

MEN'S PSYCHOSOCIAL SUPPORT AND PERSONAL GROWTH GROUP MODULE



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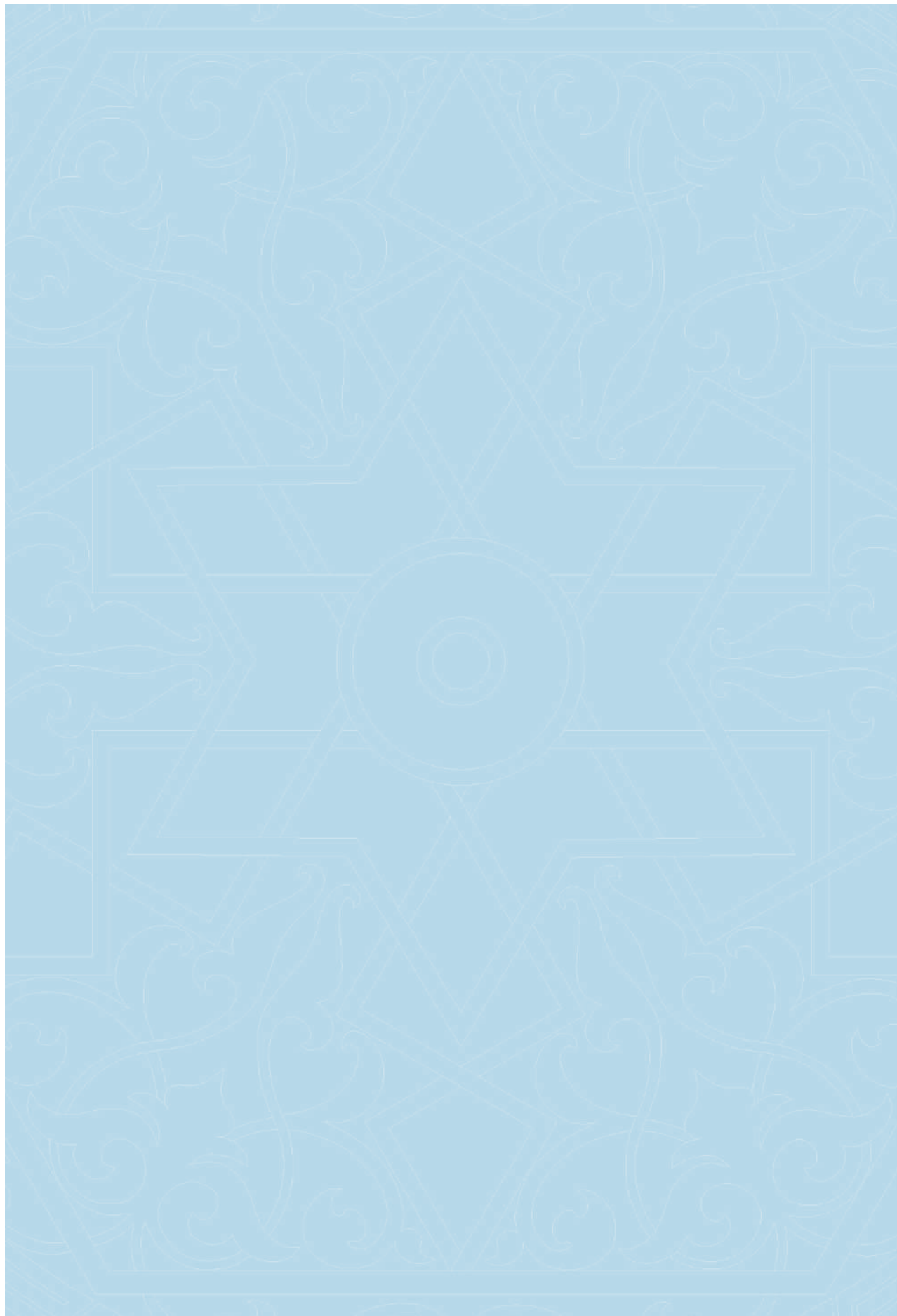
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Men's Psychosocial Support and Personal Growth Group Module

Typically, in post-disaster psychosocial community programs, women, children and other vulnerable groups are the focus of the work. While it is critical to provide extra care, support and attention to these socially vulnerable groups, it is also important to provide some level of structured emotional support to men who, like other affectees, also suffer from the effects of the disaster. Therefore this module is intended for use with men in the disaster-affected communities. Care has been taken to include emotional issues that may be especially relevant to men after a disaster, such as stress and anger, and to address them in such a way that men are able to relate to and talk about them in a non-threatening manner. This is especially important in a society where men are unaware of, and typically reluctant to, express their emotions, especially those of vulnerability, sadness and fear. At the same time the module aims to address key gender issues, socialization processes and attitudes in the community that hinder affectees' (both men and women's) access to support services. Finally, the module aims to create a positive attitude towards reconstruction, development and social change.

This module is based on an interactive and participatory methodology. The recommended number of participants is about 15 – 20 per group.

The exercises in the module bring forth personal experiences of people who have faced disaster. In some cases it can be challenging for the facilitator to process the feelings of the participants. Most exercises require advance facilitation and technical skills to be run effectively. It is therefore recommended that the module not be run without proper training on the content. Rozan can be contacted for training and further readings on the topics included.



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Module Sessions

**Recommended Number of
Men in Group: 15 - 20**

SESSION 1

Introduction

Objectives

- To get to know each other (participants and group facilitators).
- To understand the objectives and activities of the psychosocial support project.
- To understand the objectives of these group meetings.
- To develop a basic understanding of psychosocial well-being.
- To understand immediate and long-term reactions to and effects of the disaster on individuals and the community.

Topics covered

- Introductions
- Project objectives and activities
- Meeting objectives
- Participants' expectations
- Group norms
- Psychosocial well-being
- Reactions to and effects of the disaster

Material required

- Flip charts
- Scotch tape
- Markers
- Chart of meeting objectives

Activity . 1 Introductions - Participants, Facilitators, Project and Meetings

Time: 20 minutes

Steps:

1. Welcome the men to the meeting and thank them for taking the time to come.
2. Acknowledge that it can be difficult to take time out of a busy schedule, but that their attendance shows that they are interested in doing something to help themselves and their community.
3. Introduce yourself – let the group know that your role is to work with groups of communities in the disaster-affected areas.

4. Starting with yourself, ask the men to introduce themselves in the following way: in a go-around, each man says his name and one contribution he makes to his community.
5. Introduce the psychosocial project briefly:
 - The project works with disaster-affected communities and was set up because we knew from our experience that people's lives are badly affected by disasters and people do not need just physical support but also emotional support.
 - The project objective is to help people affected by the disaster to recover emotionally and to rebuild their own and their community's life and come out stronger than before,
 - The project is not a relief or health project – it does not distribute money, supplies, or medicines. However, as the project staff knows the area, they can refer people to other services that as needed.
 - In the project we work with groups of people, not individuals, to do activities through which people can
 - a) learn new skills (anything they would like to learn),
 - b) get together and enjoy themselves from time to time and
 - c) meet in groups to gain new information, learn from and support each other, and find ways of solving problems collectively, e.g. through meetings sessions like these.
6. Explain the purpose of the meetings:
 - The main objective of the meetings is to get together and find ways of working towards our own recovery and well-being, to learn from each other, to gain new information and to find ways of dealing with some of our common problems and worries.
 - There are about 6 meetings planned (but the number may vary depending on what the group would like).
 - The meetings will be held at the same time on such and such a day at such and such a place (share time and venue for the meetings).
 - The meetings will last about an hour or an hour and a half each

Activity . 2 Hopes and Fears

Time: 10 minutes

Steps:

1. Explain to the participants that it would be helpful for you to know what the group thinks of the meetings and what they hope to gain from it.
2. Ask the group to take turns stating their hopes or expectations from these meetings (what they would like to gain from them).
3. Clarify their expectations. If there are expectations that you know for sure will not be met in these meetings say so, and refer them to the relevant service if any.
4. Ask the group if they have any fears from the sessions – give an example, such as “maybe it will be boring.”

5. Take a few responses and clarify their fears.

Activity . 3 Group Norms

Time: 10 minutes

Steps:

1. Explain to the group that all will be meeting several times in these sessions, it would be helpful to develop guidelines for ways of interacting with each other as part of the group, so that the group can achieve its purpose and everyone feels good about it.
2. Ask the group to suggest guidelines – give an example, such as “everyone should speak one at a time and not all together”. After every suggestion from a group member, ask the rest of the group if they all agree. If so, it becomes an accepted group norm. If it does not come from the group, introduce the confidentiality norm, explaining that in case personal information is shared, it is to be kept strictly within the group, and not to be disclosed to anyone outside.
3. Write down the accepted group norms on a chart and put it up where everyone can see it.
4. Read the norms out once. If some members have limited literacy skills, make sure you read out the norms at the beginning of every session.

Activity . 4 Understanding Psychosocial Well-being

Time: 10 minutes

Steps:

1. Make the point that, as we will be working towards recovery and a sense of well-being, it is important to understand what psychosocial well-being means.
2. Ask the group to share their perceptions.
3. Clarify that psychosocial well-being means feeling generally good about oneself and one's life, to feel confident about one's ability to cope with difficult circumstances and to carry out the daily requirements of life.
4. Clarify that this does not mean that one does not feel worried or that one does not face problems, or that one is not aware of issues around them. This means that, despite problems and issues, one feels generally confident of one's own ability to deal with circumstances.

Activity 5 Reactions to the Disaster

Time: 35 minutes

Steps:

1. Explain to the group that for re-building our lives after a disaster we must first understand how it has affected our community and ourselves, which is what this session will focus on.
2. Ask the group to think about the time soon after the disaster, and talk a little bit about how they felt then and what they did. Acknowledge that it is not easy to go back to that time and that if someone does not wish to talk about it, it is OK.
3. Allow the group to talk for 10 – 15 minutes about their reactions and feelings, and then gently close the discussion by saying that there were many feelings and reactions immediately after the disaster, that you can see that everyone still feels strongly about them, but you would now like to give a little explanation of them.
4. Let them know that everything they have talked about is completely normal and understandable.
5. Re-state some of the most common feelings and behaviors – panic, sadness, anxiety, anger, helplessness, crying, problems sleeping, etc – and re-emphasize that these are all normal reactions that anyone would show immediately after such a disaster.
6. Briefly add to the list of reactions and say that these are reactions reported by people all over the world after a disaster.
7. Briefly go over the phases of reactions to a disaster.
8. Ask the group what phase they think they are in now, making the point that there is no clear-cut distinction between the phases, but that the emergency phase is over and most people are no longer in shock. People are now beginning to rebuild their lives. However, emotional reactions are still strong and grief, sadness, worry and anger are still very normal reactions in this situation.
9. Ask the group to identify ways in which their lives have been affected by the disaster.
10. Allow the group to talk for about 10 minutes and then gently close the discussion by saying that not only do people react to disasters individually, but the whole community life is affected by it.
11. Briefly re-state the effects of disaster on the community.
12. Explain to the group that what they have gone through was a very difficult time, and they have all coped in the best way they possibly could.
13. Make the point that although in many ways this is still a difficult time, some things are now getting better. With time, things will start to get back to normal, as some things have already.
14. Ask the group to briefly identify what things are now getting better.
15. Ask the group what positive changes they see in themselves individually, and take 4 or 5 responses
16. Make the point that human beings and communities are very strong and resilient and have the ability to bounce back even after very difficult times and that you can see that in this group, made up of very strong and brave individuals

Activity . 6 Closure

Time: 5 minutes

Steps:

1. Thank the group for their active participation.
2. Thank them again for taking time out to participate in the session.
3. Re-state the timing of the next session.
4. Let the group know that facilitator will be around for the next 15 – 20 minutes in case someone wants to talk to you.

SESSION 2

Men's Roles

Objectives

- To understand the effects of the disaster on especially vulnerable groups in the community.
- To analyze the differences in reactions and effects between men and women.
- To identify the role of gender socialization as a cause of gender differences in reactions to a disaster.
- To analyze the possible negative effects of gender role rigidity, especially in the context of a disaster.
- To identify the importance of adapting gender roles according to the changing needs of the community.

Topics covered

- The effects of the disaster on vulnerable groups
- Differences in reactions and effects between men and women
- Causes of gender differences in reactions
- Gender socialization and its effects
- The effect of rigid gender roles
- Change in gender roles and its effects
- Individual and social strategies to adapt to changing needs

Material required

- Flip charts
- Scotch tape
- Markers

Activity . 1 Recap

Time: 10 minutes

Steps:

1. Welcome the men to the second meeting
2. Ask the group if there was anything about the last meeting that they had thought about after they had gone back home – any new learning, anything interesting, any questions or concerns.
3. Take a few responses and briefly recap the activities of the last meeting, clarifying any issues that may come up.

Activity . 2 Vulnerabilities

Time: 30 minutes

Steps:

1. Remind the group of the discussion on reactions to disaster in the last session.
2. Ask the group if there were any special issues faced by men in the aftermath of the disaster. Draw attention to the loss of jobs and pressure and burden of responsibility for getting disaster relief and earning a livelihood on men, the change in roles (e.g. being more involved in parenting), the lack of space to express their emotions, lack of time and space to rest, grieve, etc.
3. Ask the group if there were any special issues faced by the disabled and the elderly in the aftermath of the disaster. Draw attention to limited access to resources, special needs, etc.
4. Ask the group if there were any special issues faced by children. Draw attention to effects on education, separation, abuse, abduction, etc.
5. Ask the group if there were any special issues faced by women. Draw attention to lack of access to resources, loss of male family members, lack of health facilities, safety issues, cultural change, etc.

Activity . 3 Men's and Women's Socialization

Time: 35 minutes

Steps:

1. Ask the group why they think these differences between the issues of men and those of women exist and bring out the different ways in which men and women are brought up, different skills they are taught and the different expectations society has from them.
2. Explain the difference between sex (biological differences between men/boys and women/girls) and gender (differences in societal expectations from men/boys and women/girls) to further clarify gender socialization.
3. Make the point that cultural norms and roles often serve to structure society in a way that works efficiently, but when these very norms begin to create problems, then they can be changed or adapted by the community itself.
4. Ask the group to think of examples of how some norms might have changed with time and with changing needs. Give a couple of examples: a) traditionally, the men in the family always adopted their fathers' profession and stayed in their own villages, but now some men are trying out new professions and even working in other cities because this was the need of the time; b) girls did not go to school at all before, but with time the importance of their literacy was recognized and more parents started sending their daughters to school to at least learn how to read and write.
5. Ask the group what problems may arise if we never allow old norms to change. For example in disaster-affected areas where traditionally women never leave

their homes, they may not be able to gain any access to relief if the males in their families have been killed. Reassure the group that this does not mean that all traditions, customs and norms need to change – the point is simply that when needed, some norms may need to be adapted to accommodate the change and ensure that everyone's needs are met. Emphasize the need for adaptability in times of crisis.

6. Ask the group to identify what kind of social changes they think are needed in order to ensure that both men's and women's needs are met after this disaster.
7. Ask the group to identify what needs to be done by men and women individually, by the community collectively and by those in authority positions (local government, community leaders, etc.) to address these needs.

Activity . 4 Changes

Time: 15 minutes

Steps:

1. In a go-around ask each group member to identify one change he would like to see in his community after the disaster that would help meet the psychosocial needs of men, women and children.

Things to Remember:

This is an important session as it introduces the concept of gender and the stereotypes associated with it. The session needs to be handled carefully by the trainer as the discussions can sometimes lead to lengthy arguments. The trainer needs to keep the focus clear and make the point that making a distinction between sex and gender does not necessarily mean that every woman must do everything that men do and vice versa, but that these choices are available to them if they choose to take them up. The important thing to remember here is that gender roles are not written in stone and are not always “natural” as is often thought.

SESSION 3

Impact of Socialization

Objectives

- To understand the impact of socialization on men and women.
- To understand the link between expression of feelings and men's socialization.
- To help participants understand healthy ways of dealing with anger and sadness.

Topics covered

- Impact of socialization on men
- Feelings

Material required

- Flip charts
- Scotch tape
- Markers

Activity . 1 Recap

Time: 10 minutes

Steps:

1. Welcome the men to the third meeting
2. Ask the group if there was anything about the last meeting that they had thought about after they had gone back home – any new learning, anything interesting, any questions or concerns.
3. Take a few responses and briefly recap the activities of the last meeting, clarifying any issues that may come up.

Activity . 2 Impact of Socialisation on Men

Time: 35 minutes

Steps:

1. Ask the participant to brainstorm on “what are the qualities we expect in a man”. List down the responses on the chart.

2. Ask the participant to now brainstorm on “what qualities we expect in women”
3. Based on the responses written on the flip chart, generate an interactive discussion by asking the following questions:
 - Do you think that all these qualities can be present in one person?
 - a. If not, what impact does it have on a person when society has so many
 - b. unrealistic expectations from him/her (discuss effects on men and women separately).
How does a person feel when s/he cannot fulfill all these expectations?
 - c. Focus on how men are allowed to express certain feelings (such as anger) but not others (such as sadness or helplessness) because these are considered signs of weakness, while women are allowed to express certain feelings (such as sadness and fear), but not others (such as anger). Women are allowed to express sadness and not allowed to express anger.
What does society expect from men after a disaster? How realistic is it? Are
 - d. there any positive or negative effects of these expectations?

Activity . 3 Anger and Sadness

Time: 45 minutes

Steps:

1. Share with the participants how socialization conditions may make men and women to be comfortable with certain feelings but not with others.
2. Discuss how this can be harmful for the psychosocial well-being of people. For example, not being allowed to feel sad, helpless or worried can have harmful effects on men's personalities and health. The expectation that they should always be in control and provide for their families can make men feel pressurized. Since the one emotion men are allowed to openly express is anger, this can turn into violence when emotions are high.
3. Ask the participants what they think about anger and sadness - discuss different misconceptions about anger, clarifying the following:
 - Anger and sadness are natural, normal emotions.
 - It is only its expression that makes anger positive or negative. You may need to clarify that even the habit of referring to anger as being wrong refers to anger as a behavior (i.e. its expression), not as a feeling because the feeling is natural.
 - We all feel angry or sad at some time or other.
4. We need to feel angry sometimes because at times it is anger that motivates us to bring positive changes, to act against injustice, to take action, etc. Make the point that any strong feelings that are not expressed will find an outlet in some way or another and if they are bottled up for too long, they may not remain in our control. It is, therefore better to find outlets consciously. But anger can also be expressed destructively – that is when it becomes a problem.
5. Ask the participants how they react when they are angry or sad. Note their responses. Draw attention to their responses like shouting, violence, crying, being quiet, etc.

6. Discuss how some ways may be helpful in the short-run (e.g. drinking water or sleeping) but may not be long-term solutions to anger. Others may be harmful all the time, such as violence, hurting oneself, breaking things, etc. Other ways are more long-term and require life style changes that help people to deal with anger in the long run, such as expressing anger to the person concerned calmly (if possible without putting oneself in danger), being a good communicator, solving the problem causing the anger, etc.
7. Explain some tips for anger management. (see box below)

Tips for Anger Management

- Responding to anger in destructive ways is not a natural, instinctive reaction – control over our behavior is one of the things that separates humans from animals.
 - If destructive (aggressive, violent, self-harming) expressions of anger are not natural, that means we learn them from our surroundings – we see it on the street, at school, at home, on the media, etc., and often we do not see alternative ways of handling anger.
 - If we can learn aggression that means it can also be unlearned.
 - If we can unlearn aggression, that means it is in our control. We are not helpless when it comes to how we respond to anger – we choose how to show our anger depending on the situation. For example, we may respond to our anger one way when we are angry with our boss, and differently when we are angry with our children.
 - Everyone feels anger, but some people, even in their angriest moments, are able to express their anger constructively, without hurting themselves or others.
 - This means our response to anger is in our control and we can manage it.
 - It is important to find ways of controlling our anger and stress rather than letting it control us.
 - Control does not mean stopping the anger because a) anger is natural, b) we sometimes need to be angry and c) if we try and stop it, it will find other ways of showing, which could be worse.
 - Control means consciously managing our anger and stress. This means finding and using ways of dealing with our anger and stress that do not harm us or others and that aim to improve the situation or solve the problem causing the anger or stress if possible or, if not, to find a safe outlet for our emotions that reduces our emotional suffering.
8. In a go-around ask participants to share one positive impact on them due to this socialization and one negative impact.

SESSION 4

Managing Stress

Objectives

- To define stress.
- To identify the sources and effects of stress.
- To identify harmful ways of dealing with stress.
- To identify short-term and long-term constructive ways of dealing with stress.

Topics covered

- Understanding stress
- Sources of stress
- Effects of stress
- Destructive and constructive ways of dealing with stress

Material required

- Flip chart
- Tape
- Markers

Activity . 1 Recap

Time: 10 minutes

Steps:

1. Welcome the men to the fourth session.
2. Ask the group if there was anything about the last session that they had thought about after they had gone back home – any new learning, anything interesting, any questions or concerns.
3. Take a few responses and briefly recap the activities of the last session, clarifying any issues that may come up.

Activity . 2 Understanding Stress

Time: 35 minutes

Steps:

1. Ask the participants what they understand by stress and present a definition.

2. Ask the participants to identify the symptoms of stress on the body, mind and relationships. (e.g. pain, headache, stomach problems, lack of concentration, confusion, difficulty in decision making, disturbed relations and violence etc.)
3. Ask the participants to present their responses and add your own.

Activity . 3 Managing Stress

Time: 45 minutes

Steps:

1. Ask the participants to identify coping strategies that people generally, including themselves, use in their daily lives to deal with stress.
2. Discuss with the participants, which ones of these are constructive (helpful and healthy) and destructive (unhealthy and harmful), making the point that some may be helpful in the short-term (e.g. sleeping or keeping oneself distracted) but not so helpful in the long-term in terms of actually solving the problem. Other ways may always be harmful, such as smoking, yelling, becoming aggressive.
3. Ask the participants if some ways of reacting to stress are more common to men than to women. Draw attention to not communicating, taking drugs, smoking, being irritable and aggressive, withdrawing, etc.
4. Discuss how the use of these strategies may affect men, their relationships, their behaviour and their health
5. Discuss some helpful and constructive strategies both in the short-term and the long-term that are harmful neither to the person under stress nor to others around him, such as communicating well, time management, being organized, being realistic, finding time and ways to relax, getting enough rest, exercise and nutrition, etc.
6. In a go-around, ask each participant to identify a) one constructive way he uses to deal with his stress, b) one harmful way he uses to deal with his stress and c) one constructive way he would like to use to deal with his stress in the future
7. Demonstrate the muscular relaxation exercise to the participants. (see the box below)

Progressive Muscle Relaxation Technique

Procedure: Progressive muscle relaxation involves tensing and relaxing in succession different muscle groups of the body. The idea is to tense each muscle group hard (not so hard that you strain yourself, however) for about 10 seconds, and then to let go of it suddenly. You then give yourself 15-20 seconds to relax, noticing how the muscle group feels when relaxed in contrast to how it felt when tensed, before going on to the next group of muscles. You might also say to yourself 'I am relaxing', 'let the tension flow away', 'letting go' or any other relaxing phrase during each relaxation period between successive muscle groups. Throughout the exercise, maintain your focus on your muscles. When your attention wanders bring it back to the particular muscle group you are working on.

SESSION 5

Rights and Responsibilities

Objectives

- To help participants understand their rights and responsibilities.
- To make participants understand how a balance can be achieved between rights and responsibilities.

Topics covered

- Rights and responsibilities
- Link between rights and responsibilities

Material required

- Flip chart
- Paper
- Tape
- Markers

Activity .1 Recap

Time: 10 minutes

Steps:

1. Welcome the men to the fifth meeting.
2. Ask the group if there was anything about the last meeting that they had thought about after they had gone back home – any new learning, anything interesting, any questions or concerns.
3. Take a few responses and briefly recap the activities of the last meeting, clarifying any issues that may come up.

Activity . 2 Rights and Responsibilities

Time: 30 minutes

Steps:

1. Start a discussion on rights by saying, "All of us have personal rights in life. Often we ignore or do not acknowledge our rights and the attached

responsibilities. How are they different?" The facilitator may start by asking the participant to complete the sentences:

- a. "I have the right to . . ."
 - b. "My responsibilities to family/friends/community are . . ."
2. Draw two columns on the flip chart and give each column a heading "Rights" and "Responsibilities"
 3. Write the responses of the participants in each column.
 4. Discuss if there are any emerging patterns.
 5. Based on the responses listed on the chart generate a discussion by asking the following questions:
 - a. How can we achieve our rights?
 - b. What hinders us in achieving our rights?
 - c. How can we ensure that others also get their rights?
 - d. Are there any special groups whose rights are often violated?

Activity . 3 Closing

Time: 10 minutes

Steps:

1. Highlight the importance of knowing one's own rights and link it with the responsibilities attached to the rights.
2. Emphasize the responsibilities regarding protecting the rights of vulnerable groups.
3. In a go-around, ask each participant to claim one right that they would claim for themselves and one right which they would give to any other vulnerable group.

Things to Remember

Facilitators should make this session more interactive, giving personal examples and relevant examples from the disaster situation in order to encourage participants to share. Facilitators can use the example that men find it difficult to express certain emotions, such as their sadness or grief even though it is their right. Yet men's own personal blocks can hinder the expression of such feelings. This is a particularly relevant example in the context of the disaster. Similarly, there are many other rights that we have, but don't acknowledge. An important point to highlight is the close link between rights and responsibilities. When we demand our rights it is important to see that we do not violate other people's rights. For example it is our right to participate in this group, but if we talk constantly and do not allow others to talk we will be not fulfilling our responsibilities to others and will be violating their right to participate. Another example is our right to express feelings like anger but if we do this by using violence we take away others' rights to dignity and safety.

Human Rights

Although there is much talk of human rights, few people know what exactly these rights entail and what fundamental values they are based on. In this session, the trainer will need to explain to the participants that human rights are universal rights meant for all people simply on the basis of their being human beings, regardless of sex, age, religion, nationality, etc. The trainer needs to have read and understood the basic human rights beforehand.

Rights of People

- 1 . The Right to equality
- 2 . The Right to special protection.
- 3 . The Right to name and nationality
- 4 . The Right to adequate nutrition, housing and medical services.
- 5 . The Right to special care, if physically or mentally disabled.
- 6 . The Right to love, understanding, and protection
- 7 . The Right to be among the first to receive relief in times of disaster
- 8 . The Right to protection against all forms of neglect, cruelty and exploitation
- 9 . The Right to protection from any form of discrimination, and the right to be brought up in a spirit of universal brotherhood, peace and tolerance.
10. The Right to free education, to play and recreation.

SESSION 6

Men's Role in Reconstruction

Objectives

- To identify the importance of one's own role in reconstruction.
- To identify individual and collective strategies for individual and collective involvement in the reconstruction, recovery and development of their community.

Topics covered

- Personal role in reconstruction
- Community recovery activities
- Expected social outcomes of activities

Material required

- Flip charts
- Tape
- Markers

Activity . 1 Recap

Time: 10 minutes

Steps:

1. Welcome the men to the sixth meeting
2. Ask the group if there was anything about the last meeting that they had thought about after they had gone back home – any new learning, anything interesting, any questions or concerns.
3. Take a few responses and briefly recap the activities of the last meeting, clarifying any issues that may come up.

Activity . 2 Personal Role in Reconstruction

Time: 25 minutes

Steps:

1. Remind the group that reconstruction does not simply refer to recovering from the loss and trauma that they have suffered, but to recovering and coming out even stronger and better than before as a community.

2. Ask the group what they see as their role in this reconstruction phase, to support a) their own families, b) their communities, especially vulnerable groups, such as women and children and c) themselves as men.
3. Draw attention to earning, creating independence within their family, educating their children, teaching their children new skills, helping in the relief efforts, volunteering, participating in consultations and committees, encouraging the women in their family to participate, participating in community activities, finding ways of getting some rest and relaxation time, etc.

Activity . 3 Vision

Time: 20minutes

Steps:

1. Ask the group to identify what positive changes in the community they envisage could take place if the above activities were put in place.
2. Draw attention to the following:
 - Return to normal life
 - Improved emotional well-being (less anxiety, sadness, fear
 - Improved physical well-being
 - Improved social well-being
 - Improved community life – more cooperation, involvement, activity
 - Improved community confidence and belief in itself
 - Increased services in the community
 - Increased development and progress in the community

Activity . 4 Action Plan

Time: 25 minutes

Steps:

1. Ask the group to identify specific activities that they would like to be involved in planning, arranging and implementing for a) entertainment (for men, women, children, the elderly, disabled people), b) information provision, c) skill-building and d) support and mobilization.
2. Draw attention to groups, sports, classes (carpentry, sewing, literacy, etc), information sessions by visiting community workers (e.g. on health hygiene, safety issues, etc), community meetings, action committees (including women and the youth), involvement of community in volunteer work such as spending time with the elderly, disabled, teaching children, etc..
3. It is suggested to have a follow-up meeting, e.g. one month later, to see if participants have implemented the positive changes they identified in the action plan. If this meeting will take place, please tell participants you will be back as this may function as an additional incentive.

Activity . 5 Closing

Time: 15 minutes

Steps:

1. Appreciate the group for their participation, honesty, respect and openness.
2. Remind the group of the confidentiality norm.
3. Let the group know that you enjoyed working with them.
4. Reiterate the fact that they have all been through a difficult time and are yet coping very well and in the best way they know.
5. Let the group know that you believe that they will continue to cope and will bounce back to normal life – perhaps even better than before – soon.
6. Ask the group if they have anything to say.
7. Close the session.



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