

Crisis Counseling Assistance and Training Program Trainer's Toolkit

Exercises and Trainer's Tips



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Crisis Counseling Assistance and Training Program Trainer’s Toolkit–Exercises and Trainer’s Tips

Table of Contents

Introduction.....	3
Trainer’s Tips.....	4–5
Icebreakers.....	6–8
Exercise Suggestions.....	9–39
Module 1: Core Content Training	
Module 2: Transition to Regular Services Program (RSP) Training	
Module 3: Mid-Program Training	
Module 4: Disaster Anniversary Training	
Module 5: RSP Phasedown Training	
Knowledge Building.....	40–48
Games	
Talk-a-Thons	
Debates	
Participant-Centered Review Strategies	
Skill Building	49–50
Simulation Events and Skills Practice	
Case Studies	
Team Building.....	51–56
Additional Training Resources.....	56

Introduction

These Exercises and Trainer's Tips are designed to give trainers the tools they need to deliver the CCP training modules using interactive, adult-centered learning. In addition to training tips and icebreakers, this booklet contains exercises that have been developed to correspond directly to the content of each module. Also included are exercises designed to build knowledge, skills and team work. It is the goal of the exercises to ensure that the participants leave the training with the knowledge and skills they need to provide crisis counseling services in accordance with the CCP model.

The notes section of the PowerPoint slides contains two subsections **Supplemental Content** and **Instructor's Notes**. The Supplemental Content gives trainers more information on the content of the slides. This information can be shared with the participants when needed. The Instructor's Notes contain guidance for the trainer as well as instructions for the use of handouts and exercises. When an exercise is referenced in the Instructor's Notes, it will be listed in order, by module, in the Exercises and Trainer's Tips.

The time needed for each exercise will be determined by a variety of factors including the relevance of the material to a particular disaster and the size and composition of the group to be trained. In order to cover the material in the time allotted, it is important for trainers to be familiar with each exercise and gauge the time needed in relation to these variables.

Trainer's Tips

- General Guidelines:
 - Have a training schedule and agenda ready prior to the training session and adhere to the schedule as closely as possible.
 - Arrive early and check on the set up of the room and the technology.
 - Test the equipment and designate a member of the on-site staff to assist you.
 - Use microphones to ensure that all participants can hear and take part.
 - Maintain eye contact with the group and avoid reading directly from the slides.
 - When a participant asks a question, repeat it to the group before answering to make sure that everyone has heard it.
 - Emphasize interactive learning. Have the participants get up and move around often and facilitate their own learning of the material.
 - Circulate through the room during group exercises to ensure that all participants are taking part.
 - Have each participant complete the evaluation form provided with the module.
 - Designate a member of the on-site team to collect a completed evaluation from everyone.
 - As the trainer, complete the evaluation form provided regarding the training content and overall training experience.
 - Stay late if possible to answer any last minute questions, address issues that the staff may have and ensure that evaluations are completed and collected.
 - Set up the room with tables and chairs to facilitate groups of four to six people.
 - Set up the presentation at the front of the room so that it is visible to all groups.
- Work with the participants to set up the ground rules of the training session:
 - Ask for suggestions from the group;
 - Set aside time for breaks;
 - Have one person record the ground rules on a tear sheet; and
 - Post the ground rules in a prominent place.
- Traditional ground rules:

- Put cell phones on vibrate or silent ring;
- No idea is a bad idea;
- It is important for everyone to participate but not over participate at the expense of others;
- Ask for clarification of instructions or content; and
- Participants can take a break if they need one.
- Useful tools:
 - Easel chart with notepad of tear sheets;
 - Various colored markers;
 - Colored paper;
 - Tape;
 - Stress ball or some other small tossable toy;
 - Nametags;
 - Post-it notes;
 - Index cards;
 - Pads of paper for each team; and
 - Pens for each participant.
- Techniques for dividing into groups:
 - Place different colored dots on nametags and ask participants to divide into groups based on the color of the dot;
 - Divide participants into two groups; those with less than 5 years experience and those with more than 5 years experience. Take two from each side to form teams of four.
 - Divide the participants by profession or affiliation. Either keep them in “like” groups or mix and match participants, depending on the learning activity.

Icebreakers

Trainers should use an icebreaker at the beginning of training so that participants can begin to get to know each other. Icebreakers are also useful when participants need to acquaint themselves with new team members or when they need a quick and easy exercise to reenergize the learning process.

I Expect

- After distributing paper and pencils to all of the group members, the trainer asks each participant to write down the following statements:
 - From the leader of this session, I expect _____; and
 - From the other participants in this session, I expect _____.
- The group members are then given 5 minutes to complete the statements.
- When the allotted time has elapsed, the leader collects the papers.
- Then, without revealing the participants' identities, the group leader reads all of the completed statements out loud.
- The trainer may then initiate a brief discussion of the participants' expectations and how these expectations are to be met during their time together.

Things in Common

- Divide the meeting participants into groups of four or five people by having them number off.
- Tell the newly formed groups that their assignment is to find 10 things they have in common with every other person in the group. (No body parts or clothing similarities are allowed.)
- Tell the groups that one person must take notes and be ready to read the group's list to the whole room upon completing the assignment.
- Share lists with the whole group. Reading the lists always generates laughter and discussion.
- Allow 10–15 minutes, depending on the number of groups.

Two Truths and a Lie

- Give everyone in the group 5 minutes to come up with three statements about themselves.
- Make sure that two of the statements are true and one is a lie.
- As the person introduces his or herself, ask the others to guess which statement is a lie.

Have the person reveal which is the lie and why they thought it up.

Interview a Fellow Participant

- Ask participants to pair up with someone they don't know very well.
- Make sure they each have a pen and piece of paper.
- Have them interview each other using some or all of the questions provided.
- Have each participant introduce his or her partner to the group using the answers to the questions.
- Possible questions:
 - What do you like most about crisis counseling?
 - What do you like least about crisis counseling?
 - What crisis counseling activity is most challenging for you?
 - What is your favorite crisis counseling activity?
 - When you have a bad day, what is usually the reason?
 - When you have leisure time, what do you like to do?
 - Do you take outside lessons or classes of any kind?
 - Do you have any pets?
 - What is your favorite:
 - Food?
 - Place?
 - Sport?
 - Indoor activity?
 - Who is your favorite:
 - Friend?
 - Relative?
 - Movie star?
 - Hero or heroine?

Interesting Participant Introduction

- Ask each participant to write down and answer to the following questions:
 - My name is _____.
 - My nickname is _____.
 - I work for _____.
 - I wish I could sing like _____.
 - My favorite saying is _____.
 - People would describe me as _____.
- Depending on the number of participants, have each person introduce themselves using the answers to these questions.
- If the number of participants is too large given the time constraints, ask participants to give their name and choose two other answers to share with the larger group.
- Other answers can be used during team building or team-centered activities.

Exercise Suggestions

Module 1: Core Content Training

Exercise Suggestion: Characteristics and Repercussions of a Disaster

Objective: To have participants discuss and generate their own lists of characteristics and repercussions associated with disaster.

- Ask each participant to generate a list of characteristics and repercussions (disruptions and changes) that are associated with a disaster.
- Give participants 2-3 minutes to brainstorm and list their ideas.
- Ask participants to share their ideas with the whole group.
- As each characteristic or repercussion is shared, have participants check them off if they have the same one on their list.
- Have the participants share their responses until no one has an idea on their list without a check mark next to it.
- Once all ideas are shared, highlight the characteristics and repercussions (if any) below that were not identified by the attendees.

Characteristics of a disaster:

- Natural vs. human-caused;
- Degree of personal impact;
- Size and scope;
- Visible impact;
- Probability of recurrence; and
- Occurrence of disaster in recent past.

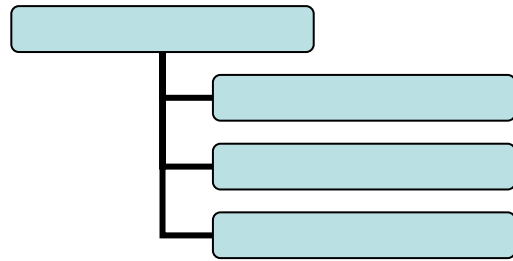
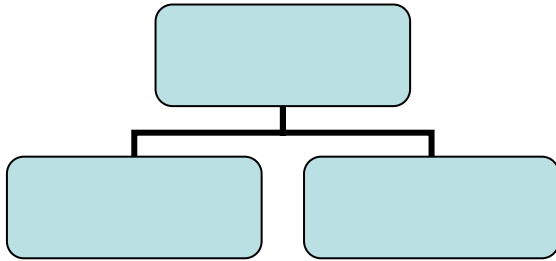
Repercussions of a disaster:

- Loss of life and/or property;
- Injury and/or illness;
- Disruption of community support systems and/or infrastructure;
- Disruption to family and/or relocation;
- Unemployment;
- Changes in school configurations;
- Interaction with large bureaucracies;
- Influx of outsiders into the community; and
- Increase in substance use or abuse.

Exercise Suggestion: Disaster Sequence Flow Chart

Objective: To have participants create a flow chart that reflects the sequence of the disaster response.

- Review the disaster response sequence with the participants, explaining each step.
- Have the participants divide into groups of 6–8 people.
- Ask the participants to depict the disaster response sequence using a flow chart format. Examples of flow charts are listed below.



- Select a spokesperson from one or two groups to share their group’s flow chart with all the participants.
- As the flow charts are reviewed, deal with the questions, concerns that arise.
- Trainer’s may modify this exercise and create a flow chart for the participants to fix or fill in correctly (see Fix the Flow chart exercise in the Participant-Centered Review Strategies section of this document).

Exercise Suggestion: Risk Factors Model—Population Exposure

Objective: To assist participants in conceptualizing the Risk Factors Model and its importance in understanding the goals of the Crisis Counseling Assistance and Training Program (CCP).

- Divide the participants into the following groups:
 - A—Injured victims, bereaved family members;
 - B—Victims with high exposure to disaster trauma or evacuated from disaster zone;
 - C—Bereaved extended family or friends, first responders;
 - D—People who lost homes, jobs, or possessions; people with pre-existing trauma or dysfunction; at-risk groups; and other disaster responders; and
 - E—Affected people from community at large.
- Have the participants visualize an imaginary line that stretches across part of the room. One end of the line represents those with the highest level of disaster impact, and the other end of the line represents those with the lowest level of disaster impact.
- Instruct participants to line themselves up individually, not as a group, according to the level of impact they think their group represents (i.e., if someone in group D feels those who lost homes or jobs are among the most impacted groups, then he or she would stand near the highest impact end of the line).
- Allow time for participants to find their place in the Population Exposure Model line.
- Elicit some discussion of how participants placed themselves across the risk continuum, and note how groups may overlap.
- Have participants return to their seats, and explain the Risk Factors: Population Exposure Model graphic.

Exercise Suggestion: Talk at Your Tables—Types of Reactions

Objective: To elicit a list of types of reactions and foster team thinking.

- First, present the slide that lists the four types of reactions to a disaster; physical, emotional, cognitive, and behavioral.
- Ask participants to break into groups of four to five people (or work at their table). The groups should discuss and write down two or three examples for each reaction type.
- Present the slides listing the types of reactions. As the instructor goes through the examples on each slide, he or she should ask the group if they were able to identify the same types of reactions within their groups.
- Also ask if there were any reactions identified by the groups that were not listed on the slides. Share and discuss.
- Handout 3 contains a detailed list of disaster reactions and interventions.

Exercise Suggestion: Forehead—Guess the Answer

Objective: To review the types of reactions to disaster in an interactive way.

- Divide participants into groups of 4–5 people each.
- Give 4 index cards to each group with a type of reaction listed on each card, (i.e. physical, behavioral, cognitive, emotional, and spiritual if there are 5 in a group).
- Without looking at the card, one group member will place the card on their forehead.
- The other group members will act out examples of the type of reaction listed (for “physical”, members might rub their stomach or pretend to have chills.)
- The card holder will try to guess the type of reaction.
- Once he or she has guessed correctly, another team member will hold a card.
- Repeat this sequence for all four or five cards.

Exercise Suggestion: Which Interventions Are Useful in Each Phase?

Objective: To allow participants to connect useful interventions with the phases of disaster and disaster reactions.

- Make sure the participants have a copy of Handout 3 Disaster Reactions and Interventions.
- Divide the participants into groups of 5 or 6 people each.
- Divide the participants into groups of 5 or 6 people each.
- Assign one phase of disaster to each group.
- Have the group discuss the most appropriate interventions for the phase of disaster that was assigned to them.
- Have a spokesperson from each group share the group's findings with the whole group.
- Make sure the findings are recorded on tear sheets according to phase of the disaster.
- Review the report outs for accuracy and discuss the findings as the groups report out.
- Post the tear sheets around the room for later review.

Exercise Suggestion: Pictograph—Draw a Picture Expressing the Main Idea of Each Phase.

Objective: To allow participants to think about the Phases of Disaster and express their ideas in a creative and interactive way.

- After reviewing the phases of disaster, have participants draw a chart like similar to this one on a sheet of paper:

Pre-disaster Phase	Impact Phase	Heroic Phase
Honeymoon Phase	Disillusionment Phase	Reconstruction Phase

- Ask participants to draw a simple picture or symbol that captures their interpretation of each phase. (Allow approximately 5 minutes for this part of the exercise).
- Have participants share their pictograph with their group.
- This exercise allows participants to process the written description of the phases of disaster into a symbolic representation that will be more memorable and personal to them.

Exercise Suggestion: Talk at Tables—Resilience

Objective: To help participants understand the importance of resilience in disaster behavioral health and their role in fostering it.

- Divide participants into groups of four or five.
- Ask the group members to discuss what the phrase “resilience is a state, not a trait” means to them. Ask them to consider the following:
 - What would make one person’s resilience stronger than another’s at a given time?
 - What could be done to strengthen resilience in a person or group?
 - What outreach methods would be most effective in boosting resilience?
- Have one person in each team keep track of the ideas. Time the discussion at 10–15 minutes. Have the scribe or another team member report the key ideas of each group.
- Note the key ideas of each group on a tear sheet. Use a different color marker for each group. Tape the tear sheets on the wall under a group heading “resilience.”

Skills Practice or Simulation Events–Crisis Counseling Skills

Objective: To practice and improve crisis counseling skills.

- Using one of the case studies provided below, one of your own, or one developed by the group, have the group take part in a skills practice/simulation event exercise that focuses on the counseling skill set you want to practice.
- Break up the group into triads. One person will be the giver; one will be the receiver; and one will be the observer.
- If there are people left over, it is possible to have more than one observer in a group.
- The giver will be the crisis counselor; the receiver will be the person seeking help; and the observer will watch the interaction and take notes.
- Using the supplemental content from the slide, present the information on the counseling skill in question.
- Ask the participants to practice a crisis counseling session while focusing on the important aspects of the skill in question.
- Give each group 3–5 minutes to complete the session.
- Once the skills practice/simulation event session is over, ask each triad to report their findings to the larger group.
- Have each person report what went well, what could have gone better, and how he or she felt.
- Make sure to emphasize honoring the risks that are taken in the skills practice.
- Once all the reports are submitted, discuss some of the themes that emerge and how to implement the skills in crisis counseling sessions.

Case Studies for Skills Practice or Simulation Events

Common reaction:

Craig is a crisis counselor in a local shelter where many residents of Georgia are living temporarily due to displacement from their homes that were damaged by flooding. Craig is asked to meet with Peter, one of the evacuees who suffered significant damage to his house and minimal damage to the convenience store that he owns. During their meeting, Peter conveys sadness over the loss of his property, as well as anxiety over when he will be able to return home, but he expresses relief that neither he nor his family members were hurt. He also tells Craig that he is not sure how to access financial help and requests his assistance in linking him to the appropriate resources.

How should Craig proceed?

Substance abuse:

James, a 43-year-old man in recovery for 10 years from cocaine addiction, suffered injuries as he and his family took shelter from a series of tornados that devastated their home and community. Three months later, he was unemployed and stressed, but still a proud man as he tried to care for his family. James had been going to the local recovery center for assistance and often for one-on-one support with Susan, a young crisis counselor he grew to trust. He told Susan he is proud of his time in recovery, yet joked to her that he isn't doing too bad because of the "pain pills" a doctor put him on after receiving his injuries. Increasingly, Susan observed him becoming withdrawn. A week later, he disclosed to her that he had a few drinks, but that it wasn't a big deal because "I never had a problem with alcohol before."

What should Susan do?

Suicide:

Rachel has been assigned as a crisis counselor in the Galveston, TX, area, where extreme flooding has destroyed more than 2,000 homes and a Presidential disaster declaration has been made. Tom, a local business owner, lost his home. In addition, his mother, who lived with him, perished in the disaster. Rachel's first encounter with Tom is to discuss arrangements for shelter and financial assistance; however, during their conversation, Tom begins to cry and confides to Rachel that he doesn't really feel that "life is worth living." In a very direct but sensitive way, Rachel asks Tom if he intends to kill himself. Tom tells Rachel he has access to a gun that he frequently uses for hunting, and he states that he "wants to join his mother."

What should Rachel's first steps be as a crisis counselor?

Working with children:

Sofia Hernandez, a 14-year-old student, has been back in school for a week since an earthquake struck her hometown of Altamonte, CA. The Hernandez family suffered substantial damages to their home, and they are now living in a shelter. Bill has been

assigned as a group crisis counselor at the school. One of his duties is to provide outreach to the students who have been impacted by the earthquake. During her second group session, Sofia shares that she's been experiencing a lot anxiety during her classes and feels the need to leave the room.

What is Bill's first responsibility as a crisis counselor?

Working with adults:

Paula is a retired 64-year-old African-American woman who was born and raised in coastal Mississippi. She lived alone in the house where she grew up, until she was forced to evacuate during a hurricane last month. Paula's house sustained extensive damage, and she has decided to sell the house rather than repair it. A crisis counselor named Stephanie met with Paula just after the hurricane. Paula told Stephanie how upsetting it was to leave her childhood home and how she couldn't understand why God would put her through this trial. On her second visit to the crisis center, Paula talked about how lonely she feels now that she lives in a neighboring town, and she says that the people in her apartment building are not friendly. On her third visit to the center, she continued to talk about her loneliness but commented that she thought the hurricane may have been God's way of telling her she was getting too old to handle the upkeep of a house alone. She also admitted that she was beginning to like her apartment. Stephanie can tell that the recent weeks have been hard on Paula, but she feels that Paula is handling the situation well.

What might Stephanie suggest to Paula?

Exercise Suggestion: Small Group Discussion and Report Out—Needs Assessment and Outreach

Objective: To identify important points in outreach and needs assessment and shape a strategy to guide the CCP.

- Divide the participants into three groups.
- Review needs assessment points to consider (listed below).
- Have the teams discuss their role in needs assessment.
- Review outreach strategy points to consider (listed below).
- Have teams discuss suggestions for outreach strategy and identify at least three groups to target.
- Have one person from each group report the findings.
- Record the findings on tear sheets labeled “needs assessment and outreach.”
- Point out the suggestions that seem especially helpful.
- Tape the tear sheets on the wall, and add to them as the training continues.
- Use suggestions to shape needs assessment and outreach strategy that will guide the CCP.
- Review the results often, as needed.

Outreach points to consider:

- Outreach is a service provided by the CCP and a way to identify at-risk groups.
- Outreach strategy can be mapped along the Risk Factors Model from Module 2.
- Questions to stimulate discussion include the following:
 - How many people are you going to reach in one day?
 - How many teams will you have?
 - How spread out are the key populations?
 - How will you gain access and work with community gatekeepers?
 - How will you use public education and outreach materials to reach target populations?
 - Going door-to-door—how do you prioritize areas?
 - How will the crisis counselors learn about and participate in community events?
 - Are there sites where people impacted by the disaster gather (shelters, disaster centers)?
 - How will natural support systems be contacted (schools, faith-based organizations)?

Needs assessment points to consider:

- It is an ongoing process.
- It has formal and informal components:
 - Formal components—analysis of CCP data or use of tools, such as surveys;
 - Informal components—reports from crisis counselors in team meetings or

feedback from other relief providers.

- It informs the outreach process.
- It informs the service and staffing processes.

Exercise Suggestion: Where Do I Fit?—Traditional Mental Health vs. Crisis Counseling

Objective: To review and retain content from the Traditional Mental Health vs. Crisis Counseling chart.

- Present the content in the chart to the participants.
- Spend some time discussing each category and the differences between the two.
- Take time to highlight the skills of any mental health professionals in the group.
- Explain how those skills will be used differently in Crisis Counseling.

Review content:

- Write “traditional mental health” on one tear sheet and “crisis counseling” on another.
- Tape them on different sections of the same wall.
- Have 12 volunteers write one facet each on an index card or small piece of paper without identifying the category.
- You can add facets if the discussion elicited more important differences that you want to include.
- Collect the cards or pieces of paper, and mix them up.
- Redistribute the cards to the participants, and ask them to place them on the correct tear sheet.
- Check the tear sheets for accuracy, and discuss any questions that arise from this content review exercise.

Exercise Suggestion: Develop a Media Plan

Objective: To develop a comprehensive media plan to promote the services of and accurately reflect the goals of the CCP.

- Have participants discuss the elements of a good media plan and identify possible media partners and spokespeople for the CCP.
- Ask for volunteers to give their suggestion to the larger group.
- Have a facilitator record the ideas on tear sheets for the entire group to see.
- Once the list of elements is complete, divide participants into teams of two or three, and ask them to brainstorm about strategies to address each element.
- Have one spokesperson from each team report to the entire group.
- As a group, work to develop an action plan and task list to address the elements of the plan.

Exercise Suggestion: Develop Talking Points

Objective: To develop a list of talking points that will allow the CCP to project a consistent message that is in keeping with the CCP model.

- Ask participants to brainstorm about talking points for the existing CCP. Remember to emphasize the following:
 - Simplicity and clarity: The message should be helpful and easy to communicate;
 - Importance: Identify the most important ideas you want to convey; and
 - Supporting data: Once your talking points have been identified, support them with background materials.
- After the brainstorming session, narrow down the list to three or four talking points about the CCP.
- Post the agreed upon talking points in a prominent location.

Exercise Suggestion: Facilitated Group Discussion—Identify Partners

Objective: To have the group identify potential partners specific to this disaster situation.

- Using the diagram on the slide as a guide, write the types of partners on a post-it note or an index card (one type of partner per note or card).
- Have the group identify other possible partners and write them on a post-it note or an index card (one per note or card).
- Use a tear sheet to represent the center of the chart (crisis counselors).
- Ask participants to think about how critical the support is for each partner.
- Have participants place the partner near the center in relation to that importance. The more critical the partner's support is, the closer they are to the center.
- Once all the partners have been placed, discuss the outcome of the exercise:
 - Why are certain partners closer to the circle?
 - What services and support can each provide?

Exercise Suggestion: Stress Management—Deep Breathing with Guided Visual Imagery

Objective: To show participants a common stress management technique to use with themselves or disaster survivors.

Before exercise begins:

- Provide a comfortable, relaxing environment. This can include soft lighting, a comfortable flow of air, or attempting to minimize outside noise. Quiet, relaxing music may also be played but should not contain lyrics.
- For this exercise, encourage participants to choose a seated position. Have participants get comfortable. They may want to sit on the floor or take their shoes off.
- Briefly explain the goals of the exercise. Encourage participants to close their eyes during the exercise. If someone is not comfortable with their eyes closed, they may choose to keep their eyes fixed on a particular spot. Ask participants to be quiet during the exercise.
- Use the following script as a guide. Speak with a clear, calm, soothing voice. The group leader may want to adapt it or repeat sections, as needed. Use observations of the group as a guide to gauge the pace of the exercise.

Script:

- “Once you are comfortable and your eyes are closed, try to clear your mind of any external thoughts or distractions. Begin by focusing on your breathing. Notice the sound your breath makes as it enters and leaves your body. Notice the feel of your breath as it fills your nose, throat, lungs, and mouth. How does your body move, expand, or experience your breathing as you breathe in and out?”
- “Now, slowly inhale by drawing in a full breath through your nose. As you slowly breathe in, draw your breath deep into your lungs, fully expanding your lungs.”
- “When your lungs are fully expanded and full of your breath, hold your breath in your lungs for 3 seconds.” <Pause> “One, two, three.”
- “Now slowly exhale your breath from the bottom of your lungs, through your throat, and out of your mouth. Continue exhaling until *all* of your breath has been released. Briefly hold before you inhale again.”
- “Again, slowly inhale through your nose, fully expanding your lungs. Feel your breath deepen as you draw it into the bottom of your lungs. Continue to slowly and fully inhale, then hold.” <Pause> “One, two, three.”
- “Again, slowly exhale your breath from the bottom of your lungs. Feel your lungs grow smaller as you push your breath out through your mouth. Continue exhaling until all of your breath is released, then briefly hold.”
- Repeat several cycles of breath work, as needed, to help participants deepen and relax breathing.

- “Now, as you continue to breathe in and out, fully and deeply, notice a location on or in your body where you feel any kind of stress or discomfort. How does this feel? How is your body holding this stress?”
- “As you slowly and deeply inhale, imagine you are inhaling a bright warm light in with your breath. You are drawing this bright warm light in through your nose, through your throat, into your lungs, and into the spot where you identified feeling stress or discomfort.”
- “Imagine this bright, warm light filling this area of your body and briefly hold it there at the point you have fully inhaled.” <Pause> “One, two, three.”
- “Now, as you slowly and deeply exhale, imagine this bright, warm light being released with your breath, flowing away from your area of discomfort, out of your lungs, through your throat, and out of your mouth. Imagine your stress or discomfort being released with this light, leaving your body as you slowly release it with your breath.”
- “Again, breathe the bright, warm light into your lungs and into your stress. Hold it there.” <Pause> “One, two, three.”
- “Then release it as you fully and deeply exhale, gradually releasing your stress and discomfort, letting the bright, warm light carry the stress out of your body.”
- Continue for several cycles of guided imagery as needed. You can then ask participants to choose another area of bodily stress and repeat the six steps above.
- To draw the exercise to a close: “Your breathing has deepened and your stress has been released, replaced with warmth and light. Now, when you are ready, open your eyes, and remain quiet as others finish.”

Discussion:

- Ask participants to report how they are feeling after the exercise. Do they notice any changes, like slowed, deepened breathing, decreased heart rate, or mental calmness?
- Ask participants what they liked about the exercise.
- Like any tool, relaxation exercises become more effective with regular use.
- Ask participants how they could use this exercise. How could it be adapted for different audiences or needs?

Exercise Suggestion: Planning for Community Engagement—Cultural Competence in Disaster Crisis Counseling

Objective: To identify effective cultural brokers and develop culturally competent strategies for working with the community.

- First, gauge the audience's familiarity with or knowledge of cultural brokers. Provide an overview of how cultural brokers can be instrumental in disaster crisis counseling, including assisting counselors to do the following:
 - Learn about the culturally defined beliefs and practices of individuals, families, and groups;
 - Understand the cultural contexts of communities and their residents;
 - Acquire local knowledge or street-level information on patterns of in and out-migration within neighborhoods and communities; and
 - Link with natural networks of support within culturally and linguistically diverse communities.
- Engage the participants in a quick brainstorming activity to identify cultural brokers. If none are known, use the following activity to help the audience develop a plan for outreach to key contacts and cultural brokers.
- For each population that you want to reach, consider the following questions:
 - Who are your current individual and organizational contacts within the community?
 - Whom do you know that might know contacts in the community?
 - What do you know about the credibility of those contacts? How can you assess them?
 - What is your plan for the following:
 - Expanding your contacts in the community?
 - Learning more about organizations and individuals?
 - Gaining an understanding of any issues the community may have about your organization that might impact effective engagement?
 - The information and issues you will share that will interest the community in working together on a particular health promotion issue?

Note: A good strategy for identifying contacts is to start with locally based community organizations and groups; advocacy organizations and agencies; organizations that are culture, ethnic, or race-specific; community service organizations; faith-based or spiritual organizations; or even political organizations.

- Each group should then create a brief plan that includes long-term goals and immediate next steps, and assign responsibility for proposed actions.

Source: A Guide to Infusing Cultural & Linguistic Competence in Health Promotion Training. National Center for Cultural Competence. Georgetown University Center for Child and Human Development.

Exercise Suggestion: A Personal Cultural History—Cultural Competence

Objective: To promote awareness of issues related to cultural competence.

Have participants complete at least two questions of the following questionnaire:

- Describe the earliest memory you have of an experience with a person (people) of a cultural or ethnic group different from your own.
- Who or what has had the most influence in the formation of your attitudes and opinions about people of different cultural groups? In what way?
- In your experience, what influences have led to the development of positive feelings about your own cultural heritage or background?
- In your experience, what influences have led to the development of negative feelings, if any, about your own cultural heritage or background?
- What changes, if any, would you like to make in your own attitudes or experiences in relation to people of other ethnic or cultural groups?
- Describe an experience in your life when you felt you were discriminated against for any reason, not necessarily because of your culture.
- How do you feel people should deal with (or not deal with) issues of cultural diversity in American society?

The trainer does not have to ask participants to share their answers to these questions. However, discussing the issues around cultural competence will enhance the relevance of this exercise.

Exercise Suggestion: Talk at Your Tables—Outreach and Needs Assessment for People with Disabilities

Objective: To identify disabled communities affected by the current disaster and develop outreach strategies to reach them.

- Divide the participants into small groups of four or five at a series of tables.
- Ask the group members to brainstorm about the disabled communities and cultures that exist in the disaster-affected area.
- Stress the use of cultural competence when identifying these groups.
- Ask the participants to do the following:
 - Consider how to get in touch with the communities; and
 - Identify cultural brokers within each community.
- What special considerations would be necessary in outreach?
- Have one person on each team keep track of the ideas.
- Time the discussion at about 10 minutes.
- Have the one person report the key ideas from their group.
- Keep track of the ideas on a tear sheet at the front of the room.
- Wrap up the discussion with action items and a task list for contacting cultural brokers in disabled communities.

Exercise Suggestion: Active Listening Skills Practice—Exercise 1

Objective: To practice listening skills while helping another person find solutions to a problem or challenge.

Active listening is an important skill to have when providing any type of human service. People will trust your ability to provide assistance if they feel you are listening and understanding their needs or concerns. Active listening is especially important when providing counseling services of any kind.

Communication

- Divide participants into teams of three or four and assign the following roles: Speaker, Listener, and one or two Observers.
- The speaker spends approximately 5 minutes talking to the listener about a problem that is common in crisis counseling. The speaker should tell the listener the story as if it was his or her own.
- The speaker can use a case study from the exercises and trainer's tips, one that was developed in training, or a case from personal experience. The story should be related to recovery from disaster.
- The listener helps the speaker by listening actively and empathetically.
- Active listening involves:
 - Putting your values, needs, and preferences aside;
 - Trying to sense what the speaker thinks, feels, and needs without imposing judgment;
 - Summarizing the speaker's message in a few words while maintaining eye contact; and
 - Avoiding stock responses such as "this too shall pass" or "time heals all wounds" as these may discount the speaker's emotions.
- The listener should ask questions that will allow the speaker to clarify his or her thoughts and begin putting together a plan for solving problems and challenges.
- The observer carefully observes the listener, taking notes on the Observer Checklist.

Feedback

- After 5 minutes, the speaker stops. The group offers feedback to the listener for 5 minutes.
- Feedback should proceed as follows:
 - Speaker to listener: How did you feel about the listener? Was the listener encouraging? Did he or she seem interested? Did he or she help clarify your thoughts on the problem?;
 - Observer to listener: Share response to issues noted on the checklist; and
 - Listener to group: Did you suppress your own reactions? Did you try and listen empathetically, from the speaker's perspective? Did you use reflective and responses? Was this difficult?

- The listener practices active listening while receiving feedback. He or she should try to understand the feedback initially, eliciting clarification as necessary, and withhold responses until the listener is finished.
- Roles should be reassigned so each member has a chance to play each role.
- Discuss how it felt to be the talker versus the listener. Leave time after the exercise to discuss what was learned and what was most interesting in this process of active listening.

Observer Checklist

LISTENER	OBSERVED
Maintained eye contact with speaker.	<input type="checkbox"/>
Seemed attentive, yet relaxed.	<input type="checkbox"/>
Did not interrupt.	<input type="checkbox"/>
Asked open, relevant questions.	<input type="checkbox"/>
Appeared interested.	<input type="checkbox"/>
Seemed empathetic.	<input type="checkbox"/>
Asked for clarification when necessary.	<input type="checkbox"/>
Did not appear critical, impatient or bored.	<input type="checkbox"/>
Used appropriate body language.	<input type="checkbox"/>
Did not dominate the exchange.	<input type="checkbox"/>
Reflected back the speaker's ideas.	<input type="checkbox"/>
Summarized the speaker's thoughts.	<input type="checkbox"/>
Offered suggestions for referral of services.	<input type="checkbox"/>

The following Active Listening Exercises can be used at the discretion of the trainer.

Active Listening Skills Practice—Exercise 2

Objective: To realize the skills involved in active listening by removing the ability to use them.

- Divide participants into groups of three people each.
- One group member is the listener, and sits between the other two.
- The two other members tell a story to the listener at the same time.
- The listener tries to respond to both speakers.
- Participants then return to the larger group for discussion.
- Discussion questions:
 - How did it feel to be the talkers?;
 - How did it feel to be the listener?;
 - Why was it difficult?
 - What were the obstacles to communication?

Active Listening Skills Practice—Exercise 3

Objective: To improve listening skills by experiencing behaviors that may obstruct clear communication.

- Divide the participants into pairs.
- Have participants decide who will be “A” and who will be “B”.
- Ask “A” to tell “B” about his or her journey to training today.
- After 2 minutes, ask “B” to tell “A” about his or her journey to training today.
- Return to the larger group for discussion.
- Discussion questions:
 - How did you feel to be the talker?;
 - How did it feel to be the listener?; and
 - What did you learn about communication?

Inventory of stress management techniques:

This list of ways to manage stress can be used by crisis counselors for their own purposes or recommended to individuals seeking crisis counseling services.

- Acupuncture—insertion of needles at certain spots under the skin for the purpose of attaining a balance of the body's energy.
- Aromatherapy—massage with essential oils, claimed to produce a sense of well-being.
- Ask for help and advice from family or friends.
- Art therapy—creating something allows free expression and results in feelings of achievement and mood change.
- Behavioral therapy—a variety of psychotherapies based on changing ourselves by retraining.
- Biofeedback—monitoring rates of body functions and using results to increase relaxation.
- Breathing for relaxation—stylized breathing technique to control and lower body functions.
- Dance movement therapy—freedom of expression through movement.
- Eat a balanced diet.
- Exercise at least three times a week.
- Get a hobby—do something just for the fun of it.
- Get enough sleep.
- Go for a walk.
- Guided imagery—creating a mental picture of what is desired (creative imagery, visualization).
- Homeopathy—small doses of plant, animal, or mineral substances to stimulate body's natural healing.
- Learn to say no—don't take on more than you can reasonably do.
- Laugh! And don't take yourself too seriously.
- Listen to your favorite type of music.
- Massage—use of touch or deep tissue manipulation to soothe.
- Meditation—deep, relaxed, focused concentration on a single word, object, or sound.
- Psychotherapy—talking-based therapy with a mental health professional to get at the root of a conflict and modify behavior and disruptive negative thought patterns.
- Reduce your intake of caffeine.
- Stop smoking.
- Tai Chi Chuan—system of slow, continuous exercises based on rhythm and equilibrium.
- Take a break.
- Yoga—system of exercises combining certain positions with deep breathing and meditation.

Individual Stress Management Plan

Objective: To develop a personal plan to manage the stress of disaster behavioral health counseling.

- Have each participant write down the answer to the following questions:
 - What do you value most about doing disaster mental health work?
 - What are (or do you expect to be) the most stressful and most rewarding aspects of disaster work?
 - How do you know when you are stressed?
 - How might your coworkers know when you are stressed?
 - What can others do for you when you are stressed?
 - What can you do for yourself?
- Have each participant keep the answers to these questions as their personal stress management plan.
- Remind participants to practice self-assessment and care throughout the CCP in order to manage stress.

Module 2: Transition to Regular Services Program (RSP) Training

Many exercises are repeated from module to module. If an exercise does not appear to be listed, check the Core Content section for the exercise and instructions. When an exercise is repeated in a subsequent module, the content of the discussion should be modified to deal with the issues related to that particular training session and disaster.

Descriptions of specific exercise suggestions can also be found in the Knowledge Building, Skill Building, and Team Building sections of this document.

Exercise Suggestion: Identifying Immediate and Long-Term Reactions

Objective: To have the group generate and report the immediate and long-term reactions to disaster.

- Separate participants into groups based on their team, provider, or regional affiliation in the CCP.
- Provide each group with easel chart, tear-sheet paper and markers.
- At the top of the paper, have one person in each group write “immediate” in the upper left corner, followed by an arrow, and then “over time” in the upper right corner.
- Explain that the ISP and RSP are relatively arbitrary dates.
- What they are really after is how immediate reactions might evolve into intermediate and then longer term reactions.
- The arrow at the top of the page represents the expected lifespan of the CCP.
- Have the group select a recorder and list the reactions they anticipate over time.
- Have them focus on listing individual and community reactions, not interventions.
- Have each group report out their findings to the larger group.

Exercise Suggestion: Identify the Three Most Common Key Concepts

Objective: To have the groups review the key concepts in relation to their experience with the disaster and disaster survivors.

- Review the key concepts with the group as a whole.
- Have the group divide into teams.
- Give three post-it notes to each team member.
- Have them write down the three most common key concepts they have encountered during the CCP.
- Have each person in the group bring their key concepts to main easel stand with a blank tear sheet.
- Have them explain to their group why they chose those three concepts.
- As each person shares their three concepts, they should acknowledge when their choices are the same as someone else’s.

Exercise Suggestion: Talk at Tables—Which Survivors Have Been Targeted? Who Still Needs Service?

Objective: To reassess the survivors who have been reached and those that still need help.

- Which survivors have been successfully targeted through outreach and needs assessment?
- What survivor groups still need service and to what degree?
- How can the CCP use outreach and needs assessment to reach these populations?
- What are some steps in an action plan for moving forward?

Exercise Suggestion: Service Needs for At-risk Populations

Objective: To have participants identify important at-risk populations associated with their disaster response.

- Divide participants into three groups.
- Assign each groups one of the following questions:
 - What services have been most effective with specific at-risk populations?
 - What service needs remain?
 - How will the program deliver needed services?
- Allow the groups to discuss their questions for about 5 minutes.
- Have each group appoint a facilitator to record the ideas.
- Have a spokesperson report the results to the larger group.
- Record the results on a tear sheet and post it in the room for later reference.

Exercise Suggestion: Facilitated Group Discussion—Identify New and Existing Partners

Objective: To remind participants of existing partners and identify new ones.

- Use the “Identity Partners” exercises from Module 1 and modify it for use with Module 2.
- Focus the exercise on new and existing partners and how to engage them.
- Have the groups determine which partners still need to be engaged as well as the success of existing partnerships.

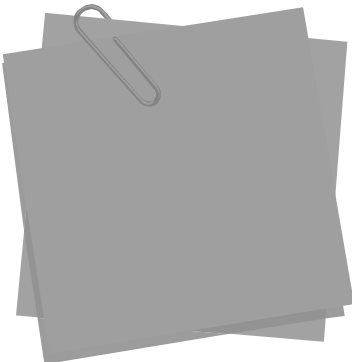
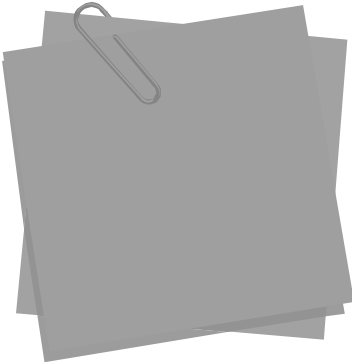
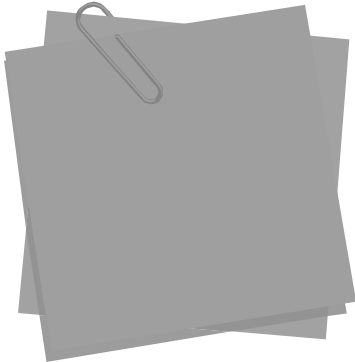
Exercise Suggestion: Identify the Top Three Stressors

Objective: To assist participants in the self-assessment of the stressors they face.

- Using post-it notes or the worksheet on the next page, have each participant identify the top three stressors that he or she has encountered while on the job.
- Have the participants rejoin their groups and compare stressors.
- As the groups report out the top stressors, have a facilitator record them.
- Have the group reach consensus about the top three stressors that have affected them so far.

Note Your Top Three Here

Notes and Observations



Exercise Suggestion: Alphabet Chart to Generate Ideas

Objective: To get input from crisis counselors on what they need from management to assist with stress management.

- This exercise can be done with large groups since the entire alphabet is used.
- Have a group leader write the alphabet vertically down a tear sheet of paper.
- Group members can choose any letter in the alphabet, but each letter can only be used once.
- Each person writes a word or phrase that relates to stress management at the organizational level.
- Once the person has written the word, he or she will go to the end of the line and it will be the next person's turn to write in a word.
- The team that comes up with the most words, using different letters for each word, wins.
- The facilitator has the winning team to read the words they have written.
- If there are any letters without words, the facilitator has other teams share their words.
- If other teams came up with different words for a particular letter, the facilitator may ask them to share those words as well.
- Once the report out is over, the facilitator will wrap up the exercise by pointing out some of the more important concepts of organizational stress management that were mentioned in the exercise.

Exercise Suggestion: Update Your Stress Management Plan

Objective: To have each participant think about and update his or her personal stress management plan.

- Using the Personal Stress Management Plan from Core Content Training, have participants update their plans making sure they focus on the following:
 - Self-awareness;
 - Management of workload;
 - Balanced lifestyle;
 - Stress-reduction techniques; and
 - Effective supervision and training.

Module 3: Mid-Program Training

Many exercises are repeated from module to module. If an exercise does not appear to be listed, check the Core Content section for the exercise and instructions. When an exercise is repeated in a subsequent module, the content of the discussion should be modified to deal with the issues related to that particular training session and disaster.

Descriptions of specific exercise suggestions can also be found in the Knowledge Building, Skill Building, and Team Building sections of this document.

Exercise Suggestion: Develop a Revised Outreach Plan

Objective: To have participants take an active part in the revision and redirection of the outreach plan.

- Make sure participants are aware of the basic components of outreach and needs assessment.
- Have them think about the original outreach plan that was created at the beginning of the CCP.
- Now that participants are at mid-program and considering phasedown, have them create a revised outreach plan that includes, but is not limited to:
 - Individual and community needs;
 - Additional populations in need of outreach;
 - New outreach strategies;
 - New referral resources; and
 - New cultural brokers.

Module 4: Disaster Anniversary Training

Many exercises are repeated from module to module. If an exercise does not appear to be listed, check the Core Content section for the exercise and instructions. When an exercise is repeated in a subsequent module, the content of the discussion should be modified to deal with the issues related to that particular training session and disaster.

Descriptions of specific exercise suggestions can also be found in the Knowledge Building, Skill Building, and Team Building sections of this document.

Exercise Suggestion: Community Strategies for the Disaster Anniversary

Objective: To have participants generate a list of strategies for taking part in community commemorations of the disaster.

- Divide the group into teams of 4-6 people each.
- Have each team discuss what community functions have been planned or are likely to be planned to commemorate the anniversary.
- Have them discuss the CCP team members can take part and assist.
- Once the strategies have been identified, divide the strategies among the teams.
- Have each team develop an action plan and tasks for addressing each strategy.
- Have a spokesperson from each team report their action plan to the larger group.
- Once the teams have reported, brainstorm with the entire group about how the strategies can be integrated into a comprehensive plan.

Module 5: RSP Phasedown Training

Many exercises are repeated from module to module. If an exercise does not appear to be listed, check the Core Content section for the exercise and instructions. When an exercise is repeated in a subsequent module, the content of the discussion should be modified to deal with the issues related to that particular training session and disaster.

Descriptions of specific exercise suggestions can also be found in the Knowledge Building, Skill Building, and Team Building sections of this document.

Exercise Suggestion: Survivor's Needs at Phasedown

Objective: To generate a list of survivor's needs specific to phasedown.

- Divide the participants into groups of 4-6 people each.
- Have them discuss ideas and strategies for addressing the concerns and needs of survivors as the program phases down.
- Have a facilitator for each group note the ideas on tear sheet or take notes.
- Select a spokesperson to report out each group's findings to the large group.
- Encourage the groups to focus on the process to identify individuals, transition them to other supports, and handle new people requesting services.
- The exercise is meant to raise consciousness of these issues, not to provide all the solutions.
- Staff will need to continue to plan to address in the issuer raised in this exercise in the days and weeks following RSP Phasedown Training.

Exercise Suggestion: Typical Partners During Phasedown

Objective: To identify community partners that will help during the phasedown of services.

- Divide the participants into groups by regions and communities served.
- Have each team discuss ideas and strategies for strengthening or creating new partnerships with community organizations as the program phases down.
- Have the groups identify the services needed in the community and what new or existing partner organizations could provide those services.
- Designate a facilitator for each group to note the ideas on a tear sheet or take notes.
- Have a spokesperson report each groups findings to the large group.
- Have a facilitator write down the best ideas on a tear sheet and post them in the training room.

Exercise Suggestion: Facilitated Group Discussion for Phasedown

Objective: To ensure that the entire group is aware of the issues related to CCP Phasedown.

Engage the entire group on the issues related to phasedown including:

- Informing the community about the project phasedown:
 - What mechanisms will be used to inform community partner organizations and natural community leaders about the impending program phasedown?
 - Why will it be important to carefully craft messaging?
 - What will the consistent, positive talking points be concerning the CCP phasedown?

- Informing area providers of the transitioning of services:
 - What community service providers are there (i.e. the traditional community health, mental health, substance abuse services, faith-based, and voluntary organizations)?
 - What services do they have to offer survivors?

- Enhancing community-resilience activities and distribution of educational materials:
 - Messaging earlier in the CCP may have focused on promoting CCP services. How will messaging and educational materials need to change in the phasedown period?
 - Are there specific community-resilience or remembrance activities in which the CCP can participate to provide closure and promote resilience and reliance on natural familial and community supports?

Exercise Suggestion: Talk at Tables—Staff Concerns at Phasedown

Objective: To make sure that staff members have a chance to voice their concerns.

- Divide the participants into groups of four or five.
- Have them the concerns of CCP staff as the program phases down.
- Have a designated facilitator List the concerns on a tear sheet or take notes for the group.
- Have the group select a spokesperson to report the group's findings to the large group.
- Make sure that CCP management are present to address the concerns as during the discussion and comment on a plan of action for addressing them further.

Exercise Suggestion: Leaving a Legacy

Objective: To have participants discuss the various components of the CCP legacy, paying special attention to individual survivors, community, and staff.

- Have the participants divide into three groups.
- Assign one group individual survivors, one group the community at large, and one group the CCP staff.
- Have the groups brainstorm answers to the following questions in relation to their assigned groups:
 - What does “legacy” mean?
 - Who is the legacy for?
 - What are some tangible expressions of the legacy (e.g., educational materials, rituals and artifacts, best practices)?
- Have a spokesperson report the findings to the large group.
- Make sure a facilitator records the ideas for the entire group.

Exercise Suggestion: Begin a Draft of the Written Phasedown Plan

Objective: To begin the process of creating a written phasedown plan for the RSP.

- The written phasedown plan should address remaining survivor needs, remaining community needs, remaining needs of the staff and staffing issues, strategies to address these needs, final messaging, and final reporting activities.
- Have the participants break into three groups.
- Assign one group individual survivors, one group the community at large, and one group the CCP staff.
- NOTE: Make sure the groups are assigned a category different from the one they had in the legacy exercise earlier in the training.
- Have the groups brainstorm about the issues related to their assigned groups.
- Remind the participants that they may have covered some of these issues during the legacy exercise.
- Refer to the results of that exercise, if possible.
- Have a spokesperson from each group read the issues that were identified.
- As a group, strategize about how to address the issues that were identified.
- Narrow the list of issues to the most important, and start a draft of the phasedown plan that will be completed after a meeting with the community partners.

Knowledge Building

Games:

Games are powerful way to integrate learning and core content into activities that build skill and retention, create synergy in the room, and allow for a short break from structured learning. It is imperative in whatever game is used embraces the content and is not just fun for the sake of fun alone. Here are some variations of games:

Human Scavenger Hunt—Create a scavenger hunt that allows participants to look for others who can explain the answers they are looking for and once they do, initialize or sign the item.

- Create scavenger hunts that are “What Hunts” (What would you do if X?) “How Hunts” (How would you respond if...?).
- These can be expanded into additional hunts: Where Hunts? Why Hunts? Explain Hunts? Etc.
 - For example: Find someone who can explain
One of the factors affecting resilience is _____.
Data collection is important because _____.
Two services provided by crisis counseling are _____.
Stress management is important because _____.

Human Bingo—Create a Human Bingo Card that participants can sign or initial if the item is true about them. Have participants mix and mingle until they have signatures or initials in a row, at which point they will shout out, “Bingo!” Encourage multiple Bingos to extend the learning. Here’s a miniature example:

- Can Explain the Risk Factors Model _____
- Knows at least 3 phases of disaster _____
- Can name the three types of disaster assistance available from FEMA _____
- Has worked with a CCP before _____
- Can name three differences between traditional treatment and crisis counseling _____
- Can name at least 3 ways survivors can build resilience _____
- Can name 2 behavioral reactions to disaster _____

Family Feud—Ask participants to record one question from the content on an index card along with the answer. Questions can be true/false, multiple choice, or fill in the blank. The length of time for this game can be adjusted by adding or subtracting to the number of questions as necessary.

- Each participant should record 2-3 question and answer index cards.
- Place these questions in a hat or paper bag.
- Ask participants to divide into two teams.
- Establish a “buzzer,” such as a stress ball, where the first one thrown in the air gets to answer, or a bell, where the first to ring gets to answer.
- Provide the buzzer tool to the first team member from each side who will be answering the question.
- Ask the question and award points to each team for each correct answer.
- Answers that are incorrect will default to the other team.

Talk-a-Thons: Whenever participants to talk with others, data reflect that the retention rate is 80%. The following are some ideas to set the stage for these discussions:

Facilitated Group Discussion—Before presenting information, ask participants to take a few minutes to contemplate a particular issue or set of circumstances.

- Give participants 2-3 minutes to write down ideas about the issue under discussion.
- Recognize participants, one at time, and allow them to share their ideas and findings with the larger group.
- Have a facilitator capture the major points on a tear sheet.
- Compare the results of the discussion with the content of the training and the trainer’s own experience with the situation or set of facts.
- Post the results of the discussions around the room so that participants can access them during the course of the training.

Talk at Your Tables—After presenting information, periodically stop and have participants talk with their tablemates about what the content means to them and how they can adapt, adopt and apply it.

- Ask a team leader and scribe to lead the group discussion and record key ideas to report back to the large group.
- Keep buzz groups between 5-7 people.
- Listen to the total room voice volume and bring the group back to report back as a large group while there is still energy in the room.

Stress Ball Toss at the Town Meeting—Select an interesting topic or content item.

- Briefly present the topic and an overview of different applications.
- Ask participants to take a moment to reflect upon things to consider while regarding the topic.
- Once they have had a chance to reflect, have participants share their thoughts on this content with the large group. Have participants give a high sign if they’d like to share and the stress ball will be tossed to them.

- This gives them the floor to share their ideas on the topic before they pass the ball to someone else.

Meet 3 and Share—Ask participants to hop up out of their chairs and find someone in the room with whom to share their content, idea or data and then hear another participant's content, idea, or data

- Select and demonstrate a sound to make (bells, whistle, buzzer, etc.) for when they should switch and find a new person.
- They will share then hear again.
- Thereafter the sound will be heard and they will do a final switch.
- Once the third round has occurred, report back to the whole group about the common things shared or heard.

Virtual Chat Room—Ask participants to reflect upon the content shared and record their key discoveries.

- Thereafter, explain the concept of a chat room on the web and what it looks like online.
- Explain that they will be creating a chat room with the participants in the room.
- Invite them to take their discoveries around the room and share them with others.
- They will also be hearing other participants' discoveries.
- Have participants record others' discoveries on a piece of paper.
- They may tally any discoveries that duplicate theirs.
- Tell them that if they have exhausted their discussions in one group, they can visit another group.
- Participants can leave and join multiple chat rooms until time is up.
- Reconvene the larger group to go over discoveries.

Debates: Debates are effective when participants are going through change, when content can be viewed from multiple perspectives, or to debate the advantages and benefits of the new way of doing something. It is a fun to look at things from a different perspective and can raise some important issues and a deeper level of understanding of the change. Here are some ways to create some successful debate situations:

Revolving Room—Hang a large piece of paper on each wall of the room. Each piece of paper represents a position on any given subject. The more positions or answers, the more cards and walls represented.

- Ask participants to go to the wall that represents their position.
- Once there, ask them to create an argument as to why they feel strongly about this and present it to the large group.
- Thereafter, have each group rotate one piece of paper clockwise (whether they agree or disagree) and repeat the exercise.
- Rotations can occur until each of the positions has been represented by each group or until ideas have been exhausted.

Panel—Ask for participants to get in subgroups aligned with other participants who feel just like them. Allow them some time to discuss the issue at hand.

- Thereafter, allow each subgroup to place a group representing their team (or the entire group) on a panel in the front of the room.
- Facilitate a series of questions from other participants in the room to allow the panel to answer.
- Switch the groups until each group has been represented in a panel discussion.

Mock Trial—Create a mock trial with defendant(s), defense attorney(s), prosecuting attorney(s), witnesses for each side, technical experts, a judge, a jury (observers) etc.

- This is a scalable activity that may only include a segment of a trial (15 minutes) to a full blown trial.
- Activities to consider are opening statements, presentations, interviews, closing arguments, etc.
- Consider conducting the jury deliberations publicly as this will serve as the report to the larger group.

Participant-Centered Review Strategies: These strategies allow participants to review content in an interactive way. The interaction aids in retention and helps participants take responsibility and ownership for their own learning. They include the following:

Find and Fix

- Using content that has been covered, place in the middle of the table, the wall, or in a workbook, content that is somewhat accurate and somewhat inaccurate.
- This content can be a diagram, map, model, table, spreadsheet, etc).
- Ask participants to find and fix everything that is wrong or inaccurate.

Question Cards

- Ask participants to take an index card and write a question on it from content that has been covered.
- Once they have completed them, have them shuffled and allow participants to draw one and ask a question to other participants or tablemates.
- This activity is scaleable as participants can each record more than one question per card.

Where Do I Fit?

- Record the individual steps in a process, one step per index card.
- Shuffle the cards. Pass these cards out to participants and ask them to first get in a human line up reflecting the actual steps in a process.
- Then have them explain the role or functions that each individual step performs.
- This is scaleable as it can be done in front of the room with one set of cards or a set of cards can be handed to each table.

Stress Ball Toss

- Ask participants to get in a circle with one participant holding a stress ball.
- When a participant is willing to share, ask them to raise his or her hand and the stress ball will be passed to them.
- This is the participant's opportunity to share one key discovery or learning moment from the session

Hot Potato Stress Ball Toss

- Get participants in teams of 5-7 with one stress ball per team.
- Have participants toss the ball as if it were a hot potato.
- When a sign is given, the participant holding the potato will share a key discovery or learning moment from the day.
- Some ideas for how to cue participants include playing music and stopping it or sounding a noisemaker to indicate a turn.

Forehead - Guess the Answer

- Using content that has been covered during the session, pass out index cards with content on them, one chunk of content per index card.
- Pass out cards to participants face down and ask them to hold it up to their forehead with the word(s) facing toward other participants.
- Participants are allowed to ask open-ended and closed-ended questions to other participants to guess what is on their card.

Who or What Am I?

- Participants are given a card with a person, a process, or a fact on the front of each card, one card per person.
- Participants are asked to find another person and place the card on the back of that participant using a pin or a piece of tape without allowing them to see what's on the card.
- Participants are then asked to mingle around the room to discover what is written on their back by asking (and answering) only one question of another participant in a row.

Object Lessons

- Ask participants to pick up one item at random from anywhere in the room or at their tables.
- Once each participant is holding one item, ask the participants to reflect on how this item is like the content that was covered during the session and be prepared to tell others about how it is like the content.

Quiz Me

- Hand out index cards, one per participant or team.
- The cards will say the following: True, False, A, B, C, D, and All of the Above.
- With a set of question cards, ask participants true/false and multiple choice questions that can be answered covering content.
- Ask participants to hold up the card with the correct answer.

Key Word Zap

- Examine the training content and choose several key words or acronyms that should be reinforced and remembered.
- Assign selected tables or participants to make different noises or sounds when that key word is said aloud to the group.
- Read or share the content with participants actively listening for the keyword.
- This is a scaleable activity in that each table can be assigned a separate sound and key word.

Crossword Puzzle

- At an easel chart, record several key words that frame the theme of the session.
- Ask participants to create additional words horizontally or vertically from the listed words that represent content covered.
- This exercise is scaleable in that once a person records the word he or she can share what it means with the larger group.

Roll the Dice

- Write on each side of the dice a question or an acronym to be explained.
- Ask participants to roll the dice and answer the question(s).
- This activity is scaleable with minimal work by posting the numbers of the dice with corresponding questions on tear sheets.
- Participants can roll the dice and answer the question assigned to the number they rolled.

Trivial Pursuit

- Using content that was covered in the session, record one content chunk per index card.
- Play trivial pursuit with the pre-recorded cards.
- This activity can be scaled by asking participants to create their own cards, then shuffling them for the game.

Let's Play Ball

- Turn the training room into a baseball diamond dividing up the room into teams.
- When a participant is at bat, they select a card from four piles: single, double, triple, and home run.
- Each set of cards has questions that correlate in complexity to the bases.
- Each time a team can't answer a question correctly, it is considered an out.
- After three outs, the other team steps up to bat. This is scaleable from the room to an image of a ball field recorded on a flip chart and used by tablemates.
- This can be modified to represent a football field with each card representing a certain number of yards.
- Missed questions will result in lost yardage.

Fix the Flow Chart

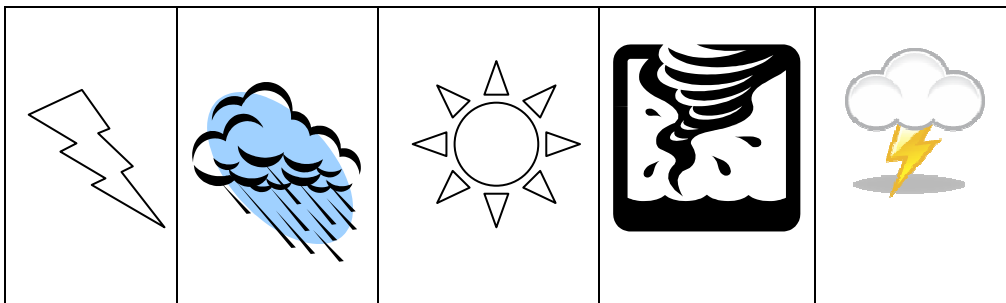
- Create a flow chart that outlines a process that was covered in the content.
- Include parts that are accurate and parts that are inaccurate.
- Ask participants to fix or change the flow chart to make it accurate.

Woven Pathways

- Cut off a long piece of string, rope or twine.
- Ask tablemates or all participants to stand in a circle and with their non-dominant hand place their index and thumb together to form a circle.
- Ask them to use their other hand to take the end of the string that is handed to them and share one key learning moment or discovery.
- Once they share, they can place the end through the circle they have formed with their non-dominant hand and pass the end to someone else across the circle.
- Everyone has the opportunity to do this forming a large woven pathway of learning shared in the group.

Quilted Ideas

- Hand out one or two pieces of 8 ½ x 11 inch paper to each participant.
- Ask each participant to picture a completed quilt
- Each participant should design one or two blocks that represent a key learning or action idea during the course of the training.
- Once the blocks are completed, ask participants to design a quilt on a wall, placing the blocks on flip chart paper to design and communicate a completed quilt.
- Encourage participants to do a gallery walk and record key ideas.
- This is scaleable to create one quilt per table or one quilt for the entire room.
- This activity can be adapted to appeal to different audiences by creating a giant window pane, billboard, or graffiti wall using the same process.



Stump Your Tablemates

- Ask participants to write down two or three questions with answers on index cards from content covered in the session.
- Ask them to quiz the participants at their table either open book or closed book to determine if they know the answers.

Discussion Partners

- This simple technique can be used as a way of starting any discussion.
- After posing a question to a large group, ask everyone to find a partner and discuss the question for a few minutes.
- Have people report on what they talked about. This technique can be used with three people as well.

Skill Building

Simulation Events and Skills Practice: Simulation events are a great way to allow participants to practice the behaviors and skills required to do the job. Avoid the words “role play” as adults may resist the words and the activity. Instead, use the words above to describe it. Whatever process is used for this, be sure to set it up so activities go from safe to unsafe. The following are sequential steps to create that safety:

- First, create triads throughout the room.
- Each triad will contain a Giver, a Receiver and an Observer.
- Ask participants to practice the skill in question in the triad, then report back to the larger group.
- Reports will honor the Giver’s risks if the reporting goes as follows:
 - First the Giver: What went well? What might you change to make it better?
 - Then the Receiver: How did you feel? What went well? What might you change...?
 - Then the Observer: In addition to what has been shared, what went well? How might it be done differently?
 - Then ask for volunteers to come up in front of the room and recreate the simulation now that they have had a chance to practice it within their triads

Here are some variations for simulations in front of the room that can be scaled to a table simulation:

Stress Ball Toss

- The Giver and Receiver each have a stress ball.
- When either of them get stuck or prefer to step out they will offer the stress ball to the large group and ask for a volunteer to catch it and step up to replace them.
- This allows multiple people to be involved in one scenario.

What’s My Line?

- Ask participants or a smaller group to form two lines, one each behind the Giver and the Receiver.
- The simulation begins and whenever one of the participants gets stuck or wants to change, they go to the end of the line and a new participant is “on.”
- Another variation is for the Facilitator to create a noise that indicates a switch is required.

Case Studies: Case studies help replicate specific, real world scenarios that are similar to what a participant might encounter on the job. These can be written prior to class and distributed in class or developed in class to apply to learning a process, a tool, what to do next, or problem solving. They also set the stage for simulation events and skills practice.

Be sure to create an environment for feedback after the cases are administered so the participant can gain feedback on how they handled the case and gain insight on other ways they might handle the problem. The following are a variety of ways to write and implement case studies:

One Page Scenario

- Prior to class, work with key stakeholders, participants or real world users to develop a one page scenario of common problems or challenges participants might face on the job that would apply to what participants will be learning.
- Keep scenarios realistic enough for participants to be able to relate to them and also leave some vague areas where participants can make some assumptions and add their own experiences..

Take One

- Select a movie or video clip that creates a metaphor or creates a case for what participants will need to react to.
- These can be short, in part or in whole, or used as pre-work.
- Once participants view the clip ask them to determine how to solve the problem, how they would proceed, or what might be some metaphors for the content being covered.

Newspaper Clip

- Newspaper clips can be used to set the stage for discussion or to create “what if” scenarios.
- They are particularly useful for discussing ethics, problem solving and leadership.

Progressive Case Studies

- Ask participants to help build a progressive case study.
- They could build a scenario on the fly verbally, each table adding another component or part to the case after hearing the previous.
- They can also build this in a structured format by having each table create a 3-4 sentence scenario on a piece of paper, which is then passed clockwise to a new table.
- That table adds another paragraph and so on.
- After several rounds the large group has designed a case per table. These can then be shared and used for the content.

Team Building

Team Building Activity 1— Boundary Breaking

Objective: To break down some of the boundaries within the group and build trust and team dynamics.

Group size: 10 to 15.

Steps:

- Sit in a circle with everyone facing each other.
- Explain the rules to the entire group so that all are aware of them.
- Each person should be encouraged to answer the question, with the option of passing to give him or her time to think.
- If a person passes, make sure to come back to them after the others have answered the question.
- Discourage people from simply repeating what others have said.
- Start with a different person for each question and then move around the group.
- Make sure that everyone speaks loud enough for everyone to hear.
- Make sure that everyone is encouraged to be honest.
- It is not necessary that people explain their answers, but they can if they choose to.
- Do not allow anyone to comment on someone else's answer. The group is there to listen to the answers of each member and answer the question for themselves when it is their turn.
- Do not overdo it. Choose the questions that are most appropriate for the group.
- It is probably a good idea to start with some easy questions first to get everyone warmed up and willing to answer before moving on to some of the more boundary-breaking questions.

Questions:

- What is the best movie you have ever seen?
- What is the most beautiful thing about people?
- What is the ugliest thing you know?
- What do you like to do most with a free afternoon?
- On what basis do you select your acquaintances?
- What is the greatest problem in the country? The region? The city?
- If you had one talent to choose, what would it be?

- What is the greatest value that guides your life?
- What quality do you look for in a really good friend? Teacher?
- What one person has greatly influenced your life? Other than a relative?
- What gives you the most security?
- What is the biggest waste you know of?
- What is your greatest fear?
- What word do you feel describes people of your age?
- If you could give your employer one piece of advice, what would you tell him or her?
- What is the most unreasonable thing that you know?
- If you could be a book, what book would you choose to be?
- If you were to paint a picture, what would you paint a picture of?
- What do people like best about you?
- What do you consider to be your biggest fault?
- When do you feel most lonely?
- What television commercial bothers you the most?
- What one thing would you change in your life?
- What are your feelings about fast food?
- What future discovery are you looking forward to the most?
- What subject is the most frequent topic of discussion among your peers?
- If you could be a song, what song would you choose to be?
- What is the very last thing that you would be willing to give up?
- What is the best advice you have ever gotten?
- When you are depressed, what cheers you up the most?
- What is your least favorite food?
- What is the ideal family?
- What is your favorite holiday?
- What scares you the most about next year?

Team Building Activity 2—Stress Balls

Objective: To foster teamwork and problem-solving ability.

- Divide participants up into groups of five to eight people, and have them arrange themselves in a circle. Give a stress ball to one person, and explain the rules of the game.
- Rules:
 - Each group is in competition with the other groups. The group who can complete the most "circuits" in a given time will be the winner;
 - A completed circuit occurs when every person in the group has touched the stress ball;
 - Only one person in the group can touch the stress ball at one time (therefore the ball must be tossed rather than passed); and
 - If the ball ever touches the floor, then circuits must stop for 1 minute.
- Have the teams complete a few circuits to get comfortable.
- The facilitator may want to stop the groups and get feedback as to how they are becoming more efficient and help them understand that this is a natural progression with any system.
- Have the groups continue the circuits, but add rules to make the process more difficult:
 - A coworker calls in sick—remove one of the group members, and tell the group that someone called in sick. After they complete a few circuits, remind them that just because someone calls in sick, it doesn't mean that the work doesn't need to be completed. (They will probably have continued to complete the circuits, just as they had before the person left.) Remind them that each of their last few circuits has had one less touch than before, so they these circuits do not count. Someone will have to pick up the slack for the absent person. After a new pattern is established, have the person return;
 - Double production—throw a second ball into the mix, and tell the group that twice the expected number of people will be coming in for counseling. Only one ball can be held by any one person at a time. You can add a third, or even fourth, ball later;
 - New Federal regulations—explain to the group that a new Federal regulation stipulates that they can't throw the ball to the people on their immediate right or left. Have them establish a new pattern to complete a circuit; and
 - Use your imagination to come up with other rules, and be sure to acknowledge the work of all the teams. At the end of the game, ask the group how the game related to issues they may face in crisis counseling.

Team Building Activity 3— Building a Bridge

Objective: To encourage each person to contribute his or her strengths to the group.

Group size: Four or more.

Materials: Paper plates or pieces of paper, and black markers or pens.

- Give the entire participant group a stack of paper plates and a few black markers. The group should have enough paper plates to make a “stepping stone bridge” across the room.
- Don’t tell the group that they will be making a bridge. Simply ask them to each take a paper plate and write down one of their own strengths. Tell them that they can do this on more than one plate if they feel they have more than one strength.
- After the group members feel that they have written down as many strengths as they have, tell them they must use the paper plates to make a bridge across the room.
- When building the bridge and when crossing the room, the only plates that the group can use are those with strengths written down on them.
- At no time may anyone’s feet touch the floor. If the group needs to add more plates to the bridge, people must write down more strengths on more plates and add them to the bridge.

Discussion prompts to use as the group completes the task:

- Could one person build a bridge by themselves? Why or why not?
- How is a group enhanced when there are many different people working on the same team?
- What strengths did group members not write down that you felt they should have?
- Each individual on the team has many strengths, as we can see. What strengths do you think this group has as a whole?

Team Building Activity 4— Bridge of Life

Objective: To encourage team members to work cooperatively in decision making and planning.

Group size: Four or more.

Materials: None.

- Break the group into teams of 4–10. (This game may be played as a race or as a one-team challenge.)
- Mark off an area that is wider than all the team members standing side-by-side. The challenge is for each team to get one member from one side of the area to the other without touching the ground or being carried.

Possible solutions:

- Team members lie down, forming a human bridge for the person to crawl across.
- The team passes the person down the line in a prone position, with team members shifting position in line, as necessary.
- The person walks on the feet of his or her team members.

Discussion prompts to use as the group completes the task:

- How did you decide who would be the person who had to try to get across?
- How did you decide on a method for getting this person across?
- Did everyone contribute to the decision process? Why or why not?
- What role do you usually take when part of a decisionmaking process?
- Do you wish you had a different role? Why or why not?

Variations:

- Tell the group they have to get half of the team across rather than just one person.
- Challenge the entire group to get one person across a large open area.
- Put obstacles in the area that the group must get one person around when moving them from one side to another.

Additional Training Resources

The following websites contain valuable training tips, icebreakers, group activities, and team building activities. Trainers are encouraged to check out these sites and incorporate the techniques into their training.

This site contains a variety of activities for Trainers and Facilitators including: energizers, fun ideas, icebreakers, team building, and trainer's tips.

<http://www.businessfundamentals.com/FreeActivities.htm>

Make sure to check out the Free Icebreakers (Train the Trainer) document on this site. It has imaginative ways to engage any group. The other free resources will help trainers with many of the challenges they face.

<http://www.businesstrainingworks.com/Free%20Resources.html>

This workbook reviews the basics of training design, the differences between adult and child learners, and ideas for making presentations memorable. Topics include coordination, learning styles, presentation techniques, facilitation skills, lesson development, and session evaluation. Includes sample forms and worksheets.

<http://www.ojp.usdoj.gov/ovc/assist/educator/welcome.html>

The team building exercises came from the following websites:

Neill, James. *Wilderness: A Project in Natural Living & Transformation*.

<http://www.wilderness.com>

Games for Groups. <http://www.gamesforgroups.com/openupgames.htm>

Leader's Institute.

http://www.leadersinstitute.com/teambuilding/team_building_tips/tennis_balls.html

A light-hearted approach to stress management can be found at:

www.stfrancishospitals.org/images/EAP/pdf/A%20Stress%20Management%20Story.pdf