til og handle på en følelse af stress
Symptom – physical or mental sign of a certain illness	Symptom – fysisk eller psykisk tegn på en bestemt sygdomstilstand
Trust – to have confidence in someone or something	Tillid – at stole eller tro på nogen eller noget
Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents	Traumatisering – at være ufrivilligt fysisk og/eller psykisk påvirket af tidligere voldsomme begivenheder
Trauma – when a severely distressing incident has physically and/or mentally harmful and long-lasting effects on a person – like a “mental wound”	Traume – når en voldsom begivenhed har fysisk og/eller psykisk skadelig virkning på en person længe efter begivenheden – som et ”sår på sjælen”
Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma	Traumehåndtering – det at forholde sig til og kunne handle på fysiske og psykiske følger af traumer
Challenge – a situation imposing personal, creative, or intellectual demands on a person	Udfordring – en situation som stiller store personlige, kreative eller intellektuelle krav til en person
Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply	Værdier – overordnede syn på verden og holdninger til livet som har særlig værdi for en person eller gruppe af mennesker, og som de forsøger at efterleve
Choice – to make up your mind and select one of several possibilities	Valg – det at bestemme sig for en ud af flere muligheder
Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness	Øvelse – at en eller flere personer følger nogle bestemte instrukser for at opnå en ny forståelse, viden eller følelse i kroppen

ENGLISH	ARABIC
Behaviour – the way one acts or reacts, actions	السلوك - الطريقة التي يتصرف بها المرء، الانصرافات.
Relaxation – the ability of the body to relax / a conscious bodily relaxation	الاسترخاء - قدرة الجسم على الاسترخاء / استرخاء جسدي متعمد.
Fear, dread, or fright – bodily and mental reaction to experienced danger	الرهبة أو الخوف - ردة فعل نفسية للجسد تجاه استشعار الخطر.
Concern – to be nervous or anxious about a current or future problem	القلق - أن تكون متوترا تجاه مشكلة حالية أو مستقبلية.
Reward – to give someone something in recognition of an action	المكافأة - اعطاء شيء ما لشخص، كإعتراف بعمل قام به.
Biological – when something is related to nature, e.g., body structure and functions	بيولوجي / حيوي - عندما يكون الشيء على ارتباط مع الطبيعة، على سبيل المثال بناء الجسد ووظائفه.
Message – contents or a notice one wishes delivered to another person	الرسالة - محتوى أو خبر يتمنى الشخص إيصالها إلى الآخر.
Certificate of participation – documentation that a person has participated in something	شهادة مشاركة - وثيقة توثق مشاركة الشخص في شيء ما.
Dilemma – a situation characterised by a difficult choice, where the possibilities are comprehended as equally good or bad	معضلة/مأزق - ظرف، يتطلب من الشخص اتخاذ قرار صعب تكون فيه الفرص الجيدة والسيئة متساوية.
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	الوحدة - أن تشعر أنك وحيدا) ال يجب الخلط هنا بينها وبين أن يكون منفردا، الأمر الذي ال يعني بالضرورة (أن أكون وحيدا).
Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude	توليد الطاقة - تجربة قصيرة، تولد طاقة جديدة، على سبيل المثال: العلاقات القوية، المؤممة، الإلهام. الشدي، أجواء منفاة، نظرة إيجابية للمور
Exchange of experiences – to share former experiences, knowledge, and insights with other people	تبادل الخبرات - مشاركة تجارب وإنجازات سابقة مع الآخرين.
Physically – when something has to do with the body or the material world	الجسدي - عندما يكون الشيء متعلقا بالجسد أو بالعالم المادي.
Community – the feeling of belonging to a group	جماعة - شعور الانتماء إلى

	مجموعة
Group course – a group of people meeting several times over a period of time	دورة جماعية - مجموعة من الأشخاص يجتمعون عدة مرات خلال فترة معينة.

Identity – the way oneself or other people perceive a person or a group of people	الهوية - الطريقة التي ترى بها نفسك أو يراك بها الآخرون مجموعة ما
Develop or change of identity – When identity develops or changes because of personal and physical change or important incidents in life	تطوير أو تغيير الهوية - عندما تتطور أو تتغير الهوية نتيجة لتغير شخصي وجسدي أو أحداث مهمة في الحياة.
Culture – predominant way of living and perceiving the world among a group of people	الثقافة - الطريقة السائدة لنمط المعيشة وفهم العالم بين مجموعة من الناس.
Equal treatment – when persons are treated equally regardless of sex, ethnicity, and sexual orientation; thus, they are not treated less favourably than others in comparable situations	المساواة في المعاملة - عندما تتم معاملة الناس على قدم المساواة بغض النظر عن الجنس، العرق، والحالة الجنسية، أي أن ال تتم معاملتهم بشكل أسوأ مما يجب
Equality – when women and men regardless of sex have equal opportunities	المساواة في الوظائف - عندما تكون الفرص متساوية أمام الرجال والنساء بغض النظر عن جنسهم
Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life	شجرة الحياة - استعارة/ مجاز وتمارين حول نقاط القوة لشخص ما، الجودة والعالم عند الممررة خلال الحياة.
Mistrust – lack of trust or confidence in someone or something	عدم الثقة - هي أن ال نسا نأمن أو نصدق بشيء أو شخص ما
Normality – what is perceived as normal, thus dominant within a group of people	الأحوال الطبيعية - الشيء الذي يعتبر طبيعياً بشكل سائد عند مجموعة من الناس
Norm – unwritten and commonly acknowledged rule within a group of people regulating behaviour and actions and representing certain values	معيار - قانون غير مكتوب ومعترف به بشكل تلقائي من قبل مجموعة من الناس، يؤثر على السلوك والتصرفات، ويشي على مبادئ معينة.
Network – persons participating in a community concerning personal or professional interests	شبكة - عندما يدخل أشخاص ضمن مجموعة ليما يتعلق بمصالح شخصية أو مهنية

<p>Education/Upbringing – developing and influencing the behaviour and personality of children by transmitting knowledge, norms, and values</p>	<p>التربية - التطوير والتأثير على سلوك الأطفال وشخصيتهم من خلال إعطاء المعرفة، المعايير والمبادئ.</p>
<p>Professional help – an educated person providing professional support</p>	<p>مساعدة محترفة - عندما يقدم الشخص المتعلم دعماً مهنيًا.</p>
<p>Psychological – what has to do with feelings, thoughts, and mental life</p>	<p>نفسى - عندما يتعلق الأمر بالشأن العقلي، المشاعر والأفكار.</p>
<p>Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness</p>	<p>التثقيف النفسى - التعرف عن النفس، حياة الروح، الأمراض والأفكار والمرضى ضمن هذا التخصص</p>

Influence/Impact – when someone is affected by something – often followed by change	التأثير - عندما يكون لشيء ما تأثيرا على شخص ما - يصاحبه نوع من التغيير على الغلب
Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents	المرونة - القدرة على المقاومة - المحابطة على الصحة العقلية على الرغم من الأحداث العنيفة
Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex	الميل الجنسي - أن ينجذب المرء للمعاشرة وممارسة الجنس مع شخص من الجنس الآخر أو جنسه
Autonomy – to be able to think and act independently of others	الاستقلالية - القدرة على التفكير والتصرف دون الاعتماد على الآخرين
Socially – something that has to do with relations between people or groups of people	اجتماعي - عندما يتعلق الأمر بعلاقات بين الناس أو بين مجموعة معينة
Social control – when someone is being sanctioned/ punished because of behaviour perceived to be socially unacceptable	الرقابة الاجتماعية - عندما يعاقب شخص بناء على تصرفهم، الذي يعتبر غير مقبول اجتماعيا
Ground rules – agreements made within a group on the behaviour acceptable in the group	قواعد اللعبة - الاتفاقيات التي ترميها مجموعة ما من أجل التصرف داخل المجموعة
Punishment – someone being exposed to uncomfortable treatment due to an action or accusation	العقاب - عندما يتعرض الشخص لمعاملة غير مريحة نتيجة لتصرف أو اتهام
Stress – when the body physically and mentally reacts with tension due to danger or major expectations/ demands to perform	الجهاد أو الكرب - عندما يصبح الجسم متوترا جسديا ونفسيا نتيجة لظروف خطيرة أو توقعات أو متطلبات عالية الأداء.
Coping with stress – consciously encountering and acting on a feeling of stress	أدارة الجهاد أو الكرب - عند اتخاذ موقف والتصرف بناء على مشاعر مجهدة مضغوطة
Symptom – physical or mental sign of a certain illness	العارض - مؤشر جسدي أو نفسي على حالة مرضية معينة.
Trust – to have confidence in someone or something	الثقة - أن نؤمن أو نصدق بشخص أو شيء ما.
Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents	الوقوع تحت الصدمة - هي أن نكون متأثرا جسديا أو نفسيا أو ونفسيا بشكل ارادي نتيجة الأحداث عنيفة سابقة.
Trauma – when a severely distressing incident has physically and/or mentally harmful and long-lasting effects on a person – like a “mental wound”	الصدمة - عندما يكون لحدث عنيف تأثيرا جسديا أو نفسيا ضارا على الشخص مدة طويلة بعد انقضاء الحدث - "جرح نفسي".

Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma	أدارة الصدمة – القدرة على التصرف والتعامل مع الآثار النفسية والجسدية الناجمة عن الصدمة النفسية.
Challenge – a situation imposing personal, creative, or intellectual demands on a person	تحدي - ظرف يفرض متطلبات شخصية، إبداعية وفكرية عالية لشخص ما.

<p>Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply</p>	<p>القيم - النظرة الشاملة للعالم والمواقف تجاه الحياة التي لها قيمة خاصة لشخص ما أو مجموعة من الأشخاص، ويحاولون العيش وفقها لها.</p>
<p>Choice – to make up your mind and select one of several possibilities</p>	<p>خيار - نحدد واحدة من عدة خيارات.</p>
<p>Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness</p>	<p>ممارسة أو تمرين - هي أن يتبع شخص أو مجموعة من الأشخاص تعليمات محددة من أجل الوصول إلى فهم، معرفة أو شعور جديد في الجسم.</p>

ENGLISH	SOMALI
<p>Behaviour – the way one acts or reacts, actions</p>	<p>Dhaqanka – habka qofku u dhaqmo, marka uu ficil samaynayo.</p>
<p>Relaxation – the ability of the body to relax / a conscious bodily relaxation</p>	<p>Nefiska – awoodda jidhku u leeyahay inuu iskii u nasto/ nasasho jidhka la nasinayo.</p>
<p>Fear, dread, or fright – bodily and mental reaction to experienced danger</p>	<p>Baqdinta, anfariirka ama cabsi – Jawaab celinta jidhka iyo maskaxda marka khatari qofka soo wajahdo.</p>
<p>Concern – to be nervous or anxious about a current or future problem</p>	<p>Walaac – walwalka dhibaataada taagan ama mid soo socota.</p>
<p>Reward – to give someone something in recognition of an action</p>	<p>Abaal marin – in qof la siiyo wax ama shay si loogu abaal marinayo ficilkiisa-</p>
<p>Biological – when something is related to nature, e.g., body structure and functions</p>	<p>Abuurka (biologisk) – marka wax ama shay yahay sidii ilaah u abuuray, tusaale ahaan sida hab-dhismeedka iyo shaqadiisa-</p>
<p>Message – contents or a notice one wishes delivered to another person</p>	<p>Fariin – wax ama fariin la doonayo in la gaarsiiyo qof kale.</p>
<p>Certificate of participation – documentation that a person has participated in something</p>	<p>Shahaadada ka qayb galka – dukumenti cadaynaya in qofku howla ama waxuun ka qayb galay</p>
<p>Dilemma – a situation characterised by a difficult choice, where the possibilities are comprehended as equally good or bad</p>	<p>Laba-labayn (laba daran kala dooro) – xaalad keenaysa in qofku gaaro go'aan adag, iyadoo waxyaalaha qofku kala doornayo yihiin qaar wada fiican ama qaar wada xun.</p>
<p>Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)</p>	<p>Cidlo (kelinimo) – dareenka cidlanimo ama keli ahaansho ee qofku dareemo (yaan lagu khaldin gooni joognimad qofku si iskiis ah u doorto, laakiin cidlanimo waxaa halkan lola jeedaa cidlada duruufu ku khasabtay qofka)</p>
<p>Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude</p>	<p>Tamar kordhiye – waxyaalo yar-yar oo qofka siin kara firfircooni cusub, tusaale ahaan sida xidhiidhka wanaagsan ee qofku la leeyahay dadka kale, shactirada, qofka oo dareema inuu muhiim yahay ama la jecel yahay, xaalad jawi degan ah, nolosha oo aan la adkayn (la fududeeyo).</p>

Exchange of experiences – to share former experiences, knowledge, and insights with other people	Is waydaarsiga k – dadka oo ka wada sheekaysta wa- xy- aalihii ay soo mareen iyo inay isu garaabaan (la isu qiro)
Physically – when something has to do with the body or the material world	Jidhka ama muuqaal – marka wax la xiriiro jidhka ama waxyaalaha ku xidhan aduunka (dhal-dhalaalka aduunka)
Community – the feeling of belonging to a group	Ka mid ahaansho – dareenka qofku dareemo inuu koox ka tirsan yahay ama ka mid yahay
Group course – a group of people meeting several times over a period of time	Koorso-Kooxeed – kulamo dhowr ah oo ay dad badani ka qayb qaadanayaan.
Identity – the way oneself or other people perceive a person or a group of people	Aqoonsi (identity) – Sida qofku isku arko inuu yahay ama dadka kale u arkaan waxa qof ama koox dad ahi yihiin
Develop or change of identity – When identity develops or changes because of personal and physical change or important incidents in life	Horumarinta aqoonsiga (identity) –kobcinta ama isbedel ku yimaado qofka waxaa keeni kara horumarka shaqsiyan ah ama mid muuqaal ah ama dhacdooyin muhiimka ah ee noloshada qofka
Culture – predominant way of living and perceiving the world among a group of people	Dhaqan – hab nololeedka iyo fahamka aduunka ee ay leeyihiin koox dad ahi.
Equal treatment – when persons are treated equally regardless of sex, ethnicity, and sexual orientation; thus, they are not treated less favourably than others in comparable situations	Cadaalad fal – marka dadka loola dhaqmo si isku mid ah iyadoo aan loo eegayn jinsi , isir ahaan iyo nooca gal-madda qofka. Taas oo macnaheedu yahay inaan dadka qaarna loola dhaqmin si fiican qaarna six un.
Equality – when women and men regardless of sex have equal opportunities	Sinnaan – marka haweenka iyo ragga iyaddoon loo eegin sinjiga ay helaan fursaddo isku mida.
Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life	Geedka noloshada – waa eray dahsoon oo loola jeedo awooda, kartida iyo hamiga qofka ka leeyahay noloshada.
Mistrust – lack of trust or confidence in someone or something	aaminaad daro – qofka oo aan ku kalsoonaan ama aaminin qof kale ama wax kale
Normality – what is perceived as normal, thus dominant within a group of people	Caadaysi – wax ama arin dadku u arkaan u arkaan inay caadi yihiin,
Norm – unwritten and commonly acknowledged rule within a group of people regulating behaviour and actions and representing certain values	Caado – sharci aan qornayn oo koox dad ahi caadi ahaan isla qirsan yihiin, wuxuuna saamayn ku leeyahay hab-dhaqanka iyo ficilada kooxda. Wuxuu sidoo kale ku dhisan yahay qiyam gaar ah
Network – persons participating in a community concerning personal or professional interests	Macaarifo/asxaab – dadka ay ka dhexayso xiriir shaqsi ama mid shaqo (xirfadeed).
Education/Upbringing – developing and influencing the behaviour and personality of children by transmitting knowledge, norms, and values	Tarbiyadda caruurta – kobcinta iyo saamaynta ku yeelashada hab dhaqanka iyo shakhsiyada carruurta si loogu gudbiyo aqoon, curfi iyo qiyam
Professional help – an educated person providing professional support	Caawimo xirfadeed (aqoon ku salaysan) – marka qof aqoon leh uu qof kale u fidanayo taageero xirfad ama aqoon ku salaysan
Psychological – what has to do with feelings, thoughts, and mental life	Maanka/maskaxiyar – waxyaalaha khuseeya , dareenka qofka iyo fekerka qofka

Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness	Waxbarashada nafsadda ama maskaxda – waxbarashada la xiriirta nafsadda, ruuxda, dareenka iyo fekerka qofka
Influence/Impact – when someone is affected by something – often followed by change	Saamayn – marka wax ama arini saameeyn kuyeeshaan qofka – inta badan saamayntu waxay keentaa is bedel ku dhaca qofka
Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents	Adkaysi – qofka oo difaac u yeesha dhibaatooyinka – adkaysigu wuxuu keenaa in maskaxda qofku caafimaad qabto inkasto oo qofku ay la soo kulmeen dhacdooyin xanuun badan
Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex	Nooca galmoodka qofka – in qofku dareen u galo qof la jinsi ah ama la galmoodo qof la jinsi ah.
Autonomy – to be able to think and act independently of others	Madaxbanaani/xor – in qofku awood u yeesho inuu xor u ahaado fekerkiisa iyo ficilkiisaba.
Socially – something that has to do with relations between people or groups of people	Bulsho ahaan – waxyaalaha ku saabsan xiriirka u dhexeeya dadka ama koox dad ah.
Social control – when someone is being sanctioned/ punished because of behaviour perceived to be socially unacceptable	Xakamaynta bulsho – marka qof lagu ciqaabo hab dhaqankiisa awgeed, iyadoo loo arko in hab dhaqanka qofku yahay mid ka duwan kan bulshada uu ka mid yahay.
Ground rules – agreements made within a group on the behaviour acceptable in the group	heshiis kooxeed – heshiisyada ay kooxdu ku heeshiiso ee la xiriira dhaqanka ay aqbali karto kooxdu.
Punishment – someone being exposed to uncomfortable treatment due to an action or accusation	Ciqaab – Marka qofka oo lagu fuliyo ficil xanuun badan si qofka looga jaro dembi uu galay ama lagu eedeeyay.
Stress – when the body physically and mentally reacts with tension due to danger or major expectations/ demands to perform	Walbahaar – marka qofku jidh ahaan iyo nafsiyad ahaan u diiqadoodo ka dib xaalado khatar ah oo qofku la kulmay ama laga filayo in uu shuruudo badan ka soo baxo.
Coping with stress – consciously encountering and acting on a feeling of stress	Wax ka qabashada walbahaarka – in la wajaho waxna laga qabto walbahaarka qofku dareemayo.
Symptom – physical or mental sign of a certain illness	Calaamad – calaamad jidheed ama maskaxeed oo lagu garto cudur gaar ah.
Trust – to have confidence in someone or something	Aaminaad – in lagu kalsoonaado ama la aamino qof ama wax kale.
Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents	Uur-ku-taalo reebid – saamaynta jidheed iyo nafsadeed ay qofka ku reebto arimo xanuun badan oo qofka horay u soo maray.
Trauma – when a severely distressing incident has physically and/or mentally harmful and long-lasting effects on a person – like a “mental wound”	Dhaawac nafsiyeed – marka dhacdo aad u xanuun badan ay qofka u geysato dhaawac jidheed iyo/ama maskaxeed isla markaasna saamayn ku yeelato muddo dheer dib dhacdadii qofka ku dhacday – sida “dhaawac nafsiyeed ah”

Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma	Wax ka qabashada dhaawac nafsiiyeedka – in la wajaho si wax looga qabto dhaawacyada jidheed iyo maskaxeed ee naxdinta waxyeelada leh.
Challenge – a situation imposing personal, creative, or intellectual demands on a person	Caqabad – xaalad qofka ku soo rogaysa inuu ka gudbo shuruudo waawayn oo shakhsi ah, hal abuurimo ah ama aqooneed
Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply	Qiyamka – aragtida guud ee adduunka iyo afkaarta no-losha u leh qiima gaar ah qof ama koox dad ah taasoo u hogaansamaan
Choice – to make up your mind and select one of several possibilities	Doorasho – in qofku kala doorto dhowr fursadood oo hor yaal.
Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness	Tababar – marka mid ama in ka badan oo dad ah ay raacaan tilmaamo gaar ah si ay u gaadhaan fahan cusub, aqoon ama wacyi jidheed

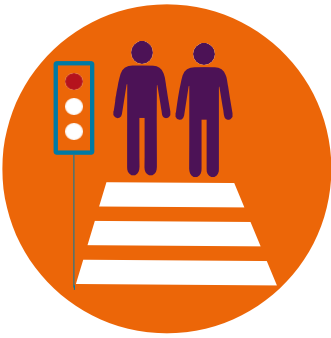
ENGLISH	TIGRINYA
Behaviour – the way one acts or reacts, actions	ባህሪ – ሓደ ሰብ ግብረመልሲ ዝህበሉ፣ ስጉምቲታት ዝወስደሉ መንገዲ
Relaxation – the ability of the body to relax / a conscious bodily relaxation	ምዝንጋታ – ናይ ሰውነት ናይ ምዝናይ ክለላት / ንቕሕ ኣካላዊ ምዝናይ
Fear, dread, or fright – bodily and mental reaction to experienced danger	ፍርሒ፣ ራዕዲ ወይ ስንባደ – ንዘጋጥም ሓደጋ፣ ሰውነታውን ኣእምሮኣውን ምላሽ-ግብሪ
Concern – to be nervous or anxious about a current or future problem	ጭንቂ – ብዛዕባ ህልው ወይ መጻኢ ጸገም ምርባጽ ወይ ምሽቓል
Reward – to give someone something in recognition of an action	ሽልማት – ሓደ ሰብ ንዝገበሮ ተግባር ኣቃልቦ ብምሃብ ገለ ነገር ምሃብ
Biological – when something is related to nature, e.g., body structure and functions	ባዮሎጂካዊ – ገለ ነገር ምስ ተፈጥሮ ረኽቢ ክህልዎ እንከሎ፣ ንኣብነት ስርዓተ ኣካል ሰውነትን ተግባራቶምን
Message – contents or a notice one wishes delivered to another person	መልእኹቲ – ሓደ ሰብ ናብ ካልእ ሰብ ክሕልፎ ናይ ዝደለ ሓሳብ ትሕዝቶታት ወይ ድማ ምልክታ
Certificate of participation – documentation that a person has participated in something	ወረቓት ምስክር ተሳትፎ – ሓደ ሰብ ኣብ ገለ ነገር ዝነበሮ ተሳትፎ ዝገልጽ ሰነድ
Dilemma – a situation characterised by a difficult choice, where the possibilities are comprehended as equally good or bad	መዋጥር – ጸብቕን ሕግቕን ማዕረ ሚዛን ሃሊዶም ፈሊኻ ምምራጽ ክበድ ዝኾነሉ ኩነታት
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	ጸምዋ – ናይ ጸምዋ ስምዒት (ካብ ብሕትነት፣ ካብ ግሉል ምዃን ወይ ድማ ካብ በይንኻ ምዃን ፍልይ ዝበለ እዩ።)
Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude	ኣስትጽዓቲ – ሓደሽ ሓይሊ ንምፍጣር ዝግበር ሓጺር ምንቅስቓሕ፣ ንኣብነት፣ ጥንኩር ርክባት፣ ምዝናይ፣ ጥሙት ትኩረት፣ ፎኪስ ኩነታት፣ ዝበለጸ እምነታዊ ኣረኣኣያ

<p>Exchange of experiences – to share former experiences, knowledge, and insights with other people</p>	<p>ተመኩር ምልውዋጥ – ዝነበረካ ልምዲ፣ ፍልጠትን ሓሳባትን ምስ ካልኦት ሰባት ምልውዋጥ</p>
<p>Physically – when something has to do with the body or the material world</p>	<p>አካላዊ – ሓደ ነገር ብአካል ሰውነት ወይድማ ብዝኾነ ዝጭበጥ ነገር ክስራሕ እንክሎ</p>
<p>Community – the feeling of belonging to a group</p>	<p>ማሕበረሰብ – ኣብ ትሕቲ ጉጅለ ናይ ምዃን ስምዒት</p>
<p>Group course – a group of people meeting several times over a period of time</p>	<p>ኮርስ ጉጅለ – ኣብ ውሽጢ ዝኾነ ክፍለ ጊዜ ንብዙሕ ጊዜ ዝራኸቡ ጉጅለት ሰባት</p>
<p>Identity – the way oneself or other people perceive a person or a group of people</p>	<p>መንነት – ሓደ ሰም ባዕሉ ንባዕሉ ዘለዎ ኣረኣኣይ ወይድማ ካልኦት ንዕኡ ዝህብዎ ምስሊ</p>
<p>Develop or change of identity – When identity develops or changes because of personal and physical change or important incidents in life</p>	<p>ምዕባለ ወይድማ ለውጢ መንነት – መንነት ብምኽንያት ሰብአዊ ወይድማ ኣካላዊ ለውጢ ወይድማ ብምኽንያት ኣብ ሂወት ዘጋጥሙ ኣገደሰቲ ክስተታት ክምዕብል ወይድማ ክልወጥ እንክሎ</p>
<p>Culture – predominant way of living and perceiving the world among a group of people</p>	<p>ባህሊ – ዓርሓ መንገዲ ኣነባብራን ጉጅለ ሰባት ንዓለም ዘለዎም ሓፈሻዊ ኣረኣኣይ</p>
<p>Equal treatment – when persons are treated equally regardless of sex, ethnicity, and sexual orientation; thus, they are not treated less favourably than others in comparable situations</p>	<p>ማዕረ ኣተሓሕዛ – ሰባት ጾታኦም፣ ዘርኦም፣ ጾታዊ መደቦም ብዘየገድስ ብማዕረ ክረኣዩ እንክለዉ፣ ማለት ኣብ ተመሳሳሊ ኩነታት እቲ ሓደ ካብቲ ሓደ ኣተሓሕዛ ዘይምርኣይ</p>
<p>Equality – when women and men regardless of sex have equal opportunities</p>	<p>ማዕርነት – ጾታኦም ብዘየገድስ ደቂኣነትኹን ደቂተባዕትኹን ማዕረ ዕድል ክረኸቡ እንክለዉ</p>
<p>Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life</p>	<p>መሳሌል ሂወት – ኣብ ሂወት ዘለዉ ውልቃዊ ጥንካረታት፣ ዓቕሚታትን ድሌታትን ዘቃልዕ ቅኔኣዊ ኣበሃህላን ተግባርን</p>
<p>Mistrust – lack of trust or confidence in someone or something</p>	<p>ዘይምእማን – ንሓደ ሰብ ወይድማ ንሓደ ነገር ትሑት እምነት ምህላው</p>
<p>Normality – what is perceived as normal, thus dominant within a group of people</p>	<p>ቅቡል ኩነታት – ብሙብዛሕትኡ ህዝቢ ከም ልሙድ ወይ ቅቡል ተገይሩ ዝውሰድ</p>
<p>Norm – unwritten and commonly acknowledged rule within a group of people regulating behaviour and actions and representing certain values</p>	<p>ስርዓት – ገለ ክብሪታት ዝውክል ዘይተጻሕፈ ግን ክኣ ብጉጅለ ሰባት ኣፍልጦ ዝተውሃቦ ባህሪን ተግባራትን ዝገንሕ ሕጊ</p>
<p>Network – persons participating in a community concerning personal or professional interests</p>	<p>ኔትወርክ – ውልቃዊ ወይ ሞያዊ ድሌታት ብዝምልከት ኣብ ማሕበረሰብ ተሳትፎ ዝገብሩ ሰባት</p>
<p>Education/Upbringing – developing and influencing the behaviour and personality of children by transmitting knowledge, norms, and values</p>	<p>ትምህርቲ/ምዕባይ – ንህጻን ፍልጠት፣ ስርዓታትን ክብሪታትን ብምትሕልላፍ ባህሪኡን ስብእናኡን ምምዕባልን ምጽላውን</p>
<p>Professional help – an educated person providing professional support</p>	<p>ሞያዊ ደገፍ – ሞያዊ ደገፍ ዝህብ ዝተምሃረ ሰብ</p>
<p>Psychological – what has to do with feelings, thoughts, and mental life</p>	<p>ስነኣምሮኣዊ – ንስምዒታት፣ ሓሳባትን ስነኣምሮኣዊ ሂወትን ዝምልከት</p>
<p>Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness</p>	<p>ስነኣምሮኣዊ ትምህርቲ – ብዛዕባ ኣእምሮ፣ ስምዒታት፣ ሓሳባት፣ ስነኣምሮኣዊ ሂወትን ተዛመድቲ ሕማማትን ምምሃር</p>

<p>Influence/Impact – when someone is affected by something – often followed by change</p>	<p>ጽልዋ/ጽዕንቶ – ገለ ሰብ ብገለ ነገር ከጽሎ እንከሎ – ሙብዛሕትኡ ግዜ ገለ ለውጢ የሰዕብ</p>
<p>Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents</p>	<p>ምጽዋር – ኣይሸነፍን ምባል – ከቢድ ጸገም ዋላ የጋጥም ብዘየገድስ ጥዕና ስነአእምሮአዊ ሓሊኻ ከትጽንሕ ምኽኣል</p>
<p>Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex</p>	<p>ጾታዊ መደብ – ብስምዒት፣ ብፍቅሪን ብጾታዊ ስምዒትን ብተቻራኒ ወይድማ ብተማሳሳሊ ጾታ ምምራኽ</p>
<p>Autonomy – to be able to think and act independently of others</p>	<p>ርእሰኻ ምኽኣል – ብዘይ ናይ ካልኦት ሰባት ሓገዝ ርእሰኻ ክኢልካ ምሕሳብን ምንቅስቃስን</p>
<p>Socially – something that has to do with relations between people or groups of people</p>	<p>ማሕበራዊ – ኣብ መንጎ ሰባት ወይድማ ጉጅለታት ዘሎ ርክብ ዝምልከት</p>
<p>Social control – when someone is being sanctioned/punished because of behaviour perceived to be socially unacceptable</p>	<p>ማሕበራዊ ቁጽጽር – ሓደሰብ ማሕበረሰባዊ ቅቡልነት ዘይብሉ ባህሪ ብምርኣዩ እገዳ/መቐጻዕቲ ክግበረሉ እንከሎ</p>
<p>Ground rules – agreements made within a group on the behaviour acceptable in the group</p>	<p>ሕገታት ናይቲ ጸወታ – ብመሰረት ብጉጅለ ተቐባልነት ዘለዎም ባህሪታት ኣብ ውሽጢ ጉጅለ ዝግበሩ ስምምዓት</p>
<p>Punishment – someone being exposed to uncomfortable treatment due to an action or accusation</p>	<p>መቐጻዕቲ – ሓደ ሰብ ብዝውሰደሉ ስጉምቲ ወይድማ ብዝግበረሉ ክሲ ምኽንያት ምቕትን ዝኸለል ኣተሓሕዞ ክቃላዕ እንከሎ</p>
<p>Stress – when the body physically and mentally reacts with tension due to danger or major expectations/ demands to perform</p>	<p>ጭንቁ – ሰውነት ብምኽንያት ሓደጋ ወይድማ ክሰርሖት ገግብረሉ ዓብዩ ስራሕ/ጠለብ ብኣካል ይኹን ብስነአእምሮ ዘይርጉእ ምላሽ ክህብ እንከሎ</p>
<p>Coping with stress – consciously encountering and acting on a feeling of stress</p>	<p>ጭንቁት ምቁጽጻር – ስምዒት ጭንቁ ብርጉእ ኣእምሮ ምቅላስ</p>
<p>Symptom – physical or mental sign of a certain illness</p>	<p>ምልክት ሕማም – ናይ ገለ ሕማም ኣካላዊ ወይ ስነአእምሮአዊ ምልክት</p>
<p>Trust – to have confidence in someone or something</p>	<p>እምነት – ኣብ ልዕሊ ዝኾነ ሰብ ወይ ዝኾነ ነገር እምነት ምሕዳር</p>
<p>Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents</p>	<p>ብድንጋጽ ምህሳይ – ከይፎተኻ ብከቢድ ሕሉፍ ኣካላዊ ከምኡድማ/ወይድማ ስነአእምሮአዊ ከስተታት ከትጽሎ እንከለኻ</p>
<p>Trauma – when a severely distressing incident has physically and/or mentally harmful and long-lasting effects on a person – like a “mental wound”</p>	<p>ድንጋጽ – ኣዝዩ መጨነቕ ኣካላዊ ከምኡድማ/ወይድማ ስነአእምሮአዊ መጉዳኢቲን ንነዊሕ ግዜ ዝጸንሕ ጽዕንቶን – ከም “ናይ ሓንጎል ቁስሊ” ዝኣመሰሉ</p>
<p>Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma</p>	<p>ድንጋጽ ምቁጽጻር – ንኣካላዊን ስነአእምሮአዊን ጽዕንቶታት ድንጋጽ ብርጉእ ኣእምሮ ምቅላስ</p>
<p>Challenge – a situation imposing personal, creative, or intellectual demands on a person</p>	<p>ብድህ – ሓደ ሰብ ውልታዊ፣ ፈጠራኣዊ ወይድማ ናይ ብልሓት ኣካይዳ ክጥቀም ዝጠልብ ኩነታት</p>
<p>Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply</p>	<p>ክብሪታት – ውልቀ ሰብ ወይ ጉጅለ ዘኸብሮ ፍሉይ ክብሪ ዝሓዘ ሓፈሻዊ ንህወት ዝምልከቱ ናይ ዓለም ኣረኣኢያታት</p>

<p>Choice – to make up your mind and select one of several possibilities</p>	<p>ምርጫ – አእምሮኽ አእምሮንካ ካብ ብዙሓት ተኸለሎታት ሓደ ምምራጽ</p>
<p>Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness</p>	<p>ዕዮ – ሓደ ወይ ብዙሓት ሰባት እተወሰኑ መምርሒታት ብምኸታል ሓድሽ ግንዛቤ፣ ፍልጠት ወይድማ ናይ ሰውነት ንቕሓት ንምምጻእ ዝኸድዎ ክይዲ</p>

Icons to use for games, presentations, and to convey feelings



Behaviour



Relaxation



Anxiety, distress, or fear



Worry



Reward



Biological influence



Message



Certificate of participation



Dilemma



Loneliness



Energiser



Exchange of experiences



Physically



Community



Group meetings



Identity



Development or change of identity



Equal treatment



Tree of Life



Mistrust



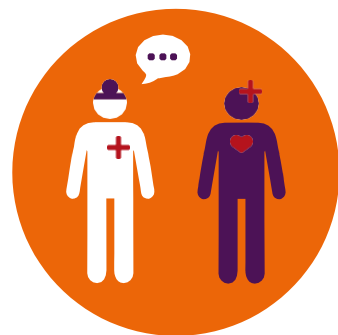
Norm / Normality



Network



Upbringing



Professional help



Psychological



Psychoeducation



Influence/
impact



Resilience



Sexual orientation



Independence



Socially



Social control



Ground
rules



Punishment



Stress



Coping with stress



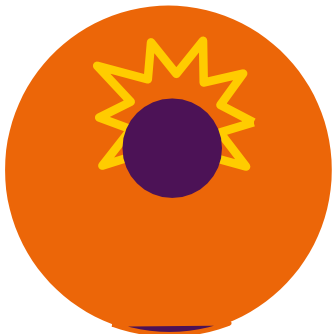
Symptom



Trust



Trauma



Traumatisation



Coping with trauma



Challenge



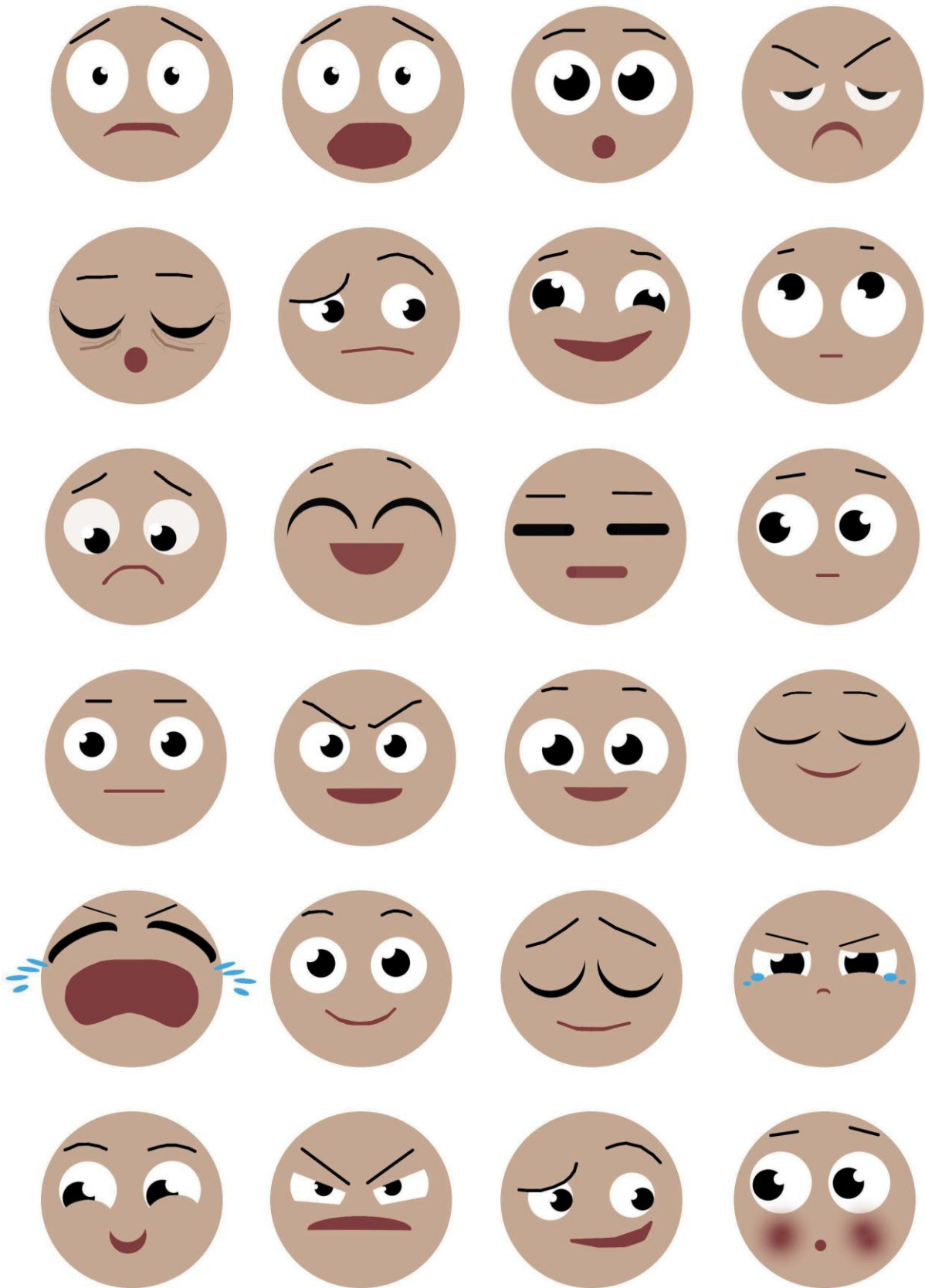
Values



Choice



Exercise



STARTLED
SURPRISE-
DALARMED

SCARED

CURIOUS

IRRITATED

TIRED

SCEPTICAL
WORRIED

SILLY
GIDDY

THOUGHTFUL

SAD
DESPAIED

HAPPY

INDDIFFERENT

ON EDGE
ON GUARD

NETURAL

STRONG-WIL-
LED
ENTHUSIASTIC

EXCITED

SATISFIED
SECURE
PEACEFUL

HYSTERICAL

CONTENT
PLEASED

DISAPPOINTED

UPSET AND
ANGRY

CAPRICIOUS
UNPREDICT-
ABLE

FURIOUS
RAGING

MISCHIEVOUS
PUZZLED

SHY
ASHAMED

The image features a large, faint watermark of the MindSpring logo. The logo consists of a stylized, abstract shape resembling a flower or a cluster of leaves, composed of several overlapping, rounded, teardrop-like forms. The text "MindSpring" is written across the lower portion of this logo in a clean, sans-serif font. The entire watermark is rendered in a light, semi-transparent shade of green, matching the background color.

MindSpring



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**THE OBEL
FAMILY
FOUNDATION**