

**PFA for COVID-19 training**

**Worksheet**

Complete the activities below when instructed to do so during the training on PFA for the COVID-19 outbreak response.

**Activity 1**

Complete the sentence in the simplest way you can:

Psychological First Aid is……

**Activity 2**

Indicate if the following statements are true of false

|  |  |
| --- | --- |
| **Statement:**PFA is | TRUE or FALSE |
| something only professionals do |  |
| comforting someone in distress and helping them feel safe and calm |  |
| professional counselling or therapy |  |
| asking someone to analyze what has happened to them |  |
| helping to address immediate basic needs, |  |
| pressing someone for details on what happened |  |
| helping people access information, services and social supports. |  |
| assessing needs and concerns |  |

**Activity 3**

List all the ways the COVID-19 outbreak has impacted your country.

**Activity 4**

Discuss and make a list of key groups of people that are affected and more at risk.

**Activity 5**

Discuss and list the different emotional reactions you expect people to have in this situation

**Activity 6**

Write down examples of positive impacts the situation has had.

**Activity 7**

LOOK for

* information on what has happened and is happening
* who needs helps
* safety and security risks
* physical injuries
* immediate basic and practical needs
* emotional reactions.

Discuss and list how the LOOK actions are applied in the COVID-19 response, adding to the list I have begun.

**Activity 8**

View the video clip and note down how the LOOK actions were applied by the helper in the call.

**Activity 9**

LISTEN refers to how the helper

* introduces oneself
* pays attention and listens actively
* accepts others’ feelings
* calms the person in distress
* asks about needs and concerns
* helps the person in distress find solutions to their immediate needs and problems.

Discuss and list how the LISTEN actions are applied in the COVID-19 response, adding to the list I have begun.

**Activity 10**

View the first video clip again and pay attention to how the helper introduces her/himself.

**Activity 11**

What are some of the ways that can help calm someone in distress?

**Activity 12**

Listen to the audio call and note what the helper does to calm the distressed person.

**Activity 13**

LINK refers to helping the person in distress

* access information
* connect with loved ones and social support
* tackle practical problems
* access services and other help.

Discuss and list special considerations for the LINK actions in the COVID-19 response, adding to the list I have begun.

**Activity 14**

View the clip and then discuss how I apply the LINK and any other PFA actions.

**Activity 15**

Discuss and list key things one needs to do to prepare to provide PFA in the COVID-19 outbreak response?

**Activity 16**

Complete the referral template with key numbers and information for making referrals in your context.

|  |  |
| --- | --- |
| **Referral services** | **Contact details** |
| Emergency servicesAmbulanceFirePolice |  |
| Child Protection Services |  |
|  |  |
|  |  |
| Health services |  |
| COVID-19 emergency numbers |  |
| Suicide prevention hotlines |  |
|  |  |
|  |  |
| SGBV help and support |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Activity 17: ROLE PLAYS**

Take notes to give feedback to your colleague on their PFA skills.

1. What went well?
2. What could be improved?
3. End with an overall positive comment.

**Activity 18**

What ways can you take care of yourself?