



MindSpring for Young Adults

Group activities for and with refugee young adults
– a preventative mental health resource

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Foreword

This manual was created for group work with refugee young adults as a part of the project "MindSpring – group work with a focus on social control", which was financed by the former Ministry for Children, Gender Equality, Integration, and Social Affairs. This project ran from December 2014 to June 2016. It aimed to develop the MindSpring method for young refugee adults to address topics such as social control, gender equality, and sexuality while testing a new version of MindSpring for Young Adults, comprised of 8-10 group sessions. This manual is a product of that work: the manual has been trialed and finalised following an initial training course and local group meetings with young adults with refugee backgrounds. This manual is based on a 2013 version for MindSpring groups for young adults, which was a part of the development project called MindSpring. This was financed by the Ministry of Social Affairs and Integration.

This manual outlines the MindSpring method for and with refugee young adults, introducing the method as well as theory. The coming sections describe nine meetings full of practical exercises for groups of young refugees. With this manual and trainer courses, MindSpring trainers are expected to guide young adult refugees through these nine sessions. The target group for these workshops are refugees between the ages of 16 and 30 for whom the issues outlined in the manual are relevant. The majority of previous MindSpring participants were newly arrived refugees.

The basis for this project is a hypothesis that in addition to the trauma of exile itself, some refugee young adults also experience difficulty adjusting to norms and new realities in their host country such as gender roles, homosexuality, pressure from parents and other family members. The content of this manual is based on reports and publications on these subjects, other actors' work on social control and discrimination, and young adults' rights as they relate to gender equality, sexual freedom, privacy, and independence.

We would like to give a special thanks to those whose advice and inspiration helped create this manual: Camilla Mariette Kronborg from the Danish Agency for International Recruitment and Integration, Jacob Als Thomsen and Kira de Hemmer Jeppesen from Als Research, psychologist Mozhdeh Ghasemiyani, Mai-Britt Hougaard Jeppesen from Neighbourhood Mothers, Mette Winding Top from the Municipality of Copenhagen, Gitte Smed from the Red Cross' Center Gribskov for asylum seeking young adults, Ann Dorte Aagaard from the Red Cross' residence center Annebergparken, Lennart Holst from SSP in Copenhagen, Loa Morell from DFUNK, MindSpring trainer Said Mobin Hossaini, and Sevda Sahin from VIA Roskilde and MindSpring co-trainer.

The overarching aim of MindSpring for Young Adults is to empower refugee young adults to claim agency when it comes to issues of social control, equality, and sexuality. Through the topics covered by MindSpring, it is our goal that participants get a chance to reflect on their own situation, choose how to cope, and consider the help and resources available to them in the event of social control and/or infringements on personal rights regarding gender equality and sexuality.

Als Research conducted the external evaluation of the project with special attention to the new topics of social control, gender equality, and sexuality. Evaluation of MindSpring has been an ongoing process, whereby results and conclusions have been included in project management's decisions regarding development of the manual and each topic's content. The assessments are based on interviews with participants and trainers as well as surveys completed by participants.

The evaluation shows that participants have generally been positively impacted by their participation and largely think that MindSpring should continue to be offered to newly arrived refugees. Input from participants and trainers show that social control and gender equality have been important topics for participants, whereas the topic of sexuality, including homosexuality, has been less meaningful or more difficult to discuss for some. One participant said that, ‘the topics have made an impression. All topics were very relevant’ while another noted the openness of their group, ‘we are generally open about a lot of things, so if you are homosexual, that’s your freedom. Personal freedom. Everyone chooses their path’. The evaluation report can be downloaded at mindspring-grupper.dk under the tab “materialer”.

Thank you to all the municipalities and volunteer trainers that have contributed to this project. The following entities and municipalities have participated: Ringkøbing-Skjern Municipality, Odsherred Municipality, VIA Roskilde, Roskilde Municipality, Lyngby-Taarbæk Municipality, Holbæk Municipality, Guldborgsund Municipality, Fællessekretariatet for Boligsociale Helhedsplaner in Guldborgsund and Lolland Municipality, UngNord Odense, Silkeborg Municipality, Bo Trivsel i Horsens, Lærdansk Herning, Ålborg Municipality, and Hjørring Municipality.

Finally, a thank you to the Ministry for Children, Gender Equality, Integration, and Social Affairs, who financed the development of MindSpring for Young Adults.

MindSpring Competence Center, February 2021

What is MindSpring?

MindSpring is the name of a group method originally developed in the Netherlands intended for work with asylum seekers and refugees. The goal of MindSpring is to strengthen participants' capacity to consciously act when faced with issues related to life in exile and other aspects of participants' realities. The method is based on the following principles:

- Inclusion of participants' own experiences with exile
- Peer-to-peer approach (likeminded individuals sharing experiences)
- Adherence to a manual with concrete, current topics that are relevant to participants' lives
- Varied exercises that ensure participants can reflect on topics and thereby gain new insight
- Development of self-agency through new knowledge, consciousness, and experiences
- Cooperation between volunteers with refugee backgrounds and professional experts

Sessions are led by a volunteer MindSpring trainer who shares a common language and cultural background with the participants. Because of these shared experiences, MindSpring trainers can recognise and understand many situations and issues that the participants face. Likewise, these commonalities give the participants a sense of security in knowing that their trainer experienced similar challenges in transitioning to their new surroundings and reality. The topics and issues in group sessions should be approached from a host culture perspective as well as from a refugee perspective, including lived experiences and real-world examples. MindSpring trainers are supported by a co-trainer, who is a professional expert from the community that the participants are from (i.e., a municipality, language school, or social housing project). Co-trainers contribute facts, theory, and practical information regarding participants' community. Group sessions are conducted in the participants' native language. Co-trainers have access to a professional interpreter during all sessions.

MindSpring has many meanings. In the context of this manual, it means "a new beginning." Participants should conclude their MindSpring sessions with a strengthened sense of knowledge and self-agency that empowers them to cope with daily practical and emotional challenges.

Objective

The overall objective of MindSpring is to prevent psychological, social, and familial issues related to life in exile and having a refugee background. Using increased awareness and empowerment from MindSpring group sessions, participants can avoid serious problems in the long term.

Group sessions for young adults

MindSpring sessions for refugee young adults consist of various topics related to being young and growing up while simultaneously living in exile.

One of the main topics for refugee young adults is identity, including developments and shifts thereof. As part of this topic, participants are to complete an exercise called The Tree of Life. In this exercise, the tree represents a person's life. The exercise aims to start a discussion about the positives of each person's life story: each individual's personal qualities, their hopes, and their dreams for the future.

Another topic covered by MindSpring is cultural norms and values. Participants will be introduced to thinking about the norms and values that they carry with them from their past, the values that they encounter in their present lives, and especially the values they choose going forward. The goal of discussing this is not to make participants question their core values, but to make them aware that the choices of which values to maintain from their past or adopt from their present have consequences.

MindSpring also includes topics of social control, gender equality, and sexuality to emphasise the variation in values and norms surrounding these issues across cultures, families, and individuals. In discussions of these topics, participants are given the opportunity to consider how violations of personal rights, such as independence, privacy, gender equality, and choice of sexual partners, can have negative consequences. Participants should also think about how these issues are relevant to their own lives.

Stress, trauma, and coping are also topics included in this manual. The topics are processed by the group with help from psychoeducational methods.

Psychoeducation gives participants information about the symptoms and consequences that can come with stress and/or trauma and what one can do to potentially alleviate these problems. This includes providing information about how and where participants can seek professional help if needed. It is important to teach refugee young adults how to recognise these signs and symptoms within themselves and equip them with tools to minimise symptoms. MindSpring introduces the concept of trauma, including information about symptoms and treatment options, but is not a substitute for individual therapy.

The topics of loneliness, community, and network are especially relevant for many young adults, especially refugee young adults that came to Denmark alone. These young refugees often miss contact with others and feel very lonely. Contact with local young adults is often non-existent or very sporadic. MindSpring meetings alleviate some of this by inviting local young adults to participate in meetings and talk about what they enjoy doing in their free time, what activities they participate in, and social events for local young adults. Ideally, contact between participants and these local young adults will remain intact after the group sessions conclude. This could be in the form of an invitation to a local activity or event.

Recognition and generalisation

The biggest strength of group sessions is the variety of participants' backgrounds and yet the recognition of common issues and experiences. Participants get to know other participants and their ways of coping and give tools and energy to each other to try again in another way. Furthermore, the participants realise that they are not alone in the challenges they face. Through these interactions, the participants build a community around the topics of MindSpring sessions. This community-building that continues beyond meetings is a fundamental goal of MindSpring.

It is important that MindSpring trainers prepare practical examples related to each session's topic(s) in advance. MindSpring trainers should also keep in mind that their goal is to help participants gain new perspectives and insight. MindSpring trainers' personal experiences serve as examples and descriptions of various topics and issues to discuss. In doing so, MindSpring trainers' goal is to normalise various personal problems to make the participants feel more safe and secure in discussing their own difficult experiences. This requires the trainer to be skilful in 'translating' each participant's very personal experience into a general and relatable experience to the group to foster a sense of community and commonality. Experience from previous sessions shows that the exchange of experiences was most beneficial for the participants when the trainer was able to focus on the bigger takeaways rather than each individual's personal story.

Setting goals for group courses

The goal of the group course is to equip refugee young adults with new insight into the topics covered by each meeting and thereby increase their confidence in handling everyday issues. Participants should gain a strengthened self-image, identity, and self-agency and appreciate the positive parts of their life story, personal qualities, and abilities. Ultimately, the goal is to allow each participant to be part of a supportive group where they can share reflections, participate in discussions, and help each other through difficult experiences. Through this, participants gain new understanding and knowledge that normalises topics and issues that may become relevant for them later.

In the long run, MindSpring aims to prevent mental, psychological, and social issues among young refugees to help them thrive physically and socially.

Material in this manual

This manual contains concrete instructions for each one of the nine group sessions. For each group meeting's topic, there are one or more short theoretical presentations and suggestions for various ways to discuss the topics in the group. Additionally, there are extra materials and exercises related to each topic intended to further inform and inspire MindSpring trainers. This material is not necessarily intended to be shared with students but can be used for inspiration and background information for trainers. Trainers should be aware, however, that a two-hour group meeting makes it impossible to use all the material in the manual in the relevant meeting. MindSpring trainers are therefore responsible for selecting what information to include. This decision is also dependent on the participants' needs. For example, if a participant has difficulty reading and/or writing, it is of course not a good idea to assign written work and information. Creativity is key – for example, the trainer could also ask participants to draw instead or could assist each participant if handouts are used.

The order of topics presented in this manual is based on previous experiences. Trainers are welcome to change the order to best fit their group's needs. Similarly, the trainer is responsible for deciding which topics require more time than other topics depending on the participants' needs in the group. Trainers must include all topics in their group course as these topics are proven to be important for refugee young adults.

Group leaders – MindSpring trainers and co-trainers

MindSpring groups are always led by two trainers with distinct roles. The main trainer, who is responsible for presentation and instruction of group exercises, should be a volunteer with a refugee background who speaks the participants' native language. The trainer works with a co-trainer, who is a professional with experience with refugees and local knowledge of the community that the participants are from. The co-trainer provides practical knowledge of the local environment and systems and refers participants to professional help as needed. Both the trainer and the co-trainer are vital to the MindSpring method.

A good relationship between the trainer and co-trainer is critical to the success of the group meetings. Both individuals should spend time getting to know one another if they do not know each other in advance.

Training of trainers

MindSpring trainers participate in a comprehensive training course where they can try out the topics and exercises from the manual. This means that MindSpring trainers have experienced and participated in a

MindSpring group course before putting it to practice and facilitating group meetings themselves. Beyond topics and exercises, the training program also gives trainers pedagogical methods to facilitate a productive and supportive group dynamic. Trainers also grow their ability to handle difficult group situations and how to clarify roles and expectations.

Co-trainers participate in the beginning and end portions of the training. There, they are given a basic introduction to the method as well as information and advice on how to share responsibilities with the lead trainer and important information on how to start a group. Co-trainers have access to ongoing advice and consultation from the MindSpring Centre during the group course regarding the MindSpring method and division of responsibilities between trainers.

Division of responsibilities between trainers

The lead MindSpring trainer has the main task of guiding and leading the group through each meeting's topic(s) alongside the co-trainer. The co-trainer acts as a security net, referring participants to other professional help (i.e., medical doctor, psychiatrist) if their participation in the group reveals a need for more individualised attention. The co-trainer may also have independent lessons in group sessions. Most often, these lessons would be about things specific to the local community or how and where to seek professional help.

Before and after each meeting, the trainer and co-trainer plan the next meeting and discuss the preceding meeting. During these discussions, assignments can be delegated. It is always the co-trainer's responsibility to arrange for a meeting space, interpreters, food, and other practical details.

It is important that group participants have a clear idea of which trainer is responsible for what and what they can expect from both trainers. Neither trainer is to give personal advice or help to participants, but the co-trainer can refer participants to these resources as needed.

Interpretation

In addition to the trainer and co-trainer, there is an interpreter at each meeting to interpret interactions for the co-trainer, who does not necessarily speak the participants' native language. For hiring purposes, it is recommended that interpreters are aware of and willing to work to achieve the following:

- *Have knowledge of the MindSpring method*

It is important to understand the MindSpring method and what role the interpreter is expected to play. You can read more about MindSpring at mindspring-grupper.dk/about-mindspring.
- *Cooperation with the co-trainer*

Interpretation during MindSpring meetings is for the sake of the co-trainer. It is therefore important that the co-trainer and the interpreter have a good relationship with clear expectations. The co-trainer and the interpreter should meet prior to the first group meeting, where the co-trainer should introduce the interpreter to MindSpring.
- *Stable interpreter*

The MindSpring method is built on group trust and stability. Because of this, it is particularly important that the same interpreter is present at every meeting throughout the course.

– *Difficult topics*

In MindSpring group meetings, there are some topics that are difficult to translate. This could be identity, stress, or trauma. As an interpreter, it is a good idea to be oriented with the MindSpring manual to get an idea of what issues will be dealt with. See the manual's word lists for Arabic, Tigrinya, and Somali.

– *Sensitive topics*

In MindSpring group meetings, participants discuss issues that can be very emotional and personal. As an interpreter, it is important to be socially aware and show respect to participants and know that confidentiality is needed.

– *Confidentiality*

It is vital that the interpreter understands that confidentiality is required. At the beginning of every course, the group makes an agreement about confidentiality. Inevitably, participants will reveal things to the group that are very emotional and personal to them.

– *Discretion*

Some of the topics covered by MindSpring courses can be personal to the interpreter as well. In these situations, it is important to maintain a neutral and professional tone and not share personal experiences or opinions.

Timeframe

Generally, the course consists of nine two-hour sessions. It is required that the trainer and co-trainer prepare each meeting together, discuss content and division of responsibility including practical details (i.e., setting up of tables, paper supplies, food/catering, etc.). Similarly, it is important that the two trainers end the meeting together by discussing the content of the preceding meeting and doing practical tasks (i.e., cleaning up). It is advised that trainers set aside 30 minutes before and after each meeting for these tasks. The interpreter should also be informed of the meeting content and method in advance.

Groups generally meet weekly at the same day and time each week. Special circumstances and needs of the trainers and/or participants may make twice-weekly meetings or even a more concentrated, intensive course more realistic. The schedule should be mutually agreed upon between trainers, participants, and the interpreter before the course starts.

Group size

Experience suggests that eight to ten is the ideal number of participants. This group size gives participants the best opportunity for active participation and ensures a variety of experiences shared and therefore insights to be gained. Still, smaller and larger groups can also benefit from the MindSpring method.

Consultation and advice

Group sessions can be intense and bring up many personal topics that require a flexible and professional response from trainers. The method expects and encourages trainers to share their own experiences with the group. Each course entails a close cooperation between a volunteer trainer and a professional co-trainer with clearly distinct responsibilities. Trainers are therefore recommended to receive supervision and advice approximately halfway through the course. The MindSpring Centre offers these services.

Motivation and results

Effects of participation in MindSpring group courses for parents and young adults have been researched and described in multiple qualitative evaluations by Als Research, CFBU, and the Center for Vulnerable Refugees at the Danish Refugee Council. Together, the evaluations show that participants are satisfied with the course and feel that they have gained new, important perspectives to use in their everyday lives. Participants expressed a general sense of relief from discussing issues such as identity, stress, and trauma. A few participants were referred to further professional help after the course. The young refugees who participated in a course reported a unique sense of community in the group, where they felt that they were able to fulfil a need to speak openly about their experiences and emotions as well as mental and cultural challenges. Overall, attendance at group meetings has been stable, and drop-out rates have been low, showing participants' persistent motivation to attend meetings.

Refugees who spent their youth in Denmark have also demonstrated a willingness to assume the role of volunteer MindSpring trainer, citing a desire to provide the help and support that they wish they had received themselves as a newly arrived young refugee. MindSpring trainers are highly motivated to learn new things, and research shows that young volunteer trainers also experience the benefits of going through each topic and exercise during their training. Taking on the role of facilitator helps young trainers with refugee backgrounds to further develop their own skillset.

The professional co-trainer offers a psychosocial group course centred around the participants - linguistically, culturally, and thematically. By doing so, the co-trainer gains meaningful professional experience in the form of knowledge of psychosocial conditions of life in exile, including how participants think of these issues and cope with related challenges.

Format and communication of topics

The format and way of communicating topics in MindSpring is unique and usually new for the trainer. It often takes some deliberation and practice to find the correct format. What makes the format of MindSpring unique is the fact that that it is not classroom teaching, where the teacher disseminates knowledge that students then absorb. At the same time, the content of each session is not completely up to the trainer, but rather clearly outlined in a manual with predetermined topics and exercises. It is the trainer's responsibility to create a good environment where the participants are introduced to the topics, complete the exercises, and have relevant conversations throughout. To do so, trainers can consider the following recommendations:

- The initial presentation of each topic should be short. The recommendation is 5-10 minutes of introduction before the first exercise begins.
- Remember that the most important part of MindSpring group courses is that the participants are hands-on. Trainers should encourage and make room for this.
- Utilise your own experiences and stories, including pictures if possible, to strengthen communication of each topic and inspire the participants.
- Use of PowerPoint or similar programs are not necessary for a successful MindSpring group course. If the trainer chooses to use PowerPoint, be mindful that MindSpring is not traditional classroom learning.

Group methods and group exercises

As the group leader, trainers can apply different methods to actively engage the participants. Active participation is a vital part of each group meeting.

The following group tools can make group sessions more dynamic and fun to be part of. It is important to present and explain the topics, but also to create a lively and secure group where all participants feel safe expressing themselves through exercises. Examples of methods and exercises to achieve this could be:

Brainstorm

To engage participants, the trainer might ask open-ended questions like these to start a dialogue in the group or a brainstorm about the topic:

- What comes to mind when thinking about ...?
- What do you all know about ...?
- What experience(s) do you all have with ...?

The trainer could write the participants' associations on a whiteboard or blackboard. This can also be a good way to identify new coping mechanisms and/or cultural issues.

Small-group discussions and exercises

In large groups, not all participants have the chance to add to the conversation. Smaller groups are more intimate, which creates a sense of security where more shy participants feel comfortable contributing.

Case studies – examples from the real world

Using real world examples is a good way to encourage participants to exchange stories and feel a sense of commonality with their fellow participants. Participants may share their own stories, but they also may share stories of people that they know if they are more comfortable doing so.

Roleplay

Roleplay is a good way for participants and trainers to illustrate and empathise with a situation.

Creative expression

Use of visuals (drawings, photos, icons, movies, etc.) strengthens the participants' self-expression, especially for participants who are illiterate and/or have issues reading and/or writing. For some people, music allows them to express themselves in a way that they cannot with words. Music can also be used to relax and relieve stress. Singing and dancing can be relaxing for some participants. Small movement exercises can be a helpful tool when topics become difficult to talk about.

Drawing

Tell your story (or someone else's) using drawings. Allow the participants to draw their stories. This can be a good way for everyone to introduce themselves to one another (participants could interview each other and then make a presentation about each other using illustrations).

Sharing knowledge

What knowledge, experiences, perceptions, and opinions does the group have right now? The participants' comments can be written on a whiteboard or blackboard to show everyone's combined knowledge.

Discussion groups

Let the participants reflect on the desired concept or topic with those sitting around them. This is a good way to ensure everyone's participation and understanding of the topic. Then, the trainer could bring the group into a large-group discussion and allow each group to summarise what they talked about.

Group dynamics and atmosphere

A positive group dynamic and atmosphere is critical for a successful group course. This section describes tools and for laying a good foundation for a positive group dynamic as well as ground rules. Basic ground rules are an integral part of group courses. Depending on the needs of the group, the MindSpring trainer can use energisers to revive conversation. If necessary, the trainer can also interrupt harmful conversation to explain the difference between productive dialogue and arguments or confrontation.

Ground rules

In each group, it is important to establish basic ground rules. These rules can be adjusted or supplemented if issues arise that require new guidelines. These ground rules help to create security and trust in the group.

Every group should introduce the following rules:

- Confidentiality in the group
- Mutual respect for each other and each other's opinions

Examples of other ground rules could be:

- No cell phones – only during breaks or in special circumstances
- Punctuality – it is important to be on time
- It is okay to opt-out – you do not have to share your thoughts if you do not want to

Always spend time to make sure all participants and trainers have a shared and concrete understanding of each rule. For example, how do you show respect for others? It can be by actively listening to each other and accepting opinions different from your own. Confidentiality is also important to explain further. Some might misunderstand the ground rule and think that the topics discussed in the group are secret. This is of course not how it is supposed to be understood. Confidentiality means that information about concrete people is not passed on to other people outside the group.

Energisers and stress relievers

Energisers can be used as small breaks to re-energise groups, sharpen concentration, disrupt a bad atmosphere, or just to get to know each other. The energisers should not be about the topic of the meeting, but rather short exercises that give the participants' minds and bodies a break from the meeting's content. When discussing tense topics like stress or trauma, stress relievers can be helpful to relax participants. In this manual's attachment section, there is a list of good energisers and stress relievers.

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 others using arguments
We are listening to learn	We are listening to find flaws and shortcomings
We are trying to express our own opinions	We are defending our own opinions and values
We hold 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 dialogue: a circle	Picture of dialogue: a box

Source: Dialogue Handbook, DUF

As a MindSpring trainer, it is important to be able to recognise when dialogue morphs into a confrontation that can potentially become a conflict. Be aware that there may be individuals in the group who represent opinions, experiences, or groups that other participants talk about even though those individuals may not speak up. This could be belonging to an ethnic group, a specific sexual orientation, or having a different religion. It is important not to allow negative stereotypes to be reinforced in conversation or stand unchallenged. The following are pieces of advice for maintaining a positive dialogue:

- Follow ground rules and make new rules as needed.
- Ask the participants not to speak poorly of others.
- Maintain that it is okay to disagree.
- It is okay for the MindSpring trainer to interrupt disagreements on certain topics, for example, religion.
- Trainers can gently interrupt to take a break or do an energiser to refocus the group.

When the group discusses norms and values, arguments and various claims about religion can taint the conversation. To stay on track with the topics of MindSpring, it might be a good idea to avoid potentially hot topics such as religion. Talking about these topics often create a hostile back-and-forth that usually does not give participants new perspectives, but rather fractures the group. Trainers can shut down conversations about issues such as religion by pointing out:

- We are not here to discuss religion.
- We are discussing your individual rights, not debating theology or religious beliefs.
- In Denmark, there is freedom of religion. That means that you are all welcome to choose and practice your religion as you wish so long as you abide by national law. It is a human right to have your own religious beliefs.

Group meeting 1

Introduction to MindSpring

Get to know each other

Cultural norms and values

Welcome and introduction

Each meeting should begin with an introduction to the meeting. Remember to set aside time for this. The introduction could consist of:

- Welcoming each participant. Show that you are happy that they are there, and that the session can start.
- Introduce yourself by saying your name and telling the group that you will be leading the group course. Explain your responsibilities, as well as the co-trainer's and interpreter's.
- Allow the co-trainer to introduce themselves and their role.
- Hand out name tags.
- Explain what will happen during the meeting today.

PRESENTATION

What is MindSpring?

MindSpring is the name of a method for young refugees with common language and cultural backgrounds to discuss topics relevant to their current situation and life in exile. The method consists of meetings (typically nine) with the same group of refugee young adults. The meetings are led by a volunteer MindSpring trainer. The MindSpring trainer is also a refugee, speaks the same language as the participants, and has experience with being a young refugee and the topics covered during the course. There is also a co-trainer who is a professional from the institution hosting the group session. Both the MindSpring trainer and co-trainer have important responsibilities in executing the MindSpring method as described in the manual.

Goal of MindSpring

Tell the participants about the goals of MindSpring group courses:

- That the participants get a chance to share experiences about challenges of being a young refugee and learn to express the emotions that are attached to that reality.
- That the participants become aware of their own strengths and their life story.
- That the participants share their knowledge and experiences with each other and the trainer and learn about new coping mechanisms.

Content and format of MindSpring

Explain the structure, content, and format of the group meetings:

- Each meeting consists of short presentations of the topics by the trainer, various exercises related to those topics, and exchanging of participants' stories. At the end of each meeting, the trainer will summarise the knowledge accumulated during the meeting.
- Give an overview of the entire course, including a possible program and folder for notes and handouts.
- Ask the participants about their expectations and answer possible questions.

Ground rules

MindSpring group meetings are based on common ground rules agreed upon at the first meeting. Participants, trainers, and interpreters should all agree on these rules.

During this meeting, these rules should be discussed and agreed upon. Each rule should be written in large letters and hung on the wall to remind everyone – trainers and participants – of the rules that they mutually agreed on at their first meeting. These rules will apply during all group meetings and the trainer can make use of them if needed. The group can make new rules or adjust rules throughout the course as needed.

To start, the trainer should suggest the following ground rules:

- **Confidentiality.** Confidentiality is an especially important principle for group meetings. Everything said in group meetings should be treated with care and confidentiality. All participants should feel safe sharing their experiences knowing that their stories will stay within the group unless they personally say otherwise.
- **Mutual respect.** The group will often discuss issues that participants may have different opinions on, for example, how to conduct oneself in Denmark, gender roles, or family dynamics. It is important to leave room for differences of opinion and emphasize that regardless of different opinions, the participants should show one another respect.

After establishing these rules, the trainer should ask for other ground rule suggestions from participants. Adopted rules must be accepted by all participants. If the group has no further suggestions, the trainer can give more ideas, for example:

- Active opt-in – only share what you feel comfortable telling
- It is okay to disagree
- Listen to others without interrupting
- Ask questions if you are unsure
- No cell phone use during session

When discussing ground rules, the trainer must ask the participants what each rule means to them. How do you show respect for others, and what does confidentiality mean? This will ensure that all participants have a mutual understanding of what each ground rule entails.

EXERCISE

Get to know each other through drawings

Ask each participant to draw an illustration of their life. This could include family, friends, everyday life, leisure activities, or a drawing of a family tree. After they are done, ask each participant to present themselves using their drawing. Participants can also share their name, age, hometown, job (if applicable), how long they have been in Denmark, and what they enjoy doing in their free time. The trainer and co-trainer should also participate and give their own presentations.

EXERCISE

Get to know each other

Choose a fun activity from the list of energisers in the back of this manual or choose a short game that you know from your own life. Introduction activities and/or games should not be too personal for the first group meeting.

PRESENTATION

Growing up with different cultural norms and values

Today's topic deals with cultural norms and values, or the unspoken social rules that impact our daily lives.

The goal of this topic is to make participants aware of their own norms, which are not always easy to identify. This meeting will try to uncover these norms through various exercises.

EXERCISE

Meet your norms

This fun activity is meant to bring a smile to the participants' faces. This exercise should take approximately 5-10 minutes and should focus participants' attention on norms. The goal is to get a sense of what norms exist. Not every norm that comes up must be discussed by the whole group.

The trainer should read the following statements aloud and ask the participants to express agreement or disagreement by standing on the yes- or no-side of an invisible line that the trainer draws in the room. If participants are indifferent or unsure, they can stand on the line. The trainer should make sure each participant feels secure in expressing their opinion by emphasising that there is no right or wrong answer. This exercise is meant to show that even in this group of refugees with similar backgrounds, norms differ. The trainer should emphasise that these differences in opinions and norms are okay.

The participants should respond to the following:

1. *A movie theatre should be quiet*
2. *A person should eat three meals a day (morning, mid-day, and evening)*
3. *Women should have long hair and men should have short hair*
4. *Only women can use makeup*
5. *Parents should decide what education their children receive*
6. *Romantic partners can live together, even if they are not married*
7. *When it comes to marriage, the man should propose to the woman*
8. *It is important for a society that everyone can express themselves freely*
9. *It is best to be at least 20 before having children*

It is important that the MindSpring trainer offers commentary throughout the exercise. For example, if everyone stands on the same side of the invisible line, the trainer could note that the group has lots of similar norms.

When participants have responded to all questions, the trainer should conclude by asking:

- *Was anyone surprised by some of the results of this exercise?*

The conversation should not develop into a debate about what norms are right and wrong but should give each individual participant the chance to comment on the exercise.

PRESENTATION

Norms – taking your own norms for granted and making choices

During the exercise, it is a good idea for the trainer to give an example from their own life that illustrates different norms and how those norms can create prejudice or stereotypes. For example, the trainer could tell the group about the expectation they had when they arrived in Denmark.

The introductory exercise in the previous section gives an example of how to become aware of your own norms. Some norms are based on **stereotypes** or **prejudice** against others, and it can be hard to accept other norms. Other times, we might discover that we do not expect people we know – that is, people who do not fit into our prejudices or stereotypes – to adhere to these norms.

Prejudice is a preconceived notion about other people. These notions are often hostile or negative perceptions. Generally, prejudice comes from lack of knowledge. Prejudice often includes gross generalizations without basis in fact.

Stereotypes are perceptions of others based on their group belonging, such as gender, age, or nationality. They are usually oversimplified, exaggerated, and negative.

What is normal? 'Normal' is not necessarily what the majority of people do. It is usually what is perceived as 'the right thing.' One can become socially isolated for deviating from social norms. We often see the world and other people through a normative lens.

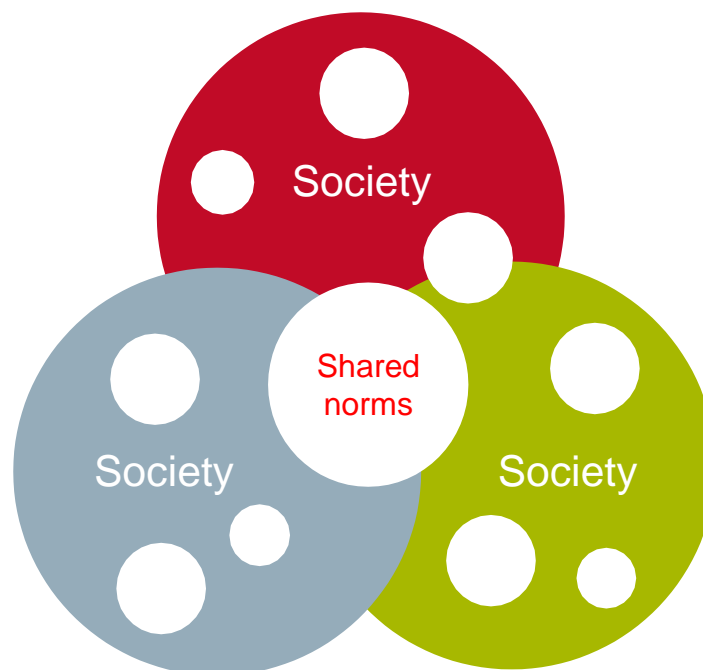
Norms are a way of expressing the various ways that people experience and understand the world. Norms dictate what is 'normal' behaviour and what expectations we have for ourselves and others. For example, what is expected of a 15-year-old boy in school? A 30-year-old married woman? People will have different expectations for these individuals, and those differences show differences in our norms. Our norms develop throughout our lives and can be influenced by many things, including upbringing, norms of parents and/or friends, public institutions, media, sexual orientation, and current situations.

Societal norms

In all societies and communities where people live together, 'normal' behaviour and opinions of how to live are established. In that way, norms can be a kind of social recipe for how to co-exist with other people. 'Normal' behaviour and opinions become 'right' behaviour and opinions, and thereby shape people's way of life. This can be challenging for individuals who do not fit the established 'normal.'

Because norms become the 'normal' way to exist in a society, they are often **elusive, invisible, implied, and unwritten** – and are **taken for granted**. Although they can present challenges for some, norms are **necessary**. They are tools for understanding one's role in the world and prerequisites for creating good relationships with others.

In some groups of society, dominant norms and values may emerge. Even so, within generations, societies, and national borders, norms and values can differ just as much as they do between societies. This is shown in the following graphic.



The most **dominant** norms do *not* always dictate what norms the entire society has. Norms can vary between different **groups, environments, and cultures**. Norms are based on people's ever-changing understanding of the world, meaning that **norms are also constantly changing**. Individuals can adjust and change their own norms and their society's norms throughout life. Because norms are so dynamic, the norms that someone holds can never be assumed based on their national origin or education.

It can be difficult to recognise one's own norms because they are usually taken for granted. When they are challenged by different or opposing norms, however, they can quickly become apparent. For example, if you are wondering why someone does not eat a common type of national food (e.g., brown rye bread in Denmark), you can recognise that it is a norm to do so. In meeting differences norms may stand out more clearly.

All refugees notice a difference in norms between their home country and Denmark. This is typically differences in what decisions should be made autonomously and how big of an influence family and other communities' opinions should have. Read more about individualist versus collectivist norms in this meeting's additional materials.

To expand the group’s knowledge on norms, try the following activity that aims to make the participants aware of their own norms and the norms of their new environment.

EXERCISE




What norms do you notice in those around you and within yourself?

The goal of this exercise is to make participants aware of their own norms and the norms that exist around them.

Hand out a blank worksheet to each participant (this can be found in the extra materials for this meeting).

Participants should fill out their worksheet with norms about being young. These could relate to education, friends, leisure time, romantic partners, parent-child relationships, independence, or how to conduct oneself. Participants should complete their worksheets individually. The MindSpring trainer can assist if needed.

The following is a complete worksheet with examples the MindSpring trainer can give as inspiration. The blank worksheet can be found in the extra materials for this meeting, copied, and handed out.

<p>What does your family expect of you?</p> 	<p>What do you expect of yourself?</p> 	<p>What expectations for young adults do you notice here?</p> 
<p>For example:</p> <p>My family wants to influence my decisions about my education and romantic partner.</p> <p>My parents think that my academic, professional, and personal success are very important.</p> <p>My family expects that I actively participate in family life and prioritize them above my friends.</p>	<p>For example:</p> <p>I think I should be able to choose my own education and hobbies.</p> <p>I want to make my parents proud by following their wishes for my future.</p> <p>I think it is important to have freedom to identify my own interests and choose what to participate in.</p> <p>I want to have male and female friends.</p>	<p>For example:</p> <p>Young adults are expected to move away from home when they start their education regardless of gender.</p> <p>Young adults learn to drink alcohol as teenagers.</p> <p>Young adults have their own opinions on politics, religion, etc.</p> <p>Young adults get into romantic relationships at an early age.</p> <p>Young people are expected to have a job and career before having kids.</p>

Once the participants have had about 10 minutes to complete their worksheet, have them discuss with each other one-on-one for about 10 minutes. Afterward, the MindSpring trainer should bring the group into a large-group discussion for about 20 minutes. The participants do not have to tell the group everything they wrote down, but could discuss the following questions in large-group discussion:

- *Did you find that you experience different/opposite norms or expectations?*
- *Who has influence over your choice of education, hobbies, etc.?*

You can end with this open-ended question:

- *What could you do, or what do you do, when you encounter opposing norms about something that is important to you?*

Conclusion

Concluding each session is important to summarise the meeting's topics and make sure participants leave the meeting feeling good. The trainer can end the meeting by:

- Summarise the main points of the meeting and today's material
- Take a round: ask the participants to share one good thing about today
- Ask the participants the following:
 - Do you have any questions about today's topics or content?
 - How has it been to be at today's meeting?
- Ask the participants to reflect over today's topic. Use this as a starting point for the next meeting.
- Explain what the next meeting will be about: the next meeting introduces the participants to the Tree of Life, which they will fill out. It is an exciting and personal exercise that helps them think about the past and their future.

Extra material for group meeting 1

Introduction to MindSpring

Get to know each other

Cultural norms and values

Presentation of participants

Starting each group course by introducing each other beyond names is an important step in establishing a secure and trusting atmosphere. This can take many shapes: for example, the trainer could ask the participants to draw a family tree or a self-portrait with their name and age and ask the participants to present each other's creations. It is equally important to establish ground rules for group interaction during the first meeting.

Energisers and icebreakers

Utilizing an energiser or icebreaker activity in the first meeting can also be a good way to create a sense of community. These activities can be repeated in future meetings as needed. It is good to have some physical movement to break up difficult conversations and thoughts during group meetings. The MindSpring trainer can choose an activity from the list of energisers from the attachments section in the back of this booklet.

Activities involving a ball or other physical activities are a great way to encourage teamwork among participants and create a cooperative group atmosphere. It can also be used to refocus the participants' concentration or lighten the mood if topics become difficult to discuss.

Making decisions

As young adults, refugee young adults have lots of future decisions to make, such as education, career, or parenthood. In addition to these, young refugees will have to make decisions about culture, religion, values, and traditions. For young refugees that fled without their parents, it can be difficult to make these decisions alone. For young refugees that live near their parents or have frequent contact with them, it can be hard to make decisions that are independent from their parents' wishes. Parents may try to protect their children from Danish cultural influence. At the same time, children are constantly exposed to their host culture through school, friends, and society.

What is the difference between norms and culture?

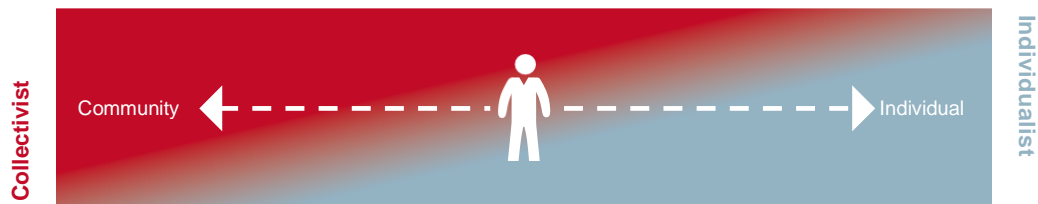
As the participants work to understand and become aware of their own norms and the norms of those around them, it is normal to compare them to culture. This is not completely incorrect. It is helpful to consider norms as "normal" behaviour in a certain area of life, whereas culture is when norms become intertwined and are prevalent in a group of individuals. Cultural communities, then, are made up of a group of people that share the same set of norms. It is not necessary to separate norms and culture in MindSpring as such, but when questions arise, it can be useful to have had a conversation about the difference before. The most important takeaway for the participants is an increased awareness of the norms they notice in Denmark, in their family, and within themselves.

Clashes between collectivist and individualist norms

If the group is interested, it is a good idea to expand the presentation of norms to include the difference between norms that are centred around community (**collectivist**) and those that are centred around the individual (**individualist**).

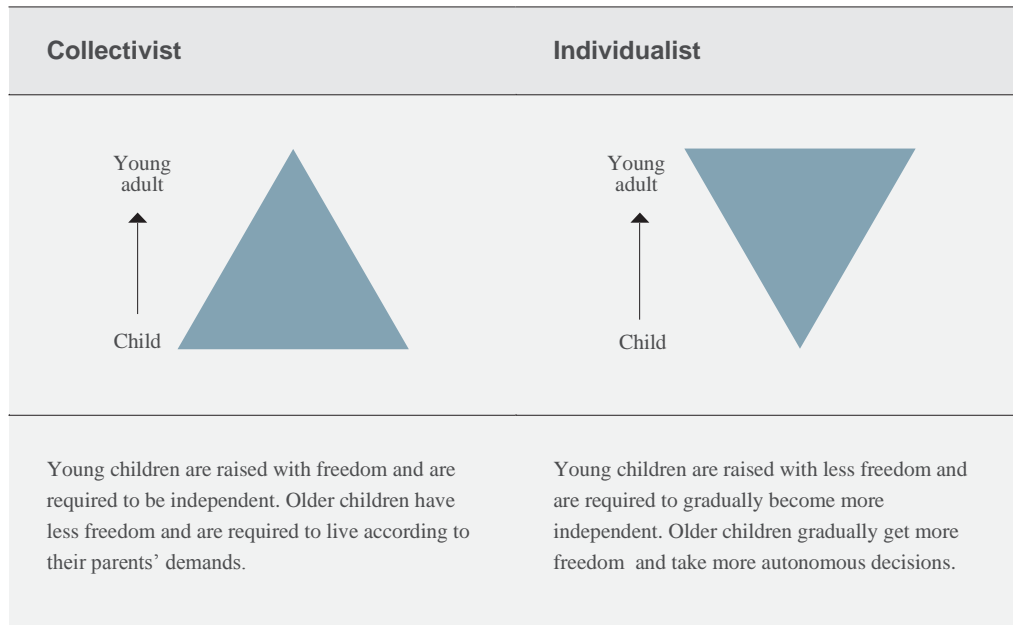
Collectivist norms	Individualist norms
An individual is primarily focused on fulfilling the wishes and needs of the community. For example, this could mean that a person prioritises the family's wishes about education, spouse, etc. over his/her own. The good of the community is prioritised above that of the individual.	An individual is primarily focused on fulfilling his/her own wishes and needs. For example, important decisions such as choice of education, spouse etc. will be made independently of family members' wishes or opinions. The good of the individual is prioritised over that of the community.
The individual is expected to make decisions with family members' wishes and needs in mind.	The individual is expected to make independent decisions based exclusively on their own wishes and needs.

The graphic below shows that individuals can live and act according to a combination of collectivist and individualist norms. The MindSpring trainer can show the graphic to the class if needed.



The scale above illustrates that in different contexts, individuals act according to various combinations of collectivist and individualist norms. This means that an individual can be at any point on this scale depending on the context. It does **not** mean that individuals live entirely according to either collectivist or individualist norms.

Another model relates how methods of raising children can be addressed from collectivist or individualist norms:






When encountering a new society and culture, clashes are likely. Sometimes, knowing about the difference between collectivist and individualist norms can help to make sense of these clashes.

Guidance for the exercise: 'What norms and values do you and those around you have?'

The most important element of this exercise is to allow the participants to independently define the norms that they associate with Danish culture, their families, and themselves. There are no right or wrong answers. The content of your discussion will depend on the experiences of the participants.

In the following handout, participants can write down norms regarding being young. These could be about:

- Education
- Friends
- Leisure time
- Significant others
- Relationships with parents
- Independent opinions and making one's own choices in life

<p>What does your family expect of you?</p> 	<p>What do you expect from yourself?</p> 	<p>What expectations for young adults do you notice in Denmark?</p> 

Welcome, review, and introduction

Every group session should start with an introduction – remember to account for and set aside time for this. The introduction can include the following:

- Welcome everyone and show that you are happy to see them all again.
- Ask if there are any comments or questions about last meeting's topic(s).
- Repeat the adopted ground rules and hang them up on the wall.
- Tell the group about today's topic(s).

Today's goal: Participants should become more aware of their own identities, personal strengths, and the good life story that they carry with them. They will do so with the help of today's exercise, the Tree of Life, which uses a drawing of a tree as a metaphorical picture of a life and individual.

PRESENTATION

Introduction to the Tree of Life

As refugees, MindSpring participants are frequently reminded or directly asked about their background, the reason why they fled, and the story of how they fled – that is, the difficult background and reality that they face. Still, their life story is a good one, and it is important that they remind themselves of that from time to time. Today, we will refresh our memories and tell our life stories with the help of this exercise.

The Tree of Life is an exercise designed to strengthen the participants' identity. Identity can be defined as an awareness of who one is as an individual person. This awareness is built and expanded throughout our life and the ongoing interactions between the perception we have of ourselves and the perceptions others have of us. Refugees' identities have often been shaped by broken up relationships with friends and family and a shift to Danish culture, complete with all the opportunities and limitations that this shift entails. Therefore, it is important to affirm refugees' identities by reminding them to hold on to skills, resources, and qualities that they carry with them. These can all support them throughout their transition to the new culture.

EXERCISE

The Tree of Life

The MindSpring trainer, co-trainer, and interpreter (if needed) serve as guides throughout this exercise. They go around the room checking in and helping each participant through the exercise.

The exercise should be introduced in the following way:

We are focusing on the good things that each of you have and carry with you. The goal is for each of you to feel stronger after completing the exercise. It requires a lot of strength from each of you to live in exile. We want to support you in your journey to finding yourself and finding a way to cope with difficulties that come with life in exile. We also want you to support one another.

We are going to use these trees as illustrations of your lives. If you want, you can colour in the tree while you fill it out.

The “Tree of Life” activity requires that you draw a tree with roots, a trunk, branches, leaves, fruits, and soil that the tree grows from. Afterwards, you should fill the tree out with words as instructed. You should think of parts of your life as parts of this tree. For example, the trunk and roots represent, respectively, where you are now and where you come from. The branches are your hopes and dreams for the future.

When your tree is filled out, present your trees to each other and respond to each other’s trees.

- Hand out printouts of the empty trees and colouring utensils.
- Briefly explain and summarise what the individual parts of the tree symbolise.
- Explain the basis for the exercise:
 - Get a comprehensive and strengthened picture of oneself through filling out the Tree of Life with experiences and qualities
 - Learn about each other through comments on each other’s presentations
 - Draw and explain the positive version of each participant’s story
 - Become aware of one’s own strengths and qualities
 - Create or strengthen a network within the group by sharing stories with one another
- Emphasise that it is completely okay for participants not to want to share some aspects of their lives. It is completely acceptable to have secrets or to present things a bit differently than how they are. They should only share what they want to share with the others.
- Set aside 5 minutes to introduce each part of the tree and 10 minutes write. This will end up being 15 minutes for each of the six parts of the tree, or 1.5 hours total.

The roots

The roots symbolise good memories and background: where you come from and what you bring with you.

Examples:

- Did you live in a large city or a rural town?
- What is your family’s story? What does your surname mean? How were your ancestors?
- Did/do you have a favourite place in your hometown?
- Did/does your family have special traditions?
- What other things and memories do you want to share about your home culture?
- Who are some people or historical figures that are meaningful to you, even if they are not with you here, but live in your heart and memories?
- What games and good experiences do you remember from your childhood?
- What school(s) did you go to and how was it?

Ask the participants to write their examples about their backgrounds and good memories on the tree’s roots.

Soil and surroundings

The soil and surroundings symbolise your current life – **where and how you are now**. Strong, good things that give you room to grow and help you deal with everyday challenges in life.

Examples:

- Do you have a favourite place here, where you live and have your everyday life now?
- What interests do you have?

- Do you like to do anything here? Is there anything to do here that helps you?
- Is there anyone here that supports you and gives you strength?

Ask the participants to write down their sources of support (people, places, and things) and what interests them on the soil that the tree is growing from.

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Trunk

The trunk symbolises each participant's good qualities, assets, and talents – them as they are today, what they are good at, and what they are capable of.

Examples:

- What are you good at? What are some good qualities you have? Skills and assets? Special talents?
- Things that others say you are good at
- Positive things you do in your everyday life without necessarily realising – taking care of others, completing daily responsibilities and keeping things organised, getting up on time and being punctual for school, giving compliments to other people, making others laugh, being a good friend, solving conflicts, taking care of yourself, etc.

Ask the participants to write down what they are good at, skills they have, etc. on the tree's trunk.

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Branches

The branches symbolise **hopes** and **dreams** that you have and strive toward for your future.

Examples:

- Learn Danish
- Get an education
- Get married
- World peace
- Have children
- Be creative
- Be a lifelong learner

Ask participants to write down their hopes and dreams for the future on the tree's branches.

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Leaves

The leaves symbolise **important people** in your life, both from present day and from the past. We could call them your helpers. They could be someone who has passed away or someone you have lost contact with that you keep in your heart or anyone else that is meaningful to you and your hopes and dreams.

Why is/are this person/people important to you? What is special about them?

Examples:

- A good friend
- A support person
- Father and mother
- A teacher or mentor

- Siblings
- Neighbours

Ask the participants to write down the important and meaningful people from their lives on the leaves of the tree.

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Fruits

The fruits symbolise the **gifts of life**: special things that you appreciate or that you have received from the important people in your life that you wrote on the leaves of the tree.

Examples:

- The care you received as a child from parents or other adults (e.g., clothing, food, shelter)
- Support from siblings
- Contact with your home country and moral support from people there
- Religion and beliefs
- Your life
- Love
- Good or powerful experiences
- Good or powerful values

Ask the participants to write, on the fruits, the things given to them by important and meaningful people.

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Energiser

Remember to set aside time for an energiser or two during the group session. They could be in the middle of an exercise or at the end of the meeting just before concluding. See the list of energisers in the end of this manual in the attachments section.

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Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the meeting's main points (what all you went through today)
- Having each participant answer: what interested you during today's meeting?
- Ask the participants the following:
 - Does anyone have any questions about today's topic(s) or concepts?
 - How was it to be here today?
 - Is there anything from today that will be helpful for you going forward?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell the participants what the next meeting will be about: now that you have all completed your Tree of Life, you are ready to present them to each other. We will do that in our next meeting.

The co-trainer should save the trees of life for the next group meeting, at which point they should be hung up on the wall again. Next meeting, the participants will present their Trees of Life. It is a good idea to make a schedule for the next meeting and possibly extend it by an hour if needed.

Extra material for group meeting 2

The Tree of Life – introduction and exercise

Introduction to the Tree of Life

The following graphic illustrates the situation that the participants find themselves in as a young refugees living in exile. It also serves as an explanation of the basis for the Tree of Life exercise:



The figure above illustrates the fact that many young refugees do not have the same support system and feeling of community that they had in their home country. Before, each young refugee was surrounded by family members, parents, siblings, friends, neighbours, classmates, their home, and their local community. Now, living a life in exile, each of them have lost those familiar people and places. In these situations, there can be a risk of loneliness, which can translate into the use of unhealthy coping mechanisms. In the worst-case scenario, one might turn to drugs or alcohol, become violent, commit crimes, or develop psychological illnesses.

With the Tree of Life, we are trying to strengthen each young refugee's inner and outer social circle, thereby getting others to know their life story. Through this process, participants become less alone and can identify similarities between their stories and the stories of others. This exercise focuses on the participants' strengths and resources, recognising that the experiences they have survived and been through and subsequent coping mechanisms are strengths that they can bring with them into the future.

Goal of the Tree of Life

The Tree of Life exercise allows the participants to get to know each other in a unique way. At the same time, the information that each participant discovers through the exercise helps them to get to know themselves better.

The tree is an easy-to-understand picture that illustrates the links between past, present, and future. It reveals each participant's growth and development toward their goals. Through the exercise, the participants will start to develop a sense of community with one another.

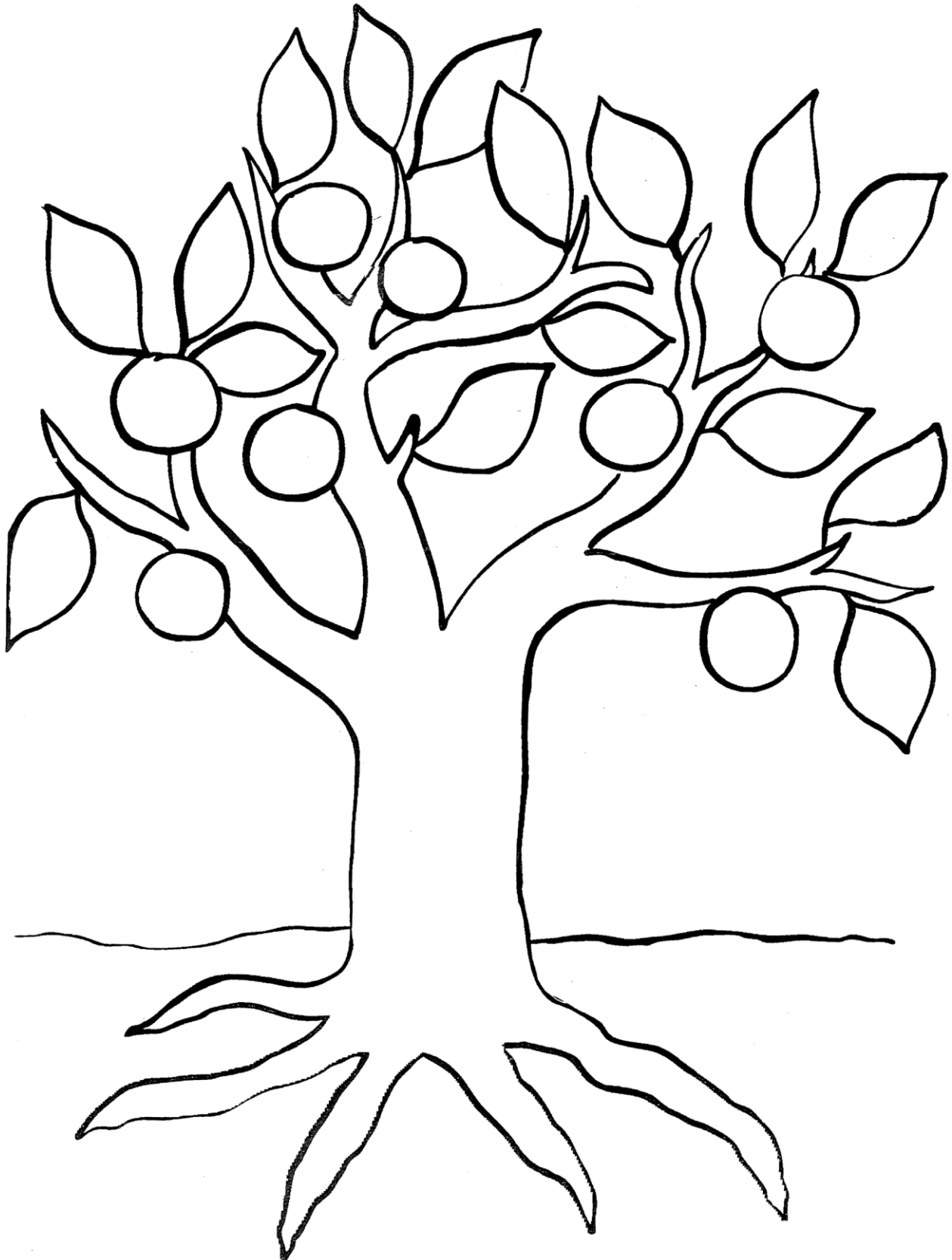
The Tree of Life also helps the participants find strength in their ability to live through and overcome things rather than focus on the difficulties of their exposure to violence, fleeing, and the things that they have lost.

The exercise aims to strengthen each participants' sense of self by helping them to learn about themselves and making them focus on the "old them" and the "new them". Hearing the other participants present their stories and explain their identities gives each participant a chance to reflect on themselves by hearing their experiences explained by someone else. Through this, participants gain new insight and knowledge.

Optimism and positive thinking help participants maintain their mental health. The trainer supports this kind of thinking by asking positive questions and giving good feedback throughout the exercise. The exercise then helps the participants to avoid mental health issues and builds a foundation for a stronger sense of self.

The MindSpring trainer can explain the exercise by explaining the following goals to the participants: to bring up the positive stories from each participant's past and to create a sense of connection between each participant and the communities and societies that they come from and the ones they live in today.

THE TREE OF LIFE



Group meeting 3

Presentation of Trees of Life and response

Welcome, review, and introduction

In this group session, we will continue the Tree of Life exercise. The co-trainer should make sure to hang up each participant's tree of life before the session begins.

It is important to start each group meeting with an introduction to the meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome everyone and show that you are happy to see them again.
- Ask if there are comments or questions about last meeting's exercises and/or topics.
- Repeat the ground rules the group adopted (and hang them up on the wall if possible).
- Explain the goals of today's meeting and topic.

Goal: With the help of their trees of life, the participants become more aware of their own identities and strengths and receive feedback from other participants as added support and strengthening of their identity.

EXERCISE

Presentation of trees of life and response

During presentations of each participant's tree, the MindSpring trainer and co-trainer should be aware of the following:

- Ask each participant, one after another, to tell each other what they wrote on their tree.
- Be aware about the grief and loss that can come from talking about people they have lost contact with or people in their lives that have passed away. It is especially important to talk about these relationships as loving memories that live on in the participants' hearts.
- Help each individual participant with their presentation with helping questions. Remember that participants should only share what they feel comfortable sharing. The trainer and co-trainer should emphasise this multiple times.
- Ask each participant to listen and pay special attention to strengths and good things about the individual presenting. They should write these statements about the presenter on post-its.
- Ask other participants to place their post-its with 'you are...' statements on the presenter's tree when the presentation is over. Remember, these should be positive things, not criticism.
- Set aside 15-20 minutes per presentation and response session. If there are 8 participants, this will take 8 x 20 minutes = 160 minutes, or over two hours. According to this, decide with the group how to make time for each presentation (i.e., extending this meeting). This should be discussed with participants and the interpreter during the second group meeting at the latest.

The co-trainer should write down a summary of the participants' post-it statements for each participant's certificate of participation. This will be handed out in the last group meeting along with participants' Trees.

The interpreter will translate the post-it notes so that the co-trainer can get the statements in English.

Energiser

If there is time, it could be a good idea to end the exercise with something a little more fun to lift the participants' spirits from the serious concepts of the day. See the list of energisers in the back of this manual.

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Conclusion

The conclusion of each meeting is important for summarising the day's topics and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the meeting's main points (what all you went through today)
- Have each participant answer: what will you remember from today?
- Ask the participants the following:
 - Does anyone have any questions about today's topic(s) or concepts?
 - How was it to be here today?
 - Is there anything from today that will be helpful for you going forward?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell the participants what the next meeting will be about: we will expand on our trees of life and talk about the storms that a tree can be exposed to. Through this analogy, we will talk about the storms of life that an individual goes through, the stress that this causes, and what we can do to counteract stress.

The co-trainer should collect the trees (with the participants' names on them) and post-its and save these for the next meeting.

Extra material for group meeting 3

Presentation of trees of life and response

Presentation

Recognise that it is probably the first time that these young refugees have talked openly about themselves and their lives in this way. It can be vulnerable for them and the things they share should be handled with care and encouragement but also with the understanding that the participants may not want to talk about everything they wrote on their tree. This should be emphasised for everyone before they begin presenting.

The ground rules of respect, confidentiality, and listening are important to repeat before presentations begin. Participants who are not presenting should be told to be clear in their post-it comments to the presenter.

Response from other participants in the group

When a participant finishes sharing their tree, the other participants will come up and place their post-it notes on the trunk of the tree, which represents the presenter's good qualities, and tell the presenter what they wrote. Everyone in the group should participate in this – participants, trainer, co-trainer, and interpreter.

The post-its should include statements about the presenter's qualities and skills that the rest of the group sees in the presenter through their presentation of their life story. Make sure that every participant gets a positive comment from every other participant. Repeated statements are okay.

Welcome, review, and introduction

In this group session, we will continue the Tree of Life exercise. The co-trainer should make sure to hang up each participant's tree of life before the session begins.

It is important to start each group meeting with an introduction to the meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome everyone and show that you are happy to see them again.
- Ask if there are comments or questions about the last meeting's topics/concepts.
- Repeat the ground rules the group adopted (and hang them up on the wall if possible).
- Explain the goal of today's exercise.

Goal: Participants become aware of the storms (disruptions) their tree (their life) can be exposed to in the future. Today's exercise should focus on how to handle these storms – what resources the participants have used and what helpers they have had and have now. The participants will become more aware of their own strengths and how those strengths can help them through life's challenges.

In addition, participants should gain an understanding of what stress is, what can cause stress, and what they can do to counteract and deal with stress.

EXERCISE

Storms of life

Trees are beautiful – they have deep roots, strong trunks, and long branches full of leaves and fruits. But does that mean that trees can just stand in the ground in peace?

In plenum, the group should answer the following questions presented by the MindSpring trainer:

Question 1: What dangers can trees be exposed to?

Examples:

- fire
- drought
- storms
- cold
- lightning
- old age

Question 2: Just like trees, refugees experience storms in life – dangers or other things that are difficult to overcome. What are some of these dangers or difficulties?

Examples of previous storms – dangers or violent things that young refugees can be exposed to in the past:

- war
- political tension
- threats
- violence
- fleeing

Examples of storms in the present day – dangers, challenges, and difficulties that participants are exposed to now:

- anxiety about loneliness
- missing people, places, or things
- discrimination
- intense requirements and difficult education
- uncertainty regarding residency permit
- economic issues

Question 3: How can these dangers – storms and challenges – impact your life today?

Some other young refugees in your situation say that:

- they can have problems sleeping
- it is difficult to concentrate in school
- they worry a lot
- they often have stomach- or headaches
- and other problems

Question 4: What can you do when there is danger ahead?

Even though you are in Denmark where it is hopefully safe for you to be, we should talk about what we can do when we know there is danger ahead. What can you do, and how can you feel secure? What special tools does that require?

Examples:

- Talk to someone you trust
- Get out of the situation
- Pray
- Ask for help
- Talk to a friend
- Report incident(s) to police
- Persevere
- Remain calm
- Positive self-talk (e.g., “this will pass” and/or “this will get better”)

Question 5: Are there constantly storms in life?

No. As young people, the participants need to know that there are not always storms in life and that after storms, calm weather returns. This is especially important to remind oneself of during a storm. It is important to hold on to hope.

PRESENTATION

What is stress?

Storms are external factors that affect us. They can be more or less powerful and dangerous, but we can always find a way to get through. Sometimes, this requires extra effort from us.

Stress is a kind of tension that comes from our reactions to these external factors.

Stress can be a heavy load on our shoulders that causes anxiety, sleeplessness, and more. Even so, stress can also be a stimulant that helps us through difficult situations that demand a lot of us.

When one is exposed to acute or short-term danger, the body prepares itself to fight or flee. With chronic or long-term stress, the body can experience symptoms like restlessness, stomach- or headaches, anxiety, panic, irritability, indecision, problems eating, excessive alcohol consumption, abuse of medicine, or memory problems. We discussed some of these reactions when we talked about storms of life.

Stress can be divided into three categories. Write the following on a blackboard or whiteboard:

- A** *Normal daily challenges or everyday problems*
- Your bike is broken when you need it
 - You have an exam or test
 - The train is late – you are late etc.
- B** *Acute stress – something violent or unexpected happens*
- Someone you care about dies
 - Natural disasters
 - Accidents
- C** *Chronic or long-term stress*
- Long-term illness
 - Long stay in asylum centre or refugee camp
 - Strong and constant pressure at work
 - Long-term uncertainty about friend's and family's situations

Some of these things can lead us to develop what we call stress symptoms. People are different and have different reactions. Some have many prolonged symptoms while others only have short-term symptoms. Stress has an impact on our bodies, emotions, and behaviour.

EXERCISE

Become aware of reactions to stressful situations

This exercise gives an idea of what reactions are typical in various stressful situations. The goal of this exercise is to make the participants aware of typical emotional and physical reactions to stress, and ideally, to have the participants relate these to their own experiences with stress.

Draw a table with four columns like the one below. Write a few examples of your own as shown in the table below. Ask the participants to come up with their own examples of situations and reactions.

Situation	Physical reaction	Emotion(s)	Follow-up: how does it affect you?
Normal everyday challenges: You have an exam / test	Increased physical activity, sweating, shaking	Tense and restless	Better concentration, more focused, more goal-oriented
Acute stress: You are in a traffic accident	Shock, things move in slow motion, increased heart rate, adrenaline pumping	Scared, overwhelmed, focused	You act: stop the accident, give first aid, or you freeze. Afterward, you relive the experience multiple times and become tired
Long-term stress: long-term stay at an asylum centre, uncertainty about residence permit, uncertainty about family's situation	Issues sleeping, headache, illness, tenseness	Anger, irritation, sadness, powerlessness	Tense – short temper, outbursts of anger, being passive, feeling lethargic, issues concentrating, fatigue, illness

EXERCISE

What can you do when you get stressed?

When you are stressed, what do you do? Is there a culture-specific way to handle stress? What advice do you give others on how to reduce stress?

Draw the following table on a whiteboard and ask the participants to give examples. The MindSpring trainer and co-trainer can also contribute with their own examples like the ones on the next page.

This can be done as a group activity: distribute empty handouts (found in the extra materials section) for participants to complete in pairs of two. Afterwards, return to the large group and compile examples.

The goal is to give insight into various ways of dealing with stress by learning from each other's coping mechanisms while keeping the participants' different cultures in mind.

How can you or others see that you are stressed?	What can you do when you experience stress?
<ul style="list-style-type: none"> • You are tense • You are restless • You seem off-balance • You isolate yourself • You become angry quickly 	<ul style="list-style-type: none"> • Exercise and physical activity • Do relaxation exercises. • Get medicine (sleeping pills or sedative) • Spend time with friends • Rituals • Pray – religion and belief • Meditate • Listen to or create music

Energiser

Stress can be a sore subject. When you discuss things that are meaningful and sensitive, it is a good idea to make time for an energiser at some point in the group meeting. Remember to set aside time for this to make sure you do not forget or run out of time. See the list of energisers in the back of this manual for inspiration. From those, you can choose a relaxation exercise if the atmosphere is tense or a livelier energiser to give participants energy and to break a sad mood.

Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the meeting's main points (what you went through today)
- Have each participant answer in plenum: what made an impression on you today?
- Ask the participants about the following:
 - Do you have any questions about the topics of today or concepts?
 - How has it been to be here today?
 - What has been helpful or useful for you today?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell participants what the next meeting will be about: Sometimes, the storms of life or long-term stress can affect us so much that it can have lasting consequences or even traumatise us. Next time, we will discuss these consequences and what you can do if you experience them.

The co-trainer should take the trees of life again and make sure they are hung up for every meeting except meeting 8, where there will be guests.

Extra material for group meeting 4

Storms of life and coping

Stress and dealing with stress

Goal of today's meeting

This meeting is the compilation of the participants' knowledge and experiences with storms of life and what you can do when those storms come. Referring to the participants' trees of life can be helpful – reminding them of their good qualities or other good things that can help them through tough times. Being exposed to danger or demands that are hard to handle can trigger reactions that can be defined as stress. The primary goal of this meeting is to talk with the participants about what they can do when they experience this stress.

Talking about the storms of life and stress is a natural prelude to the next meeting's topic. In the next meeting, we will focus on long-term stress and trauma that can come from some of these storms that the participants may have been exposed to and how to handle the corresponding consequences.

What can you do when you get stressed?

How can you or others see that you are stressed?	What can you do when you experience stress?

Group meeting 5

Trauma and coping with trauma

Welcome, review, and introduction

Again, the co-trainer should make sure that the participants' trees of life are hanging on the wall. It is important to start each group meeting with an introduction. Remember to set aside time for this. The introduction can include the following:

- Welcome everyone and show that you are happy to see them again.
- Ask them if they have any comments or questions about the last meeting's topic(s).
- Repeat the ground rules and hang them up on the wall. For this meeting, it is especially important to repeat the rules about confidentiality, respect, and listening to one another, because the topic of trauma is sensitive.
- Hang up each participant's tree of life.
- Tell the participants about today's topic(s) and goal(s).

Goal: Participants strengthen their ability to deal with trauma and traumatising, especially their ability to help themselves. The participants should also realise that some of their possible reactions can be a normal consequence of their previous exposure to violent events (storms) or long-term uncertainty and/or danger. Participants should learn that it is normal to react to those things, that different people react in different ways, that they can do things themselves to make themselves feel better, and that it is ultimately a long process that they have influence over. They should know about various reactions to long-term stress and/or danger, and that people can be traumatised by violent experiences (storms). Even so, they should also know that not all violent experiences have to cause trauma. The participants should know that there are some experiences that they can get over by themselves and learn to live with, and that there are other experiences that they may need help with. They should know about the inherent strength that they and the people who have helped them up until this point have.

PRESENTATION

What is trauma?

Trauma is a concept that not all cultures or languages have. Trauma is originally a Greek term meaning "wound". In Western literature, the concept of trauma is often used in connection with advice given in situations of war or fleeing. Speaking figuratively, trauma is a "wound on the soul". In other words, the person affected is seriously shaken inside by a new concept of what can happen in life due to external actions and events. To be traumatised means that a person has had several extreme, painful, violent, and/or difficult experiences that can cause short- or long-term psychological, physical, or social problems. Traumatization is a reaction that can result from long-term or intense stress.

One of the differences between being traumatised and being stressed is that being traumatised often changes your self-image and perception of the world around you, resulting in a change in the way you see life and your ability to trust others. Many do not recognise themselves post-trauma and require professional help.

EXERCISE

What experiences can cause trauma?

Everyone has been through violent or sad things in their lives and are affected by it after-the-fact. This can manifest in feelings of unhappiness or anger.

Ask the participants what experiences they think can cause trauma and write their responses down on a whiteboard or blackboard. Afterwards, you can supplement their responses with the following experiences that can cause trauma in adults, children, and young adults:

- Serious traffic accidents
- Physical violence or armed violence
- Sexual assault
- Threats of violence
- Life-threatening experiences: sudden or unexpected confrontations with death
- Long-term stress
- Being exposed to or experience others' cruelty
- Witnessing someone else's death or injury
- Experiencing repeated shocking incidents in a short period of time

This is just a short, incomplete list of events that can cause trauma.

PRESENTATION

What does it mean to be traumatised?

Being traumatised means being exposed to one or more extremely painful experiences. These experiences are hard to process and can, in the short- and long-term, turn into serious problems.

Reactions to trauma can be more or less pervasive in everyday life. Either way, these reactions are still what we call normal reactions to violent and abnormal experiences (storms of life).

If the reactions are persistent and/or become a hindrance to functioning in everyday life, it might mean that the individual requires professional help.

We have discussed storms in life and their aftermath. Here, we will try to clarify what kinds of consequences there could be.

EXERCISE

How do people react to violent experiences, trauma, and long-term stress?

Beyond the physical consequences like injuries, there are also psychological and emotional consequences e.g., hopelessness, mistrust in others, and an altered view of the world that surrounds you. Trauma can also

change your view of yourself. Some people cannot recognise themselves and feel helpless and weak. There are also social consequences, like an urge to isolate yourself and avoid other people.

The symptoms can be split up into three main categories:

- **Reliving:** experiencing the violent event again and again as if it were happening in the current moment (i.e., flashbacks).
- **Avoidance:** trying to avoid things that could remind you of a traumatic event and bring up uncomfortable feelings again.
- **Constantly on guard:** becoming constantly aware of dangers, having difficulty relaxing, and no control over your own body or thoughts.

Let’s look at some reactions together:

- Draw the following table on a whiteboard or blackboard and give examples from the following list of reactions in each category: physical, emotional, and social.
- Make sure that all the participants have the same understanding of the three concepts with the help of your own examples.

Examples of reactions to violent experiences and long-term stress:

Physical	Emotional	Social
<p>Headache that can last for months or even years. It can also come up in certain situations.</p> <p>Pain without an immediate reason.</p> <p>Stomach problems without obvious reason.</p> <p>Problems sleeping.</p> <p>Nightmares.</p> <p>Intense sweating without reason.</p> <p>Heart racing or irregular heartbeat.</p> <p>Forgetfulness and lacking concentration.</p> <p>Restlessness.</p>	<p>Aggression and anger, becoming aggressive without a reason.</p> <p>Irritation, a less intense reaction than aggressiveness or anger.</p> <p>Anxiety for a breakdown or loss of control or worry that the event will repeat itself.</p> <p>Lack of energy to do anything. A feeling of fatigue and powerlessness.</p> <p>Frequently crying without a specific reason.</p> <p>Hopelessness or not being able to see your way out of a situation.</p> <p>Restlessness</p> <p>Deep sadness or grief.</p> <p>Difficulty concentrating.</p> <p>Reduced memory</p> <p>Reliving. Thoughts that repeat and still return to experiences or relived situations. These thoughts are experienced vividly, i.e., flashbacks.</p> <p>Feelings of guilt. Feeling guilty for being alive when others are not. Asking oneself if you could have done things differently.</p> <p>Shame. You experience shame about your emotions or your reactions to a given situation.</p>	<p>Changes in behaviour. You behave differently than before.</p> <p>Isolation and avoidance. You avoid people, including family and friends. You avoid everything that reminds you of the violent or bad experiences you have had.</p> <p>Alcohol abuse. You have started drinking alcohol to try to forget things that have happened or to numb the pain. In the worst scenario, this can develop into addiction.</p> <p>Drug abuse. You have started to take various drugs (for example marijuana) to avoid feeling unwell. Like with alcohol, this can develop into an addiction and cause problems.</p> <p>Learning problems, both in the form of reduced memory and difficulty concentrating.</p>

- Let the participants think about which reactions and consequences they recognise. Make a point of recognising that grief after loss is a normal reaction even if grief is long-standing and hard to get over.
- Expand on the table above with the participants’ contribution.

PRESENTATION

Normal reactions to abnormal experiences

It is important to emphasise that the reactions (including traumatisation) are natural consequences of violent and abnormal experiences. Present these reactions as normal reactions that are often overcome even though the experience that triggered the reaction and the memories thereof do not go away. The topic is emotional and can quickly become heavy and dramatic. The participants have presumably all had difficult experiences, but they are not necessarily traumatised because of them. People often learn ways to live with the experience.

However, it is just as important to emphasise that violent or severe reactions persist or get worse over time, it is necessary to seek professional help.

EXERCISE

What can you do if you experience reactions after trauma?

The MindSpring trainer should ask the participants the following questions:

What can you do if you have one of these reactions?

- Compile responses from the participants on a whiteboard. Feel free to provide some of your own examples.
- Include the participants trees of life and their strengths that have helped them through the things they have been through. You may want to ask the participants to repeat one or two of their own strengths.
- Consider seeing the film “Living with trauma”, which includes five refugees’ stories about their struggle to make a good life for themselves despite trauma. The film fits nicely into this meeting’s material. Be aware that some participants can be moved or become sad during or after the film. See how to incorporate the film in the extra materials for this meeting (traume.dk).
- Quickly introduce what professional help entails.
- The co-trainer should provide details and information about where and how the participants can get professional help locally if they need it.

PRESENTATION

Why do some people not want to talk about their past?

Many people do not want to talk about the horrible experiences they have had. This is very natural and understandable. Remember to emphasise again that the participants do not have to tell their difficult stories or background. The Tree of Life exercise gives them the chance to tell their fellow participants about the good parts of their past – the good memories. The participants should feel free to choose the time, the way, and to whom they talk about their difficult pasts.

It can be good for the participants to know how they feel about this and what others think.

Ask the participants to give examples of reasons that one might not want to talk about their past or reactions to that past. These could be:

- Avoid memories
- Fear of confrontation
- Fear of misinterpretation
- Fear that information will not be kept confidential by others
- It is not in their nature to talk about emotions
- It is incompatible with their culture
- Inability to listen to others' stories
- Feelings of shame and guilt
- Bringing it out in the open is too difficult to handle

For many, the biggest problem is that they are afraid of their own thoughts – they feel too sad, violent, or are too deep. The memory of bad experiences in the past are scary, and they will avoid all things that remind them of them. It is very important not to force anyone to relive their feelings by interrogating them.

Be aware of the good stories that the young refugees have told during the Tree of Life exercise and the examples of strengths and things that have helped them that they shared. It is important to go back to these strengths and helpers – they may also be useful for future known or unknown storms.

EXERCISE

De-stressing exercise

During this group meeting, it is very important to have a de-stressing exercise during or after the meeting as needed. De-stressing music is also a good thing to fit into today's program. Find descriptions of de-stressing activities in the back of this manual.

Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the main points of the meeting (what you have been through today)
- Have a round in plenum asking the participants: what made a significant impact on you today?
- Ask the participants about the following:
 - Do you have any questions about today's topics or concepts?
 - How has it been to be here today?
 - What has been helpful or useful for you today?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell the participants what the next meeting will be about: we will start a new topic about feeling pressured by your surroundings and what rights you have as a young adult in Denmark.

Especially for this meeting, it is important to be aware of the participants' possible need for further help or support after discussing today's topics.

Extra material for group meeting 5

Trauma and coping

Trauma

The concept of trauma does not exist in every culture. Trauma is important in Western literature, especially in relation to advice in situations of war and fleeing. To be traumatised means to individually experience several extremely painful experiences – experiences that are so difficult, they can cause short- or long-term physical, psychological, and social problems.

Young refugees

For many young adults, the here-and-now is much more important than handling trauma from the past. As a young adult, there are so many things to keep track of – your own development, education, work, future, and all the new things you meet daily (i.e., new culture). Often, you do not want to talk about your past or possible trauma. Still, past experiences have impact. They can affect how one deals with everyday worries. In this group meeting, we focus on what we can do ourselves to find relief and on the strengths we discussed in the Tree of Life exercise. It is important to note that this group course “only” gives resources for self-help. If the past and unpleasant experiences come up too often and affect everyday life too much, it can be a sign that professional help is needed.

Although getting a residency permit is often a relief, the social and psychological problems that can come with being a refugee do not immediately resolve. Problems like missing your family, being separated from family and friends, and the feeling of isolation are not left in the asylum centre or at the Danish border. On the contrary – experience shows that refugees that receive residence permit and thereby a more secure livelihood only then show symptoms of possible trauma, loss, and other grief. Most young refugees receive a temporary resident status and then participate in an integration programme. This uncertainty about both their situation in Denmark and the possibility of traveling back remains a stress factor.

With this comes possible uncertainty about how family members that are not in Denmark are doing.

When young refugees know with certainty that they can remain in Denmark, they are again confronted with a new period of their life – a period where they need to build a new life in a new country. This can be extremely difficult and seem insurmountable, especially if they do not know where to find relevant channels for help. Cultural and religious difference, language barriers, and lack of knowledge and confidence play a huge role in this. Overcoming these problems necessitated a more specific and intensive way of attacking the problem. The MindSpring local group meetings aims to remedy some of these issues by working with the chosen topics in their own language and together with others who are in the same situation.

Resilience

Resilience means endurance, and in this context, perseverance.

Throughout time, studies have been conducted on children and young adults that have been exposed to huge burdens and still manage to have a good life afterwards. These studies examined the factors that gave the children or young adults the ability to push through despite their burdens, such as war, catastrophes, or difficult upbringing environments. This is called research about resilience, which focuses on the factors that create wellbeing and perseverance.

Experiences from Norway and other research shows that the following have a large impact on a child's/young adult's ability to move forward after significant setbacks:

- 1) If the child/young adult has good physical and psychological resources
- 2) If the family has good and protective resources
- 3) And what kinds of help there is in the child or young adult's network

In addition, research shows that the following factors are decisive:

Coping

- The child/young adult gets help to affirm their identity and develop their skills
- The child/young adult gets help to counteract stress
- The child/young adult gets experience with the idea of changing their own situation
- The child/young adult gets social competences, meaning learning to work with others, exchange opinions, ability to listen, respect rules, etc.

Creativity

- The child/young adult gets the chance to develop creatively through, for example, drawing, painting, music, drama, etc.

Experience of the meaning of life

- The child/young adult gets a feeling that life is worth living despite tough experiences

Community

- The child/young adult gets a chance to share thoughts and feelings with others
- The child/young adult gets their identity validated
- The child/young adult gets a sense of belonging with other children/young adults

Continuity

- The child/young adult gets a sense of life being foreseeable and that the next day and next week will be fairly similar to today

In addition, it is important that there is at least one adult who follows the child or young adult through long periods of their life.

In working with young refugees in MindSpring groups, we recognise some of the same factors of resilience – also with the aim of strengthening the young adult and giving them the strength to get through the future challenges of life.

Movie: “To live with trauma”

“To live with trauma” is a short film about five refugees' stories of living with trauma and how they handle it. It can be good to show to illustrate the topic. The movie is in Danish, but dubbed to Farsi, Arabic, Somali, Nepali, and Burmese, and has subtitles in Danish, Albanian, Bosnian, and French. The film is published by the Danish Refugee Council's Center for Vulnerable Refugees and can be found on traume.dk under “Viden om traumeer” or be obtained via request at +45 3373 5339 or udsatte@drc.dk.

Stress reliever

Stress relievers are good to do during and after topics that can affect the participants personally.

You can do a stress reliever where you alternate between tensing and relaxing your muscles. The goal is to increase focus on the body and especially the difference between tensing and relaxing one's muscles so that when you find yourself in a stressful situation where you are tensed, you can quickly relax. See the description in the back of this manual under attachments.

Group meeting 6

Social control

Rights and violations

Welcome, review, and introduction

It is important to start each group meeting with an introduction to the group meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome the participants and show that you are happy to see them again
- Have any questions or considerations come up since we met last?
- If necessary, repeat the ground rules (and hang them up on the wall)
- Explain the goal of the meeting

The topic of this group is how norms can lead to violations of human rights, especially in the case of young adults.

Goal: the goal of this meeting is to make the participants aware of how they are affected by their parents, families, and friends around them. The other goal is to make them consider, as necessary, how they would react if they were exposed to external pressure that they did not want. The participants will be presented with the topic of social control and knowledge of rights and laws in Denmark.

PRESENTATION

When norms become pressure

The meeting will start with an exercise about when young adults experience pressure from their surroundings (parents, friends, society) to do or to not do a certain thing. It is often about how a family, social circle, or society have certain norms and expectations for how young adults are supposed to conduct themselves and which decisions they should make. This can result in some young adults being pressured to act against their will or not getting the chance to follow their own interests and desires. This can impact, for example, choice of education, choice of partner, sex life, and more generally, how one lives their life. In the exercise, participants should decide how they want to be affected by their parents and friends. After the exercise, you should discuss what consequences being pressured can have and what you can do about it.

EXERCISE

Who influences you?

The goal with this introductory exercise is to make the participants aware of how affected they are by their surroundings and how they feel about that. It is a short introductory exercise that should only take about 10 minutes. There are multiple example statements in the extra materials if needed.

The MindSpring trainer writes 'yes', 'no', and 'maybe' on three different pieces of paper. The papers are placed in their own corners of the room with each corner representing an answer option. The MindSpring trainer reads the following statement aloud, and the participants then position themselves in the corner that matches their opinion. When the participants have responded, the MindSpring trainer asks in the large group if there is anyone who would like to share why they picked that answer. Participants are welcome to move to a different answer during the exercise if they change their opinion.

Statements about parents' and social circles' opinions about the young adult (and two warm-up statements to start):

- *I like the colour green*
- *Vegetables are better than fruit*
- *Others' opinions about what I do are important to me*
- *I will do anything to avoid being gossiped about*
- *I will become something my parents want me to be*
- *I do many things for the sole reason that others expect it of me*

It is not the point that all participants should agree on every statement or be completely sure of what they think. The point is that participants become aware of how they want to be affected by the world around them and by whom. Then, the exercise should lead into the topic of social control.

The exercise can be modified by having the participants write an X on a paper depending on what they think. This makes the participants' answers to the questions a little more anonymous.

After the participants have answered, the large group can talk about what they thought of the question and the background for their answers.

PRESENTATION

Social control

Social control is closely related to norms, which we discussed in the first group meeting. Norms are maintained because people act the same as those around them. Some norms are maintained through **social control**. This means that people are punished for breaking a norm or not acting in a certain way. This could happen through the way parents raise their children. This could be parents scolding their children for sticking their tongue out, forbidding them to be out late at night, or when children are told to leave the room because they are too loud in class. When norms become so important to a person or family that the punishment for breaking those norms goes against peoples' rights, it is social control. Social control can be damaging for a person's psychological and social life. In MindSpring, we use the following definition of social control:

When people are controlled in various ways to conduct themselves and live in a certain way that they do not wish to. (Nordic Council and the Danish Ministry of Equality)

Social control can be exercised through both pressure and punishment. You can be **punished** for or be **pressured** to conduct yourself in a certain way. This can happen through, for example, bullying, exclusion from community, control of and limitations on usage of your phone, Facebook, or other methods of communication. It can also be surveillance in school and other places outside the home, imposition of feelings of guilt and shame, or purposeful exclusion from your family or social circle.

'I live in a princess prison. Every day, I go to school and afterwards, I go home directly. I don't participate in any free time activities because I am not allowed to. I am not allowed to talk to boys. This also means that I am not allowed to do group work with the boys from my class. I can't bring friends home after school, and I'm not allowed to go out with my friends. My parents have taken my phone and checked my emails. I often sit in my room most of the day and do my homework. I just do what they say. But they don't care to hear my opinion. They don't care what I think and feel'.

Social control is an abuse when it limits a young adult's ability to develop as an autonomous person with their own wishes and needs. Social control happens in the family or in a young adult's social circle and can be damaging for the person it is imposed on. Parents raise their children because they want to give their child a good and healthy development that the parents think is right for both the child and the family. Even so, parents often experience pressure from their surroundings, family, and friends about how they choose to raise their children. It is therefore not just parents that exert social control over young adults, but also neighbours and extended family. Breaking child rearing norms can have big consequences for the family.

'My family's greatest wish is that I get a proper education and a good marriage. For them, that means becoming a doctor or lawyer and marrying someone of the same nationality as us. But I'm more interested in cars, and I'd also like to work with people. As a pedagogue or something like that. I don't know who I want to marry yet. I'm not ready for that. But that isn't good enough for them'.

As a young adult, it is normal to be a part of a community with other young adults. It is often difficult to include people who do not have the same norms as everyone else in those communities or friend groups. Everyone wants to be a part of a community, and people will do a lot to be included. You risk being excluded from the community if you do not do the same things as the others or live up to their expectations. Rules of a community can therefore have a great influence on the decisions that a young adult makes. It can become such a strong pressure that you act in a way that goes against your own wishes and instead follows the opinions of the community or your friend group. When communities' control becomes so intense that it limits the young adult's development and independence, it is also social control.

'My friends watch me very closely: what I do and who I am with. I think they want to control that I live up to being a good Muslim, don't go to parties, don't drink alcohol, and don't have sex. But even though my family are Muslims, I am allowed to be with the other young adults and go out once in a while. As long as I am home by midnight. But it's not always that I want to, because I'm afraid that the others in my class will see me and gossip'.

EXERCISE

Making decisions when you feel pressured

The participants should be asked to talk about the following questions in groups of three:

Do you know of any examples similar to the stories we just heard about young adults feeling pressured to act against their will or do something that breaks norms?

- *What happened?*
- *What did the young adult do?*
- *What could he/she otherwise have done?*
- *What did the people around him/her do? (Parents, friends, teacher?)*
- *What were the consequences?*
- *How would the story have been if the young adult had been the opposite gender?*

Afterwards, bring the participants back to the large group, where the MindSpring trainer asks if anyone would like to share their example(s). It is important that the MindSpring trainer asks follow-up questions about the example(s) to give a more nuanced understanding. This means that the MindSpring trainer should look at the examples from two angles:

- A **perspective** angle that includes other perspectives than the young adult's:
 - *How do you think the parents were thinking in that situation?*
 - *What can the parents do?*
 - *How are the friends thinking? The sister? The teacher?*
 - *What can the friends do? The sister? The teacher?*
- An **action-oriented** angle that considers what the young adult can do:
 - *What did he/she do?*
 - *What else could he/she have done?*
 - *What would you all advise him/her to do?*
 - *Did he/she need help? How?*

The MindSpring trainer can introduce the exercise or the large group discussion by giving an example from their own or others' lives. This can create a sense of security in the group and make the participants want to share their own examples.

PRESENTATION

Consequences of social control

Being exposed to social control can have serious consequences. Typically, a conflict about the young adult's choices or way of life will ensue with parents or the friend group on one side and the young adult on the other. This can create a split between the young adult and the family or friend group. The conflict may not be explicitly expressed or talked about. For some, this means that the young adult will develop a double life as a way to deal with being part of two incompatible worlds. The young adult will create two personas: one that is catered to the family's wishes and primarily comes out at home, and one for outside the home, where the young adult conducts themselves contrary to the family's wishes. This double life implies a fear of being

exposed by the young adult's family. This can result in isolation and experiences of anxiety, loneliness, depression, and thoughts of suicide. Social control can therefore have serious consequences for the young adult's self-esteem and engagement with the world around them.

Rights

When we talk about social control, it is relevant to look at the rights of children and young adults. Does a family or friend group have a right to pressure the young adult against their will to such a degree that it impacts their private life and right to independence? And does the young adult have an obligation to conform to their family's and friends' wishes, requirements, and expectations?

No, not in Denmark, is the answer to the question above. All people have basic rights to a meaningful life and in some cases, social control violates these rights. Rights are universal boundaries that are made to ensure people enjoy a life without abuse.

Human rights are universal because they are granted to every person regardless of nationality, ethnicity, age, gender, or norms in the family or society.

The Universal Declaration of Human Rights was created and adopted by the UN (United Nations) in 1948. The Declaration was a reaction to the second World War. Since then, subsequent conventions relating to **women's rights**, **children's rights**, and the **European Convention on Human Rights** have been created and/or adopted by the UN. Even though almost all countries in the world have signed these human rights conventions, there are many examples of these rights not being respected – also in Denmark. In this way, human rights can be understood as ideals for people's lives, but in practice, they can be difficult to enforce. Even so, some rights are enshrined in national law.

Legislation

Some of these rights have been adopted by law in Denmark. For example, the right to equal treatment regardless of gender, religion or beliefs, sexual orientation, ethnic origin, age, disability, etc. This means that it is illegal to discriminate based on gender and that everyone has an equal right to opportunities regardless of gender. These rights are based on the idea that all humans are created equal. Violations of these rights or physical or psychological abuse are covered by the **Act on Equal Treatment** and **penal code** in Denmark. This includes, for example, sexual abuse, violations of the age of consent, and discrimination and oppression (for example, forced marriages).

EXERCISE

Violations of rights

This is a short, large-group exercise that can be skipped if there is not enough time. The MindSpring trainer will ask the large group:

- *What advice would you give to a person whose rights have been violated by their family or friends?*

The MindSpring trainer can write the participants' responses on a whiteboard. Responses could, for example, be talking to friends, family, or other adults, e.g., a teacher. It could also be to learn how to handle the situation from siblings or friends. The list of advice should then be given to the participants alongside information about where to seek further help and information.

PRESENTATION

Where can you get help and more information?

Rights are granted to everyone in Denmark regardless of gender, nationality, or religion, but not everyone experiences that they can enforce these rights. Some people experience that although rights are granted in the larger society, when they come home or are around friends, other rules apply. It is therefore important for young adults that experience control and pressure to consider how to realise their rights.

In some cases, the young adult seeks advice or support from family members or from their social circles, even though it is often the family itself who is exerting social control. The young adult can, for example, talk to siblings, parents, friends, or professionals about how they wish to live their life. Other times, the young adult has a hard time finding someone to talk to. There are various social programmes where all young adults can seek help: advice about their rights, tips on how to talk to your family, or, in the worst-case scenario, how to remove yourself from the family.

The following info boxes can be photocopied and handed out to participants:

Where can I Find help?
<ul style="list-style-type: none"> – HOTLINE - Etnisk Ung: 70277666 – exitcirklen.dk – etniskung.dk – Etnisk Konsulentteam City of Copenhagen: etniskkonsulentteam.kk.dk – CONNECT –Red Cross Youth – girltalk.dk – brydtavsheden.dk – pigegruppen.kk.dk – red-safehouse.dk – LBGTasylum.dk

Where can I find more information?
<ul style="list-style-type: none"> – App: MÆRK – etniskung.dk – aerepaaspil.dk – brydtavsheden.dk – sabaah.dk – LBGTungdom.dk – sexlinien.dk

Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the main points of the meeting (what you have been through today)
- Taking a round in plenum asking the participants: what made a significant impact on you today?
- Ask the participants about the following:
 - Do you have any questions about today's topics or concepts?
 - How has it been to be here today?
 - What has been helpful or useful for you today?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell the participants what the next meeting will be about: we will talk more about identity, which we started talking about in the Tree of Life exercise. The next meeting will also be about gender and sexuality, how we understand gender, the difference between men and women, and human rights relating to gender.

Extra material for group meeting 6

Social control

Rights and violations

Exercise: 'Who influences you?'

If the group answers the four questions quickly, the MindSpring trainer can continue with these:

- I wish that my parents were less involved in my life
- You must do what your parents tell you to
- I prefer to figure things out on my own
- I want to marry someone I choose myself
- I want advice from my parents

Honour and shame

When we talk about parents and families pressuring or controlling young women and men against their will, it can be about honour and shame.

Some may say that breaking certain norms can bring **shame** over the entire family. This can be if a person in the family breaks a norm about conduct – that is, what is “normal” or acceptable in the family. This can mean that the family’s honour is damaged. The family will therefore try to recover their honour by ensuring that the shameful conduct does not repeat itself. This can be inflicted onto the young adult by the family through control, force, or violence. In some families, **honour** is connected to women’s reputation and virginity. In these cases, women have shame while men have honour. This means that the men in the family regard ensuring the women’s appropriate conduct as their task. If the women break the norm, it violates the men’s and the family’s honour. In this way, one person represents the entire family and carries the responsibility of their family’s honour. It is important to know that both men and women are vulnerable to social control and pressure to act against their will to protect the family’s honour.

Social control can be used to protect the family’s honour. Often, social control is connected to controlling the young adult’s life in areas such as free time activities, education, “Danish-ness”, and sexuality. Social control in the family is connected to the norms and values that the family tries to live up to. The consequences of strict social control can be serious: intense conflicts in the family, psychological problems for the young adults, or separation between the young adult and the family.

The myth of the hymen

In some families, it is considered especially important for the family’s honour and reputation that the women in the family are virgins until marriage. Many believe that it can be checked if a woman has kept her virginity until her wedding by seeing if there is blood on the sheet on the night of the wedding. This can create a strong pressure for women to bleed on their wedding night to prove that their hymen is “intact”. The idea that the hymen is “broken” when a woman has sex for the first time is a myth. The hymen is an elastic piece of tissue that can stretch, and only a small group of women bleed the first time they have sex. All young adults have the right to decide over their own body, and it is therefore abuse when women are pressured to be examined or “operated” on to get their hymen “back”.

A good way to explain this concept is through the hymen quiz at etniskung.dk.

Children's and young adults' rights in Denmark

There are various rights, some enshrined in national law, that are useful to know in relation to social control. The following are especially important:

The European Convention on Human Rights (ECHR)

- Every person has the right to freedom and personal security
- Every person has the right to a private life, a family life, and privacy in their own home – also in the case of individuals under 18 years. This guarantees the right to, for example, confidential conversations with your doctor without parental consent about sexual activity, birth control, or other things that can hurt the young adult if their family learns about it.

Danish legislation

Equality:

- One cannot treat someone worse than others on the basis of their gender.
- One cannot treat someone worse than others on the basis of their sexual orientation.
- It is considered a hate crime when people are exposed to a crime on the basis of their ethnicity, religion or sexual orientation. This can lead to harsher punishment.

For all young adults:

- Parents are required to give their children care, security, and protection
- No adults may hit children or punish them physically or psychologically
- Children and young adults have the right to help and advice from their municipality
- No one may force children or young adults to marry – this is punishable by up to 4 years in prison

For young adults between the ages of 15-18:

- The age of consent means that it is punishable to have sex with someone under the age of 15
- Young adults under the age of 18 must have their parents' consent to get an abortion unless parents learning of the pregnancy would have serious consequences for the young adult
- Young adults under 16 years of age are automatically patients of their parents' doctor
- Young adults under 18 years of age need permission from their parents to enter a marriage

For young adults over 18 years of age:

- Young adults over the age of 18 are considered adult people that can make decisions about their own life
- Young adults over the age of 18 have the right to decide over their own bodies and lifestyles, including place of residence, religion, education, and pregnancy/abortion
- Young adults over the age of 18 have the right to choose their romantic partner and spouse – including partners of the same gender

In addition, it is useful to have knowledge of the UN's Convention on the Rights of the Child, which can be seen on the following poster.

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>						
<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>						

Dialogue with parents can be a possibility

Most young adults disagree with their parents at some point. It is a part of becoming an adult, creating your own identity and opinions, and beginning to make larger decisions in life. Some disagreements end in fighting, conflicts, and splits between parents, other family members, and the young adult. In the MindSpring group, the participants and trainers can talk about dialogue tools to use when talking to parents when it is relevant.

One way to start a dialogue is being **curious** and **investigative** about your parents' opinions and the basis of those opinions. You can also tell your parents a similar story about another young adult that includes the dilemma that you are experiencing and thereby get your parents' opinions on the situation. For example, the group can work with a case and then go through the following questions:

- What would you say to your mother/father?
- What do you think they would say to that?
- What else could you say?
- What should you avoid so you do not make you parents angry or upset?

For more elaboration on dialogue and confrontation, see the introduction of this manual.

Welcome, review, and introduction

It is important to start each group meeting with an introduction to the group meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome the participants and show that you are happy to see them again
- Have any questions or considerations come up since we met last?
- Have you thought of or experienced anything about social control or rights that you would like to share with the group?
- If necessary, repeat the ground rules (and hang them up on the wall)
- Explain the goal of the meeting

The topic of this group meeting is identity and how identity is tied to gender and sexuality.

Goal: The goal of this meeting is to make the participants aware of the development of their identity and how it is affected by being young in a country where they did not grow up. In addition, the participants will detect their own and societal gender norms and learn to consider their own gender identity and sexuality in that context. The meeting will conclude with a focus on rights related to gender and sexual orientation and a summing up of the meeting and last week's meeting on equality, social control, and sexuality.

PRESENTATION

Identity – development and change

During the presentation, it is a good idea for the MindSpring trainer to provide examples from their own life or give examples of stories about others that are relevant to explaining the concept of identity.

Identity is used in everyday language to describe the features of a person that altogether characterises or distinguishes the person as different from others. From this definition, the concept can be closely compared to “personality” and “character”. Identity is about self-perception and the perception that others (family, culture, society, etc.) have of someone.

The formation of identity speeds up significantly in the teenage years. It is influenced by the people you are surrounded by, the society you live in, and the interests and experiences you have as a young adult. The physical development of the body from child to adult is also critical for the construction of your identity in young adult years. Young adult life is the time where you become interested in the opposite or your own gender, build dreams and ambitions for the future, and develop personal relationships and interests.

Identity is not a simple. It can be understood and classified in many ways, for example, **personal identity**, **gender identity**, **national identity**, or **work identity**. Identity can say something about who you are, what you can do, and how you see yourself – your **self-image**. Identity can also say something about how others see you – for example, as a young adult, student, or citizen. Identity is therefore a cumulative understanding of who we are for ourselves and for others around us. Therefore, as people, we are able to influence our identity in the decisions we make and the way we

perceive ourselves. The more clearly we understand ourselves and what we can do, the more well-positioned we are to withstand challenges in life.

This meeting is about how we understand identity, how we see ourselves, and how others see us as a result of being a young adult, woman or man, or a new addition to the country.

No longer being surrounded by familiarity and living in a new and foreign country holds significance for your sense of identity. For a while, you lose your usual perception of yourself and of life. This is called loss of identity. You must become familiar with all new things and build a new life and self-perception in new surroundings. Your identity changes with the new surroundings, and a new self-image can emerge as a result. Read more about loss of identity in the extra material for this meeting.

In this meeting, we will start to look at how we understand identity in general. Afterwards, the meeting will shift focus to gender identity and how we perceive ourselves as men and women.

EXERCISE

What is identity?

In this exercise, the participants should come up with suggestions of what their identity depends on – that is, what defines their identity. The goal of the exercise is for the participants to become aware of how their identity is constructed and how it is changing as a result of being a young adult and having come to Denmark.

Large-group question:
What creates your identity?

The MindSpring trainer should write down the participants' responses on a whiteboard as in the table below.

After the participants have come up with some ideas for the list of what identity is, it is a good idea for the MindSpring trainer to ask the participants to think about their identity in the past, present, and future. From this, the participants will probably come up with new ideas for the list. You can say that there are many forms of identity: for example, work identity, religious identity, or national identity. Later in the group meeting, you will work with gender identity.

In the following table, there are examples of what identity can depend on. The MindSpring trainer can supplement the answers of the group with suggestions from this list.

What makes your identity?	
<ul style="list-style-type: none"> • Gender (static?) • Age (changing) • Education • Job • Civil status • Sexual orientation • Nationality (changing) • Ethnicity (static) • History • Religion 	<ul style="list-style-type: none"> • Friend group and other social relations (changing) • Family (static and changing) • Personality (changing) • Life situation (changing) • Opinions, norms, and values • Language • Parents

Afterward, the MindSpring trainer can, alongside the participants, figure out what will be the same (parents, nationality, personal history) and what will change with time (age, life situation, job). With this, it will become clearer that identity develops over time. You can also discuss what parts of identity are more dependent on a person's inside (personality, love, dreams) and what is dependent on the outside – in other words, others' perception of it (nationality, civil status, education).

PRESENTATION

Gender identity and norms surrounding gender

With a comprehensive understanding of identity, the group meeting should now turn to focus specifically on gender identity. What does it mean for each individual person to be a man or a woman? Gender identity is closely tied to the norms that exist in the society around us. We will therefore start with a short exercise about gender norms.

EXERCISE

Gender norms

This exercise aims to focus the participants' attention on how we understand gender and sexuality and what typical norms we connect with being a man or a woman – and challenge them!

The MindSpring trainer should read the following quotes aloud. The participants should note on a piece of paper if they think it is a quote from a man or a woman.

1. *'I really like to make food'*
2. *'I have mostly female friends'*

3. *'I am a taxi driver'*
4. *'I have a girlfriend named Jasmin'*
5. *'I play football three times a week'*
6. *'I am most attracted to boys/men'*
7. *'I am a preschool teacher'*
8. *'I love to dance to all kind of music'*

Afterwards, talk with the group about the reasons for their answers. There are no right or wrong answers in this exercise. It is important to emphasise that all these quotes could have been said by a woman or a man. The point is that we tend to connect being a woman or a man to certain norms, even though these connections are far from always right.

PRESENTATION

Gender and gender identity

Gender is both biological and social. The biological is related to how our bodies are constructed and how they function. The social is related to how we talk about and “act” as a certain gender. Gender is not just biologically settled, and gender is not the same for all women or all men. Gender is also socially constructed through norms, like we talked about earlier. This happens in the way that we interact and is affected by our upbringing, family, education, friend group, and how gender is portrayed in the media. There are therefore many different perceptions of what gender is and what it means for people. It is about both what men and women are capable of physically, but also how society expects women and men to conduct themselves publicly and privately. For example, a dominant gender norm is that a “normal” man or woman can only be attracted to or fall in love with people of the opposite gender – this is called heteronormativity. This also means that homosexuality is perceived as “abnormal”.

Gender norms are a part of how we construct our gender identity – how we “feel” that we are one gender or the other. However, because gender is also socially constructed, we can impact how we act as our gender and how we construct our gender identity. We can discuss femininity and masculinity, which are expressions of gender norms. If a person wears a dress, most people in Denmark will probably assume that that person is a woman, because dresses are considered feminine. In other places, however, it is normal for men to wear kirtles or skirts. Societies attribute certain characteristics to certain genders, such as considering women empathetic and emotional, while men are considered outgoing and energetic. Even so, we know that it is not always that way. The point here is that one cannot know how someone is or how they feel because they are a man or a woman.

Regardless of gender, everyone has a right to equal opportunity. This means that women and men are to have equal opportunities in society for development, choosing a job and career, having a family life, and that no one may be discriminated against based on their gender.

Sexuality

Sexuality, like gender, can also be considered both **biological** and **social**. On the one hand, sexuality is our way of reproduction (biological). On the other hand, sexuality is also tied to identity and the norms we have (social). Sexuality is not only about biological functions and having children – it is also about creating relationships and an identity. Sexuality is not pre-determined, or something we are born with, but something

that we develop throughout life. A heterosexual person can become homosexual later in life, or the other way around. Because sexuality is **socially constructed** and based on norms, we are all in control of the realisation and make decisions about our own sexuality. Sexual and emotional attraction to one or both genders often begin in young adult years.

Society creates unavoidable rules, norms, and values. This is also true for people's sexuality. For example, it is still the norm in many places to be heterosexual, while **homosexuality** or **bisexuality** are often taboo or not recognised. In many places, homosexual or bisexual individuals are persecuted and are therefore vulnerable minorities. According to Danish law, homosexual and bisexual individuals have the right to have their sexual orientation and to not be discriminated against for it, similarly to other minorities like, for example, people with non-Danish ethnicities.

EXERCISE

Confronting gender norms in Denmark

This exercise is about gender identity and gender norms in Denmark. The goal of this exercise is to create awareness of the participants' own gender norms and gender identity. The participants should include their experiences of how it is to be a woman or man in Denmark. Through this, awareness of the norms that characterise the surrounding society makes room for acting differently and taking informed decisions.

The MindSpring trainer should split the group into smaller groups of 2-3 people. The participants should exchange perspectives on the following question and take notes during their discussion:

- *What norms about gender have you noticed in Denmark?*

Afterward, the MindSpring trainer should bring the participants back to the large group and ask about what each group came up with. The MindSpring trainer may choose to write individual words on a whiteboard that represent gender norms. Also ask the participants if any gender norms that they have noticed in Denmark have surprised them. When we become aware of what kinds of gender norms are surprising, we also become aware of our own gender norms and identity as a man or a woman.

EXERCISE

Rights quiz

The quiz summarises the rights about gender, equality, social control, and sexuality, among other things. The goal with this exercise is to make the participants aware of what freedoms legal rights give in practice.

The MindSpring trainer should split the group into three smaller groups. The quiz should be handed out to each group. If it is possible, the quiz should be translated into the native language of the participants by the interpreter or the MindSpring trainer. The quiz should be answered in groups (approx. 20 minutes) followed by the MindSpring trainer sharing the correct answers to the entire group.

Rights quiz

<p>1.</p> <p>a.</p> <p>b.</p>	<p>Are you allowed to hit your children/young adults in Denmark as a part of raising your them?</p> <p>No, it is forbidden to hit your children in Denmark (since 1997)</p> <p>Yes, if the child does not do what you say or conducts themselves incorrectly</p>
<p>2.</p> <p>a.</p> <p>b.</p>	<p>Does the public sector (i.e., the municipality) have the right to decide over children under 18 years of age without including the child themselves?</p> <p>Yes, the public sector (i.e., the municipality) can decide for a child against their will no matter what No, children and young adults under 18 years of age have the right to be included in decisions in the public sector</p>
<p>3.</p> <p>a.</p> <p>b.</p>	<p>How old do you have to be to get married in Denmark?</p> <p>You can decide for yourself, so long as the marriage is consensual</p> <p>You must be 18 years old or have the permission of the municipality and your parents</p>
<p>4.</p> <p>a.</p> <p>b.</p>	<p>How old do you have to be to have sex with others in Denmark?</p> <p>There is no age restriction on that, but it is illegal to have sex with someone under 15</p> <p>You must be over 18 years of age</p>
<p>5.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>	<p>Are parents allowed to force their children to marry?</p> <p>Yes, if the young adult has slept with the person, he/she must marry</p> <p>Yes, if the young adult is pregnant</p> <p>No, parents may not force their child to marry regardless of reason</p> <p>Yes, if it is agreed between the involved families</p>
<p>6.</p> <p>a.</p> <p>b.</p>	<p>Are you allowed to sleep with someone you are not married to?</p> <p>Yes, you can decide over your own body</p> <p>Only men – women may not because the hymen must remain intact until marriage</p>
<p>7.</p> <p>a.</p> <p>b.</p>	<p>Can women be treated worse than men because they are women?</p> <p>No, according to the law on equality, it is forbidden to discriminate based on gender</p> <p>Yes, because women and men are different and have different needs</p>
<p>8.</p> <p>a.</p> <p>b.</p>	<p>Can you treat homosexual people worse than others based on their sexuality?</p> <p>Yes, because their sexuality is shameful</p> <p>No, everyone has the same rights regardless of sexual orientation</p>
<p>9.</p> <p>a.</p> <p>b.</p>	<p>Are parents allowed to raise their male children with more opportunities than their female children?</p> <p>No, female children and male children are equal and should have equal opportunities</p> <p>Yes, because boys are more valuable in their families</p>
<p>10.</p> <p>a.</p> <p>b.</p>	<p>Is an employer allowed to disqualify an applicant based on gender or ethnicity?</p> <p>Yes, every employer has the right to lead and divide up work, including who is hired</p> <p>No, that is discrimination</p>

If the participants ask about the question about the hymen, the MindSpring trainer can use the following statement: It is a classic myth that women can keep their hymen until marriage. This is an expression of a notion that the hymen is “broken” when you have sex for the first time. Many women are not born with a hymen. It is just an elastic piece of tissue that can stretch, and it is a minority of women that bleed the first time they have sex.

You can learn more about it from the hymen quiz on etniskung.dk.

Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Summarising the main points of the meeting (what you have been through today)
- Having a round in plenum asking the participants: what made a significant impact on you today?
- Ask the participants about the following:
 - Do you have any questions about today’s topics or concepts?
 - How has it been to be here today?
 - What has been helpful or useful for you today?
- Ask the participants to reflect on today’s topic before next week’s group reflection.
- Tell participants what the next meeting will be about: The next meeting will be about loneliness among young adults, and we will have young adult visitors from the local area. (ATTN: only say this if you have made an agreement with some local young adults!)

Extra material for group meeting 7

Identity

Gender and sexuality

Rights

Changed identity

Identity can change and develop depending on what you do and where you are. This also means that our identity changes when we move to a new country.

Changed identity is about a changed self-perception, self-image, and self-esteem. Refugees and asylum seekers that have lost family members, family, and their homeland, can be especially confused by the experience of not feeling like themselves. They experience yet another loss. As a young adult in the process of transitioning from a child to an adult, the loss can feel even bigger and more confusing.

In this period, you can become stuck in feeling excluded because of being a refugee or just being different. This feeling is overwhelmingly negative because it is tied to passivity and lack of security. The loss of an old identity and/or the confusion that major life changes can bring is often the reason that some take a wait-and-see attitude and become passive and dependent on others.

Victim identity

The feeling of being excluded for being a refugee and different can manifest itself in an almost submissive and dependent attitude or in a demanding way: 'I am treated unfairly, and you should help me'. You can call this a victim identity. A victim identity means that you become dependent on another person or an authority, and thereby reject responsibility for your own life. Being a young adult and dependent on others in daily life, especially being dependent on non-parental figures, can make the victim identity even stronger.

In principle, this can be a logical reaction to starting a life in exile in Denmark where you are dependent on authorities and rules, and thereby have few chances to decide over your own life. During this transition period, it is important to avoid this victim identity. It is important to maintain your own motivation and initiative and find a balance between dependence on other adults and your own agency. Even in situations of dependence, it is possible to have control over some parts of your own life.

The significance of religion

As the MindSpring trainer, it is important to be aware that, in some cases, religion can dominate conversations about norms, gender, and sexuality. For some, it can be challenging to talk about gender and norms without referring to religious beliefs, because that is how that person learned about how to be a man or a woman.

Conversations about religion can be difficult to handle and can sometimes develop into confrontation or fights. In this case, it is important that the MindSpring trainer reminds the participants of the ground rules and that there is room for everyone, even if they disagree. The MindSpring trainer can also try to minimise the effect of religion in the MindSpring group by seeing the situation in a light without religion or trying to replace the religion in question with a different one that has similar norms and stories. This can, for example, be a Muslim girl who has been disowned by her family because she does not follow her family's norms. An Inner Mission girl could also be in the same situation. Another way to close the discussion in a respectful and validating way could be to emphasise that having different opinions are okay.

Answers to the rights quiz

The correct answers to the rights quiz are:	
Question 1:	a
Question 2:	b
Question 3:	b
Question 4:	a
Question 5:	c
Question 6:	a
Question 7:	a
Question 8:	b
Question 9:	a
Question 10:	b

Group meeting 8

Loneliness, community, and network

Visits from other local young adults

Welcome, review, and introduction

It is important to start each group meeting with an introduction to the group meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome the participants and show that you are happy to see them again.
- Ask the participants if they have any questions or considerations that have come up since the last meeting
- Repeat the ground rules (and hang them up on the wall if needed)
- Explain the goals of today's topics and who is coming in an hour (the local young adults that the trainer(s) invited)

We will meet some young Danes who can tell you about various things, including local opportunities.

Do not hang the Trees of Life on the wall this time. The guests coming today have not and should not be introduced to the participants' trees.

Goal: Find ways to cope with loneliness, learn about how to join communities, and get acquaintances and friends. The goal of the local young adults' visit is for the participants to meet other young Danes and get information about what is going on in the local area and how to become a part of the local community.

PRESENTATION

Loneliness

Being lonely means being involuntarily alone and feeling excluded physically or psychologically. Being alone sometimes is not unhealthy, but this is not the same as loneliness. Loneliness is when you miss being with other people, does not feel like a part of a community, and it is not something that the person has chosen.

All people will feel lonely at some point in their life. It is completely normal but remaining lonely is not healthy. Therefore, we will discuss what we can do to overcome loneliness when we experience it.

Being young and lonely is an unfortunate situation to be in. As a developing young adult, you need support from other young adults and older adults. Many young refugees are torn away from childhood or young adult life and, sometimes, also away from their parents' care. This can be very hard to cope with and can create confusion and loneliness. Combined with internalised traumatic events, loneliness can further lead to isolation and even more intense loneliness.

It is possible to overcome loneliness

Many people feel alone because they are alone in dealing with their thoughts and feelings. They may fear that others will not understand them or will think of them as strange or wrong. For many, it is a relief to learn that they are not alone in having these thoughts and feelings and that others have similar thoughts. Saying things out loud can help. Finding strengths in oneself (e.g., the Tree of Life) can also help in getting out of

the feeling of loneliness. This requires getting help or taking initiative themselves to overcome loneliness. Therefore we have made the Tree of Life exercise and do these group meetings. Still, it requires perseverance. It requires that you show courage and are vulnerable with others. You have done this by being part of these group meetings, and this is the first step to overcoming loneliness. You may not be able to get the feeling of loneliness to disappear completely, but it is often possible to make it less intense. This requires perseverance and a targeted effort.

EXERCISE

What can you do when you are lonely?

As a conclusion to the previous presentation, engage the participants in an exercise about today's topic:

- This exercise can be done in the large group or in groups of two with a large group summary at the end.
- Ask the participants if they are familiar with loneliness and what they do when/if they feel lonely.
- Write key words from the participants' responses on a whiteboard. You can also supplement with the words on the list in the extra material section.
- Ask if the participants have any questions about loneliness for the visitors that will come in the break.

Break and welcoming the guests

In the break, the local young adults should arrive. From here, the interpreter should keep translating as they usually do.

- Welcome the guests and show that you are happy to see them.
- Explain the goal of this meeting and briefly talk about the group meetings and ground rules.

The guests should be asked to provide information about local activities for the participants in advance. It is best if this comes in the form of a concrete invitation to something local.

EXERCISE

Get to know each other

Introduce yourselves to one another – share your name, age, and what you do in your daily life.

Be aware of potential language barriers. If the presentation can only be done in Danish, then do that, and only translate when there is a clear need to do so. This should be decided before the presentation.

PRESENTATION

Community, network, and friends

Here, the guests should briefly share what kinds of communities, networks, and activities there are for young adults in the local area. They should also share how to get in contact or become a part of these.

Ask the guests to share information about the activities in the local area that they would recommend and to talk about what they do in their free time. If it is, for example, DFUNK, they should explain what DFUNK is and how to become a part of the network. Addresses and phone numbers can be exchanged. The MindSpring trainer and co-trainer should ensure that there are concrete invitations and contact information being exchanged before the meeting ends.

Addresses and phone numbers should be exchanged as well as times and places of hangouts. It is the trainer's responsibility to make sure that this happens before the meeting ends.

If possible, have the guests talk about their experiences with loneliness and facilitate an exchange between the guests and the participants about today's topic.

Conclusion

The conclusion of each meeting is important for summarising the topics of the day and making sure that the participants feel good about the session as they leave. The MindSpring trainer can finish the meeting by:

- Thanking the guests for their participation
- Summarising the main points of the meeting (what you have been through today)
- Having a round in plenum asking the participants: what made a significant impact on you today?
- Ask the participants about the following:
 - Do you have any questions about today's topics or concepts?
 - How has it been to be here today?
 - What has been helpful or useful for you today?
- Ask the participants to reflect on today's topic before next week's group reflection.
- Tell the participants what the next meeting will be about: The next meeting is the last group meeting, and it will be about you experience being a part of MindSpring. We will also celebrate that we have completed the group meetings and each participant will get a certificate of participation.

Extra material for group meeting 8

Loneliness, community, and networks

Visit from other local young adults

Advice for combatting loneliness

In this meeting, the participants talk about their experiences with loneliness and what they do to combat it. The goal is that the participants get ideas about what to do when they feel lonely and realise that they are not alone in feeling lonely.

Here are some examples of what you can remind yourself of and do when you feel lonely:

1. Remember that there is nothing wrong with feeling lonely

Loneliness is a normal feeling. Fortunately, we can also take actions to overcome loneliness. At the same time, loneliness can be a good motivator. It has motivated many famous writers, for example.

2. Know that there is something you can do

Even though it is not necessarily pleasant to do so, face loneliness head on. It is hard to overcome something that you use all your energy on keeping away. Avoiding loneliness just makes it intangible.

3. Understand your loneliness and use your situation as a starting point

It is easier to do something about your loneliness if you understand the reasons for it. If you are lonely because of, for example, a loss of someone close to you, it can help to find someone to share your grief with. For others, it can be helpful to write or talk to the person you have lost. If you have just moved to a new place and do not know anyone, recognise that expecting to get to know a whole new set of people is not realistic for the first few months. Building new relationships takes time – sometimes months or years.

4. Practice taking initiative and establishing contact

5. Remember that all beginnings are hard

Sometimes, it takes multiple tries to get something to work.

6. Find a hobby or activity and participate frequently

Sometimes, it is easier to establish contact with others if the contact itself or friendship is not the primary goal.

7. Be open and curious

8. Do the things you want to do but avoid because you are alone

Ride your bike, go to the movies, or something similar. This requires perseverance, but try asking yourself: what is the worst that could happen? And if that happens, what can I do?

9. Go out into nature and use your senses

See if you can let go of your thoughts for a while. Being in nature can create a feeling of connection.

10. Volunteer

Volunteer or be generous without expecting to get something in return.

11. Use the internet to meet others

12. Seek advice and help if you are sad and feeling stuck

If your feelings feel too difficult to handle yourself, you can seek help on the internet, on a hotline, or from your doctor or a psychologist.

This meeting requires special preparation from the co-trainer. The co-trainer is responsible for inviting local young adults that can share information about local activities and what they do in their free time. The co-trainer may also encourage them to be prepared with concrete invitations for the participants so that the meeting can conclude with agreements to hang out, exchanging of phone numbers, etc. The co-trainer is responsible for finding relevant guests and arranging for them to participate in approximately one hour of the meeting. If DFUNK is operating in the local area, the co-trainer can contact them in addition to relevant young adults.

The goal is for the participants to get some contacts and information about local activities. Through this, they can hopefully become a part of the local community.

Welcome, review, and introduction

It is important to start each group meeting with an introduction to the group meeting. Remember to set aside time for this. The introduction could include the following:

- Welcome the participants and show that you are happy to see them again for the last meeting
- Have any questions or considerations come up since we met last?
- If necessary, repeat the ground rules (and hang them up on the wall)
- Hang up the participants' Trees of Life
- Explain the goal of the meeting

Goal: Today, we will receive our certificates of participation and say goodbye to each other. This meeting should be especially celebratory – this can be achieved, for example, with good food or some cake.

Certificate of participation

Everyone should be ceremoniously given a certificate of participation that states that they have participated and what especially strong and good qualities the other participants noted on their Tree of Life. These should be read aloud by the MindSpring trainer. Alternatively, the trainer and co-trainer can take turns reading aloud. For example: 'Congratulations on your certificate of participation, which says that you are a strong person that knows what you want. You are funny and have a good sense of humour'. Everyone should also receive their tree of life back. The participants should be encouraged to save it and use it to remind themselves of their strengths, roots, and the positive stories they have.

EXERCISE

The future of the group

In a MindSpring group, the participants usually form a special bond with one another. The group has a sense of trust built through discussing meaningful topics. Some participants may be sad to say goodbye to each other and may wish to continue to have a strong connection with the group.

At the last meeting, it is therefore a good idea to encourage the group to discuss:

- *How do you want to have contact with each other moving forward?*
- *If they want to maintain the group, how can they do so?*
- *How might they be of use to each other in the future?*

As an example: some previous participants in MindSpring have created an association as a framework for continuing to meet. Still, there is no requirement for how the group chooses to move forward after the group session. It is completely up to the participants.

Conclusion

This meeting's conclusion is especially important, as it rounds off the entire group session. The MindSpring trainer can say things like the following:

- Now that the group session is almost over, we would like to know how you think it has been to be a part of the group meetings?
- What have you gotten out of participating? Has it been good? What could have been better?
- Thank you for your participation in the group – for all your contributions, examples, and everything else, for example... (name examples of participants' contributions)
- Take care of your beautiful trees and remember them when you need strength to cope with hardship, strong winds, storms, and cold. Take care of the deep roots that are far away. They are your loving and good memories. You are all on your way to becoming even bigger, more beautiful trees. Growth requires nourishment, so take care of yourselves and one another.
- Thank you so much for all the beautiful experiences and stories you all have shared with us. Thank you for being here. Good luck with MindSpring = a new beginning as a young adult in Denmark!

Extra material for group meeting 9

Conclusion and certificate of participation

MINDSPRING

MINDSPRING

YOUNG ADULT GROUP

CERTIFICATE OF PARTICIPATION

.....

Participated in a MindSpring group for young adults.

The group session was carried out

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

MindSpring is a group method for and with young adult refugees. The group is led by a volunteer MindSpring trainer with a refugee background who speaks the same language as the participants. The MindSpring trainer works closely with a professional from the organisation or institution hosting the group.

Goal:

Participants learn and gain insight, giving them new agency to lead a reinvigorated life as a young adult in Denmark.

Content:

Participants have listened to presentations, completed exercises, and engaged in dialogue with topics like culture, identity, stress, trauma, social control, gender roles, loneliness, and personal networks.

They have each shared the good story that they carry with them.

Date

.....

.....

MindSpring trainer

.....

MindSpring co-trainer

**DANSK
FLYGTNINGE
HJÆLP**



MindSpring is a psychosocial group method led by the Danish Refugee Council.
The MindSpring Centre receives support from the Obel Family Fund.

**SUPPLEMENT TO CERTIFICATE OF
PARTICIPATION:**

In the MindSpring group session, we learned that you,

have many personal qualities and skills.

Among other things, you are:

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

Good luck in the future.

Good energisers for MindSpring

Energisers are small, short exercises that aim to generate new energy, strengthen relationships in the group, focus the participants, redirect attention, or break a negative tone in the room. Energisers are typically not related to the topic of the day's meeting (e.g., culture, identity, or trauma). They act as small pauses that give room for new energy or redirects the tone of the group for everyone's benefit.

Getting to know each other – icebreakers

Find someone like you

Recommended time: 5 min.

Description:

- Ask the participants to stand and spread out.
- Ask the participants to find someone with the same hair colour as them as quickly as they can.
- Ask them to shake hands (if they are comfortable doing so) and exchange names when they have found their match.
- 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!

Kangaroo names

Recommended time: 5 min.

Description:

Sit in a circle on the floor. Everyone should greet each other. When they greet each other, each participant should say their name, one of their interests or something that defines them. Their interest or defining characteristics can be something that they like or something they identify with. After they have greeted each other, the participants should take over the other participant's name and defining characteristic. For example, if you say hello to Anna who likes to cycle, next time you greet someone, your name is Anna and you like to cycle. This helps the participants' names get exchanged. Continue for 2-3 minutes or until it is not fun anymore.

Focusing attention and creating concentration

Flower hand

Recommended time: 3-5 min.

Description:

Everyone can stay sitting in their normal places. Everyone should close their eyes, put their hands together, and put their hands on their knees in front of them. When you say "now", the participants should slowly unfold their hands like a blooming flower over 60 seconds. Tell the participants when one minute has passed. Very few of them will have succeeded in using all 60 seconds. Some will have unfolded their hands too quickly, while others may only be half of the way done.

“There is a goat...”

Recommended time: 5 min

Description:

Stand in a circle. The facilitator hands an object (e.g., a marker or a mug) to the person on their right and says, “this is a goat.” The person on the right takes the object and says, “this is what?” and gives it back to the facilitator. The facilitator takes it back and repeats: “this is a goat” and hand it back. The person on the right turns to the next person, hands over the object and says, “this is a goat.” This continues as the participants pass the object to their right. While ‘the goat’ is on its way around, the facilitator takes a new object and sends it around (the same direction or the opposite) and says, for example, “this is a cow.” The same process repeats. Increase the tempo and have objects going in both directions until the participants cannot keep track anymore. The important part of this exercise is that there is a lot of activity so that there are not many participants standing and waiting at a time.

Creating positive energy / lightening a heavy tone

Imaginary ballgame

Recommended time: 5 min.

Description:

Start the exercise by pretending that you are dribbling a tennis ball on the floor in front of you. At the same time, say that you will throw the ball to one of the participants and that they should then throw it to another one of the participants, but choose a new type of ball (basketball, handball, volleyball, balloon, orange, apple, or something else). Ask everyone to stand up and be ready to throw their ball.

The person throwing should say the name of the person they are throwing to: e.g., I am throwing my tennis ball to Omar. Omar catches it as a tennis ball and makes it into something new, which he then throws to another person in the group. Make sure that everyone gets the imaginary ball. The last person should throw the ball back to you, concluding the exercise.

“Freeze!”

Recommended time: 3- 5 min

Description:

Ask participants to walk around while swinging their arms. When you say “freeze!”, they should stop in the position they are in at that moment. “Go!” lets them walk again. “Freeze!” stops them again, etc. This is a short exercise that should loosen everyone up after sitting down for a long time.

1-2-3

Recommended time: 5 min.

Description:

- The participants make groups of two.
- They should stand across from each other and count to three.
- They alternate saying numbers. The first person says “one”, second person says “two”, first person says “three”, second person says “one”, etc.
- When the pairs have established a rhythm, they should exchange the word “one” for a sound and movement (e.g., “hello” and a wave). The facilitator can define the sound and movement to make the exercise easier, but the pairs can also decide themselves.
- Once this is established, the number “two” should also be switched with a sound and movement. Finally, do the same with the number “three”. The exercise should end with no speaking, but only sounds and movements.

“Swish-boing”

Recommended time: 5 min

Description:

Stand or sit in a circle so that everyone can see each other. Swing your arms toward the person to your right and say “swish”. The person on the right does the same to the person on their right with the same movement until the whole circle has participated. Send the “swish” around a few times until you are sure everyone understands. The next level is a “boing”. A “boing” switches the direction of a “swish”. A “boing” can be done by putting your arms in front of you while loudly saying “boing” (like a ball being sent back by the catcher). Now, “swish” changes the direction. When this is understood you can introduce “bang”. A “bang” sends the movement to the other side of the circle. One can only use a bang on someone across from themselves, not next to them. A “bang” can only follow a “swish” or “boing”. Keep going until you do not want to anymore or eliminate people as they make mistakes.

Relaxing the body and mind

Listen to relaxing music

Recommended time: 10-15 min.

Calm music can calm the body and mind. The MindSpring trainer can tell participants to sit or lay down in a relaxed position, close their eyes, and let the music fill their thoughts, body, and presence in the room.

Niels Eje’s CDs with MusiCure can be destressing and calming, making them a good way of ending heavy discussions.

Stretching exercises

Recommended time: 3-5 min.

The MindSpring trainer instructs all participants in several stretching exercises that are planned in advance. These can be, for example, standing and stretching both hands toward the ceiling, standing on toes, yawning, massaging one’s own face, swinging arms, stretching your head from side to side, shaking the whole body, etc.

Tighten – relax

Recommended time: 5 min.

The MindSpring trainer instructs:

- ‘Sit comfortably on your chair. Inhale deeply three times, followed by long exhales. While you are doing this, tighten (while inhaling) and relax (while exhaling) your muscles.
- Keep your muscles tight for 10 seconds. Afterward, relax for 15-20 seconds.
- During this exercise, it is important to be aware of the differences between tightening and relaxing’.

You can choose different parts of the body for this exercise. For example:

- Legs. ‘Point your toes up toward your nose while lifting your heels from the floor. Hold for 10 seconds while you continue to breathe calmly. Let go and relax for 15-20 seconds’.

- Stomach and lower back. ‘Press your lower back on the backrest of your chair and feel your stomach muscles tightening. Hold your breath while doing this while you count to six. Exhale slowly and relax for 15-20 seconds’.
- Arms, shoulders, chest, and neck. ‘Bend your arms and fold them across your chest. Your elbows should point downward, and your hands should point upward. Tighten your hands, arms, shoulders, chest, and neck, and remember to continue breathing slowly. Hold your muscles tight for 10 seconds. Let go and relax for 15-20 seconds’.
- Face. ‘Tighten your face muscles like you are biting into a lemon. Press your lips together and bite down to tighten your jaw muscles. Hold your face like this for 10 seconds while breathing slowly. Let go and relax your muscles for 15-20 seconds’.

You can repeat the entire set with the four muscle groups two times.

- ‘Finally, feel your whole body. Let your body be relaxed. Let your thoughts be peaceful by closing your eyes and visualising a nice, relaxing place. Continue concentrating on that good place for a few minutes, and then open your eyes’.
- ‘Finish by stretching and yawning if you feel the need to do so’.

In this exercise, there is a reflective relaxation of muscles after tightening of the muscles, making it an indirect way to relax the body.

Shake your body

Recommended time: 5 min

Description:

Stand up, preferably (but not necessarily) in a circle. First, you shake your right hand four times while you count aloud. Participants should do the same. After this, you should shake your left hand four times, then your right foot, and then your left foot. Finally, your whole body. You can also include funny parts of the body, like head, neck, tongue, eyelids, and ears. when you have tried it all once, shake each body part in succession and make each repetition shorter: four shakes with the right hand, then left hand, right foot, left foot, and your whole body. Then, three shakes, two shakes, and finally, one.

Source: Moving Minds and Hornstrup Kursuscenter

WORD LIST / English, Arabic, Somali, Tigrinya

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

The following are word lists translated to 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 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، النصرفات.
Relaxation – the ability of the body to relax / a conscious bodily relaxation	السترخاء - زدرة الوجد على السترخاء / اسررخاء جسدي متعمد
Fear, dread, or fright – bodily and mental reaction to experienced danger	الرعب 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 منزردا، الأمر الذي ال يعزي بالضرورة (أن أكون يكون وحيدا
Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude	توليد الطاقة - نجرية نجرية، تولد طاقة جديدة، على سبيل المثال: العلقاءات الووية، المومة، الإهتمام الشديدي، أجواء منبألة، نظرة ايجابية للأمر
Exchange of experiences – to share former experiences, knowledge, and insights with other people	بادل الخبرات - مشاركة نجراب وانجازات 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 الإنتماء 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 او 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 زوايا القوة لشخص ما، الجودة والألم عزد المرة خالل الحياة
Mistrust – lack of trust or confidence in someone or something	عدم الثقة - هي أن ال نساأمن 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، ويبنى على مبادئ معينة.
Network – persons participating in a community concerning personal or professional interests	شبكة - عندما يدخل أشخاص ضمن مجموعة نيما يتعلق بمصالح شخصية أو مهنية
Education/Upbringing – developing and influencing the behaviour and personality of children by transmitting knowledge, norms, and values	التربية - التطوير والتأثير على سلوك الأطفال وشخصيتهم من خلال اعطاء المعرفة، المعايير والمبادئ
Professional help – an educated person providing professional support	مساعدة محترفة - عندما يقدم الشخص المتعلم دعماً مهنيًا
Psychological – what has to do with feelings, thoughts, and mental life	نفسى - عندما يتعلق الأمر بالشأن العقلي، المشاعر والفكر
Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness	التثقيف النفسى - التعلم عن النفس، حياة الروح، المشاعر، الأفكار والمرض ضمن هذا الخصوص

Influence/Impact – when someone is affected by something – often followed by change	التأثير - عندما يكون لشيء ما تأثيراً 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 - المحافظة 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	الميول الجنسي - أن يجذب 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 ما على تصرفه، الذي يعتبر غير مقبول اجتماعياً.
Ground rules – agreements made within a group on the behaviour acceptable in the group	قواعد اللعبة - الاتفاقيات التي يبرمها 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 متوتراً جسدياً ونفسياً نتيجة لظروف خطيرة أو توقعات أو متطلبات عالية الأداء.
Coping with stress – consciously encountering and acting on a feeling of stress	إدارة الجهاد أو الكرب - عند اتخاذ موقف والتصرف بناءً على مشاعر مجهدّة 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 تكون متأثراً جسدياً أو/و نفسياً بشكل أو آراذي 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 تأثيراً جسدياً أو نفسياً ضاراً على الشخص مدة طويلة بعد انقضاء الحدث - "جرح نفسي".
Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma	إدارة 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.

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	القيم - النظرة الشاملة للعالم والمواقف تجاه الحياة التي لها قيمة خاصة لشخص ما أو مجموعة من الأشخاص، ويحاولون العيش ونفوا لها.
Choice – to make up your mind and select one of several possibilities	خيار - تحديده واحدة من عدة خيارات.
Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness	ممارسة أو تمرين - هي أن يتبع شخص أو مجموعة من الأشخاص تعليمات محددة من أجل الوصول إلى فهم، معرفة أو شعور جديد نبي الجسم.

ENGLISH	SOMALI
Behaviour – the way one acts or reacts, actions	Dhaqanka – habka qofku u dhaqmo, marka uu ficil samaynayo.
Relaxation – the ability of the body to relax / a conscious bodily relaxation	Nefiska – awoodda jidhku u leeyahay inuu iskii u nasto/ nasasho jidhka la nasinayo.
Fear, dread, or fright – bodily and mental reaction to experienced danger	Baqdinta, anfariirka ama cabsi – Jawaab celinta jidhka iyo maskaxda marka khatari qofka soo wajahdo.
Concern – to be nervous or anxious about a current or future problem	Walaac – walwarka dhibaataada taagan ama mid soo socota.
Reward – to give someone something in recognition of an action	Abaal marin – in qof la siiyo wax ama shay si loogu abaal marinayo ficilkiisa-
Biological – when something is related to nature, e.g., body structure and functions	Abuurka (biologisk) – marka wax ama shay yahay sidii ilaah u abuuray, tusaale ahaan sida hab-dhismeedka iyo shaqadiisa-
Message – contents or a notice one wishes delivered to another person	Fariin – wax ama fariin la doonayo in la gaarsiyo qof kale.
Certificate of participation – documentation that a person has participated in something	Shahaadada ka qayb galka – dukument cadaynaya in qofku howla ama waxuun ka qayb galay
Dilemma – a situation characterised by a difficult choice, where the possibilities are comprehended as equally good or bad	Labalabayn (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.
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	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 loola jeedaa cidlada duruufu ku khasabtay qofka)
Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude	Tamar kordhiye – waxyaalo yar-yar oo qofka siin kara fir-fircooni 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).

Exchange of experiences – to share former experiences, knowledge, and insights with other people	Is waydaarsiga k – dadka oo ka wada sheekaysta wa- xyaalihii 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 qaadanaayaan.
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 isbe- del ku yimaado qofka waxaa keeni kara horumarka shaq- siyan ah ama mid muuqaal ah ama dhacdooyin muhiimka ah ee nolosha 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 favorably 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 nolosha – 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 aami- nin 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/maskaxiyan – waxyaalah khuseeya , dareenka qofka iyo fekerka qofka
Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness	Waxbarashada nafsadda ama maskaxda – waxba- rashada 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 ku yeeshaan 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 dhexe- eya 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 kul- may 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 wajahu 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 nafsiyeedka – in la wajahu 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

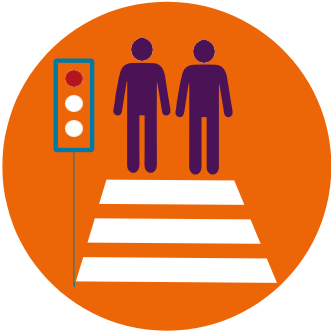
Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply	Qiyamka – aragtida guud ee adduunka iyo afkaarta nolosha u leh qiima gaar ah qof ama koox dad ah taasoo u hogaansamaan
Choice – to make up your mind and select 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 ግብረመልሱ. ዝህበሉ፣ ስጉምቲታት ዝወስደሉ መንገዲ.
Relaxation – the ability of the body to relax / a conscious bodily relaxation	ምዝገታ – ናይ ሰውነት ናይ ምዝናይ ክለለት / 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 ኣንከሎ፣ ንኣብነት ስርዓተ ኣካል ሰውነትን ተግባራቶምን
Message – contents or a notice one wishes delivered to another person	መልእኽቲ – ሓደ ሰብ ናብ ካልእ ሰብ ክሕልፎ ናይ ዝደሊ 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 – ጽቡቕን ሕማቕን ማዕረ ሚዛን ሃሊይዎም ፈሊኻ ምምራጽ ክበድ ዝኾነሉ ኩነታት
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	ጽምዖ – ናይ ጽምዖ 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 – ሓድሽ ሓይሊ ንምፍጣር ዝግበር ሓጺር ምንቅስቓስ፣ ንኣብነት፣ ጥንኩር ርክባት፣ ምዝናይ፣ ጥሙት ትኹረት፣ ፎኪስ ኩነታት፣ ዝበለጸ ኣምንታዊ ኣረኣኢያ
Exchange of experiences – to share former experiences, knowledge, and insights with other people	ተመኩሮ ምልውዋጥ – ዝነበረካ ልምዲ፣ ፍልጠትን ሓሳባትን ምስ ካልኣት ሰባት ምልውዋጥ
Physically – when something has to do with the body or the material world	ኣካላዊ – ሓደ ነገር ብኣካል ሰውነት ወይ ድማ ብዝኾነ ዝጭበጥ ነገር ክሰራሕ እንከሎ

<p>Community – the feeling of belonging to a group</p>	<p>ግሕበረሰብ – 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 ንበዙሖ ጊዜ ዝራኽቡ 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 ካልኣት 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>ምዕባሌ ወይድማ ለውጢ መንነት – መንነት ብምኽንያት ሰብኣዊ ወይድማ ኣካላዊ ለውጢ ወይድማ ብምኽንያት ኣብ ሂወት ዘጋጥሙ ኣገደስቲ ክስተታት ክምዕብል ወይድማ ክልወጥ ኣንከሎ</p>
<p>Culture – predominant way of living and perceiving the world among a group of people</p>	<p>ባህሌ – 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 ኣንከለዉ፣ ማለትኣብ ተመሳሳሊ ኩነታት ኣቲ ሓደ ካብቲ ሓደ ኣትሒትካ ዘይምርኣይ</p>
<p>Equality – when women and men regardless of sex have equal opportunities</p>	<p>ማዕርነት – ጾታኦም ብዘየገድስ ደቂኣነትኦን ደቂተባዕትኦን ማዕረ ዕድል ክረኽቡ ኣንከለዉ</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 ጥንካራታት፣ 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 – ብመብዛሕትኡ ህዝቢ ከም ልሙድ ወይ ቅቡል ተገደሩ 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 ዝገንጹ 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 ባህሪን ሰብኣናኡን 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 ክጽሎ ኣንከሎ – መብዛሕትኡ ጊዜ ገለ ለውጢ የስዕብ</p>
<p>Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents</p>	<p>ምጽዋር – ኣይሸነፍን ምባል – ክቢድ ጸገም ዋላ የጋጥም ብዘየገድስ ጥዕና ስነኣምሮኣዊ ሓሊኻ ክትጸንሕ 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፣ ብፍቅርን ብጾታዊ ስምዒትን ብተቻራኒ ወይድማ ብተማሳሳሊ ጾታ ምምራኽ</p>
<p>Autonomy – to be able to think and act independently of others</p>	<p>ርእሰኛ ምኽካል – ብዘይ ናይ ካልሌት ሰባት ሓገዝ ርእሰኛ 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 – ሓደሱብ ማሕበረሰባዊ ቅቡልነት ዘይብሉ ባህሪ ብምርኣዩ እገዳ/መቐጻዕቲ ክግበረሉ እንክሎ</p>
<p>Ground rules– agreements made within a group on the behaviour acceptable in the group</p>	<p>ሕጊታት 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 ሱብ ብዝወሰደሉ ስጉምቲ ወይድማ ብዝግበረሉ ክሲ ምኽንያት ምቕታት ንዝኸልእ ኣተሓሕዛ ክቃላዕ እንክሎ</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 ክሰርሖ ትጽቢት ዝግበረሉ ዓብዩ ስራሕ/ጠለብ ብኣካል ይኹን ብስነኣምሮ ዘይርጉእ ምላሽ ክህብ እንክሎ</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 ስነኣምሮኣዊ ምልክት</p>
<p>Trust – to have confidence in someone or something</p>	<p>እምነት – ኣብ ልዕሊ ዝኾነ ሱብ 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 ስነኣምሮኣዊ ክስተታት ክትጽሎ እንክለኻ</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 መጨነቂ ኣካላዊ ከምኡድማ/ወይድማ ስነኣምሮኣዊ መጉዳእቲን ንነዊሕ ጊዜ ዝጸንሕ ጽዕንቶን – ከም “ናይ ሓንጎል ቁስለ” ዝኣመሰሰ</p>
<p>Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma</p>	<p>ድንጋጽ ምቁጽጻር – ንኣካላዊን ስነኣምሮኣዊን ጽዕንቶታት ድንጋጽ ብርጉእ ኣእምሮ ምቅላስ</p>
<p>Challenge – a situation imposing personal, creative, or intellectual demands on a person</p>	<p>ብድሆ – ሓደ ሱብ ውልቃዊ፣ 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 ሱብ ወይ ጉጅለ ዘኾነቦር ፍሉይ ክብሪ ዝሓዘ ሓፈሻዊ ንህወት ዝምልከቱ ናይ ዓለም ኣረኣይታት</p>
<p>Choice – to make up your mind and select one of several possibilities</p>	<p>ምርጫ – ኣእምሮኻ ኣእሚንካ 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 ኣተወሰኑ መምርሒታት ብምኽታል ሓደሽ ግንዛብ፣ ፍልጠት ወይድማ ናይ ሰውነት ንቕሓት ንምምጻእ ዝኸደዎ ከይዲ</p>

WORD LIST / Icons



Behaviour



Relaxation



Anxiety, dread, or fear



Worry



Reward



Biological



Message



Certificate of participation



Dilemma



Loneliness



Energiser



Exchange of experiences



Physically



Community



Group meetings



Identitt



Development or change of identity



Equal treatment



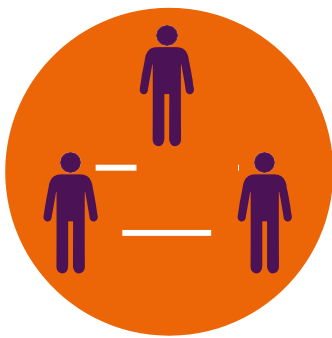
Tree of Life



Mistrust



Norm / Normality



Network



Upbringing



Professional help



Psychic



Psychoeducation



Influence/
impact



Resilience



Sexual orientation



Independence



Socially



Social control



Ground
rules



Punishment



Stress



Handling stress



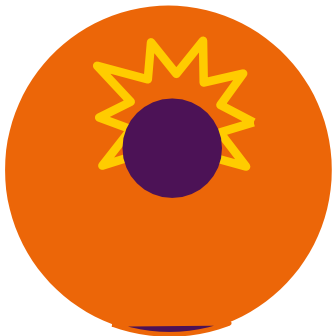
Symptom



Trust



Trauma



Traumatisation



Coping with trauma



Challenge



Values



Choice



Exercise



MindSpring

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OG LIGESTILLING**