



## **Wellness and Resilience**

e-learning course

Facilitator Guide

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### About this Guide

This guide provides support for facilitating the Wellness and Resilience e-learning course, developed by the Humanitarian Leadership Academy.

The e-learning element and offline activities are designed for learners to study independently, but this is not the only way the course can be of value.

This facilitator guide provides support and guidance on using the e-learning course for group learning in a workshop setting, including:

- Advice on how to create your own facilitated workshops.
- Guidance on maximising your time with learners, without being overly prescriptive.
- Thoughts on how to customise and contextualise for different participants.

The e-learning course can be accessed online via the Kaya

<https://kayaconnect.org/course/view.php?id=746>. Alternatively, you can download Kaya Offline Player to access the course offline.

This guide includes the agenda, workshop plan, online and offline learning materials, and activities that participants will undertake in order to meet the learning outcomes.

The topics in the e-learning course are a great resource and springboard for creating learning sessions and developing activities for group learning. Learners might have already completed the e-learning course and be seeking to apply their learning in a workshop setting, or they may be new to the subject and might need an introduction to the materials.

### About Wellness and Resilience

For too many years, humanitarian workers have been managing the stress and impact of their work without easily accessible information on wellbeing and resilience.

The impact of long hours, insecure environments, chronic stress, and traumatic incidents have affected both their physical and emotional wellbeing.

Many aid workers can experience anxiety, post-traumatic stress, depression and burnout. As a result, even the most committed and experienced of them can become unable to function at their best, meaning that crisis-affected people may not be receiving the assistance and protection that they need.

Investing in humanitarian staff wellbeing and resilience has therefore become a necessity.

### Wellness and Resilience E-learning Course

The Humanitarian Leadership Academy, in collaboration with global experts in the field of humanitarian wellbeing, have created a new, e-learning course to provide innovative, accessible information to humanitarian workers across the globe. The training represents a shift from treatment to prevention, is applicable across all sizes of organisations, and emphasises that wellbeing is a joint responsibility of both the individual and the organisation.

The course provides modules for Frontline Workers as well as Managers so that both individuals and organisations can benefit from wellbeing capability building. The course includes activities and resources to support the learner as well as a facilitation guide.

By working together, supporting each other and building our understanding of wellbeing, we can encourage wellness and resilience, spot the early warning signs of stress and know what steps to take, especially in moments of acute need.

### Learning Materials

This document contains screen captures of the Wellness and Resilience e-learning course, along with guidance notes.

Each of the participants should be provided with the following print outs:

- Learner Journal
- Commit! Checklist

### Facilitators

It's important that you, as the facilitator, have already completed both the Frontline and Manager e-learning courses and have a good understanding of the material. While you're not expected to be an expert in Wellness and Resilience, you will need to have an awareness of the topics as well as facilitation skills.

Rather than being based on a lecture format, each module is designed to be engaging and interactive. As a facilitator, it's your role to engage participants, help them to interact with the information and discuss how they can make changes in their work and personal lives to manage stress and build resilience.

### Facilitation Tips

Follow these facilitation practices to help participants get the most out of this workshop:

1. Ensure participants understand the objectives of each session.
2. Use the tools in each module to check in with participants that they are achieving the learning objectives.
3. Encourage participants to explore their own experiences and how they apply to the modules.
4. Encourage participants to interact and discuss concepts together.
5. Encourage participants to think about and discuss how they will apply their learning.

## Agenda

### Agenda for Frontline Workers

**Total Time:** 4 hours (with a break)

Module	Timing
Introduction	15 minutes
Stress and Humanitarian Work	15 minutes
From Boredom to Burnout	45 minutes
Tackling Stress and Building Resilience	45 minutes
Break	30 minutes
Facing Traumatic Events	45 minutes
Wellness and Resilience During Rest and Recovery	30 minutes
Conclusion and Completion of I Commit!	15 minutes

### Alternative Agenda for Managers

**Total Time:** 8 hours (with a break)

Module	Timing
Introduction	15 minutes
Stress and Humanitarian Work	15 minutes
From Boredom to Burnout	45 minutes
Tackling Stress and Building Resilience	45 minutes
<b>Break</b>	<b>30 minutes</b>
Facing Traumatic Events	45 minutes
Wellness and Resilience During Rest and Recovery	30 minutes
Conclusion of the morning	15 minutes
<b>Break</b>	<b>60 minutes</b>
Prepare	60 minutes
Support	45 minutes
Break	15 minutes
Move On	30 minutes
Conclusion and Finalisation of I Commit!	30 minutes



### **Preparation:**

Participants taking part in this workshop will be asked to think about their own personal experiences, these may include challenging situations that they have faced.

It's important that you find out what support is available for staff, before you run the workshop, so participants can be fully supported should the workshop trigger difficult feelings and emotions.

## Topic 1: Introduction

### Warm up Activity



### **Preparation:**

Flip chart and pens.



### **Say:**

Welcome to the Wellness and Resilience facilitated workshop.

Let's begin by reflecting on what it's like working for the humanitarian sector.

For most of you it's a positive experience.

\*The help you provide improves the lives of people in need, and this can be very fulfilling. For many, performing a challenging job can also give a great sense of achievement.

#### **\*Alternative Information for Managers**

Coordinating challenging programmes can give you a great sense of achievement. The frontline teams you manage are critical in improving the lives of people in need, and this can be very fulfilling, for both you and your teams.

Let's warm up with a quick exercise.

	<p><b>Do:</b></p> <ol style="list-style-type: none"> <li>1. Create two columns on the flipchart. In the first column, write the title 'Rewarding Aspects of my Job'.</li> </ol>
	<p><b>Say:</b></p> <p>Hands up / call out - what aspects of your job, do you find most rewarding?</p>
	<p><b>Do:</b></p> <ol style="list-style-type: none"> <li>2. Write the answers from the participants under the first heading on the flipchart.</li> <li>3. Now, in the second column write the title '<i>Demanding Aspects of my Job</i>'.</li> </ol>
	<p><b>Say:</b></p> <p><i>*Along with these very rewarding aspects, your jobs may also be physically and emotionally demanding such as responding to the human costs of disasters.</i></p> <p><b>*Alternative Information for Managers</b>  <i>Along with these very rewarding aspects, you and your teams may also find physically and emotionally demanding aspects in your job.</i></p> <p><i>As a manager you may find that you have additional stress, related to large workloads and challenging workplace relationships with colleagues and managers.</i></p> <p>Hands up / call out - what aspects of your job, do you find most demanding?</p>
	<p><b>Do:</b></p> <ol style="list-style-type: none"> <li>4. Write the answers from the participants under the second heading on the flipchart.</li> </ol>

**Examples:** wars, floods, earthquakes, famines, refugee crises, poverty, hunger, disease, high workloads, insecure environments. \*

### \*Additional Examples for Managers

*Dealing with organisational challenges, high workloads, limited resources, planning challenges.*

#### **Say:**

\*It's understandable that these situations can have a negative impact on the way you feel and may lead to various emotions such as, feeling unhappy, tense or angry. However there are often warning signs before these emotions come to the surface.

### \*Alternative Information for Managers

*As a manager, it's important to be aware of the issues faced by your team as well as dealing with organisational challenges, such as high workloads and limited resources and planning.*

*As well as organisation and field stressors, you and your teams will also have individual, personal-life stressors, such as family and relationship issues.*

*It's understandable that these situations may make humanitarian workers feel unhappy, tense or angry. However there are things that you can do to help your teams prepare, navigate, and recover from these job hazards.*



*This workshop has been developed to give you the chance to think through the stress that you experience as part of your job.*

*During this workshop I'll help you identify the warning signs to look out for in yourself and in your colleagues.*

*I'll also provide you with strategies and techniques to reduce stress and help you cope with various stressful situations.\**

### \*Additional Information for Managers

*As well as guidance on embedding a culture of wellness and resilience within your organisation.*

*Taking part in this workshop may trigger thoughts and personal experiences. Additional support and resources is available, so please reach out if you need to.*

### Learning Objectives

	<b>Preparation:</b> Be ready with topic 1, screen 2 of the e-learning course.
	<b>Say:</b> Now, let's look at the goals I hope to help you achieve by the end of this workshop.
	<b>Do:</b> Show Topic 1, screen 2 and read out the objectives.

#### Online Course: Topic 1: Screen 2

#### About this Course

This course aims to equip you with information about various wellness and resilience techniques that you can use in stressful situations.

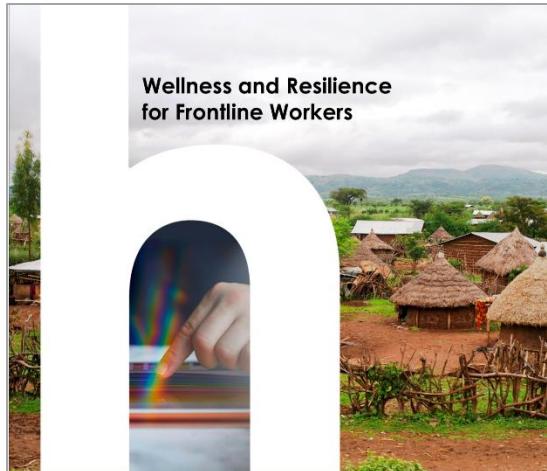
By the end of this course, you will be able to:

	Identify the nature of stress		Describe the importance of staying well and resilient		Identify signs of stress
	Develop strategies to effectively manage and reduce stress		Develop and strengthen personal resilience and wellbeing		Put in place practices and organisational structures that foster wellness and resilience.

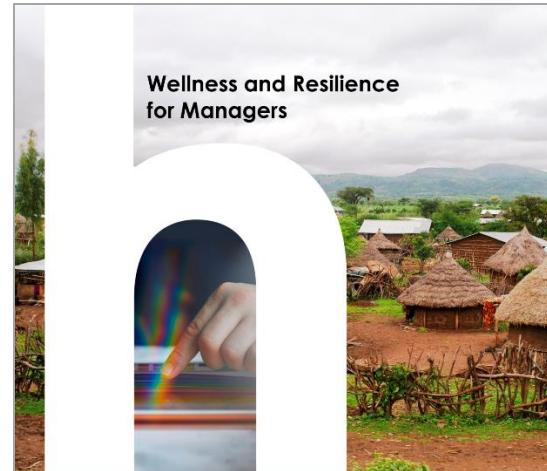
## Handouts

	<p><b>Preparation:</b></p> <p>Print enough copies of the <b>Learner Journal</b> and the <b>I Commit! Checklist</b> for all of the participants to have one copy of each document.</p> <p>Provide the correct version according to the participants, Frontline Workers or Managers.</p>
	<p><b>Say:</b></p> <p>I'm going to give you each, two handouts, the first is the Learner Journal.</p> <p>The journal includes activities to help you write down your insights and reflections and key points from each of the topics.</p> <p>At certain points during the workshop, we will pause, making time for you to reflect on your experiences and think about how the activity applies to you.</p> <p>Updating your journals will help you deepen your understanding of the concepts we'll be discussing and help integrate new learning into your current work habits.</p>
	<p><b>Do:</b></p> <p>Hand out a copy of the Learner Journal to each participant.</p>

**Wellness and Resilience for Frontline Workers**



**Wellness and Resilience for Managers**



 Learner Journal

This Learner Journal includes activities to be used as part of the Wellness and Resilience e-learning course. As you work through each of the topics in the course, you will be guided to activities within this Journal where you can write down your insights, reflections and key points.

While updating the Journal, make time to reflect on your experiences and think about how the content applies to you. The benefit of updating your Journal is that you will deepen your understanding of concepts and integrate new learning into your current work habits.

 Learner Journal

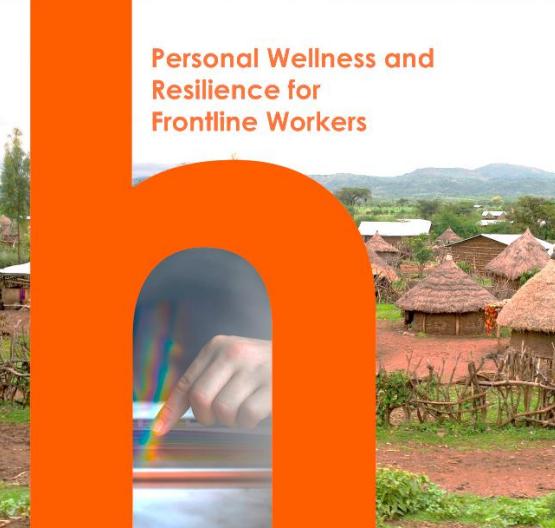
This Learner Journal includes activities to be used as part of the Wellness and Resilience e-learning course. As you work through each of the topics in the course, you will be guided to activities within this Journal where you can write down your insights, reflections and key points.

While updating the Journal, make time to reflect on your experiences and think about how the content applies to you. The benefit of updating your Journal is that you will deepen your understanding of concepts and integrate new learning into your current work habits.

 **Say:**

The next handout I'm going to give you is the ICommit! Checklist. At certain points during the workshop, we will pause, making time for you complete the checklist activities, which have been designed so you can build up your commitments as we go through each topic in the workshop. By the end of this workshop, you will have built up a number of commitments that you can use to finalise your Action Plan.

### Personal Wellness and Resilience for Frontline Workers



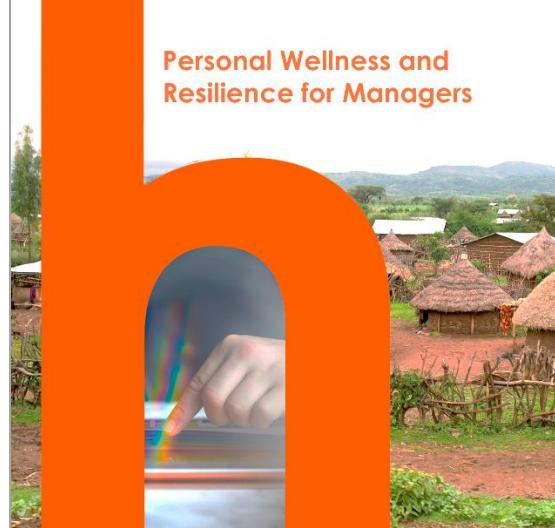
**I Commit!**

The I Commit! checklist is part of the Wellness and Resilience e-learning course. During the course, you'll be guided to the activities in the document, which you should complete before continuing with the e-learning course.

As you complete the questions and activities in this checklist you will build up your own Action Plan.

At the end of the e-learning course you can finalise your commitments, detailing how you will actively manage your personal wellness and resilience.

### Personal Wellness and Resilience for Managers



**I Commit!**

The I Commit! checklist is part of the Wellness and Resilience e-learning course. During the course, you'll be guided to the activities in the document, which you should complete before continuing with the e-learning course.

As you complete the questions and activities in this checklist you will build up your own Action Plan.

At the end of the e-learning course you can finalise your commitments, detailing how you will actively manage your personal wellness and resilience.



#### Do:

Hand out a copy of the I Commit! Checklist to each participant.

### Topic 2 Stress and Humanitarian Work

**Goal:** This topic helps participants to begin to reflect on the types of stress that humanitarian workers are facing, the impact of the stress, and the importance of managing stress.

#### Voices of Some Humanitarian Workers: Laura's Story

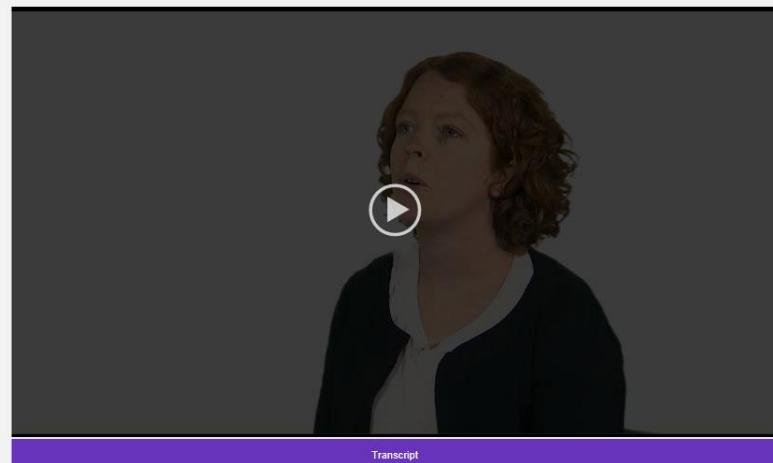
	<p><b>Preparation:</b> Be ready with topic 2, screen 1a of the e-learning course.</p>
	<p><b>Say:</b> Let's begin this topic by watching a short video where Emergency Response Officer Laura Purves talks about her challenges in the field.</p>
	<p><b>Do:</b> Play the video on Topic 2, screen 1a.</p>

#### Online Course: 1a

##### Voices of Some Humanitarian Workers: Laura's Story

Let's begin by watching a short video where Emergency Response Officer Laura Purves talks about her challenges in the field.

Select the *Play* button to start the video.



#### Topic 2: Screen

### Voices of Some Humanitarian Workers

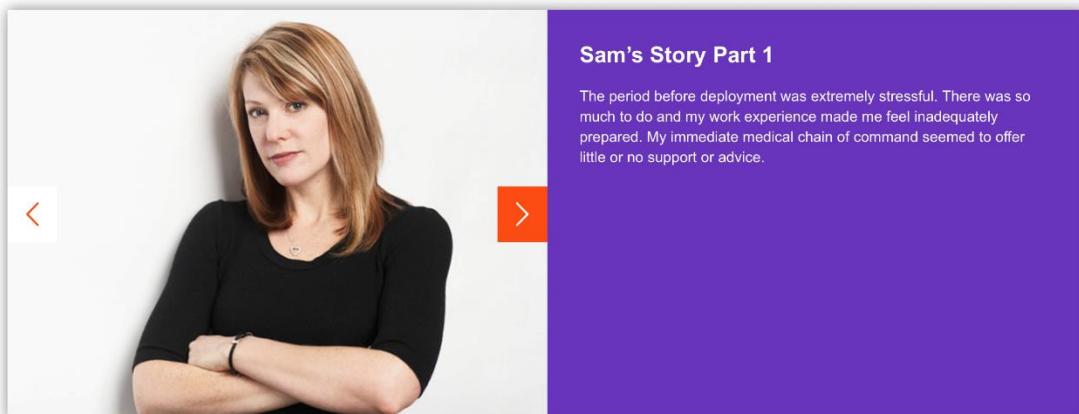
	<b>Preparation:</b> Be ready with topic 2, screens 1b, c, d and e of the e-learning course.
	<b>Say:</b> We'll continue with more stories from humanitarian workers.
	<b>Do:</b> Read the Voices of Humanitarian Workers stories on Topic 2, screen 1b, c, d and e.

#### Online Course: Topic 2: Screen 1b

##### Voices of Humanitarian Workers: Sam's Story

Over the next few screens, let's begin with some stories told by humanitarian workers and the types of stressful situations they face.

Select the arrow to read Sam's story.



**Sam's Story Part 1**

The period before deployment was extremely stressful. There was so much to do and my work experience made me feel inadequately prepared. My immediate medical chain of command seemed to offer little or no support or advice.

### Online Course: Topic 2: Screen 1c

#### **Voices of Humanitarian Workers: Libby's Story**

Over the next few screens, let's begin with some stories told by humanitarian workers and the types of stressful situations they face.

Select the arrow to read Libby's story.



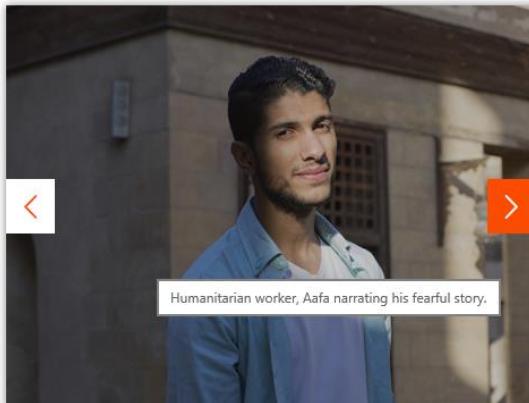
#### **Libby's Story Part 1**

For seven years I lived among those whose lives had been torn in pieces by rockets, mines, executions, rape, torture and an unspeakable climate of fear that could shatter the insanity of any human mind. As I worked in the wars and post-war situations in Afghanistan, the Balkans, Cambodia, and the Democratic Republic of Congo, I found myself in environments for which no human being is prepared.

### Online Course: Topic 2: Screen 1d

#### **Voices of Humanitarian Workers: Aafa's Story**

Select the arrow to read Aafa's story.



#### **Aafa's Story Part 1**

After being carjacked and held at gunpoint, I felt afraid to go to the field even though this is my job. I stopped going to the field for four months because of this incident.

### Online Course: Topic 2: Screen 1e

#### Voices of Humanitarian Workers: Dahma's Story

Select the arrow to read Dahma's story.



**Dahma's Story Part 1**

Sometimes I feel so powerless. I'm supporting others in the field to do their work, and I can see how much stress they're under. They tell me their stories of what they are witnessing and these images play over and over in my mind. I think about them at night and I even dream about them at night.

### Discovery Question: What do You Think?

	<p><b>Preparation:</b> Be ready with topic 2, screen 2 of the e-learning course.</p>
	<p><b>Say:</b> We've just looked at a variety of different humanitarian worker's stories. Now let's stop and reflect on some of the common stressors that humanitarian workers feel.</p>
	<p><b>Do:</b> Read the examples shown on the discovery question, allow the participants time to talk through these stressors and reflect on the stories. Also, provide time for participants to share examples of similar stressors they may have experienced. Conclude by telling the participants that they are all correct. In the stories, they saw examples of all the common stressors.</p>

#### Online Course: Topic 2: Screen 2

**Discovery Question: What do You Think?**

Based on the stories that you've just read, identify the common stressors that humanitarian workers feel.

Choose one or more options and select **Submit**.

Security Risks

Witnessing Suffering and Devastation

Organisational Issues

Difficult Working Conditions

Separation from Loved Ones



**Submit**   **Show Feedback**

### Stress in Humanitarian Aid Workers

	<b>Preparation:</b> Be ready with topic 2, screen 3 of the e-learning course.
	<b>Say:</b> As humanitarian workers, you may experience various stressful situations. Now let's find out more about major stressors.
	<b>Do:</b> Discuss the major stressors with the participants.

#### Online Course: Topic 2: Screen 3

### Stress in Humanitarian Aid Workers

As humanitarian workers, you may experience various stressful situations.



Select each of the headings to find out about major stressors.

Security Risks	+
Witnessing Suffering and Devastation	+
Job Insecurity	+
Organisational Issues	+
Difficult Working Conditions	+
Relationship Issues	+
Separation from Loved Ones	+

### Effects of Stress on Humanitarian Workers

	<p><b>Preparation:</b> Be ready with topic 2, screen 4 of the e-learning course.</p>
	<p><b>Say:</b> So we've just looked at the major stressors, now let's find out the impact that these stressful situations have on humanitarian workers.</p>
	<p><b>Do:</b> Discuss the data from topic 2, screen 4 with the group, ask them how they feel about the statistics and if they are surprised by the numbers.</p>

#### Online Course: Topic 2: Screen 4

### Effects of Stress on Humanitarian Workers

Now let's find out the impact of stressful situations on humanitarian workers.

Select each of the orange buttons to view some statistics related to stress in humanitarian workers.



Photographer's Credit  
Mustafa Saeed/  
Save the Children



Photographer's Credit  
Mark Kayef/  
Save the Children



## Mind-Body Impact of Stress

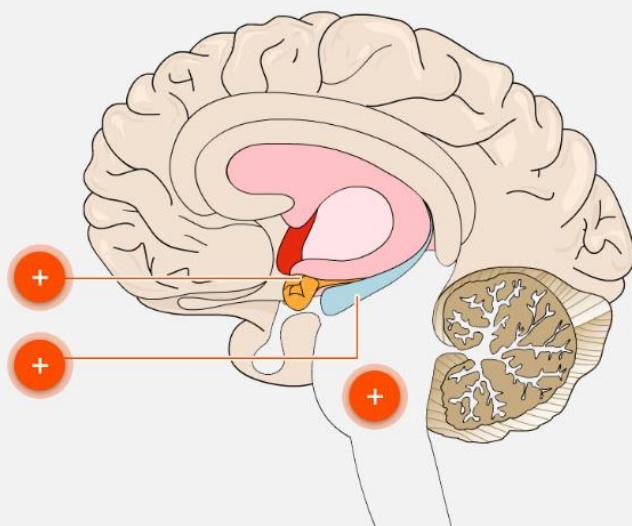
	<p><b>Preparation:</b> Be ready with topic 2, screen 5 of the e-learning course.</p>
	<p><b>Say:</b> In this next section, we'll focus on understanding the impact of stress on our brain and find out why we react to stress and trauma in different ways.</p>
	<p><b>Do:</b> Interact with the activity and read the information about how stress affects various parts of the brain.</p>

### Online Course: Topic 2: Screen 5

#### Mind-Body Impact of Stress

This section focuses on helping us to understand the impact of stress on our brain and explains why we react to stress and trauma in different ways.

Select each of the hotspots to see how stress affects various parts of the brain.



### Importance of Managing Stress

	<b>Preparation:</b> Be ready with topic 2, screen 6 of the e-learning course.
	<b>Say:</b> So now we know that stress is particularly challenging in the humanitarian sector and the physical effects this has on our brains. So with this in mind, it's very important to manage stress.
	<b>Do:</b> Read screen 6 and emphasise to the learner that they have an important role to play in managing stress.

#### Online Course: Topic 2: Screen 6

### Importance of Managing Stress

To deliver effective humanitarian responses you must be competent, well trained, healthy (both physically and mentally) and ideally, supported throughout your whole working lifecycle.

Although it's clear that more support is currently needed for wellness and resilience within the humanitarian sector, we're looking to you to help make that change through a collaborative effort.

We all have a part to play in working towards this common goal. As an individual, you're responsible for managing your own wellbeing and by looking out for the wellbeing of your colleagues. Why not begin by telling your colleagues about this course?

It's also important to know when it's time to flag issues, if you feel unsupported or at risk.



## Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 2, screen 7 of the e-learning course.
	<b>Say:</b> So, let's see what you remembered from the impact of 'stress on our brain' activity.
	<b>Do:</b> Read out the options and ask the participants if they are true or false.

### Online Course: Topic 2: Screen 7

## Practice Question: Check Your Understanding

True or False?

Stress affects various parts of the brain. The following signs can be the result of ongoing or repeated stress:

Select True or False and then select Submit.

	True	False
1. Difficulty in making new memories or remembering what has happened recently.	<input type="radio"/>	<input type="radio"/>
2. Feeling less in control and easily triggered by stressful events.	<input type="radio"/>	<input type="radio"/>
3. Feeling chronically alert and jumpy.	<input type="radio"/>	<input type="radio"/>

**Submit**   **Show Feedback**

## Reflection Activity: How Often do You Face Stressful Situations?

	<b>Preparation:</b> Be ready with topic 2, screen 8 of the e-learning course.
	<b>Say:</b> Now let's reflect on what we've learned and turn our attention to our own situations.
	<b>Do:</b> Draw a scale (1-5) on the whiteboard and ask participants how often they feel stressed. Please note, some participants may not be willing to share this information, their wishes should be accepted. Put their answers on the scale and discuss.

### Online Course: Topic 2: Screen 8

**Reflection Activity: How Often do You Face Stressful Situations?**

How often do you feel stressed during a working week?

**Key:**

- 1. Not at all.
- 2. Several days.
- 3. More than half the days.
- 4. Nearly every day.
- 5. Several times a day.

Drag the slider to make your choice and select Submit.

1      2      3      4      5

Submit      Show Feedback

## Reflection Activity: Identify Your Stressors

	<p><b>Preparation:</b></p> <p>Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b></p> <p>Now open your Learner Journal and turn to the first activity on page 2. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b></p> <p>Instruct the participants to complete Activity 1.</p>

### Learner Journal Handout: Page 2: Activity 1

#### Frontline Workers

Stress and Humanitarian Work	
<b>Activity 1: Identify Your Stressors</b> How often do you feel stressed during a working week? In the e-learning course, you have just completed the activity "How Often do You Face Stressful Situations?" Enter your score from this activity in the box. <input type="text"/> <b>Key:</b> 1. Not at all. 2. Several days. 3. More than half the days. 4. Nearly every day. 5. Several times a day. Now answer the following questions: Q1 What are the common stressful situations that you face on a daily basis? <div style="border: 1px solid black; height: 40px;"></div> Q2 Reflect on a stressful situation that you recently faced and think about the factors that trigger stress for you. <div style="border: 1px solid black; height: 40px;"></div> Q3 Are there specific situations you face as a manager that are stressful? <div style="border: 1px solid black; height: 40px;"></div> <small>Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.</small>	

#### \*Alternative for Managers

Stress and Humanitarian Work	
<b>Activity 1: Identify Your Stressors</b> How often do you feel stressed during a working week? In the e-learning course, you have just completed the activity "How Often do You Face Stressful Situations?" Enter your score from this activity in the box. <input type="text"/> <b>Key:</b> 1. Not at all. 2. Several days. 3. More than half the days. 4. Nearly every day. 5. Several times a day. Now answer the following questions: Q1 What are the common stressful situations that you face on a daily basis? <div style="border: 1px solid black; height: 40px;"></div> Q2 Reflect on a stressful situation that you recently faced and think about the factors that trigger stress for you. <div style="border: 1px solid black; height: 40px;"></div> Q3 Are there specific situations you face as a manager that are stressful? <div style="border: 1px solid black; height: 40px;"></div> <small>Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.</small>	

## Topic 3 Energy Flow: From Boredom to Burnout

**Goal:** This topic helps participants to understand the different stages of stress and the key signs and behaviours to look out for.

### Flow of Energy: From Bored to Burned Out

	<p><b>Preparation:</b> Be ready with topic 3, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> Let's begin this topic by watching a short video about flow of our energy from bored state to burned out state.</p>
	<p><b>Do:</b> Play the video on Topic 3, screen 1.</p>

#### Online Course: Topic 3: Screen 1

**Flow of Energy: From Bored to Burned Out**

Let's start by understanding the flow of our energy from bored state to burned out state.

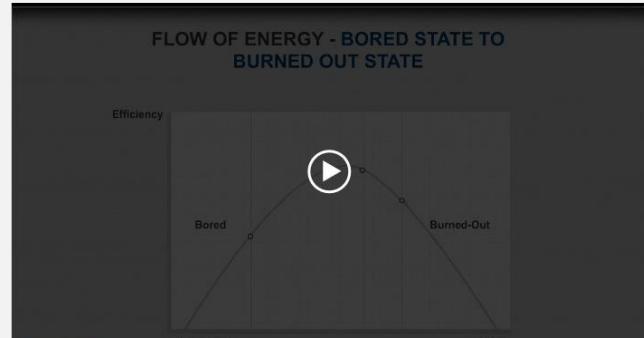
When we have large quantities of positive energy, we are in the green zone. This is the zone where we are at our best. The green zone has productive pressure and energy.

When pressure and demands continue to build, we end up shifting out of the performance zone into the amber zone. This is where stress starts showing its effects on our mind and body.

If we stay for long in the amber zone, we end up landing in the red zone. We start feeling the symptoms of burnout and we can feel hopeless and exhausted. Not only is this bad from a health and a performance perspective, but it also affects our ability to connect well with others.

Select **Play** to watch a video about flow of our energy from bored state to burned out state.

**FLOW OF ENERGY - BORED STATE TO BURNED OUT STATE**



The graph illustrates the flow of energy from a 'Bored' state to a 'Burned-Out' state. The vertical axis represents 'Efficiency' and the horizontal axis represents 'Stimulation'. The curve begins at the origin, rises to a peak labeled 'Bored', and then descends to a point labeled 'Burned-Out'.

### Let's Meet Rafi

	<b>Preparation:</b> Be ready with topic 3, screen 2 of the e-learning course.
	<b>Say:</b> In this next section, we'll understand the concept of wellness and how some levels of stress are normal and natural through Rafi's story.
	<b>Do:</b> Read Rafi's story on Topic 3, screen 2.

#### Online Course: Topic 3: Screen 2

 **Green Zone: Let's Meet Rafi**

Let's go through Rafi's story to understand the concept of wellness and how some levels of stress are normal and natural.

Select the arrow to find out more.



A photograph showing a man (Rafi) and a young boy sitting at a table, looking at a piece of paper together. The man is holding a pen and pointing at the paper. The boy is smiling. A blue wristband with 'Education' written on it is visible on the man's wrist. There are navigation arrows on the left and right sides of the photo.

**Rafi's Story: Part 1**

Rafi has worked for many years in his home country for national NGOs in logistics and programme management. He now has the opportunity to work abroad for an International NGO that supports health centres in Syria. He'll be based in Jordan, with travel into Syria as the situation allows. His role will be Programme Manager for a team of 4 expats and 50 national staff.

Photographer's Credit: Noelle Ibarra / Save the Children

## Green Zone: Rafi's Story

	<b>Preparation:</b> Be ready with topic 3, screen 3 of the e-learning course.
	<b>Say:</b> Let's now see how Rafi is dealing with his new life in Jordan.
	<b>Do:</b> Read Rafi's story on Topic 3, screen 3.

### Online Course: Topic 3: Screen 3

 **Green Zone: Rafi's Story**

Let's see how Rafi is dealing with his new life in Jordan.

Select the arrow to find out more.



A photograph showing a man with dark hair and a beard, wearing a plaid shirt, sitting at a desk and writing in a notebook with a blue pen. A young boy with short hair, wearing a blue and white striped shirt, is looking up at him with a smile. In the background, there are shelves with books and papers. On the desk, there is a small sign that says "Education".

**Rafi's Life in Jordan: Part 1**

When Rafi arrives in Jordan, he's very excited about his new role. He does feel he could have had a bit more training, and he's working slightly too much, but he's coping. He makes sure he takes a lunch break each day, he's getting to know his colleagues and he makes sure that he talks to friends at home once a week.

## Practice Question: Check Your Understanding

	<p><b>Preparation:</b> Be ready with topic 3, screen 4 of the e-learning course.</p>
	<p><b>Say:</b> So, let's see what your conclusions are after reading Rafi's story.</p>
	<p><b>Do:</b> Read out the options and ask the participants what their conclusions are.</p>

### Online Course: Topic 3: Screen 4

 **Practice Question: Check Your Understanding**

Which of the following can you conclude after reading Rafi's story?

Choose an option and select **Submit**.

Rafi shows early signs of stress.

Rafi is experiencing positive stress that will help improve his performance.

Rafi is exhausted and his body is unable to recover and recuperate.

**Submit**      **Show Feedback**



## Green Zone: Good Stress

	<b>Preparation:</b> Be ready with topic 3, screen 5 of the e-learning course.
	<b>Say:</b> Here, we'll understand how stress can have a positive impact on us.
	<b>Do:</b> Read screen 5 and emphasise the advantages of positive stress.

### Online Course: Topic 3: Screen 5

 **Green Zone: Good Stress**

Did you ever think pressure can be good for us?

In fact, productive pressure keeps us challenged, engaged and enthusiastic and drives us to achieve! We need this pressure to get us going.

Positive stress comes from inside – our own drive, desires and motivation. It also comes from outside – in the requirements of the work, the challenge to persevere in tough times and to stretch ourselves to achieve our objectives.

Positive stress is usually short-term. It motivates us to move into action and get things done. When we're in the positive stress zone, we perceive an adverse situation as an opportunity or challenge that needs to be overcome and will lead to a good outcome.

This type of stress can even be enjoyed!



### Green Zone: Resilience

	<b>Preparation:</b> Be ready with topic 3, screen 6 of the e-learning course.
	<b>Say:</b> Now let's understand the concept of resilience and its components.
	<b>Do:</b> Read screen 6 and explain about resilience and what it means to be resilient.

#### Online Course: Topic 3: Screen 6

 **Green Zone: Resilience**

When we're in the green zone, our resilience to stress is at its best. As humanitarian workers, we need to be resilient. What does being resilient mean?

It refers to our ability to regain our positive coping strategies that may have been compromised during times of high stress. Resilience determines how quickly we get back to our steady state after a stressful situation has passed. It helps us to bounce back in the face of adversity.

It is easier to observe the effects of resilience than to define what makes a person resilient. Like intelligence or personality, resilience is a complex construct and it may look different for people in various contexts. It may even change for you at different points in your life. Some of the core components of resilience include having reasons for hope and optimism, meaning and purpose, a willingness to engage challenges, and a strong network of social support.



## Green Zone: The Impact of Stress

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the second activity on page 3. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 2.</p>

### Learner Journal Handout: Page 3: Activity 2

**Energy Flow: From Boredom to Burnout**

**Activity 2: The Impact of Stress**

There are many commonalities across cultures in signs and symptoms of stress, and effective self-care techniques. However, there are some important differences too. Cultures often express stress differently and it is important to understand both your personal cultural expressions of stress as well as the culture that you are working in.

Q1. How do you think stress is expressed in your culture?  
Write down your answer in the box below.

Remember, your personality and many other factors can also influence how you respond to stress.

Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.

### Practice Question: Check Your Understanding

	<p><b>Preparation:</b> Be ready with topic 3, screen 8 of the e-learning course.</p>
	<p><b>Say:</b> So, let's check your understanding about positive stress.</p>
	<p><b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.</p>

#### Online Course: Topic 3: Screen 8

 Practice Question: Check Your Understanding

Which of the following statements are correct?

Choose one or more options and select Submit.

Stress is always good for us as it pushes us to give our best.

Positive stress is only short-term.

It's possible to enjoy stress.

It's not possible to feel stressed and be motivated at the same time.

**Submit** **Show Feedback**



## Amber Zone: Rafi's Story

	<b>Preparation:</b> Be ready with topic 3, screen 9 of e-learning course.
	<b>Say:</b> Now, let's continue Rafi's story and find out how he's feeling after spending two months in Jordan.
	<b>Do:</b> Read Rafi's story on Topic 3, screen 9.

### Online Course: Topic 3: Screen 9

 **Amber Zone: Rafi's Story**

Let's continue Rafi's story and find out how he's feeling after spending two months in Jordan.

Select the arrow to find out more.



A photograph showing a group of children and a man in a tan vest with a red logo. They are outdoors on a dirt ground, possibly in a refugee camp. The man is holding hands with a girl in a pink jacket. There are arrows at the bottom left and right of the photo, indicating it's a scrollable image.

Photographer's Credit  
Noelle Ibarra/  
Save the Children

**Rafi's Life in Jordan: Part 1**

Rafi has been in the field for 2 months and he's beginning to miss his friends and family. Some people he had met when he arrived have already moved to another assignment, so he doesn't have anyone to meet with in the evenings. It's feeling more and more difficult for Rafi to feel satisfied with his life outside work.

## Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 3, screen 10.1 of e-learning course.
	<b>Say:</b> Let's see your understanding about the early signs of stress.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

### Online Course: Topic 3: Screen 10.1

 Practice Question: Check Your Understanding

Rafi has clearly started demonstrating the early signs of stress. What signs might Rafi's co-workers and supervisor notice?

Choose one or more options and select **Submit**.

Rafi is not taking lunch breaks

He's working late into the evening

He's stopped going to the gym

He seems anxious about his strip to Syria

**Submit** **Show Feedback**



\*Additional Activity for Managers

### Reflection Activity: Less Obvious Signs of Stress

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the third activity on page 3. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 3.</p>

#### Learner Journal Handout: Page 3: Activity 3

##### **Activity 3: Less obvious signs of stress.**

*In the activity you've just completed, did you select 'he's working late into the evening' as a sign of stress?*

*In some situations, depending on office dynamics and living quarters, people may or may not notice social isolation like this as a sign of stress.*

**Q1 What other signs of stress may be difficult to notice?**

### Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 3, screen 12 of e-learning course.
	<b>Say:</b> So, what according to you are the early signs of stress.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

#### Online Course: Topic 3: Screen 12

 Practice Question: Check Your Understanding

Which of the following symptoms indicate early signs of stress?

Choose one or more options and select Submit.

Cultural conflict

Not eating well

Anxiety

Increased pulse rate

Indecisiveness

**Submit** **Show Feedback**

\*Additional Activity for Managers

### Reflection Activity: Acting on Signs of Stress

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the fourth activity on page 4. Let's pause for 5 minutes so you can fill in the activity.</p>

#### Activity 4: Acting on Signs of Stress

If you were to recognise any of these signs of stress in your staff, how would you go about addressing them?

Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.

## Red Zone: Rafi's Story

	<b>Preparation:</b> Be ready with topic 3, screen 13 of e-learning course.
	<b>Say:</b> Now, let's understand about Rafi's feelings and apprehensions when he was working in Syria.
	<b>Do:</b> Read the Rafi's story on Topic 3, screen 13.

### Online Course: Topic 3: Screen 13

 **Red Zone: Rafi's Story**

It's important to recognise some of the early warning signs of stress and seek appropriate help.

While working in challenging situations, it's quite easy to move from the amber zone to the red zone. That's exactly what happened with Rafi after his trip to Syria.

Select the arrow to find out more.



A photograph of a man with a beard, identified as Rafi, standing in front of a white tent. He is surrounded by several young children. On the left side of the photo are orange arrows pointing left and right, indicating it is a scrollable image. On the right side, there is a dark blue sidebar with text.

**Rafi's Experience: Part 1**

During the trip into Syria, Rafi worried the entire time that he would be killed or kidnapped. He has also been given additional job duties as a colleague has taken sick leave. He feels there aren't enough hours in the day and he worries about his safety when he has to do trips into Syria.



**Do:**

Instruct the participants to complete Activity 4.

### Learner Journal Handout: Page 3: Activity 4

*Q2 In places you have worked, what are the greatest risk factors for social isolation?*

*Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.*

## Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 3, screen 14 of e-learning course.
	<b>Say:</b> So, which situations according to you contributed to Rafi's burn out.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

Online Course: Topic 3: Screen 14

 **Practice Question: Check Your Understanding**

Rafi's body and mind are unable to recover and recuperate. He's experiencing burnout. Which of the following situations contributed to his burnout?

Choose one or more options and select **Submit**:

Social isolation

Overwork

Critical incident

Not paying attention to his health

No longer finding meaning in his work

Role confusion

Consistent exposure to traumatic material

**Submit** **Show Feedback**



## Flow of Energy: From Bored to Burned Out

	<p><b>Preparation:</b> Be ready with topic 3, screen 15 of the e-learning course.</p>
	<p><b>Say:</b> Now that we have learned about the situations contributing to burnout, let's watch a video about burnout in humanitarian workers.</p>
	<p><b>Do:</b> Play the video on Topic 3, screen 15.</p>

### Online Course: Topic 3: Screen 15

 **Red Zone: Burnout**

Do you know that humanitarian workers are at high risk of experiencing burnout?

This is because in their working situations, stress accumulates and stays at high levels for extended periods of time leading to a burnout.

Burnout is not an event, it's rather a process in which we start showing cumulative stress reactions after getting exposed to emotionally demanding situations for longer time periods.

Occupational situations that typically contribute to burnout are:

- Conflict between individual values and organisational goals and demands.
- Lack of managerial and/or social support.
- Overload of responsibility.
- Role confusion.
- Sense of having no control over quality or outcome of work.
- Little emotional or financial reward.
- Existence of inequity, lack of respect.
- Consistent exposure to traumatic material.

Select **Play** to watch the video about burnout in humanitarian workers.



Credit: Save the Children

## Red Zone: Warning Signs of Cumulative Stress and Burnout

	<p><b>Preparation:</b> Be ready with topic 3, screen 16 of the e-learning course.</p>
	<p><b>Say:</b> As humanitarian workers, you may experience stress and burnout. Now let's find out more about the warning signs to look out for.</p>
	<p><b>Do:</b> Discuss the warning signs of cumulative stress and burnout with the participants.</p>

Online Course: Topic 3: Screen 16

### Red Zone: Warning Signs of Burnout

There are several signs of cumulative stress that indicate burnout.



Select the headings to find out more.

Physical	+
Emotional	+
Mental	+
Spiritual	+
Behavioural	+

### Practice Question: Check Your Understanding

	<p><b>Preparation:</b> Be ready with topic 3, screen 17 of e-learning course.</p>
	<p><b>Say:</b> So, let's check what you remember about stressors that lead to burnout in humanitarian workers.</p>
	<p><b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.</p>

#### Online Course: Topic 3: Screen 17

 Practice Question: Check Your Understanding

Which of the following occupational situations may lead to burnout in the humanitarian field?

Choose one or more options and select Submit.

- Conflict between individual values and organisational goals
- Work overload
- Role dissatisfaction
- Little reward
- Social isolation
- Emotional exhaustion and fragility

**Submit** **Show Feedback**



## Reflection Activity: Which Zone are You in – Green, Amber or Red?

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the fifth and sixth activity on page 4 to 7. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activities 5 and 6.</p>

[Learner Journal Handout: Activity 3 for Frontline Page 3 to 6 \(For Managers Activities 5 and 6: Page 4 to 7\)](#)

### Activity 3: Which zone are you in – Green, Amber or Red

Write down your thoughts on the following questions to identify the zone you are in – Green, Amber or Red?

#### Green Zone:

- What gives you energy?

- What relaxes you?

- How do you take care of your body?

3

- What do you most enjoy about your work?

- How do you switch off from your work?

#### Amber Zone:

- What makes you stressed?

- When was the last time you felt really stressed?

- When you start getting stressed, what kind of changes do you observe in:

- Your body

- Your thoughts

- Your actions

- Your feelings

- What kind of warning signs indicate that stress has started to affect your overall well-being?

4

- How do you change towards other people in a state of stress?

#### Red Zone:

- Do you think that you have or are experiencing a period of burnout? If yes, what are reasons behind it?

- Have you been experiencing the following signs of burnout from last 6 months or more?

- Feeling cynical, pessimist and having a negative attitude towards life, yourself and others.

Yes  No

- Feeling unproductive and ineffective, you get the feeling that your work is not making any difference at all.

Yes  No

- Feeling like you have stagnated in all areas of your personal and professional life.

Yes  No

- Treating people who you were affectionate towards with indifference or disregard often.

Yes  No

- Waking up in the morning feeling tired and exhausted even though you had what can count as enough hours of sleep (7-8 hours of sleep).

Yes  No

- Feeling disconnected from real issues that in the past could have caught your attention.

Yes  No

- Finding yourself avoiding people with whom you would have enjoyed spending time with before.

Yes  No

### Activity 6: Take Action

Use your findings from the activity to identify and write down the early signs of stress that signify your movement from the green zone. This will help you take the necessary precautionary measures in a timely manner.

If you get into the amber zone you need to do something about it immediately. Don't wait until you get into the red zone, where it's much more difficult!

My early signs of stress that signify my movement from the green zone are...

Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.

## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the first activity on page 2. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 1.</p>

### I Commit! Checklist Handout: Page 2: Activity 1

<p><b>1. Energy Flow: From Boredom to Burnout</b></p> <p>Fill in your commitments below to commit to stay in the Green Zone.</p> <p><b>My Commitments to Stay in the Green Zone</b> Actions that I would take:</p> <div style="background-color: #e0f2e0; height: 50px; width: 100%;"></div> <p>Things that might get in my way:</p> <div style="background-color: #e0f2e0; height: 50px; width: 100%;"></div> <p>What I can do to overcome these things:</p> <div style="background-color: #e0f2e0; height: 50px; width: 100%;"></div> <p><b>I Believe that I Can Keep My Commitment</b> Now rate how confident you feel about keeping your commitments.</p> <p>1) Not confident. 2) Slightly confident. 3) Confident 4) Very confident.</p> <p>It is important to maintain your commitment to stay in the Green Zone. Don't be disheartened if it seems difficult at first, changing habits takes time. That's why your commitment and discipline is needed, without that it is difficult to change "old" ways.</p>
---

### Topic 4 Tackling Stress and Building Resilience

**Goal:** This topic will get the participants to reflect on ways to tackle stress and build resilience.

#### Discovery Question: Introduction

	<p><b>Preparation:</b> Be ready with topic 4, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> Let's begin this topic by identifying the coping techniques you learned about in the last topic.</p>
	<p><b>Do:</b> Read the examples shown on the discovery question, allow the participants time to recollect these coping techniques. Also, provide time for participants to share examples of other coping techniques they may have used. Conclude by telling the participants that they are all correct.</p>

#### Online Course: Screen 1

##### Discovery Question: Introduction

Which of the following coping techniques did you commit to in the last topic for keeping yourself in the Green zone?

Choose the technique/s you committed to and select Submit.

 <input type="checkbox"/> Building social support	 <input type="checkbox"/> Meditation/Mindfulness	 <input type="checkbox"/> Eating well
 <input type="checkbox"/> Sleeping well	 <input type="checkbox"/> Keeping a journal	 <input type="checkbox"/> Gratitude (identifying what is important in your life)

**Submit**   **Show Feedback**

#### Topic 4:

### How to Build Resilience

	<b>Preparation:</b> Be ready with topic 4, screen 2 of the e-learning course.
	<b>Say:</b> Now that we have identified the coping techniques, let's learn about ways to build resilience.
	<b>Do:</b> Discuss the various ways of building resilience.

#### Online Course: Topic 4: Screen 2

### How to Build Resilience

Let's find out more about coping techniques in each of these areas.

Select one of the topics to enter.



#### Social Support

Having a good support network acts like a psychological safety net. In this section, we'll explore ways to build social support.



#### Health and Wellbeing

Your physical and mental health is at the foundation of your health and wellbeing. In this section, we'll create a list of actions you can take, and identify rest and reflection actions that can support wellness and resilience.



#### Personal Management

Personal management is all about the things that you can do to support your wellness and resilience in three key areas, 'meaning and motivation', 'preparedness' and 'adaptability and resourcefulness'.



[/Adapt/HLA/W&R/index.html#/id/co-22-FM](http://Adapt/HLA/W&R/index.html#/id/co-22-FM)

### Social Support: Techniques

	<b>Preparation:</b> Be ready with topic 4, screen 2.1a of the e-learning course.
	<b>Say:</b> Let's discuss the social support-related techniques used for building resilience.
	<b>Do:</b> Discuss the various social support-related techniques for building resilience.

Online Course: Topic 4: Screen 2.1a

### Social Support: Techniques

Your social support network is made of friends, family, peers and colleagues.



A humanitarian worker giving a doll toy to a child

Select each of the categories to find out tips and suggestions to build your support network and strengthen your safety net in each of these groups.

Friends	+
Family	+
Colleagues	+

←

### Health and Wellbeing: Eat Well

	<p><b>Preparation:</b> Be ready with topic 4, screen 2.2a of the e-learning course.</p>
	<p><b>Say:</b> We just had a look at the various social support-related techniques for building resilience. Now, let's understand how being healthy and focussing on wellbeing helps in building resilience. The first is eating well.</p>
	<p><b>Do:</b> Discuss how eating well helps in building resilience.</p>

Online Course: Topic 4: Screen 2.2a

#### Health and Wellbeing: Eat Well

Eating well can improve your mood and provide the nutrients and energy you need to promote stamina and help keep you healthy.

Select each of the following headings and follow our tips to help you eat well and stay healthy.



### Health and Wellbeing: Be Active

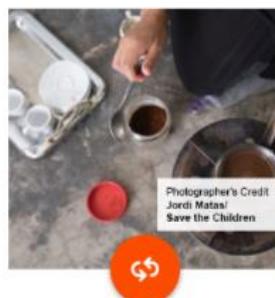
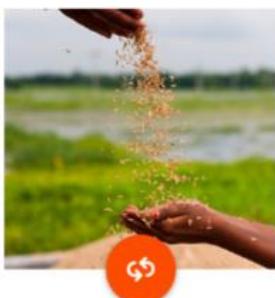
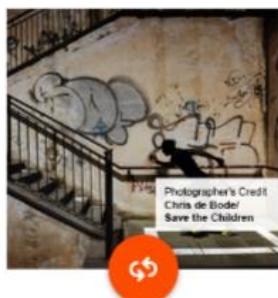
	<b>Preparation:</b> Be ready with topic 4, screen 2.2b of the e-learning course.
	<b>Say:</b> Let's understand how being active helps in building resilience.
	<b>Do:</b> Discuss how being active helps in building resilience.

[Online Course: Topic 4: Screen 2.2b](#)

#### Health and Wellbeing: Be Active

Just like eating well, being active is an essential ingredient for your health and wellbeing.

Select each image to find out more.



### Being Active: Effects on Stress

	<b>Preparation:</b> Be ready with topic 4, screen 2.2c of the e-learning course.
	<b>Say:</b> We just learned how being active helps in building resilience. Let's now learn what the effects being active are on stress.
	<b>Do:</b> Discuss how being active helps in reducing stress.

[Online Course: Topic 4: Screen 2.2c](#)

#### Being Active: Effects on Stress

Even if there isn't a gym available, there are lots of ways you can be active. You can also do exercises in the office or team house. Any exercise counts as long as you raise your heart-rate.

Being active has a positive effect on your body and helps reduce stress.

When you exercise new brain-cells grow in a critical area of the brain necessary to process stress. This is the same area of the brain that is damaged by toxic stress and is also responsible for memory and mood regulation.

Try and engage in exercise when you can throughout your day. By including your colleagues, you will also have a positive influence on them and their wellbeing.

By making exercise part of your daily routine, it's easier to stick to as over time you will get into a routine and it will feel like less of an effort. Different things motivate or discourage different people. Think about what truly motivates you to exercise and think about the daily, progressive steps you can commit to that will get you there.

A helpful tip is to exercise in a group, this makes it more fun and you can push each other to be successful in sticking to your routine.



### Health and Wellbeing: Be Mindful

	<b>Preparation:</b> Be ready with topic 4, screen 2.2d of the e-learning course.
	<b>Say:</b> Now, let's watch a video to understand the concept of mindfulness.
	<b>Do:</b> Play the video on Topic 4, screen 2.2d.

#### Online Course: Topic 4: Screen 2.2d

##### Voice of Humanitarian Workers

You could also consider mindfulness, to increase mental wellbeing and resilience. This can be achieved with regular practice and commitment through mindful meditation.

Mindfulness is:

- Mindfulness has been practiced for thousands of years. Over the last four decades research from both clinical and scientific studies have robustly demonstrated its benefits.
- Mindfulness applies to a range of practices that are linked to spiritual or religious beliefs for some, but many people practice mindfulness as a way of retraining the mind without any spiritual component.
- A proven approach to reduce stress, increase physical and mental wellbeing, as well as emotional resilience.
- Accessible to all, with a large selection of books, media and information widely available on the subject.

To find out more about mindfulness, watch the introductory session video in the Resources section. 

Select the **Play** button to start the video.



### Personal Management

	<p><b>Preparation:</b> Be ready with topic 4, screen 2.3a of the e-learning course.</p>
	<p><b>Say:</b> We just learned variety of ways to build resilience. Now, let us learn about different ways of personal management.</p>
	<p><b>Do:</b> Discuss ways of personal management.</p>

[Online Course: Topic 4: Screen 2.3a](#)

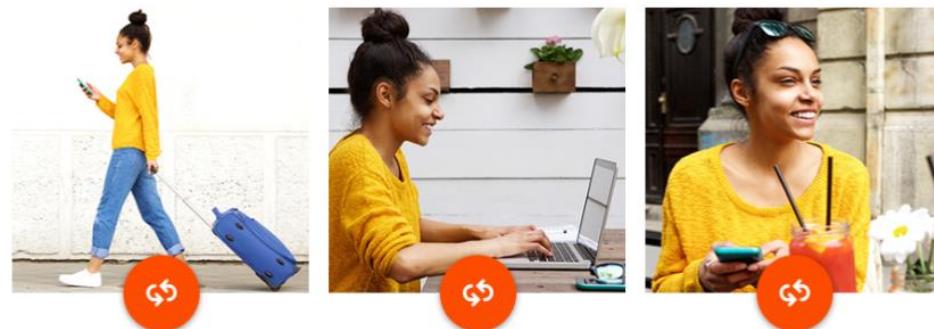
#### Personal Management

In addition to managing our health and wellbeing and having strong social supports, it's also important to pay attention to our:

- Preparedness
- Meaning and motivation
- Adaptability and resourcefulness

Let's find out more about each one through the eyes of Mira, who has just arrived in her field location after accepting a role as a Protection Officer.

Select each of the orange buttons to find out more.



### Personal Management: Tips

	<p><b>Preparation:</b> Be ready with topic 4, screen 2.3b of the e-learning course.</p>
	<p><b>Say:</b> Here are some tips for personal management.</p>
	<p><b>Do:</b> Discuss the tips for personal management.</p>

Online Course: Topic 4: Screen 2.3b

### Personal Management: Tips

Here are some tips to get you started in managing your health and wellbeing.



Select each of the titles to find out more.

Preparedness	+
Meaning and Motivation	+
Adaptability and Resourcefulness	+

[Back](#)

### Risk Factors

	<b>Preparation:</b> Be ready with topic 4, screen 4 of the e-learning course.
	<b>Say:</b> We will now discuss the risk factors that contribute to increasing stress.
	<b>Do:</b> Discuss the different risk factors that contribute to increasing stress.

#### Online Course: Topic 4: Screen 4

### Risk Factors

Research has identified several factors that influence your likelihood of experiencing challenges following chronic or traumatic stress.

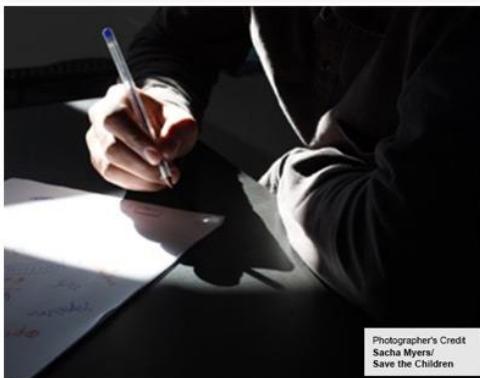
These factors fall into two categories; situational and personal.

#### Situational

- This looks at how much a person is likely to be affected by a certain crisis, this is often determined by the nature and type of event.

#### Personal

- This looks at temperament, personal traits and mental wellbeing factors and how historical events such as childhood adversity or mental health problems may affect how someone reacts to trauma.



Photographer's Credit  
Sacha Myers/  
Save the Children

Select each of the titles to find out more about risk factors.

Nature and Intensity	+
The Length of Exposure	+
Multiple Stressors	+
Past Intense Traumatic Experiences	+
Previous Psychiatric Illness	+
Lack of Social Support	+
Temperament and Personality	+

### Voice of Humanitarian Workers

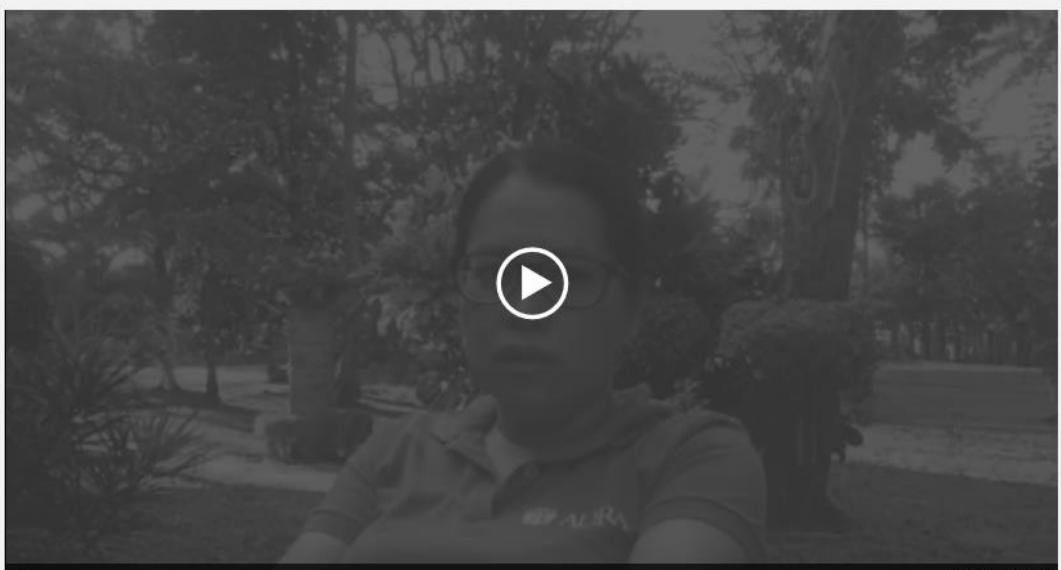
	<p><b>Preparation:</b> Be ready with topic 4, screen 5 of the e-learning course</p>
	<p><b>Say:</b> Now, let's watch a video from some humanitarian workers about their experiences of work load stress.</p>
	<p><b>Do:</b> Play the video on Topic 4, screen 5.</p>

#### Online Course: Topic 4: Screen 5

**Voice of Humanitarian Workers**

Let's hear from some humanitarian workers about their experiences of work load stress.

Select **Play** to watch the video. Please note this will only work if you are connected to the internet.



Transcript

### Reflection Activity: Personal Resilience Review

	<b>Preparation:</b> Guide participants to open their Learner Journal.
	<b>Say:</b> Now open your Learner Journal and turn to the seventh activity on page 8. Let's pause for 5 minutes so you can fill in the activity.
	<b>Do:</b> Instruct the participants to complete Activity 7.

Learner Journal Handout: Page 7 : Activity 5 (Managers: Page 8: Activity 7)

Tackling Stress and Building Resilience																							
Activity 7: Personal Resilience Review																							
<p>Complete the table by identifying one strength and one need from each of the area in the first column.</p> <p>Then in the Taking action! column, write down an action that you're going to take to help fill the need.</p> <table border="1"> <thead> <tr> <th>Areas to consider</th> <th>Identify one strength</th> <th>Identify one need</th> <th>Taking action! I am going to....</th> </tr> </thead> <tbody> <tr> <td>Social Support  Who are the people most important to you and how do you keep in touch with them? For example, friends and family.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Health and Wellness  What things do you do to stay healthy and have the energy you need? For example, what you eat, your sleep patterns, exercise routine and looking after any medical issues.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Personal Management: Preparedness  How prepared are you? Talk about your professional competency and development! Have you been briefed on relevant cultural, social and security considerations?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Meaning &amp; motivation  What drives you and keeps you motivated? For example, religious faith and personal beliefs.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Areas to consider	Identify one strength	Identify one need	Taking action! I am going to....	Social Support  Who are the people most important to you and how do you keep in touch with them? For example, friends and family.				Health and Wellness  What things do you do to stay healthy and have the energy you need? For example, what you eat, your sleep patterns, exercise routine and looking after any medical issues.				Personal Management: Preparedness  How prepared are you? Talk about your professional competency and development! Have you been briefed on relevant cultural, social and security considerations?				Meaning & motivation  What drives you and keeps you motivated? For example, religious faith and personal beliefs.			
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Adaptability & Resourcefulness	<p>How well do you do at solving problems and finding creative solutions? For example, think of a recent example when you had to face something unexpected.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>																						

## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the second activity on page 3. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 2.</p>

### I Commit! Checklist Handout: Page 3: Activity 2

<b>2. Tackling Stress and Building Resilience</b>	
<b>Preparedness</b> How can you prepare yourself for your work?	
Is there any training or information that you need?	
<b>Meaning and Motivation</b> What drives you and keeps you motivated?	
Adaptability and Resourcefulness How do you solve problems and find solutions?	
Who are resource people that you can ask for help when needed?	

## Topic 5 Facing Traumatic Events

**Goal:** In this topic, participants will reflect on the types of traumatic events that humanitarian workers are facing and look at the different ways to handle these events.

### Other Types of Stress

	<p><b>Preparation:</b> Be ready with topic 5, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> Now that we have learned about ways to tackle stress and build resilience, let's now understand the other types of stress that humanitarian workers face.</p>
	<p><b>Do:</b> Discuss about the other types of stress.</p>

#### Online Course: Topic 5: Screen 1

##### Other Types of Stress

Humanitarian workers deal with various challenging situations that can affect their physical, mental and emotional wellbeing.

Select each tab to learn about the different types of stress faced by humanitarian workers.



Critical Incident / Acute Stress



Vicarious Trauma / Secondary Traumatisation



### Critical Incident/Acute Stress - What is a Critical Incident?

	<b>Preparation:</b> Be ready with topic 5, screen 2.1 of the e-learning course.
	<b>Say:</b> Here, we will define a critical incident.
	<b>Do:</b> Define a critical incident and list some examples of critical incidents.

Online Course: Topic 5: Screen 2.1

**What is a Critical Incident?**

A critical incident is an event which has significance to you and can overwhelm your normal ability to cope.

It can include traumatic incidents such as carjacking, robbery or kidnapping, but can also be the death of a close colleague or the illness of a child.

It's characterised as something that is sudden, unexpected and overwhelms your normal coping strategies.



## Critical Incident/Acute Stress - Antonio's Story

	<b>Preparation:</b> Be ready with topic 5, screen 2.2 of the e-learning course.
	<b>Say:</b> Now, let's understand a critical incident through Antonio's story.
	<b>Do:</b> Read Antonio's story in Topic 5, Screen 2.1.

### Online Course: Topic 5: Screen 2.1

#### Antonio's Story

Let's look at Antonio's story to understand critical incident stress.

Select the arrow to find out more.



#### Case Study: Part 1

"The incident occurred on our return from the field to Nyala. After spending the night in a small village, we communicated with the base and got the green light to drive to Nyala. Seven kilometres from the village, we found ourselves in the middle of an ambush. There were five or six armed people. They stopped us. The whole time in the field, we had a bad feeling something was going to happen, but we didn't know what it would be. We could not escape our fate. They ordered us out of the car, made us lay face down on the ground and beat us with sticks. They stole everything, but they were convinced there was more. We didn't have more. We had already spent all our money in the field."

## Critical Incident/Acute Stress - Know the Signs

	<p><b>Preparation:</b> Be ready with topic 5, screen 2.3 of the e-learning course.</p>
	<p><b>Say:</b> In this section, we will try to understand the signs of stress that humanitarian workers may exhibit when stressed.</p>
	<p><b>Do:</b> Read Antonio's story in Topic 5, Screen 2.3.</p>

### Online Course: Topic 5: Screen 2.3

**Know the Signs**

After a critical incident, you may show several signs of stress.

Select each picture to learn about the common signs of vicarious trauma.



+

+

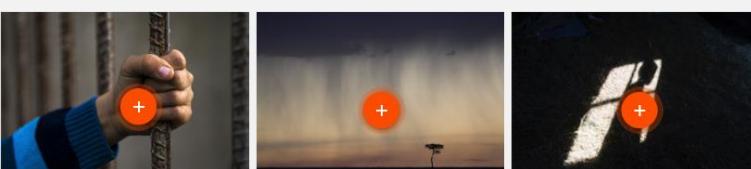
+

### \*Alternative Screen for Managers

**Know the Signs**

As a manager, dealing with a critical incident that affects your staff can be one of the most challenging parts of your job. In addition to managing your own needs, it helps to know what others could be experiencing.

Select each picture to learn about the common signs of acute stress.



+

+

+

## Critical Incident/Acute Stress - Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 5, screen 2.4 of the e-learning course.
	<b>Say:</b> Let's see what you remember about the common signs of critical incident stress.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

### Online Course: Topic 5: Screen 2.4

**Practice Question: Check Your Understanding**

Based on the story you just read, identify the common signs of critical incident stress.

Choose one or more options and select *Submit*.

Intense feelings of anger, anxiety, shame or guilt.

Anger towards those that caused it.

Unable to sleep with scenes from the incident replaying in your mind.

Wishing you had handled it better or done things differently.

**Submit** **Show Feedback**



## Critical Incident/Acute Stress - Act

	<b>Preparation:</b> Be ready with topic 5, screen 2.5 of the e-learning course.
	<b>Say:</b> Now, let's look at the things we can do in the immediate aftermath of a critical incident to help manage stress.
	<b>Do:</b> Discuss the different to do to manage stress in the immediate aftermath of a critical incident.

### Online Course: Topic 5: Screen 2.5

**Act**

Now, let's look at the things we can do in the immediate aftermath of a critical incident to help manage stress.

Select each of the hotspots to find out more common feelings and reactions.

  
+

  
+

  
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+

## Critical Incident/Acute Stress - Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 5, screen 2.6 of the e-learning course.
	<b>Say:</b> Let's see what you have understood about the handling stress during a critical incident.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

### Online Course: Topic 5: Screen 2.6

#### Practice Question: Check Your Understanding

Which of the following statements is not correct?

Choose one option and select Submit.

- You should discuss the incident at the earliest, because one can never be fully ready to share such experiences.
- It's helpful to speak to a professional to understand one's response towards a critical incident.
- Time is the key while dealing with critical incident stress – Give yourself time to adjust and regain perspective.
- Doing things that increase your sense of safety helps in dealing with the stress after facing a critical incident.



Submit

Show Feedback

## Vicarious Trauma/Secondary Traumatisation - What is Vicarious Trauma?

	<b>Preparation:</b> Be ready with topic 5, screen 3.1 of the e-learning course.
	<b>Say:</b> Here, we will define vicarious trauma and understand it through Mohammad's story.
	<b>Do:</b> Define a vicarious incident and read Mohammad's story.

### Online Course: Topic 5: Screen 3.1

#### What is Vicarious Trauma?

Vicarious trauma is the stress of caring about others who have been exposed to trauma and comes with cumulative exposure over time. It is the emotional toll of doing humanitarian work.

Let's look at the story of Mohammad to understand how it can affect people.

Select the arrow to find out more.



#### Vicarious Trauma: Part 1

"For the past 12 years, I've been living in conflict zones and battling with one inside of myself. Trauma lives in our bodies, it hides away and comes to visit us when we least expect it. It comes up in our dreams, our memories, our thoughts and our actions. It colours our choices and prevents us from being clear about what we need. Over the first few years, I gathered traumatic experiences like badges to be proud of. I lived through bombs, robberies, fighting and witnessed suffering that is unimaginable. It's hard to know what was 'the worst', but there is one experience that has stayed with me."

## Vicarious Trauma/Secondary Traumatisation – Know the Signs

	<b>Preparation:</b> Be ready with topic 5, screen 3.2 of the e-learning course.
	<b>Say:</b> In this section, we will try to understand the signs of vicarious trauma.
	<b>Do:</b> Discuss the different signs of vicarious trauma.

[Online Course: Topic 5: Screen 3.2](#)

### Know the Signs

The signs of vicarious trauma can be quite diverse, a person may show several signs of stress.

Common indications of vicarious trauma include: intrusive thoughts, feeling numb, unable to tolerate strong emotions, increased sensitivity, cynicism, despair, guilt in relationship to engaging in enjoyable activities, difficulty setting boundaries with beneficiaries, tendency to overcommit at work, decreased interest in enjoyable activities, irritability and spiritual depletion or crisis of faith.



## Vicarious Trauma/Secondary Traumatisation - Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 5, screen 3.3 of the e-learning course.
	<b>Say:</b> Let's see if you are able to identify the common signs of vicarious trauma.
	<b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.

### Online Course: Topic 5: Screen 3.3

#### Practice Question: Check Your Understanding

Based on the story you just read, identify the common signs of vicarious trauma.

Choose one or more options and select **Submit**.

- Difficulty managing your emotions
- Difficulty making good decisions
- Physical problems such as aches, pains, illnesses and accidents
- Difficulty feeling connected to what's going on around and within you



**Submit**

**Show Feedback**

## Vicarious Trauma/Secondary Traumatisation – Act

	<p><b>Preparation:</b> Be ready with topic 5, screen 3.4 of the e-learning course.</p>
	<p><b>Say:</b> Now, let's look at ways to manage vicarious trauma.</p>
	<p><b>Do:</b> Discuss the ways to manage vicarious trauma.</p>

### Online Course: Topic 5: Screen 3.4

#### Act

Managing vicarious trauma is something that many humanitarian workers will have to do throughout their careers. Here are three basic steps that you can use as an immediate coping response to vicarious trauma.

Select each image to find out more.



### Vicarious Trauma/Secondary Traumatisation - Practice Question: Check Your Understanding

	<b>Preparation:</b> Be ready with topic 5, screen 3.5 of the e-learning course.
	<b>Say:</b> Let's see if you can identify the coping techniques to manage vicarious trauma.
	<b>Do:</b> Show the screen and ask the participants which according to them are the correct answers.

Online Course: Topic 5: Screen 3.5

#### Practice Question: Check Your Understanding

Which of the following activities can be used as helpful coping techniques to manage vicarious trauma? Select all the relevant options.

Select all the relevant options and then select Submit.



a



b



c



d

**Submit**

**Show Feedback**

## I Commit!

	<b>Preparation:</b> Guide participants to open their I Commit! Checklist.
	<b>Say:</b> Now open your I Commit! Checklist and turn to the third activity on page 4. Let's pause for 5 minutes so you can fill in the activity.
	<b>Do:</b> Instruct the participants to complete Activity 3.

### I Commit! Checklist Handout: Page 4: Activity 3

Frontline Workers

\***Alternative for Managers**

#### 3. Facing Traumatic Events

What strategies will you implement to deal with traumatic stress and vicarious trauma?

#### 3. Facing Traumatic Events

It is helpful when managers understand this impact of the work and provide a supportive environment. Managers can help promote wellbeing through encouraging employees to use their breaks and annual leave and modelling good work-life balance.

What strategies will you implement to deal with traumatic stress and vicarious trauma?

## Topic 6 Wellness and Resilience During Rest and Recovery

**Goal:** In this topic participants will think about the feelings and reactions of humanitarian workers as they adjust to normal life after coming home and look at the ways to manage this stress.

### Coming Home: The Reverse Culture Shock

	<p><b>Preparation:</b> Be ready with topic 6, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> Now let's look at stories of two humanitarian workers and their experiences of returning home.</p>
	<p><b>Do:</b> Introduce the two humanitarian workers.</p>

#### Online Course: Topic 6: Screen 1

### Coming Home: The Reverse Culture Shock

The periods of rest and relaxation, when returning from the field, also provide you with an important opportunity to work on your wellness and resilience. It can be difficult, however to adjust to home life after spending periods of time in a contrasting and stressful environment.

Let's look at two accounts from humanitarian workers and their experiences of returning home.

Select each of the stories to find out more.



Jamilla



Sam

### Story 1: Jamilla, National Worker

	<b>Preparation:</b> Be ready with topic 6, screen 1.0a of the e-learning course.
	<b>Say:</b> Here is Jamilla's story.
	<b>Do:</b> Read Jamilla's story in topic 6, screen 1.0a.

#### Online Course: Topic 6: Screen 1.0a

### Story 1: Jamilla, National Worker



**Working Away**

Although I'm part of the national staff team, I live and work away from my family. So, I only get to see them during my holidays and breaks.

● ○ ○ ○ ○

### Story 2: Sam, INGO Worker

	<b>Preparation:</b> Be ready with topic 6, screen 1.0b of the e-learning course.
	<b>Say:</b> Here is Sam's story.
	<b>Do:</b> Read Jamilla's story in topic 6, screen 1.0b.

[Online Course: Topic 6: Screen 1.0b](#)

**Story 2: Sam, INGO Worker**



**Trying to Adjust**

I'm staring at the hundreds of bottles of shampoo, overwhelmed by the choice. Why do we have so many choices?

### Common Feelings and Reactions

	<p><b>Preparation:</b> Be ready with topic 6, screen 2 of the e-learning course.</p>
	<p><b>Say:</b> Now, let's try to understand the common feelings and reactions that humanitarian workers may exhibit.</p>
	<p><b>Do:</b> Discuss common feelings and reactions.</p>

[Online Course: Topic 6: Screen 2](#)

#### Common Feelings and Reactions

It's very common to feel overwhelmed when returning home from an assignment. You may be extremely tired if you've been in an intense work situation and it can feel disorienting coming home. It can also be challenging to describe to others what you've been witnessing and the work that you've done.

Start



### How to Manage Stress

	<b>Preparation:</b> Be ready with topic 6, screen 3 of the e-learning course.
	<b>Say:</b> Now, let's identify the ways to manage stress.
	<b>Do:</b> Discuss the different ways to manage stress.

#### Online Course: Topic 6: Screen 3

**How to Manage Stress**

When returning home, allow for a period of adjustment and be prepared that it may be difficult.

These coping techniques, that you will have developed, will help you manage the stress of re-entering your home-life after being away.

Select each of the titles to find out more.



Social Support	+
Health and Wellbeing	+
Personal Management	+

### Practice Question: Check Your Understanding

	<p><b>Preparation:</b> Be ready with topic 6, screen 6 of the e-learning course.</p>
	<p><b>Say:</b> So, let's see what you remembered about common feelings and reactions after coming home.</p>
	<p><b>Do:</b> Read out the options and ask the participants if they are true or false.</p>

#### Online Course: Topic 6: Screen 6

### Practice Question: Check Your Understanding

The Reverse Culture Shock: True or False?

The following feelings are normal reactions when returning home from the field:

Select *True* or *False* and then select *Submit*.

	True	False
1. I'm disoriented and sleepy	<input type="radio"/>	<input type="radio"/>
2. I feel frustrated and angry	<input type="radio"/>	<input type="radio"/>
3. I feel alone	<input type="radio"/>	<input type="radio"/>
4. No one understands me	<input type="radio"/>	<input type="radio"/>
5. I don't belong	<input type="radio"/>	<input type="radio"/>

**Submit**

Show Feedback

### Practice Question: Check Your Understanding

	<p><b>Preparation:</b> Be ready with topic 6, screen 7 of the e-learning course.</p>
	<p><b>Say:</b> So, let's see if you can list the tips recommended for managing stress when returning home.</p>
	<p><b>Do:</b> Read out the options and ask the participants which according to them are the correct answers.</p>

#### Online Course: Topic 6: Screen 7

Which of the following tips are recommended for managing stress when returning home?

Choose one or more options and select Submit.

Take time to catch up on your sleep

When filling in your reports, use the opportunity to reflect on your experiences.

Try to get some exercise

Gradually reconnect with friends and family

Catch up on some of the things you've missed while you were away

Share your experiences with others who may have shared experiences

Take the time given to you by your organisation



## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the fourth activity on page 4 and 5. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 4.</p>

### I Commit! Checklist Handout: Page 4 and 5: Activity 4

**4. Wellness and Resilience During Rest and Recovery**

Write a personal commitment in each of the stress management areas to follow when you return home from the field.

Social Support		
		e.g. I will go back to my evening class and enjoy socializing with my old friends.
Health and Wellbeing		
		e.g. I will try to get 8 hours of sleep per night. e.g. I will write my reports when I get home to help reflect on my experiences. e.g. I will walk the dog twice a day and go for a run 3x a week.
Personal Management:	Preparedness	
		e.g. I won't rush back to work, I'll enjoy the time off I've been given to spend with friends and family.
Meaning and Motivation		
		e.g. I will go for coffee with my cousin, we talk very easily and get on well - he gets me. e.g. I will connect with other field workers I know so we can share experiences.
Adaptability and Resourcefulness		
		e.g. If I'm not adapting to home life easily, I will seek help.

## Conclusion and Finalisation of I Commit! (Frontline Workers)

	<p><b>Preparation:</b> If conducting a session for Frontline Workers, the session will end here.</p>
	<p><b>Say:</b> We have now completed the Wellness and Resilience Workshop for Frontline Workers.</p>
	<p><b>Do:</b> Allow some time for the participants to sign and date their 'I Commit Checklists'. Wrap up the session, by offering participants to feedback on the workshop and note any lessons learned for future sessions.</p>

**Well done! You have now completed the I Commit! survey.**

*I commit to following these activities and will use this document as my wellness and resilience Action Plan!*

Enter your signature and the date below.



### Managers Specific Topics

#### Topic 7 Prepare

**Goal:** This topic highlights the importance of integrating wellbeing, resilience and peer support within humanitarian organisations.

#### Introduction

	<p><b>Preparation:</b> Be ready with topic 7, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> In this section, we will see how to embed a wellness and resilience culture within humanitarian organisations.</p>
	<p><b>Do:</b> Discuss ways to embed a wellness and resilience culture.</p>

#### Online Course: Topic 7: Screen 1

**Introduction**

As we've discovered, it's necessary and important to embed a wellness and resilience culture within humanitarian organisations.

As a manager, you, along with your organisation, are responsible for promoting the wellness and resilience of the workforce by putting policies and practices in place to support this.

Select each of the headings to find out more.



Duty of Care +

Benefits +

Embedding wellness and resilience +

### The Cost of not Caring

	<b>Preparation:</b> Be ready with topic 7, screen 2 of the e-learning course.
	<b>Say:</b> Let's read about Saime who works in an organisation that does not have a wellness and resilience culture.
	<b>Do:</b> Read Saime's story from topic 7, screen 2.

#### Online Course: Topic 7: Screen 2

### The Cost of not Caring

Understanding the support that your humanitarian workers need will benefit both the individual and your organisation.

Read the account from a humanitarian worker to see what happens when a wellness and resilience culture is absent from an organisation.

Select the arrow to find out more.



Saime, a humanitarian worker, had been deployed on surge to Iraq from her regular headquarters, and worked in Erbil for three months without a break.

< >

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### A Caring Culture

	<p><b>Preparation:</b> Be ready with topic 7, screen 3 of the e-learning course.</p>
	<p><b>Say:</b> We will now look at a case study from Save the Children International which commissioned an important new programme to develop a comprehensive wellbeing, resilience and peer support system within their offices.</p>
	<p><b>Do:</b> Discuss the case study.</p>

#### Online Course: Topic 7: Screen 3

##### A Caring Culture

Humanitarian workers reported that a lack of managerial and organisational support is their biggest stressor.

If you're actively involved in monitoring and maintaining high levels of wellbeing at work, you can help your workers to minimise stress and, in turn, have a positive impact on employee engagement and happiness.

Look at the case study to see how the programme has begun to change the culture at Save the Children.

Select the arrow to find out more.



Save the Children International commissioned an important new programme in South Sudan to develop a comprehensive wellbeing, resilience and peer support system within their offices.

Photographer's Credit  
Guilhem Alandry/  
DocuLab



### Taking Action

	<p><b>Preparation:</b> Be ready with topic 7, screen 4 of the e-learning course.</p>
	<p><b>Say:</b> In this section, we will look at actions that we need to take to help build resilience of staff and provide support for both daily work and critical incidents.</p>
	<p><b>Do:</b> Discuss the actions to be taken.</p>

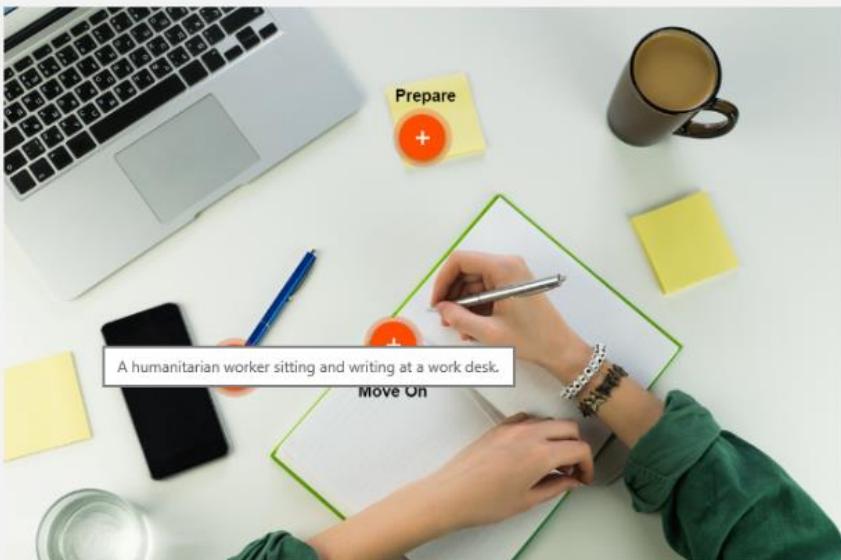
#### Online Course: Topic 7: Screen 4

**Taking Action**

Explore each of the actions that will help build the resilience of staff and provide support for both daily work and critical incidents.

We will find out more about each action over the following screens, but first turn to page 10 of your journal to complete the reflection activity.

Select each of the hotspots to find out more.



A humanitarian worker sitting and writing at a work desk.  
**MOVE ON**

### Current W&R Strategies in my Organisation

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the eighth activity on page 10. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 8.</p>

#### Learner Journal Handout: Page 10: Activity 8

**Prepare**

**Activity 8: Current Wellness and Resilience Strategies in my Organisation**

List the strategies that are already in place in your organisation to build wellness and resilience.

As a manager, what is your role in implementing them?

Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.

## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the first part of the fifth activity on page 5. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 5 Part 1.</p>

*I Commit! Checklist Handout: Page 5: Activity 5 Part 1*

### 5. Prepare

1. Begin your management action plan by committing to enact the current strategies that are in place in your organisation.

I will enact the strategies in place in my organisation by....

### What Policies Do We Need?

	<p><b>Preparation:</b> Be ready with topic 7, screen 7 of the e-learning course.</p>
	<p><b>Say:</b> Now, let's look at the actions you need to consider when introducing new policies or revising existing policies to support wellness and resilience.</p>
	<p><b>Do:</b> Discuss the actions to be considered.</p>

#### Online Course: Topic 7: Screen 7

### What Policies do we Need?

Here are some key actions you can consider when introducing new policies or revising existing policies to support wellness and resilience.

Select each of the headings to find out more.

To find out more about the essential principles of staff care select the link below.

[Essential-Principles-of-Staff-Care-FINAL-1](#)

More information at [Konterra](#)

Please note, this link will only work if you are connected to the internet.



Photographer's Credit  
Ahmed Bayram/  
Save the Children

- Plan +
- Prepare +
- Facilitate +
- Address +
- Daily Support +
- Critical Incident Support +
- Post Mission Support +

### Embedding Wellness and Resilience into all Policies

	<b>Preparation:</b> Be ready with topic 7, screen 8 of the e-learning course.
	<b>Say:</b> Now, let's look at ways to embed wellness and resilience in the organisation's existing policies.
	<b>Do:</b> Discuss the different ways to update the existing policies in the organisation.

#### Online Course: Topic 7: Screen 8

##### Embedding Wellness and Resilience into all Policies

You may also want to think about the existing policies in your organisation, even if they're not specifically about wellness and resilience.

To find out more about quality, accountability, people management and the Core Humanitarian Standard, please visit the CHS Alliance link in the Resources section. 

You can also go through the [Introduction to the Core Humanitarian Standard](#) course within Kaya.

Select the arrow to find out more.



##### Review your Policies

Review all of your policies to make sure that they are providing the right programmes and support to reduce stress for workers.

Even with the right policies in place to support wellness and resilience, it's important to also review policies in order to ensure they support, not hinder, wellness and resilience.



## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the second part of the fifth activity on page 5. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 5 Part 2.</p>

### I Commit! Checklist Handout: Page 5: Activity 5 Part 2

2. Tick the actions from the list below that you commit to take in your organisation.

I will foster wellness and resilience by:

- Putting appropriate policies in place.
- Make sure policies are designed to support routine work and any crisis that may occur.
- Recognising different needs in different roles.
- Emphasising an organisational culture that recognises the importance of proper support.
- Making sure all risks are considered and assessed.
- Regularly checking and updating policies.
- Educating and training staff.
- Making sure that policies are applied.

Remember, as you are responsible for supporting staff in your organisation, make sure you look after your self-care too.

## Topic 8 Support

**Goal:** Designed for managers to think about different ways of supporting humanitarian workers by integrating wellness and resilience in their daily life.

### Preparation and Training

	<p><b>Preparation:</b> Be ready with topic 8, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> In this section, you will learn how to brief the humanitarian workers of the stress they may face in their assignments and motivate team leaders to take the course.</p>
	<p><b>Do:</b> Discuss the importance of the W&amp;R training in preparing the team members for the stress they may face.</p>

#### Online 8: Screen 1

##### Preparation and Training

As a manager, you have the responsibility to make sure that humanitarian workers are briefed on the stress factors anticipated for a specific job or assignment.

You also have an opportunity to motivate your colleagues in team leader or management roles by recommending they take this e-learning course.

The Facilitator Guide which you can find in the Resources section,  allows you or your colleagues to hold a classroom training on wellness and resilience with the option to run the e-learning, both online and offline.

We will learn about this in more detail over the next few screens.



#### Course: Topic

### What's Required?

	<p><b>Preparation:</b> Be ready with topic 8, screen 2 of the e-learning course.</p>
	<p><b>Say:</b> Here, you will learn about things that you need to train your team in such as handling stress and emotional self-care.</p>
	<p><b>Do:</b> Discuss the ways to handle stress and emotional self-care.</p>

#### Online Course: Topic 8: Screen 2

##### What's Required?

Before an assignment begins, make sure your teams are trained in stress and emotional self-care.

Select the titles to find out what should be prepared for each.



## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the first part of the sixth activity on page 6. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 6 Part 1.</p>

### I Commit! Checklist Handout: Page 5: Activity 6 Part 1

#### 6. Support

1. Continue your management action plan by committing to put appropriate preparation and training in place in your organisation.

Tick the actions from the list below that you commit to take.

I will put appropriate preparation and training in place in the workplace...

- I will prepare my team members by providing information on their job and the potential field conditions and keep them updated as these conditions change.
- I will give my team members a context about the location including any local cultural attitudes or social factors they should consider and information on practices and systems of social organisation.
- I will provide basic knowledge of the crisis and the world views of the affected population.
- I will prepare my team members so they have information on behaviours that may cause offence in the local sociocultural context.
- I will make sure that my team members receive adequate training on safety and security.
- I will make sure that my team members are briefed on a spectrum of stress identification and stress management techniques and on any existing organisational policy for psychosocial support for teams.
- I will make sure that experienced field management workers are available to support the team.

### Monitoring

	<p><b>Preparation:</b> Be ready with topic 8, screen 4 of the e-learning course.</p>
	<p><b>Say:</b> Let's go through a case study to understand why monitoring is required to build a culture of wellness and resilience in a humanitarian organisation.</p>
	<p><b>Do:</b> Discuss the case study in topic 8, screen 4.</p>

#### Online Course: Topic 8: Screen 4

##### Monitoring

Although the purpose of monitoring is to create a caring and enabling environment for the team, some people may see it as intrusive or controlling.

Therefore, it's important to get the balance right. You can achieve this by helping your organisation to design policies and procedures that protect team members from misuse of the process and by encouraging team participation and cooperation. As a manager, it's your responsibility to make sure that any concerns relating to the wellness of a team member are reported to you. This is necessary for taking appropriate measures. The team needs to be aware of who to report to and how reporting is captured. They need to know who should be approached if they want to share any concern or report an issue related to the wellness of colleague.

Let's go through a case study to understand this further.

Select the arrow to find out more.



##### Case Study: Part 1

The manager of a large humanitarian team in Bangladesh began to notice that one staff member was working longer hours than his colleagues. He was very social when he first arrived, but has been withdrawing himself more and more from the team. The team has reported they have seen him working in the hospital until late at night and have heard him crying when talking to his family in the evenings. The manager has asked how he is doing and if the workload and the suffering he is witnessing is causing distress.

### Supporting Your Team

	<p><b>Preparation:</b> Be ready with topic 8, screen 5 of the e-learning course.</p>
	<p><b>Say:</b> Let's watch a video to understand why as a manager it's important for you to support your team of humanitarian workers.</p>
	<p><b>Do:</b> Play the video on Topic 8, screen 5.</p>

#### Online Course: Topic 8: Screen 5

##### Supporting Your Team

Look at the video to understand why as a manager it's important for you to support your team of humanitarian workers.

Select the Play button to start the video.



The video player displays a scene from a video titled "Supporting Your Team". The video shows a view through a chain-link fence into a camp area with tents and people. A play button icon is overlaid on the video frame. The video player interface includes a progress bar at 00:12, a transcript link at the bottom, and a timestamp of 00:00 | 00:22.

### I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the second part of the sixth activity on page 6. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 6 Part 2.</p>

#### I Commit! Checklist Handout: Page 5: Activity 6 Part 2

2. What effective monitoring procedures will you put in place in your organisation?

I will put the following effective monitoring procedures into the workplace....

### Ongoing Support

	<p><b>Preparation:</b> Be ready with topic 8, screen 7 of the e-learning course.</p>
	<p><b>Say:</b> Let's look at the initiative taken up by Oxfam International to improve the wellbeing of its teams.</p>
	<p><b>Do:</b> Discuss the case study of Oxfam International in topic 8, screen 7.</p>

#### Online Course: Topic 8: Screen 7

##### Ongoing Support

Ongoing support is important to bring a change in the culture around the importance of wellbeing. With effective management, you can create a culture of open communication and a strong support system to bring a positive change in the workplace.

In the previous topic, you read about Save the Children International and how its initiative to bring a cultural change in the organisation helped in developing a caring culture. The regular stress and resilience sessions conducted by the organisation and the peer support system helped in shaping up an ongoing support network in the organisation. This is a perfect example that shows how effective management can bring a cultural change in the way we work.

Oxfam also took a similar initiative to improve the wellbeing of its teams.

Select the arrow to find out more.



As a part of Oxfam International, Oxfam GB also shares the same purpose and rights-based approach. Its aim is to address requirements of the people living in poverty and support them in their own attempts to bring about positive change and realise their rights.



### Support Mechanisms

	<p><b>Preparation:</b> Be ready with topic 8, screen 8 of the e-learning course.</p>
	<p><b>Say:</b> In this section, let's look at ways you can support your workers to explore various coping techniques.</p>
	<p><b>Do:</b> Discuss the various ways to explore various coping techniques.</p>

#### Online Course: Topic 8: Screen 8

### Support Mechanisms

As a manager, and a role model to your team, it's important for you to demonstrate good practice behaviours.

In Topic 4 'Tackling Stress and Building Resilience', you explored coping techniques around 'social support', 'health and wellbeing' and 'personal management' from a personal viewpoint. Now, think about ways you can support your workers in each of these areas.

Consider demonstrating resilience strategies in these three areas to bring about change in your organisation.



Select each of the headings to find out more.

Social Support	+
Health and Wellbeing	+
Personal Management	+

## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the third part of the sixth activity on page 7. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 6 Part 3.</p>

### I Commit! Checklist Handout: Page 5: Activity 6 Part 3

3. What mechanisms will you put in place to bring about cultural change in your organisation?

Tick the actions from the list below that you commit to take.

I will bring about cultural change in my organisation by....

- Establishing a culture of openness and communication.
- Providing regular refreshers.
- Facilitating a healthy working environment.
- Addressing potential work-related stressors.
- Making sure your team members have access to health care and psychosocial support.

### Crisis Support and Management

	<b>Preparation:</b> Be ready with topic 8, screen 10 of the e-learning course.
	<b>Say:</b> Let's learn about critical incidents and what they entail.
	<b>Do:</b> Discuss critical incidents.

#### Online Course: Topic 8: Screen 10

### Crisis Support and Management

Critical incidents or traumatic events are those events that are extremely threatening to the life or physical wellbeing of those involved. They're accompanied by feelings of powerlessness, horror or terror.

Sometimes the term 'critical incident' is used broadly to describe a severely stressful event that has an unusually great impact on the individual and the team.



## Critical Incidents and Traumatic Events

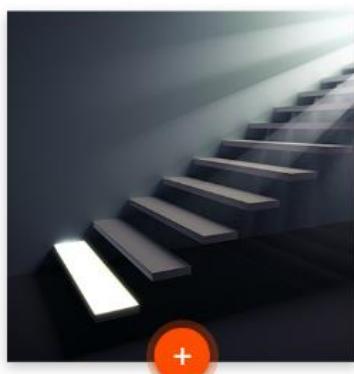
	<p><b>Preparation:</b> Be ready with topic 8, screen 11 of the e-learning course.</p>
	<p><b>Say:</b> Let's learn about the different factors on which people's reactions to a traumatic event will depend.</p>
	<p><b>Do:</b> Discuss different factors on which people's reactions depend.</p>

Online Course: Topic 8: Screen 11

### Critical Incidents and Traumatic Events

After a traumatic event, it's normal and healthy to react. People's reactions will depend on the event, their exposure to it and their personal history.

Select the images to find out more.



### Case Study

	<p><b>Preparation:</b> Be ready with topic 8, screen 12 of the e-learning course.</p>
	<p><b>Say:</b> Now, let's go through a case study to understand the relevance of responding to critical incidents in order to support wellness and resilience.</p>
	<p><b>Do:</b> Discuss different factors on which people's reactions depend.</p>

#### Online Course: Topic 8: Screen 12

### Case Study

Now, let's go through a case study to understand the relevance of responding to critical incidents in order to support wellness and resilience.



**Case Study – Part 1**

You're the Area Manager for your organisation, based in Jordan. It was an ordinary day at the office when you got a call from HR. A team that included the Head of Office were visiting the Yemen office and they were also planning an observation visit to a hospital.

●○○○○

### More About Wellness

	<p><b>Preparation:</b> Be ready with topic 8, screen 13 of the e-learning course.</p>
	<p><b>Say:</b> Let's begin this topic by watching a short video where Emergency Response Officer Laura Purves talks about her challenges in the field.</p>
	<p><b>Do:</b> Play the video on Topic 8, screen 13.</p>

#### Online Course: Topic 8: Screen 13

**More about Wellbeing**

Select the *Play* button to start the video.



The video player interface shows a large central play button overlaid on a circular graphic containing a diverse group of people. Below the video player is a green bar labeled "Transcript".

## Reflection Activity: Responding to Critical Incidents

	<p><b>Preparation:</b> Guide participants to open their Learner Journal.</p>
	<p><b>Say:</b> Now open your Learner Journal and turn to the ninth activity on page 11. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 9.</p>

### Learner Journal Handout: Page 11: Activity 9

**Support**

**Activity 9: Responding to Critical Incidents**

Reflect on the relevance of responding to critical incidents in order to support wellness and resilience.

You may wish to recommend additional support services when a team member:

- Is isolated.
- Seems to be overwhelmed by sadness, anxiety, or nervousness.
- Hasn't returned to normal after six weeks.
- Has nightmares that are preventing them from getting sleep.
- Is struggling to get on with those close to them.
- Is withdrawing from other people more and more.
- Seems to be numb and you notice that they increasingly don't care.
- Their work is suffering and they're finding it difficult to concentrate.
- They're drinking or smoking too much, or using drugs or other high-risk strategies to cope with their feelings.
- They bury themselves in work in order to avoid feelings.

Thanks for completing this Reflection Activity. Please return to the e-learning course and continue your progress.

## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the fourth part of the sixth activity on page 7. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> Instruct the participants to complete Activity 6 Part 4.</p>

### I Commit! Checklist Handout: Page 5: Activity 6 Part 4

4. Continue your management action plan by committing to put in place procedures to respond to critical incidents in your organisation.

Tick the actions from the list below that you commit to take.

I will respond to critical incidents in my organisation by...

- Putting in place actions in case of critical instances.
- Providing appropriate training.
- Making sure structures are in place.
- Responding appropriately by providing specialist support where required.
- Managing evacuation where necessary.

## Topic 9 Move On

**Goal:** Helps participants to plan for what they need to do after their assignments end.

### Moving On

	<p><b>Preparation:</b> Be ready with topic 9, screen 1 of the e-learning course.</p>
	<p><b>Say:</b> In this section, we will learn about the procedures that need to be followed during the assignment and after the assignment ends.</p>
	<p><b>Do:</b> Discuss the different procedures.</p>

[Online Course: Topic 9: Screen 1](#)

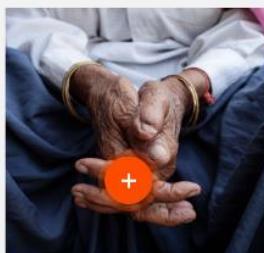
### Moving On

When one of your workers finishes an assignment, it's not the end of the story.

It's important to put in place procedures for supporting them at the end and beyond the end of their assignment. You can achieve this by:

- Creating clear processes.
- Sign-posting.
- Conducting thorough debrief and assessment.
- Providing any necessary support and guidance.

Select the icons to find out more.



## I Commit!

	<p><b>Preparation:</b> Guide participants to open their I Commit! Checklist.</p>
	<p><b>Say:</b> Now open your I Commit! Checklist and turn to the seventh activity on page 7. Let's pause for 5 minutes so you can fill in the activity.</p>
	<p><b>Do:</b> I Instruct the participants to complete Activity 7.</p>

### I Commit! Checklist Handout: Page 5: Activity 7

**7. Move On**

What procedures will you put in place to ensure support past the end of assignment for humanitarian workers?

I will put in place procedures to ensure support past the end of assignment for members of my team by...

### Course Outcomes and Next Steps

	<b>Preparation:</b> Be ready with topic 9, screen 3 of the e-learning course.
	<b>Say:</b> In this section, we will summarize all that we have learned in the course.
	<b>Do:</b> Summarize the course.

#### Online Course: Topic 9: Screen 3

### Course Outcomes and Next Steps

Thanks for taking the time to complete the wellness and resilience course for Managers.

You should now have an understanding of various wellness and resilience techniques to apply during stressful situations. You will also have learned about the changes you can make within your organisation by embedding a wellness and resilience culture. You should now be able to exemplify the strategies and techniques you've explored in this e-learning course to set an example to your teams of humanitarian workers and colleagues.

You will now be able to:

- Identify the nature of stress.
- Describe the importance of staying well and resilient.
- Identify signs of stress.
- Develop strategies to effectively manage and reduce stress.
- Develop and strengthen personal resilience and wellbeing.
- Put in place practices and organisational structures that foster wellness and resilience.

We encourage you to share this course with your humanitarian workers and colleagues. We also recommend you include this course when on-boarding new humanitarian workers.

Humanitarian workers taking this course will also be a step closer to achieving CHCF Competencies and Core Behaviours of 'maintaining professionalism' and 'adapting and coping'.

Please go to the Resources section  and select the Next Steps area. Here you will find lots of helpful resources and sign-posting to further your understanding of Wellness and Resilience.



### Conclusion and Finalisation of I Commit! (Managers)

	<p><b>Preparation:</b> If conducting a session for Managers, the session will end here.</p>
	<p><b>Say:</b> We have now completed the Wellness and Resilience Workshop for Managers.</p>
	<p><b>Do:</b> Allow some time for the participants to sign and date their 'I Commit Checklists'. Wrap up the session, by offering participants to feedback on the workshop and note any lessons learned for future sessions.</p>

**Well done! You have now completed the I Commit! survey.**

*I commit to following these activities and will use this document as my wellness and resilience Action Plan!*

Enter your signature and the date below.

