

5 PILLARS PROJECT REPORT



We are ready to train others. There's nobody in Somalia doing mental health work like this, even in the hospitals, and we really need it. These games really work and it's good to share our skills."

-Elman Peace staff member

31/10/2022

Mogadishu, Somalia



Executive Summary

In 2019, Waves For Change (W4C) partnered with Elman Peace to pilot the 5 Pillars in Mogadishu, Somalia and integrate the methodology into Elman's daily activities at Interim Care Centres (ICC) to support the reintegration of young people affected by conflict. Elman and W4C have been evaluating and refining the 5 Pillar activities and will scale the approach throughout ICCS in Somalia through training workshops, beginning in 2022-23.

In preparation, UNICEF contracted Jeff DeCelles in August 2022 to conduct formative research with Elman Peace staff members, youth participants, and guardians and update and standardize the 5 Pillars curriculum and training materials. Jeff has completed the qualitative research through remote interviews and observation and an in-person trip to Mogadishu in September, 2022. Findings from the qualitative research are reflected in the first draft of the 5 Pillars training materials, which are currently under review by Elman Staff. The training materials will be finalized in January 2023, at which point W4C will support Elman in facilitating the Training of Trainers workshop in January 2023.

Qualitative research, including interviews and observation, strongly suggest the 5 Pillars have been implemented with fidelity by Elman Peace coaches and that the activities and culture have been integrated into the organization. Elman staff, participants, and guardians shared ways they have adopted content from the 5 Pillars as an integral part of programming. Elman coaches demonstrated mastery of the 5 Pillars methodology and clearly showed they are confident and ready to train other organizations. Elman coaches also identified potential themes for new curriculum content, including financial education and substance abuse.

Background

Waves For Change

Waves for Change (W4C) aims to promote mental health by combining group physical activity with core active ingredients that promote well-being. W4C provides youth with the opportunity to have vital experiences which meet their psychological, developmental, and well-being needs by:

- providing access to caring adults and a supportive peer group,
- building a positive self-concept by independently mastering challenging new tasks such as surfing and mindfulness, and
- offering relief from the stress caused by the adversity they experience daily.

Launched in Cape Town, South Africa in 2009, W4C grew from voluntary weekend surfing sessions run at Muizenberg Beach, Cape Town, by founders Apish Tshetsha and Tim Conibear. Early research into the surfing sessions highlighted the valuable psycho-social support that was otherwise unavailable to the participants.

Understanding that the key to behaviour change lay in mobilising passionate youth coaches, its staff worked with universities and mental health practitioners to refine a coach training programme, pragmatic evaluation tools, and a codified curriculum to leverage the social and emotional learning offered by surfing.

W4C delivers Surf Therapy courses through a network of South African Beach Hubs. Outside of South Africa, Waves for Change shares its training, curriculum, and evaluation tools with an international network of partners: The Wave Alliance.

Elman Peace

Elman Peace is a non-profit organization, founded in Modadishu, Somalia 1990. Elman Peace is dedicated to promoting peace, cultivating leadership and empowering marginalized brackets of society to be decision makers in the processes that ensure their wellbeing. We provide innovative, life-saving support to those in need and strive to create more enabling and progressive environments through our work. Our philosophy on aid and development is centered on locally driven solutions from a committed and professional collective of compassionate people. All of the services we provide in our different programs are 100% free and priority is given to the most vulnerable members of the community.

Our unwavering commitment to the people of Somalia has garnered Elman Peace immeasurable recognition from their community, various Heads of States, the United Nations and international organizations across the world through awards, acknowledgements and partnerships.

Project Overview

W4C's 5-pillar method is an evidence-based coaching framework for frontline workers looking to promote and safeguard the mental health of their beneficiaries and community. The method combines a variety of training and support modules, curriculum activities for young people, as well as MEL tools to monitor implementation, and evaluate outcomes and impacts. Elman Peace coaches have implemented the 5 Pillars methodology since 2019 and participants have demonstrated positive changes in enhanced interpersonal, self-regulation, and general wellbeing outcomes.

W4C and Elman Peace have signed a new 3-year agreement that will build on the successful piloting of the 5-pillar method with Elman caregivers. The new agreement will see an expanded network of Elman caregivers receiving training and support to integrate the 5 Pillars coaching method into their daily activities at Interim Care Centres (ICC).

W4C curriculum advisor Jeff DeCelles has been contracted by UNICEF to work with Elman and W4C to:

1. Standardize the presentation of the 5 Pillars content
2. Develop new training and MEL tools and processes
3. Support Elman to facilitate a Training of Trainers workshop in Mogadishu in January 2023

Activities

The following is a list of completed grant activities to date:

- **May 2022**
 - Grant kickoff call
 - Presentation of 5 Pillar Methodology at UNFPB workshop
- **June 2022**
 - Consulting contract signed and official launch of the project
- **August 2022**
 - Formative research protocol and evaluation tools approved and finalized
- **September 2022**
 - Observation of six, one-hour coach support calls between W4C and Elman Peace staff
 - 5 Pillars training manual outline drafted and approved by Elman Peace
 - Draft of coach support call instructions and coach worksheets
- **October 2022**
 - Jeff completed five-day in-person site visit to Mogadishu:
 - Six in-depth interviews with Elman staff members.
 - One focus group with eight Elman Peace youth participants (three girls and 5 boys).
 - One focus group with four guardians of Elman Peace youth participants (three mothers and one father).
 - Observation of soccer, yoga, chess, and art therapy programming.
 - 5 Pillars Coach's Manual revised and sent to Elman Peace staff for review.

Formative Research

Qualitative methods were used to gain insight into curriculum and training needs. Findings from the rapid qualitative assessment have informed the revisions of the curriculum and training products.

Methods

- **Observation**
 - Passive observation of six, 60-minute support calls with Elman Peace Coaches and W4C staff. Support calls were conducted remotely on Zoom.
 - In-person, passive observation of Elman Peace activities for youth, including yoga, soccer, chess, and art therapy.
- **In-depth interviews**
 - Six, 60-minute semi-structured interviews Elman Peace staff members (two male and four female) consisting of open-ended questions.
 - Interview subjects were purposefully selected because they have been trained on the 5 Pillars and have implemented the activities with youth.
 - Four interviews were conducted in English and two were conducted in Somali with the assistance of an English interpreter.
- **Focus group with youth participants**
 - One, 90-minute focus group was conducted with eight Elman Peace youth participants (three girls and 5 boys).
 - Interview subjects were purposefully selected because they participated in a variety of activities at Elman Peace, including soccer, yoga, surfing, and vocational training.
 - Interviews were conducted in English with the assistance of a Somali interpreter.
- **Focus group with guardians**
 - One, 60-minute focus group was conducted with four guardians of Elman Peace youth participants (three mothers and one father).
 - Interview subjects were purposefully selected because they have been actively engaged in their children's activities at Elman (and their availability to attend the focus group).
 - Each parent's child (four Elman youth participants) also attended the focus group, along with three Elman staff members.
 - Interviews were conducted in English with the assistance of a Somali interpreter.

Data collection and analysis

All research participants provided consent for to participate in interviews and focus groups. They were assured they did not have to answer any questions they were uncomfortable with and that they were able to leave at any time. Interviews with Elman staff members were recorded and transcribed. Focus groups and support calls were not recorded and the researcher took notes and wrote specific quotes. Parents' and children's names were not recorded and are not attached to quotes or observations.

Quotes and observations were coded using a general thematic guide.

Findings

The qualitative research findings align to four main themes, providing valuable insights on the training and curriculum content. The findings and corresponding action points are presented below.

1. Coach Support Calls

Observation of the remote coach support calls and interviews with Elman Peace coaches strongly demonstrated the crucial role support calls play in successful implementation of the 5 Pillar methodology. All coaches were activity engaged in the support calls. Coaches were well prepared for the calls and appeared to enjoy the time together. During in-depth interviews, Elman coaches described “looking forward” to the calls and conveyed feelings that the calls allowed them to connect and relax and didn’t feel like an additional responsibility. However, during coach support calls, there were occasions where Elman coaches spent time describing the activity they completed the previous week and did not discuss challenges and generating solutions, which is an objective of the calls.

Support calls followed a general format:

1. A volunteer leads a breathing exercise from the curriculum
2. Coaches reflect on successes and challenges in their own lives and how they have used the 5 Pillars in their lives.
3. Coaches reflect on the main activity from the previous week.
4. W4C facilitator provides an overview of the objectives of the next week’s session and leads coaches through the main activity.
5. Coaches ask questions and support each other on programme planning.

Action:

We developed instructions that provide guidance for successful support calls, including a schedule, tips and advice, and clear steps for preparation, delivery, and follow-up. Additionally, we developed worksheets Elman facilitators can use in preparation to facilitate coach support. Following the January 2023 training workshop, W4C will support Elman coaches as they prepare for and deliver support calls for other organizations.

2. Adoption of 5 Pillars methodology

Findings showed the 5 Pillar methodology has been adopted into multiple levels of Elman Peace, with coaches, participants, and even parents describing how they use the activities with young people and in their own lives. Stakeholders' adoption of the curriculum shows a dedication to the "caring coach" principles that extends beyond simply delivering an activity to complete the curriculum.

"We do the 'Take 5' together in the office in the morning" -Elman staff member

"I learned skills like taking deep breaths and thinking of the consequences in the '3 Ts.' I used to get very angry in football if someone insulted me. I was so angry when I first came here. Now, instead of violence, my coach taught me how I can calm myself down." -Elman Peace youth participant

"As a mom, I've been using 'Take 5' when I get stressed and I get benefits. It's not just for the kids. We use it as well" – Elman staff member

"After my daughter fought with me, I saw her using the '3 Ts.' My daughter also taught me how to do Take 5. She tells me to use it when I yell at my other kids. When mom and daughter are friends, we can do many things." -Mother of Elman Peace participant

Elman coaches also showed flexibility with the curriculum and patience with participants to ensure the activities met objectives, even implementing the same activity multiple times to slowly make incremental progress.

"3 Ts didn't work immediately. Sometimes young people have to hear something 7-8 times before using it. We keep letting them know these skills are available to them, if they want them. There is no risk in trying. Now they use the 3 Ts on their own." -Elman staff member

Action:

Given the Elman coaches' ability to modify activities while meeting objectives, we made the instructions more flexible and included more activities aimed at creating a culture of trust and safe space. We also added language on ways trauma-affected youth may experience activities. For example, in the instructions for "Take 5," a breathing activity that involves taking five deep breaths, we added the option for participants to take just one breath to start, as young people affected by trauma may not immediately feel comfortable with long stretches of silence.

3. Curriculum feedback

The curriculum was well perceived by stakeholders, who generally expressed positive views that the activities supported their personal growth and relationships.

“These games create trust. Most girls come in shy, but they become more open and share stories when we play the games with them.” -Elman coach

Interviews and focus group discussions found stakeholders most often referenced the curriculum activities Take 5, 3 Ts, Team Handball, and My Supporters. Multiple coaches and participants also referenced a check-in activity where participants share a colour that represents their mood. The two gratitude games were the least referenced activities. Surprisingly, one of the main W4C activities, Power Hand, was rarely brought up in the research. An Elman staff member Explained:

“I love the things Power Hand is trying to say. I think there is a problem with the name because they hear ‘Power Hand’ and they think violence.”

Interestingly, an Elman participant referenced a non-violent communication game as his favourite activity. The activity he described is not in the 5 Pillars curriculum and, upon further inquiry, we found an Elman coach learned this game online and implemented it alongside the 3 Ts because it helped him meet the session objectives. This further shows the need for the curriculum to be flexible. It also shows the Elman team’s curiosity and dedication to curriculum innovation.

Elman coaches identified potential areas of expansion for the curriculum, including substance abuse, financial education, entrepreneurship, and social inclusion. Coaches also described the importance of community engagement to involve parents and community members in programming and suggested including instructions and recommendations for hosting low-cost community events and celebrations.

Action:

The gratitude sessions have been simplified and combined into one session. We are currently exploring a new name for Power Hand and drafting instructions for community events, which will be ready for the January 2023 training.

Additional curriculum revisions are explained in the appendix.

4. Training

Findings strongly show Elman coaches are well positioned to scale the 5 Pillars approach in Somalia. Coaches demonstrated mastery of the content and confidence in their ability to grow the approach through partners.

We are ready to train others. There's nobody in Somalia doing mental health work like this, even in the hospitals, and we really need it. These games really work and it's good to share our skills."-Elman coach

Consultation with Elman staff members emphasized the training should primarily focus on building caring coaches and creating safe space.

"The games become easy when you have that supportive environment. You need to build that safe space where kids trust you." -Elman coach

Action:

We have updated the training schedule to put more emphasis on establishing safe space. This change is also reflected in the curriculum, where we have revised the first "phase" of activities to focus entirely on building the caring coach relationship and establishing safe space.

We feel entirely confident in Elman coaches leading the January 2023 training workshop. W4C will provide a training support role, helping Elman Peace plan, solve problems, and adapt the training approach.

Next Steps

- Elman review and finalization of the 5 Pillars Coach's Guide and Training manual.
- Elman Peace and W4C present findings and revised materials to partners, including unicef and IOM.
- W4C support January training workshop, led by Elman Peace. Support will be provided either in-person or remote.

Appendix

1. Summary of curriculum revisions
2. Research protocol
3. Coach support call instructions and worksheet
4. Coach worksheets

DATE: 24 October 2022

TO: Ash, Tim

FROM: Jeff

SUBJECT: 5 PILLARS COACH'S GUIDE FULL DRAFT

Overview

I've revised the full draft of the 5 Pillars activities for Elman Peace, based on our conversations last week and feedback from my trip to Mogadishu. Please see a summary of major revisions below as well as a pdf and doc version of the guide, attached.

Summary of curriculum changes

- I compiled the 4 phases into a single, clean document with a table of contents, using the latest W4C formatting.
- **Logo**
 - I added the Elman logo next to the W4C logo on the top of each page.
- **Voice/Format**
 - The curriculum is now in "direct voice" (to coach) format.
 - I put any quotes or instructions to be said directly to participants *in italics* to differentiate them from instructions.
- **Language**
 - I used "Coach" throughout the curriculum. There was reference to "coach", "Coach", and "mentor".
 - I used "participant/s" throughout the curriculum. There was reference to "child/children," "participants", "THE participants", "YOUR participants."
 - I removed reference to W4C after the introduction and just referred to "your programme" so Elman, INTERSOM, and others can feel ownership.
- **Surfing activities**
 - I kept all the surfing activities (because they're awesome), but moved them to the end of Phase 2. I included language that these are optional or can be modified for land if there is no access to water (which is the case now for Elman).
- **Session names**
 - I reverted session names to 3 Ts, Team Handball, My Supporters. I think the content is so much improved from the first MindPower sessions, so most of the actual content comes from the latest W4C sessions.
 - I really like "Thankful Take 5"-- both the name and the activity are big improvements from the gratitude games.

- I changed the name of “My Mantra” to “My Commitments.” The activity doesn’t really involve a mantra and focuses more on participants making pledges or commitments to use the skills they’ve learned. I think the new name works and also reflects back to the “Build Our Culture” session at the beginning of the curriculum where they make commitments to the programme.
- I changed “Siyahamba” to “My Goals”, which I think works well with the other session in that Phase, “My Commitments”.
- **Closing**
 - There were both “team kilo” and “team cheer” to close sessions. I went with Team Kilo and included the option to do a team cheer.
 - I added Feel-Think-Do as an option to close, as this was cited in a few interviews with staff as something they liked.
- **Cover**
 - This is very much a working draft. I simply pulled an Elman surfing photo from their IG page. Logos, language, and design are all changeable.
- **Intro section**
 - I slightly changed the names of the 5 Pillars (for example, I changed “connection to consistent mentor support and positive peer group” to “positive mentors and peers”). I think the new titles keep the same meaning but are just slightly tighter and easier to remember.
- **Phase 1**
 - I removed a section in the first page that refers to the first three pillars. I think this gets confusing (and the other phases don't refer to specific pillars).
 - I added some language on trauma here. There is a great explanation on trauma in Phase 3, but I thought we needed something upfront as well.
 - I like the instructions on the 3 levels of knowing someone. I think we could really build on this in the future (not now) It could relate to surfing too: 1. you know what surfing/what a surfboard is, 2. You have tried surfing, 3. You are a surfer. It is part of your identity.
- **Phase 2**
 - Great to see bananas here. Instructions are really good. I also added language where they can make up their own name to describe their culture.
 - I've never seen Team Handball where just ONE team gets to communicate. I like it a lot.
 - There were two versions of “3 C's” in here. I could not find differences between the two, so I deleted the second one and worked off the first.
- **Phase 3**
 - I included discussion on “boiling points” in 3 Ts. I think it's good practice for kids to identify the things that really upset them up, so they can anticipate negative feelings and prompt them to use skills.
 - Section on trauma-informed mindfulness is really well written. I changed the style of the heading to ensure this shows up in the Table of Contents.
- **Phase 4**
 - These sessions are pretty much the same, with updated titles.

Rapid assessment protocol
W4C 5-pillar method training and support
20 June 2022

Overview

Since 2019, Waves For Change (W4C) and Elman Peace have provided training and ongoing support for Somali coaches to implement psychosocial education with adolescent former combatants in Somalia. A qualitative rapid assessment will be conducted to gain insight into key stakeholders' perceptions of the 5-pillar method and recommendations for revisions and development of new training material.

Objectives

1. Gain insight key stakeholders' experience participating in the 5 pillar method.
2. Produce recommendations for revisions and additional training material.

Methods

The qualitative assessment will consist of Key Informant Interviews (KII), Focus Group Discussions (FGD), and passive observation.

- KIs
 - Elman programming staff (3-5)
 - Elman counselor (1)
 - Older adolescent participants (3)
- FGDs
 - Elman Coaches (5)
 - If possible, we will also conduct a FGD with family members and mentors
- Observation
 - Observation of Training of Coaches workshop (1)
 - Observation of programme implementation (2)
 - Observation of weekly support calls (3)

Key informants participating in interviews and focus groups will be purposefully selected due to their unique, direct experience with the 5-pillar training method and their experience implementing the programme with adolescents. KIs and FGDs will be semi-structured, consisting of open-ended questions that align with the topical areas of the 5-pillar method. Observation of the Training of Coaches workshop will take place in-person in Mogadishu in October, 2022. Remote observation of the weekly support calls will take place between 19 May and 26 June.

KIIs and FGDs will be conducted in English when possible, with the support of an interpreter if needed. The training of coaches workshop and support calls will be conducted in both Somali and English with the support of an interpreter.

KIIs and FGDs will be recorded, transcribed, and translated (if necessary). Interview participants will be asked to provide informed consent before starting interviews and will be free to not answer any questions or to stop the interviews at any time.

Analysis

KIIs and FGDs will be coded thematically using NVivo10 software, following a preliminary coding scheme based on the themes in the 5-pillar method. An applied thematic analysis approach will be used to code and analyze the data, focusing on a priori themes and the identification of emergent themes.

Findings will be presented to Elman Peace, W4C, and UNICEF, who will collaboratively make recommendations for the training materials.

Coach Support Calls

Following the in-person 5 Pillars training workshop, Master Coaches facilitate group support calls with coaches to provide motivation, introduce new activities, solve problems, and provide a safe space for coaches. Support calls are essential to effective implementation of the 5 Pillars and can be rewarding and enjoyable to both coaches and Master Coaches. Use the following steps, tips, and worksheet to lead support calls that are engaging, productive, and fun.

Support Call Objectives

- Motivate coaches and maintain safe space
- Allow coaches to share experiences implementing and prepare to facilitate new activities
- Establish a culture where coaches support each other and work together to solve problems
- Celebrate successes and address challenges
- Help coaches reflect on ways their work with adolescents affects them personally

Preparation

Effective support calls don't happen by accident--- It takes preparation, planning, and communication. Use the following preparation steps to help you deliver excellent support calls:

- Review your notes, observations, personal experiences, and feedback from coaches.
- Review the curriculum. Ensure you know which activity the coaches just finished and what they will be doing next.
- Identify any events that may influence coaches' implementation or wellbeing and include time to discuss in the agenda.
- Prepare with your co-facilitator. Review the agenda, share your ideas for the call, and establish what you want to achieve on the call.
- Identifying relevant themes/theories/concepts you would like to review on the call.
 - For example, in preparation for Team Handball, bring up "Circle of Courage" for Power Hand, bring up "self-determination theory."
- Send a reminder to coaches with the date, time, and agenda the call (SMS, WhatsApp, email, or phone call). Make sure to include a link to zoom, google meet, WhatsApp, or conference call.
- Contact specific coaches to actively participate in the call. For example:
 - A coach shares a powerful story or a common change with you. Ask the coach to share that story on the call BEFORE the call.
 - Rotate facilitation of Take 5 or other breathing exercises. Ask for volunteers and remind coaches they will be facilitating BEFORE you get on the support call.
- Review Support Call Tips and Online Call Tips.

- Test your audio, microphone, and video before the call and check the link to the call.
- Are there other preparation steps you find valuable? Write them here:



Agenda

1. Take attendance

- Record the names of coaches present on the call.

2. Welcome coaches

- Greet them by name and thank them for joining the call.
- Ask some quick questions about coaches' families and personal interests.
- If possible, encourage coaches to turn on their videos, even for a moment, to see their faces.
- Consider leading a quick energizer.

3. Personal check in

- Ask coaches how they are feeling and what has happened in their lives since your last call.
- Consider asking each coach to name a high or low they have experienced recently.

4. Take 5 (or other breathing activity)

- Lead coaches in Take 5 or other breathing activity.
- Ask a different coach to lead this activity each call.

5. Previous activity: Reflect and share

- Quickly review the activity or theme from the previous week (name, objectives, main steps).
- Ask for stories: What went well? What challenges did you face?
- Encourage coaches to provide answers and advice to each other. If necessary, provide your own advice.

6. Next activity: Introduce and practice

- Describe the new activity, including the objectives and how it relates to the 5 Pillars.
- Lead the activity (if possible) or describe the main steps.
- Ask coaches for any feedback or questions on the activity.

7. Check out

- Ask coaches to describe one thing they are excited about in the coming week, either personally or related to the programme.
- Ask for coaches to name something they need help with. Encourage other coaches to respond.
- Ask for ideas for discussions, themes for next call.
- Ask for volunteer to lead Take 5 next call.

Support Call tips

- **Encourage coaches to advise each other and solve their own problems**
 - Ask questions like, “what would you do?”, “Has anyone had a similar experience?”
 - After coaches have provided advice and encouragement to each other, add your own thoughts, if necessary.
- **Establish some general expectations**
 - For example, you can explain that everyone will talk on the call, even if it is just greeting the group.
- **Keep the calls consistent**
 - Attendance will always fluctuate due to conflicting schedules and challenges getting online, but try to keep the bi-weekly schedule. It can be challenging to continually try and find a day and time that works for everyone.
- **Monitor time**
 - Support calls generally last 90 minutes, but this may differ with your group. It’s ok to end a little early, but try not to go over the time limit.
 - Time management on the call can be challenging! You need to balance reflection and looking ahead. Try to focus on the objectives and not get stuck on one topic.
 - Follow up with any coaches if you have to end a conversation early.
- **Follow-up**
 - Send notes, and action items after each call.
 - If a coach misses a call, ask another coach to update them.
- **Keep the safe space**
 - Check with coaches before inviting any other staff or guests to the calls.
 - Allow coaches to discuss important issues in their lives that affect the programme, such as violence, elections, and weather.
- **Be comfortable with silence**
 - Some people need time to gather their thoughts before speaking. Wait up to five seconds after asking a question before speaking.
- **Arrive early, stay late**
 - Inform coaches you will be available 10 mins before the call and 10 mins after to discuss anything they may be more comfortable discussing one on one
- **TLC Praise**
 - Prepare some examples and look for opportunities to praise coaches during the call.
 - Praise actions both big and small:
 - A coach had a bright smile and and it made you feel confident as a facilitator.
 - A coach had a poor connection on Zoom, but remained online for the entire call.
 - A coach was brave and shared a personal story.
- **Have fun!**
 - Try out new energizers.
 - Share interesting youtube videos or articles related to the 5 Pillars.
 - Don’t be afraid to fail! Make the calls special in your own way.

Online Call Tips

- Set microphones to mute when not speaking.
- Have a backup system. For example, if some coaches cannot access zoom, lead the call on WhatsApp.
- Use cameras where possible – it's nice to see your face! However, recognize coaches will often be calling from low bandwidth and may only be able to use video briefly.
- Call in from a quiet, well-lit location: everyone should be able to see and hear you clearly.
- Use nonverbal for coaches to show they would like to speak. Use the hand-up feature or raise your hand in your video conferencing.
- Arrive early so you can test any audio/visual equipment issues before starting.
- Close extra tabs unless necessary to remove distractions. You might need the Training Manual or MindPower curriculum, but you probably don't need Facebook open!
- Shut down other devices taking up bandwidth, to help ensure a stable connection.
- Use a headset or earphones where possible for better sound.
- Encourage coaches to type questions or comments in the chat section if they feel more comfortable than speaking.
- Smile and nod! Let coaches know you are listening!

Online Energizers

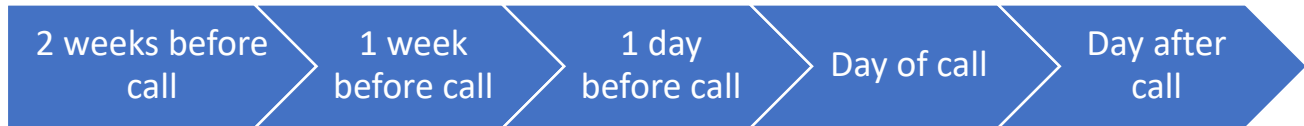
Zoom calls can be really boring! Try to make them a little more fun by using some online energizers.

- Ask coaches to send you a photo of their shoes. Show all pictures on the call (or through WhatsApp) and ask coaches to guess who's shoes they are.
- Ask coaches to bring two items to the call: something red and something that represents their work. Ask coaches to explain what the items are and what they mean.
- Ask coaches to describe one thing nobody else on the call knows about them.
- Ask each coach to draw a flag if they were president of a new country and explain their flag to the group.
- Ask coaches to describe a Superpower they wish they had and why.
- Ask coaches to send you a picture of their shoes. Ask coaches to guess who owns each pair of shoes.
- Ask coaches to take a photo of their daily life and explain the picture.

Support Call Worksheet

Use this worksheet to help you prepare for your support calls. As a Master Coach, you know your coaches best, so use the timeline as a suggestion and make it your own!

Support Call timeline



- | | | | | |
|--|--|--|--|---|
| <input type="checkbox"/> Review notes | <input type="checkbox"/> Prepare with your co-facilitator | <input type="checkbox"/> Quickly check in with your co-facilitator before the call | <input type="checkbox"/> Test microphone, speakers, and video. | <input type="checkbox"/> Send notes and action items |
| <input type="checkbox"/> Review the next curriculum activities | <input type="checkbox"/> Review objectives and prepare agenda | <input type="checkbox"/> _____ | <input type="checkbox"/> Log on early | <input type="checkbox"/> Thank coaches and wish them luck on their next activities! |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Send agenda and invitation to call (date, time, and link to the call) | <input type="checkbox"/> _____ | <input type="checkbox"/> Enjoy the call. Good luck! | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> Contact coaches who will be leading activities or sharing stories | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
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What is working well on the support calls?

Where do you need more help?

Who can help you?

What is the most powerful story you've heard on the support calls?

What is one piece of advice you would give to other Master Coaches to lead effective support calls?

Introduction to Mental Health Worksheet

Use this worksheet to help you start to think about mental health in your own life and the lives of your participants.

Key terms

- **Mental health:** Mental health includes our emotional, psychological, and social well-being. It also helps determine how we handle stress, relate to others, and make healthy choices.
- **Mental health challenges:** We all have our ups and downs, but mental health challenges means feeling “not ok” for an extended period of time. Almost everyone will experience a mental health challenge in their lives.

Why is “mental health” important?

We all have mental health, just like we all have physical health. It’s about how we think, feel and, act. Sometimes we feel good, and sometimes we don’t. When our mental health is good, we feel motivated and able to take on challenges. But when our mental health is not so good, we can find it much harder to cope. The stronger we are inside, the better we can cope with what’s going on outside.



Sometimes I feel pressure to always act like I’m ok, even if I’m not! The pressure comes from other people and from myself. I’ve learned it’s ok to feel “not ok” and that I don’t have to fix it right away.

Asha, age 17



Mental Health in YOUR life

What does it mean to you feel “OK”?

What types of things do you do when you feel OK?

What does it mean to you to NOT feel OK?

What types of things do you do when you DON’T feel OK?

Meeting our needs

Yohan is a 21 year old guy. Listen to what he says about his needs.



To feel OK, I need to be around my family and my best friend. I also need to feel safe, meaning my physical health is not at risk and I have enough food and water.

When these needs are met, I feel relaxed, optimistic, and free to laugh and have fun.

When my needs are not met, I lose my confidence and get upset easily.

What do you need to feel OK?

When your needs are met, how do you feel?

How do you feel when your needs are NOT met?

Key messages

Good feelings and happy thoughts help us feel 'OK' or 'mentally well' inside, so we can cope better.

Bad feelings and unhappy thoughts make us feel 'not ok' or 'mentally unwell' on the inside, which makes it harder to cope.

When our needs are not met and our community feels scary and broken, we experience negative thoughts in our minds and unpleasant feelings in our bodies.

The stronger we are inside, the better we can cope with what's going on outside.

It's ok to not feel ok! We all experience good mental health and ill mental health.

Take Action!

Personal assignment: Identify a time this week you feel "ok" and a time you don't feel "ok."

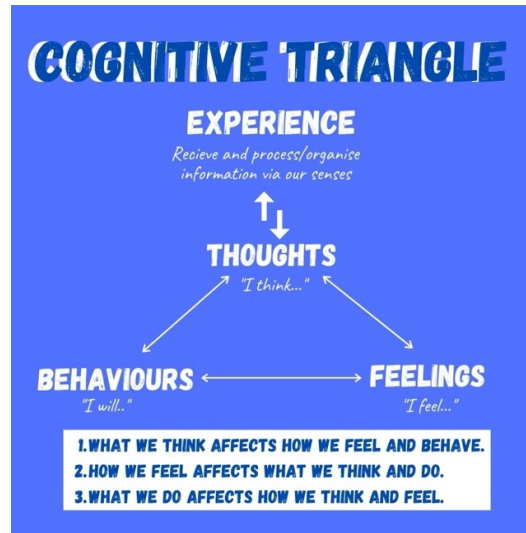
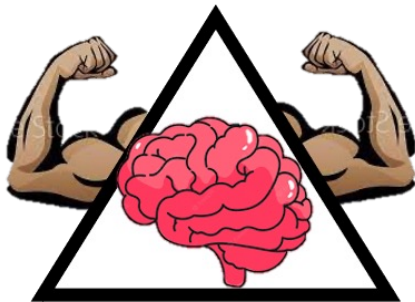
Coach assignment: Start a conversation with a participant about mental health. Ask them what they think it means to "feel ok" and what it means to feel "NOT ok."

Cognitive Triangle Worksheet

Use this worksheet to learn more about how our feelings, thoughts, and actions are connected. Use these skills in your own life and to help your participants.

Key terms

- “Cognitive”: relating to the mental process of the brain, **the strongest muscle in your body!** This includes things like knowing, learning, and understanding.
- “Triangle”: a three-sided shape. The triangle is **the strongest shape on earth!**
- “Self-regulate”: the ability to understand and manage your behaviour and react to feelings, thoughts, and things happening around you.



Understanding the Cognitive Triangle doesn't mean you have to "fix" your feelings, thoughts, or actions! Being aware of these helps us "self-regulate," and respond in healthy ways

The Cognitive Triangle in YOUR life

What is an activity you like to DO?

What do you THINK about when you do this?

How does this activity make you FEEL?

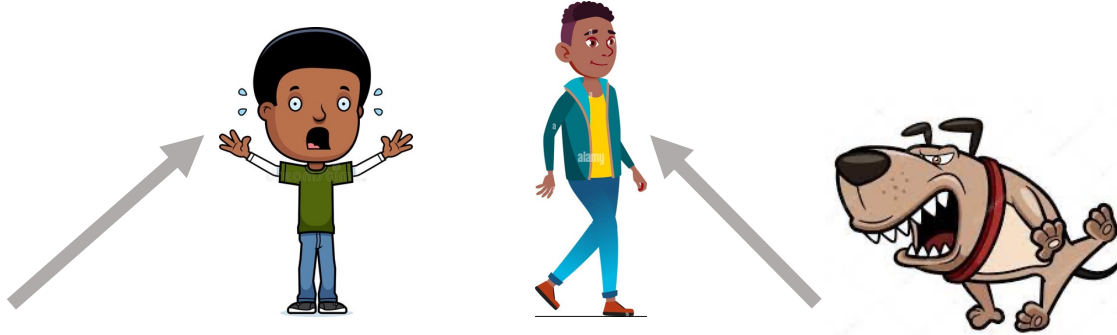
When was a time you were feeling low?

How did that feeling affect your THOUGHTS?

How did your thoughts affect your ACTIONS

Our thoughts, feelings, and actions are influenced by our memories from similar experiences

Muhammed and Jamal are walking home from school and an angry dog starts barking at them. Muhammed gets very upset and worried; Jamal stays relaxed.



Why do you think Muhammed is upset? What types of experiences do you think he's had with dogs?

What is Muhammed feeling?

What is Muhammed thinking?

What do you think Muhammed will do?

Why do you think Jamal stayed calm? What types of experiences do you think he's had with dogs?

What is Jamal feeling?

What is Jamal thinking?

What do you think Jamal will do?

Key messages

1. Our thoughts, feelings, and behaviours all affect each other.
2. We respond **internally** to the **external** world around us with thoughts, feelings, and behaviours.
3. Our thoughts, feelings, and actions are influenced by our experiences and memories.
4. Being aware of how we think, feel, and act can help us self-regulate.
5. As coaches, use different techniques - such as open questions, creating a safe space, and checking-in - to help participants practice identifying thoughts and feelings, and learning new ways to respond to experiences that help them feel good and live a healthy life.

Take Action!

Personal assignment: Talk to another coach about a shared experience, which is something that happened to both of you. Share your thoughts, feelings, and actions. How are they the same? How are they different? Why?

Coach assignment: Identify a reaction from a participant- something you saw them do or say. Ask them how they're feeling, what they're thinking, and why t they are acting that way. Ask how their thoughts, feelings, and actions affect each other. What did they say?

Praise Worksheet

Use this worksheet to learn more about praise and how to use it to strengthen relationships and reinforce positive behaviours.

Key terms

- **Praise:** Positive feedback on someone's action, trait, effort, or contribution
- **Self-esteem:** Your confidence in yourself and your abilities
- **Growth mindset:** The belief you can learn new skills through effort
- **Observant:** Paying careful attention to both the big and small things going on around you



What is "praise"?

Praise is one of the most powerful tools you have as a coach! Praise can help participants build self-esteem and choose healthy behaviours. Praise is more than just saying "good job" or "you're great;" praise describes a **specific** action, behavior, or contribution, rather than a **general** description. Praise becomes more valuable when it is focused on **progress**, not **performance**.

Use the **TLC method** to help you praise the people in your life:

Tell it: Describe the actions and words of a participant.

Example: "Fatima, today you presented the programme to a large group even though you were nervous."

Label it: Give a name to the positive behaviour.

Example: "This showed me that you are BRAVE because you did something even if it scared you a little."

Celebrate it: Explain why this is meaningful to you (and reinforce with any rituals or celebrations in your programme).

Example: "Fatima, you reminded me that I could grow too if I'm willing to try new things. Thank you."

Praise in YOUR life

Think of a time someone said something negative to you.

What did they say?

How did that negative comment make you feel about yourself?

Think of a time someone praised you.

What did they say?

How did that praise make you feel about yourself?

The Power of Praise

Fatima lives with her Auntie, who give her a place to live and feeds her. Fatima’ auntie often insults Fatima and makes her feel bad about herself. Fatima also has a caring coach in her life that she sees twice a week. Her coach praises her and makes her feel good about herself.



Auntie: “Fatima, you’re lazy!”



Coach: “Fatima, I saw you working hard on your homework today. I know it was difficult for you, but you didn’t give up! You are focused and dedicated. You inspire me to work harder!”

How do you think Fatima feels when her auntie insults her?

How do you think Fatima feels when her coach praises her?

Fatima lives with her auntie every day, but she only sees her coach twice a week. Do you think her coach’s praise can still be meaningful to her? Why?

What advice would you give to Fatima’s coach?

Growth Mindset

A “growth mindset” is the belief you can be successful as a result of the time and effort you put into learning. A growth mindset:

- Encourages us to value ourselves for our qualities, not only our achievements.
- Helps us to be open to learning new things, even if we can’t do them/don’t know them yet.
- Helps us to learn and bounce back from “failures”, without seeing them a flaw within ourselves.

A growth mindset is the opposite of a “fixed mindset,” which is the belief your qualities stay the same and cannot change

EXAMPLES ABOUT LEARNING SOMETHING NEW

Fixed Mindset



Growth Mindset



It’s embarrassing when I make a mistake.



Everyone makes mistakes and mistakes are opportunities to learn.

If I don’t try new or difficult things, then I won’t fail.



I have to try new and difficult things in order to grow, even if I fail at first.

When I fail, I get frustrated and give up.



When I fail or get frustrated, I try again using the lessons I’ve learned.

Failure means it is time to give up.



I only truly fail when I stop trying.

I can’t do that!



I can’t do that yet. I’m going to keep going, try new strategies, and/or ask for help until I understand it.

If I don’t improve right away, I get frustrated. I start to criticize myself.



I know improvement takes time and I celebrate the small steps. Even a little progress makes a difference!

Be Observant

Being observant means carefully watching and being aware of what’s going on around you. Be observant to identify opportunities to praise your participants. Here are some examples of positive behaviours you can look out for:

- A participant helps another participant carry something heavy.
- A participant attempts something difficult, and does not immediately get it right.
- A participant is feeling upset, yet does not act on it in an unhealthy way.
- A participant does not speak during an activity, but maintains strong eye contact with you and smiles.
- What are some other examples of participant behaviours you can look out for and praise?

1. _____

2. _____

3. _____

Words matter

It can be very powerful for participants to learn a new word to describe themselves. Try using some of the following specific words for labels instead of general words like “good” or “great”:

Confident	Reliable	Clever	Observant	What are some other words you can use as labels to praise participants?
Motivating	Caring	Artistic	Responsible	_____
Steady	Bold	Punctual	Trustworthy	_____
Curious	Resourceful	Articulate	Honest	_____
Animated	Loyal	Authentic	Insightful	_____
Inspiring	Inventive	Generous	Powerful	_____

Key messages

1. TLC Praise can help participants build a strong internal world and can help them challenge negative words and feelings.
2. When we praise, we want to celebrate:
 - Effort (such as trying again and again), not only achievement.
 - Progress (even the smallest improvement), not only performance.
 - Behaviours and qualities (such as kindness and being helpful), not only skills.
3. Be observant and always look for opportunities to praise
4. Praise helps promote a growth mindset, which is the belief that you can learn new things through effort and time.

Take Action!

Personal assignment: Use TLC praise to celebrate an adult in your life, like a family member, friend, or colleague.

Who did you praise and what action did you praise?

How did it feel to praise someone?

Coach assignment: Use TLC Praise to celebrate a participant. Be observant to find opportunities and use some of the examples above to help you.

Who did you praise and what action did you praise?

How did your participant respond to being praised?

Stress Relief Worksheet

Use this worksheet to learn more about ways stress and relaxation affect our bodies and minds. Learn how to use Take 5 Breathing to relieve stress in your own life and use it as a key activity in your programme with participants.

Key terms

- **Stress:** Our response to pressure or threat. Stress is a normal part of life but too much stress or feeling stressed for too long can be harmful.
- **Autonomic Nervous System:** The system throughout our bodies and brains that manages how we react to stress.
- **Sympathetic Nervous System:** Part of the Autonomic Nervous System that gives us energy and allows us to react quickly to situations.
- **Parasympathetic Nervous System:** Part of the Autonomic Nervous System that allows our bodies an important chance to rest, recover, and build resilience.

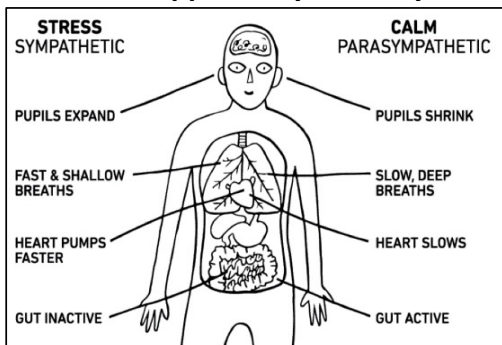


Our Sympathetic Nervous system is like sprinting- it helps us get out of danger, move fast, and respond to situations.



Our Parasympathetic Nervous system is like jogging after a race- it helps us relax, recover, think, calm down, and plan.

Autonomic Nervous System: What happens in your body



Both systems are important! We need to move between the two so we have healthy minds and bodies. If our sympathetic system is in always in control, we can experience anxiety and panic. If our parasympathetic system is always in control, we can be depressed and lose motivation.

The Autonomic Nervous System in YOUR life

Think of a time you had to escape from danger. How did your body feel?

What was your breathing like?

How did your heartbeat feel?

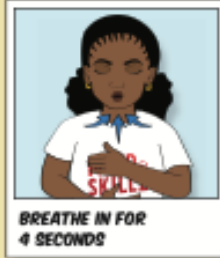
Think of a time you felt relaxed and calm. How did your body feel?

What was your breathing like?

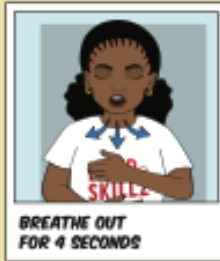
How did your heartbeat feel?

Take 5 Breathing

Take 5 is a simple breathing exercise you can use at any time to help calm your body and mind. You can use it to stay calm or to bring yourself from a sympathetic state to a parasympathetic state.



1. **BREATH 1:** close your eyes 🙄 and inhale slowly through your mouth for 4 seconds. Feel your belly and chest expand as large as they can. Then exhale slowly from your mouth for 4 seconds, fully emptying your lungs.
2. **BREATH 2:** inhale slowly through your nose for 4 seconds. Then exhale slowly from your nose 🙄 for 4 seconds.
3. **BREATH 3:** as you breathe deeply through your nose again, become aware of the sounds around you.



4. **BREATH 4:** as you breathe deeply through your nose 🙄 again, use your senses to notice what is going on around you. What do you feel on your skin? What do you smell? Don't worry about your thoughts 🤔 - let them come and go.
5. **BREATH 5:** after inhaling through your nose 🙄 for 4 seconds, hold your breath for 4 seconds, feeling the air in your lungs. Exhale for a count of 4. When you are ready, slowly open your eyes.

How did it feel to use Take 5 Breathing?

Were there any changes in your feelings or thoughts when you did Take 5?

When can you use Take 5 in your life?

How do you think your participants will respond to Take 5?

Key messages

1. Our bodies autonomic nervous system manages our response to challenges.
2. Our Sympathetic Nervous System gives us energy and allows us to react quickly to situations.
3. Our Parasympathetic Nervous System helps our bodies calm down and recover.
4. Take 5 can help us find relief from stress and help us pause between an experience in our external world, and our response to it.
5. The Take 5 can be done by coaches and participants anywhere, anytime.

Take Action!

Personal assignment: Practice Take 5 Breathing once a day, for three days. How did it feel to make Take 5 part of your life?

Coach assignment: Teach Take 5 to a young person in your life. How did they respond? What questions did they ask?

Reinforcing Cycle Worksheet

Use this worksheet to learn more about how our external world and internal worlds are connected and how to build a positive reinforcing cycle for your participants

Key terms

- **“Reinforce”**: to strengthen something - including an idea, thought, or feeling.
- **“Cycle”**: a repeated pattern, including thoughts, feelings, events, or behaviours.
- **“External world”**: Our environment or things happening around us.
- **“Internal World”**: What we think and how we feel.



Negative Reinforcing Cycle



The Negative Reinforcing Cycle shows the challenges participants face in their INTERNAL World and their EXTERNAL world.

The Reinforcing Cycle in YOUR life

What is a **challenge** you face in your EXTERNAL WORLD?

How does this **challenge** affect your INTERNAL WORLD- how you think and feel?

What is something **positive** in your EXTERNAL WORLD- like a relationship or sport you play?

How does **positive** thing affect your INTERNAL WORLD- how you think and feel?
