



MindSpring for and with parents from refugee backgrounds

Published by MindSpring Center

Published by:

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With funding from:

The Ministry for Integration and the Egmont Fund

The City of Copenhagen

The Obel Family Fund

Method booklet can be downloaded at www.mindspring-grupper.dk
or obtained by contacting the MindSpring Center at
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Cover photo: Jesper Lambæk, Historiefabrikken.dk

ISBN: 978-87-7710-062-8

Layout: Design Now / Lenny Larsen Print: Frederiksberg
Bogtrykkeri A/S

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Foreword

This manual was created for group work with parents in Denmark from refugee backgrounds. These are parents who are facing the challenge of life in exile and raising their children in a different and new country. This is the third edition of the manual. The manual is based on experiences from previous MindSpring groups that Center for Vulnerable Refugees and MindSpring Center have worked with since 2010.

Psychologist Paul Sterk created the Dutch MindSpring manuals. The development work of the first Danish manual was based on the Dutch manuals and funded by the Ministry for Integration and the Egmont Fund in 2010-2012. As the method is also for parents who are asylum seekers, the manual was developed in collaboration with the Danish Red Cross operating asylum centres in Denmark. The first group courses were therefore tested in both asylum centres and in the municipalities that received resettlement (quota) refugees. The second edition of the manual was created in collaboration with the City of Copenhagen in 2014. This manual targeted refugee parents with teenagers and was extended with the topic *social control* and was concurrently tested for parents with refugee or immigrant backgrounds who have been in Denmark for several years. During the development of this manual, MindSpring groups were furthermore tested in community development work in social housing areas.

This third edition is a revised and compiled edition of the first two manuals. The scope of this manual is broader than the first two manuals as it is based on the accumulated experiences from the first two manuals and contains both the new topic of social control, is targeted parents with younger and/or older children as well as parents who are either new in Denmark or have been in the country for several years.

The testing of the manuals in groups of parents has been followed and externally evaluated by the research institute Als Research as well as Centre for Social Housing Development (Center for Bolig Social Udvikling - CFBU). The first evaluation report was completed by Als Research in 2012. It concludes that MindSpring is an efficient and beneficial method to use for psychosocial and exile related issues in the target group. Furthermore, it concludes that MindSpring can improve parent competencies and positively change the participants' view of their own possibilities. A year and a half after completion of the parent groups, Als Research also followed up on some of the participants' outcome of MindSpring. They assessed that the group course still contributed with a positive effect on the participants' relation to their children and with new ideas for ways to raise their children. In 2015, the evaluation of parent groups in community development work was published by CFBU. Similarly, it concludes that the method has contributed positively for the participants and can be very useful in community development work in social housing areas.

Parallel to the evaluation by CFBU, Center for Vulnerable Refugees produced an evaluation of the participants' outcome. The evaluation highlighted the peer-to-peer-approach and the fact that the meetings are in the participants' native language as particularly important factors for the participants' outcome of the group meetings. Participants find the topics and the method used to discuss these highly relevant, applicable, and helpful. It is particularly meaningful to have the chance to share points of view and experiences with other people who are in a similar situation and has a similar background, and through this acquire new insight and knowledge.

The MindSpring Center was established 1st October 2015 based on funding from the Obel Family Fund.

The MindSpring Center is responsible for implementing the MindSpring method and for ensuring nationwide knowledge about the method in Denmark. The MindSpring Center also develops the method for new target groups and with new topics based on exile related issues.

Thank you to everyone who contributed to the completion of parent groups and to the development of the method. A special thank you to all the volunteer MindSpring trainers who spend time, energy, and contributed with their own experiences to make the content of the manual meaningful and relevant. Finally, a thank you to Als Research and CFBU for the external evaluation of the method. All evaluations and manuals can be accessed on the MindSpring website www.mindspring-grupper.dk under the tab "Om" → 'Materialer'.

Finally, a thank you to the Obel Family Fund who financed the development of this third edition of the manual.

MindSpring 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. However, the method has successfully been tested on parents with immigrant background. 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. The preventative measure is achieved through increased knowledge and awareness of the topics discussed during group meetings. The participants increase their capability to deal with the issues and challenges that come up when living in exile. Using increased awareness and empowerment from MindSpring group sessions, participants can avoid serious problems in the long term.

Another goal of MindSpring is to create a network between the participants. In this way, they can make use of each other to talk about the more personal topics discussed in the MindSpring group after completion of the meetings.

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.

The trainer must therefore 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.

Material in this manual

This manual contains concrete instructions for each one of the eight 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 predetermined roles. A volunteer MindSpring trainer from refugee background who facilitates the group meetings with presentations and instructions for the exercises from the manual. Furthermore, a co-trainer who is a professional from the organisation or municipality hosting the MindSpring meetings. The co-trainer has professional knowledge about refugees and knows the local community well. In this way, the co-trainer ensures that correct and relevant knowledge about local possibilities and help and support is provided. Furthermore, the co-trainer is responsible for referring to professional help if needed. Prior to the group meetings, both the MindSpring trainer and the co-trainer have been introduced to the MindSpring method.

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 Center 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, but the co-trainer can also contribute with personal experience e.g. with being a parent.

In order for a group course to be successful, it is important that the trainer and co-trainer have a good collaboration. For this reason, it is a good idea for the trainer and co-trainer to meet before and after each meeting to 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 concepts**

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.
- **Personal topics and 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 Center offers these services.

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	<p>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:</p> <ul style="list-style-type: none"> • What comes to mind when thinking about ...? • What do you all know about ...? • What experience(s) do you all have with ... <p>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 cues.</p>
Small-group discussions and exercises	<p>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.</p>
Case studies – examples from the real world	<p>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.</p>
Roleplay	<p>Roleplay is a good way for participants and trainers to illustrate and empathise with a situation.</p>
Creative expression	<p>Use of visuals (drawings, photos, icons, movies, etc.) strengthens 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.</p>

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).
Telling stories about the topics	Tell your story to others or tell your friend's story if it feels more comfortable. Examples can normalise different issues, so it becomes less 'dangerous' to talk about and thereby creates safety to talk about difficult and personal topics.
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.
Relaxation exercises	Use relaxation exercises that you know/have learned after difficult topics and if the situation is tense. Music and play can also be relaxing and make a situation less tense. Find a list of different relaxation exercises in the attachments of this manual.
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 by 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. These 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, D

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 talk about religion.
- 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

What is MindSpring?

Getting to know each other

To raise children in a society that is different to one's own

Different norms and values – to make a choice

Welcome and introduction to MindSpring

Warmly welcome everyone. Show that you are happy to see the participants and announce that the meeting can now begin. It is important that all the group meetings are introduced in a similar way. The MindSpring trainer and co-trainer should make time to decide on a way to start each meeting.

Your introduction can include the following:

- Introduce yourself: say your name and explain that you are the trainer and will lead the group meetings. Also mention the co-trainer and the interpreter and their roles.
- Ask the co-trainer to introduce him/herself and explain his/her role in the group meetings.
- Hand out individual name cards for the participants to write their names on.
- Explain the plan for today's meeting.

Presentation

What is MindSpring?

MindSpring is a series of group meetings where parents with refugee backgrounds come together and share their common cultural background in their native language. Throughout the meetings, the participants discuss and reflect on each other's experiences through topics specifically chosen because of their relevance to the parents' current situation and life in exile.

Parents who are faced with the task of bringing up and guiding their children in a foreign or new culture will typically encounter challenges and have surprises and questions which can be difficult to navigate.

Specifically, when the children reach adolescence, there may be differences of opinion about leisure activities, love, and education. MindSpring focuses on the most common challenges that parents who live in exile face and creates a platform for parents to reflect about how they want to raise their child with more than one culture.

MindSpring is a series of eight group meetings involving the same group of parents from a refugee background. The meetings are facilitated by a volunteer MindSpring trainer. The trainer also has a refugee background, speaks the participants' native language, and has experience as a parent dealing with the topics discussed in the group meetings. The MindSpring trainer cooperates with a co-trainer, who is a professional working in the organisation/institution organising the group programme.

The purpose of MindSpring

Explain the purpose of MindSpring:

- For the participants to become more conscious of the dilemmas they may find themselves in as they engage in two different cultures with distinct values and beliefs regarding upbringing and many choices they will be making as parents.
- For the participants to become knowledgeable about various ways of managing these possible dilemmas.
- Further increase the participants' knowledge of the conditions and challenges they have as

parents with a refugee background in Denmark.

- For the participants to feel more aware and more capable in carrying out their tasks as parents, considering these circumstances.
- For the participants to further get to know each other and maintain a network after the MindSpring group meetings have concluded. Invite the participants to already start thinking about if they can/want to continue to work together as a group in support of each other beyond the scope of this group session.

The content and structure of the group meetings

Explain the process, content, and structure of the group meetings to the participants.

- At each meeting, the MindSpring trainer will introduce a topic. There will be various tasks related to the topic and the participants get a chance to exchange and share their own experiences of the topic. Finally, the group compiles the discussion points into a pool of common knowledge.
- Make sure the participants have a good overview of the group meetings. The MindSpring trainer may like to print out a programme and insert it into a folder with a notepad and pen for each participant.
- Try to gain an understanding of how the participants feel about the program and what their expectations are. Answer any questions they may have.

Ground rules

With regards to conduct, MindSpring participants set certain rules for themselves. These rules about what constitutes appropriate behaviour in the group should be mutually agreed upon during the first meeting.

At the first meeting, the group decides on these rules. Every rule the group agrees on is recorded on a piece of paper and posted on the wall. These are the rules of conduct, also called the ground rules, within the group, the MindSpring trainer may at times refer to them, if need be.

Before each meeting, the rules are displayed on the wall, so that everyone - the participants as well as the trainers - are reminded of the prevailing rules that they agreed upon at the first group meeting. More rules can be added as the meetings progress if the participants decide they want to do so.

As a first step, the MindSpring trainer will suggest that the group decides on the following rules:

Confidentiality

Confidentiality is of the utmost importance. All personal information shared with the group should stay within the group. When sharing personal experiences, all participants should feel safe and secure, knowing that their stories will not be retold unless they have given consent for this.

Mutual respect

It is expected that a variety of attitudes and opinions will come up within the group. For example, participants may have different or conflicting ideas about how young adults should conduct themselves in Denmark, gender roles, family relations, etc. It is important that all opinions are heard and respected.

The MindSpring trainer should now invite the participants to give their ideas for the group's ground rules. It is important that the rules are agreed on by all participants. If the participants have no suggestions, the MindSpring trainer can suggest the following:

- Only share what you feel comfortable sharing
- It is OK to disagree
- Listen when someone is talking and do not interrupt
- Ask questions when you do not understand
- Mobile phones should be switched off

When the rules are being put forward and discussed, it is important that the MindSpring trainer asks the participants what the rules mean to them. How, for instance, do you show respect? And what does confidentiality mean? That way, the rules and their meanings are clear to all participants.

Get to know one another

To build a sense of trust and security in the group, it is important to start off with a personal presentation - ideally more than just saying your name. There are several ways to do this. A few suggestions:

EXERCISE

Get to know one another through a drawing.

Instructions:

- Ask each of the participants to depict themselves through a drawing. They can illustrate family, friends, daily life, leisure activities, a family tree, or something else.
- With the help of their drawing, each participant then introduces him/herself. Her/his name, age, country of birth, how long she/he has lived in Denmark, and occupation are all relevant.
- The MindSpring trainer and co-trainer should also participate and introduce themselves.

Get to know one another

Choose from the list of energisers in the attachment section of the manual or choose a brief game you have played before. For the first meeting, choose a straightforward game where everyone can feel comfortable to participate.

Presentation

To raise your children in a new society

The topic of today is about raising children, cultural difference, values, and beliefs - in other words, invisible social rules which we all participate in and are influenced by.

Purpose: For the participants to become aware of the various dilemmas and choices parents can be faced with when raising children in a new culture with different values and beliefs.

Beliefs are a way of expressing the ways in which people experience and understand the world around them. Our beliefs express what we consider normal, what our expectations are of others, and what we expect of ourselves. For instance, what would you expect from a 15-year-old schoolboy? A married 30-year-old woman? What would be reasonable to expect of a 2-year-old and a 10-year-old, and does it differ if it is a boy or a girl? We all have our own way of answering these questions according to our beliefs. Beliefs are developed throughout life and influenced by our upbringing, parents, friends, public institutions, and media.

Raising children in a new country can present a dilemma. Often, this country will have a different culture, beliefs, and values to one's own. For parents, it is helpful and important to consider the choices that are available to them. In this regard, it is worthwhile deciding on the way you want to raise your child. Would it be best to combine two cultures - one's own cultural traditions, values, and beliefs and those of the new country (i.e., Denmark) - with a focus on integrating the children? Or is it better to raise children with the hope of returning 'home' at some stage, and therefore protect and prevent them from being influenced by Danish society?

It may be some parents' wish to protect their children against new cultural influences in Denmark and instead choose to raise their children with the values and beliefs from their own background. Even so, children and young adults who grow up in Denmark will have to find a way of being in the Danish primary school and further education systems. They will meet Danish children, make friends, and be influenced to some degree by Danish values and beliefs. For both parents and children, it will be easier to live and be in Denmark if they know about general values, norms, and rules.

But what do we mean by upbringing? And what do we hope to achieve through upbringing?

- To guide our children through their development.
- To protect them.
- To teach them to become independent and prepare them for life.
- To give them the best chance of reaching their fullest potential.

EXERCISE

What do you consider important when raising children?

Instructions:

- Ask the participants what they consider important with regards to raising their children
- Record their answers on a blackboard/whiteboard etc.
- You may like to add your own examples, or suggest some from the list below:
 - Spend time together and communicate.
 - Be loving and kind
 - Listen with an open mind and try to understand any problems your child may have
 - Be patient with your child(ren)
 - Be a good role model
 - Raise your child(ren) to become independent individuals
 - Trust your child(ren) and encourage their self-confidence
 - Teach your child(ren) to know the difference between right and wrong
 - Help your child(ren) develop self-respect and respect for others.

Continue this exercise by choosing a couple of the suggestions and then ask the participants: i.e., “what does it mean to be loving and kind?” Listen for a variety of answers. The MindSpring trainer and co-trainer can contribute with their own suggestions if necessary.

Presentation

Different values and beliefs

Children are influenced in their daily life early on by values and beliefs encountered at day-care, then at school, into their further education, and in their constant interaction with other children and young adults. It is therefore relevant and important that parents become familiar with these values and beliefs to avoid misunderstandings, myths, or misinterpretations about what is going on. Being aware of these values and beliefs is the best way to make an educated choice and know the potential consequences of that choice.

As an introduction, the participants will participate in an exercise that focuses on how they were raised and if they have since acquired or adopted new values and beliefs with regards to raising their own children.

EXERCISE

Raising children: then and now

Purpose: For the participants to become aware of values and beliefs with regards to raising children and how these change over time or because of making new choices as parents. This is also a good way for the participants to get to know each other better.

Instructions:

- Hand out Table 1 (see the additional materials section for this group meeting)
- Explain the different examples or use examples from your own life
- Ask the participants to fill in the table. They can do so on their own or sit together in groups of two to encourage sharing of stories and insights.
- Finally, come together as a whole group and go through a couple of the examples.

EXERCISE

How do you feel about the different ways of bringing up children that you see in Denmark?

The following is an exercise for the whole group or several smaller groups. It will provide an opportunity to talk about the conflicts or confrontations that may arise when bringing up children in a new country and a society that differs with one's own culture and background.

Purpose: To bring possible conflicts and opposing values when it comes to raising children to the forefront of parents' minds and make them aware of how their values may differ with those in Denmark. This exercise should also equip parents with tools that they can use in situations where cultural differences make child-rearing difficult.

Instructions:

- Ask the participants to answer the questions below and let them know that you will be returning to the subject of values and beliefs in the next group meeting.
 - *Do you sometimes experience a contrast between your own values and beliefs and those you see in Denmark?*
 - *Which ones in particular?*
 - *When? (In the kindergarten? When you visit the nurse? At an appointment with your general practitioner (GP)? Or somewhere else?).*
 - *What do you do when that happens?*
- This exercise can be for the whole group or smaller groups.
- Conclude with examples, options, and ideas from your discussion.

Conclusion

It is important to conclude every group meeting in the same positive manner, as this helps the participants to leave the meeting with a feeling of empowerment. The MindSpring trainer may like to:

- Summarise the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*

- Encourage the participants to think about what has been discussed today and think of questions they may like to ask next time.
- Briefly introduce the content of the next group meeting.

Additional materials

- To raise your children in a new society
- Table 1

Additional materials for the presentation 'To raise your children in a new society'

Coming to understand how a new society works can be hard. Often, a new, different culture prevails - other values and beliefs, habits, and traditions. At the group meetings, the intention is therefore also that the parents find a way forward together. The group meetings should make the participants feel empowered as parents to make the best possible decisions for themselves and their children. By getting input and insights from other parents, the MindSpring trainer, and the co-trainer, they may also be able to avoid making decisions based on hearsay or lack of information about the new society they find themselves in.

Generally, children often pick up a new language faster than adults do. They often become familiar with their new society through attending school, social activities, further education, etc. relatively quickly. So how do parents guide and protect their children in a society that they do not know very well yet?

All parents want the best for their children. At the same time, it can be worrying to lose control of your child's growth and development. Still, it is normal that children are influenced by their environment (e.g., at school). If parents do not get to know their new country - perhaps due to not having a job yet, not being able to speak Danish, trauma, uncertainty related to visa applications, etc. - it can be hard to settle and integrate. In these situations, what can parents do?

Advice for parents:

- Talk to your children about what is challenging.
- Listen and ask questions - ask your children, their teachers, or other adults.
- Show interest - be curious.
- Find out what you do not know and look for answers - ask your children or adults around you.
- Try to immerse yourself even though everything is new.
- Participate in social gatherings - meetings at your child's day-care, at school, or elsewhere.
- Take it on yourself to find out as much as you can.

Table 1

How old should children be to ...	How did your parents raise you?	How do you raise your children today?
Be out late at night? Boy Girl		
Go out on your own? Boy Girl		
Sleepover? Boy Girl		
Choose what you want to study? Boy Girl		
Choose/buy your own clothes, getting pocket money? Boy Girl		
Having a girlfriend/boyfriend? Boy Girl		
Live on your own? Boy Girl		
Participate in excursions organised by your school or after school care? Boy Girl		
Walk home from school by yourself? Boy Girl		
Have your own opinion? Able to make your own choices? Boy Girl		
Speak to other adults without being spoken to first? Boy Girl		
Other examples Boy Girl		

The exercise is follow-up to a discussion around differences and similarities between boys and girls and why there may be a variation to the answers given.

Group meeting 2

- Culture that is specific to our upbringing: 'I culture' and 'We Culture'
- Social control

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to the last meeting.
- Go through the conduct and ground rules that have been agreed on and place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: For the participants to become more conscious of underlying values, beliefs, differences, and similarities that influence how families bring up their children, especially teenagers. Refugees who arrive in Denmark will often come from a background that emphasises the 'we culture,' that is, with a focus on community and family life. While raising their children in Denmark, they may notice the prevalence of an 'I culture,' where the individual is the focus. A further purpose of the topic today is for the participants to become familiar with the concept of social control: what it is and possible consequences.

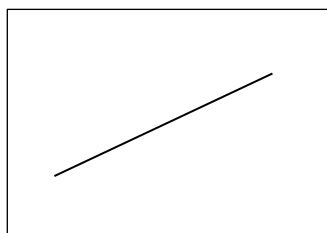
In our meeting today, we will mainly focus on teenage children. Future meetings will be more concerned with raising younger children.

Presentation

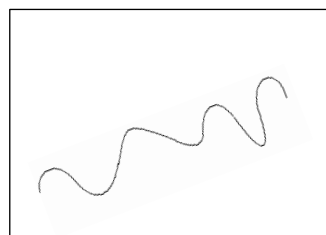
What is culture? What are 'norms'?

We all have an understanding of what culture means. Culture is related to traditions, history, society, social groups, family, and places of belonging. It is about how we act and react and our values and beliefs. It is what we do - what feels normal and comfortable for us. At our MindSpring meetings, we do not have to agree on one definition of culture. Culture undergoes constant change and develops over time - we talk about culture being dynamic, not static. The culture we grow up with will change somewhat. It will not maintain exactly the same values and carry on exactly the same traditions. We only have to think back 20 or 30 years to realise this. Societies change and so does our culture. Many refugees who return home to visit their country see how their original society and culture have changed and developed in the time since they left. Please refer to the tables below for a further understanding of static and dynamic

Static culture



Dynamic culture



What are norms? Norms are ways of behaving that are considered normal in a particular society. Some norms are straightforward and institutionalised as the laws we live by, while others are less obvious – i.e., she follows these norms because she was brought up that way. And just like culture, norms are dynamic - norms develop and change over time.

It is possible to follow norms from more than one culture, and some norms are the same from culture to culture. Please see figure below:

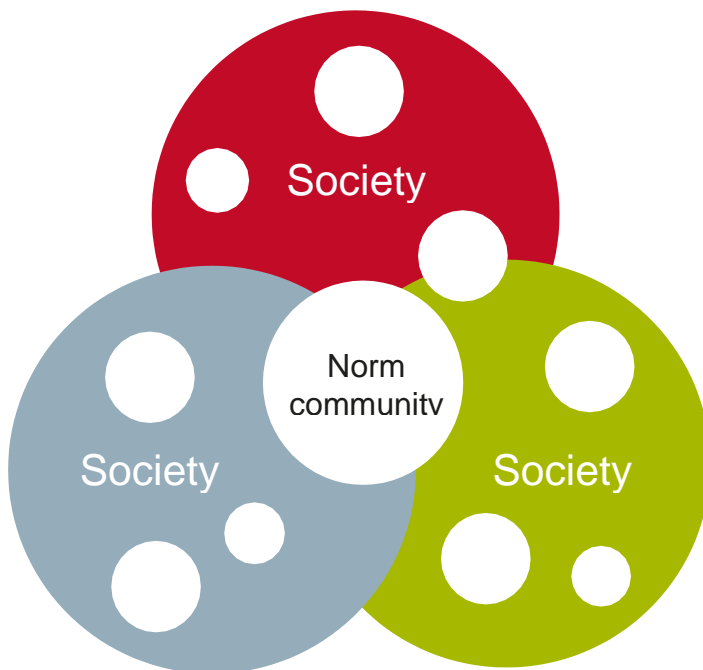


Figure guidance:

Imagine that the three large, coloured circles each represent a society.

The smaller white circles represent norm communities, that is, communities that follow the same conduct and rules (i.e., communities or groups with the same culture).

Figure analysis:

- Norm communities are not the same as societies, and societies do not consist of only one norm community.
- Norm communities can be represented in all societies.
- There may be more similarities between groupings over two different societies than between two groups within the same society.

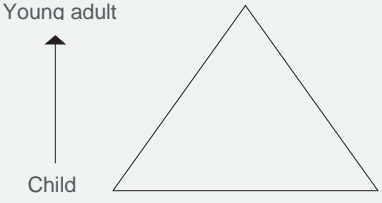
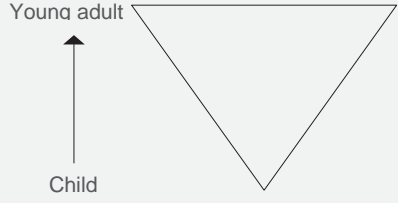
I culture and we culture in a child-rearing context

When we talk about culture, we are referring to ways of living and behaving, and in relation to today's topic, how we raise our children. As individuals - and as a family - we are often influenced by several cultures in a variety of ways. The combinations of influences make us all unique. Every family differs greatly and every person is unique, even within the same culture. It is, however, worth noting variations in how we think when it comes to what we call me culture (individualistic) and we culture (collective).

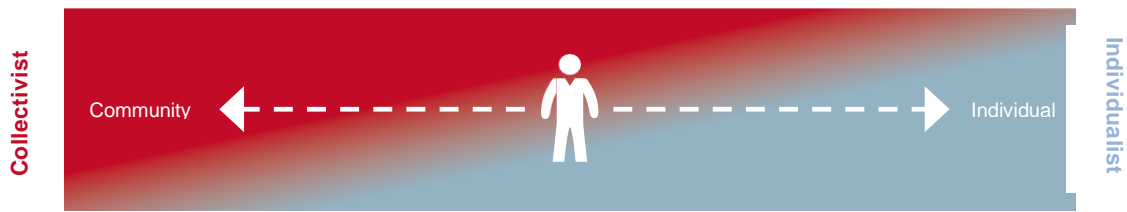
Please see the figure below for clarification of norms that are collective and individualistic:

Collective Culture	Individualistic Culture
<p>The individual focuses on what is needed and expected collectively and tries to fulfil these expectations. It may be a family’s expectation of a certain education, choice of spouse, or other future decisions.</p> <p>The group’s expectations and needs are then prioritised over the expectations and needs of the individual.</p>	<p>Each individual prioritises their own wishes and needs (e.g., important decisions for the future such as education, choice of spouse, etc.). The wishes and needs of the individual are prioritised higher than the wishes and needs of the family.</p>
<p>The expectation is that the choice of each individual person is made with consideration to the expectations and needs of the family or larger community.</p>	<p>It is expected that the individual can independently consider their own interests and wishes and from that knowledge, make an independent choice.</p>

Below, another figure that represents how upbringing can be viewed from a collective or individualistic point of view.

Collective (we) upbringing	Individualistic (me) upbringing
	
<p>Young children are brought up with freedom and few expectations for independence.</p> <p>Older children are brought up with little freedom, no ability for making their own choices, and many expectations with regards to conduct and behaviour.</p>	<p>Young children are brought up with less freedom, and expectations of independence grow with age.</p>

It is rare, however, that people live exclusively by norms and values that are considered only collective or individualistic. The figure below shows ways of living, growing up, and behaving that combine the collective and the individualistic.



The scale above between the collectivist and individualist approach depicts that, in many contexts, people act and behave with a combination of collectivist and individualist norms. Sometimes, we act with more consideration for the collective (the red), and other times, with more consideration for the individual (the blue). This means that an individual can be at all points of the scale (the arrow), in different situations. People do not live exclusively collectively or individualistically, but instead, humans can make choices in different situations.

Is there a conflict between norms and values?

In Denmark, when children go through adolescence, conflict is common between the we culture and the I culture. This is because there are noticeable differences in how the rights, independence, and responsibility of the adolescent are viewed (please refer to the figure outlining the differences above).

For some parents, accommodating these new norms and values feels risky and unsafe, and they may be anxious about how these norms influence their children. Likewise, for the adolescent, it can be difficult to know how to act and behave to the differing expectations. This can cause stress, insecurity, and conflict. In the next exercise, the participants are going to look more closely at some of the challenges that they can have with their teenagers from the differing norms and beliefs about adolescent life.

EXERCISE

Common challenges when raising teenagers and the meaning of norms and values

Instructions:

- Ask the participants:
 - *What are some of the challenges we can face as parents of teenage children?*
 - *Have you had a personal experience with one of those challenges or have you come across a situation that has been difficult for a family?*
 - The participants may like to share examples from their own family, share a situation from another family, or imagine a situation that could arise.
- Record the responses given by the participants on a black- or whiteboard.
- The MindSpring trainer and co-trainer may like to suggest some of the scenarios below:
 - To stay out late at night.
 - That an adolescent questions the norms and values of their family, and that this, in and of itself, is a deviation from the norm.
 - That a girl and a boy are seen alone together.
 - That an adolescent wants to dress in a way that is different to their parents' wishes.

- That an adolescent has sexual relations prior to marriage.

Presentation

What is social control?

In Denmark we talk about social control in relation to raising children, but what exactly does it mean?

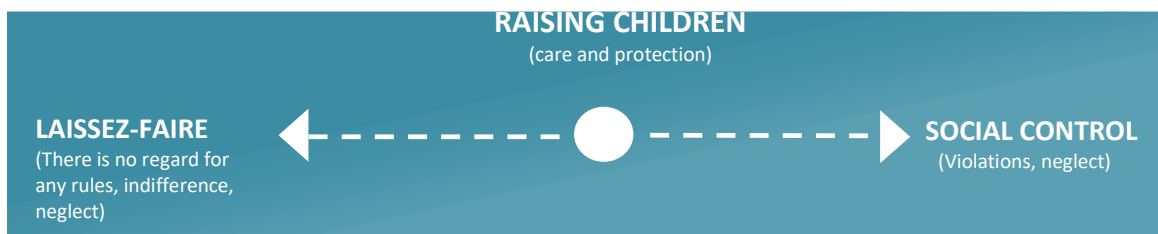
Social control relates closely to the norms we discussed in our first group meeting. Some norms are maintained through social control, and some people are punished for breaking a norm or exhibiting certain behaviours. This too can be seen in the way we raise children. For example, parents may forbid their children to be out late at night or scold their children for pointing their tongue at someone.

When the term 'social control' is used about raising children, it refers to a situation where children or adolescents are exposed to control or sanctions that coerce them to behave in a way decided by family or other people around them. Raising children under such control and with such sanctions may be in violation of the United Nations Convention on the Rights of the Child, and if so, is considered social control.

When the concept of social control is invoked with regards to raising children, it refers to when children or young adults are forced to behave in a way that is decided by the family or others around them to avoid punishment or sanctions. It is social control when the control and sanctions violate the UN Convention on the Rights of the Child and/or the rights of children and young adults in Denmark.

When children are brought up with a control that violates their rights as a child and it impacts their social and personal development, we call it social control. It can escalate to a level where authorities take steps to interfere to protect the children's development. Some examples of control may be considered illegal and therefore necessitates punishment for the parents.

All parents want to care for and protect their children during their formative years. If this protection escalates to a level of control and threats, however, it damages children's normal development. Social control is when a way raising children violates or neglects the children, as opposed to providing care and protection.



As parents, it can be hard to know the difference between an upbringing that leans towards social control or laissez-faire, but it is important to know the difference. Please see the figure above. In our next exercise, we will take a closer look at this with some concrete examples.

What are the norms and values behind the accepted Danish norms of raising children?

In Denmark, children and adolescents are protected by the United Nations Convention on the Rights of the Child. The purpose of this convention is to prevent abuse towards children. All children are regarded as independent individuals with rights and responsibilities, and both the children's parents and the state stand by them as guarantors of these rights. Amongst these rights is the right to an education, the right for privacy, and zero tolerance for physical and psychological abuse. Danish law is founded on these principles, and children and adolescents are taught these rights at school. As an example: it is against the law for parents to threaten, physically punish, or hit their children. Female genital mutilation is also illegal, even if it is carried out in another country. Under a duty of care, it is the responsibility of all to inform social services if it is suspected that a child lacks care, or in any other way is neglected by parents. Everyone - adults as well as children - have the right to speak their native language and live according to their preferred culture and religion as long as it does not infringe on the rights of the child.

In the section for additional materials, you will find a copy of the United Nations Convention on the Rights of the Child where each right is listed and explained. You may like to use this material to illustrate the Convention with examples. Please note that it would not be necessary to go through all the rights - unless this is requested by the participants.

EXERCISE

Do you know of any examples of social control?

Instructions:

- Ask the participants as a group if they know of any examples of social control or where the rights of children or adolescents are violated.
- Record the participants' answers on a flip-over.
- You may like to draw on the examples below with regards to social control:
 - When an adolescent is prohibited from participating in social activities.
 - When parents check their child's mobile phone, read their text or Facebook messages, and/or prohibit contact with a person of the opposite sex.
 - When parents demand their children to keep an eye on their brother or sister outside of the home.
 - When extended family (an uncle, aunt, etc.) uses psychological pressure (threats, harassment) and gossip about an adolescent's behaviour.
 - When parents demand a certain dress code.

Presentation

Consequences

Social services may be called upon to interfere in cases where parents violate their children's rights. This is to uphold the independence and rights of the child and to offer assistance where help is needed to solve conflicts.

In Denmark, as mentioned previously, children and adolescents are protected by the United Nations Convention on the Rights of the Child, and parents and authorities must accommodate these rights to the best of their ability. Even if parents intend to protect their children through control, it must be stressed that this is not in the best interest of the child and can be illegal. In Denmark, such parenting is called social control.

Social control can have serious consequences for children, e.g., some teenagers ending up having to lead a secret double life. It can also result in parents and children being separated if, for example, the adolescent runs away from home, and it can cause psychological and social problems for children. It is therefore very important for parents to be aware of the conflicts that can arise. Therefore, it is very important as a parent to be aware of potential conflicts between what the family considers good values, choices, and norms in relation to teenage life and what the children meet in the school or among Danish friends. Equally, it is also important to self-reflect and understand what lies at the root of parenting decisions and if those intentions and decisions are appropriate or conducive to a child's development and fulfilling future life in Denmark.

Reasons for social control

There can be many different reasons why parents end up choosing to parent using social control. It may be for fear of losing one's own culture and contact with family who live outside Denmark. It can also be through internal pressure from family members (e.g., gossip or rumours) and community rules. In other cases, social control might be motivated by an effort to preserve the family's or the child's honour.

In many cases, these restrictive decisions are made because of a lack of factual knowledge about what takes place at a school camp, and why children go to camp. At our next meeting, we will look at various ways of bringing up issues like these and how to communicate with children.

EXERCISE

Challenges in parenting teenagers

This is an exercise that will closely illustrate how the participants will manage various challenges that may arise when parenting teenage children.

Purpose: For the participants to become aware of the options and reactions available to them when challenged as parents of teenage children and the importance of their reactions for their children, themselves, and the relationship they have with their children.

Instructions:

- As a group, decide on three scenarios that may be challenging for parents of teenage children. To save time, you may like to look to the examples from the previous exercise.
- Note down the three challenges on the flip-over, as you did in Table 2 (see the additional materials for this session), or you can simply hand out Table 2 to the participants.
- Now, ask the participants to pair up in twos to discuss the options available to them - how will they choose to react? You may like to split the three scenarios up between groups so that each group is only responsible for discussing one scenario.
- Gather the ideas and suggested reactions from the participants of the groups.
- Now ask the participants, either as one large group or in small groups, to visualise the possible consequences of these reactions. It should now become clear to the participants that several reactions are possible in any challenging situation.

Should the participants hesitate in coming forward with suggestions, you can make a start by giving an example from your own life experience or choose from the suggestions below:

- My son is not allowed to drink alcohol, but I am worried that he does anyway.
 - Sometimes, my daughter would prefer not to wear a head scarf.
-

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner. This helps the participants leave the meeting with a feeling of empowerment. The MindSpring trainer may like to:

- Draw together the main points - *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask potential questions next time.
- Briefly introduce the content of the next group meeting.

Additional materials

Culture specific to our upbringing: 'I culture' and 'we culture'

United Nations Convention on the Rights of the Child

Social control

Table 2

Collective ‘we culture’ – also related to honour?

When we talk about culture, we often describe characteristic behaviours, although behaviour varies from family to family and from person to person. In Denmark and other Western countries there is typically characteristic displays of the ‘me culture’ centred around the individual. In other countries, for example, southern European or Middle Eastern countries, other characteristics prevail, and interests of the individual are predominantly based on the well-being of the family and the collective group. Often, this is connected to honour. Maintaining and protecting (family) honour is a central and very important norm and value. As an individual, you represent your family, and the focus is on the ‘we’ and not the ‘I’. This lays the foundation for how children are brought up.

Additional materials for ‘I culture’ and ‘we culture’ related to raising children

Not all ‘we culture’ place honour as a central value. Exactly which rules and norms are important also vary from family to family.

The following can be characteristics of ‘I culture’ (individualistic):

- Parents are the primary caregivers.
- Attention is given to the personal development of the individual.
- From early on, children learn to make decisions, and develop their own opinions.
- Children learn to debate and form their own personal point of view.
- Conversations are face-to-face and with respect for both parties.
- Children lead independent lives with their own friends and pursue their own interests.
- Parents participate in their children’s activities and interests.
- Children have rights from the moment they are born. Parents are responsible for upholding these.

The following can be characteristics of ‘we culture’ (collective):

- The family and collective group protect and share responsibility for the child.
- The role of the primary caregiver is shared between parents, siblings, and grandparents.
- The child is not involved or consulted when decisions are made and does not talk back. For a child to utter an opinion is regarded as impolite.
- The child must obey parents or guardians.

In smaller groups, the parents are asked how they view their own norms and values, what they know about raising children in other cultures, and what norms and values they are familiar with in Denmark. You can refer to the first group meeting where the exercise was to compare one’s own culture with a new culture and consider how to guide children through the associated dilemmas.

The specific exercises for this topic are:

- In view of Danish values, how do you think you would like to bring up your children here?
- What are your wishes for your child as they develop and grow up in Denmark?
- If asked, what do you think your child would say and where would they want to live?
- Who makes the decisions in your family? Your parents, grandparents, children, friends, or local community?

Overview of United Nations Convention on the Rights of the Child – written for children

<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>					

Social control can have serious consequences

To be subjected to social control can have serious consequences. It can open up for conflicts between the adolescent and parents or cause the child to suppress burdensome feelings. In some cases, parents will turn to physical violence (physical abuse or house detention) and psychological abuse (threats, guilt-tripping) to control their teenage child. Some adolescents choose to defy their parents and secretly break family norms or even run away from home. Others comply with family norms even though they would prefer a different life. The control itself can have serious consequences for the adolescent, such as depression and loss of friendships and network - all important consequences to avoid with regards to a future job or further education. When experiencing social control, teenagers may not feel respected or acknowledged, they may stop respecting their parents, and they may not be able to concentrate on schoolwork or their education. Adolescents often feel lonely, which may extend to psychological problems such as anxiety, and they may flee their own family or be removed by social services, or, in the worst of cases, may not even want to live anymore.

What are the signs of social control?

It is important for parents to be aware of the consequences of vehemently limiting their children's independence and freedom. Social control is often closely tied to parents' concern and fear for who their children associate with and what these associations may lead to in the future. We are going to take a closer look at this in group meeting 4. If you think it is opportune and relevant now, you can open a discussion with the parents about how social control may affect their children.

Social control expresses itself in many ways, depending on who exerts and who is exposed to the control. When parents control their children, they may check their text messages, force them to stay at home, or violently threaten them. It can also be more subtle forms of control in the form of expectations: that children feel obligated to behave in a certain way, choose a specific career, and marry a specific person or type of person. In a family, particularly adolescents can feel further emotional strain when they not only have to live up to their own expectations, but also see their siblings being controlled. Daughters, more so than sons, typically experience a far-reaching control.

Social control is applied not only to children and adolescents, but also to parents. A family's social community may have high expectations of each other, and here, social control is expressed through gossip, threats, exclusion, and/or condemnation of a family. A family can be under pressure to comply with certain norms, including conforming to many expectations, and these influences may even come from as far away as the family's own country of origin.

Table 2

1) Challenges you may experience when parenting teenagers:	
Reactions from parents	Consequences for children and adults
• ...	→ • ...
• ...	→ • ...
• ...	→ • ...
2) Challenges you may experience when parenting teenagers:	
Reactions from parents	Consequences for children and adults
• ...	→ • ...
• ...	→ • ...
• ...	→ • ...
3) Challenges you may experience when parenting teenagers:	
Reactions from parents	Consequences for children and adults
• ...	→ • ...
• ...	→ • ...
• ...	→ • ...

In the large rectangular fields above, parents are asked to write one, two, or three examples of a conflict, challenge, or problem they are experiencing with their teenage children or concerns they may have in this regard.

In the field to the left, parents are asked to reflect on different ways they could react to the scenarios as parents.

In the field to the right, parents are asked to consider the consequences of their reactions for their children and for themselves.

You can do the exercise in various ways: as a whole group exercise or in smaller groups. When the participants have filled in the fields or when you run out of time, you conclude as a whole group calling on individual participants for examples.

Group Meeting 3

Methods of parenting and learning

- The Leary rose
- Communication with children
- Active listening and 'I' and 'you' messages

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions about the topics discussed last time.
- Go through the ground rules that have been agreed on and place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

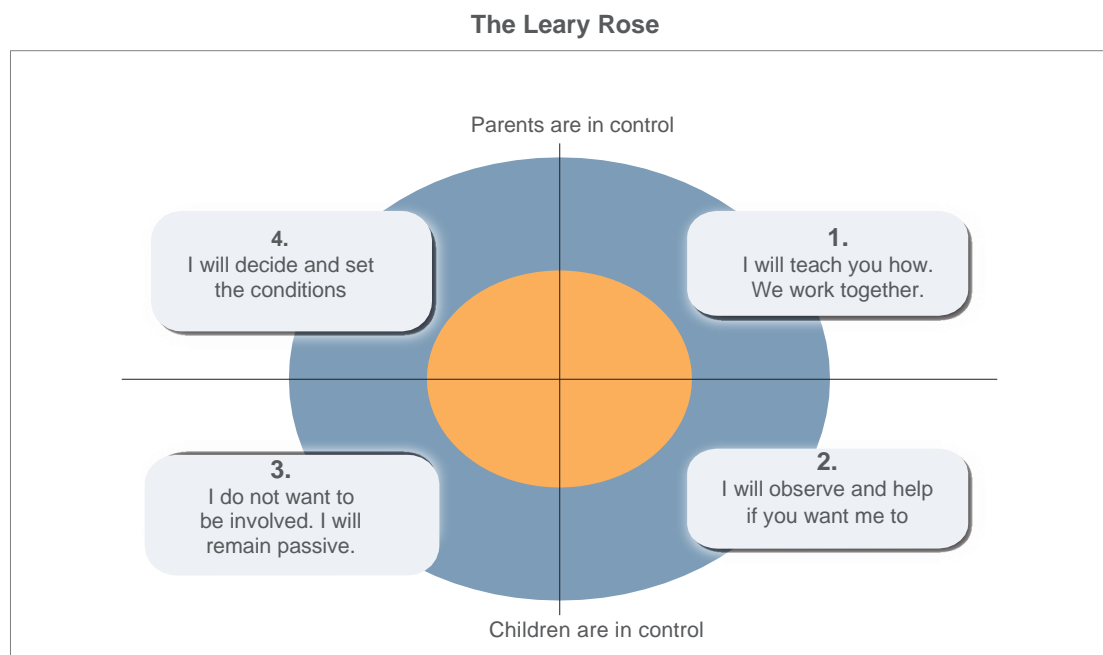
Purpose: For the participants to become aware of the options available to them as they raise their children. At this meeting, the participants will be presented with different ways of raising children and be asked to identify which parenting methods suit them best.

Presentation

Ways of parenting and methods of learning

Introduce the participants to the Leary rose. Draw the rose on the blackboard or a flip-over or handout the rose in paper form.

Explain that the Leary rose is a model that illustrates different ways of parenting. In any given situation, it is worthwhile to consider which of the four ways is best suited for the child and what this method can teach them. When choosing, keep the child's age, the context of the situation, and what you hope your child will learn in mind. Sometimes, you may choose one way, and another time, you may pick another way. It is up to each individual parent.



Explain the four ways of parenting:

Option (1): You want to protect your children from accidents, mistakes, and situations they are not yet ready for, but you also want to teach your child. You therefore take on the role of trainer and teacher. You teach by example, or by showing your child how something is done through parent-child teamwork.

Option (2): You trust your child. You know that they are capable, but they may still need help. You are there when your child needs you. You demonstrate that you trust and believe in your child's abilities, but stay near so you can be there, should something go wrong. In this case, the parent supports the child.

Option (3): You do not really trust your child's abilities, but also do not want to interfere, perhaps because you feel drained yourself, or because your child insists on wanting to do things herself. You stand back but say: "I will not get involved. I will leave it to my child to deal with these situations". The parent lets the child find her own way. The situation can also be that you trust your child's capability and therefore do not want to interfere. This option is therefore not exclusively passive or negative.

Option (4): You disagree with your child's judgment because you believe something could go wrong. You step in to avoid this. You set certain rules: "If you do this, you cannot do that", or "under these conditions, you can do this or that." Parent decides and sets limitations accordingly.

Go through the four different options and add your own examples or choose from the additional materials. You may like to choose the example of a child learning to ride a bike or wanting to attend school camp (refer to additional materials).

EXERCISE

The Leary Rose

Instructions:

- Give the participants time to reflect on what they would like to teach their children, and how they want to go about this. Encourage the participants to make references to the options included in the Leary rose model.
- The participants choose an example that comes to mind. They may like to partner up in groups of two if two people have the same example.
- Taking a starting point in the chosen example, the participants weigh the four options from the Leary rose. The goal should be to find the best way forward in the given situation.

Conclusion:

- Ask if one of the participants would like to present their 'rose' to the group as an example for all to learn from and contribute to.
- As the trainer, you can help the parent's presentation by asking:
 - *What do you want to teach your child? How do they learn best?*
 - *Are you protecting your child because he/she does not know/is not ready for this?*
 - *What does your child know/is capable of already? How independent is she/he? Do you trust your child in this situation?*
 - *What is age appropriate?*

- *When do you trust that your child is capable?*
- *What will you make an agreement with your child about that she/he can do her/himself?*

It is worthwhile to have an example prepared and ready – ideally one for a girl and one for a boy (refer to additional materials – e.g., the example of the bike or school camp).

Presentation

Communication with children

When a problem does arise, there are many ways of handling it and communicating with children. Explain that you are now going to look at some of these ways. The first way is active listening.

Active listening

Active listening is a way of listening with your full attention. It is effective when your child has a problem that he/ she would like your help with.

When can you listen actively?

- When your child has a problem.
- When you realise that your child has a problem, he/ she would like to talk about.

How do you listen actively?

- “Listen with your eyes”: use eye contact, but do not speak.
- Show understanding:
 - Non-verbally: nodding, smiling, frowning - facial expressions.
 - Verbally: “oh”, “ok”, “hmm”, “really” - acknowledgements.
- Reactions that encourage sharing: “exactly”, “interesting”, “tell me more”, “who”, “how”, “what”, “where”, etc.
- Try to mirror what your child is feeling and experiencing using your own words.

Prerequisites for using active listening:

- Do not enlist your own ideas, critique, solutions, etc. Let your child reach his/ her own solution.
- Try to visualise the situation your child is in and look for the underlying problem.
- Try to explain in your own words what you think the underlying problem may be.
- Listen.
- You genuinely want to help your child.
- Accept your child’s feelings.
- Trust that your child can now manage the situation, reflect, and find a way forward.
- Think of your child as an independent individual who has his/ her own feelings and ideas.

When not to use active listening:

- Do not use active listening if you think your child has overstepped a boundary.

- Do not use active listening if you cannot (e.g., if you are not feeling well or cannot set aside time to do so due to time constraints).

Good advice for active listening:

- If in previous situations you have been inclined to tell your child how to solve a problem or you have questioned your child instead of actively listening, it will take time for both you and your child to believe and trust the new approach.
- Do not give up. It takes time for your child to experience and completely trust your new approach.
- It is important that children and adolescents experience trial and error and find their own solutions. As parents, be flexible and patient for this to happen. Expect that your children are able and show them that you trust them.
- Remember: active listening is a tool that helps children with their problems. Do not expect that they will prefer your solution. Often, the fact that you listen to your child will be enough.

EXERCISE

Active listening

This exercise consists of two parts:

Part 1: Adult to adult:

The aim of this exercise is for the participants to notice the difference between listening without paying attention and actively listening.

Instructions:

- Ask the participants to pair up in groups of two.
- Ask the participants each to think of a small everyday problem they have.
- One person starts talking about their everyday problem while the other person listens.
- To start off, the listener takes on the role of being disinterested, i.e., not listening. They may be looking out the window or at their mobile phone. After a few minutes, the listener switches to active listening.

Now, ask the participants to change roles so they both have an opportunity to be the talker and the listener.

Part 2: Parent to child:

Part 2 is a repeat of part 1, except this time, the roleplay is between a parent and a child.

Instructions:

- One person will play the part of the parent while the other person plays the role of the child.
- The 'child' thinks of a problem, e.g., "No-one wants to play with me and I don't have any friends", or "why should I do homework? I can't do it anyway".
- The 'parent's' role is now to actively listen to the problem to find out more.

Finally, the participants switch roles so they both have an opportunity to be the child and the parent.

Conclusion:

Remember to conclude the exercise smoothly. You may ask the participants about their experiences with using active listening, and how it would work for them and their own children. Questions you could ask:

- *What was it like to be the storyteller during the first few minutes?*
- *What was something you noticed?*
- *How did it feel when the other person was actively listening?*
- *What was it like to use active listening to learn about your child's problem?*
- *Is this a method you think you could use with your children?*

Presentation

I-messages

Supporting and guiding our children in an age-appropriate manner is an important part of parenting, and the way we communicate with our children plays a vital part.

I-messages are another form of communicating with your children and can be used in addition to active listening. I-messages work particularly well as a method for communicating that you do not approve of your child's language, actions, or behaviour. The I-message will communicate to your child how their behaviour makes you feel or how it affects you when your child behaves in that way.

Example:

Your son is playing loud music. There is nothing wrong per se in listening to music, but the noise is bothering you, and you have had enough. You can choose to intervene and tell him: "stop that music" (an authoritarian approach: you have the final say), or, alternatively, you can choose to go and sit somewhere else and not interfere, thereby avoiding conflict (a passive approach: ignore the behaviour).

You could also explain to your son why the music disturbs/distracts you: I feel distracted when you play your music at such high volume and I need to concentrate. I would like for you to turn it down, please". It may not even have occurred to your son that his music may be distracting you. By letting your son know that his behaviour is affecting you and why, you have formulated an I-message. Now that the effect of your son's behaviour has been pointed out, he has the option to change.

What is the structure of an I-message?

You will need to point out:

- What is the unwanted action? (describe the behaviour, as you see it)
- How is it making you feel? (describe what you are experiencing)
- How is it affecting you? (explain to your child, what makes you feel this way).

If you in all honesty explain how your child's action is affecting you (e.g., that you are worried, afraid, or concerned), then you are showing empathy, interest, and a wish to communicate.

What makes I-messages effective?

- They are less confrontational than other communication techniques. You are not criticising your child, but rather pointing out how your child's action/behaviour is affecting you and sharing with them that you would like to see something change.
- You transfer the responsibility for change to your child.
- I-messages are honest and they build a stronger relationship between parents and child.
- It is less likely that you will have an argument since I-messages are less threatening. You are not blaming or accusing your child, so they will feel less provoked than they otherwise may have. Your child does not feel blame and is therefore also less reactive. Instead, there is a mutual interest in reconciliation.
- I-messages are educational. Your child will learn that actions have consequences and that their actions affect others (a lesson in empathy).

You-messages

As parents, we often react emotionally to what our children do and say. If something has made us angry or sad and we react emotionally, it is easy to blame the child. We often say: "You can't ...", "You are ..." or "You have to ...". These are all you-messages. You-messages often blame, and your child's natural reaction will be to defend her/himself. When that happens, your child gives an emotional response to your emotional message and is less likely to deal with the problem. You-messages also often lack explanation. You are therefore not helping your child understand your reaction and not teaching your child to self-regulate. You-messages altogether are less effective if your goal is for your child to change her/his behaviour.

EXERCISE

You-messages and I-messages

In this exercise, the participants will be asked to change you-messages into I-messages. Please have some examples ready on a flip-over for the participants to choose from (see additional materials for this group meeting).

Instructions:

- Ask the whole group: *How would you change these into I-messages?*
- Help the participants get started by reading out one of the I-message from the table in additional materials.
- Now record the participants' suggestions on the flip-over.

Please note that: "I think you are ..." does not constitute a real I-message, as it expresses the parent's opinion of the child and places blame. It could be seen as a hidden you-message (see additional materials). What you are trying to express as a parent when using an I-message is how you feel or how an action makes you react (e.g., "It scares me ..." or "It makes me feel sad when ...").

.....

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner. This helps the participants leave the meeting feeling empowered.

The MindSpring trainer may like to:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

Additional materials

The Leary rose - bike example

The Leary rose - school camp example

The Leary rose – bike example

You want to teach your child how to ride a bike.

4) I will tell you what to do and set a condition: Put on your helmet.



3) You will work it out.



1) I will help you. We will do it together.



2) I will help you to do it by yourself. I am right here if you need me.



Explanation of example:

Option (1): Caring and cooperative.

You lift your child onto the bike. You are pushing the bike along and steering. You gradually let go a little and let your child pedal independently. You are there to support your child if she/he loses balance.

The risk: Overprotecting is the risk here. If you are not letting go, your child does not acquire a sense of balance. If you keep on correcting the balance, it will take longer for your child to learn to ride independently.

Option (2): Follow at a distance.

From a distance, you keep an eye on your child. You leave your child free to practice but offer help if asked. You choose a safe location, gradually step back, and let your child ride. You stay nearby, either on foot or on your bike.

The risk: To allow too much freedom and let go too early. Your child may overestimate her/his skills, which can have detrimental effects. Your child may fall and get injured and hesitate to ride a bike another time.

Option (3): You let your child find her/his own way.

If your child ventures too far ahead, you call out, but do not intervene. You leave your child to learn from own mistakes.

The risk: By not intervening and leaving your child completely free, you risk the possibility of an accident happening.

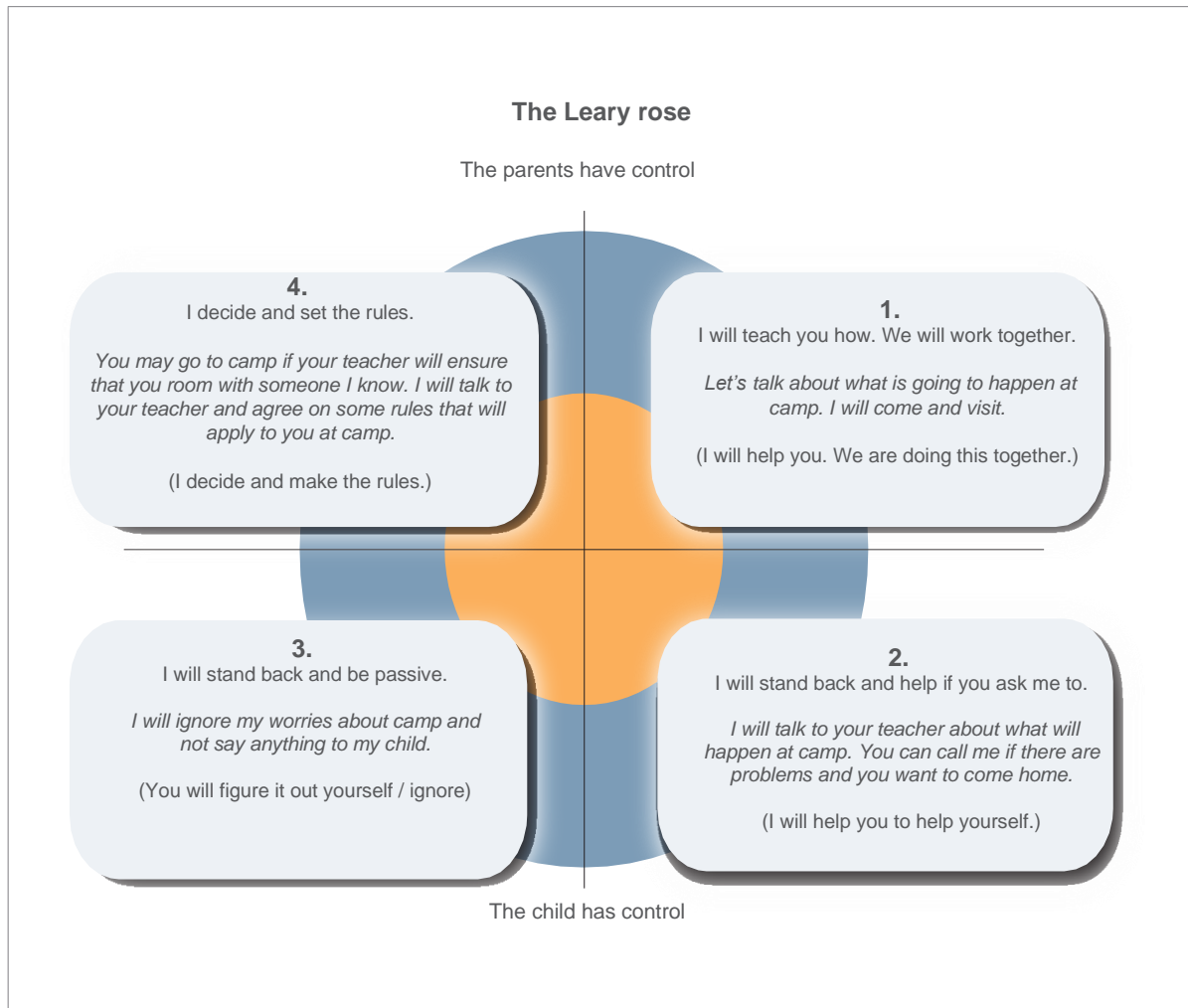
Option (4): You set all the rules.

You interfere even when your child feels confident. You decide on how and when and demand that your child listens.

The risk: If your child is not allowed to build a sense of their own abilities and limitations and instead, has to respond to commands and wishes of others, your child will not grow up to become independent. Your child is simply learning that you make the decisions.

The Leary rose - school camp

Your child is in 6th grade and ready to attend school camp for the first time. You would like for your child to attend. The Leary rose below suggest four approaches open to you as parents:



Explanation of the four options:**Option (1): Protect and work together.**

You want to make sure you have all the information you need, so you go to see your child's teacher. You visit the location and ask about the activities. Your child will feel your interest and care, but also that you want to help take care of the task. (You are in control). *The risk: To overprotect your child. If you do not allow your child to learn from social experiences such as camp, then in other social settings with friends, your child may feel isolated and lose confidence to act independently.*

Option (2): Stand by.

You and your child have a good talk about what is going to happen at school camp and decide that you can call each other so your child can tell you how everything is going. You offer your support (e.g., to pick your child up, if need be). You support your child to be independent - you show confidence and trust (your child is in control).

Option (3): You allow your child to learn without interfering, however, you may also ignore what could be a challenge for your child.

You let your child manage the experience independently. This can go two ways: Your child may start to feel insecure and lack the confidence to go, o. Or your child may take your inaction as a sign of trust and confidence in her/his abilities and manage the school camp very well. (Your child is in control).

Option (4): You decide and set the rules.

It is your decision what your child can and cannot do. You set the rules and expectations. You go to see your child's teacher and decide on certain conditions under which your child is allowed to attend. (You are in control). Your child notices your interest, care, belief in her/him, and that you recognise the value of the camp experience.

The risk: If you come across as too controlling and decisive, your child may lose confidence. Your child may interpret your actions as not trusting her/his abilities and judgement. If your child is not allowed to build a sense of her/his own abilities and limitations and instead has to respond to commands and the wishes of others, your child will not grow up to become independent. Your child is simply learning that you (or other people) make the decisions.

As the MindSpring trainer, try to clearly demonstrate to the parents that they have options with regards to how they bring up their children (i.e., as set out in the two examples for learning to ride a bike and attending school camp). Many different reasons determine what strategy suits parents and what is best for their child. For the child, the decision generally depends on age, abilities, and previous experience. There is not one way of parenting that will fit every situation.

'I' and 'you' messages

I-messages are not a miracle for producing a certain behaviour. When children and adolescents ignore I-messages, it may be because:

- The child has only heard half of your I-message (in this case, repeat the message).
- The child is not fully attentive or may be busy doing something else (ask for your child's attention).
- The child does not agree (here, you can respond by using active listening, and in turn, try to listen and understand where your child is coming from).

Please be aware!

- Do not give you-messages in disguise (e.g., I think you are being a bit rude now).
- Do not just emphasise the negative (e.g., that your child comes home late).
- Only give clear and distinct I-messages and stand by what you say - be authentic.

Examples of you-messages converted into I-messages:

You-message	I-message	Hidden you-message
<i>You always leave a mess.</i>	<i>It bothers me when you do not tidy up and I have to do it for you.</i>	<i>I think you are always messy.</i>
<i>You never want to listen when I ask you to do something.</i>	<i>I feel you do not listen or take me seriously when I ask you to do something. I do not like that, because it is important to me that we all respect each other.</i>	<i>I think you never want to listen when I ask you to do something.</i>
<i>You have to keep your word when you say you are going to do something.</i>	<i>I do not know how to count on you when you cannot keep your word. It makes me feel unsure and insecure.</i>	<i>I think it is best when you keep your word.</i>
<i>You must be home at the time we agreed on.</i>	<i>I worry that you have been in an accident when you are not home at the time we agreed on. I feel overwhelmed because I think something terrible has happened.</i>	<i>I do not think you respect me when you do not come home at the time we agreed on.</i>

Group meeting 4

Concerns

Trust and mistrust

Punishment and reward

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to the topics discussed last time.
- Go through the conduct and rules that have been agreed on. Place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: For the participants to become aware of the normal parental concerns and that parents may react out of fear and concern for how their child will cope. It is possible to learn to recognise these fears for what they are. Other reactions may be more appropriate. Participants will further learn the meaning of trust and mistrust regarding parenting and the long-term effects of punishment and rewards.

Presentation

Conflicts and concerns of parenting

At our first two group meetings, we talked about various conflicts we may encounter as parents. Conflicts may arise because our children have certain wishes, a growing will, or because of differences in the norms and values children experience at home and those they experience in other settings. Finally, within our family, conflicts can arise regarding the norms we have grown up with as parents and the norms we want to set for our own children.

There is usually a solution to a conflict, and at our last meeting, we looked at the Leary rose and talked about how we can choose to react in different ways to different conflicts.

When trying to resolve a conflict, something needs to change or someone needs to change their point of view. This is not easy, especially if you as parents are worried or anxious that the change is going to adversely affect your child or if you think your child is not yet mature to judge and handle a certain situation. A reaction may therefore be driven by a fear of something rather than an actual risk or problem.

As parents, you may also react with fear if you do not trust your child or if you believe she/he is not yet capable to handle various situations. How do you see yourself as parents, and what is your approach? Why do you choose to parent as you do? In the next exercise, we will look at just that: do you trust your children as capable, or do you have concerns?

Trust and mistrust

Parents can be concerned for genuine reasons due to problems and risks. However, often parents struggle with a lack of trust in their children as able individuals with a sound sense of judgement. This is especially true during the teenage years when children develop into young adults and are highly influenced by their surroundings and society. This adolescent stage can be a challenging time for parents. All teenagers want to be independent: they are inspired by the world around them and tend to be less drawn to their parents' opinions and views.

Parents, however, are still keen to influence their children as they see fit, and it can be difficult for them to stand back and trust young adults to find their own way. This is the time when children reflect on what they have learnt from their parents, and this can be an anxious time for parents - the children want to be independent, yet their parents do not see them as such. We looked previously at the example of the child who was learning to ride a bike and the child about to attend school camp as examples of how to balance independence with setting boundaries and caring for your child.

EXERCISE

Concerns

In our next exercise, we are going to look at some of the worries parents may have for their children and some of the options available to them if they are anxious.

Instructions:

- Hand out **Table 3** to all participants. Ask the parents to personalise the table by adding the names of their own children.
- In the column below the name of each child, parents are asked to write examples of situations that concern them.
- As the MindSpring trainer, you may like to draw on some of the examples from last time that were a cause of conflict. Alternatively, you can look for inspiration in the table below.
- Ask the participants to write suggestions for what they would do to support and encourage their child's positive development or what they would do to build more trust between themselves and their child.
- To conclude, come together as a group to discuss the examples developed by parents individually.

Suggested examples:

Ali	Rahima
I am concerned that my child will ...	
<ol style="list-style-type: none"> 1. lose motivation for schoolwork and become sloppy. 2. choose the wrong friends. 3. try taking drugs. 	<ol style="list-style-type: none"> 1. will forget our family roots and traditions. 2. will get a Danish partner and start an intimate relationship too early.
What could you do?	
<ol style="list-style-type: none"> 1. Reward Ali when he is less sloppy. Talk to Ali about your concerns and share why you are worried. 2. Invite Ali's friends to your home so you can meet them personally. 3. Have an informative talk with Ali about the dangers of taking drugs. Share with Ali what concerns you – maybe there is no need to be concerned? 	<ol style="list-style-type: none"> 1. Talk to Maria or a friend about your concerns and share why you are worried. 2. Talk to Maria about the importance of traditions and norms for you and why you perceive them as meaningful. 3. Make an agreement with Maria about when and where she can go out. Share with Maria, what concerns you - maybe there is no need to be concerned?

Presentation

Punishment and rewards

As parents, we can choose how we react when our children behave inappropriately. At our last meeting, we talked about I- and you-messages as one option.

Punishment and rewards are other options. Some parents believe in punishment while other parents exclusively reward their children. Both methods have the aim of achieving a certain desired behaviour. Research tells us that rewards stimulate positive behaviour and that the rewards method has a long-term effect beyond what is achieved through punishment.

Punishment

By punishment, we mean sanctions imposed on a child because of unacceptable behaviour. Parents may get angry and speak firmly to their child. Physical punishment, such as hitting a child, is illegal in Denmark. Parents may ridicule their child or prohibit the child participating in social activities at school or outside of school. These are all considered negative or punishing ways of responding to children. The very fact that you do not show your approval or withdraw a reward may also be considered a punishment.

What typically happens when you punish your child?

- The unwanted behaviour may decrease for some time.
- Punishment, however, tends to worsen the relationship between the parents and the child. It is an unpleasant situation for both parties.
- The child learns what does not constitute acceptable behaviour rather than what does.
- Children who lack recognition and attention from their parents sometimes opt for punishment. Rather than not being seen at all they opt to at least receive some attention. With regard to achieving parental recognition, however, they are left with even greater uncertainty.
- The child experiences a poor example of parenting – a bad role model – and may become angry and violent.
- The child may start to show signs of anxiety.
- Punishment generally teaches the child to avoid the punisher (the parent).

Research shows that children learn best when they are praised and encouraged rather than punished.

It is therefore recommended to:

- Keep punishment to a minimum. If you do choose to punish, make sure the punishment is directed at your child's behaviour, not at your child. Punishment that is not solely directed at your child's behaviour hurts your child as a person. Often, a punishment ends up expressing anger and hatred and really does not correct behaviour.
- The punishment should fit the crime (the broken rule) and should not be exaggerated. Also, consider a punishment carefully. If you are angry, the punishment will never have the desired effect. In these cases, take some time to cool down. Once you have done that, it is important to explain to your child why you chose to punish. Your child needs to know the reason why something is not acceptable.

Reward

By rewarding your child, you are demonstrating that you appreciate his/ her conduct. Your child will repeat a behaviour that is rewarded if both of you associate the experience as positive and rewarding.

What exactly is considered a reward and how do you enforce it?

- Your child is willing to do his/ her best to receive a reward.
- Your child should always associate the reward with the desired behaviour. The reward should therefore come quickly after the desired behaviour.
- In the beginning, your child should be rewarded every time the desired behaviour is displayed. Later you can reward your child from time to time when the desired behaviour is displayed.
- The reward must constitute a real reward for yourself and in the eyes of your child.
- Do not saturate your child with rewards or the rewards may lose their effect.
- The reward must be age appropriate.

Your child will increase or repeat the desired behaviour if there is an immediate and positive association. There is a whole array of rewards.

- Emotional reward: compliment your child, give a pat on the back, and encourage your child. Indirectly, the relationship between the parent and the child will improve.
- Material reward: extra pocket money, a present, clothes etc.

- Social reward: An activity you and your child enjoy together (e.g., a board game, sport, an outing etc.) Through working together, you and your child will build a stronger bond.

EXERCISE

Examples of rewards

Instructions:

- Ask the participants as a whole group what kind of rewards they prefer as parents.
- Record their answers on a flip-over.

You may like to discuss rewards in relation to:

- Objects (material rewards)
 - Events (social rewards)
 - Love and care (emotional rewards)
-

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner. This helps the participants leave the meeting feeling empowered. The MindSpring trainer may:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

Additional materials

Protect or let go?

Table 3

Protect or let go?

Many parents tend to overprotect their children. Rationally, all parents know that it is right to gradually allow children more and more independence so that they can grow into independent individuals, but a fear of how the child will manage can take over. It is an important part of parenting to articulate why it is hard to let go and what the exact fears are.

Why do parents sometimes overreact? Often, it happens when a particular situation is overwhelming. A sense of panic may develop due to a lack of knowledge and power or feeling uncertain about a new situation. Not knowing makes it hard to trust the situation and therefore to trust the children. Parents worry that their children may not be able to handle certain experiences or events. On the one hand, they would like to let go so their children can have learning experiences. On the other hand, it feels right to (continue to) protect them and letting go is too scary. Often, a real fear lies at the base of one's reaction. Living by one's fears, however, is not constructive in bringing up children.

Independence and learning or restrictions and bans?

By nature, children are curious and keen to learn. They strive to be free and independent, especially as teenagers. Parents typically worry that their children will not manage, that they are not ready, or that they will run into trouble. Parents may say 'no' (without giving their child a reason) due to feeling scared and overwhelmed by the possible consequences. The real consequence, however, is that the children are not given a chance to prove that they are able. They will not learn through their own experiences and not develop into independent individuals. It can often be difficult for parents to explain why their children are not allowed to do something or what is scary about it. In this group meeting, we are going to look more closely at this topic.

Table 3

Concern and confidence

Below, please list your children's names and in the column under each child's name, write a couple of examples that illustrate the concerns you have for your child (e.g., that you do not yet trust or believe in your child's abilities). In the last column, list the options available to minimise the concern.

You may like to sit together with another parent so that you can discuss your options.

Child's name	What is your concern?	What you can do?

Group meeting 5

Identity

Personal identity, change, and development

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to the topics discussed last time.
- Go through the ground rules that have been agreed on. Place a copy of these on the wall.
- Explain the purpose of today's topics, and how the meeting will be structured.

Purpose: For the participants to become aware that they can have an influence in developing their personal identity. It is up to the individual to influence this development, thereby they can partly choose to create a new personal identity. By the end of the meeting, participants should be aware of the choices we have in life and that we can choose to live our life in many ways which all have an impact on our personal development. We have opportunities - and this is the case for children and adolescents as well.

Presentation

What do we mean by identity and personal identity change?

In our daily life, we often hear the word identity used to describe a person: the characteristics that make someone an individual. It can be that someone stands out in certain ways and are limited in others. Identity is a word that entails how we view ourselves and how others view us as an individual, in our family, within our culture, and in our community.

Identity is shaped greatly around 11-12 years of age. During this period, we are influenced by people around us, the society in which we live, and the experiences we have. Our identity tells us who we are, what our talents are, and how we see ourselves - our self-image. The more we are in touch with ourselves and what we are good at, the better we are at facing life's challenges.

In our meeting today, we will be looking at the inner change that becomes apparent when we live in a new country but have a past in another country. It is possible to lose one's usual self-image for some time. When this occurs, we say we suffer from a loss of identity. There is much to learn in a new country: it takes time to build a new life and find oneself again in a new society. In this meeting, we will therefore talk about a changed identity and a new self-image. These are important concepts to define, and we are going to do just that in this meeting through several exercises. The exercises will encourage the participants to expand on their experiences of his or her own identity at home and now in Denmark.

Change of identity happens because we see ourselves differently: we have a new self-image and self-worth. For refugees who have left behind and lost so much, it can be especially confusing and yet a further loss to experience that their identity is changing as well. For adolescents, too, who are in the process of maturing from being a child to a young adult, this sense of loss can have a strong impact and be confusing.

During this phase of change, there is a sense of foreignness and of being different. These feelings can affect us negatively because we feel caught in a passive and insecure period of time.

In our meeting today, we are going to focus on our individual strengths and thereby empower each participant in their ability to act and make choices in their own life. When we know how to strengthen our own identity and self-image, we have important tools for better managing life.

We all have different ways of understanding the concept of identity. It can be tied to personal, genetic, social, cultural, or national attachments or conditions.

EXERCISE

What do we mean by identity?

Instructions:

- Ask the participants how they understand identity.
- Record their answers on a white-/blackboard.
- If necessary, gather inspiration from the suggestions below.

What does identity mean?

- Proof of who you are (passport, healthcare card, visa permit)
- Your norms, values, and language
- Your gender
- The way you see yourself, define and express yourself, and how you would describe yourself
- The way other people see you and describe you
- What you do, and what you look like
- Your social relations
- Your work and your education
- Your views.
- Your interests and passions

Presentation

Why is our identity so important?

A strong sense of identity helps us understand our abilities and who we are - our self-image.

The stronger our self-image, the better we will be able to manage the challenges we will face in Denmark.

Some fall into a passive wait-and-see approach, which can make them dependent on others. This can happen because of identity loss, confusion, and/or too many changes.

A feeling of being viewed differently than how one views oneself can result in an almost submissive dependent form of waiting. Some people react with demands: "I have been unfairly treated; I deserve help". This is sometimes called **victimisation or victim mentality**. Taking on the role of the victim leaves us dependent on others and authorities instead of taking responsibility for our own life. For adolescents who generally depend on others, even people who are not your parent, the victim mentality can feel even stronger.

In principle, this is a logical reaction for someone who is starting a new life in Denmark, is dependent on various authorities, and has limited choice over their own life. It is important not to fall into the role of the victim, though, because it can mean losing courage, interest, and responsibility for one's own life. It is important to retain one's own motivation and initiative and to find the balance between dependency and self-sufficiency. Even in a situation of some dependency, it is possible to make certain decisions for one's own life.

In our meeting today, we are going to clarify the strengths of the individual and thereby create stronger, more empowered individuals. We will do this through various exercises and discussions. When we strengthen our identity and self-image, we create important tools for managing our own life.

EXERCISE

Identity circles

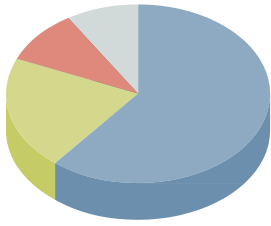
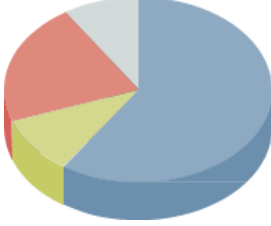
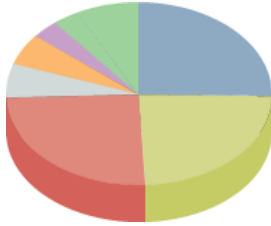
We are now going to look closely at our own identity and how it has changed over time since fleeing our home country and settling in Denmark. We will also discuss how we see ourselves and our futures.

Instructions:

- Explain to the participants that they will be working with a circle graph to visually illustrate different parts of their identity. The participants are asked to draw a circle, then separate it into arc slices. Each arc illustrates a part of one's identity. The bigger the arc, the more important that particular part of the identity is. Participants may notice that identity traits from the past, which seemed to vanish during the time as a refugee, can regain prominence in the future.
- Hand out **Table 4**, which illustrates three large circles. The participants will now participate in

three different exercises regarding identity: identity in the present (now), identity in one's home country (the past), and the identity one hopes for (in the future).

- You may like to draw an example on the black-/whiteboard.
- Ask the participants, if anyone would like to share their circles, and perhaps also receive feedback (if they want to) from the rest of the group. This could be especially relevant for the third circle relating to the future.

<p>The present</p>	 <ul style="list-style-type: none"> ■ Refugee ■ Father ■ Spouse ■ Volunteer teacher
<p>The past</p>	 <ul style="list-style-type: none"> ■ Teacher ■ Father and head of the family ■ Spouse ■ Homeowner
<p>The future</p>	 <ul style="list-style-type: none"> ■ Retrained teacher ■ Father ■ Spouse ■ Volunteer ■ Football coach ■ Afghan Dane ■ Refugee

Presentation

Children's identity

Every human being must find and develop their own identity. In forming their own identity, children and adolescents like to experiment with various roles and identities.

We see this already in the early years when children like to dress up, roleplay, and play games. Later, they test what is acceptable and what is not. This continues into the teenage years when they develop views, sexuality, choose an educational direction and career, and potentially also a partner.

The teenage years represent the transition from being a child to becoming an adult and are integral to the development of individual identity.

Physical development: The young child develops from being highly dependent on others to becoming independent. Children's physical features change, as do their bodily strengths and abilities.

Psychological development: Being mentally stimulated and supported to develop own characteristics, qualities and personal traits are critical to children's psychological development.

Social development: People are social beings and have a need to interact socially as part of a family, but also as part of a wider social community. It is therefore important for children to learn to interact with other people (first at school, then at work, and so on). This social development helps us become independent adults who can participate in a variety of social structures: privately, at work, as a student, and as a citizen. Parents are responsible for their children's social development and for laying the best possible foundation for their children.

As parents, what do you need to be aware of?

Identity is something we form as we live and grow, though it can also be embedded in our family origins. To these basic elements, we also add talents our personal qualities and our self-image. As parents, it is natural that you want to influence your children's identity.

Children who grow up in Denmark are greatly encouraged from an early age to become independent and are invited to explore who they are and what their strengths are. This means that your teenage children, due to the influence of their friends and their school, can make different choices regarding their identity than you might have made as their parent.

To ban social interaction and activities rarely works. Instead, it often results in children trying out what they are not allowed to do behind their parents backs. Children may also lose respect for their parents and be less likely to confide in them. It is likely that such parents will lose the opportunity to guide and support their teenagers altogether, which ultimately means they cannot be there when their children really need them.

EXERCISE

What can you do to support your child's personal identity?

Instructions:

- Ask the participants to work together in small groups and address the questions above.
- Write the participants' answers on a blackboard/whiteboard.
- Examples that may help you get started:
 - Make sure your child has regular meals and eats healthy food.
 - Encourage and support your child to participate in a sport or other form of exercise.
 - Read and educate yourself so you can better support your child in his/ her choices (e.g., higher education, job prospects, or other opportunities).
 - Support and guide your child in her/his interests and participate if you can.
 - Listen to your child's hopes, thoughts, and ideas about the future.
 - Discuss these topics together with your child.
 - Allow your child to participate in various social activities.

Presentation

Who and what influence children's identity and the way they grow up?

Most parents estimate that the influence they have on their children's growth and development is in the range of 80-100%. That may be so if the children spend most of their time at home, relating to and depending on their parents only. But from around 11-12 years of age, children's identity is shaped much more by their interactions at school, their interactions with their friends, their experiences online, and their use of social media.

Parents can still help to choose good friends, the right school, and useful media outlets together with their children, and this does increase parents' influence somewhat.

Good advice: Know who your children's friends are, choose a good school for your child, become involved with school life, keep up with social media trends, and your child's interests in general. Observe and guide your children and listen to their thoughts and ideas with an open mind. It is the best way to stay informed and have some influence.

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner. This helps the participants leave the meeting feeling empowered. The MindSpring trainer may like to:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

Additional materials

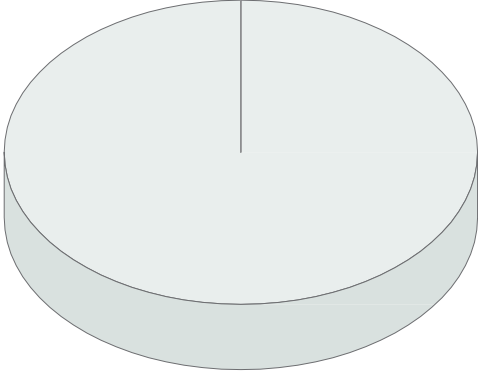
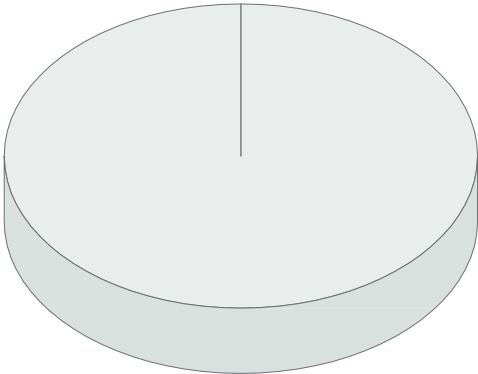
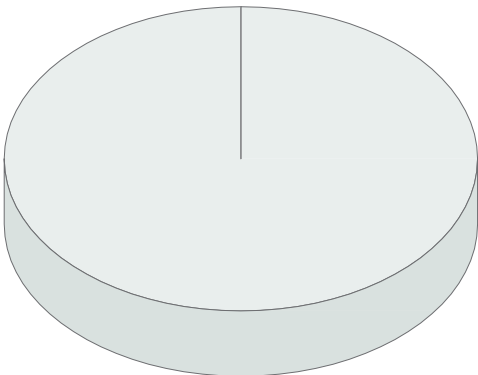
Table 4

Identity circles

To help illustrate and explain the three circles, the MindSpring trainer can draw up his/ her own identity circles and refer to these as an example. Alternatively, the table below can be used as an example:

Table 4

Identity now, in the past and in the future

	Now
	In the past
	In the future

Group meeting 6

Gender and gender norms

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions about last session's topics.
- Go through the ground rules and place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: For the participants to better understand their own gender norms as well as those that prevail in Denmark. Further, participants should consider if anything has influenced their respective gender norms as a man or a woman. How have gender roles played out in their lives in the past and how has that changed until now in Denmark, where they may encounter new gender norms?

Presentation

Gender roles and equality

Our identity as a woman or a man is influenced by the society in which we live and will often change when we move to a new country with different gender roles.

Gender identity is about how someone feels or identifies as e.g. a woman, a man, non-binary etc. However, what does it mean to be a woman or a man? This is different for every individual, but we are all influenced by the gender roles that we see in society around us. These prevalent gender roles affect how we expect men and women to be.

Gender is both biological (which is often referred to as sex) and social. The biological is related to how our bodies are constructed and how they function. The social is about how we interact when we are together: how we each understand, talk about, and perform our roles as a woman, man, or non-binary. There are therefore many different perceptions of what gender means and entails for people. It is about what men and women are capable of physically and mentally, but also what is expected from their behaviour and interactions with others publicly and privately.

Gender, however, is also shaped by social interaction and we do have an influence in how we portray our gender and other identity markers that are important to us. We use words like 'femininity' and 'masculinity' to express gender norms. In Denmark, if you wear a dress, most people would assume that you are a woman, as a dress is considered feminine. In other countries, men commonly wear tunics and skirts. Society ascribes certain attributes to gender: i.e., women are caring and sensitive while men are more temperamental and decisive. We all know that these characteristics do not always hold true. Opportunities are not dependent on gender. Everyone has a right to equal opportunities. Every person should have equal opportunities for personal development, to choose the job or career they want, and/or to start a family: no-one should experience discrimination on the basis of their gender.

EXERCISE

Gender norms in Denmark

This exercise focuses on gender identity and gender norms in Denmark. The purpose of the exercise is to make participants aware of their own gender norms and gender identity. The participants are asked to share their impressions of what it means to be a woman or a man in Denmark. Often, when we are aware of social norms around us, we become more open to new ideas, make new personal choices, and improve the quality of our choices.

Instructions:

- The MindSpring trainer asks the participants to form small groups of 2-3. The participants are asked to discuss their views on the questions below and write notes.
- Ask the participants: *How have you experienced gender norms in Denmark?*
- The MindSpring trainer now addresses the whole group and asks the participants to share their discussions. The MindSpring trainer may also like to take notes on participants' ideas about gender norms on a flip over.
- Also ask the participants if gender roles in Denmark have surprised them. If so, which? The more aware we become of what stands out about gender norms in our society, the more aware we will also be of our own gender norms and identity as a man or a woman.

Presentation

Gender norms in a marriage

Leaving one's own country and settling in another with new gender norms can affect a marriage and family relations. Family members within the same family may perceive the country and its norms differently. Expectations of men and women are also likely to vary from the home country to the new country.

This can for example be about paid work outside the home, the responsibility for chores at home, e.g., cleaning, cooking, child minding, managing finances, shopping, and overall decisions for the family. Most parents who are new to Denmark find that expectations and presentations of femininity and masculinity are different than those they are used to. Spouses may not always agree on perspectives regarding gender roles. It can be difficult to understand these changes and differences and the consequences they may have for one's family in the current moment and in the future. These differences can cause frustration and can be challenging. To prevent conflict and alleviate frustration, it helps to share the experiences each spouse has as husband and wife and talk about what it feels like to be a man or a woman in Denmark.

EXERCISE

Gender roles and marriage

In this exercise, the participants are asked to reflect on the challenges women and men encounter when they arrive to a new country and how this may affect the family and spousal relationships.

The purpose of the exercise is for the participants to gain awareness regarding the changes that may occur in a marriage and within a family in a new country. In particular, the participants will learn about the challenges that can affect their spouse and how to offer support when needed.

Instructions:

- Hand out **Table 5** to all participants.
- Draw two people on a flip-over as an illustration of a married couple who have had to flee their home country and now live in Denmark, where they have no friends or acquaintances.
- Invite the participants to help create this couple's story by asking:
 - *What are their names?*
 - *Where have they come from?*
 - *How old are they?*
 - *When did they arrive in Denmark?*
 - *How many children do they have?*
 - *What were their professions in their home country?*

Set aside 10 minutes for this part of the exercise.

- Ask the participants to form smaller groups. The groups are asked to discuss what may be new to the couple in Denmark, including what could be new to the husband and the wife respectively and how they each experience general work/life conditions such as:
 - Work
 - The home (tasks and responsibilities)
 - Education
 - Leisure/ interests
 - Dress
 - Children (how parents relate to their children)
 - Friends/family
 - Other?

Set 20 minutes aside for this part of the exercise.

- Now, have a large group discussion:
 - *How may the husband feel? How may the wife feel?*
 - *What changes for the husband and the wife respectively, and what has caused these changes?*
 - *What are some of the challenges they may have in their marriage and in their family, and where could this lead? What could be challenging, and what could this couple do?*
 - *Have you come across any other challenges related to gender that we have not discussed today? Which ones?*

Set 30 minutes aside for this part of the exercise.

EXERCISE

Role play - challenges between husband and wife

This exercise is a continuation of the previous exercise. Again, we are going to look at the family, the husband, and the wife.

The purpose of this exercise is for the participants to become aware of how challenges between spouses can arise and be dealt with. The participants will have an opportunity to act out various situations that could arise between husband and wife and see different ways in which these can be handled.

Instructions:

- Ask the participants who would like to play the mother and the father in the family. Throughout the exercise, it is important to use the roleplay names for the mother and father. The husband and wife are seated on two chairs in front of the group.
- Explain to the participants that the rest of the group decides what will happen next at each step in the conflict. You can also switch actors throughout the exercise to give everyone a change to roleplay.

SCENARIO 1:

Set the scene for this family: their children have all started attending either school or day-care. The parents have both been attending a language school in hopes of learning enough Danish to get a job. The mother's previous work experience in a kindergarten has landed her a job. The husband has work experience too but has not yet found employment. The mother is very busy: she must work, cook, and care for the children when they get home from school. The father often displays mood swings and has started to withdraw from his family.

Instructions:

- Ask the whole group: *What should the mother say to the father when he is in a bad mood?*
- Ask the participants for their suggestions. If there are multiple suggestions, you can assist the group by choosing one idea.
- The mother now acts out this response, as decided by the group.
- Now, ask the father to respond to the mother, and let the couple act out a dialogue in a way that feels natural to them.
- If there is a quiet pause, ask the father: *how did it feel when she spoke to you like that?*
- Now ask the whole group: *what else could the mother have done?*
- Then ask the mother to act out the new answer.
- Then ask the father: *how do you feel this time?*
- Stay 'thank you' to the two actors and invite two new participants who would like to act out the roles of mother and father.

SCENARIO 2:

Present this scenario as a continuation of scenario 1 as the conflict develops. Not long after, the father is offered a job and he is much happier. The job, however, is quite far away from home, which means he is away from home three times a week.

- First, the father is going to tell the mother about his new job. Then, we will see how the mother reacts. Leave room for a brief dialogue if it happens naturally.
- Now ask the mother: *how did you feel when he told you?*
- Ask the father: *how did you feel when you heard the mother's reaction?*
- Ask the whole group: *what else could the father have done?*
- Let the participants contribute. If there is more than one suggestion as to what the mother can do, you can help the group choose one idea.
- The actor who plays the father is now going to act out what the group has decided.
- Now, listen to the mother's reaction to the father and let the two have a brief dialogue if it happens naturally.
- When a natural pause occurs, you can interrupt and ask the mother: *how did you feel when he spoke to you like that?*
- Now ask the group: *could the mother have reacted in a different way?*
- Then, ask the mother to play the role again in a different way.
- Ask the father: *how did the mother's reaction make you feel this time?*
- Remember to say 'thank you' to the actors.

CONTINUATION

If you have time, and you find there is interest, you may like to continue the role play based on other scenarios suggested by the group.

CONCLUSION

When you have finished roleplaying, ask the group the following questions and record their answers on a flip-over.

- *What did you think of this exercise?*
- *Do you feel it has inspired you to have new thoughts on gender roles and how to live together as husband and wife?*

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner each time. This helps the participants leave the meeting feeling empowered. The MindSpring trainer can:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

The group has now completed half of their group meetings. As the MindSpring trainer, you might want to open up for a chat about the future of the group. It is common for the participants to bond during their time together at the group meetings, and now is a good time to talk about how their relationships could be continued once the group meetings are over.



You could start by asking the participants:

- *Would you like to stay in contact with each other going forward? How?*
- *Would you like to meet up again after the MindSpring meetings are over, and how/where?*
- *How can you best support each other in the future?*

Additional materials

Table 5

Table 5

Names:		
 		
Country of origin: Age: Length of time in Denmark: Children: Profession:		
	What do you find to be new in Denmark?	What do you find to be new in Denmark?
Work		
Home		
Education		
Leisure time/ activities		
Clothes		
Children		
Friends / family		
Other?		

Group meeting 7

Stress and stress management

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to last meeting's topics.
- Go through the ground rules and place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: For the participants to become more knowledgeable about stress, learn to recognise stressful situations, develop strategies to manage these situations and the feelings that come with them, and minimise symptoms of stress. This group meeting also aims to alert the participants to the spill over effects of one family member's stress to other family members (i.e., children and spouse).

Presentation

What is stress?

Stress is a feeling of emotional or physical tension that is often a reaction to external challenges or demands.

Stress can be a significant burden that can manifest itself in various ways, including insomnia or feeling agitated. The effects often extend beyond the victim of stress and affect other people in the household. The responsibilities associated with parenting can be extremely difficult to fulfil for someone affected by stress. Decision-making and behaviour of everyone in the household will be impacted, leading to further distress for all family/household members.

Stress can also work as a stimulant, though, and it can therefore be a positive drive that pushes us through difficult or demanding circumstances. In a time of acute danger or significant stress, the body will mobilise extra strength to manage. The stress response is the body's automatic way of protecting itself.

Long-term stress can manifest itself as stomach-aches, anxiety, panic, irritability, nervousness, eating disorders, misuse of alcohol or medicine, and/or loss of memory.

There are generally three kinds of stress. You may like to note the below on a flip-over:

Daily challenges and everyday problems, such as:

- Your bike is broken just when you needed it.
- You have an exam or test.
- The train is late meaning you will also be late.

Acute stressors - a serious event happens suddenly or unexpectedly, such as:

- Someone close to you passes away suddenly.
- Natural disasters.
- Accidents.

Long-term stressors, such as:

- Extended illness.
- Long periods of time spent in an asylum detention centre or refugee camp.
- Significant and enduring work-related demands.
- Long-term uncertainty regarding the welfare of family or friends.

Any of the situations above can result in symptoms of stress. People respond to stress in different ways. For some, symptoms may be numerous and ongoing, while for others, symptoms may be short-lived. In any case, stress affects our body and our mind.

EXERCISE

Recognising reactions to stressful situations

Instructions:

- Create a table with four columns as below. Write up a couple of examples (as per table below).
- Ask the participants to think of other examples and possible spill over effects.

Situation	Physical reaction	Psychological reaction	What happens?
Ordinary, daily challenges: Taking an exam or test	<ul style="list-style-type: none"> • Surge in physical activity; shaking; shivering; and sweating. 	<ul style="list-style-type: none"> • Tensed muscles; anxiety; and feeling challenged. 	<ul style="list-style-type: none"> • Improved concentration; focus; and attention.
Acute stress: Witnessing a traffic accident.	<ul style="list-style-type: none"> • Shock; reliving the situation in slow motion; rapid heartbeat; and flow of adrenaline. 	<ul style="list-style-type: none"> • Scared, but composed. 	<ul style="list-style-type: none"> • You act; stop the accident; and provide first aid. • You can also have a freeze response. Afterwards, you relive the experience several times. Fatigue sets in.
Long-term stress: Long-term stay in a detention centre; uncertainty surrounding residence permit; and uncertainty regarding general family situation.	<ul style="list-style-type: none"> • Sleeping problems; headache; illness; and tension. 	<ul style="list-style-type: none"> • Anger; irritation; depression; and feeling powerless 	<ul style="list-style-type: none"> • Tension; short fuse; temper outbursts; passive; drained; unable to concentrate; and exhaustion.

EXERCISE

What to do when you are feeling stressed?

In this exercise, participants become aware of what they can do when they experience stress.

The purpose of this exercise is to give insight into various stress management options, to learn from other people, and also to draw on the group's multicultural composition to learn coping strategies from each other.

Instructions:

- Draw on a black-/whiteboard as below and ask the participants to contribute with their own examples.
- Ask the participants:
 - *How can you tell if someone is stressed?*
 - *What can you do if you experience stress?*
- Contribute with your own examples or use the examples in the table below.

This can be run as a whole group exercise or the participants can work together in groups of two to complete the table. In the latter case, the groups should each share their examples with the whole group.

How do you and other people know when you are stressed?	What can you do to feel better?
<ul style="list-style-type: none"> • You feel tense and restless. • You seem out of balance. • You isolate yourself from others. • You overreact easily and often with anger. 	<ul style="list-style-type: none"> • Play a sport or exercise. • Relaxing stretches. • Take medicine (sleeping pills, calming medication). • Spend time with friends. • Rituals • Pray • Meditate • Music

Presentation

Ineffective ways to alleviate stress

Many people turn to the methods listed below to alleviate stress. Short term, the methods may have a benefit in reducing stress, but long-term, there can be serious consequences.

The following methods are therefore to be discouraged:

- Denying the cause of the stress.
- Suppressing symptoms by using medicine, alcohol, or food/binge eating.

EXERCISE

Energiser

The content of this topic can be 'heavy' to work with. It can therefore be a good idea to break the tension with a physical activity. Inspiration can be found in the attachment section of the manual under 'energisers'.

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Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner each time. This helps the participants leave the meeting with feeling empowered. The MindSpring trainer can:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

Additional materials

Symptoms of stress

How does the body and mind react to stress?

Reducing stress and stress-related issues

Symptoms of stress

The purpose of this topic is to increase the participants' knowledge about stress and stressful situations so they can better help themselves and deal with situations and symptoms of stress.

Symptoms of stress can broadly be divided into four categories:

- Physical symptoms.
- Behavioural symptoms.
- Psychological and emotional symptoms.
- Other symptoms.

Stress influences our body, behaviour, emotions, and thought patterns. Stress can manifest itself as stomach-aches, anxiety, panic, irritability, procrastination, disordered eating, misuse of alcohol, and/or memory loss. A negative spiral can cause stress to lead to sleeping disorders, which can be a source of stress in and of itself.

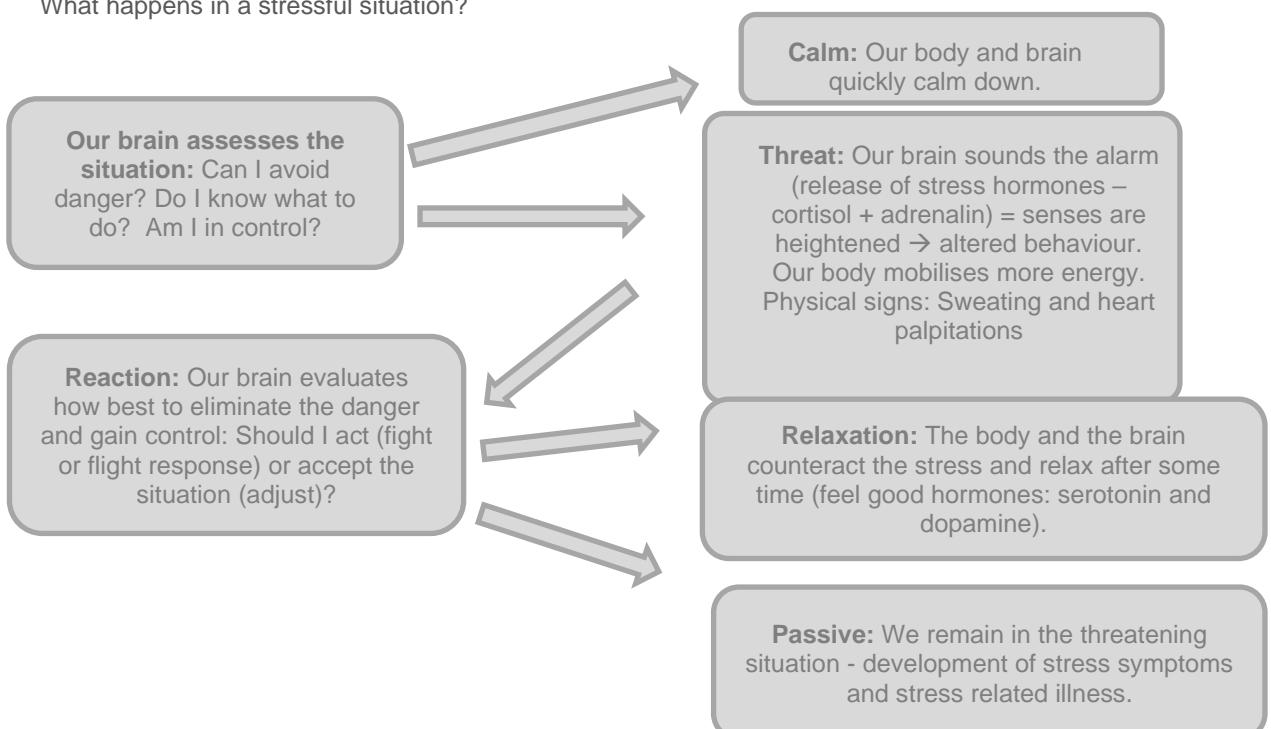
When we are faced with a dangerous situation, our body and mind alert us to circumstances that we are not likely to be able to manage and send an alarm to our brains. Our body releases the stress hormones *cortisol* and *adrenaline* and our senses become alert and our behaviour is altered. We may start to sweat and our heart beats faster (see more examples in the table below).

If the brain assesses that we can remove the threat and gain control, the body will produce the calming "feel good" hormones dopamine and serotonin., and in this way the body balances out the stress.

If the brain assesses that we cannot or do not know how to alleviate the treat, however, the body will remain in a high-alert and stressed state. In this case, we risk developing a stress-related illness.

How does the body and mind react to stress?

What happens in a stressful situation?



Physical symptoms	Behavioural symptoms
<ul style="list-style-type: none"> • Headache. • Back pain. • Tight shoulders and stiffness in neck. • Digestive conditions. • Stomach-ache. • Heart palpitations. • Cold and sweaty palms. • Restlessness and unease. • Exhaustion. • Dizziness. • Tinnitus (ringing in ears). 	<ul style="list-style-type: none"> • Domineering and irritable. • Overly critical of others. • Inability to complete tasks. • Teeth grinding during sleep. • Immoderate drug and alcohol use. • Eating disorders (too much/too little). • Excessive smoking • Sudden crying, eyes welling up • Sleeping problems
Mental or emotional health symptoms	Other symptoms
<ul style="list-style-type: none"> • Irritable, easily agitated. • Unsettled, frustrated. • Hot-tempered, bursts into tears. • Nervousness, moodiness, feelings of chaos. • Overwhelming feelings of being under pressure. • Feelings of powerlessness and discouragement. • Feelings of unhappiness without an obvious cause. • Unable to bring about change. • Boredom, emptiness, feeling emotionally numb, or lacking emotions. • Everything has lost meaning • Loneliness or feeling alone. • Unable to laugh, negative outlook. 	<ul style="list-style-type: none"> • Difficulty thinking clearly • Forgetful • Indecisive • Memory problems • Memory loss • Problems concentrating • Lacking creativity • Unable to solve problems • Wanting to run away • No sense of humour

Reducing stress and stress-related issues

When wanting to reduce stress and stress-related issues, consider a three-level approach: the cause of stress, the affected person (oneself), and the stress-related issues.

The cause of stress

In some instances, it is possible to catch symptoms of stress early on or avoid it altogether by changing or avoiding certain situations. To avoid certain situations that may remind you of traumatic situations is an effective approach if the situation is truly uncomfortable and you do not want to or cannot change the circumstances. You may be living with noisy neighbours or have a job that you are not happy with. To change what triggers your stress is equally effective, but not always possible if the situation is beyond one's control. In that case, other ways of handling the stress have to be considered.

Personal skills

In most instances, the most effective way to manage stress is to know yourself and your reactions to stress. When you have this knowledge, you can care for yourself and look better after yourself in the future. In this way, it is possible to learn to handle stressful situations in a better way. The keywords here are: insight, new skills, and different perspectives.

Stress-related issues

It is important to learn to recognise symptoms of stress and learn how to use previous experiences to help oneself, let go, and/or relax. After a stressful situation or period, the body will be affected, and it will take time for your body and mind to find peace again. If you are affected by stress over a long period of time, it can take months for the body and mind to destress and relax.

Ways of minimising stress

Fortunately, there are many effective ways of minimising stress: ways to make stress more manageable and to live with stressful situations. Some examples may be:

A	To learn to relax Relaxation exercises Breathing exercises Meditation
B	Lifestyle changes Healthier food Sports and exercise Minimise things you depend on Hobbies and spending your free time in a better way
C	Personal skills Make confident choices Improve communication React positively, use humour and optimism Self-awareness and insight Constructive and forward thinking Good planning Goal-oriented and decisive Conflict resolution, negotiating, delegating
D	Problem resolution Actively solving problems
E	Reflection and processing Demonstrate feelings Social support Professional support Finding ways to distract and de-stress

Group meeting 8

A normal reaction to abnormal experiences
Trauma and traumatising experiences

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to the topics discussed last time.
- Go through the ground rules and place a copy of these on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: For the participants to understand that extreme events from their past may still be influencing how they respond in certain situations. Further, the participants should leave this meeting knowing that it is normal to react to abnormal circumstances in a range of ways. Self-help is a possible and positive way to move forward, though this process is in the hands of the individual.

Participants should get to know various reactive patterns when facing abnormal experiences and that trauma may be a consequence of experiencing extreme events while also understanding that trauma is not always a consequence of such events. Individuals can work through and deal with some trauma independently, while working through other trauma may require support from a mental health professional. It is important for the participants to know that children can also experience trauma directly through their own first-hand experiences (primary trauma) and indirectly through their parents' experiences (secondary trauma).

Important! Please note that the purpose of this meeting is **NOT** for the participants to share their own traumatising experiences. The intention is for the group to discuss in general terms the cause and effects of trauma including good advice as to how to handle traumatic experiences. Make it clear that the intention is not for the participants to share their own experiences. This will likely be a relief to some participants, since the topic of trauma is heavy and emotionally demanding.

Presentation

What is trauma and what does it mean to be traumatised?

Trauma is a concept that transcends all cultures and languages. Trauma is the Greek word for 'wound'. The concept of trauma is often used in Western culture in the context of counselling in situations of war- and fleeing. Figuratively, we speak of such pain as 'wounds to the soul and/or the emotions'. We use the term *traumatised* to describe a person who has had numerous extreme and painful experiences that are so severe and difficult that, in the short or long term, they have led to serious psychological, physical, and social problems. Experiencing prolonged stress can also cause trauma.

One of the main differences between being traumatised and experiencing stress is in one's self-image and how one views the surrounding world. A traumatised person typically displays a high level of distrust towards others and a changed attitude towards life. For many, trauma makes it hard to be themselves. This can have a significant impact on daily life, and these individuals may need to seek professional help.

EXERCISE

What are some of the experiences that can lead to trauma?

We have all gone through serious and sad experiences in life and felt the aftereffects. These experiences often leave us feeling unhappy or angry. Some experiences, however, are more severe, and their impact can have long-lasting consequences.

The exercise below identifies some events that may result in trauma.

Instructions:

- Ask the whole group to name some experiences or events that could carry the risk of trauma.
- Record the participants' answers on a black-/whiteboard. Avoid making the list too long.
- Try to also record experiences which are not directly related to life as a refugee.

The following can be used as a list of examples and experiences that may cause trauma:

- Serious traffic accidents
- Physical violence or threats using weapons (directed at you or someone else).
- Sexual abuse
- Threats of violence
- War
- To have to flee from one's home
- Life-threatening experiences or a sudden and unexpected confrontation with death
- To experience human evil (e.g., torture)
- To witness death or injury to a friend or family member
- To experience shocking events repeatedly within a short period of time

The above is a non-exhaustive list of events that can cause emotional trauma. A trauma can be understood as an event that brings us face-to-face with death or a situation where we fear for our life.

Presentation

What does it mean to be traumatised?

A person is traumatised if they have experienced one or more extremely overwhelming and difficult events, as per the examples above. These experiences are so incomprehensible that they, in the short or long term, can lead to serious personal problems and trauma. Such reactions may present as minor or major obstacles in a person's daily life. These manifestations of traumatising, however, are normal reactions to abnormal experiences. It is important to understand that trauma is not a deficiency in a person, nor is it an abnormal or wrong way to react. Trauma relates to the unfathomable, inhuman, and/or extreme experiences a particular person has gone through. If the repercussions of a person's trauma are ongoing and impede their daily life, however, it may be time to seek professional help.

Further to physical injury and damage to the body caused by violence or accidents, psychological, and emotional harm may surface because of traumatisation. This harm can manifest itself as feelings of hopelessness, lack of trust in other people, and/or a (negatively) revised perception of the immediate surrounding world. Another change may also be a new sense of self. It may be hard to recognise the old self and easy to feel helpless and fragile. Social impacts can also affect daily functioning and become concerning (e.g., a perceived need to isolate and avoid other people).

Potential symptoms of trauma may be:

- **Reoccurrence:** You may relive the extreme events repeatedly, as if they just happened (i.e., as a flash back).
- **Avoidance:** You may start to avoid certain things that remind you of unbearable events and difficult times.
- **Constant state of emergency:** You may find it hard to relax and always be on the lookout for danger. You may also feel that you are not in control of your own body and mind.

EXERCISE

What are normal reactions to abnormal experiences?

Trauma can manifest itself physically, psychologically, and/or socially and can influence many aspects of our life (e.g., work, with family, or when we are alone).

Instructions:

- Draw three columns on the blackboard or on a flip over to illustrate the reactions below. The three categories are physical signs, psychological signs, and social/emotional signs. Select only a few examples from the table below. That way, the participants can add their own more personal examples into the table.
- Be sure to check that the participants have a common idea of the three categories. You can establish a common understanding of each category through an example of your own.
- Ask the participants: what is an example of a reaction or consequence of experiencing an abnormal or serious event? Grief and/or loss is considered a normal reaction, even when the grief is prolonged and difficult. You can ask the participants to discuss in groups of two and to record some of the reactions they discuss.
- Extend the table as you record the participants' answers.

Examples of normal reactions to abnormal experiences:

Physical	Psychological	Social/ emotional
<p>Constant state of bodily emergency</p> <p>Headaches that may last for months or even years and reoccur in certain situations</p> <p>Pain that is not immediately traceable</p> <p>Stomach-aches that are not immediately traceable</p> <p>Problems sleeping</p> <p>Nightmares</p> <p>Excessive perspiration not related to physical activity</p> <p>Heart murmur or irregular heart rhythm</p> <p>Forgetfulness and lack of concentration</p> <p>Restlessness</p> <p>Breathing difficulties, either in the form of hyperventilation or shortness of breath.</p> <p>Body aches - feels heavy, muscle pain</p> <p>Menstrual problems. Irregular or not occurring.</p> <p>Lowered sex drive or no drive at all Both men and women can experience this and it can last over a longer period of time.</p>	<p>Aggression or anger (becoming aggressive without reason)</p> <p>Irritation (a more subdued reaction than aggression or anger)</p> <p>Fear of breaking down, lack of control in situations, or fear that events may repeat themselves.</p> <p>General lack of energy, feelings of exhaustion and/or powerlessness</p> <p>Breaking down in tears regularly for no apparent reason</p> <p>Feelings of hopelessness or not being able to see a way out of a situation</p> <p>Restlessness</p> <p>Deep sadness or grief</p> <p>Difficult concentrating</p> <p>Memory loss</p> <p>Re-experiencing: repeated thoughts that occur again and again or flashbacks to past experiences that feel very real</p> <p>Feelings of guilt (e.g., feeling guilty for being alive, when others have died)</p> <p>Destructive or damaging internal dialogue: should I have acted differently?</p> <p>Shame: Feeling ashamed of one's inner feelings or how one reacted in a certain situation</p>	<p>Changed behaviour that differs from a person's normal behaviour.</p> <p>Isolation and avoidance: avoiding people, even family and friends. Avoiding everything that carries memories of one's previous life and extreme events of the past.</p> <p>Alcohol abuse – A person can begin to drink alcohol to forget what has happened or to alleviate the pain. This can, in the worst case, become an addiction.</p> <p>Substance abuse – A person can begin taking different drugs (e.g. weed) to avoid feeling uncomfortable. Similar to drinking alcohol, an exaggerated use of drugs can lead to addiction and severe issues.</p> <p>Difficulty learning due to loss or impairment of memory and/or concentration</p>

Please note:

- Discuss the physical, psychological, and/or social and emotional reactions as normal reactions that will eventually pass.
- Explain the sensitive nature of the topic and warn participants that it may stir up emotions.
- It is assumed that the participants have all had difficult experiences. It is not assumed, however, that they are all traumatised by their experiences.

Following the exercise, please clarify to the participants that:

- During and after the exercise, it is important to clarify that reactions (such as feeling traumatised) is a response to extreme events in life.
- Likewise, it is important to emphasise that the examples and reactions listed are normal. In due time, they will lessen and may even disappear even if the original experience and memory does not. Everyone finds a way of living with their experiences.
- Make sure to also emphasise that if the extreme reactions do not subside or if they worsen, it may be necessary to seek professional help. The co-trainer should have information available regarding how and where to get such help.
- Emphasise that although we do not forget traumatic experiences, but we learn to live with them.

Most people prefer not to talk about the traumatising experiences they have lived through. Even so, it can be valuable for the participants to be aware of how they themselves are coping, feeling, and thinking, and to share these insights with the group. In the additional materials for this meeting, you will find a further exercise regarding avoidance.

EXERCISE

Film: 'How to live with trauma'

It may be relevant to show the film "How to live with trauma" to the group. The film tells the story of five refugees and documents their personal journeys and fights to create a good life for themselves despite previous trauma. The film may cause strong feelings and it is therefore recommended to have a short break after watching the film. Be aware of how the film may affect the participants. The co-trainer should be especially observant and look out for such reactions. The film is approximately 20 minutes long.

You can find the film on traume.dk under the tabs 'Viden om traumer' and 'Film'. The film is available in Danish, Arabic, Somali, French, Burmese, Albanian, Bosnich, Farsi, and Nepali.

Presentation

Professional help

It is important that anyone who is experiencing serious signs of trauma seeks professional help. Help is available through the Danish health care system, which also offers specialised care for trauma patients. The treatment will incorporate the patient's past and includes the entire family to address current social and/or economic problems. Your doctor can make this referral for participants.

Here, the co-trainer should explain and list local trauma treatment programs.

EXERCISE

What can you do to help yourself?

The purpose of this exercise is for the participants to become aware of what they can do for themselves if they experience symptoms of trauma. The purpose of the exercise is to provide insight into what coping strategies are available, how to self-manage trauma, and to learn from other participants' experiences and how they go about managing their trauma.

Instructions:

- Using a black-/whiteboard, make a frame similar to the exercise in group meeting 7, where the participants' discussed what you can do when you are stressed.
- Ask the participants: *what could you do if you notice signs of trauma?*
- Record the participants' suggestions on a black-/whiteboard.
- Do not worry if some of the answers are similar to those from group meeting 7.
- Contribute with your own examples or use examples from group meeting 7.

Presentation

Children and trauma

Children can experience trauma too. When children are exposed to violence or when they live in a family where one or both parents are traumatised, it can affect them. Children, like adults, can have physical, emotional, and social reactions that require intervention or professional help. Children can also be traumatised by their parents' inability to create a secure and caring environment during their upbringing. This can happen if the children are exposed to violence or witness other people being exposed to violence in their home. Children can also become traumatised from living with a parent who is traumatised. This is called secondary traumatisation.

It is therefore important that parents are alert to their children's reactions and behavioural changes. Trauma in children may also manifest as misbehaviour in school. It is important that anyone who notices a change in a child's behaviour or well-being – teacher, parent, or other – seek help for the child.

Here, it is appropriate for the co-trainer to provide further information regarding local resources to the participants.

EXERCISE

How to help children who are experiencing trauma

The purpose of this exercise is to help participants identify trauma to give them the resources to help their children that may be experiencing trauma or exhibiting symptoms of trauma.

Instructions:

- Ask the participants if they have come across children behaving in certain ways which may indicate that they have experienced violent events or trauma.
- Write down the parents' observations on a black-/whiteboard.
- Then, ask the parents to suggest ways to help these children or their own child in handling these reactions or trauma. The parents may have gone through the same experiences themselves or, if they have ever lived with a traumatised person, they may share how the effects of trauma influences daily family life.

You may draw on the ideas for parental reactions below:

- Be attentive to your children and their reactions
- Make sure you create a safe and secure environment for your children: keep your promises, spend time with your children, ask them how they are, listen to them, etc.
- Have set routines around family life - this creates a schedule of predictability
- Give care
- Seek help if you are unsure of what to do or unsure of what your child should do

EXERCISE

Relaxation exercises

Following an emotionally loaded topic like trauma, it is important to relax. You can do this immediately after the exercise or at a different point before the end of the day. Relaxation music can be valuable and may be a method of relaxation the parents can continue at home. See the attachment section at the end of the manual for further examples.

Conclusion

It is important to conclude every group meeting and the topics discussed in the same positive manner. This helps participants leave the meeting feeling empowered. The MindSpring trainer may like to:

- Draw together the main points: *what have we discussed today?*
- Ask the participants one by one: *what has been valuable for you today?*
- Address the group as a whole and ask:
 - *Does anyone have any questions about the MindSpring program or our topic today?*
 - *How do you feel about our meeting today?*
 - *What has been helpful for you today?*
- Encourage the participants to think about what has been discussed today and ask questions next time.
- Briefly introduce the next group meeting.

Additional materials

Trauma

Traumatic experiences for children

Resilience

Additional exercises focusing on avoidance

Trauma

Trauma is a normal reaction to abnormal experiences such as extreme violence, war, and/or fleeing a country, all of which involve long-term stress. Many learn to cope with the consequences of traumatic experiences, though some effects may be so debilitating as to require professional help. In Denmark, anyone who has experienced trauma is offered specialised professional assistance. In these sessions, patients learn techniques and methods to alleviate some of the difficulties they are experiencing.

At our meeting today, we are going to discuss what may cause trauma, how people may react, and what we can do individually to prevent these reactions. Further, all participants should be aware of the specialised professional assistance available to them in Denmark. The co-trainer is primarily responsible for informing and advising participants about these options as well as where participants can go to seek help.

Consequences for children who experience trauma

Some children are more resilient than others. For some children, trauma symptoms last a few weeks, whereas for others, consequences of their trauma may be tangible for months and even years. Likewise, the struggles associated with the experienced trauma can range from relatively minor to serious and influence many aspects of the child's development. Children who are seriously affected can react in different ways depending on various things such as the type of trauma the child has experienced, the child's age, the child's personality, the severity of what has happened, and whether the child feels supported by family or not.

Children can react to trauma in similar ways to adults and their experiences can impact their ability to learn and future development. It is important to note that children also experience secondary trauma, which is the trauma they feel through their traumatised parents. Violence in the home can cause trauma in children as well.

Resilience

When we talk about a person's resilience, we are referring to their personal strength in the face of adversity.

Over the years, studies have followed children and young adults who have experienced excessive emotional burdens and still managed to do well in their lives. These studies examined the factors that contributed to the children/young adults' abilities to do well despite experiencing serious things like war, catastrophes, or a difficult upbringing. This type of research is focused on resilience and the factors that bring good health and personal strength.

Other research and experiences from Norway show that the immediate period of time following even a substantial trauma has a major influence on a child's future life. Other important factors are the child's physical and psychological resources, the resources of the family, and the help available in the child's own network and local community.

Research furthermore shows that the following factors are vital:

Coping skills

- That the child receives help in strengthening their own identity and developing personal skills
- That the child receives help to alleviate stress
- That the child has experience in turning a situation around for the better
- That the child develops social competencies (e.g., learns to cooperate with others, share thoughts, knows how to listen, follow rules, etc.)

Creativity

- That the child has creative outlets and experiences (e.g., drawing, painting, music, drama, etc.)

Experiencing a meaning to life

- That the child achieves a positive outlook and belief that life is worth living in spite of adversity and extreme experiences

Community

- That the child has opportunities to share thoughts and feelings with others
- That the child has their identity validated
- That the child experiences a sense of belonging with a group of other children

Continuity

- That the child regains a sense of predictability: life is yet again predictable – tomorrow and next week will be more or less like today.
- Furthermore, at least one adult must be continually available for the child for an extended period of time.

Source: Trine Waaktaar and Helen Christie: "Strengthen What is Already Strong. A handbook in resilience for group use with children experiencing psychosocial symptoms". The Municipal Publisher, Oslo, 2000.

Avoidance exercise

The following exercise focuses on why it may be difficult for some people to talk about their past.

Instructions:

- As a whole group, ask the participants to speculate on what some of the reasons why some people may not want to talk about traumatic experiences may be.
- Record the answers from the group on a white-/blackboard.
- You may add some examples from the list below.

Reasons why some people may avoid talking about their past:

- To avoid certain memories
- Fear of confrontation
- Fear of incorrect interpretation or being misunderstood
- Fear of information not being kept confidential by other people
- It is out of character to talk about one's feelings
- It may not be culturally acceptable - 'but you can't do that'
- It is hard enough to listen to other people's stories, let alone adding to share one's own experiences
- Shame and guilt
- It is too big to grasp or work through - it will always be there, never to be forgotten.

For most people, the biggest hindrance to sharing feelings is that they are scared of their own thoughts. Often, these feel too sad, overwhelming, or deep. Memories of past experiences can be very scary and cause some people to avoid any reminders of the past. It is therefore very important not to force anyone to relive their feelings by asking them to share traumatic experiences or memories.

Although avoidance may seem like an appropriate strategy for managing past traumatic experiences, it can also develop into a hindrance that can become personally isolating and distance one from the rest of the world, including one's own children in some cases.

Relaxation and energisers

Following emotionally heavy and draining topics like stress and trauma, it is highly recommended that you lift everyone's spirits with an energiser. You can do this by using the energisers or relaxation exercises from the back of this manual in the attachments section. There, you will also find suggestions for music to play during a relaxation exercise.

The music, relaxation exercises, and energisers can calm and de-stress the participants and distract negative thought patterns. The exercises are meant primarily for use at the group meetings, but some of them can also be used by the parents at home.

Group Meeting 9

Emotionally loaded reactions
Certificate of participation

Welcome, summary of the last meeting, and introduction

Warmly welcome everyone. Show that you are happy to see the participants. It is important that the group meetings are introduced in a similar way each time, so remember to make time for this.

Your introduction can include the following:

- Ask if anyone has any comments or questions in relation to the last meeting.
- Go through the ground rules that have been agreed on and place a copy on the wall.
- Explain the purpose of today's topics and how the meeting will be structured.

Purpose: The purpose of this group meeting is to look at how our reactions can be controlled by feelings. As parents, we react emotionally rather than rationally to situations in our children's lives. After this meeting, participants should be aware of their reactions and understand why they react in certain ways, how they can gain control of their fears and feelings, and how to parent in a more calm and predictable manner.

Remind the participants that you are meeting for the last time today.

Presentation

From an emotional point of view

In some situations, fear and/or anxiety take over and make us act irrationally. Sometimes, as parents, we try to hide how we are feeling in an effort to shield our children from our pain, but children know when their parents are not well. Trauma not only affects us, but also our family and children. As we discussed in our last meeting about trauma, those closest to us can be influenced by our behaviour.

It is therefore important to pay attention how we react, how we interact with our children, and especially to what brings about our reactions. Today, we will take a closer look at this.

Refer to the example below describing a fear of heights as an illustration of how we can coach ourselves to overcoming fears.

Fear of heights

Pretend you are standing at the top of a long, steep flight of stairs in a very old building. You have to go down these stairs, and you are thinking: "oh no, the stairwell may collapse. I will fall, I may die." You choose not to go down the stairs. You are overcome by fear and may even panic. You lose control of the situation.

In this situation, it is worthwhile to regain control through self-talk: "is it likely that the stairwell will collapse? No, it is not." It is, however, possible that you will slip and fall if you are not careful. If you are careful, you will not slip. Going down the stairs backwards and taking it one stair at a time may make the experience less stressful.

Note how fear and panic can overcome us and control how we think and act. It is only later that we can make sense of the whole situation.

People also tend to react to stressful or scary situations from their own perspective without taking the time to find out the facts, assess what may realistically happen, and why.

Similarly, many parents tend to imagine the worst possible scenario immediately when they are worried or anxious (e.g., “now my daughter/son will never marry and get a good education”).

We touched on this during group meeting 4, where we discussed worry, trust, mistrust, rewards, and punishments. Try to think back to the examples we looked at in that session and in what situations you feel you lose control. We have also talked about the reasons behind our reactions: previous trauma, fear of reactions from family members, fear of not living up to societal expectations, etc.

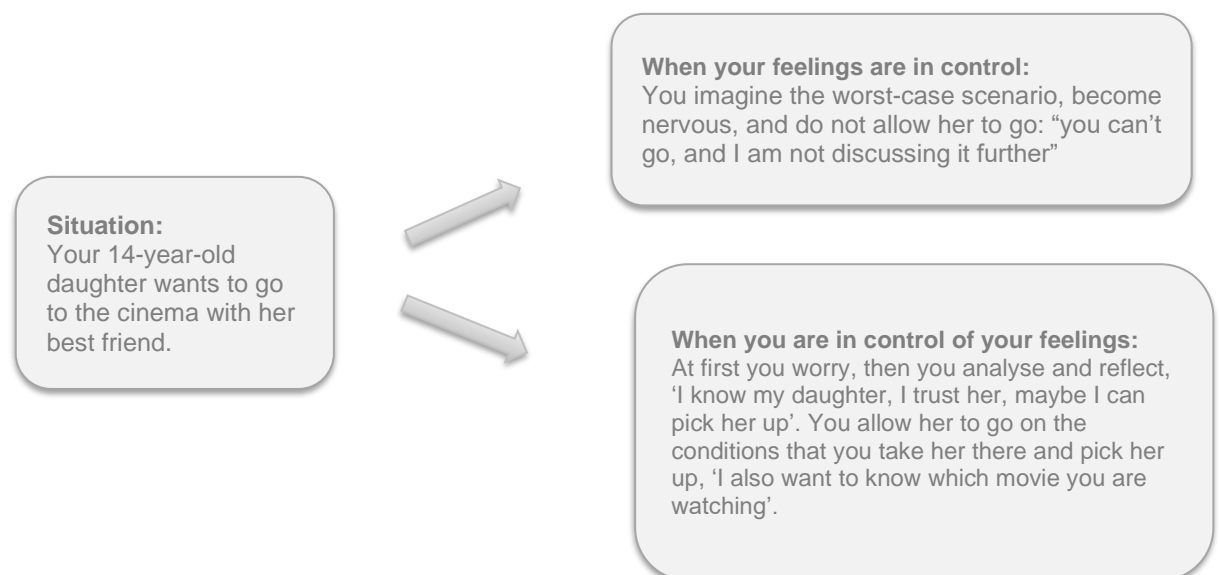
EXERCISE

When our feelings are in control

Through this exercise, the participants will get a chance to consider their parenting choices when they are in control of their feelings.

Instructions:

- Ask the participants to individually think of situation or examples of their children’s behaviour, wishes, or the like that make them nervous or make them feel as though they are losing control as parents.
- Hand out **Table 6** and ask the participants to fill it in with examples.
- Start by giving an example as per below or, alternatively, a personal example.
- Now, ask the participants to fill in table and describe how they react when their feelings are in control. Then, ask them to fill in the table and describe how they react when they are in control of their feelings.
- Ask for the participants to share their examples with the whole group.
- Write the examples collectively on a black-/whiteboard.



Advice on gaining control

As a large group, ask the participants to offer advice on how to stay in control of your feelings.

Instructions:

- Ask the participants what they do to stay in control of their feelings.
- Write the participants' answers on a white-/blackboard.

Supplement the list below with the participants' advice on how to stay in control of feelings.

When something happens, try not to react quickly. Count to 10 and try to gain a full view of the situation:

- Describe the situation to yourself: what is in fact happening?
- Describe to yourself: what you are worried about? What do you fear could happen?
- Now, rationalise this fear or worry. Is there a base for it, or it is an old deep-seated fear or insecurity and therefore not necessarily rational (is it more about your own fears, possibly an effect of trauma, or are you worried about how your family will react)? You may find yourself reacting to something very different to what you are facing. If this is the case, you are probably not thinking of the situation rationally or realistically.
- Consider another way of reacting.

EXERCISE

The future of the group

In a MindSpring group, the participants typically build a close relationship. As a group, they share confidential and meaningful experiences.

For some participants, it is hard to say goodbye and lose contact. Often, they would prefer to stay connected as a group. The participants are also likely to have formed individual relationships that they would like to continue.

Now that we have come to our last meeting, it is a good idea to have a whole group discussion about a few things:

- How would you like to stay in touch with each other in the future?
- If you would like to continue the group, how could this be done?
- How can you all help each other in the future?
- Does anyone need help? If yes, in what way?

As an example, in the past, other MindSpring participants have formed an association to create a framework around which to meet. There are no instructions about how and if the group should meet in the future after the final group session. This decision is entirely up to the participants. Since this is the last time they will meet as a group in a MindSpring session, however, it is a good chance to establish how and if they will continue the group.

.....

Conclusion and presentation of certificates

Today, we conclude our group for the last time. This is an important time. The MindSpring trainer may like to conclude with some open-ended questions:

- *We are about to finish our last group meeting. As organisers, we are interested: what are your thoughts on the MindSpring program?*
- *What have you gained from participating? What has been particularly worthwhile? And what has maybe not been as helpful?*
- We would like to thank you all for your participation and for sharing your ideas and experiences.
- Thank you very much for your stories and insights. We wish you good luck in the future, and hope that MindSpring has helped to give you a good start as parents in Denmark.

Now, it is time to present the certificates of participation. Try to make this an important and formal but happy time.

Additional materials

Emotional reactions

Conclusion of group programme

Table 6

Certificate of Participation

Emotional reactions

Most of us tend to react based on emotions. We do not take the time to find out what is really happening, but rather react emotionally and impulsively.

We all know that if we experience a fire, the most sensible thing to do is to stay calm, extinguish the fire, and call the fire brigade immediately. When we panic, we do ourselves a disservice. Panicking does not solve the problem at hand.

How we choose to raise our children is something that causes stress and panic for many parents. Why? Because most parents want to do the best possible job. They may fear losing their children or simply not know or understand what is happening.

Extra examples and text for exercise with Table 6.

At some time, we have probably all overreacted. Maybe your 16-year-old son wants to buy a moped and you react by panicking and shouting that it is too dangerous and that he will get hurt.

Maybe your 15-year-old daughter wants to go to a nightclub with her friend. Your immediate reaction is 'no, it would be too dangerous. She may be exposed to dangerous situations, meet a boyfriend, or have sex – and how would the rest of the family react?' You decide not to let her go.

We tend to jump straight to the worst-case scenario. Do we ever ask ourselves: 'would that really happen? Why do I react like this? Has he ever had an accident before? Is he irresponsible? Etc'.

These arguments may be neither true nor realistic if you know that you can trust your child.

When our feelings take over, we often react based on fear, frustration, or negative expectations. If you have already experienced negative events, you almost automatically expect more instead of having a more positive outlook. This is all very human, but not very constructive.

If you start to analyse the situation and consider: 'has she ever run into trouble before? Does she normally interact inappropriately with boys? Why should she suddenly do so now?', it may become easier to gain control of our feelings instead of letting the knot in our stomach grow and making the situation worse than it could be expected to actually become. As parents, we often imagine scenarios that will never happen. We do not see the concrete situation as it really is but instead react immediately and emotionally.

Conclusion of group programme

It is important to allow ample time to conclude the group programme. Make sure to leave time and ask the participants how they have found the group meetings and if they have built skills and gained knowledge from the meetings. Remember to also thank everyone for their contributions and participation. Finally, you will need time to hand out the certificates of participation. Try to make this a formal and personal time for each of the participants.

Ask the participants to think of situations they have experienced with their children where they have lost control or reacted emotionally. Based on these situations, ask:

- *What do you do when your feelings are in control?*
- *What do you do when you are in control of your feelings?*

Table 6

Situation:		When your feelings are in control:
		When you are in control of your feelings:
Situation:		When your feelings are in control:
		When you are in control of your feelings:

MINDSPRING

GROUP FOR PARENTS Certificate of participation

.....
has participated in a MindSpring group programme for parents.

The group programme was completed from/..... to/..... 20

MindSpring is a group programme for parents
- about raising children in a new culture when you are a
refugee/immigrant and were brought up in a different culture yourself.

Objective:

That participants gain knowledge and insight and hereby new ways
to act as well as a sense of strength in their role as a parent.

Content:

Knowledge about growing up and raising children in two
cultures – making choices, communicating with children, different
parenting- and learning methods.

A normal reaction to abnormal events including trauma and stress
Identity and identity transformation

Form:

Alternation between presentation, exercise, and dialogue.

Date

.....

.....
MindSpring trainer

.....
MindSpring co-trainer



Attachments

Energisers and relaxation exercises

Vocabulary - Danish, Arabic, Somali, Tigrinya

Handy energisers for MindSpring

Energisers are brief exercises used to redirect the mood or energy of the group. They can strengthen relations within a group, help participants focus, or completely change the focus if there is a tense atmosphere. Typically, energisers do not have content related to the topic discussed e.g., 'culture', 'identity', or 'trauma'. Instead, their function is to create a small break, make room for new energy, or break a tense atmosphere - all in the interest of the participants' wellbeing.

Getting to know each other - icebreakers

Form groups of two

Time: 5 minutes

Instructions:

- Ask the participants to stand up and spread out around the room.
- Ask them to find someone who has the same hair colour as them as quickly as possible.
- Ask them to shake hands and present themselves to each other.
- Now, ask them to find someone of the same sex as themselves.
- Continue in a similar way with 4-6 new criteria (e.g., eye colour, age, height, workplace, number of children, etc.)
- You can also ask the participants for ideas for new criteria.
- Keep a fast pace!

Kangaroo Name

Time: 5 minutes

Instructions:

Stand closely together as a group. Ask everyone to say hello to one other person. As they greet each other, they should say their name, an interest they have, or another fun fact about themselves. The interest or fun fact could be something they like to do in their leisure time or a belonging they have.

When you have greeted someone else, you take over that person's name and characteristics. For example, if you said hello to Maria and Maria likes to ride her bike, then your name is now Maria and you like to ride your bike. This is how you greet the next person you meet. Continue the exercise like this for 2-3 minutes or until the participants have had enough.

To focus and concentrate

Flower hand

Time: 3-5 minutes

Instructions:

Ask the participants to stay seated, close their eyes, and place their fists on their knees. On the count of three, they slowly (over the course of one minute) open their hands as if their fingers were petals on a flower. When the minute is up, let them know. Very few will have finished exactly on time. Some participants will have opened their fingers too fast, some too slowly.

“This is a goat... “

Time: 5 minutes

Instructions:

Stand together in a circle. The trainer hands an item, e.g., a marker or a cup to the person on their right saying: “this is a goat”. The person to the right takes the object and asks, “what is it?”, and returns it to the trainer. You receive the object, but hand it back and repeat “this is a goat”. The person to the right turn to the person to his right, hands the object saying: “this is a goat”. And the interchange is the same as before. The ‘goat’ object travels around the room, while the trainer starts sending a new object around (in the same or opposite direction), this time saying, e.g., “this is a cow”. The sequence repeats itself. Increase the tempo, and let objects travel in both directions, until it all becomes too much. Most importantly, aim for a lot of activity so no one is waiting.

Creating positive energy or changing a tense atmosphere

Imaginary ball games

Time: 5 minutes

Instructions:

Start out by pretending to dribble a tennis ball on the floor in front of you. Tell the participants that at some point, you will stop and throw the ball to one of them. They can then pass the ball to someone else while at the same time changing the kind of ball in action (e.g., change to a basketball, handball, beachball, volleyball, balloon, orange, apple, or any other ideas the participants may have for imaginary ‘balls’).

Ask everyone to stand up and be ready to receive the ball you are throwing. Whoever is throwing the ball must call out: ‘I am throwing my tennis ball to Omar’. Then, Omar must receive the ball as a tennis ball, then change it into something else before throwing it to somebody else. Make sure everyone has a turn and that the last person throws it back to you.

"Freeze!"

Time: 3- 5 minutes

Instructions:

Ask the participants to walk around the room swinging their arms. When you say "freeze", they must stop in whatever position they were in when you said "freeze". When you then say "walk", the group starts walking around again until you say "freeze" again, and so it continues. This is a brief exercise which is often handy after sitting for a long time.

1-2-3

Time: 5 minutes

Instructions:

- The participants to pair up in twos.
- Each pair should stand opposite each other and count to three.
- They take turns at calling out a number. The first person says 'one' the second person 'two', the first person 'three', the second person 'one' and so on.
- As the partners find a rhythm, they exchange the number one with a sound or a movement (e.g., they may wave their hand, or say 'hello'). The trainer gives examples of sounds or actions to make to help the participants along, but they can also decide amongst themselves.
- As the game progresses, you exchange the number two with a sound or a gesture, and finally, also the number three. In the end, there are no numbers, but just sounds or actions.

"Swish-boing"

Time: 5 minutes

Instruction:

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.

Relaxation exercises

Listening to relaxing music

Time: 10-15 minutes

Calm, quiet music can help relax the body and the mind. The MindSpring trainer instructs the participants to sit or lie down in a relaxing position, close their eyes, and let the music fill the room, their thoughts, and bodies.

Niels Eje's CDs and MusiCure music can have a de-stressing and calming effect, especially after heavy topics.

Reference: www.musicure.dk

Stretch exercises

Time: 3-5 minutes

The MindSpring trainer instructs all the participants in a series of stretch exercises (as planned beforehand). These stretches may be to stand up, stretch both hands high towards the ceiling, stand on your toes, yawn, massage your face, swing your arms, let your head move from side to side, shake your body all the way through, etc.

Tense up - relax

Time: 5 minutes

The MindSpring trainer instructs as follows:

- "Sit in a comfortable position on a chair. Take three deep breaths and slowly breathe out. You must tense your muscles and then relax them.
- Hold the tension for approximate 10 seconds, then you let go and relax for 15-20 seconds.
- During this exercise, it is important that you clearly notice the difference between being tense and relaxed.

You can choose various parts of the body for this exercise, for example:

- Your legs: Let your toes point up towards your nose. You can lift your heels from the floor. Hold this position for 10 seconds, breathing calmly and quietly. Now let go and relax for 15-20 seconds.
- The stomach and lower back: Press your lower back into the back of your chair and feel your stomach muscles tensing up. Hold your breath in this position for 6 seconds. Then, slowly breathe out and relax for 15-20 seconds.
- Arms, shoulders, chest, and neck: Bend your arms and fold them across your chest. Your elbows should point downwards and your fists upwards. Tense up your hands, arms, shoulders, chest, and neck while breathing calmly and slowly. Hold the tension for 10 seconds. Then, let go and relax for 15-20 seconds.

- Your face: Draw the muscles in your face tightly together as if you have taken a bite of a lemon. Press your lips together tightly and tense up your jaw. Hold this tension for 10 seconds while breathing quietly and calmly. Then, let go and relax for 15-20 minutes.

You can repeat the entire process for all four groups of muscles twice.

- “Feel your whole body. Let your body go limp and relax. Let your thoughts settle by closing your eyes and visualising yourself in a lovely, peaceful place. Continue to focus on this peaceful place for a couple of minutes. Then, open your eyes.
- Conclude with a big stretch and yawn if you need to.

This exercise releases tension from the muscles and creates whole body relaxation.

Shake your body

Time: 5 minutes

Instructions:

Stand together, preferably in a circle (though this is not required). Start by shaking your right hand four times, counting each shake loudly. The participants do the same. Then, shake your left hand four times, then the right foot, left foot, and finally, do a whole-body shake. You may like to include fun parts of the body – e.g., shake your tongue, eyelids, or ears. When the whole group has shaken each body part four times, you can repeat, but decrease the number of shakes each time down to three, two and finally one shake.

Source: Moving Minds and Hornstrup Course Centre

WORD LIST / Danish, Arabic, Somali, Tigrinya

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

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

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

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

Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex	Seksuel orientering – at være tiltrukket af et samliv og have sex med en person af det modsatte eller ens eget køn
Autonomy – to be able to think and act independently of others	Selvstændighed – at kunne tænke og handle uafhængigt af andre
Socially – something that has to do with relations between people or groups of people	Socialt – når noget har med relationer mellem mennesker eller grupe 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	الاسترخاء - قدرة الجسم على الاسترخاء / استرخاء 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 والسيدة متساوية.
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	الوحدة - أن تشعر أنك وحيدا (ال يجب الخلط هنا بينها وبين أن يكون منفردا، الأمر الذي ال يعني بالضرورة (أن أكون يكون وحيدا).
Energiser – a short exercise to create new energy, e.g., strong relations, fun, focused attention, light atmosphere, more positive attitude	توليد الطاقة - تجربة قصيرة، تولد طاقة جديدة، على سبيل المثال: العلاقات الودية، اللمومة، الإلهام. الشدي، أجواء منفاثة، نظرة إيجابية لألمور.
Exchange of experiences – to share former experiences, knowledge, and insights with other people	تبادل الخبرات - مشاركة تجارب 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 الانتماء إلى مجموعة.
Group course – a group of people meeting several times over a period of time	دورة جماعية - مجموعة من الأشخاص يجتمعون عدة مرات خلال فترة معينة.

Identity – the way oneself or other people perceive a person or a group of people	الهوية - الطريقة التي ترى بها نفسك 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 - اسنارة/ مجاز وتمارين حول نقاط القوة لشخص ما، الجودة والألم عند المرة خالل الحياة
Mistrust – lack of trust or confidence in someone or something	عدم الثقة - هي أن ال نسأمن 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، ويهي على مبادئ معينة.
Network – persons participating in a community concerning personal or professional interests	شبكة - عندما يدخل أشخاص ضمن مجموعة ذي ما 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 والقيم
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 والأفكار
Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness	التثقيف النفسى - ال تعلم 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 يُنجذب المرء لمرءٍ لامعاشرة وممارسة الجنس مع شخص من الجنس الآخر أو جنسه.
Autonomy – to be able to think and act independently of others	الاستقلالية - القدرة على التفكير والنصرف 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 أشخاص بناء على تصرفهم، 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.
Coping with stress – consciously encountering and acting on a feeling of stress	أدارة الجهاد أو الكرب - عند انخاذ مؤظف والنصرف بناء على مشاعر مجهدة مضغوطة
Symptom – physical or mental sign of a certain illness	العارض - مؤشر جسدي أو نفسي على حالة مرضية معينة.
Trust – to have confidence in someone or something	الثقة - أن نؤمن أو نصدق بشخص أو شيء ما.
Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents	الوقوع تحت الصدمة - هي أن نكون متأثرين جسدياً أو/و نفسياً بشكل ال ارادي نتيجة لأحداث 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	أدارة الصدمة - القدرة على النصرف والنعامل مع الآثار النفسية و الجسدية الناجمة عن الصدمة النفسية.
Challenge – a situation imposing personal, creative, or intellectual demands on a person	تحد - ظرف يفرض متطلبات شخصية، ابداعية 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 وفقها لها.

Choice – to make up your mind and select one of several possibilities	خيار - نَحْدِيدُ 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 نهم، 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 – walwalka 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 gaarsiiyo qof kale.
Certificate of participation – documentation that a person has participated in something	Shahaadada ka qayb galka – dukumenti 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	Laba-labayn (laba daran kala dooro) – xaalad keenaysa in qofku gaaro go'aan adag, iyadoo waxyaalaha qofku kala doornayo yihiin qaar wada fiican ama qaar wada xun.
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 duruuftu 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 qiroy)
Physically – when something has to do with the body or the material world	Jidhka ama muuqaal – marka wax la xiriiro jidhka ama waxyaalaha ku xidhan aduunka (dhal-dhalaalka aduunka)

Community – the feeling of belonging to a group	Ka mid ahaansho – dareenka qofku dareemo inuu koox ka tirsan yahay ama ka mid yahay
Group course – a group of people meeting several times over a period of time	Koorso-Kooxeed – kulamo dhowr ah oo ay dad badani ka qayb qaadanayaan.
Identity – the way oneself or other people perceive a person or a group of people	Aqoonsi (identity) – Sida qofku isku arko inuu yahay ama dadka kale u arkaan waxa qof ama koox dad ahi yihiin
Develop or change of identity – When identity develops or changes because of personal and physical change or important incidents in life	Horumarinta aqoonsiga (identity) –kobcinta ama isbe- del ku yimaado qofka waxaa keeni kara horumarka shaq- siyan ah ama mid muuqaal ah ama dhacdooyin muhiimka ah ee noloshada qofka
Culture – predominant way of living and perceiving the world among a group of people	Dhaqan – hab nololeedka iyo fahamka aduunka ee ay leeyihiin koox dad ahi.
Equal treatment – when persons are treated equally regardless of sex, ethnicity, and sexual orientation; thus, they are not treated less favourably than others in comparable situations	Cadaalad fal – marka dadka loola dhaqmo si isku mid ah iyadoo aan loo eegayn jinsi , isir ahaan iyo nooca gal- madda qofka. Taas oo macnaheedu yahay inaan dadka qaarna loola dhaqmin si fiican qaarna six un.
Equality – when women and men regardless of sex have equal opportunities	Sinnaan – marka haweenka iyo ragga iyaddoon loo eegin sinjiga ay helaan fursaddo isku mida.
Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life	Geedka noloshada – waa eray dahsoon oo loola jeedo awooda, kartida iyo hamiga qofka ka leeyahay noloshada.
Mistrust – lack of trust or confidence in someone or something	aaminaad daro – qofka oo aan ku kalsoonaan ama 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 kuyeeshaan qofka – inta badan saamayntu waxay keentaa is bedel ku dhaca qofka
Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents	Adkaysi – qofka oo difaac u yeesha dhibaatooyinka – adkaysigu wuxuu keenaa in maskaxda qofku caafimaad qabto inkasto oo qofku ay la soo kulmeen dhacdooyin xanuun badan

Sexual orientation – to be emotionally, affectionally, and sexually attracted to a person of the opposite or same sex	Nooca galmoodka qofka – in qofku dareen u galo qof la jinsi ah ama la galmoodo qof la jinsi ah.
Autonomy – to be able to think and act independently of others	Madaxbanaani/xor – in qofku awood u yeesho inuu xor u ahaado fekerkiisa iyo ficilkiisaba.
Socially – something that has to do with relations between people or groups of people	Bulsho ahaan – waxyaalaha ku saabsan xiriirka u 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 wajaho waxna laga qabto walbahaarka qofku dareemayo.
Symptom – physical or mental sign of a certain illness	Calaamad – calaamad jidheed ama maskaxeed oo lagu garto cudur gaar ah.
Trust – to have confidence in someone or something	Aaminaad – in lagu kalsoonaado ama la aamino qof ama wax kale.
Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents	Uur-ku-taalo reebid – saamaynta jidheed iyo nafsadeed ay qofka ku reebto arimo xanuun badan oo qofka horay u soo maray.
Trauma – when a severely distressing incident has physically and/or mentally harmful and long-lasting effects on a person – like a “mental wound”	Dhaawac nafsiyeed – marka dhacdo aad u xanuun badan ay qofka u geysato dhaawac jidheed iyo/ama maskaxeed isla markaasna saamayn ku yeelato muddo dheer dib dhacdadii qoffka 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 wajaho si wax looga qabto dhaawacyada jidheed iyo maskaxeed ee naxdinta waxyeelada leh.
Challenge – a situation imposing personal, creative, or intellectual demands on a person	Caqabad – xaalad qofka ku soo rogaysa inuu ka gudbo shuruudo waawayn oo shakhsi ah, hal abuurimo ah ama aqooneed
Values – general notions of the world and attitudes to life with special value to a person or a group of people and to which they intent to comply	Qiyamka – aragtida guud ee adduunka iyo afkaarta 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 ግብረመልሲ ዝህበሉ፣ ስጉምቲታት ዝወስደሉ መንገዲ
Relaxation – the ability of the body to relax / a conscious bodily relaxation	ምዝንጋዕ – ናይ ሰውነት ናይ ምዝናይ ክእለት / ንቕጽ ኣካላዊ ምዝናይ
Fear, dread, or fright – bodily and mental reaction to experienced danger	ፍርሒ፣ ራዕዲ ወይ ስንባይ – 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 እንክሎ፣ 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 ፈሊኹ ምምራጽ ከቢድ ዝኸነሉ ኩነታት
Loneliness – to feel lonely (not to be confused with solitariness, being isolated or alone, but not necessarily lonely)	ጽምዋ – ናይ ጽምዋ 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 ኣዎንታዊ ኣረኣእያ
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 ወይድማ ብዝኸነ ዝጭበጥ ነገር ክስራሕ እንክሎ
Community – the feeling of belonging to a group	ማሕበረሰብ – ኣብ ትሕቲ ጉጅለ ናይ ምዃን ስምዒት
Group course – a group of people meeting several times over a period of time	ኮርስ ጉጅለ – ኣብ ውሽጢ ዝኸነ ክፍለ ግዜ ንብዙሕ ግዜ ዝራኸቡ ጉጂላት ሰባት

<p>Identity – the way oneself or other people perceive a person or a group of people</p>	<p>መንነት – ሓደ ሰዎች በሰጡ ገለጻ ዘላቂ አረክሶች ወይም ካልሌት ገሰጡ ዝቅብዎ ምስሌ</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 ወይም ለውጥ መንነት – መንነት ብምክንያት ሰብአዊ ወይም አካላዊ ለውጥ ወይም ብምክንያት አብ ሂደት ዘጋጥሞ አገደስቲ ክስተታት ክምዕብል ወይም ክልወጥ እንክሎ</p>
<p>Culture – predominant way of living and perceiving the world among a group of people</p>	<p>ባህሌ – ዓርሓ መንገዱ አነባብራን ጉጅለ ሰባት ንዓለም ዘለዎም ሓፈሻዊ አረክሶ</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 አተሓሕዝ – ሰባት ጾታም፣ ዘርም፣ ጾታዊ መደባም ብዘየገድስ ብማዕረ ክረክዩ እንክለዉ፤ ማለትአብ ተመሳሳሊ ኩነታት እቲ ሓደ ክብቲ ሓደ አትሒትካ ዘይምርኣይ</p>
<p>Equality – when women and men regardless of sex have equal opportunities</p>	<p>ማዕረነት – ጾታም ብዘየገድስ ደቂኣነስትዮን ደቂተባዕትዮን ማዕረ ዕድል ክረክቡ እንክለዉ</p>
<p>Tree of life – a metaphor and an exercise to reveal personal strengths, qualities, and dreams in life</p>	<p>መሳለል ሂደት – አብ ሂደት ዘለዉ ውልቃዊ ጥንካራታት፣ ዓቕሚታትን ድሌታትን ዘቃልዕ ቅኔአዊ አብሃህላን ተግባርን</p>
<p>Mistrust – lack of trust or confidence in someone or something</p>	<p>ዘይምእማን – ንሓደ ሰብ ወይም 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 ክምልሙድ ወይ ቅቡል ተገይሩ ዝውሰድ</p>
<p>Norm – unwritten and commonly acknowledged rule within a group of people regulating behaviour and actions and representing certain values</p>	<p>ስርዓት – ገለ ክብሪታት ዝውክል ዘይተጸሕፈ ግን ከአ ብጉጅለ ሰባት አፍልጦ ዝተውሃቦ ባህሪን ተግባራትን ዝገንሕ ሕገ</p>
<p>Network – persons participating in a community concerning personal or professional interests</p>	<p>ኔትወርክ – ውልቃዊ ወይ ሞያዊ ድሌታት ብዝምልከት አብ 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 ስብእናኡን ምምዕባልን ምጽላውን</p>
<p>Professional help – an educated person providing professional support</p>	<p>ሞያዊ ደገፍ – ሞያዊ ደገፍ ዝህብ ዝተምሃረ ሰብ</p>
<p>Psychological – what has to do with feelings, thoughts, and mental life</p>	<p>ስነአእምሮአዊ – ንስምዒታት፣ ሓሳባትን ስነአእምሮአዊ ሂደትን ዝምልከት</p>
<p>Psychoeducation – to learn about the psyche, feelings, thoughts, mental life, and related illness</p>	<p>ስነአእምሮአዊ ትምህርቲ – ብዛዕባ ኣእምሮ፣ ስምዒታት፣ ሓሳባት፣ ስነአእምሮአዊ ሂደትን ተዛምድቲ ሕመማትን ምምሃር</p>
<p>Influence/Impact – when someone is affected by something – often followed by change</p>	<p>ጽልዎ/ጽዕንቶ – ገለ ሰብ ብገለ ነገር ክጽሎ እንክሎ – መብዛሕትኡ ግዜ ገለ ለውጢ የስዕብ</p>
<p>Resilience – to be resistant – to stay mentally healthy despite severely distressing incidents</p>	<p>ምጽዋር – ኣይሸነፍን ምባል – ከቢድ ጸገም ዋላ የጋጥም ብዘየገድስ ጥዕና ስነአእምሮአዊ ሓሊኻ ክትጸንሑ ምኻኣል</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 ብተማሰሰሊ ጾታ ምምራኽ</p>
<p>Autonomy – to be able to think and act independently of others</p>	<p>ርእሰኛ ምክኣል – ብዘይ ናይ ካልኣት 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 – ሓደሰብ ማሕበረሰባዊ ቅቡልነት ዘይብሉ ባህሪ ብምርኣይ እገዳ/መቐዳዕቲ 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>መቐዳዕቲ – ሓደ ሰብ ብዝውሰደሉ ስጉምቲ ወይድማ ብዝግበረሉ ክሲ ምክንያት ምቐት ንዝኸልእ ኣተሓሕዝ 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>ጭንቂ – ሰውነት ብምክንያት ሓደጋ ወይድማ ክሰርሖ ትጽቢት ዝግበረሉ ዓብይ ስራሕ/ጠለብ ብኣካል ይኹን ብስነኣእምሮ ዘይርጉእ ምላሽ ክህብ እንክሎ</p>
<p>Coping with stress – consciously encountering and acting on a feeling of stress</p>	<p>ጭንቀት ምቁጽጻር – ስምዒት ጭንቂ ብርጉእ ኣእምሮ ምቅላስ</p>
<p>Symptom – physical or mental sign of a certain illness</p>	<p>ምልክት ሕማም – ናይ ገለ ሕማም ኣካላዊ ወይ ስነኣእምሮኣዊ ምልክት</p>
<p>Trust – to have confidence in someone or something</p>	<p>እምነት – ኣብ ልዕሊ ዝኾነ ሰብ ወይ ዝኾነ ነገር እምነት ምሕዳር</p>
<p>Traumatisation – to be involuntarily physically and/or mentally affected of former severely distressing incidents</p>	<p>ብድንጋጽ ምህሳይ – ከይፎተኽ ብከቢድ ሕሉፍ ኣካላዊ ከምኡድማ/ወይድማ ስነኣእምሮኣዊ ክስተታት ክትጽሎ እንክለኽ</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 – ኣዘዩ መጨነቕ ኣካላዊ ከምኡድማ/ወይድማ ስነኣእምሮኣዊ መጉዳእቲን ንገደሕ ግዜ ዝጸንሕ ጽዕንቶን – ከም “ናይ ሓንጎል ቁስሊ” ዝኣመሰለ</p>
<p>Coping with trauma – to consciously encounter and act upon physical and mental effects of trauma</p>	<p>ድንጋጽ ምቁጽጻር – ንኣካላዊን ስነኣእምሮኣዊን ጽዕንቶታት ድንጋጽ ብርጉእ ኣእምሮ ምቅላስ</p>
<p>Challenge – a situation imposing personal, creative, or intellectual demands on a person</p>	<p>ብድሆ – ሓደ ሰብ 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 ሰብ ወይ ጉጅለ ዘኸብሮ ፍሉይ ክብሪ ዝሓዘ ሓፈሻዊ ንህወት ዝምልከቱ ናይ ዓለም ኣረኣጻታት</p>
<p>Choice – to make up your mind and select one of several possibilities</p>	<p>ምርጫ – ኣእምሮኽ ኣእሚንካ ካብ ብዙሓት ተኸእሎታት ሓደ ምምራጽ</p>
<p>Exercise – when one or more people follow certain instructions to achieve a new understanding, knowledge, or bodily awareness</p>	<p>ዕዮ – ሓደ ወይ ብዙሓት ሰባት እተወሰኑ መምርሒታት ብምክታል ሓድሽ ግንዛብ፣ ፍልጠት ወይድማ ናይ ሰውነት ንቕሓት ንምምጻእ ዝኸድዎ ከይዲ</p>





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