



# SELF-HELP PLUS (SH+)

A GROUP-BASED  
STRESS MANAGEMENT COURSE  
FOR ADULTS

GENERIC FIELD-TRIAL VERSION 1.0, 2021  
SERIES ON LOW-INTENSITY PSYCHOLOGICAL INTERVENTIONS – 5



World Health  
Organization



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# Preface

All over the world, people face numerous forms of adversity, from personal difficulties and work- or family-related stress to problems that affect whole communities such as violence, disease and lack of economic opportunity.

To support people who are experiencing such adversity, WHO has developed Self-Help Plus (SH+), a multimedia, guided self-help stress management course delivered over a period of five weeks to groups of up to approximately 30 people at a time.

The SH+ course is delivered by supervised, non-specialist facilitators who complete a short training course and use pre-recorded audio and an illustrated guide to teach stress management skills. The large group format combined with pre-recorded materials make this innovative course potentially scalable. The format of SH+ also makes it well suited for integration with other interventions, for example alongside other mental health interventions, as a first step in a stepped care programme, or as a community intervention delivered alongside broader community programming.

Research already supports the use of guided self-help approaches for reducing psychological distress, and testing of SH+ in randomized controlled trials has added to what we know about guided self-help by demonstrating that not only is SH+ effective in reducing stress but that it can also prevent the onset of mental disorders.

SH+ can be adapted to suit diverse contexts and may be especially relevant for settings with substantial needs but limited humanitarian access. Since the course content is delivered through pre-prepared audio and illustrated materials, alternative ways of providing SH+ could also be tested, such as online delivery via webinars, videos or digital self-help applications.

We are excited about the release of SH+ and hope that, following any necessary adaptations to local contexts, it will be widely used by governments and civil society as part of an effective and comprehensive mental health response in communities affected by adversity.

## **Déavora Kestel**

Director  
Department of Mental Health and Substance Use  
World Health Organization

# Acknowledgements

Self-Help Plus (SH+) is WHO's stress management course for coping with adversity. It was initiated by **Mark van Ommeren** (Head, Mental Health Unit, Department of Mental Health and Substance Use, WHO) as part of the WHO Series on Low-Intensity Psychological Interventions.

## Content creation

Building on his previous work,<sup>1</sup> **Russ Harris** (Melbourne, Australia) created the SH+ content. This comprised the overall approach of the course, the content of the book (initial illustration sketches and text) and the SH+ session scripts. Edits and revisions to the course content and delivery format, as well as the development of new materials such as training manuals, were subsequently made over a five-year period while SH+ was tested. The following people contributed substantially to this process at different stages: **Teresa Au** (WHO), **Felicity Brown** (WHO), **Kenneth Carswell** (WHO), **Brandon Gray** (WHO), **JoAnne Epping-Jordan** (Seattle, USA), **Claudette Foley** (Melbourne, Australia) and **Russ Harris** (Melbourne, Australia).

## Project coordination and management

**Kenneth Carswell** (WHO) (2015–2021) and **JoAnne Epping-Jordan** (Seattle, USA) (2014–2015) managed the SH+ project, including the development of all parts of the SH+ package.

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## Illustrations

**Julie Smith** (Melbourne, Australia) provided illustrations and artwork.

## Manual production

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---

1 Harris R, Aisbett B. *The Illustrated Happiness Trap: How to Stop Struggling and Start Living*. Boston: Shambhala; 2014.



## **Narration, production and editing of SH+ audio**

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## **Content review, adaptation and improvement of SH+**

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### **Note on translation and adaptation of this manual**

WHO has available, on request, a set of materials for translating and adapting SH+ into different languages. To avoid duplication of translations, please consider contacting WHO Press through <https://www.who.int/about/policies/publishing/copyright> before beginning an adaptation.

# Part 1

## ESSENTIAL INFORMATION



# 1. INTRODUCTION

Self-Help Plus (SH+) has been developed by the World Health Organization (WHO) as a five-session, group-based stress management course. It is suitable for all settings where there are populations affected by adversity. It can be used to help reduce psychological distress in adults, regardless of whether they have a diagnosable mental health condition or not and has been shown to prevent the onset of mental disorders in adults.

SH+ uses pre-recorded audio and an illustrated guide to teach stress management skills. This innovative format makes it possible for supervised non-specialists to complete a short training on SH+ and then deliver it to large groups of people (e.g. up to approximately 30 at a time). SH+ is one of a number of evidence-based scalable psychological interventions published by WHO and can be offered alongside other mental health interventions or community programming.

## Who is this manual for?

This manual is for facilitators, supervisors and organizations implementing SH+. When we refer to “you” in the manual, we are addressing facilitators.

## This manual consists of three main parts:

- **Part 1: Essential Information**
  - Provides background information about SH+
  - Defines the roles and responsibilities of SH+ facilitators
  - Provides information for facilitators on running an SH+ course.
- **Part 2: Session Instructions**
  - Contains session-by-session instructions for facilitators to follow during each of the five SH+ sessions while the pre-recorded SH+ audio is playing.
- **Part 3: Appendices**
  - Session summaries and information on the main SH+ skills (Appendices 1 and 2)
  - Materials needed for each session, including:
    - Session checklists (Appendix 3)
    - A welcome script (Appendix 4)
    - Pictures shown during sessions (Appendix 5)
  - Optional materials that can be used when running SH+ groups (Appendices 6 and 7)
  - An alternative awareness exercise that can be used in situations where the Awareness of Drinking exercise is not suitable (Appendix 8)
  - Example protocol for imminent risk of suicide (Appendix 9).

## 2. WHAT IS SH+?

### 2.1 Overview of SH+

- SH+ is similar to a class or a workshop. It is different from many other group courses as it uses pre-recorded audio and an illustrated book to deliver the majority of the content.
- During each session, participants sit together in groups of up to approximately 30 people and listen to the audio. Participants are not expected to share much personal information with each other or with the facilitators but to focus instead on learning self-help skills for managing stress.
- SH+ facilitators are the “plus” in SH+. They guide participants through the SH+ course by playing the audio, reviewing the skills introduced by the audio, providing culturally relevant examples and clarifications, and reading out discussion questions to make the groups interactive.
- The SH+ course has two main components:
  - **The audio course**,<sup>2</sup> delivered across five weekly sessions each lasting approximately 90–100 minutes. Each session consists of approximately 50 minutes of pre-recorded audio and 30–40 minutes of interactive activities, including discussions in pairs. The actual time for a session may vary depending on factors such as questions from participants and time needed for discussions.
  - **The illustrated book**, *Doing What Matters in Times of Stress: An Illustrated Guide*,<sup>3</sup> covers the same five core skills as the course. The book is designed to support and reinforce learning from the course. Each participant can be provided with a copy of the book at the end of the first session. There are also short audio files to support practising the skills outside of the sessions. The book has been published separately and can also be provided as a standalone guided or unguided intervention. However, the research completed on SH+ relates to the full group course, and not to the book as a standalone intervention.
- Each of the five sessions of the course has a similar format:
  - **Welcoming participants** and starting the audio
  - **Introduction and review** of previous skills
  - **Practice of a new skill** and some short discussions in pairs
  - **Commitment to practise** SH+ skills between sessions.
- SH+ can be adapted to suit larger or smaller groups.

---

2 These audio files can be found on the SH+ publication page of the WHO website.

3 World Health Organization. *Doing What Matters in Times of Stress: An Illustrated Guide*. Geneva: WHO; 2020. <https://www.who.int/publications-detail-redirect/9789240003927>

- SH+ is based on acceptance and commitment therapy (ACT), a form of cognitive behavioural therapy (CBT).
- SH+ has been tested in three randomized controlled trials (RCTs),<sup>4,5,6</sup> which found that the intervention was effective in reducing psychological distress in adults with moderate to severe psychological distress and in preventing the onset of mental disorders in distressed populations affected by adversity. Other outcomes included reductions in symptoms of common mental disorders (e.g. depression and post-traumatic stress) and personal problems identified by participants as well as improvements in general health, functioning and subjective well-being.
- SH+ was tested using in-person groups of different sizes, but it could potentially be adapted for delivery in other formats such as videoconferencing or a podcast or radio programme. This could be particularly useful in contexts where public health or logistical constraints make it difficult for participants to meet in person. Such adaptations could be tested in further research studies.

## For organizations and supervisors

To familiarize yourself with SH+ and see if it may be suitable for implementation in your setting, we recommend the following steps:

- Carefully read [Sections 1–4](#) in Part 1 of this manual to learn more about SH+ and its implementation. The remaining sections can be briefly reviewed to see if they provide any helpful information for your context. They provide more detailed information on how to run a course and ensure safety of participants.
- Read “[How to use the Session Instructions](#)” in Part 2 of this manual and listen to at least one session (e.g. Session 1) of the SH+ audio, while following along with the [Session 1 instructions](#) in Part 2 of this manual. Imagine that you are a facilitator using the Session Instructions to run the course. Follow the instructions in the audio to experience doing the exercises yourself.
- Read the illustrated book, *Doing What Matters in Times of Stress: An Illustrated Guide*,<sup>7</sup> which is given to participants and covers the same five core skills as the SH+ course.
- Different language versions of *SH+ and Doing What Matters in Times of Stress: An Illustrated Guide* are available on the WHO website. If the language you require is not listed on the WHO website, read [Section 2.5](#) of this manual.

4 Tol WA, Leku MR, Lakin DP, Carswell K, Augustinavicius J, Adaku A et al. *Guided self-help to reduce psychological distress in South Sudanese female refugees in Uganda: a cluster randomised trial*. The Lancet Global Health. 2020 Feb;8(2):e254-e263.

5 Purgato M, Carswell K, Tedeschi F, Acarturk C, Anttila M, Au T et al. *Effectiveness of Self-Help Plus in Preventing Mental Disorders in Refugees and Asylum Seekers in Western Europe: A Multinational Randomized Controlled Trial*. *Psychotherapy and Psychosomatics*. 2021 Jul 20;1-12. doi: 10.1159/000517504

6 Acarturk C, Uygun E, Ilkkursun Z, Carswell K, Tedeschi F, Batu M, et al. *Effectiveness of a self-help psychological intervention for preventing mental disorders among Syrian refugees in Turkey: a randomized trial*. *World Psychiatry*. In press.

7 World Health Organization. *Doing What Matters in Times of Stress: An Illustrated Guide*. Geneva: WHO; 2020. <https://www.who.int/publications-detail-redirect/9789240003927>

## 2.2 Who is SH+ for?

- SH+ was developed to support adults experiencing psychological distress, whether or not they meet criteria for a diagnosable mental health disorder.
- SH+ may be especially useful for people affected by adversity in places where it may be difficult to provide or supervise more resource-intensive psychological interventions. However, SH+ should always be used with appropriate referral and additional support available for people who require it.
- SH+ can be used by people of different beliefs and religions and by people with varying levels of education, including those who can and cannot read.
- SH+ was not designed to be used with:
  - Individuals who are at imminent risk of suicide (i.e. people who have a plan to end their life in the near future)
  - Individuals with a severe impairment related to a mental, neurological or substance use (MNS) disorder (e.g. psychosis, alcohol or drug dependence, severe intellectual disability, dementia).
- People with acute needs or at risk of harm may benefit from SH+ if initial needs, imminent risks and any safety issues are adequately addressed.
- People presenting with additional needs should be referred to relevant agencies (e.g. health or protection agencies) for support alongside the SH+ course.

## 2.3 Who can facilitate an SH+ course?

Facilitators of SH+:

- Should speak the same language and ideally have a similar cultural background to that of participants
- Will have preferably completed high school education
- Need to undergo training in delivering SH+ (see [Section 3](#))
- Do not need to be specialized mental health-care or health-care providers. SH+ is designed primarily to be delivered by briefly trained, non-specialist facilitators (e.g. ranging from community workers and other non-specialists to people with a degree in psychology but without formal training in delivering psychological interventions)
- Should have a genuine interest in helping others
- Should ideally practise the SH+ skills in their own lives.



## 2.4 How to implement SH+

SH+ can be delivered in a range of ways, including as a:

- Stress management intervention open to all adults in a community affected by adversity and delivered in conjunction with broader community programming.
- Alongside other mental health interventions or as part of a stepped care model that first offers SH+ before “stepping up” to more intensive interventions if needed.

When delivering SH+, organizations will need to:

- Ensure that SH+ is contextually appropriate, and adapt the course where required (see [Sections 2.5](#) and [6.2](#)).
- Organize training and supervision of facilitators (see [Section 3](#)). An accompanying SH+ training manual will be released by WHO.
- Gather the materials that SH+ facilitators will need and organize an appropriate space for running SH+ groups (see [Section 6.1](#)).
- Decide how to stimulate interest in SH+ and inform potential participants about it.
- Decide how to identify participants suitable for SH+:
  - SH+ can be offered as a selective or targeted intervention (e.g. offered without screening to a group of people affected by adversity)
  - SH+ can also be offered as an indicated intervention (e.g. offered to people scoring above a cut-off on a validated measure of psychological distress<sup>8</sup>). Screening of individuals can help ensure that SH+ is delivered to people who are distressed and might benefit from it, and that individuals who require additional support beyond SH+ are identified and connected to appropriate resources.
  - There may be some situations where screening may not be required or may not be feasible, such as if delivering SH+ as a mental health promotion activity to large populations.
- Decide whether and how to assess participants. Conducting brief assessments before and after SH+ is recommended, as this provides a way to monitor change and to identify people in need of further support.<sup>9</sup> Consider assessing for:
  - Interest in SH+
  - Emotional distress

8 When screening, use a measure that has been locally validated. Examples include the K6 scale for psychological distress (<https://www.midss.org/content/k-6-distress-scale-self-administered>) or measures of depression and anxiety (such as the Hospital Depression and Anxiety Scale (HDAS), the Patient Health Questionnaire-9 (PHQ-9) and the GAD-7 (<http://www.phqscreeners.com/select-screener>)).

9 Existing WHO scalable psychological intervention manuals (e.g. Problem Management Plus and Group Problem Management Plus) contain information on assessments that can be adapted for use with SH+.

- Needs that require a higher level of care (e.g. imminent risk of suicide, substance dependence, dementia, psychosis).
- Ensure that systems are in place for responding to any safety issues (e.g. imminent risk of suicide) and for connecting people to additional resources if needed.

## 2.5 Translating and adapting the SH+ course

Creating a new adaptation of the SH+ course requires resources for translating all materials and recording the SH+ audios. While the materials have been released under a Creative Commons licence, to avoid duplication of translations please contact WHO Press at <https://www.who.int/about/policies/publishing/copyright> before beginning a translation or adaptation. A range of materials are available on request to support adaptation, including steps to consider when translating and adapting SH+ for a new language and culture.

## 2.6 The core skills of SH+

Central to the SH+ course is the concept from acceptance and commitment therapy that attempting to push away (suppress) unwanted thoughts and feelings can make these problems worse. The course and the illustrated book are structured around five core skills. Each skill is a key part of learning how to manage stress. A new skill is introduced in each session and reviewed in each chapter of the book.

**Skill 1. Grounding:** Grounding refers to bringing our attention back to the present moment, instead of being caught up by distressing emotional storms.

**Skill 2. Unhooking:** Unhooking builds on grounding skills. It involves unhooking from difficult thoughts and feelings by noticing and naming them, and then refocusing on the present moment.

**Skill 3. Acting On Your Values:** This involves identifying personal values and then behaving in a way that is in line with these values.

**Skill 4. Being Kind:** This involves directing kindness towards oneself as well as towards others.

**Skill 5. Making Room:** This is a more advanced technique for unhooking from difficult thoughts and feelings. It involves noticing and naming difficult thoughts and feelings and allowing them to come and go, instead of fighting with them.

See [Appendix 1](#) for more details on SH+ skills.

See [Appendix 2](#) for brief summaries of the different sections within each SH+ session.

## 2.7 SH+ encourages learning by doing

Simply reading through the course materials is not enough to fully understand the main skills of SH+. It is very important that new facilitators familiarize themselves with the materials by listening to all the course audios and practising all the exercises. This provides a level of insight and understanding about the skills that is not possible to achieve through reading alone.

Similarly, participants in the course are encouraged to practise new skills within and between sessions. It is only through repeated practice of core skills that people can begin to use them in times of stress. To support this practice, standalone audio files that guide participants in practising the skills accompany the *Doing What Matters in Times of Stress* book.<sup>10</sup> These files can be accessed on the Internet from any device. When participants have limited or no Internet access but have devices with recording capabilities (e.g. many mobile phones), facilitators can play the standalone audio exercises after a session and allow participants to record them on their own devices.

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<sup>10</sup> To access the audio files, please visit: <https://www.who.int/publications/i/item/9789240003927>

## 3. TRAINING AND SUPERVISION IN SH+

### 3.1 Facilitator training overview

Learning to deliver SH+ requires less time than for most other psychological interventions, since SH+ does not require facilitators to explain concepts in depth or to engage deeply with participants individually for extended periods of time. Training activities include:

- **Preparation:** becoming familiar with the SH+ course content and materials, including this manual, the SH+ audio and the SH+ illustrated guide (*Doing What Matters in Times of Stress*).
- **Attending an interactive training workshop** (approximately 40 hours or five full days), which includes hands-on practice of SH+ facilitation skills.
- **Practice and ongoing supervision:** running practice groups and receiving ongoing supervision and support while delivering SH+.

Facilitators will receive more detailed instructions from their SH+ trainer or supervisor on how to complete the required training activities.

**Training of facilitators who have previous experience of providing psychological interventions** (e.g. mental health professionals): SH+ was developed to be delivered by briefly trained, non-specialist facilitators, but individuals with previous experience of providing other psychological or mental health interventions can also learn to facilitate SH+ groups. Such individuals should still complete all training activities, although it is likely that they will be able to complete the SH+ training workshop in a shorter period of time, assuming that they already have a good understanding of basic (foundational) helping skills and of how to identify and respond to safety issues. Ongoing supervision and consultation with a person or persons experienced in facilitating SH+ groups are still recommended.

### For organizations and supervisors

A forthcoming SH+ training manual (draft available on request) will provide additional details on training and supervising SH+ facilitators and conducting a facilitator training workshop.

SH+ facilitator training should be conducted by a mental health professional who has been trained in SH+. Ideally trainers will have facilitated SH+ groups or will have previously supervised groups. People without a mental health background but with experience in the delivery or supervision of SH+ can potentially also conduct SH+ facilitator trainings, as long as these are conducted in collaboration with a mental health professional.

## 3.2 Supervision overview

Supervisors are ultimately responsible for ensuring that SH+ groups are facilitated competently and safely. During routine delivery of SH+, a supervisor should meet regularly with facilitators to provide supervision (e.g. group supervision of multiple facilitators, for 60 minutes per week). The frequency of supervision may vary, depending on the facilitators' skills and experience with running SH+ groups, the number of groups being run, the number of facilitators being supervised and the needs of participants. For example, facilitators may need more support if delivering SH+ to groups of highly distressed participants, or if there are many requests for additional support. Supervision needs may decrease over time as facilitators become familiar with the course, but regular supervision will still be required, particularly to support facilitators with participant requests for additional support, onward referrals and safety issues (e.g. any participants at imminent risk of suicide).

Because in SH+ the majority of information is delivered through the pre-recorded audio, supervision focuses primarily on supporting facilitators to run groups safely and effectively. SH+ supervision involves:

- Supporting facilitators to run the groups
- Discussions about any difficulties with running the groups
- Supporting participants who may have additional needs, including any safety concerns
- Conducting role-plays in supervision, as needed, to help facilitators further develop their skills in facilitating SH+ groups, responding to additional support requests, supporting distressed participants and responding to safety issues
- Facilitator self-care.

SH+ supervisors should be trained in SH+ and be able to manage safety issues. Depending on the context, they may not necessarily need to have a mental health background, but such a background is strongly recommended. Supervisors who do not have a mental health background should have experience of facilitating SH+ groups and should be supervised by a mental health professional.

## 4. ROLES OF COURSE FACILITATORS

The procedures in this manual have been designed to help facilitators manage large groups. They can be adapted if the group is small (e.g. fewer than 10 people).

SH+ course facilitators organize the sessions, play the audio, read discussion questions, provide examples and explanations to participants, keep track of time and demonstrate exercises. **Importantly, facilitators do not act as therapists or give people counselling or advice.** This is because SH+ is a course that will help participants learn how to manage their own distress. **Facilitators do not need to be experts in the theory behind SH+ and should not get into long discussions about the course content, since this is provided by the audio.** Facilitators should instead give basic explanations about SH+ skills – as detailed in the SH+ Session Instructions (Part 2) – and encourage participants to keep practising skills and listening to the course.

Where individuals need extra help, facilitators should show empathy and concern and then offer options or suggest that they connect with people or services outside of SH+. The aim is to be helpful and supportive and to always direct people back to resources in their own community, instead of getting into detailed conversations about problems. This is important due to the potential size of groups in SH+. Individuals at imminent risk of suicide or with other immediate safety issues should be supported to ensure that they receive the help they require (see [Section 7](#)).

### 4.1 Facilitator and co-facilitator roles

An SH+ course typically has one lead facilitator and one co-facilitator. Both are equally important.

#### Lead facilitator actions

**Main role: ensure that the audio plays correctly and that the group runs smoothly.**

- Sit at the front of the group, using the SH+ Session Instructions (Part 2) to follow, play and pause the audio.
- Use body language and posture to communicate that you are engaged and interested while the audio is playing.
- Demonstrate the exercises along with the audio, so the group can see what to do.
- Read out welcome scripts, discussion questions and brief examples and explanations to the group, and follow other instructions in the SH+ Session Instructions (Part 2) . Clarify instructions with the group if needed.
- Keep track of the time during discussion questions (using a timer or stopwatch).

- Hold up pictures and demonstrate exercises.
- For exercises where the audio suggests either closing your eyes or fixing your gaze on a spot, the lead facilitator can close their eyes if they feel comfortable doing so. The co-facilitator should keep their eyes open to show participants that it is also okay to keep their eyes open, and to check on participants who may need individual assistance.
- In general, try to stay at the front of the group. The co-facilitator can move around to speak to participants.
- If there are questions or issues that affect the whole group, address these with the whole group (e.g. if many people have the same question, or if there are major disruptions). The co-facilitator can move around the room to address any individual questions.
- Make sure that the session runs on time.
- During breaks or before/after the session you can speak individually with participants if requested or needed, but generally this is the role of the co-facilitator.
- Refer people to other services if needed (e.g. if people are at imminent risk of suicide).

## Co-facilitator actions

**Main role: observe the group and respond to questions, concerns or disruptions by moving around the room and speaking individually with participants.**

- Sit in a position that allows you to see the whole group. Depending on the group, this could be close to the lead facilitator, or off to one side.
- Demonstrate exercises along with the lead facilitator, while remaining attentive to anyone in the group who may need individual assistance.
- Keep your eyes open at all times, including when demonstrating exercises that suggest participants close their eyes, so that you can see if any participants request support and also show participants that it is okay to keep their eyes open if they wish.
- Address questions and disruptions **individually** (e.g. quietly say a few words to a participant during the group, or propose stepping outside to speak privately).
- During discussions, circulate around the room to provide any assistance that may be needed. Make sure that anyone who wishes to engage in the discussion has someone to speak with. Check that those who do not wish to speak are allowed to sit on their own or join a group without being pressured to speak.
- The co-facilitator can also use the SH+ Session Instructions in Part 2 to keep track of the course and follow discussion questions and explanations, as long as this does not interfere with their main task of seeing whether anyone requires individual attention.
- Provide assistance to the lead facilitator when needed (e.g. handing out papers).

- Support the lead facilitator by identifying areas that need more explanation to the group.
- Refer people to other services if needed (e.g. if people are at risk of attempting suicide).

## 4.2 Ethics and principles of being an SH+ facilitator<sup>11</sup>

The box below outlines some Do's and Don'ts that SH+ facilitators must follow.

Do's	Don'ts
<ul style="list-style-type: none"> <li>• Be honest and trustworthy.</li> <li>• Respect people's right to make their own decisions.</li> <li>• Be aware of and set aside personal biases and prejudices.</li> <li>• Make it clear to people that even if they refuse help now, they can still access help in the future.</li> <li>• Respect privacy and keep people's stories confidential, if this is appropriate.</li> <li>• Behave appropriately by considering a person's culture, age and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't exploit your relationship as a helper.</li> <li>• Don't ask people for money or favours for helping them.</li> <li>• Don't make false promises or give false information.</li> <li>• Don't exaggerate your skills.</li> <li>• Don't force help on people, and don't be intrusive or pushy.</li> <li>• Don't pressure people to tell their story.</li> <li>• Don't share people's stories with others.</li> <li>• Don't judge a person's actions or feelings.</li> </ul>

In general, facilitators must conduct the course in a way that respects the dignity, culture and gender of all participants and is free from discrimination on any basis (including gender, religion, political opinions, ethnicity or social origin).

Facilitators must have a good understanding of the local culture. This is usually not a great problem if they are from the local community themselves, or have a similar cultural background. Nonetheless, there can be enormous differences within countries, regions and communities.

<sup>11</sup> Adapted from: World Health Organization, War Trauma Foundation and World Vision International. *Psychological first aid: guide for field workers*. Geneva: WHO; 2011. <https://www.who.int/publications/i/item/9789241548205>



## 5. BASIC HELPING SKILLS<sup>12</sup>

SH+ facilitators use basic helping skills (also known as foundational helping skills) when speaking with course participants, either individually or as a group. These skills help participants build a sense of trust, confidence and security. **Remember, because SH+ aims to teach participants skills using a self-help format, facilitators do not act as therapists or give people advice.**

### 5.1 Introduction to communication<sup>13</sup>

The way you communicate with someone in distress is very important. To communicate well, be aware of both your words and your body language, such as facial expressions, eye contact, gestures and the way you sit or stand in relation to other people. Each culture has its own particular ways of behaving that are appropriate and respectful. Speak and behave in ways that take into account people's culture, age, gender, customs and religion.

The box below gives important Do's and Don'ts for communicating with people. These should be followed if the need arises to speak individually with people as part of SH+.

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12 Adapted from: World Health Organization. *Problem Management Plus (PM+): Individual psychological help for adults impaired by distress in communities exposed to adversity*. Geneva; WHO; 2016. <https://www.who.int/publications/i/item/WHO-MSD-MER-16.2>

13 Adapted from: World Health Organization, War Trauma Foundation and World Vision International. *Psychological first aid: guide for field workers*. Geneva: WHO; 2011. <https://www.who.int/publications/i/item/9789241548205>

<b>Do</b>	<b>Don't</b>
<ul style="list-style-type: none"> <li>• Try to find a quiet place to talk and minimize outside distractions.</li> <li>• Respect privacy and keep the person's story confidential, if this is appropriate.</li> <li>• Stay near the person but keep an appropriate distance depending on their age, gender and culture.</li> <li>• Let them know you are listening; for example, nod your head or say "hmm...".</li> <li>• Be patient and calm.</li> <li>• Provide factual information.</li> <li>• Be honest about what you know and don't know (e.g. "I don't know, but I will try to find out about that for you.")</li> <li>• Give information in a way the person can understand – keep it simple.</li> <li>• Acknowledge how they are feeling and any losses or important events they tell you about, such as loss of their home or the death of a loved one. (e.g. "I'm so sorry. I can imagine this is very sad for you.")</li> <li>• Acknowledge the person's strengths and how they have helped themselves.</li> <li>• Allow for silence.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't pressure someone to tell you anything they do not want to tell you.</li> <li>• Don't interrupt or rush someone when they are speaking (for example, don't look at your watch or speak too rapidly).</li> <li>• Don't touch the person if you're not sure it is appropriate to do so.</li> <li>• Don't judge what they have or haven't done or how they feel. Don't say: "You shouldn't feel that way", or "You should feel lucky you got out of that situation".</li> <li>• Don't make up things you don't know.</li> <li>• Don't use terms that are too technical.</li> <li>• Don't tell them someone else's story.</li> <li>• Don't talk about your own troubles.</li> <li>• Don't give false promises.</li> <li>• Don't think and act as if you must solve the person's problems for them.</li> <li>• Don't take away the person's strength and sense of ability to care for themselves.</li> <li>• Don't talk about people in negative terms (for example, don't call them "crazy" or "mad").</li> </ul>

## 5.2 Maintaining confidentiality

Participants need to know that information they share will remain confidential or private and will not be shared with anyone outside of your SH+ team. This is especially true for survivors of physical or sexual violence. It is also very important for participants to be aware of limits to confidentiality, such as the need to break confidentiality if a participant appears to be at imminent risk of suicide. Since everyone in an SH+ team is bound by the same confidentiality rules, it is okay to talk to your colleagues (e.g. supervisor or other facilitator) about participants if you are seeking help for someone or it is related to the SH+ course. It is not okay to talk about people's lives without a purpose, and you should only talk about participants when it is necessary.

If facilitators need to talk to a participant about personal issues, they should try to find a private, comfortable setting away from the rest of the group. Where this is not possible, facilitators should confirm that the participant feels comfortable talking in a less-than-private setting and/or, as much as possible, avoid discussing anything very personal at that time.

As part of confidentiality, it is also important that all information about participants (for example, questionnaires or assessment results, and personal details) is kept in a safe and locked place (for example, a locking filing cabinet).

## 5.3 Validating, acknowledging and communicating concern

When speaking with participants, it is important that they feel heard (validated and acknowledged) and that facilitators communicate their concern for them. At the same time, facilitators must remember that it is not their role to solve participants' problems. Rather, facilitators are there to help participants learn self-help skills, and on occasion to connect to other people or organizations that can help them.

Examples of statements that facilitators might use are given below. These statements do not need to be used word for word. Rather, they illustrate the general type of thing that can be said:

- ***"That sounds like it was very upsetting."***
- ***"I can see in your face how painful this was for you."***
- ***"You have experienced many difficulties."***
- ***"You have been through a lot."***
- ***"Thank you for telling me that. It sounds like you have a lot of problems in your life right now and it's not surprising that you are feeling this way."***

Facilitators can also use brief verbal indications that they are listening, such as "uh-huh", "okay", "I see", "hmmm" or another sound or phrase that is culturally appropriate.

## 5.4 Acknowledging emotions

When working with people who are experiencing high levels of distress, it is important to acknowledge their emotions. Facilitators can do this by naming the emotion that participants might be experiencing. Examples are given below.

- ***“It is very sad that this has happened to you.”***
- ***“I can see that this is frustrating for you.”***
- ***“I can see your situation is very stressful.”***
- ***“You have so many worries. I can see that it is difficult for you and that you are trying your best.”***

As much as possible, facilitators should not say, *“I understand how you feel/I know how you feel!”*. This is because it might cause a negative reaction (especially if someone is angry) such as, *“How can you know how I feel?!”* Instead, facilitators should use phrases such as, *“I can see this is...”,* or *“This seems really hard for you...”*, as this shows empathy but does not suggest that they know how the participant is feeling.

## 5.5 Using non-verbal communication

Facilitators can also use non-verbal communication to show participants that they are listening and are concerned about their welfare. This might include (on a culturally appropriate basis):

- Making good eye contact
- Nodding your head
- Facing the person who is speaking and perhaps sitting at their level
- Keeping your posture relaxed and open (e.g. avoiding crossing your arms or sitting with a stiff position).

## 5.6 Putting aside personal values and avoiding giving advice

Facilitators must respect the personal values and beliefs of participants, even if they do not agree with them. This includes refraining from judging participants who may appear that they are not doing much to help themselves. Working to put aside personal beliefs or values is important because it helps facilitators to interact with participants in a neutral way.

## Avoid giving advice

You should generally not give advice to participants, or tell them what to do if they speak to you about a problem. Giving advice is different from giving a participant helpful or important information, or connecting them with an organization. Giving advice means telling a person what they should or should not do.

All helpers will feel tempted to give advice at some point. This is normal. For example, it might be tempting, when a participant is showing signs of depression, to tell them what you think they should do (e.g. *“You should talk to your family member about this”*).

You may give advice by suggesting that a participant practises the SH+ skills they are learning, but for other situations it is important that you do not tell a participant what they should do but instead offer suggestions or options to connect them to another organization.

## 5.7 Practising self-care<sup>14</sup>

All facilitators should take care of themselves, so that they are able to take care of others. A number of things can increase stress for facilitators. These include long working hours, overwhelming responsibilities and a sense of responsibility for participants' safety and care while, at the same time, feeling unable to help them sufficiently. Facilitators may hear about traumatic events, such as destruction, injury, violence or death.

Some suggestions that may be helpful in managing stress:

- Discuss difficult issues with your supervisor.
- Regularly practise the SH+ skills. The exercises in SH+ are designed to help people manage stress, and they can also be used by facilitators.
- Think about what has helped you cope with stress in the past and decide what you can do now.
- Take time to eat, rest and relax, even for short periods.
- Keep to reasonable working hours so you do not become too exhausted.
- Minimize your intake of alcohol, caffeine and nicotine, and avoid non-prescription drugs.
- Check in with fellow helpers and have them check in with you. Find ways to support each other.
- Talk with friends, loved ones or other trusted people for support.

<sup>14</sup> Adapted from: World Health Organization, War Trauma Foundation and World Vision International. *Psychological first aid: guide for field workers*. Geneva: WHO; 2011. <https://www.who.int/publications/i/item/9789241548205>

## 6. RUNNING AN SH+ COURSE

Each of the five sessions of the course has a similar format:

- **Welcome:** welcoming participants into the room and helping them get comfortable, reading a welcome script, and starting the audio.
- **Introduction and review:** introduction to the session, review of the previous week, practice of previous skills, troubleshooting.
- **Guidance and practice of a new skill introduced in the session,** including some short group discussions.
- **Commitment to practise SH+ skills between sessions, and session conclusion,** including giving instructions for home practice and showing participants the pages of the illustrated book that have been covered by the session.

On hearing specific prompts in the audio, the facilitator reads instructions or a discussion question from the SH+ Session Instructions (Part 2). The audio has been designed to help the facilitator stay on track: section headings in the Session Instructions match what is contained in the audio. In addition, different bell sounds and verbal instructions have been added to the audio to help the facilitator identify when to stop the audio, run a discussion or perform another task. These are explained in Part 2: Session Instructions.

The audio includes exercises for participants to follow. To encourage participation, the facilitators do the exercises at the same time as they are described in the audio. The facilitator and co-facilitator further encourage participant engagement by being enthusiastic and open, and by being encouraging and positive as participants practise new skills.

### 6.1 Preparing for a course

It is very important to be properly prepared to facilitate a course. In addition to completing the general steps for learning to facilitate SH+ (see [Section 3](#)), you should prepare for each session by:

- Ensuring that you have all the materials ready for the session (see [Appendix 3](#))
- Editing or changing the welcome scripts to suit your own style (see the [Welcome to SH+](#) section of Session 1 in Part 2: Session Instructions, and [Appendix 4](#))
- Reading through the Session Instructions for the session (Part 2) and practising any parts that you need to, until you are very familiar with everything you need to do during the session
- Practising the facilitator speaking parts of the Session Instructions

- Identifying and writing down culturally appropriate examples for discussions
- Discussing with your supervisor any adaptations that may be needed for your context or culture (see [Section 6.2](#) below) and any other questions you may have about running the session.

### 6.1.1 Who?

SH+ has been designed for delivery to large groups of approximately 30 adults. It has been successfully used in research studies with smaller groups, with some adaptations to delivery style (see below). In some settings it may be preferable for men and women to attend separate groups.

### 6.1.2 What?

[Appendix 3](#) provides checklists of all the specific materials needed for each session and the general materials needed for running the course. These checklists should be used when organizing a course, and referred to again before each session.

Most smartphones will be sufficient for playing the audio but will need to be connected to external speakers to make sure that the audio is loud enough. The audio set-up should be tested before the first session. If the group is large (25–30 people), or held outside, a more powerful sound system might be needed. If access to electricity is a problem, rechargeable speakers can be considered. It is recommended that you seek advice on suitable audio systems for your specific setting.

### 6.1.3 Where?

SH+ sessions should be held in a comfortable setting, and if possible somewhere with a comfortable temperature, minimal noise and privacy. The setting can be indoors or outside in a covered area, depending on the local context. It is preferable to choose a setting where there is also a private space away from the main group, in case it is necessary to speak with any participants individually.

## 6.2 Adapting the SH+ course

Depending on the local context and culture, it may be necessary to adapt the SH+ course to ensure that it is understandable, acceptable and relevant for participants. The following sections discuss potential adaptations that could be considered prior to implementing an SH+ course.

## 6.2.1 Cultural and contextual adaptations to SH+ sessions

In each session, facilitators provide examples of how to apply SH+ skills in daily life. Facilitators should discuss with their supervisors ahead of time what examples would be appropriate and relevant to the participants' context and culture. In the Session Instructions (Part 2), there are spaces to write in these culturally relevant examples.

If needed, exercises and discussion questions can also be adapted to suit the culture and context. In Session 1, for example, there is an exercise (Awareness of Drinking) where participants drink water or another type of drink in order to develop their ability to pay closer attention to everyday experiences. If this exercise is not practical or appropriate to the culture or context, an alternative is available – Awareness of an Object (see [Appendix 8](#)).

It is also possible to adapt *how* SH+ is delivered, to suit the local context. For example, public health measures may make it necessary to limit the group size or modify the seating arrangement within the course.

If facilitators think that modifications are necessary, it is suggested that they 1) discuss these adaptations with their supervisor and 2) ensure that adaptations are appropriate while maintaining the same essential components and concepts of the course.

## 6.2.2 Adaptations for small groups

SH+ was initially designed for larger groups (e.g. up to approximately 30 people). For smaller groups (e.g. fewer than 10), a number of adaptations can be made to help ensure that the course runs well and that people remain engaged. These may include:

- Pausing the audio more frequently to ask participants about their reactions, such as to the pictures
- Facilitators providing more examples or sharing their own experiences and observations
- Having group-wide discussions, where facilitators ask 1–3 participants to volunteer to share their responses to discussion questions with the whole group (**NOTE:** If allowing multiple people to share, it will be necessary to keep close track of time so that discussions do not overrun)
- Encouraging practice, by writing down what each participant plans to practise and at the next session reviewing what they have done since the last session
- If groups are smaller than 10 persons, it may not be necessary to have two facilitators.



### 6.2.3 Adaptations for persons with physical or cognitive impairments

Certain techniques discussed in the SH+ course may require adaptations to suit persons with physical or cognitive impairments. For example, in grounding exercises participants are encouraged to press their feet into the floor and stretch their arms, which may be difficult for some. Other exercises encourage noticing certain sights or sensations, which may be difficult for persons with sensory impairments. Modifications can be made to ensure that these activities are practical and inclusive. Examples of modifications include:

- Encouraging participants to move in whatever way feels easy and comfortable for them
- Reminding participants that they can skip or modify any parts of the guided exercises that they have difficulty doing (e.g. slowly pressing hands together instead of pressing feet into the floor)
- Focusing on the sensations that they are able to perceive easily and ignoring the instructions related to the sensations that are more difficult or not possible for them to perceive (e.g. for participants with impaired vision, focusing on noticing what they can hear, rather than on what they can see).

Other modifications may also be appropriate, depending on the situation. Facilitators are encouraged to adapt the SH+ course activities as needed to ensure inclusivity.

## 6.3 Starting an SH+ course

It is important to start the course in a way that is culturally appropriate and that follows local norms and customs, and to inform people that they will be listening to a pre-recorded course. In the Session Instructions (Part 2), there is a welcome script at the beginning of each session for the facilitator to read aloud before starting the audio. The welcome script can be adapted to suit the culture and context.

Participants may find the audio-based format of the SH+ course strange at first and may need some time to get used to it. Confusion at the start of the course is normal. In the first few sessions, be prepared for participants to:

- Talk when the audio is playing
- Miss instructions provided by the audio
- Ask a lot of questions
- Need instructions to be repeated.

There may also be some confusion and disruption during the first few discussions. This will diminish once participants become used to the format. Remember to be patient and to respond in a calm and gentle way to any disruption. The co-facilitator can move around the room while the audio is playing or during discussions to assist participants, manage minor disruptions or answer questions. To address larger disruptions, the lead facilitator can pause the audio.

## 6.4 How to facilitate an SH+ course and respond to common challenges

This section describes how to facilitate an SH+ course and how to respond to common challenges. Example scripts are provided, but these should be adapted for the local context and situation.

### 6.4.1 How to explain pictures shown to the group

During SH+ sessions, the pictures in [Appendix 5](#) are used to explain important concepts. The Session Instructions (Part 2) contain optional explanations that facilitators can read out to the group if participants look confused or ask questions. Facilitators can print out the pictures in a larger format or project them onto a screen or wall.

**NOTE:** If participants ask where the pictures are in their book (*Doing What Matters in Times of Stress*), you can inform them that they can look at the picture that is being shown at present and review the book on their own later.

### 6.4.2 How to run discussions

As described in the Session Instructions (Part 2), in each session the facilitator provides brief summaries and examples of how to practise SH+ skills and reads out questions for participants to discuss together. The aim of these parts is to consolidate learning and make the groups more interactive.

When the facilitator summarizes how to practise an SH+ skill and provides relevant examples, these explanations should be kept brief. The facilitator is summarizing key points from the audio, not introducing new material. Facilitators should always remember that they are not expected to be experts in the SH+ skills. If participants have questions about the skills that cannot be quickly or easily answered, it is fine for the facilitator to say, *“I’m not sure what the answer is to your question. Please just try your best to apply what you understand, and these questions may get answered as we continue with the audio.”*

The primary format of discussions is to instruct participants to turn to the person sitting next to them and discuss a question in pairs (or a group of three if there is an odd number of participants). This format can be adapted to the size of the group and the situation, particularly if the group has fewer than 10 participants or if many participants are confused or not following. A number of alternatives could be used:

- **Alternative 1:** Discuss as a large group – the facilitator reads the question to the entire group and 2–3 volunteers are selected to share their responses with everyone.
- **Alternative 2:** Raise your hand – questions are adapted to a yes/no format and the facilitator asks participants to raise their hands, or perform a culturally equivalent action, to indicate their response.

- **Alternative 3:** Participants think silently to themselves – the facilitator asks the questions and participants are encouraged to think silently about their answers.

**NOTE:** This alternative is generally not recommended (except where explicitly suggested in the Session Instructions) unless other alternatives have already been tried, because participants may not engage with the content when thinking silently.

Facilitators and supervisors should carefully consider the possible negative impact of larger group discussions – for example, discussions taking longer or the risk and impact of personal, distressing or stigmatizing information being shared widely. The discussions and questions in SH+ have been designed to minimize the sharing of personal information or experiences, as such disclosures can be hard to manage in a group self-help course. Consider cultural and contextual factors when adapting any of the discussions.

If participants request more time, facilitators may add up to 3 minutes to any given discussion, but this addition should be considered along with the fact that it will lengthen the overall session and it may not end on time as a result. Facilitators are encouraged to try and maintain the discussion times as recommended, but to adapt them if required; for example, participants could be offered the opportunity to remain after the session to continue any discussions.

If participants frequently request more time, facilitators can say:

***“The discussions are very short to give us more time to practise the skills. It is okay if you haven’t had time to fully discuss the questions. This allows more time to practise the skills, which is very important.”***

### 6.4.3 How to respond to difficulties during exercises

During some exercises, in particular the grounding exercises, participants might become distracted. Facilitators do not need to do anything in these situations, unless a participant’s behaviour is disturbing the group. If so, facilitators can say in a kind and supportive way something like:

***“I know this exercise can be very difficult. Just try to do what you can, and then sit quietly so that others can keep doing the exercise.”***

### 6.4.4 How to respond to questions or to participants not understanding

Because of the size of the group, it is important for facilitators to follow the instructions below for responding to questions.

To help manage the number of questions and the level of individual support that can be offered in a large group, facilitators should ask participants to:

- Raise their hand if they are confused or have a question. The co-facilitator then goes to the person and provides individual clarification or help as needed. This prevents too many disruptions to the audio and the session falling behind schedule.
- Approach either facilitator during the break or after the session if they need help, need to say something private or are feeling too upset to continue.

Specific questions about instructions for exercises can be addressed directly, by pausing the audio and repeating the instructions.

For questions about SH+ core skills or underlying concepts, explain to participants that they should apply whatever they understand so far, and that things may become clearer in future sessions. Facilitators can also say something like:

***“It is okay if you do not understand everything. Just use whatever you have understood and have found helpful so far.”***

***“Please just try to follow the exercise as best you can. It is okay if you are not able to follow it fully.”***

***“A lot will become clearer about this course as we continue. Please just continue to listen and see if your questions are answered.”***

**If many participants have the same question, the facilitator can pause the audio at the end of the section to address the question.** If participants continue to express confusion about basic SH+ concepts, refer to the “Important notes” boxes in the Session Instructions (Part 2), which offer extra guidance on responding to common questions.

### 6.4.5 How to manage talking in the group

Some people are likely to talk in the group while the audio is playing. This is not a problem, unless it is disturbing the group or continues for a long time.

Talking is normal, but if people are doing this repeatedly or causing disruption, it may be necessary for the co-facilitator to try to make eye contact or go over to the people talking and indicate that they should listen to the audio. Do not do this straight away – always give it some time to see if it stops naturally. You can say something like:

***“It might be distracting for other group members if you are talking. Please listen quietly. If you have a question for me, we can speak outside.”***

If many in the group are talking, or if the group is not concentrating, the facilitator may consider pausing the audio and reminding the group in a warm and friendly way to listen to the audio by saying something like:

***“It might be distracting for other group members that people are talking. If someone has a question, or something is unclear, please let us know and we will do our best to help.”***

If there are no questions, the facilitator can then say something like:

***“It can be hard sometimes to listen for so long. If you do not want to do an exercise or listen, that is fine; please just sit quietly. If you need a break, feel free to leave and come back when you are ready.”***

### 6.4.6 Participants are not joining in discussions or exercises

Everything in the course is voluntary. Participants are not required to join discussions or do exercises if they do not want to.

If someone complains about an exercise or does not want to do it, facilitators can respond in a supportive and kind way, saying something like:

***“It can be difficult to learn these new skills. Many people find that with continued practice, the exercises get easier and they get more benefit. Try to do as much of the course as you can, but if you do not want to do some of the exercises, that is okay. You can just sit quietly.”***

If someone does not want to participate in a discussion, facilitators may wish to remind the group that this is okay by saying something like:

***“Everything in this course is voluntary. You do not have to do it, if you do not want to. If you do not want to take part in a discussion, please do this [make a culturally appropriate gesture such as shaking your head or waving your hand] to let others know you do not want to speak.”***

### 6.4.7 Participants are unable to read the illustrated book *Doing What Matters in Times of Stress*

Participants who cannot read might be frustrated or confused about being given a book. It is important to remind people that they can still use the book by looking at the pictures. For example, the facilitator might say:

***“Even if you have trouble reading, the book has been designed so that just looking at the pictures can help to remind you of what you have learned. You could also have someone read the book to you.”***

## 6.5 Talking with individual participants

This section describes how to interact with participants individually when they request or need support. It has been designed to keep a focus on people helping themselves and to reduce the amount of time that facilitators spend with individual participants, which is particularly important when managing large groups.

When interacting with participants, facilitators must remember that they are not acting in a counselling or therapy role. Instead, they are helping people to help themselves through applying the SH+ skills that they are learning, or by finding other sources of support in their community.

### 6.5.1 Situations where facilitators should speak individually to participants

In the situations outlined below, the lead facilitator or co-facilitator could speak individually with participants during breaks, or before or after the group session. During the group session, only the co-facilitator should speak individually with participants if needed; the lead facilitator should stay with the group at all times and continue to run the session (except in emergencies).

It is normal for some participants to become distressed to some degree during SH+ sessions. For example, people might become tearful or frustrated. Facilitators do not need to offer to help these participants unless they request help, because most of the time they will be able to manage their distress by themselves. **Always keep in mind that in SH+ the aim is for people to help themselves.** However, facilitators should speak individually to participants in the following three situations:

- **They request help, ask to talk or signal that they need help.** For example:
  - Leaving the room and signalling to a facilitator that he/she would like help
  - Requesting to talk about a personal problem, including problems not related to SH+.
- **They are visibly very distressed and are unable to participate in the group (though this is rare).** For example:
  - Becoming very angry during the group
  - Crying very loudly or wailing
  - Walking around the room or being unable to sit still
  - Talking to themselves for a long time
  - Telling others in the group extensive details about traumatic events that have happened, to the point that others are becoming upset (e.g. describing a violent attack in detail).

- **They disclose a potential safety issue**, such as:
  - Thoughts of suicide
  - Protection concerns
  - They are behaving in a way that is putting themselves or others at risk (e.g. by being violent).

**NOTE:** For responding to imminent risk of suicide and other immediate safety issues, see [Section 7](#) of this manual.

## 6.5.2 How to talk with someone individually

This section describes how to speak with a participant individually. These steps are suggested to help facilitators manage a large group where having many individual conversations could be time-consuming.

In most cases, **facilitators should try to keep their interaction with individuals to around five minutes at a time**, so that they are available to support other participants. However, more time might be needed in some situations, including potential safety issues (see [Section 7](#)), if a participant is extremely distressed or if a participant discloses sexual assault or other forms of intimate traumatic experience (see [Section 6.5.3](#)).

### Suggested steps for talking with a person individually

1. **Go to a private space.**
2. **Use basic helping skills to provide support.**
3. **Identify current coping, including use of SH+ skills.**
4. **If needed, help the person to identify additional strategies and resources for coping with the situation.**
5. **End the conversation and rejoin the group.**

1. **Go to a private space:** For example, ask the person to go to the back of the room or outside.
2. **Use basic helping skills to provide support:** You should not force the person to talk, but explain that you are there to provide support if desired. Sometimes just acknowledging a person's distress and offering simply to sit with them in silence can be enough.

***“How can I help? Is there something you would like to speak to me about?”***

If the person is very distressed, you could say something like this:

***“I can see that you’re very upset. I am here to support you. We can talk or just sit here quietly.”***

- 3. Identify current coping, including use of SH+ skills:** In this step, identify current supports or coping strategies the person is using that may be helpful, including SH+ skills. **If the participant is very distressed, you could offer to guide them through a brief grounding exercise** (see [Appendix 7](#)). Encourage the person to continue using any positive and safe coping strategies.

***“This sounds like a difficult situation for you. What are you doing to cope or to get support?”***

***“It sounds like this is helping you to cope. I would encourage you to continue with it.”***

You can also encourage the person to use SH+ skills. If someone is very visibly distressed, you can offer to lead them through a brief grounding exercise.

***“Have you found any exercises in this course helpful?”***

***“Do you think it could be helpful to practise [name of SH+ skill] now? Or, would you like me to talk you through a grounding exercise?”***

- 4. If needed, help the person to identify additional strategies and resources for coping with the situation:** Ask questions to help the person think of other ways to support themselves (e.g. calling upon specific people or organizations, or using new SH+ skills). It is important to ask open questions and to make suggestions rather than giving advice. For certain problems that participants disclose (e.g. medical conditions, requests for help with food or employment), facilitators can suggest local organizations or resources (e.g. a community leader, refugee organizations). If the person does not already know about these, encourage them to connect with them, while keeping in mind that it is the person’s choice whether they follow through or not.

***“Are there other people or organizations who might help you with this?”***

***“What have you done in the past when you have faced difficulties? Would doing that help you now?”***

***“Some people may find that an organization or an important person such as the village leader can help at times like this. Can you think of an organization or an important person who could help with this?”***

***“Are there skills you have learned in SH+ that could help with this problem?”***



- 5. End the conversation and rejoin the group:** The person can sit at the back of the room or outside until ready to rejoin the group. If they continue to be very distressed, the facilitator might offer to stay until they feel calmer, or ask if there is someone with whom they would like to speak (e.g. a friend or family member). For example:

***“Take as much time as you need, and when you are ready, you can come and rejoin the group.”***

***“Is there anyone I can contact to support you right now?”***

In some cases, it might be difficult to end a conversation. In situations where the person requests more support, try to focus on the course and encourage them to see if learning SH+ skills can help. In some situations, the person might request more support than you can provide, and you will need to remind them that you can offer very little outside of the course. For example:

***“I would like to stay and talk longer, but I need to also be available to others in the group.”***

***“I realize you are facing a lot of difficulties. I suggest that you continue to learn the skills in SH+ and also see if there may be people or organizations in your community who can help you. We are going to have to stop talking now, as I need to be available for others in the group.”***

***“I am here to facilitate these sessions and to help you develop skills for managing stress. I can offer very little help with anything outside the group. We have identified some other people and/or organizations who might be able to help. I would suggest that you contact them. I am sorry I can’t do more to help you right now.”***

**NOTE:** If any participants need individual support, consider writing down a short summary of this for record-keeping purposes and to discuss with your supervisor. The post-session review form in [Appendix 6](#) can be used to help you debrief after each session and to note down anything that should be discussed with your supervisor. This form can be modified by you and your supervisor to suit your setting, or you can use a different format for taking notes.

### 6.5.3 How to talk with someone who has experienced sexual violence or intimate partner violence<sup>15</sup>

If a participant tells you that they have experienced past or current sexual violence or intimate partner violence, extra care and sensitivity are required. People may have difficulty talking about these issues because of cultural taboos, shame or fear of stigma or because they may be very scared for their safety and/or when thinking about their experiences. They may face discrimination and rejection from their family, community or society. They may be pressured to stay quiet, may be blamed or may not be believed.

15 Adapted from: World Health Organization. *Group Problem Management Plus (Group PM+): group psychological help for adults impaired by distress in communities exposed to adversity (generic field-trial version 1.0)*. Geneva: WHO; 2020. <https://www.who.int/publications/i/item/9789240008106>

SH+ provides stress management strategies that are safe to use and may be helpful for participants who experience distress as a result of intimate partner violence or sexual violence. However, some participants may need additional support that is beyond the scope of this course. Speak to your supervisor if you think that someone may need additional support.

If participants choose to talk about these experiences with you, they are showing great courage and trust. It is very important to show willingness and openness to hearing what they want to share with you. Facilitators can follow the steps for talking to someone individually ([Section 6.5.2](#)) and should also emphasize these aspects where appropriate:<sup>16</sup>

- **Restate confidentiality.** Should someone wish to disclose information related to sexual violence or intimate partner violence, it is important to remind the person that you will not share what they are telling you with anyone outside of the SH+ team, unless there are any immediate safety issues that may need to be addressed (see confidentiality statement in [Section 7.1](#)).
- **Show empathy and validate the person’s story and experience.** Facilitators can say something like: *“That sounds like a very difficult and upsetting situation. You have shown a lot of strength in telling me this.”*
- **Listen to the person without judgement and give them space and time to speak.** Sometimes people just want someone to listen to their story. In other cases, they may want or need additional help.
- **If appropriate, consider telling the person about any organizations in the area that might be able to help.** If the person declines help, facilitators can tell them that they can ask for a referral to an organization in the future. You might say: *“It can be very difficult going through experiences like the one you have described. There might be some organizations that can offer further support. Would you like more information about them?”*

**If you know or suspect that a participant may have experienced or be at risk of current intimate partner violence or sexual violence, make sure to follow the procedures of your organization for responding to safety issues (see [Section 7](#)), in addition to following the information above.**

## For organizations and supervisors

If your organization does not already have clear procedures for supporting participants who are at risk of sexual assault or intimate partner violence, further information can be found in several key publications.<sup>17, 18, 19</sup> It is very important that facilitators are offered support and supervision if dealing with such situations.

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16 For more detailed information, see the footnotes under “For organizations and supervisors” in this section.

17 World Health Organization. *Health care for women subjected to intimate partner violence or sexual violence: a clinical handbook*. Geneva: WHO; 2014. <https://apps.who.int/iris/handle/10665/136101>

18 World Health Organization, United Nations Population Fund and United Nations High Commissioner for Refugees. *Clinical management of rape and intimate partner violence survivors: developing protocols for use in humanitarian settings*. Geneva: WHO; 2020. <https://apps.who.int/iris/handle/10665/331535>

19 Inter-Agency Standing Committee. *How to support survivors of gender-based violence when a GBV actor is not available in your area*. Geneva: IASC; 2015. <https://gbvguidelines.org/en/documents/pocket-guide-supporting-survivors-for-non-gbv-specialists/>

# 7. MANAGING IMMINENT RISK OF SUICIDE AND OTHER IMMEDIATE SAFETY ISSUES

This section focuses on situations where a person is at imminent risk of suicide or there are other immediate safety issues.

Examples of such situations include:

- Imminent risk of suicide
- Harm to a participant or another person. For instance:
  - A participant or someone else is experiencing physical or sexual violence.
  - There is a child protection issue.
- Anything else an implementing organization identifies as a potential safety issue that would need to be addressed.

**Facilitators should follow the procedures of their organization and relevant guidance for identifying and addressing such situations.**

Below is a suggested procedure for responding to these situations, which implementing organizations can adapt for their context.

## For organizations and supervisors

If your organization does not already have procedures in place for identifying and addressing immediate safety issues, [Appendix 9](#) provides a set of questions for assessing imminent risk of suicide that can be provided to facilitators. For other immediate safety issues (e.g. intimate partner violence) organizations should consult appropriate guidance.<sup>20,21,22</sup>

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20 World Health Organization. *Health care for women subjected to intimate partner violence or sexual violence: a clinical handbook*. Geneva: WHO; 2014. <https://apps.who.int/iris/handle/10665/136101>

21 World Health Organization, United Nations Population Fund, United Nations High Commissioner for Refugees. *Clinical management of rape and intimate partner violence survivors: developing protocols for use in humanitarian settings*. Geneva: WHO; 2020. <https://apps.who.int/iris/handle/10665/331535>

22 Inter-Agency Standing Committee. *How to support survivors of gender-based violence when a GBV actor is not available in your area*. Geneva: IASC; 2015. <https://gbvguidelines.org/en/documents/pocket-guide-supporting-survivors-for-non-gbv-specialists/>

## 7.1 Suggested procedure for responding to safety issues

When facilitating an SH+ group and particularly when talking to a person individually, facilitators may become aware of an immediate safety issue. This section provides an approach which facilitators can use to find out more information and respond to the situation.

- 1. Listen and look for any indication of a safety issue involving imminent risk of suicide, harm from others or harm to others.**
- 2. Use basic helping skills to remind the person about confidentiality, learn more about their situation and build trust.**
- 3. If there are indications of a safety issue, follow your organization's procedures for dealing with such situations and inform your supervisor.**

**If there is no indication of a safety issue, continue with the steps to offer individual support described in [Section 6.5.2](#).**

- 1. Listen and look for any indication of a safety issue involving imminent risk of suicide, harm from others or harm to others.** For example:
  - **Thoughts or plans of suicide, which may be either vague or explicit.** For example, a person might say things such as:
    - *"I just want to disappear."*
    - *"What's the point in living?"*
    - *"I'm just a burden to others."*
    - *"I have no reason to live."*
    - *"No one will miss me when I'm gone"*
    - *"I want to go to sleep and not wake up."*
    - *"I just want to die."*
    - *"It would be better for everyone if I just killed myself."*
    - *"I have made a plan to die."*
    - *"I recently got some rope to kill myself."*
    - *"I have been looking for ways to kill myself."* (e.g. seeking access to pesticides or firearms, stockpiling medications, researching online for ways to kill oneself)

- *"I've been putting things in order in case something happens to me."* (e.g. giving away possessions, writing a will)
- **Self-harm or suicide attempts.** For example:
  - *"Earlier this year I tried to kill myself."*
  - *"One time I took a lot of medication, hoping that I would not wake up."*
- **Severe emotional distress or hopelessness.** For example:
  - *"Things will never get better."*
  - *"Life is pointless."*
  - *"Nobody cares about me."*
- **Violent behaviour or extreme agitation**
- **Withdrawal or unwillingness to communicate**
- **Sudden and severe changes in mood or behaviour patterns.** For example, not eating or sleeping.
- **Reports of risk of harm (from others or to others).** For example:
  - *"I had to go to the hospital because he/she beat me so badly."*
  - *"I'm scared for my life."*
  - *"I want to kill him/her."*
  - *"My husband/wife is beating our children."*

**NOTE:** This list of warning signs is not exhaustive, and there may also be culturally specific warning signs. It is important that facilitators and organizations delivering SH+ are supported by relevant professionals (e.g. mental health professionals) who can oversee and provide guidance on these safety procedures.

- 2. Use basic helping skills to remind the person about confidentiality, learn more about their situation and build trust. Listen empathetically and non-judgementally, and validate the person's experience.**

For example:

*"I'm glad you're sharing these things with me. Before we speak more, I want you to understand that everything you tell me will be kept private, unless you or someone else is in immediate danger. That means that I will not talk with your family or other people outside of the SH+ team about what you have said, without your permission. But if I am very concerned that you or someone else is in immediate danger, my supervisor and I may need to speak with people outside of the SH+ team to get you the best kind of help and ensure the safety of the people involved. This is because my role is to care about your welfare and safety."*

**NOTE:** You will need to adapt this example text according to the procedures of your organization and any national guidelines.

To learn more about the situation and build trust, you could ask questions such as:

- *"Can you tell me a bit more about the situation?"*
- *"What has happened to make you feel this way?"*
- *"How is this situation affecting you?"*
- *"What do you mean by that?"*

- 3. If there are indications of a safety issue, follow your organization's procedures for dealing with such situations and inform your supervisor.** Informing your supervisor is essential to ensure that you get the support you need for dealing with the situation and that appropriate actions are taken to support the participant.

To assess whether a person is at imminent risk of suicide, your organization may ask you to follow the questions in [Appendix 9](#) or an existing assessment approach. Make sure you know your organization's procedures for responding to imminent risk of suicide and other immediate safety issues.

If there is no indication of a safety issue, continue with the steps to offer individual support described in [Section 6.5.2](#).

**Remember, the role of the facilitator is not to solve the problem, or to provide counselling. Rather, facilitators work to ensure that the person can access appropriate support and that they are kept safe.**

## 7.2 Asking about suicide or self-harm

### Ask direct, clear questions:

- When asking questions about suicide, avoid using less direct words that could be misunderstood.
- Direct questions help the person feel that they are not being judged for having thoughts or plans of suicide or for having made suicide attempts or self-harmed in the past.
- Some people may feel uncomfortable talking with you about suicide, but you can tell them that it is very important for you to clearly understand their level of safety.
- Asking questions about suicide will not cause the person to take action to end their life, but rather often helps them to feel understood and less distressed.

## 7.3 Responding to a person with a plan to end their life in the near future

- **Always contact your supervisor immediately.**
- Do not leave the person alone. Have a co-facilitator, carers or staff stay with them **at all times**.
- Ask the person if you could contact someone they trust in the community to provide support and help ensure that the person is kept safe.
- Create a secure and supportive environment. If possible, offer a quiet space while waiting for a supervisor or trusted person to arrive.
- Ask if they have access to any means of self-harm. Discuss ways to remove these items from their home environment.
- Attend to the person's mental state and emotional distress.
- Explore reasons and ways to stay alive.
- Focus on the person's strengths by encouraging them to talk about how earlier problems have been resolved.

## 8. TROUBLESHOOTING GUIDE FOR OTHER CHALLENGES

### 8.1 Participants have dialect or language difficulties

As SH+ sessions are pre-recorded, there may be times when participants do not understand the audio due to language barriers or differences in dialect. In these situations it can help to compile beforehand a list of difficult-to-understand words from the audio that may be different in the local dialect (i.e. a glossary). These terms can be discussed with participants before the sessions so that they are aware of the equivalent words.

### 8.2 Participants request material assistance

Discuss with your supervisor/organization how to handle situations where participants request material assistance. This may be specific to your local context. In general, you can say:

***“As we reviewed during the ground rules, we cannot provide anyone in the course with money or material support. The course is focused on how to help everyone manage stress in their life, whatever those sources of stress are.”***

If someone asks you personally for material assistance, you can validate their distress and their difficult situation while letting them know that you cannot provide this kind of help:

***“I’m sorry, but I am not allowed to provide anything like this to participants. It sounds like you are dealing with many stressful things in your life right now. I hope you may find some of the skills in the course helpful for managing that stress.”***

### 8.3 Participants arrive intoxicated

If people have been drinking alcohol or taking other psychoactive substances (i.e. drugs that affect their mental state), it may be difficult for them to participate. Facilitators should follow locally agreed procedures for managing such situations. In general, people can remain in the session as long as they are not disruptive, but they should be encouraged in a kindly way not to drink or take drugs before sessions, because it will affect their engagement with the group. If a participant is disruptive, facilitators may ask them to leave and attend the following week when not intoxicated. It may also be useful to discuss how this will be handled with the group when setting the ground rules.



For participants with substance use disorders, additional support can be offered through screening, brief intervention and referral to treatment, if needed and if agreed with the person.

## 8.4 Participants complain that exercises are making them feel stressed

Sometimes when people do a grounding exercise, they find that it makes them feel more stressed, or dizzy or light-headed. Often, this is because they are breathing too deeply or too quickly. If this happens, you can remind participants that they should do the exercise in a way that makes them feel comfortable. You can instruct the person to breathe slowly and gently, or just breathe normally and focus on the other parts of the exercise:

***“This can be a common problem. If you feel dizzy or light-headed, most of the time it means you are breathing too quickly or too deeply. Try breathing more normally and just focus on the other parts of the exercise, like on noticing things around you.”***

## 8.5 Participants become upset when doing exercises

People may describe getting hooked by difficult thoughts and feelings when doing the SH+ course. For example, they might say: “I don’t like these exercises. I think too much during them”, or “When I try doing the exercise, I remember the past”. In many situations like this, it can be helpful to say something like:

***“When we talk or think about difficult situations, we can experience distressing thoughts and feelings. It’s important to remember that they do not stay forever; rather, they come and go like the weather. It is okay if you do not want to do an exercise, but I would suggest that you try practising as much as possible, as the exercises might help you to unhook from difficult thoughts and feelings when they arise.”***

If a participant is very distressed and requests individual assistance, you can suggest leaving the group briefly to guide them through a short grounding exercise (see [Appendix 7](#)).

## 8.6 Participants complain that skills are too simple, basic or repetitive

If participants complain that skills are too basic or repetitive, it can help to explain that practising many times is important to ensure that they can use the skills, even those that are simple, when they are in a lot of distress. For example, you could say:

***“Yes, you are right, these skills are simple. Even though they are simple, we need to practise them many times so that we can use them when we are facing a lot of stress.”***

It can also help to use an analogy when describing the value of practising simple skills over and over. For example, you could say something like:

***“Even very simple skills can be very powerful, and they still require a lot of practice. For example, in football it may be important to practise the same move over and over again for it to become more natural and easier. Even very talented players need to practise. The same is true with these skills in SH+.”***

Facilitators can also use self-disclosure, if they are comfortable with this, to emphasize the value of practising skills. For example, you could say something like:

***“Yes, when I first learned these skills, I also thought they were too basic. But then I realized that even though they’re simple, when I really spent the time to use them and practise them they could make a big difference.”***

## **8.7 Participants argue or disagree with one another**

In the unlikely event that a participant is arguing with others in the group for any reason (including religion, ethnicity, culture or personal reasons), facilitators must act to ensure the safety of the group. Actions should be consistent with the policies of the implementing organization and local cultural norms. Below is a suggested approach. Facilitators should report any disagreements of this type to their supervisor.

If one or two individuals are involved, the co-facilitator should ask to speak to them individually and:

- Explain the importance of the group being a safe place for people:

***“This course is to help people learn how to manage stress in a safe and calm place. Your disagreement might make some people feel unsafe or unable to concentrate and learn.”***

- Ask participants to refrain from disagreement while participating in the course:

***“When the course started, we agreed to try our best to leave aside our differences during the group. Please, could you try your best to avoid disagreements? It might help to sit in another part of the room away from the other person, or sit with friends or others you know.”***

If the disagreement continues, the co-facilitator might need to ask the people who are arguing or disagreeing to leave the group:

***“I’m sorry, but I will have to ask you both to leave the group for this session, because your disagreement is disturbing other people. We can speak at the end of the session to try to resolve this, if you would like.”***

## 8.8 Participants become angry or aggressive during the group

Anger, like sadness, is a normal human emotion. If a participant is feeling angry, this should not be seen as a problem, as long as that person is not behaving in a violent or disruptive way. If the unlikely situation occurs that a person becomes violent during an SH+ session, you should first ensure the safety of other participants and of yourself. If it is safe to do so, you can then follow the steps for speaking with participants individually (see [Section 6.5.2](#)). If the person is extremely agitated, also listen and look for signs of any safety issues (see [Section 7](#)). After the group, contact your supervisor to discuss the situation and identify any further support that the person might need.

## 8.9 Use of mobile phones causes disruption during the course

Some participants might struggle with engaging in the course due to interruptions from phone use (e.g. calls, texting). It can help to address this in the ground rules. For example, participants can be asked to put their phones on silent and face down during the group session, or to leave the group if they absolutely need to take a call.

## 8.10 Participants bring children who are disrupting the course

In some settings, participants might need to bring babies or older children with them to the group. Depending on the setting, this can be possible. Provision should be made in advance if this is a possibility (e.g. mats for babies and an area where a person can go with a crying baby). Children and young babies can remain in the group if this is consistent with local culture and norms and the policy of implementing organizations. If children or babies are disrupting the group, the caregiver can leave the group to attend to them and return once the child has settled. This can be discussed when setting the ground rules.

Implementing organizations can also consider whether there are resources available for childcare while caregivers attend the group. This may increase participation in some settings.

## 8.11 Participants have problems with home practice

Problems with home practice can occur for a number of different reasons. Depending on the situation, facilitators can consider responding with the following approaches.

- During discussions about home practice, only a small number of people have practised, while most of the group look disengaged from the discussion.
  - Facilitators can ask if participants have questions about the discussion topic.
  - Facilitators could turn this into a group-wide discussion and ask for 2–3 volunteers to share with the group any benefits they experienced when practising the skills.

- No one has attempted to practise the skills, or no one has noticed any benefits:
  - Facilitators can share with the whole group any personal benefits they have experienced, if they are comfortable with this. For example:

***“I have personally found that when I practise Grounding when I am stressed, it helps me to cope better with the situation and helps me to focus on doing what I need to do.”***
  
- Participants have difficulty using the skills during stressful situations:
  - Encourage participants to first practise the skills during less stressful situations. You can use an analogy to explain this, like practising a sport with your team during training or practising cooking a certain dish before you make it for other people.
  
- A participant says: *“I don’t have any time to do these exercises”* or *“These exercises take too long”*:
  - Help the person to identify a few minutes (e.g. up to 5 minutes) of the day where he/she can practise regularly. Encourage them to start by practising the short grounding exercise.
  - Encourage people to practise Grounding for a few moments while they are doing other activities such as waiting in line for something, or lying in bed before going to sleep.
  
- A participant says: *“I did not practise Grounding at all during the week”*:
  - Praise the efforts the person did make – however small – and discuss ways to make practising Grounding easier to manage.
  
- A participant says: *“It did not help me”*:
  - Remind the person that Grounding is not done to relax, or to eliminate difficult thoughts and feelings, but to help unhook from difficult thoughts and feelings and to connect with the world.
  
- A participant says: *“I did not remember to do it”*:
  - Make context-appropriate suggestions:
    - Set an alarm clock.
    - Use a mobile phone alarm.
    - Have someone remind you.
    - Link it to a predictable daily task (e.g. when dressing in the morning, while walking somewhere or waiting for something).
    - Write a reminder such as *“Do Grounding each day”*.
    - Put your SH+ book in a place where you’ll see it every day, to remind you to practise.

- A participant says: *“I was interrupted”*:
  - Suggest that the person choose a time and place where interruptions are less likely to happen. For example, in the evening before going to sleep, or when children are out of the house.
  - Suggest that people do not need to be in a calm or quiet place. They can practise Grounding for a few moments even when there are distractions. For example, if children are making a noise, the person can take a few seconds to notice that they are feeling stressed, to slow down and focus on their breathing, and then to pay attention with curiosity to everything they can see and hear, including the children and other sights and sounds in the environment.
  
- A participant says: *“I felt too bad to do it”*:
  - Remind the person that the point of practising Grounding is to learn how to unhook from difficult thoughts and feelings. So experiencing difficult feelings (sadness, anger, tension, etc.) can actually be useful.

## 8.12 Participants attend late or irregularly or want to leave the course

People can participate in SH+ as much or as little as they wish, though it is likely to be more helpful if they attend regularly. It is important for facilitators to encourage people to remain in the group, but they should **never** attempt to make someone feel bad, guilty or wrong for wanting to leave.

If a participant misses Session 1, briefly review the ground rules individually with them or when you read the Welcome script to the group at the beginning of the next session (see Welcome script in [Appendix 4](#)). You can tell the participant that the main exercises and concepts from Session 1 will be repeated.

If a participant misses Sessions 2, 3 or 4 and asks what they missed, you can tell them that the audio will briefly review the important parts from the previous sessions.

If participants are frequently arriving late for sessions:

- You could delay the start of the session. The benefits and costs of this should be considered: for example, starting a group late might impact on the plans of other participants, especially if the session lasts significantly longer than initially planned.
- You can discuss ways of handling late arrivals with the group, either initially when setting the ground rules or later if this becomes an issue.

If a participant wants to leave the course, facilitators can show acceptance that they want to leave, identify their reasons for wanting to leave, identify any solutions that might help them to stay and help them to consider reasons for staying. However, participants should be free to leave the group without giving a reason. For example:

***“I understand that you might want to leave this group, which you are free to do.”***

***“Would you like to share with me your reason for wanting to leave? We can then see if there’s anything that could be changed so that you can continue attending the group.”***

***“I’m wondering if you also have any reasons for staying? What did you want to achieve or change? Thinking about these reasons, what would you like to do?”***

If the person still wants to leave, thank them for coming and invite them to return at any time, if they change their mind or if their situation changes. If your organization has plans to follow up with participants who withdraw from the course, inform the person that someone will be in contact soon.

## **8.13 Participants are inattentive, unhappy or not engaging with the course**

Participants can be unhappy or may not be engaging with the course for many reasons:

- They are not sure why they are attending the course.
- They do not understand the ideas presented in SH+.
- They do not like the course or are bored by the material.
- They do not want to sit with others.
- They are experiencing other problems in their lives.

If needed, the co-facilitator can take the person aside to speak privately while the lead facilitator continues to run the group. Use your basic helping skills and try to understand the reason for their dissatisfaction. For example:

***“I can see you’re unhappy. I want to understand better: what is it that you’re unhappy about?”***

If the unhappiness is related to a problem in the person’s life, follow [Section 6.5.2](#) on speaking with participants individually. If the participant is unhappy due to difficulties with doing the SH+ exercises or understanding them, follow [Sections 6.4.3](#) to [6.4.7](#) on responding to common challenges. The facilitator can also provide encouragement and explore if the participant has found anything from the course to be useful.

***“Has anything from the course, no matter how small, been useful for you? Would you be willing to practise this skill as much as possible, and see if anything else becomes useful in later sessions?”***

***“This course can be difficult for people at first, but many people find it useful to stay with the course for the full five sessions. But if you don’t want to stay, you are free to go at any time.”***

## 8.14 Many participants seem inattentive, bored or dissatisfied with the course

If many participants seem inattentive or bored by the course, you can consider:

- Pausing the audio and trying one of the following activities to energize people:
  - Leading the group in a brief 20-second stretch
  - Inviting participants to stand up and walk around for a minute to help themselves stay alert and awake
  - Running a quick, culturally appropriate activity.
- Pausing the audio to remind people to pay close attention and to follow along as best as they can, so that they will get more from the course
- If the audio recording seems too slow or too fast, you can consider asking participants if they would prefer to change the speed. You can do this with some audio player apps on a smartphone. However, this should be tested beforehand, so that facilitators can be sure that the sound is not distorted.

If many people in a group express unhappiness or concerns about the course, it is important to address this, in order to reduce the risk of participants leaving. Use your basic helping skills to listen to and validate participants' concerns. You should give the group time to voice their concerns, and these concerns should be discussed in supervision. For example:

***“Thank you for your feedback. I hear that there are several aspects of the group that are causing your unhappiness. Your feedback is very important and will help us to improve the group in future. I will speak to others in the team about your feedback, and we will see if there is anything we can change about the group for future sessions. When you come back next week, I will tell you how we will address your feedback.”***

Remind the group that they can still use the parts of the course that they find useful. You can say:

***“Even though you may not like parts of this course, there are many new skills which will be introduced in future weeks. Please continue trying these new skills and see if there is anything you can learn that might be helpful.”***





# Part 2

## SH+ SESSION INSTRUCTIONS






## HOW TO USE THE SESSION INSTRUCTIONS

Part 2 of this manual provides you (the SH+ facilitator) with session-by-session instructions to follow as the audio recordings play during each session.

**Before each session, remember to complete the session checklists (see [Appendix 3](#)) to make sure that you bring everything you need with you.**

At the beginning of each session, there is a “Welcome to SH+” section, with information that you should read aloud to the group before starting the audio.

Three sounds are used to indicate the following:


	Sound 1: A new section is starting.
	Sound 2: The facilitator needs to do something.
	Sound 3: Participants need to return to the main group. This sound is used at the end of activities or breaks, when participants might be talking.

Each SH+ session consists of a number of sections. Each section is formatted as follows:






**Title: name of section (e.g. Grounding)**


<b>Overview:</b> (approximate timing)	The overview briefly summarizes what the audio covers.
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**First line of audio**

	"This is the first line of audio you will hear in this section. This is to help you keep track of where you are in the session."
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**Facilitator actions**

	This table lists the actions you need to perform during the session. It uses the following icons:
 Play	Play the audio.
 Pause	Pause the audio.
 Listen	Listen for a particular phrase in the audio and then perform an action.
 Do	Demonstrate or do something.
 Timer	<p>The facilitator uses a timer to time all pauses (e.g. during discussions) and for the 10-minute breaks.</p> <p>You may need to add a few extra minutes to some of the discussions (up to 3 minutes at most).</p> <p>There are some shorter pre-recorded silences (between 5 and 30 seconds) to allow participants to think about a question or to practise different activities, such as stretching and slow breathing. You do not need to time these short pauses.</p>

 Say/ read	<p>Say or read something.</p> <ul style="list-style-type: none"><li>• Text that is <u>underlined</u> can be read aloud directly to the group.</li><li>• Instructions for the facilitator are in square brackets [ ] and should not be read aloud to the group.</li><li>• Sometimes you will read out a discussion question that participants will then discuss in small groups of 2–3 people.</li><li>• Certain say/read sections include blank lines for writing down information or examples that are relevant to your culture and context. Prepare these parts ahead of time with your supervisor. Alternatively, you can use the examples provided, if they suit your context. During the course, you will read these examples aloud to the group.</li><li>• Sometimes you will list information aloud (e.g. steps for practising a skill). In groups where participants can read, these lists can also be written out on a flipchart or other visual aid.</li><li>• To adapt a discussion according to your group’s size or situation, see <a href="#">Section 6.4.2</a> in Part 1 of this manual.</li></ul> <p>For example: <u>These are words that you will read aloud to the group.</u></p> <p>[These are instructions for you to follow and should not be read aloud.] [Read your prepared example:]</p> <hr/> <hr/> <p>[Or, you can use the examples provided:]</p>
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**Important notes**

**Additional information:**  
This section gives you additional information. It may include additional explanations which are underlined and can be read aloud to participants if they are confused about anything.

**Further explanations for facilitators**

This section gives further explanations for facilitators to help with learning and understanding. **These explanations are not to be read aloud to participants.**

# INFORMATION FOR ALL SESSIONS

The following is important information that applies to all sessions.

Remain calm and welcoming during the group sessions, as some people may be nervous or may not know what to expect. If people find the audio format of the course strange at first, you can say something like:

- Listening to an audio course may seem strange but it becomes normal with a bit of experience. Try giving it some time and see if you get used to it.

## People arriving

- Make sure that the space is safe, comfortable and calm. Limit noise sources and people entering and exiting.
- Be welcoming, relaxed and friendly with participants.
- Welcome participants and let them know where they can sit. Consider cultural issues (e.g. gender or age group).
- Try to answer any questions that participants may have about the course.
- Ensure that groups are consistent with any cultural norms for group activities.
- If people arrive late, the co-facilitator can ask them to take a seat and listen.

## Ground rules

In Session 1, the facilitator reviews the basic ground rules for the group. You will ask group members if they agree with the ground rules you have suggested, and you can ask them to suggest additional rules. The ground rules can be briefly reviewed again at the beginning of later sessions, if needed (e.g. if new participants join the group, or if participants have not been following the rules and need a reminder). If many people are literate, you can prepare a written list of the main rules on a flipchart/whiteboard:

1. Privacy: do not talk outside of these sessions about what other people have said.
2. Listen and pay attention.
3. You can skip any activity in the course that you do not want to do and you can leave when you want to.
4. Treat each other with care and respect.

5. Try to attend all sessions and be on time.

You can suggest additional ground rules relevant to the situation. For example:

- Turn mobile phones off or to silent, and do not send messages during sessions.
- Leave the room if you need to make a call and return when finished.
- If children in your care attend, please take them outside if they are being disruptive and rejoin the group when they are quiet.
- Do not drink alcohol (or use psychoactive drugs) before coming to the group, since this can make it harder for you to understand and remember the things that are taught during the course.

## Participation

Some participants may wish to attend the course and listen without participating in discussions or the exercises. This is okay and they should **not** be forced to speak or do the exercises.

## Encouraging practice

Participants should be encouraged to practise the SH+ skills learned in each session during the course as well as outside of it, as the SH+ course encourages learning by doing. Participants will benefit much more from repeated practice of the SH+ skills than from simply reading through the course materials or only attending course sessions. To support practice, standalone audio files<sup>23</sup> have been developed to guide participants in practising each of the core SH+ skills. These audio files can be accessed on the Internet from any device. If participants have no Internet access but have devices with recording capabilities (e.g. many mobile phones), facilitators can play the standalone audio files after a session and allow participants to record them. In addition, participants can be provided with a printed copy of *Doing What Matters in Times of Stress: An Illustrated Guide*, which reviews the main SH+ skills and concepts. This can also be accessed online.<sup>23</sup>


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23 To access the audio files and *Doing What Matters in Times of Stress: An Illustrated Guide*, please visit: <https://www.who.int/publications/i/item/9789240003927>

# SESSION 1 INSTRUCTIONS



## Welcome to Self-Help Plus (SH+)

<b>Overview:</b> (7–10 mins)	Provides a friendly introduction.
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Facilitator actions	
	<p>[Read out this script. You can adapt it to your own style and context, but please make sure you communicate all of the information.]</p> <p>[Introduce yourselves:]</p> <ul style="list-style-type: none"> <li>• <u>Welcome to the Self-Help Plus course. First, we would like to introduce ourselves. My name is _____ [your name] and this is _____ [name of co-facilitator], and we are from _____ [name of organization].</u></li> <li>• <u>Please now turn to the people around you and introduce yourselves. [Allow people to introduce themselves to each other for about 1 minute.]</u></li> <li>• <u>Because of time, we won't ask everyone to introduce themselves. You can introduce yourselves to each other during the course.</u> [If others are present observing the course, introduce them too.]</li> <li>• <u>I am now going to read some important points.</u></li> </ul>

	<p>[Introduce the course:]</p> <ul style="list-style-type: none"> <li>• <u>This course is for all of us to learn ways to manage stress.</u></li> <li>• <u>We will listen together to an audio recording, which will teach us skills that have helped many people before.</u></li> <li>• <u>We have personally found these skills to be very helpful in our own lives, and we hope they will be helpful for you too.</u></li> <li>• <u>Listening to an audio recording may seem strange at first, but please just do your best to try it and you will become used to it in time.</u></li> <li>• <u>This first session will take up to _____ [expected duration of session, which is typically 1 hour 30 minutes to 1 hour 40 minutes].</u></li> <li>• <u>You can leave when you like, but you will benefit more if you stay the whole time.</u></li> </ul>
	<p>[Explain lead facilitator and co-facilitator roles:]</p> <ul style="list-style-type: none"> <li>• <u>My role is to play the audio, read out the discussion questions and do the exercises in the course with you. I will be using this guide to help me.</u></li> <li>• <u>If you have a question while the audio is playing, please raise your hand [or cultural equivalent] and _____ [co-facilitator] will come to you, or we will respond to questions at the end of the section of audio.</u></li> <li>• <u>It is possible that someone might get upset while in the group. That is normal, since we all have lots of stress in our lives. If this happens, it may be helpful to try using some of the skills taught in this course.</u></li> <li>• <u>Since this course is about learning ways to manage our own stress, we will only offer support to you if you request it. If you still need our help, need to say something private or are feeling too upset to continue, please ask _____ [co-facilitator] for help, or come and speak to one of us during the break or after the session.</u></li> </ul>



	<p>[Explain confidentiality:]</p> <ul style="list-style-type: none"> <li>• <u>Everything you say to us will be kept private and will only be shared with our supervisor and within our team. We will not share these things with anyone outside of our team.</u></li> <li>• <u>We may take some notes to help us run the course, but this information will also be kept private.</u></li> <li>• <u>The exception to this is if we think that someone is in danger: for example, if we think that you may seriously harm yourself or someone else. In this situation, we may need to speak to someone outside of the team to make sure that you get the right type of support.</u></li> </ul>
	<p>[Explain the limits of support:]</p> <ul style="list-style-type: none"> <li>• <u>We are offering you this course free of charge, and we will not be giving you money or anything else for taking the course.</u> [Modify this according to your context and group format, particularly if you will be providing food or other support during the sessions.]</li> <li>• <u>We also cannot help with things such as:</u> _____ _____</li> </ul> <p>[Give any additional limitations – for example, food, help with schooling or legal support].</p> <ul style="list-style-type: none"> <li>• <u>If you have a situation where you or someone else might be in danger, please let one of us know and we will talk with you about additional support.</u></li> </ul>



[Explain the main ground rules:]

- Before we start the course, we would like to review some ground rules, so that everyone feels respected and safe.
- First, please do not talk outside of these sessions about what other people have said, unless you have their permission.
- Second, please do your best to listen and pay attention.
- Third, we encourage you to try all the course activities so that you can get the most benefit, but you can skip anything that you do not want to do. You are also free to leave the room, leave the session or withdraw from the course, whenever you want.
  - There will be many different activities, such as speaking together in small groups of two to three people, and exercises for managing stress.
  - Some of the exercises involve light stretching or movement to help us stay alert and connected to the present.
  - When you hear these instructions, you can move your body any way you like.
  - If you have any physical limitations, you can change the type of movement in whatever way feels comfortable.
  - For speaking in small groups, please do this [make a signal – e.g. wave your hand or shake your head] if you do not want to speak. If someone makes this signal, please do not pressure them to speak.
- Fourth, please treat each other with care and respect.
  - We are all here to learn how to manage stress better, so please avoid arguments and criticisms.
  - You do not need to agree with others' beliefs or ways of life. We simply ask that you treat everyone in this group with respect.
- Fifth, try to attend all of the sessions and be on time, so that you do not miss important information.

[Discuss any additional ground rules and ask for agreement to all ground rules:]

- There are a few additional rules for us to discuss together.

[Read your prepared example(s):]

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[Or you can use the examples below:]

- How should we manage arriving late? Should we start the group after 15 minutes even if people are not here?
- How should we manage mobile phones, so that they do not distract us and disrupt the group? Should we turn them off during the group session, or switch them to silent? Or should people go outside if they need to take an important call?



[Also consider rules for other issues if relevant, such as what to do if children become disruptive or how to manage drinking or drug use].

- Does anyone have questions about the rules?
- If you agree with all of the ground rules we have discussed, nod your head [or use another appropriate sign of agreement, e.g. say "yes" or raise hand].
- If you cannot follow all the rules, or you do not agree with them all, we thank you for your interest in the group but suggest you leave the course, as these rules are important to keep everyone feeling safe and supported. Does anyone want to leave? If so, \_\_\_\_\_ [co-facilitator] is available to discuss any problems with the ground rules.  
[Give time for anyone to leave if they do not agree with the rules.]
- Thank you for agreeing to the rules.
- Please now make yourself comfortable and we will begin. I will start the audio recording.
- I hope you enjoy the session.

### Important notes

**Participants who are confused, unsure of where to sit or unsure of what is happening:**

Ask people to sit where they like, say that the group will start soon and that things will become clearer as the session goes on.

**People leaving if they do not agree to the ground rules:**


- It is important that people do not feel forced to stay.
- Remember it is their choice if they want to leave or stay. They can leave at any point.
- Remain friendly and thank them for coming.

## SESSION 1: GROUNDING

### Introduction

<b>Overview:</b> (2 mins)	Participants are introduced to the course.
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#### First line of audio


	"Thank you for coming here today, to this course on managing stress."
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#### Facilitator actions

	Press play on the audio.
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## What we will cover today


<b>Overview:</b> (3 mins)	Describes the content of the session.
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First line of audio	
	"In today's session, we are going to define stress and explore how it commonly affects people."

Facilitator actions	
	There are no activities to complete.

## More on stress and becoming hooked

<b>Overview:</b> (5 mins approx.)	Describes the concepts of “stress” and “becoming hooked”.
<b>First line of audio</b>	
	“Stress is a natural response to any situation that we find difficult.”
<b>Facilitator actions</b>	
	“The facilitator will now show the group Picture 1.1.”
	Hold up Picture 1.1.
	 “The facilitator will now show the group Picture 1.2.”
	<p>Hold up Picture 1.2.</p> <p>OPTIONAL: Pause the audio and briefly explain the picture (pointing to relevant parts if necessary):</p> <ul style="list-style-type: none"> <li>In this picture, the man is so distracted by his thoughts and feelings that <u>he’s like a fish caught on a hook. When he is hooked by these thoughts and feelings, he is not able to fully concentrate on playing with the children.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 “The facilitator will now show the group Picture 1.3.”

	<p>Hold up Picture 1.3.</p> <p>OPTIONAL: Pause the audio and briefly explain the picture (pointing to relevant parts if necessary):</p> <ul style="list-style-type: none"><li>• <u>This picture shows someone getting hooked by stressful thoughts and feelings in the middle of a stressful situation. When hooked, we are often pulled away from our values, or what is important to us. On the left side are examples of what can happen when we are pulled away from our values; for example, we might argue with other people. On the right side are examples of moving towards our values and doing things that give our life meaning, such as helping or caring for others.</u></li></ul> <p>Press play to resume the audio, if it was paused.</p>
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### Important notes

**If there is confusion about the concept of “being hooked”:**

I can see that people are looking confused. It can be difficult learning something new. Taking part in this group may seem a bit strange at first, but just try listening to the audio and it should become clearer with time.

**If there is a lot of confusion, consider pausing the audio and explaining:**


Getting “hooked” means that a difficult thought or feeling has taken your attention away from what you are doing. For example, you are talking with your friends, then you start thinking about something stressful. This “hooks” you: you get lost in your thoughts and cannot focus on talking with your friends anymore.










## Awareness of Drinking (exercise)




<b>Overview:</b> (15 mins approx.)	Introduction to how focusing on an activity can help manage stress, and example exercise.
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### First line of audio

	"Most people find that as they get more stressed, they become more distracted."
---	---

### Facilitator actions

	 "The facilitator will now show the group Picture 1.4."
	<p>Hold up Picture 1.4.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 1.4:</p> <ul style="list-style-type: none"> <li>In this picture, this person is so hooked by her thoughts and feelings that <u>she is not doing her work well.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "The facilitator will now pause this recording to give everyone non-alcoholic drinks. When finished, the facilitator will resume the audio."
	Pause the audio.
	<p>[Give instructions:]</p> <ul style="list-style-type: none"> <li>I am going to hand out _____ [name of drink] for this exercise. Go ahead and take a few sips like you normally would, but please do not drink <u>it all.</u></li> </ul> <p>[Hand out drinks. If anyone empties their drink, refill it and remind them not to finish it all. Then say:]</p> <ul style="list-style-type: none"> <li>All of you had a few sips of the _____ [name of drink].</li> <li>Now, for this exercise, we are going to drink a bit more of the _____ [name of drink], <u>but in a different way than we normally do.</u></li> <li>When we are stressed, we often do things in a very distracted way, without <u>really paying attention to what we are doing.</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Learning to refocus and pay close attention to what is right in front of us can help us to better manage the stress in our lives.</u></li> <li>• <u>So, we are going to practise this with drinking.</u></li> <li>• <u>I will restart the audio now, and it will explain how to do this exercise. Please listen carefully and follow the instructions.</u></li> </ul>
	<p>Press play on the audio.</p>
	<p>Demonstrate the drinking exercise with participants.</p>

### Important notes

**People are confused about the exercise or ask what the point of it is:**

The aim of this exercise is to experience giving all your attention to the activity you are doing, in this case drinking. This is very different from how we normally drink \_\_\_\_\_ [name of drink] without paying much attention to it. Learning to give something our full attention is the first step towards learning to manage stress better.

**Drinking a beverage during this exercise is not appropriate for your context (e.g. for practical reasons, cultural reasons or other contextual factors):**


During the session, if this exercise is not suitable for any reason, participants can be asked to just listen to the audio and not do the exercise.

There is an alternative exercise called Awareness of an Object that can be used in settings where Awareness of Drinking is not suitable. Use of this requires an alternative version of the audio. Please see [Appendix 8](#) (Alternative Awareness Exercise) for more information and check whether this alternative audio is available for your setting.










 **What did you discover? (Awareness of Drinking)**








<b>Overview:</b> (25 mins approx.)	Discussions.
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**First line of audio**








	"In a moment, we will invite you to form small groups of two or three people. In these small groups, we would like you to take a few minutes to discuss what you discovered by doing this exercise."
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**Facilitator actions**

	 "The facilitator will pause this recording to read Sheet 1.1, which contains instructions for the group."
	Pause the audio.
	[Read Sheet 1.1 below:] <ul style="list-style-type: none"> <li>• <u>Please now turn to the person sitting next to you to discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What did you find most interesting or different about the drinking exercise?</u></li> </ul> </li> </ul>
	Use the timer to give <b>1 minute 30 seconds</b> for this discussion. Repeat the question if needed.  OPTIONAL: If participants have difficulty identifying anything they found interesting or different, you could ask: <u>How was this exercise different from how you normally drink</u> _____ [name of drink]? <u>Did you notice anything about the</u> _____ [name of drink] <u>that you do not normally notice? For example, the patterns on the surface of the liquid, the light reflecting off the surface, its smell, or how it felt in your mouth?</u>
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	 "The facilitator will pause this recording to read Sheet 1.2."
	Pause the audio.

	<p>[Read Sheet 1.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>During the exercise, you practised the skill of Paying Attention with Curiosity. Giving something this much attention may have felt different from daily life, where we are often distracted and hooked by our thoughts. For example...</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> <p>[Or read this example:]</p> <ul style="list-style-type: none"> <li>▪ <u>If you are not paying attention to what your friends are saying because you are hooked by thoughts or feelings, they might be upset. If you pay close attention to them, you might enjoy your time more and be able to support each other better.</u></li> </ul>
	<p>[Continue reading Sheet 1.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now, again with the person sitting next to you, please discuss this question:</u></li> <li>▪ <u>How would it improve your life if you paid full attention to the people and activities that you care about, just like you paid close attention to drinking?</u></li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>
	<p> "The facilitator will pause this recording to read Sheet 1.3."</p>
	<p>Pause the audio.</p>

	<p>[Read Sheet 1.3 below:]</p> <ul style="list-style-type: none"> <li>Remember, <u>Paying Attention With Curiosity</u> means <u>paying full attention to what is happening right in front of you, without judging it as good or bad. For example...</u> [Read your prepared example:]  _____  _____</li> </ul> <p>[Or use the example below:]</p> <ul style="list-style-type: none"> <li><u>You could pay attention with curiosity while eating – for the first couple of minutes of a meal, use your five senses to really pay attention to each bite, noticing all the different colours, shapes, smells, flavours and textures. And if you are eating with your fingers, notice how the food feels to touch.</u></li> <li>Now, turning to the person next to you, please discuss this question: <ul style="list-style-type: none"> <li><u>Over the next week, what are one or two daily tasks that you could do while paying attention with curiosity? I have just given you some examples. You can use these or come up with your own activities you can do while paying full attention.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>1 minute 30 seconds</b> for this discussion.</p>
	<p>[Continue reading Sheet 1.3 below:]</p> <ul style="list-style-type: none"> <li>Now, again with the person sitting next to you, please discuss this <u>second question:</u> <ul style="list-style-type: none"> <li><u>Over the next week, who are one or two people you could pay attention to with curiosity – showing genuine interest and openness? For example, they might be a family member, a friend or children. This means paying full attention to what they are saying or doing, without assuming that you already know what they will say or do.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>1 minute 30 seconds</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

	<p> "If anyone had difficulty identifying ways to pay attention with curiosity, the facilitator will pause this recording now to assist these people as a group. When finished, the facilitator will resume the recording."</p>
	<p>[OPTIONAL: Pause the recording and explain:]</p> <p><u>I will give some other examples of activities where you could pay attention with curiosity. For example, you could pay attention with curiosity while...</u></p> <p>[Read your prepared examples:]</p> <hr/> <hr/> <hr/> <hr/> <p>[Or use these examples:]</p> <ul style="list-style-type: none"> <li>• <u>Walking</u></li> <li>• <u>Cleaning</u></li> <li>• <u>Cooking</u></li> <li>• <u>Bathing/grooming</u></li> <li>• <u>Talking with a friend or family member.</u></li> </ul> <p>[Press play to resume the audio, if it was paused.]</p>
	<p> "The facilitator will now pause the audio for 10 minutes."</p>
	<p>Pause the audio.</p>
	<p>Use the timer to give <b>10 minutes</b> for a break. Stand up and, if needed, explain that it is time for a break.</p>

**Important notes****Problems with this being the first group activity:**







Expect people to not participate, to be unsure or to continue talking. It will take some time for people to be comfortable.

**Participants are confused by a concept or by the exercise:**

It's okay if some of the course is unclear to you. Just continue to listen and pay attention to the parts that seem clear to you and make sense.

## (10-minute break)

<b>Overview:</b> (10 mins approx.)	10-minute break.
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Facilitator actions	
	While you time the 10-minute break, no additional action is needed. Participants may use this time however they want.
	After 10 minutes have passed, press play on the audio.
	<p> "The break is now complete. Please return to your places for the next section of this course."</p> <p> "The facilitator will pause this recording while everybody takes their place and resume once everyone has returned."</p>
	If needed, pause the audio until everyone has taken their place. Restart the audio once people are back.


Important notes
<p><b>People leaving:</b> That is okay. Remind them that they can return another time, and that SH+ works best if you follow all the sessions.</p> <p><b>Participants may ask for further help, or want to discuss problems:</b> See <a href="#">Sections 6.4</a> and <a href="#">6.5</a> (in Part 1) on dealing with questions and problems.</p> <p><b>For questions about course content, say:</b> <u>A lot will become clearer about this course as we continue. Please just continue to listen and see if your questions are answered.</u></p> <p><b>Keep track of time:</b> Make sure that you keep track of the length of the break.</p>



## Emotional storms

<b>Overview:</b> (3 mins approx.)	Describes emotional storms.
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### First line of audio

	“As we mentioned earlier, when we are stressed, difficult thoughts and feelings usually appear. They are a natural part of any type of stress. But when a lot of difficult thoughts and feelings appear all at once, they can overpower us and we can get lost in them. In this course, we call this an ‘emotional storm.’”
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### Facilitator actions

	There are no activities to complete; just listen.
--	---

### Important notes

<b>What does it mean to pay attention with curiosity?</b>
This means paying attention to the world around us and being open and curious to whatever is right in front of us, as if we are seeing it for the first time.


### Further explanation for facilitators

<b>What is an emotional storm?</b>
An “emotional storm” is the feeling of being overpowered by our difficult thoughts and feelings. Emotional storms might be full of sadness and loss and grief, or full of anger, or full of fear and worry. Some emotional storms are so big they contain all of these things.








## Grounding

<b>Overview:</b> (12 mins approx.)	Explanation and practice of Grounding.
---------------------------------------	--

### First line of audio

	"We can unhook ourselves with a method called 'Grounding'"
---	--

### Facilitator actions

	 "The facilitator will show the group Picture 1.5 while we go through the next point."
	Hold up Picture 1.5.
	 "The facilitator will now show the group Picture 1.6 while we go through the next point."
	Hold up Picture 1.6.
	<p>When you hear the instructions for the grounding exercise, follow the instructions along with the audio.</p> <p>Lead facilitator: close your eyes during Grounding, if you feel comfortable doing this.</p> <p>Co-facilitator: keep your eyes open to see if anyone needs individual assistance.</p>

**Important notes****If people think they are not doing it right:**

The purpose of Grounding is to connect with whatever is happening in the present. If you get distracted, simply notice that you are distracted, and then bring your attention back to focusing on your breathing. It is normal to get distracted and does not mean that you are doing anything wrong.

**The exercise makes some participants feel uncomfortable:**

That is okay, you can skip any parts that are uncomfortable.

**Some participants are distracted:**

This is normal, and you do not have to do anything to help them. If someone asks for help, remind them to try and follow the exercise as best they can; there will be many other opportunities for practice during the course.

**Someone asks, “Why would I want to pay attention to something bad that’s happening?”:**

We want to pay attention to all types of events because difficult thoughts and feelings may hook us and stop us from doing things that would help. If we can unhook ourselves, we may be more able to choose how to respond.

**Someone says that they are getting dizzy or light-headed:**

This can be because they are breathing too deeply or too fast. Say:

- This can be a common problem. Most of the time if you feel dizzy or light-headed, it means you are breathing too fast or too deeply. Try breathing more slowly and gently.

**If many participants are confused by the whole exercise:**

- It is okay if some of the course is unclear to you; these are new concepts. Please just continue to listen and try to practise and see what it is like.
- Grounding skills help you when you are hooked by thoughts or feelings by helping you to pay attention to what you are doing right now.

### Further explanation for facilitators

#### **Explanation for facilitators – what is grounding?**


Grounding is a technique for managing emotional storms and intense emotional states. In such moments, we can get lost in what we are thinking and how we are feeling and lose connection with what we are doing. Grounding brings us back to the present moment. Grounding techniques differ, but many use the five senses (sound, touch, smell, taste and sight) to immediately connect people with the here and now. Other grounding techniques focus on breathing.

With Grounding, we are not trying to get rid of our difficult thoughts and feelings. Rather, we are just trying to unhook ourselves from them, and to connect with the world around us while they pass.












## Discussion

<b>Overview:</b> (6 mins approx.)	Discussion on Grounding.
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### First line of audio

	"In a moment, we will form groups of two or three people, to discuss the short grounding exercise we just did."
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### Facilitator actions

	 "The facilitator will now remind us of the signal people can make with their hands if they do not wish to speak."
	Demonstrate the sign for "not speaking".
	 "The facilitator will pause the recording to read Sheet 1.4."
	Pause the audio.
	[Read Sheet 1.4 below:] <ul style="list-style-type: none"> <li>• <u>Please turn to the person sitting next to you and discuss this question:</u> <ul style="list-style-type: none"> <li>▪ <u>What was the grounding exercise like for you?</u></li> </ul> </li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	[Continue reading Sheet 1.4 below:] <ul style="list-style-type: none"> <li>• <u>Next, please discuss this question:</u> <ul style="list-style-type: none"> <li>▪ <u>How might Grounding be helpful in your life?</u></li> </ul> </li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	Press play on the audio and listen for the bell sound that signals the end of the discussion.

## Important notes

### You may review some of the general ways in which Grounding can be useful:

- Grounding can help when you are hooked by thoughts or feelings, as it helps you to focus on what is happening, not on the thinking.
- It can help if you don't want to react in a certain way (like drinking, smoking or arguing with someone).
- Grounding can be helpful in daily life. For example...  
Read your prepared example:

---

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Or read one of these examples:

- When some people feel stressed, they might use alcohol or other drugs, which end up causing more problems for them. Grounding can be helpful for getting through a craving without acting on it.
- Imagine you are very worried about something and you cannot stop thinking about it, but someone needs your help. Grounding can help you to refocus your attention on the here and now and help this person.





## Grounding exercise practice





<b>Overview:</b> (10 mins approx.)	Additional discussions on practising Grounding.
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### First line of audio





	"Grounding skills need practice. The exercises we just did together are useful as a starting point, but practising Grounding between sessions will help you even more."
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### Facilitator actions

	 "The facilitator will pause this recording to read Sheet 1.5"
	Pause the audio.
	<p>[Read Sheet 1.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Remember, Grounding has three main steps:</u> <ul style="list-style-type: none"> <li>▪ <u>Step 1: <b>Notice</b> how you are feeling and what you are thinking right now. Are you feeling stressed or caught in an emotional storm?</u></li> <li>▪ <u>Step 2: <b>Slow down and connect with your body</b> by pushing your feet into the floor, stretching, and focusing on your breathing. You can choose to slow your breathing, or you can just observe how you are breathing naturally.</u></li> <li>▪ <u>Step 3: <b>Refocus</b> on the world around you, paying attention with curiosity to what you are doing and what you can see, hear, touch, taste and smell.</u></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Grounding does not need to take long – you can practise anytime, anywhere, even just for 1–2 minutes with your eyes open, even if it is not quiet around you.</u></li> <li>• <u>You could practise while waiting for something, or before or after an activity, like washing, eating or cooking.</u></li> <li>• <u>Practice is very important, because if you practise then it will be easier to use Grounding later, during stressful situations.</u></li> <li>• <u>Grounding is especially useful during stressful situations or emotional storms. For example, Grounding may be especially useful...</u> [Read your prepared examples:]  _____  _____</li> </ul> <p>[Or read these examples:]</p> <ul style="list-style-type: none"> <li>▪ <u>...when you are angry or frustrated with children.</u></li> <li>▪ <u>...when you cannot sleep.</u></li> <li>▪ <u>...when you can't stop thinking about bad things from the past, or worrying about the future.</u></li> </ul>
	<p>[Continue reading Sheet 1.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now with the person next to you, review how to practise Grounding. What are the three main steps? Help each other to memorize these steps.</u></li> <li>• <u>If you are confused about how to practise Grounding, please raise your hand [or cultural equivalent] and we will help you.</u></li> </ul>
	<p>Use the timer to give <b>1 minute</b> for this discussion. If many of the participants are confused about how to practise Grounding, remind the entire group of the three steps.</p>
	<p>[Continue reading Sheet 1.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Next, make a plan for practising Grounding. Ask each other:</u> <ul style="list-style-type: none"> <li>▪ <u>Over the next week, when, where and how many times each day will you practise Grounding?</u></li> </ul> </li> </ul>



	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>[Continue reading Sheet 1.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now ask each other:</u> <ul style="list-style-type: none"> <li>▪ <u>How will you remind yourself to practise Grounding? For example, you could use an alarm, ask someone else to remind you or make it a habit to practise before or after a regular daily activity, like washing.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes


**People do not understand:**

You are learning something new, and when you learn anything new, it takes practice. Can you come up with ideas to remind yourself to practise? For example, at what time of day will you try this? How will you remind yourself?

## Summary of today's session

<b>Overview:</b> (2 mins approx.)	Summarizes the session.
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### First line of audio

	"At this point, we will quickly review what we did in today's session."
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### Facilitator actions

	There are no activities to complete; just listen.
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### Important notes

	There are no important notes for this section.
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## Final exercise


<b>Overview:</b> (5 mins approx.)	Gives instructions for a brief gratitude exercise.
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### First line of audio


	"Now we are nearing the end of today's session, so we will do one final exercise."
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### Facilitator actions

	When you hear the exercise instructions, follow them along with the group.
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	"And of course, each and every time you practise the exercises we learned today, you will be getting better and better at them. Good luck with it, and we look forward to seeing you at Session 2."
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	<p>[Say the following at the end of the session:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for attending Session 1. Over the next week, please practise the two main skills we learned today:</u> <ul style="list-style-type: none"> <li>▪ <u>The first is Paying Attention With Curiosity, just like you did with the drinking exercise. Over the next week, practise paying close attention to one or two people in your life, and one or two daily activities, like eating or walking.</u></li> <li>▪ <u>The second skill is Grounding, where you notice what you are thinking and feeling, slow down and connect with your body, and then refocus on what you are doing. You each made a plan to practise Grounding, and a plan for how to remind yourself to practise.</u></li> </ul> </li> <li>• <u>Remember, it is important to practise the skills in this course because you will be able to use them in your life more easily. Try and practise as much as you can, even if just for a couple of minutes each day. With time it will become easier and more automatic to use these skills.</u></li> </ul>
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	<ul style="list-style-type: none"><li>• <u>We will now give you a book that summarizes what we have covered today. It is mainly pictures with some words. You can benefit from looking at the book even if you cannot read it, as it may remind you about what you have learned. You can also ask someone to read it to you. You will find everything we covered today in Part 1.</u> [Hold up the book and turn to Part 1 to show the group.]</li><li>• <u>Also, there is a short section at the end of the book that summarizes each of the main skills.</u> [Show the Grounding summary at the end of the book.]</li><li>• [If using the audio exercises that accompany the course, say:] <u>You can also practise Grounding by using the audio exercises that are part of the course.</u> [Explain where these can be downloaded, or give participants the opportunity to record them using a mobile phone.]</li><li>• <u>See you at the next session!</u> [Remind participants when and where the next session will be.]</li></ul>
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**Important notes**

There are no important notes for this section.

# SESSION 2 INSTRUCTIONS

## Welcome to SH+

<b>Overview:</b> (3 mins approx.)	Provides a friendly introduction.
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Facilitator actions	
	Read Welcome script in <a href="#">Appendix 4</a> .
	Press play on the audio.


Important notes
<b>People who did not attend last week:</b> Ask them just to join the group, and explain that there will be a summary of the previous week's session.

## SESSION 2: UNHOOKING








### Introduction






<b>Overview:</b> (10 mins approx.)	Participants briefly discuss any benefits they have noticed since the last session.
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#### First line of audio

	"Thank you for returning for Session 2 of this five-session stress management course. And just as you did last time, take a moment to acknowledge that it was not simple or easy for many of you here to come today, yet here you are."
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#### Facilitator actions

	 "The facilitator will now demonstrate the sign that indicates that you do not want to speak."
	Demonstrate the sign for "not talking." Use the same sign that you demonstrated in Session 1 when reviewing the ground rules.
	 "The facilitator will pause this recording to read Sheet 2.1."
	Pause the audio.
	<p>[Read Sheet 2.1 below:]</p> <ul style="list-style-type: none"> <li>Remember, in Session 1, we learned about <u>Paying Attention with Curiosity</u>. This means using your five senses to pay full attention to what is happening right in front of you, without judging it as good or bad. In Session 1, we practised this by slowly drinking _____ [name of drink]. But you can pay attention with curiosity during any daily activity, like while you are <u>eating, walking, cleaning or cooking</u>.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Please turn to the person next to you and discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>If you practised Paying Attention with Curiosity at least once in the past week, what benefits did you notice? For example:</u> <ul style="list-style-type: none"> <li>- <u>Did it help you to be more focused on what you were doing?</u></li> <li>- <u>Did it help you to appreciate or enjoy something you did?</u></li> </ul> </li> <li>▪ <u>If you did not manage to practise, choose a daily activity for practising Paying Attention with Curiosity over the next week, and discuss how this might help you.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>3 minutes</b> for this discussion.</p>
	<p>[Continue reading Sheet 2.1 below:]</p> <ul style="list-style-type: none"> <li>• <u>In Session 1, we also learned a skill called Grounding. Grounding can help us during stressful situations. It has three main steps:</u> <ul style="list-style-type: none"> <li>▪ <u>Step 1: <b>Notice</b> how you are feeling and what you are thinking right now.</u></li> <li>▪ <u>Step 2: <b>Slow down and connect with your body</b> by pushing your feet into the floor, stretching, and focusing on your breathing.</u></li> <li>▪ <u>Step 3: <b>Refocus</b> on the world around you, paying attention with curiosity to what you are doing and what you can see, hear, touch, taste and smell.</u></li> </ul> </li> <li>• <u>Please turn to the person next to you and discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>When did you practise Grounding, and how did it help you?</u></li> <li>▪ <u>If you did not practise Grounding, please discuss how Grounding could be helpful in your life. We will practise it again together, later in today's session.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes

**Trouble with practising:**

If many participants say that they had trouble practising, briefly pause the audio and make some suggestions for practising. For example:


- Practising Paying Attention with Curiosity does not need to take extra time. It just means giving your full and curious attention to whatever you are already doing, whether it's walking, listening to someone or eating.
- Start by practising the short grounding exercise, which only takes 1–2 minutes.

For additional information, see the section on problems with home practice in [Section 8.11](#) of Part 1.






## What we will cover today

<b>Overview:</b> (1 min approx.)	Provides an introduction to what will be covered in the session.
<b>First line of audio</b>	
	"In this session, we will first revisit the key points of last session: what stress is, how we become hooked by difficult thoughts and feelings, how to focus our attention on whatever we are doing so we can do it better or find it more satisfying, and how to ground ourselves when emotional storms appear."
<b>Facilitator actions</b>	
	There are no activities to complete; just listen.
<b>Important notes</b>	
There are no important notes for this section.	




## Summary of last week

<b>Overview:</b> (3 mins approx.)	Review of stress, being hooked and how being hooked takes us away from who we want to be.
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### First line of audio

	"You may recall that 'stress' is a natural response to a difficult situation. And when we are stressed, difficult thoughts and feelings appear."
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### Facilitator actions

	 "The facilitator will show the group Picture 2.1."
	<p>Hold up Picture 2.1.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 2.1 (pointing to relevant parts if necessary):</p> <ul style="list-style-type: none"> <li>• <u>In this picture, the man is hooked by his thoughts and feelings, so he is not able to fully concentrate on the children, even though they are very important to him.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>


### Important notes

<p><b>Participants are confused by the concepts:</b> Explain that this section is a summary of last week's session. Their understanding of concepts should become clearer during this session.</p>
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## Can we get rid of difficult thoughts and feelings (Part 1)?

<p><b>Overview:</b> (2 mins approx.)</p>	<p>Discussion about what people do to try to get rid of difficult thoughts and feelings.</p>
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### First line of audio



	<p>"Now most of you have probably been wondering how you can get rid of these difficult thoughts and feelings; how you can forget these painful thoughts about the past."</p>
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### Facilitator actions

	<p> "The facilitator will pause this recording to read Sheet 2.2."</p>
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	<p>Pause the audio.</p>
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	<p>[Read Sheet 2.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>When we feel stressed, often our natural reaction is to try to get rid of our difficult thoughts and feelings. For example, we might try to feel better by doing things like...</u> [Give five culturally relevant examples that you have prepared:]</li> </ul> <ul style="list-style-type: none"> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> </ul> <p>[Or use these examples:]</p> <ul style="list-style-type: none"> <li>▪ <u>Trying not to think about bad things that have happened</u></li> <li>▪ <u>Smoking, drinking alcohol or using drugs</u></li> <li>▪ <u>Staying in bed</u></li> <li>▪ <u>Arguing with and criticizing other people</u></li> <li>▪ <u>Blaming or criticizing ourselves.</u></li> </ul>
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	<ul style="list-style-type: none"><li>• <u>Raise your hand [or cultural equivalent] if <b>you</b> or <b>someone you know</b> ever tries to get rid of stress by doing any of the things I just listed.</u></li><li>• <u>We all do at least some of these things sometimes to try to feel better. Next, the audio will discuss whether these methods work, or if they just cause more problems.</u></li></ul>
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.

**Important notes**


There are no important notes for this section.






## Can we get rid of difficult thoughts and feelings (Part 2)?

<b>Overview:</b> (3 mins approx.)	Covers how trying to push away thoughts and feelings doesn't make them go away; explains how we can unhook from them.
--------------------------------------	---

### First line of audio

	"There are many ways to try to get rid of difficult thoughts and feelings."
---	---

### Facilitator actions

	 "The facilitator will now show the group Picture 2.2 to illustrate this point."
	<p>Hold up Picture 2.2.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 2.2 (pointing to relevant parts if necessary):</p> <ul style="list-style-type: none"> <li>• <u>In the first picture, this person is trying to push away difficult thoughts and feelings. But it does not work. In the second picture, the person finds that trying to push away those thoughts and feelings just makes them stronger, and the person gets hooked.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>

### Important notes

**People not understanding the concepts:**

The concepts may be difficult for people to understand. If participants seem confused by them, say: These are new concepts. Keep listening, and you will understand better over time.

### Further explanation for facilitators

#### **Why can't we get rid of our thoughts and feelings?**

Many of us were taught from an early age that we should be able to control our thoughts and feelings. As children we might have been told to "Stop crying" or to "Cheer up". Or we might think that because we can control things in other areas of our lives (such as what we do), we should be able to control our thoughts and feelings as well.

The reality is that thoughts and feelings do not work that way. We cannot control what we think or how we feel at any given moment. In fact, trying to get rid of a particular thought or feeling usually makes it more powerful.


It is the same with all thoughts and feelings. The more we try to get rid of them, the stronger they become.

But there is a different way. We can learn how to unhook from difficult thoughts and feelings. When we unhook from them, they do not disappear. They are still there. They are a part of us. But they do not control us.







## Hands as Thoughts and Feelings exercise



<b>Overview:</b> (8 mins approx.)	Use of exercise to demonstrate Unhooking.
--------------------------------------	---

### First line of audio

	"We will now do an exercise to help you understand better what we mean by hooking, and how Unhooking can help you."
---	---

### Facilitator actions

	Demonstrate the exercise with the audio.
	"Now imagine that out in front of you – at the front of this space – is everything that matters..."
	Continue to hold one hand in front of yourself with palm upwards.  With the other hand, point to the space beyond that hand, so it is clear that "out in front of you" means the space beyond your hands.  Then continue demonstrating the exercise with the audio.
	 "The facilitator will now pause this recording."
	Pause the audio.

	<p>[Read this explanation:]</p> <ul style="list-style-type: none"><li>• <u>In this exercise, we imagined that our hands were our thoughts and feelings.</u> [Hold up both hands.]</li><li>• <u>So when we are hooked by our thoughts and feelings, it's like this.</u> [Cover your eyes with your hands.] <u>We're so overpowered by our thoughts and feelings that we miss out on life; it's hard to focus on anything or do things well.</u></li><li>• <u>But when we're unhooked, it's like this.</u> [Lower both hands and rest them in your lap.] <u>Our thoughts and feelings are still there, just like our hands are still there, resting in our laps. But they are not taking up all our attention. This makes it much easier to focus and to do things that are important and meaningful to us.</u></li><li>• <u>When we're not hooked by our thoughts and feelings, we usually enjoy pleasant activities more and even find boring activities more interesting.</u></li><li>• <u>If you don't fully understand this right now, that's okay; it will become clearer later.</u></li></ul>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes

**People do not understand or are not following the instructions:**

Some people will find this exercise very odd and may not understand what to do. Continue to model the exercise.

**If there is a lot of confusion in the group, say:**

Some exercises may seem strange to you. Just do them as best you can, or sit quietly until we move on to the next section.





## Grounding summary

<b>Overview:</b> (2 mins approx.)	Brief review of how Grounding can help.
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### First line of audio

	"Of course, it is easy to do this exercise with our hands. But how can we do it with our real thoughts and feelings? Grounding, which we learned in the last session, is one important way."
--	--

### Facilitator actions

	There are no activities to complete; just listen.
--	---


### Important notes

	There are no important notes for this section.
--	--


## Grounding exercises practice

<b>Overview:</b> (10 mins approx.)	Gives instruction for shorter and longer versions of grounding exercises.
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### First line of audio

	"Now, we will do a short grounding exercise."
---	---

### Facilitator actions

	Demonstrate the exercises with the audio. Lead facilitator: close your eyes during Grounding, if you feel comfortable doing this. Co-facilitator: keep your eyes open to see if anyone needs individual assistance.
---	---

### Important notes

**People seem sleepy or bored:**

Sitting up straight can help people to wake up and pay attention. Model this to encourage group members to do so.

**People are distracted:**

Grounding exercises can be difficult for people, especially the longer versions, and it is common for them to become distracted. Just encourage participants to do what they can.

**If participants complain about practising Grounding again, or ask why it is repeated, say:**

Each time you practise Grounding, you will get some benefit. It's like any skill, like \_\_\_\_\_ [Prepare an example of culturally appropriate skills or use these examples: playing football or cooking]. Even if you already know how to do it, each time you do it you may become better at it.

**Someone says that they get distracted or are thinking too much:**


Respond in a kind and supportive way: It's normal to get distracted. Whenever you notice that you are distracted, just bring your attention back to following the exercise. It is okay if you get distracted many times throughout the exercise. Every time you notice that you're distracted and you return your attention to what is going on in the present moment, you're doing the exercise. Keep practising and you may find that it gets easier with time.





**Someone says that they are getting dizzy or light-headed:**

This can be a common problem. Most of the time If you feel dizzy or light-headed, it means that you are breathing too fast or too deeply. Try breathing more slowly and gently.

 Troubleshooting

<b>Overview:</b> (4 mins approx.)	Advice is provided on common difficulties with practising the exercises.
--------------------------------------	--






First line of audio	
	"Just like last week, you might have found that exercise challenging. Again and again, you were probably distracted; hooked by thoughts and feelings, your attention might have wandered."

Facilitator actions	
	 "The facilitator will now pause the audio for 10 minutes."
	Pause the audio.
	Use the timer to allow <b>10 minutes</b> for a break. Stand up and, if needed, explain that it is time for a break.

Important notes
<p><b>If someone says that the exercises do not work:</b> Remember: these exercises are not meant to get rid of thoughts and feelings, they are just meant to unhook you from them and allow you to refocus. Like in the <u>Hands as Thoughts and Feelings</u> exercise, your hands are still there, but they are not covering your eyes and preventing you from focusing on the things that are important to you.</p>

## (10-minute break)

<b>Overview:</b> (10 mins approx.)	10-minute break.
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Facilitator actions	
	While you time the 10-minute break, no additional action is needed. Participants may use this time however they want.
	After 10 minutes have passed, press play on the audio.
	 "The break is now complete. Please return to your places for the next section of this course." (Brief pre-recorded silence to allow participants to return to their seats.)
	If needed, pause the audio until everyone has taken their place. Restart the audio once people are back.

Important notes
<p><b>People leaving:</b> That is okay. Remind them that they can return another time, and that SH+ works best if you follow all the sessions.</p> <p><b>Participants may ask for further help, or want to discuss problems:</b> See <a href="#">Sections 6.4</a> and <a href="#">6.5</a> in Part 1 on dealing with questions and problems.</p> <p><b>For questions about course content, say:</b> <u>A lot will become clearer about this course as we continue. Please continue to listen and see if your questions are answered.</u></p> <p><b>Keep track of time:</b> Make sure that you keep track of the length of the break.</p>






## What are thoughts and feelings?




<b>Overview:</b> (12 mins approx.)	Provides explanation on thoughts, physical feelings and stress. Participants mark physical feelings and thoughts on worksheets.
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### First line of audio

	"Welcome back. We hope you enjoyed your break."
---	---

### Facilitator actions

	 "The facilitator will now pause this recording to give everyone Activity Sheet 2.1."
	Pause the audio.
	<p>[Hand out pens or pencils and one copy of Activity Sheet 2.1 to each participant. Read aloud the following instructions for the group:]</p> <ul style="list-style-type: none"> <li>• <u>Please look first at the drawing of the front and back of a person.</u> [Hold up the drawing.]</li> <li>• <u>Draw or mark on the body all the places where you often have difficult physical feelings, especially when you feel stressed. For example, when you are stressed you might have pain in your head, shoulders, back or belly, or somewhere else.</u></li> <li>• <u>For example, if my head hurts when I'm stressed, I would circle this area on the picture. Or if I had tension in my stomach when stressed, I would circle this area or draw in what that tension feels like.</u> [On the drawing, circle the forehead to indicate headache, and make some marks in the stomach area to indicate tension.]</li> </ul>
	Use the timer to give <b>2–3 minutes</b> for this activity.

	<p>[Read aloud the instructions below:]</p> <ul style="list-style-type: none"> <li>• <u>Next, look at the picture with the “thought cloud” [hold up the picture].</u></li> <li>• <u>Our thoughts consist of words and pictures. Our thoughts include memories, and things we say to ourselves. In the thought cloud, there are examples of difficult thoughts and memories that people might have.</u> [Point to pictures in the thought cloud.]</li> <li>• <u>Please circle any of the images that you can relate to. Or you can draw or write any other difficult thoughts, painful memories or worries that tend to appear when you feel stressed. Or if you prefer, just think to yourself what these are.</u></li> </ul> <p>[Lead facilitator: demonstrate by writing things in the thought cloud or drawing or circling a picture.] [Co-facilitator: walk around to see if anyone needs help.]</p>
	<p>Use the timer to give <b>2–3 minutes</b> for this activity.</p>
	<p>Press play on the audio.</p>

### Important notes

#### **People do not understand the instructions:**

Explain the instructions for the exercise, using examples:

- For example, put a mark by the person’s head if you experience headaches when you’re stressed.
- In the thought cloud, write or draw any difficult thoughts like “I am worried about my family”.

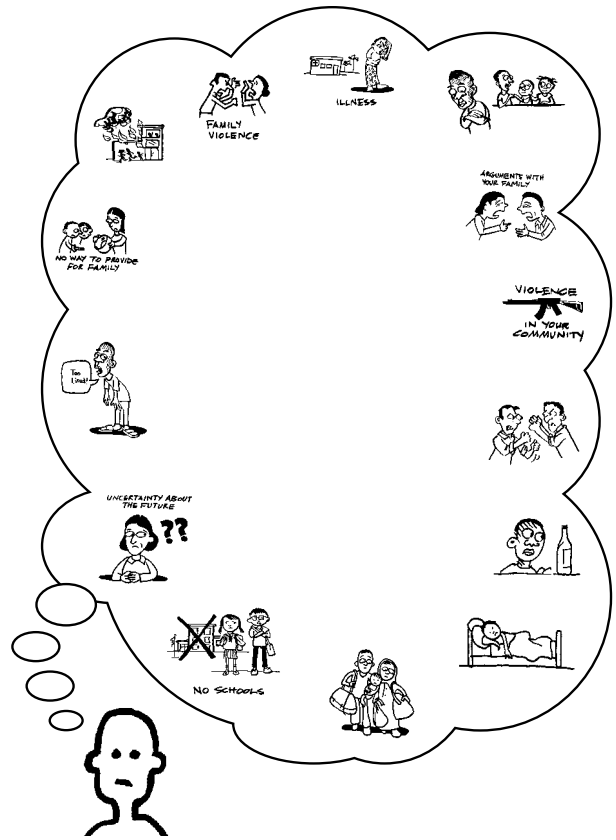
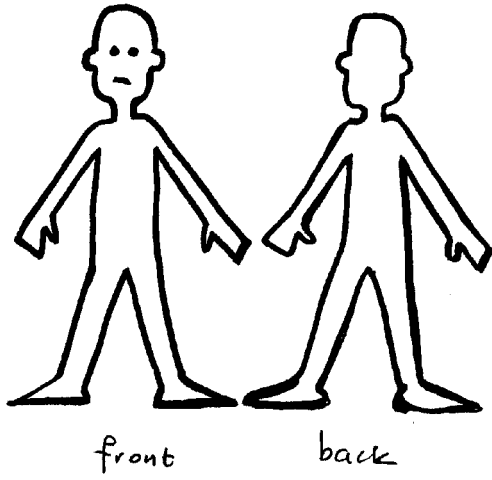
#### **People do not write or draw anything:**

The exercise is optional and people do not have to write or draw anything if they do not want to. People should not feel pressured to write or draw.

#### **People do not put thoughts in the cloud or feelings in the body:**

This is not a problem; and do not correct people if they put words in the wrong places.


### Activity Sheet 2.1




## Noticing and naming

<b>Overview:</b> (9 mins approx.)	Exercise where participants practise unhooking from difficult thoughts and feelings by “noticing” and “naming” them.
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### First line of audio

	“Difficult thoughts and feelings are completely natural in stressful situations.”
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### Facilitator actions

	Demonstrate the exercise along with the audio.
---	--

### Important notes

**People become emotional or upset:**

People are being asked to notice difficult thoughts or feelings, which may lead to emotion. It is natural, normal and okay for people to become upset. Follow the general information in [Sections 8.4](#) and [8.5](#) of Part 1 on dealing with distress.

**People do not understand the instructions:**

Please just try to follow the exercise as best you can. It is okay if you are not able to follow it fully.

### Further explanation for facilitators

**Unhooking: why is it important to learn how to notice and name?**


Noticing and naming difficult thoughts and feelings allows you to see them for what they are. By doing this, they have less impact and influence over you. As you become more practised at Unhooking, you will find that difficult thoughts and feelings lose their ability to frighten, disturb, worry or depress you.







 **Commitment to practise**



<b>Overview:</b> (12 mins approx.)	Describes the importance of practising the activities and invites participants to commit to practise.
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**First line of audio**



	"In a moment, we will ask you think about your week ahead."
---	---




**Facilitator actions**

	 "The facilitator will pause this recording to read Sheet 2.3."
	Pause the audio.
	<p>[Read Sheet 2.3 below. Note that the format of this discussion is slightly different, to help participants stay focused and understand the concepts more easily:]</p> <ul style="list-style-type: none"> <li>• <u>There are two skills to practise over the next week: Grounding, which we learned in Session 1 and practised again today, and Unhooking, which we just learned a few minutes ago.</u></li> <li>• <u>You may have noticed that Grounding is quite similar to Unhooking.</u> <ul style="list-style-type: none"> <li>▪ <u>Both are ways to unhook from difficult thoughts and feelings, but Grounding takes a bit longer and has the added step of slowing down and connecting with your body.</u></li> </ul> </li> <li>• <u>First, we'll look at some situations where it could be helpful to practise either Grounding or Unhooking.</u></li> <li>• Please _____ [raise your hand, nod or cultural equivalent] if you... [Pause briefly after each question while participants raise their hands:]           <ul style="list-style-type: none"> <li>▪ <u>...ever get lost in memories about the past. [Pause.]</u></li> <li>▪ <u>...get hooked by worries about the future. [Pause.]</u></li> <li>▪ <u>...get overpowered sometimes by feelings of sadness, frustration or anger. [Pause.]</u></li> <li>▪ <u>...struggle with physical pain or feeling tired. [Pause.]</u></li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• <u>Does anyone ever find these thoughts and feelings so distracting that it's hard to focus on anything or do things well?</u> [Pause while participants raise their hands.]</li><li>• <u>These are all situations where it can be very helpful to practise either Unhooking or Grounding. First, we will review Unhooking, which we just learned from the audio.</u></li></ul>
	<p>[Continue reading Sheet 2.3 below to explain Unhooking:]</p> <ul style="list-style-type: none"><li>• The three steps to Unhooking are:<ul style="list-style-type: none"><li>▪ <u>Step 1: <b>Notice</b> a thought or a feeling with curiosity. If it is a thought, is it words or pictures, or both? If it is a feeling in your body, where exactly is it?</u></li><li>▪ <u>Step 2: <b>Name</b> the thought or feeling. You can do this by silently saying to yourself, "Here is a difficult thought" or "I am noticing a difficult feeling".</u><ul style="list-style-type: none"><li>- <u>For this second step, you do NOT need to know the exact name for the thought or feeling. You can just name it generally, as I did.</u></li></ul></li><li>▪ <u>Step 3: <b>Refocus</b> on what you are doing, paying attention with curiosity to what you can see, hear, touch, taste and smell.</u></li></ul></li><li>• <u>Unhooking is very convenient. It can be done anytime, anywhere, in just a few seconds. For example...</u> [Read your prepared example:] <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/></li></ul>

	<p>[Or use this example:]</p> <ul style="list-style-type: none"> <li>▪ <u>If you are distracted by sad memories of the past, you could practise Unhooking with these three steps:</u> <ul style="list-style-type: none"> <li>- <u>In Step 1: <b>notice</b> that you are hooked by sad memories and that there is a feeling of heaviness in your chest.</u></li> <li>- <u>In Step 2: <b>name</b> it by saying to yourself: “Here is a difficult thought” or “I notice that here is a difficult feeling” or “There is a painful feeling in my chest”.</u></li> <li>- <u>In Step 3: <b>refocus</b> on what you are doing, paying attention with curiosity to what you can see, hear and touch.</u></li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <u>You can remember the steps by memorizing three words: <b>Notice, Name and Refocus</b>. It may help you to remember these three words if you write them down [give additional, locally relevant suggestions for remembering these steps – for example, enter them into your phone].</u></li> <li>• <u>Now, sitting in silence on your own, think of a stressful situation that you are likely to face over the next week, and imagine yourself practising these three steps: Notice, Name and Refocus.</u></li> </ul>
	<p>Use the timer to give <b>45 seconds</b> for this thinking exercise. Repeat the instruction if needed.</p>

	<p>[Continue reading Sheet 2.3 below to review Grounding:]</p> <ul style="list-style-type: none"><li>• <u>Now we will review the second skill to practise: Grounding.</u></li><li>• <u>Today, we practised a very short grounding exercise and a longer grounding exercise. As we mentioned, Grounding is quite similar to Unhooking.</u><ul style="list-style-type: none"><li>▪ <u>Both are ways to unhook from difficult thoughts and feelings.</u></li><li>▪ <u>Both start with noticing how you are feeling and what you are thinking.</u></li><li>▪ <u>Both end with refocusing on what you are doing and using your five senses to pay full attention to the world around you.</u></li><li>▪ <u>Grounding includes an extra step of slowing down and connecting with your body by stretching, moving or breathing.</u></li><li>▪ <u>Grounding takes a little longer but can be more powerful. It can be helpful when you are lost in an emotional storm or feeling very stressed.</u></li><li>▪ <u>We encourage you to practise this. Perhaps you will find Grounding and Unhooking useful at different times.</u></li></ul></li><li>• <u>So the three steps for Grounding are:</u><ul style="list-style-type: none"><li>▪ <u>Step 1: <b>Notice</b> how you are feeling and what you are thinking right now.</u></li><li>▪ <u>Step 2: <b>Slow down and connect with your body</b> by pushing your feet into the floor, stretching, and focusing on your breathing.</u></li><li>▪ <u>Step 3: <b>Refocus</b> on the world around you and what you are doing.</u></li></ul></li></ul>
	<ul style="list-style-type: none"><li>• <u>Even though Grounding takes a bit longer than Unhooking, and has the added step of connecting with your body by stretching or moving, you can still practise Grounding anytime, anywhere, even if it is not completely quiet around you.</u></li><li>• <u>For example, you could practise while waiting for something, or before or after an activity, like eating, washing or sleeping. If you practise during these times, it will be easier to use Grounding later during stressful situations or during emotional storms.</u></li><li>• <u>You can remember the steps for Grounding by memorizing the words <b>Notice, Slow Down and Connect, and Refocus.</b></u></li></ul>

	<p>[Continue reading Sheet 2.3 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now turn to the person next to you and discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>When will you practise Grounding and how will you remember to practise? For example, you can remind yourself by setting an alarm, or practising before or after something that you do each day. Please share your plans for practising with each other, and then commit your plan to memory.</u></li> </ul> </li> <li>• <u>If you prefer not to speak, stay by yourself and silently make your plan to practise.</u></li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes

#### **Participants describe barriers to practising:**

Practice is very important. Try and choose something that you liked from today and identify a time you can do it – for example as you get up, or before lunch. Practising for even just a couple of minutes will be helpful.

#### **Remain supportive:**

People are much more likely to change when they feel positive and supported rather than judged or criticized.

#### **Confusion between Unhooking and Grounding:**

Participants may be confused by the similarity between these two techniques. If needed, review the explanations in Sheet 2.3 again. To help explain, you can also show participants the summary sections for Grounding and Unhooking (Tools 1 and 2) at the end of the SH+ illustrated book, *Doing What Matters in Times of Stress*.


#### **Use of standalone audio exercises:**

You can remind participants that they can also use the standalone audio exercises to practise Grounding and Unhooking. Using these a few times a day will make it easier to apply these skills to stressful situations in everyday life.




## Summary of today's session

<b>Overview:</b> (2 mins approx.)	Summarizes the session.
--------------------------------------	-------------------------

### First line of audio

	"We will quickly review today's session."
---	---

### Facilitator actions


	 "The facilitator will now show the group Picture 2.3."
	<p>Show Picture 2.3.</p> <p>OPTIONAL: Pause the recording and read out the text in Picture 2.3 (especially if some participants cannot read):</p> <ul style="list-style-type: none"> <li>• <u>This picture reminds us of the three steps for unhooking from difficult thoughts and feelings: Step 1: Notice; Step 2: Name; and Step 3: Refocus.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>




### Important notes



There are no important notes for this section.
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 **Final exercise**

<b>Overview:</b> (5 mins approx.)	Gives instructions for a brief gratitude exercise.
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First line of audio	
	"Now we are nearing the end of today's session, so we will do one final exercise."

Facilitator actions	
	Demonstrate the exercise in line with the audio.
	"Good luck with it, and we look forward to seeing you at Session 3."
	<p>[Say the following at the end of the session:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for attending Session 2. Over the next week, you will focus on practising two main skills: 1. Unhooking and 2. Grounding.</u></li> <li>• <u>Remember, it is important to practise the skills in this course because then you will be able to apply them in your life more easily. Try and practise as much as you can, even if just for a couple of minutes each day. With time it will become easier and more automatic to use these skills.</u></li> <li>• <u>If anyone has questions about what to practise over the next week, please feel free to stay after the group to speak with me or [the co-facilitator], or you can ask each other and see if you can help each other out.</u></li> <li>• <u>You also have your book, which can remind you of what we covered today. You will find everything we covered in Part 2. [Show Part 2.]</u></li> <li>• <u>There is also a short section at the end of the book that summarizes each of the main skills from each session of the course. For today's session, there is a one-page summary of how to practice Unhooking. [Show Unhooking summary at the end of the book.]</u></li> </ul>

	<ul style="list-style-type: none"><li>• [If using the audio exercises that accompany the course, say:] <u>You can also practise Grounding and Unhooking by using the audio exercises that are part of the course.</u> [If needed, explain where these can be downloaded, or give participants the opportunity to record them at the end of the session using a mobile phone.]</li></ul>
	<ul style="list-style-type: none"><li>• <u>If you did not understand everything today, that is okay; try to apply whatever you learned. You could also look at the pictures in the book, ask someone to read it to you, or meet with someone from this group so you can help each other understand the topics.</u></li><li>• <u>See you at the next session!</u> [Remind participants when and where the next session will be.]</li></ul>

**Important notes**



There are no important notes for this section.



# SESSION 3 INSTRUCTIONS

## Welcome to SH+

<b>Overview:</b> (3 mins approx.)	Provides a friendly, quick introduction.
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Facilitator actions	
	Read Welcome script in <a href="#">Appendix 4</a> .
	Press play on the audio.


Important notes
<b>People who did not attend last week:</b> Ask them to just join the group, and explain that there will be a summary of the previous week's session.

## SESSION 3: ACTING ON VALUES

### Introduction

<b>Overview:</b> (2 mins approx.)	Provides an introduction to the group, and participants are asked to briefly consider their reasons for coming to today's session.
--------------------------------------	--

#### First line of audio

	"Thank you for returning for Session 3 of this five-session stress management class. And just as you did last time, take a moment to think about the main reasons you are spending your time and energy coming here today: caring for yourself, caring for your family, caring for your community."
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#### Facilitator actions

	There are no activities to complete; just listen.
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#### Important notes

There are no important notes for this section.
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## Summary of last week and review of practice

<b>Overview:</b> (7 mins)	Reviews concepts from previous weeks.
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### First line of audio




	"Last session, we looked at the many ways that most of us use to try to get rid of our difficult thoughts and feelings."
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### Facilitator actions

	 "The facilitator will pause this recording to read Sheet 3.1."
---	--

	Pause the audio.
---	------------------

	<p>[Read Sheet 3.1 below to review Unhooking and Grounding:]</p> <ul style="list-style-type: none"> <li>• <u>In Session 2, you practised two skills for unhooking from difficult thoughts and feelings: <b>Unhooking</b> and <b>Grounding</b>.</u></li> <li>• <u>Remember, Unhooking has three steps:</u> <ul style="list-style-type: none"> <li>▪ <u>Step 1: <b>Notice</b> a difficult thought or feeling with curiosity.</u></li> <li>▪ <u>Step 2: <b>Name</b> the thought or feeling. For example, say to yourself, "Here is a difficult thought" or "I am noticing a difficult feeling".</u></li> <li>▪ <u>Step 3: <b>Refocus</b> on what you are doing, paying attention with curiosity to what you can see, hear, touch, taste and smell.</u></li> </ul> </li> <li>• <u>Grounding is very similar and also helps you to unhook from difficult thoughts and feelings.</u></li> <li>• <u>Grounding takes a bit longer and can be more powerful.</u> <ul style="list-style-type: none"> <li>▪ <u>The first step is to <b>notice</b> how you are feeling and what you are thinking.</u></li> <li>▪ <u>The second step is <b>slowing down and connecting with your body</b>. You can do this by pushing your feet into the floor, stretching, and focusing on breathing.</u></li> <li>▪ <u>The final step is the same as Unhooking: you <b>refocus</b> and pay attention to what you are doing and to the world around you.</u></li> </ul> </li> </ul>
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	<p>[Continue reading Sheet 3.1 below. Possible adaptation to the discussion: read the question to the entire group, ask people to raise their hands if they experienced either of the benefits, and ask for 2–3 volunteers to share their experiences.]</p> <ul style="list-style-type: none"> <li>• <u>Now turn to the person next to you and discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What benefits did you experience from practising Unhooking or Grounding? For example, did these exercises help you to...</u> <ul style="list-style-type: none"> <li>- <u>focus on what you were doing or on the people you were with?</u></li> <li>- <u>or act more calmly during a stressful situation?</u></li> </ul> </li> <li>▪ <u>If you did not practise either exercise, make a plan for practising one of these exercises over the next week, and discuss how you think this could help you.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2.5 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes


**Trouble with practising:**

See [Section 8.11](#) of Part 1 on problems with home practice.








## Review of skills: Hands as Thoughts and Feelings, Noticing and Naming, Grounding

<b>Overview:</b> (20 mins approx.)	Participants practise skills and exercises from the previous session.
---------------------------------------	---

### First line of audio

	"To remind ourselves how Unhooking is helpful, we will quickly repeat the exercise we did with our hands last session."
---	---

### Facilitator actions

	Follow the exercise along with the participants.
	"Now imagine that out in front of you – at the front of this space – is everything that matters..."
	Continue to hold one hand in front of yourself with palm upwards.  With the other hand, point to the space beyond that hand, so it is clear that "out in front of you" means the space beyond your hands.  Then continue demonstrating the exercise with the audio.
	 "The facilitator will now show the group Picture 3.1 while we go through the next points."
	Show Picture 3.1.  OPTIONAL: Pause the recording and read out the text in Picture 3.1 (especially if some participants cannot read):  <ul style="list-style-type: none"> <li>• <u>This picture reminds us of the three steps for unhooking from difficult thoughts and feelings: Step 1: Notice; Step 2: Name; and Step 3: Refocus.</u></li> </ul> Press play to resume the audio, if it was paused.
	Follow the exercise along with the audio.  Lead facilitator: close your eyes when the audio suggests doing so, if you feel comfortable with this.  Co-facilitator: keep your eyes open to see if anyone needs individual assistance.

## Important notes

### **Participants are confused about the Hands as Thoughts and Feelings exercise:**

Pause the audio and repeat the explanation of this exercise that you gave in Session 2:

- In this exercise, we imagined that our hands were our thoughts and feelings. [Hold up hands.]
- So when we are hooked by our thoughts and feelings, it's like this. [Put your hands over your eyes]. We're so overpowered by our thoughts and feelings that we miss out on life, it's hard to focus of anything, and it's hard to do things well.
- But when we're unhooked, it's like this. [Lower your hands and rest them in your lap.] Our thoughts and feelings are still there, just like our hands are still there, resting in our laps. But they are not taking up all our attention. This makes it much easier to focus and to do things that are important and meaningful to us.
- When we're not hooked by our thoughts and feelings, we usually enjoy pleasant activities more and even find boring activities more interesting.
- And if you don't fully understand this right now, that's okay; it will become clearer.

### **People seem sleepy or bored:**

Sitting up straight can help people to wake up and pay attention. Model this to encourage group members to do so.

### **People are distracted:**

Grounding exercises can be difficult for people, especially the longer versions, and it is common for them to become distracted. Just encourage participants to do what they can.

### **People find it difficult to follow instructions:**

You can say: Please just try and do your best to follow the instructions.

### **If participants complain about practising Grounding again, or ask why it is repeated, say:**

Each time you practise Grounding, you will get some benefit. It's like any skill, like \_\_\_\_\_ [Prepare an example of culturally appropriate skills or use these examples: playing football or cooking]. Even if you already know how to do it, each time you do it you may become better at it.

 **Troubleshooting**

**Overview:**  
(2 mins approx.)

Advice on some common difficulties that may occur when doing exercises.

**First line of audio**

"Now we will look at: did you have any problems practising these exercises just now?"

**Facilitator actions**


There are no activities to complete; just listen.




**Important notes**

There are no important notes for this section.

## Introduction to values

<b>Overview:</b> (3 mins approx.)	Describes values, actions and goals. Explains the importance of acting on values, no matter how difficult the situation might be.
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First line of audio	
	"In today's session, we will address an important new question: what do we do after we have unhooked or grounded ourselves?"

Facilitator actions	
	 "The facilitator will show the group Picture 3.2 as we go through these next points."
	Show Picture 3.2 and keep holding it up while the audio explains the picture. Point to relevant parts of the picture while the audio explains it.

Important notes	
<p><b>People do not understand the concepts:</b> Some people may find these concepts difficult to understand. You can say: <u>These concepts will be repeated as we go through the course today. Please just listen. It is okay if you do not understand everything in the course.</u></p> <p><b>Further explanation of values and actions:</b> <u>Our values guide our actions. A value is our deep desire for how we want to behave in life. For example, if my value is to be kind, an action might be to look after someone who is unwell.</u> <u>When stressed, we may act in ways that move us away from our values. But at any point, we can choose instead to say and do things that move us back towards our values.</u></p>	



## Further explanation for facilitators

### Introduction to values: what are values exactly?

Values are your deepest desires for how you want to behave as a human being, what kind of person you want to be, and how you want to act or behave towards yourself and others. A value is like a direction for your life (such as being kind or caring, or being trustworthy). Values are not about what you want to get or achieve (e.g. a job); they are about how you want to *behave* or *act* in your life.

Values are different from goals. Getting a job or getting married are goals. Values are how you want to behave as you work towards your goals, and how you want to behave if you cannot achieve your goals right now.

- For example, if your value is to be hardworking, you can behave in that way now and forever, even if you never achieve the goal of getting a job. Even when it is not possible to get a job due to your situation, you can always find ways to be hardworking by trying your hardest at whatever you do.
- Wanting to be loved and respected are not values. They are goals, because they are about trying to get something, or wanting something that is not in your direct control.
- However, being loving and being respectful are values. You can directly control whether you decide that these are important values to you, and whether you act in loving and respectful ways. Regardless of your situation, it is possible to behave in ways that are in line with these values, even if it is only in small ways.

Values are different from feelings. Values are about how you want to act and the kind of person you would like to be, not about how you want to feel. "I want to feel calm and patient," is not a value. It is a desire to feel a certain way, and it is not possible to control how we feel. We are not able to choose to feel calm and patient all the time, otherwise we would all do it. But notice how you can choose to act in a calm and patient way towards others, even if it's only through small actions, and even if you actually feel angry and impatient inside. Sometimes, living by your values might influence how you feel: for example, if you speak in a calm and patient tone of voice, it may help you to feel calmer. But even if you do not feel calmer, you will still have the satisfaction of knowing that you acted like the calm and patient person you want to be.



If you are unsure of your values, it can help to think of the different relationships you have in your life and ask yourself, "What type of person do I want to be to my friends, family and community?" For example, perhaps it is important to you to be a generous friend, a hardworking colleague and a friendly neighbour. You can also think about the challenges you face and ask yourself, "Who do I want to be in this situation?" For example, is it most important to you to be fair, kind or courageous? Only you can choose your values; no one can do it for you.





To identify your values, it can also help to ask yourself these questions:






- What do you want your life to be about?
- What sort of person do you want to be?
- What sort of relationships do you want to build?












## Values exercise

<b>Overview:</b> (11 mins approx.)	Participants identify values, followed by a discussion.
---------------------------------------	---

First line of audio	
	 "The facilitator will now pause the recording to read you Sheet 3.2, which is a list of common values. But please note that these values are not the 'right ones' or the 'best ones'. They are not 'better' than any others; they are simply common."

Facilitator actions	
	 "The facilitator will now pause the recording to read you Sheet 3.2, which is a list of common values. But please note that these values are not the 'right ones' or the 'best ones'. They are not 'better' than any others; they are simply common."
	Pause the audio.
	<p>[Read Sheet 3.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>Please listen to this list of common values and think about whether each of these is important to you personally.</u></li> <li>• <u>I will read through this list twice. The first time, just listen to all of them; and the second time, see if you can begin to choose the ones that are most important to you.</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>So here is the list:</u> [Read the list below and any additional values you have prepared. Pause briefly after each value:]             <ul style="list-style-type: none"> <li>▪ <u>To be kind</u></li> <li>▪ <u>To be caring</u></li> <li>▪ <u>To be supportive</u></li> <li>▪ <u>To be generous</u></li> <li>▪ <u>To be helpful</u></li> <li>▪ <u>To be patient</u></li> <li>▪ <u>To be responsible</u></li> <li>▪ <u>To be protective</u></li> <li>▪ <u>To be hardworking</u></li> <li>▪ <u>To be brave</u></li> <li>▪ <u>To be forgiving</u></li> <li>▪ <u>To be grateful</u></li> <li>▪ <u>To be loyal</u></li> <li>▪ <u>To be respectful</u></li> <li>▪ <u>To be trustworthy</u></li> <li>▪ <u>To be fair</u></li> <li>▪ _____</li> <li>▪ _____</li> </ul> </li> <li>• <u>I will now read the list one more time. This time, see if you can begin to choose the ones that are most important to you. Also, see if you can think of other values that are not in the list but that are very important to you.</u></li> </ul> <p>[Re-read the list of values.]</p>
	<p>Press play on the audio.</p>
	<p> "The facilitator will pause this recording to read Sheet 3.3."</p>
	<p>Pause the audio.</p>

	<p>[Read Sheet 3.3 below:]</p> <ul style="list-style-type: none"> <li>• Please turn to the person next to you and share the values that are <u>important to you. These values might be different from the list I just read, and they might be different from those of other members of your group. You do not have to agree with the values of the other person. The most important part of this exercise is simply sharing your values with one another.</u></li> </ul>
	<p>Use the timer to give <b>5 minutes</b> for this discussion.</p>
	<p>Press play on the audio.</p>
	<p> "The facilitator will now show the group Picture 3.3 to illustrate this point."</p>
	<p>Hold up Picture 3.3.</p>
	<p>"Before we move on to the next section of the course, we will take a short 10-minute break. When you hear the bell after 10 minutes, please stop what are doing and return to the group for the next section."</p>
	<p> "The facilitator will now pause the audio for 10 minutes."</p>
	<p>Pause the audio.</p>
	<p>Use the timer to give <b>10 minutes</b> for the break. Stand up and, if needed, explain that it is time for a break.</p>

### Important notes

**If many participants seem confused or do not understand the values exercise:**




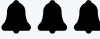

The idea of values can be difficult to understand at first, but this explanation may help. When you heard the list of values, which ones described the kind of person you would like to be? For example, maybe one person's values are being "hardworking" and "responsible", while someone else's values are being "caring" and "loyal". It's okay if your values are different from other people's, or if your values are different from what people say your values should be. You are the only person who can decide which values are important to you.

**If confusion continues:**

We will talk more about values today and in future sessions. If you keep listening to the audio and participating in the rest of the course, it may become clearer.

**(10-minute break)**

<b>Overview:</b> (10 mins approx.)	10-minute break.
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Facilitator actions	
	While you time the 10-minute break, no additional action is needed. Participants may use this time however they want.
	After 10 minutes have passed, press play on the audio.
	 "The break is now complete. Please return to your places for the next section of this course." (Brief pre-recorded silence to allow participants to return to their seats.)
	If needed, pause the audio until everyone has taken their place. Restart the audio once people are back.

Important notes
<p><b>People leaving:</b> This is okay. Remind them that they can return another time, but that SH+ works best if you follow all the sessions.</p> <p><b>Participants may ask for further help, or want to discuss problems:</b> See <a href="#">Sections 6.4</a> and <a href="#">6.5</a> in Part 1 on dealing with questions and problems.</p> <p><b>For questions about course content:</b> <u>A lot will become clearer about this course as we continue. Please just continue to listen and see if your questions are answered.</u></p> <p><b>Keep track of time:</b> Make sure that you keep track of the length of the break.</p>

## Putting values into action

<b>Overview:</b> (5 mins approx.)	Describes how people can put their values into action, even by taking small steps.
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### First line of audio

	"Welcome back."
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### Facilitator actions

	There are no activities to complete; just listen.
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### Important notes

	There are no important notes for this section.
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### Further explanation for facilitators

#### **Why are values important?**


Identifying and connecting with our values gives us a sense of meaning and fulfilment. That is because no matter what our circumstances are or how difficult our lives might be, all of us can live by our values right now. We might not be able to control many things in our lives, but we can always behave like the sort of person we want to be, even in difficult situations.

Values also give a sense of purpose to our lives. They can guide us and motivate us as we move through life. When we are guided by our values, we can unhook from our difficult thoughts and feelings more easily, and then focus on what is important to us.













 **Making your action plan**






<b>Overview:</b> (13 mins approx.)	Introduction to action plans, including examples provided by the facilitator and time for participants to develop their own.
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**First line of audio**

	"So now it is time to create one specific action plan for the next week, to take your first steps on this journey."
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**Facilitator actions**

	 "Before we begin, so we can focus our attention, the facilitator will lead the group in a brief, 20-second seated stretch."
	Lead a 20-second seated stretch. Use simple stretches that are easy for everyone, including people with physical limitations.
	 "The facilitator will pause this recording to read Sheet 3.4."
	Pause the audio.
	[Read Sheet 3.4 below:] <ul style="list-style-type: none"> <li>• <u>Please turn to the person next to you. In the last discussion, you identified several values that are important to you. Now share with each other, what are the <b>top two or three</b> values that are personally <b>most important</b> to you?</u></li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	 "The facilitator will pause this recording to read Sheet 3.5."
	Pause the audio.

	<p>[Read Sheet 3.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Next, we will think of ways to act on our values over the next week. For example...</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> <p>[Or use one of these examples:]</p> <ul style="list-style-type: none"> <li>▪ <u>If your value is “being patient” you could act on this by noticing when you feel tempted to shout or to speak impatiently, and instead speaking calmly and patiently.</u></li> <li>▪ <u>If your value is “being friendly”, you could greet your neighbour warmly and ask them how they are doing.</u></li> </ul> <ul style="list-style-type: none"> <li>• <u>Now, think about your week ahead. Discuss with the person next to you:</u> <ul style="list-style-type: none"> <li>▪ <u>What are one or two small actions you can take over the next week to act on your values? This could be the action you thought of a few minutes ago, when the audio asked you to think about acting in line with your values with an important person in your life. Or you can think of other actions.</u></li> <li>▪ <u>What specifically will you do, and what will you say? When and where will you do these things?</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>4 minutes</b> for this discussion.</p>
	<p>[Continue reading Sheet 3.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now discuss, does your plan seem realistic? Do you believe you can do it? If it seems too difficult to you, or you are not confident that you can do it, then choose actions that are smaller, simpler or easier to do.</u></li> </ul>
	<p>Use the timer to give <b>1–2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>



**Important notes****People do not understand, cannot think of an action plan or have difficulty creating an action plan demonstrating how they will act on their values:**

Imagine doing one thing that is in line with your values and who you want to be as a person. Try to make a realistic plan and then imagine doing it. If you are unsure about how to do this, or would rather not do this exercise, that is okay; just listen quietly for the rest of the exercise and do as much of it as you can.

**Example action plans:**

To help participants understand how to make an action plan, you could read out the following additional examples:

[Use the example plans below or prepare one here:]

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**Example action plan 1:**

If I value being hardworking, I could act on this value by spending time on my land every day doing my farming tasks, even if I notice that I feel upset and I have thoughts like “I don’t want to do this” or “What’s the point?” I will still go even if it is only for a few minutes. If I value being hardworking but I do not have a job, I could still act on my value by spending time each day looking for work, or taking care of my responsibilities such as looking after children, or helping others, even if I feel discouraged sometimes.

**Example action plan 2:**

If I value being kind and caring, I could act on this value by visiting my neighbour who is sick, spending some time talking to her, and making her some food.


**If there are questions you do not know how to answer:**

- You could suggest that participants look at the relevant section of the illustrated book, *Doing What Matters in Times of Stress*, to help understanding.
- Or say: Please do this exercise if you can. If you cannot, then please just sit quietly until the next part of the course.

## Commitment discussion

<b>Overview:</b> (2 mins approx.)	Participants think about how they feel, having made a commitment to act on their values.
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First line of audio	
	"Well done for making a public commitment to act on your values. What does that feel like for you?"


Facilitator actions	
	There are no actions for this section; just listen.

Important notes	
There are no important notes for this section.	



## Summary of today's session and encouragement to practise

<p><b>Overview:</b> (4 mins approx.)</p>	<p>Participants consider and share with each other how to practise during the week.</p>
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### First line of audio



	<p>"We are nearly at the end of Session 3 of this five-session course."</p>
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### Facilitator actions

	<p> "The facilitator will pause this recording to read Sheet 3.6"</p>
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	<p>Pause the audio.</p>
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	<p>[Read Sheet 3.6 below. The format of this discussion is slightly different, to help participants stay focused and to make the exercise easier:]</p> <ul style="list-style-type: none"> <li>• <u>It is now time to start bringing together everything we have learned so far. During the next week, we would like to you to carry out your action plan for acting on your values, which you created during our last discussion.</u></li> <li>• <u>However, sometimes difficult thoughts and feelings make it hard for us to act on our values. So, we can use skills we learned before – like Grounding or Unhooking – to help us to unhook from those thoughts and feelings, and then act on our values. For example:</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> <hr/> <hr/> <hr/>
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	<p>[Or use one of these examples:]</p> <ul style="list-style-type: none"> <li>▪ <u>Being caring may be one of your values, but when you are feeling very stressed you may be tempted to shout at your family or isolate yourself, [adapt with a culturally appropriate example] even if you know that this might cause problems later. When you are feeling stressed, you could take a few moments to practise Grounding. This may make it easier for you to refocus on responding in a caring way, and you will be acting on your value.</u></li> <li>▪ <u>Imagine that you value being calm and patient and you are speaking to a friend who is upset. But your friend becomes argumentative or angry, and you feel so stressed that you have an urge to argue back. Instead of shouting, you could take a few seconds to practise Unhooking. Practising Unhooking may then help you to speak calmly and patiently, and you will be acting on your value.</u></li> <li>• <u>So, over the next week, if you have difficulty carrying out your action plan for acting on your values, try practising Grounding or Unhooking first.</u></li> </ul>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes

**Participants describe barriers to practising or do not intend to practise:**


Practice is very important. Try and choose something that you liked from today and identify a time you can do it – for example as you get up, or before lunch. Practising even for just a couple of minutes will be helpful.

Remain supportive: people are much more likely to change when they feel positive and supported rather than judged or criticized. Try to identify why they do not want to practise and encourage them to practise, even if just for a few minutes each day.




 **Final exercise**



<b>Overview:</b> (5 mins approx.)	Gives instructions for a brief gratitude exercise.
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**First line of audio**

	"We are nearing the end of today's session, so we will once again finish with an exercise in gratitude for the group."
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**Facilitator actions**

	When you hear the exercise instructions, follow them along with the group.
	"Each and every time you practise the exercises we learned today, you will be learning how to act on your values. Good luck with it, and we look forward to seeing you at Session 4."
	<p>[Say the following to end the session:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for attending Session 3. Over the next week, you will focus on carrying out the action plan you made for acting on your values.</u></li> <li>• <u>If difficult thoughts or feelings keep you from acting on your values, remember to practise unhooking from them by practising Grounding or Unhooking. You can also continue to practise Grounding at other times. You can remind yourself to practise by setting an alarm, or by practising before or after something that you do each day.</u></li> <li>• <u>Remember, it is important to practise the skills in this course because then you will be able to apply them to your life more easily. Try and practise as much as you can, even if just for a couple of minutes each day. With time, it will become easier and more automatic to use these skills.</u></li> </ul>

	<ul style="list-style-type: none"> <li>• <u>If anyone has questions about what to practise over the next week, please feel free to stay after the group to speak with me or [the co-facilitator], or you can ask each other and see if you can help each other out.</u></li> <li>• <u>You also have your book, which you can look at to remind yourself of what we covered today. You will find everything we covered in Part 3. [Show Part 3.]</u></li> <li>• <u>Also, at the end of the book, there is a one-page summary of Acting on Your Values. [Show "Acting on Your Values" summary at the end of the book.]</u></li> </ul>
	<ul style="list-style-type: none"> <li>• [If using the audio exercises that accompany the course, say]: <u>You can also practise Grounding, Unhooking and other SH+ skills by using the audio exercises that are part of the course. [If needed, explain where these can be downloaded, or give participants the opportunity to record them at the end of the session using a mobile phone.]</u></li> <li>• <u>If you did not understand everything today, that is okay; try to apply whatever you learned. You could also look at the pictures in the book, ask someone to read it to you, or meet with someone from this group so you can help each other understand.</u></li> <li>• <u>See you at the next session! [Remind participants when and where the next session will be.]</u></li> </ul>



**Important notes**

There are no important notes for this section.

# SESSION 4 INSTRUCTIONS

## Welcome to SH+

<b>Overview:</b> (3 mins approx.)	Provides a quick and friendly introduction.
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Facilitator actions	
	Read Welcome script in <a href="#">Appendix 4</a> .
	Press play on the audio.


Important notes
<b>People who did not attend last week:</b> Ask them to just join the group, and explain that there will be a summary of the previous week's session.

## SESSION 4: BEING KIND

### Introduction

<b>Overview:</b> (2 mins approx.)	Introduction to the session; participants are asked to briefly consider their motivation for attending today's session.
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#### First line of audio

	"Thank you for returning for Session 4 of this five-session stress management course."
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#### Facilitator actions

	There are no activities to complete; just listen.
--	---

#### Important notes



There are no important notes for this section.
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## Summary of last three sessions and review of practice





<b>Overview:</b> (11 mins approx.)	Provides a review of the last three sessions.
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### First line of audio

	 "The facilitator will now show the group Picture 4.1 while we go through the next points."
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### Facilitator actions

	 "The facilitator will now show the group Picture 4.1 while we go through the next points."
	<p>Hold up Picture 4.1.</p> <p>OPTIONAL: Pause the audio and briefly explain the picture (pointing to relevant parts if necessary):</p> <ul style="list-style-type: none"> <li>This picture shows someone getting hooked by stressful thoughts and feelings in the middle of a stressful situation. When hooked, we are often pulled away from our values, or what is important to us. On the left side are examples of what can happen when we are pulled away from our values; for example, we might argue with other people. On the right side are examples of moving towards our values and doing things that give our life meaning, such as helping or caring for others.</li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "The facilitator will now show the group Picture 4.2 while we go through the next points."
	<p>Hold up Picture 4.2.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 4.2:</p> <ul style="list-style-type: none"> <li>This is a picture of a person unhooking themselves from difficult thoughts and feelings. The thoughts and feelings are still there; they have not disappeared, but they are no longer controlling what the person is doing.</li> </ul> <p>Press play to resume the audio, if it was paused.</p>

	<p>🔔 "The facilitator will pause this recording to read Sheet 4.1."</p>
	<p>Pause the audio.</p>
	<p>[Read Sheet 4.1 below:]</p> <ul style="list-style-type: none"> <li>• Remember, in Session 3 you each made a plan for acting on your values. For <u>example...</u></li> </ul> <p>[Read your prepared example, which could be the same as the example you used for Sheet 3.5:]</p> <hr/> <hr/> <hr/> <hr/> <p>[Or read one of these examples:]</p> <ul style="list-style-type: none"> <li>▪ <u>If being caring is one of your values, perhaps you planned to act on this value by noticing when you had an urge to shout or to speak to your family in an uncaring way, and then speaking to them in a caring way instead.</u></li> <li>▪ <u>If being calm and patient are your values, perhaps you planned to practise Unhooking or Grounding when you felt stressed so you could behave calmly and patiently.</u></li> <li>• <u>Now with the person next to you, please discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What actions did you take that were in line with your values, and what benefits did you experience?</u></li> <li>▪ <u>If you have not acted on your values over the past week, share one small action you could take next week, and how you think this might benefit you.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>3 minutes</b> for this discussion.</p>

	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	 "The facilitator will pause this recording to read Sheet 4.2."
	Pause audio
	<p>[Read Sheet 4.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>With the same person, discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What is it like to know that, even in stressful situations, you can still act on your values and be the kind of person you want to be? Use the action you took last week, or think of any other time you have done this.</u></li> </ul> </li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.

### Important notes

#### **Participants are confused by the concepts:**


Repeat the explanation of values by saying:

Values are our deepest desires for how we want to behave in life. For example, if my value is to be kind, an action might be to look after someone who is unwell. When stressed, I might get hooked by difficult thoughts and feelings that pull me away from being kind towards others. But if I unhook myself by practising Grounding or Unhooking, it will be easier for me to say and do kind things that move me back in line with my values.


## Review of skills: noticing, naming and connecting

<b>Overview:</b> (8 mins approx.)	Practise Unhooking and short grounding exercise.
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### First line of audio

	"As you know, a fast way to unhook is through the three steps of noticing, naming and connecting with the world around you."
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### Facilitator actions

	<p>Demonstrate the exercises with the audio.</p> <p>Lead facilitator: close your eyes when the audio suggests doing so, if you feel comfortable with this.</p> <p>Co-facilitator: keep your eyes open to see if anyone needs individual assistance.</p>
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### Important notes

**People seem sleepy or bored:**

Sitting up straight can help people to wake up and pay attention. Model this to encourage group members to do so.

**People are distracted:**

Grounding exercises can be difficult for people, especially the longer versions, and it is common for them to become distracted. Just encourage participants to do what they can.

**Participants are confused by the concepts:**

Remind participants to just continue listening to the audio, and things should become clearer.



**Participants complain about practising Grounding again, or ask why they are repeating it:**

Each time you practise grounding, you will get some benefit. It's like any skill, like \_\_\_\_\_ [Prepare an example of culturally appropriate skills or use these examples: playing football or cooking]. Even if you already know how to do it, each time you do it you may become better at it.







## Being kind and unhooking from unkind thoughts








<b>Overview:</b> (6 mins approx.)	Describes how being kind and unhooking from self-critical judgements can be very helpful.
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### First line of audio

	 "The facilitator will now show the group Picture 4.3 while we go through this next point."
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### Facilitator actions

	 "The facilitator will now show the group Picture 4.3 while we go through this next point."
	<p>Hold up Picture 4.3.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 4.3:</p> <ul style="list-style-type: none"> <li>• <u>This picture shows that being kind applies to how we treat others and also how we treat ourselves.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "The facilitator will pause this recording to read Sheet 4.3."
	Pause the audio.






	<p>[Read Sheet 4.3 below:]</p> <ul style="list-style-type: none"> <li>• <u>Here is a list of unkind judgements that often arise when we are stressed. These are things that we might say to ourselves or things that others say about us, and sometimes we believe.</u></li> </ul> <p>[Read prepared examples and also read any of the other examples below that you think may resonate with your participants:]</p> <ul style="list-style-type: none"> <li>▪ _____</li> <li>▪ _____</li> <li>▪ <u>I am bad.</u></li> <li>▪ <u>I am weak.</u></li> <li>▪ <u>I am stupid.</u></li> <li>▪ <u>I am shameful to my family.</u></li> <li>▪ <u>I am worthless.</u></li> <li>▪ <u>There is something wrong with me.</u></li> </ul>
	<p>Press play on the audio.</p>
	<p>“Thank you. Before we move on to the next section of the course, we will take a short 10-minute break. When you hear the bell after 10 minutes, please stop what are doing and return to the group for the next section.”</p>
	<p> “The facilitator will now pause the audio for 10 minutes.”</p>
	<p>Pause the audio.</p>
	<p>Use the timer to give <b>10 minutes</b> for the break. Stand up and, if needed, explain that it is time for a break.</p>

### Important notes

There are no important notes for this section.

**(10-minute break)**

<b>Overview:</b> (10 mins approx.)	10-minute break.
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Facilitator actions	
	While you time the 10-minute break, no additional action is needed. Participants may use this time however they want.
	After 10 minutes have passed, press play on the audio.
	 "The break is now complete. Please return to your places for the next section of this course." (Brief pre-recorded silence to allow participants to return to their seats.)
	If needed, pause the audio until everyone has taken their place. Restart the audio once people are back.

Important notes
<p><b>People leaving:</b> This is okay. Remind them that they can return another time, but that SH+ works best if you follow all the sessions.</p> <p><b>Participants ask for further help, or want to discuss problems:</b> See <a href="#">Sections 6.4</a> and <a href="#">6.5</a> in Part 1 on dealing with questions and problems.</p> <p><b>For questions about course content:</b> Answer the question if you are certain of the answer and can respond quickly. Or you can say: <u>Though we are getting near the end of the course, please just continue to listen and see if your questions are answered.</u></p> <p><b>Keep track of time:</b> Make sure that you keep track of the length of the break.</p>







## Befriending others

<b>Overview:</b> (15 mins approx.)	Describes how being kind can help everyone, followed by discussions.
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### First line of audio






	"Before the break, we heard about the importance of being kind to ourselves and to others. And we looked at how harsh self-judgements can get in the way of being kind to ourselves and living by our values."
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### Facilitator actions

	 "The facilitator will now show the group Picture 4.4, which shows small acts of kindness."
	<p>Show Picture 4.4.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 4.4:</p> <ul style="list-style-type: none"> <li>• <u>These pictures show small acts of kindness, like helping someone or just talking and listening to someone who is upset.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "But first, the facilitator will now pause this recording to read Sheet 4.4, which gives examples of kind words and kind actions. These are just examples. You might choose some things from this list, or you might choose something different. After finishing reading, the facilitator will resume the recording."
	Pause the audio.



	<p>[Read Sheet 4.4 below:]</p> <ul style="list-style-type: none"> <li>• <u>Here are some examples of kind words:</u> [Read prepared examples and also read any of the other examples that you think might resonate with your participants:] <ul style="list-style-type: none"> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ <u>I love you.</u></li> <li>▪ <u>I am here for you.</u></li> <li>▪ <u>I can see you are in pain.</u></li> <li>▪ <u>I hope the best for you.</u></li> <li>▪ <u>I appreciate having you in my life.</u></li> </ul> </li> <li>• <u>And here are some examples of kind actions:</u> [Read prepared examples and any of the other examples below that you think might resonate with your participants:] <ul style="list-style-type: none"> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ _____</li> <li>▪ <u>Spending time talking with the person.</u></li> <li>▪ <u>Inviting the person for tea.</u></li> <li>▪ <u>Helping the person do a chore or something else.</u></li> <li>▪ <u>Listening without offering advice, unless they ask for advice.</u></li> </ul> </li> </ul> <p>[Repeat list as needed.]</p>
	<p>Press play on the audio.</p>
	<p> "The facilitator will pause this recording to read Sheet 4.5"</p>

	<p>[Read Sheet 4.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Many of you are probably already saying kind words and taking kind actions with people in your lives. So you are already using this helpful approach.</u></li> <li>• <u>Being aware of the kindness we are showing, and then showing more kindness on purpose, can help us to get more benefit.</u></li> <li>• <u>Just a few minutes ago, you heard the audio ask you to choose an important person in your life to say kind words to and act kindly towards. You may already be doing this, in which case you can continue and just add to this.</u></li> <li>• <u>So please now turn to the person next to you and discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>Which person did you choose, and what kind words will you <b>say</b> to this person?</u></li> <li>▪ <u>If you are already saying kind words to this person, are there any new kind words you could say? Or can you pick a different person who you could say kind words to, perhaps someone you do not already say kind words to?</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>[Continue reading Sheet 4.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Next, please discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What <b>kind actions</b> will you show to this person? If you already act kindly towards this person, what <b>additional</b> kind actions can you take? Or can you pick someone else to act kindly towards?</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

**Important notes****Participants say that they already do a great deal for others:**

Encourage this: Yes, it sounds like you are already kind and caring and do lots for people. This exercise is asking you to pay attention to the kind things that you already do, think of any additional things that you could say and do, and then to notice the effect it has on you.

**Participants have difficulty thinking of kind words or actions:**

Provide an example:

[Prepare an example to read:]

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[Or read these examples:]

- If I saw someone in my village who was in pain from a physical problem, then I could show kindness by saying, "I can see you are suffering, I am here to help you if I can in some way." And then I might do a task or something that would be difficult for the person to do.
- Or, for example, my plan might be to approach my neighbour who is sad because of a death in the family. I will have tea with them, and tell them I am thinking of them and available if they want company.







## Befriending yourself

<b>Overview:</b> (11 mins approx.)	Exercise to show what befriending yourself means and how it can be done.
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### First line of audio

	"Next, we will think about a very important point: how to be kind – or to befriend – yourself."
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### Facilitator actions

	 "The facilitator will now show the group Picture 4.5 to illustrate what it means to befriend yourself."
	<p>Hold up Picture 4.5.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 4.5:</p> <ul style="list-style-type: none"> <li>• <u>On this arrow is the word for kindness, so this picture means that it's also important to treat yourself with kindness.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "The facilitator will demonstrate the next part of the exercise. Please follow along with the instructions."
	Demonstrate the exercise along with the audio.

### Important notes

<p><b>People find the exercise strange or do not want to do it:</b> This exercise might seem strange to people. Reassure them that they do not have to do the exercise if they do not want to.</p>
--

**Further explanation for facilitators****Why befriend yourself?**


- Sometimes when we really need a kind friend, no one is available.
- When you befriend yourself, everyone in your life benefits. The kinder and more supportive you are to yourself, the more energy and motivation you will have to help or care for others.
- Similarly, when you are unkind or unfriendly to yourself, everyone in your life is worse off. Treating yourself in this harsh way saps your energy and lowers your motivation, leaving you less able to help or care for others.





**How can you practise being a good friend to yourself?**

- Unhook from unkind thoughts. When you catch yourself speaking to yourself in a very harsh or critical way, notice: "Here is an unkind thought."
- Next, silently say to yourself, in a kind and caring voice, "This hurts. This is really difficult. This is natural... Everyone has difficult thoughts and feelings like these... All people experience this when they are stressed."
- Try out a friendly physical gesture; place your hand over your heart, or on your belly or forehead – wherever feels soothing and comforting. Send a message to yourself with this hand: "I see you are in pain, and I care about you, and I am here for you." Feel the warmth and kindness flowing from your hand into your body.
- Notice what it's like to be kind to yourself.

## Values-Guided Problem-Solving

<p><b>Overview:</b> (5 mins approx.)</p>	<p>Describes the different options for a person when faced with a difficult situation.</p>
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First line of audio	
	<p>“Now at this point, sometimes people ask, ‘But all these new skills – Grounding, Unhooking, Living by my Values, Befriending Myself and Others – how will they solve my problems?’”</p>

Facilitator actions	
	<p> “The facilitator will now pause this recording to read Sheet 4.6, which describes these three options. When finished reading, the facilitator will resume the recording.”</p>
	<p>Pause the audio.</p>
	<p>[Read Sheet 4.6 below:]</p> <ul style="list-style-type: none"> <li>• <u>There are three options for any difficult situation.</u></li> <li>• <u>Option 1 is to leave the situation, but this is not always possible. For example:</u> [Read your prepared example:]  _____  _____</li> </ul> <p>[Or read this example:]</p> <ul style="list-style-type: none"> <li>▪ <u>If someone you loved has died, it is not possible to leave this situation.</u></li> </ul>

[Continue reading Sheet 4.6 below:]

- **Option 2** is to change what can be changed, accept the pain of what cannot be changed, and live by your values, being the sort of person you want to be.
  - What we mean by “accept the pain of what cannot be changed” is that in some situations it might not be possible to change the situation even a little bit.
  - So “changing what can be changed” means doing what you can to improve the situation, and “accepting the pain of what cannot be changed” means using Grounding and other SH+ skills to help you cope with the pain of the situation. “Living by your values” means finding ways to act on your values as best you can, even in small ways, such as showing care and supporting yourself and others.
- For example:  
[Read your prepared example:]






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[Or read this example:]

- If a loved one has died, unfortunately you cannot change this.
- “Accepting the pain of what cannot be changed” could mean using Grounding, Unhooking and Being Kind to Yourself (also known as Befriending) to cope with the sadness and grief that you feel.
- “Changing what can be changed” could mean that you can change your own behaviour and act in a way that would honour your loved one or make them proud. For example, if you are drinking too much or arguing with others [adapt for culturally relevant examples], you might change how you are behaving.
- “Live by your values” could mean taking care of yourself by drinking less alcohol [adapt for culturally relevant example] and being friendly and helpful to your friends or neighbours, even if you feel sad and don’t feel like being around other people.

	<p>[Continue reading Sheet 4.6 below:]</p> <ul style="list-style-type: none"><li>• <b>Option 3</b> is to give up, lose touch with your values, and do things that either do not help the situation or make it worse. For example, [Read your prepared example:]  _____  _____</li></ul> <p>[Or read one of these examples:]</p> <ul style="list-style-type: none"><li>▪ <u>If you are sad, you may feel like staying in bed all day and not seeing anyone, but this might make you even sadder and take you away from your value of connecting with people.</u></li><li>▪ <u>Drinking too much alcohol [adapt with a culturally relevant example] might help you to feel better and forget your problems in the short term, but in the long term it might be expensive or cause problems with your health or your family.</u></li></ul> <ul style="list-style-type: none"><li>• <u>Obviously, none of us would deliberately choose Option 3, but when we get hooked by difficult thoughts and feelings, this is what we often tend to do. That is why we are spending so much time in this course learning how to unhook, so we can choose Option 2 more often: to change what can be changed, accept the pain of what cannot be changed, and live by our values.</u></li><li>• <u>We will now explore Option 2 in more detail, as this option might be new to you.</u></li></ul> <p>[Repeat as needed.]</p>
	<p>Press play on the audio.</p>












**Important notes****Alternative example for Sheet 4.6:**






- For example, if you are living in a place where it is difficult to find a job or earn an income, you have three options:
  - Option 1 is to leave and go somewhere else, but in many cases this is not possible. Perhaps you cannot afford to leave, or leaving is dangerous, or there is nowhere else to go.
  - Option 2 is to change what can be changed in the situation; accept the pain of what cannot be changed; and live by your values. You could change what can be changed by looking for new ways to make money, and accept the pain of the situation by using Grounding, Unhooking and other SH+ skills and connecting with others when you are feeling frustrated or sad. Then, if you value being hardworking, you could live by this value by putting time and effort into looking for a job.
  - Option 3 is to give up, lose touch with your values and do things that do not help or make the situation worse, like giving up caring for yourself and others, isolating yourself or getting angry at others around you.








## Exploring Option 2

<p><b>Overview:</b> (17 mins approx.)</p>	<p>Participants consider a difficult situation in the immediate world around them, e.g. home or community, and apply Option 2 to solving the problem.</p>
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First line of audio	
	<p> "Before we begin this next section, so we can refocus our attention, the facilitator will lead the group in a brief, 20-second seated stretch."</p>

Facilitator actions	
	<p> "Before we begin this next section, so we can refocus our attention, the facilitator will lead the group in a brief, 20-second seated stretch."</p>
	<p>Lead a 20-second seated stretch. Use simple stretches that are easy for everyone, including people with physical limitations.</p>
	<p> "The facilitator will now pause this recording to read Sheet 4.7."</p>
	<p>Pause the audio.</p>
	<p>[Read Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>Because this can be difficult at first, we will repeat what we just heard in the audio and then discuss the values-guided actions you have decided to take.</u></li> <li>• <u>First I will review the steps for Option 2, which is also known as Values-Guided Problem-Solving. Here is an example.</u></li> </ul> <p>[Read your prepared example:]</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	<p>[Or read this example:]</p> <ul style="list-style-type: none"> <li>▪ <b>Step 1</b> is to identify a difficult situation that you face. The situation could be that a loved one has an incurable illness.</li> <li>▪ <b>Step 2</b> is to remind yourself of the important personal values you identified. Think about the two or three values that you identified as being most important – for example, to be kind and helpful.</li> <li>▪ <b>Step 3</b> is to think of actions, guided by your values, that you can take to influence the situation. Think of as many actions as possible. For example, these could include being kind and helpful by giving your loved one medicine and food, talking to them or making sure they are comfortable. Use Grounding and Unhooking if difficult thoughts or feelings arise.</li> <li>▪ <b>Step 4</b> is to choose an action and act. I could decide that the one action I would like to start with is to bring my loved one some food.</li> </ul>
	<p>[Continue reading Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>In a moment, I will guide you through these problem-solving steps, while you sit quietly by yourself and think about each step. You may have already done this while following the audio, but going through the steps again will help you to remember them.</u></li> <li>• <u>First, for Step 1, please sit quietly by yourself, and think about a difficult situation you face that you cannot simply leave.</u></li> </ul> <p>[If participants find any of the following steps difficult to understand, consider providing more examples.]</p>
	<p>Use the timer to give <b>30 seconds</b> for participants to think in silence.</p>
	<p>[Continue reading Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>Next, for Step 2, remind yourself of your most important values.</u></li> </ul>
	<p>Use the timer to give <b>30 seconds</b> for participants to think in silence.</p>

	<p>[Continue reading Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now for Step 3, think about possible actions, guided by your values, that you can take to influence this situation for the better or to help you cope with it. Try to identify as many ideas as possible. Please do not judge them as good or bad, or right or wrong, or silly or smart – just think of as many ideas as possible.</u></li> </ul>
	<p>Use the timer to give <b>1 minute</b> for participants to think in silence.</p>
	<p>[Continue reading Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>For Step 4, choose <b>one thing</b> you think you can do to influence this situation for the better or cope with it. Decide what you will do in terms of your actions – in other words, what will you do, what will you say, and when and where will you do these things?</u></li> </ul>
	<p>Use the timer to give <b>30 seconds</b> for participants to think in silence.</p>
	<p>[Continue reading Sheet 4.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now, please turn to the person next to you and share the values-guided action you have chosen to take in the coming week. Share with this person specifically what you will do, what you will say, and when and where you will do these things. Please just share the action, you do not need to share the difficult situation.</u></li> <li>• <u>If you prefer not to speak, stay by yourself and silently make a commitment to yourself to carry out your plan.</u></li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

**Important notes****Alternative examples for Sheet 4.7:****Example 1**

- Remember, **Step 1** is to identify the difficult situation you face. For example, the situation could be not being able to find a job or earn an income.
- **Step 2** is to identify your most important values. The values that are important to you could be being hardworking and supportive towards your family.
- **Step 3** is to think of actions, guided by your values, that you can take to influence the situation. You could act on your value of being hardworking by spending time and effort in looking for a job or learning a new skill. Or you could act on your value of being supportive by listening carefully to your family when they speak to you, or helping them with the things they need to do.
- **Step 4** is to choose one action and make a plan for exactly what you will do and when and where you will take this action. If you decide to be hardworking by learning a new skill, you could decide to look tomorrow into whether there are any free classes where you could do this, or to ask someone knowledgeable in your community about opportunities to learn new skills.

**Example 2**

- Remember, **Step 1** is to identify the difficult situation you face. For example, the situation could be that you are sad about things that happened in the past.
- **Step 2** is to identify your most important values. The values that are important to you could be taking care of yourself and connecting with others.
- **Step 3** is to think of actions, guided by your values, that you can take to influence the situation. You could act on your value of connecting with others by doing an enjoyable and healthy activity with others, like playing football or having tea together. You could act on your value of taking care of yourself by practising Grounding when you feel sad or drinking less alcohol, since you know it is not good for your health in the long term.
- **Step 4** is to choose one action and make a plan for exactly what you will do and when and where you will do it. If you decide to drink less, you could plan to propose to your friend that you do something else, like going for a walk, playing football or drinking tea together.

**Remind participants that they can think about this after the session:**

This exercise might take some time to think about. You don't have to come up with all the answers right now. If you can't think of anything, listen carefully to what others have to say.



**Participants try to manage stress by not thinking about the situation:**

This can be a common reaction to problems. For example, participants might say, "I would rather not think about my problems or worry about them." You could say:

- This exercise is not about thinking or worrying about your difficulties. It's about taking small actions to improve your situation. What are some actions you could take or words you could say?
- It's natural to want to avoid thinking about things that are difficult or painful, but this often makes the situation worse in the long term. You can go slowly and start by practising Values-Guided Problem-Solving with a small problem in your life that is not so painful to think about. There's no need to start with the biggest problem in your life. If you find that practising Values-Guided Problem-Solving with smaller problems is helpful, then you can try it with other problems too.




## Summary of today's session and encouragement to practise

<b>Overview:</b> (3 mins approx.)	Participants are given some ideas on how to practise in the week ahead.
<b>First line of audio</b>	
	"We are nearly at the end of Session 4 of this five-session course."
<b>Facilitator actions</b>	
	There are no actions for this section; just listen.
<b>Important notes</b>	
<p><b>Participants describe barriers to practising:</b> Practice is very important. Try and choose something that you liked from today and identify <u>a time you can do it – for example, as you get up, or before lunch. Practising even for just a couple of minutes will be helpful.</u></p> <p>Remain supportive: people are much more likely to change when they feel positive and supported rather than judged or criticized.</p>	


## Final exercise


<b>Overview:</b> (5 mins approx.)	Gives instructions for a brief gratitude exercise.
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### First line of audio

	"We are nearing the end of today's session, so we will once again finish with an exercise in gratitude for the group."
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### Facilitator actions

	Follow the instructions for the exercise.
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	"Remember, each and every time you practise the skills you are learning in this course, you will be acting on those very same values of caring. Good luck with it, and we will see you again for the final session."
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	<p>[Say the following at the end of the session:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for attending Session 4. Over the next week, you will focus on practising two things:</u> <ul style="list-style-type: none"> <li>▪ <u>1. Practise being kind to others and to yourself. Carry out the plan you created for saying kind words and showing kind actions to the person who you thought of during our earlier discussion.</u></li> <li>▪ <u>2. Carry out your plan for Values-Guided Problem-Solving. Remember, this means acting on your values and taking a small step to change what can be changed in a difficult situation.</u></li> <li>▪ <u>And if difficult thoughts or feelings make it hard for you to complete kind actions or Values-Guided Problem-Solving, we encourage you to use Grounding or Unhooking to unhook from those thoughts and feelings.</u></li> </ul> </li> <li>• <u>If anyone has questions about what to practise over the next week, please feel free to stay after the group to speak with me or [the co-facilitator], or you can ask each other and see if you can help each other out.</u></li> <li>• <u>You also have your book, which you can look at to remind you of what we covered today. You will find everything we covered in Part 4. [Show Part 4.]</u></li> </ul>
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- Also, at the end of the book, there is a one-page summary on Being Kind. [Show Being Kind summary at the end of the book.]
- [If using the audio exercises that accompany the course, say]: You can also practise Grounding, Unhooking and other SH+ skills by using the audio exercises that are part of the course. [If needed, explain where these can be downloaded, or give participants the opportunity to record them at the end of the session using a mobile phone.]
- If you did not understand everything today, that is okay; try to apply whatever you learned. You could also look at the pictures in the book, ask someone to read it to you, or meet with someone from this group so you can help each other understand the topics.
- See you at the next session! [Remind participants when and where the next session will be.]



#### Important notes

There are no important notes for this section.

## SESSION 5 INSTRUCTIONS

### Welcome to SH+

<b>Overview:</b> (3 mins approx.)	Provides a friendly introduction.
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Facilitator actions	
	Read Welcome script in <a href="#">Appendix 4</a> .
	Press play on the audio.

Important notes
<b>People who did not attend last week:</b> Ask them just to join the group, and explain that there will be a summary of the previous week's session.


## SESSION 5: MAKING ROOM



### Introduction

<b>Overview:</b> (2 mins approx.)	Introduction to the session.
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#### First line of audio

	"Thank you for returning for the final session of this stress management course."
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#### Facilitator actions


	There are no activities to complete; just listen.
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#### Important notes

	There are no important notes for this section.
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## Summary of last four sessions: Unhooking, Grounding, Values-Guided Problem-Solving, Befriending

<b>Overview:</b> (12 mins approx.)	Practice Unhooking and Grounding and review key concepts.
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First line of audio	
	"By now, we all know that when we get hooked by thoughts and feelings, we move away from our values; we say and do things that move us away from being the sort of person we want to be. And that, of course, makes our lives even more difficult than they already are."

Facilitator actions	
	 "The facilitator will now show the group Picture 5.1."
	<p>Hold up Picture 5.1.</p> <p>OPTIONAL: Pause the recording and read out the text in Picture 5.1:</p> <ul style="list-style-type: none"> <li>• <u>This picture reminds us of the three steps for unhooking from difficult thoughts and feelings: 1. Notice; 2. Name; and 3. Refocus. The audio will now guide us in practising these three steps.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	Follow the exercises with the audio.

**Important notes****People seem sleepy or bored:**

Sitting up straight can help people to wake up and pay attention. Model this to encourage group members to do so.

**People are distracted:**

Grounding exercises can be difficult for people, especially the longer versions, and it is common for them to become distracted. Just encourage participants to do what they can.

**Participants are confused by the concepts:**

Remind participants to just continue to listen to the audio and to use whatever they can.


**Participants complain about practising Grounding again, or ask why they are repeating it:**

Each time you practise Grounding, you will get some benefit. It's like any skill, like \_\_\_\_\_ [Prepare an example of culturally appropriate skills or use these examples: playing football or cooking]. Even if you already know how to do it, each time you do it you may become better at it.











## Practice review and troubleshooting

<b>Overview:</b> (8 mins approx.)	Review of practice since last session.
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### First line of audio

	"In a few minutes, we will discuss in small groups how things went with our practice since the last session."
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### Facilitator actions

	 "The facilitator will now pause this recording to read Sheet 5.1"
	Pause the audio.
	[Read Sheet 5.1 below:] <ul style="list-style-type: none"> <li>In the last session, you made a plan to say kind words and show kind actions towards a specific person. Please turn to the person next to you and discuss: <ul style="list-style-type: none"> <li>What kind words or actions did you say or do over the past week? If you did not do this, you can share how you might do this in the coming week.</li> </ul> </li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	 "The facilitator will now pause this recording to read Sheet 5.2 to the group."
	Pause the audio.
	[Read Sheet 5.2 below:] <ul style="list-style-type: none"> <li>With the person next to you, please discuss: <ul style="list-style-type: none"> <li>What was the effect of your kind words or actions? For example, did you feel a sense of purpose or satisfaction, because being kind is important to you?</li> </ul> </li> </ul>



Use the timer to give **2 minutes** for this discussion.



Press play on the audio, and listen for the bell sound that signals the end of the discussion.


### Important notes

There are no important notes for this section.



## Summary and finish of Values-Guided Problem-Solving


<b>Overview:</b> (15 mins approx.)	Review of Values-Guided Problem-Solving.
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### First line of audio

	"You might remember that there are three ways to respond to any difficult situation."
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### Facilitator actions










	 "For review, the facilitator will now pause this recording to read Sheet 5.3."
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	Pause the audio.
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	<p>[Read Sheet 5.3 below:]</p> <ul style="list-style-type: none"> <li>• <u>There are three options for any difficult situation.</u> <ul style="list-style-type: none"> <li>▪ <b>Option 1</b> is to <u>leave the situation, which is not always possible.</u></li> <li>▪ <b>Option 2</b> is to <u>change what can be changed, accept the pain of what cannot be changed, and live by your values, being the type of person you want to be.</u> <ul style="list-style-type: none"> <li>- <u>What we mean by "accept the pain of what cannot be changed" is that in some situations, no matter how much you might want to change things, it might not be possible to change the situation.</u></li> <li>- <u>So "changing what can be changed" means doing what you can to improve the situation, if anything is possible.</u></li> <li>- <u>"Accepting the pain of what cannot be changed" means using Grounding and other SH+ skills to help you cope with the pain of the situation.</u></li> <li>- <u>And "living by your values" means finding ways to act on your values, even in small ways.</u></li> </ul> </li> <li>▪ <b>Option 3</b> is to <u>give up, lose touch with your values, and do things that either do not help the situation or make it worse. Most of us would not want to choose Option 3, but often we end up automatically doing this when we get lost in difficult thoughts and feelings.</u></li> </ul> </li> </ul>
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	<p>[Continue reading Sheet 5.3 below:]</p> <ul style="list-style-type: none"> <li>• <u>In the last session, we talked about choosing Option 2 and then practising Values-Guided Problem-Solving, using four steps:</u> <ul style="list-style-type: none"> <li>▪ <b>Step 1:</b> <u>Identify a difficult situation in your life.</u></li> <li>▪ <b>Step 2:</b> <u>Think of 2–3 values that are most important to you in this situation.</u></li> <li>▪ <b>Step 3:</b> <u>Think of ways that you could “change what can be changed”. Think of things you can do, guided by your values, to influence the situation.</u></li> <li>▪ <b>Step 4:</b> <u>From all your ideas, choose one thing that you think you can do, and do it.</u></li> </ul> </li> <li>• <u>I will now play the audio, which will explain the final step to Values-Guided Problem-Solving: assessing if our action was effective. Please listen closely. The audio will guide you in practising this final step, and we will also discuss this together after listening to the audio.</u></li> </ul>
	<p>Press play on the audio.</p>
	<p> “The facilitator will pause this recording to read Sheet 5.4.”</p>
	<p>Pause the audio.</p>
	<p>[Read Sheet 5.4 below:]</p> <ul style="list-style-type: none"> <li>• <u>With the person next to you, please discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What was an action you took in the past week to try to deal with a problem?</u></li> <li>▪ <u>If you did not take any actions over the past week to try to deal with a problem, talk about what you could do over the next week.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>

	<p>[Continue reading Sheet 5.4 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now, discuss whether your action was consistent with your values and if it improved the situation in any way.</u></li> <li>• <u>If you have not yet completed an action for dealing with a problem, check that the action you are planning is consistent with your values.</u></li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>[Continue reading Sheet 5.4 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>If the same problem – or a similar one – continues to happen, what action will you take? This could be the same thing that you did last week, if you think that doing more of the same thing would be helpful. Or you might decide to try a different action.</u></li> <li>▪ <u>Discuss whether your plan for taking action next week seems realistic. Do you believe you can do it? If it seems too difficult, then choose an action that is smaller, simpler or easier to do. It is important that you complete this action, even if it is a very small one, so you can see how small actions can improve your situation.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>2 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>
	<p>“Before we move on to the next section of the course, we will take a short 10-minute break. When you hear the bell after 10 minutes, please stop what you are doing and return to the group for the next section.”</p>
	<p>🔔 “The facilitator will now pause the audio for 10 minutes.”</p>
	<p>Pause the audio.</p>
	<p>Use the timer to give <b>10 minutes</b> for a break.</p>

**Important notes****Participants are confused about the three options for any difficult situation:**

Provide the example you prepared for Sheet 4.6 again, or use the example below:

- For example, if a loved one has died, then Option 1 – leaving the situation – is not possible.
- Choosing Option 2 might mean “accepting the pain of what cannot be changed” by using Grounding, Unhooking and Being Kind to Yourself to cope with the sadness and grief that you feel. “Changing what can be changed” could mean that you can change your own behaviour and act in a way that would honour your loved one or make them proud. “Live by your values” could mean being friendly and helpful to your friends or neighbours, even if you feel sad and don’t feel like being around other people.
- An example of Option 3 in this situation would be staying in bed all day and not seeing anyone. This might make you even more sad and take you away from your value of connecting with people.

**Participants are confused about the steps for Values-Guided Problem-Solving:**

Provide the example you prepared for Sheet 4.7 again, or use this example:

- Step 1 is to identify a difficult situation that you face. The situation could be that a loved one has an incurable illness.
- Step 2 is to remind yourself of your values, like being kind and helpful.
- Step 3 is to think of as many values-guided actions as possible for influencing or coping with the situation, like giving your loved one medicine and food, talking to them or making sure they are comfortable, or using Grounding and Unhooking if you’re feeling sad.
- Step 4 is to choose one action and to do it, like bringing some food to your loved one.

**Remind participants that they can think about their plan to address a problem after the session:**

Planning what to do to address a problem might take some time to think about. You don’t have to come up with all the answers right now. If you can’t think of anything, listen carefully to what others have to say.






**Participants try to manage stress by not thinking about the situation:**

This can be a common reaction to problems. For example, participants might say, "I would rather not think about my problems or worry about them." You could say:

- This exercise is not about thinking or worrying about your difficulties. It's about taking small actions to improve your situation. What are some actions that you could take or words you could say?
- It's natural to want to avoid thinking about things that are difficult or painful, but this often makes the situation worse in the long term. You can go slowly and start by practising Values-Guided Problem-Solving with a small problem in your life that is not so painful to think about. There's no need to start with the biggest problem in your life. If you find that practising Values-Guided Problem-Solving with smaller problems is helpful, then you can try it with other problems too.

**(10-minute break)**

<b>Overview:</b> (10 mins approx.)	10-minute break.
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Facilitator actions	
	While you time the 10-minute break, no additional action is needed. Participants may use this time however they want.
	After 10 minutes have passed, press play on the audio.
	 "The break is now complete. Please return to your places for the next section of this course." (Brief pre-recorded silence to allow participants to return to their seats.)
	If needed, pause the audio until everyone has taken their place. Restart the audio once people are back.

Important notes
<p><b>People leaving:</b> This is okay. Remind them that they can return another time, but that SH+ works best if you follow all the sessions.</p> <p><b>Participants may ask for further help, or want to discuss problems:</b> See <a href="#">Sections 6.4</a> and <a href="#">6.5</a> in Part 1 on dealing with questions and problems.</p> <p><b>Keep track of time:</b> Make sure that you keep track of the length of the break.</p>



## Making room for pain

<b>Overview:</b> (6 mins approx.)	Describes how to accept what cannot be changed and make room for painful feelings.
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### First line of audio


	"Welcome back."
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### Facilitator actions

	 "The facilitator will pause this recording to read Sheet 5.5"
---	---

	Pause the audio.
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	<p>[Read Sheet 5.5 below:]</p> <ul style="list-style-type: none"> <li>When we feel stressed, often our natural reaction is to try to get rid of our <u>difficult thoughts and feelings</u>. For example, we might try to feel better by <u>doing things like...</u> [Read 2–3 prepared examples:]</li> </ul> <hr/> <hr/> <p>[Or read some of the examples below:]</p> <ul style="list-style-type: none"> <li><u>Trying not to think about what has happened</u></li> <li><u>Drinking alcohol or using drugs</u></li> <li><u>Avoiding people or staying in bed all day.</u></li> </ul> <ul style="list-style-type: none"> <li><u>With the person next to you, discuss:</u> <ul style="list-style-type: none"> <li><u>What are some other things that people do to try to make difficult thoughts and feelings go away?</u></li> </ul> </li> </ul>
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	Use the timer to give <b>2 minutes</b> for this discussion.
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	<p>[Continue reading Sheet 5.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now discuss this question:</u> <ul style="list-style-type: none"> <li>▪ <u>Do these methods get rid of difficult thoughts and feelings forever? Or do they only work for a little while?</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>1 minute</b> for this discussion.</p>
	<p>[Continue reading Sheet 5.5 below:]</p> <ul style="list-style-type: none"> <li>• <u>With the same person, next discuss this question:</u> <ul style="list-style-type: none"> <li>▪ <u>Do these methods end up causing other problems? For example...</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> </li> </ul> <p>[Or read one of these examples:]</p> <ul style="list-style-type: none"> <li>- <u>If you avoid people and just stay alone all day, maybe you'll end up feeling even sadder.</u></li> <li>- <u>If you drink alcohol or use drugs to forget how bad you feel, it might cause health problems, problems with your family or problems with money.</u></li> </ul>
	<p>Use the timer to give <b>1 minute</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>
	<p> "The facilitator will now pause this recording to give everyone a piece of paper. When everyone is ready, the facilitator will resume the audio."</p>
	<p>Pause the audio.</p>
	<p>Hand out paper (if paper is unavailable, the facilitator can use any object – like a stick, a pen, etc.).</p>
	<p>Press play on the audio.</p>

### Important notes

**Participants are confused and do not understand the discussion questions, even after you have given examples:**

Consider adapting the discussions in Sheet 5.5 to discuss with the whole group, while ensuring that people do not share information that is too personal or stigmatizing.

**People not sharing or talking:**


It is okay if people do not share. There may be silence or people may talk about other things, which is okay too.








## Pushing Paper exercise



<b>Overview:</b> (7 mins approx.)	Exercise to illustrate what happens when someone tries to push away pain, compared with making room for it.
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### First line of audio

	"Imagine this paper is all your difficult or painful thoughts and feelings."
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### Facilitator actions

	"Imagine that in front of you is everything that matters."
	Continue holding the paper in front of yourself with one hand.  With the other hand, motion to the space beyond the paper, so it is clear that "in front of you" means the space beyond the paper. Otherwise, participants might think that "in front of you" means the paper that they are holding.
	 "The facilitator will pause this recording to read Sheet 5.6."
	<p>[Read Sheet 5.6 below. The explanation below can be made interactive by demonstrating with a piece of paper:]</p> <ul style="list-style-type: none"> <li>• <u>This exercise can be a bit difficult to understand, so I will try to explain.</u></li> <li>• <u>In this exercise, we are imagining that all of our difficult thoughts, memories and feelings are on a sheet of paper.</u></li> <li>• <u>If we focused all of our energy on pushing away these difficult thoughts or feelings, like pushing away the paper, we would find it very tiring.</u></li> <li>• <u>And if we're busy trying to push away difficult thoughts and feelings, we're not free to do other things that are important to us.</u></li> <li>• <u>Instead, if we let the paper rest in our laps and allow it to just be there, our hands are free to help us act on our values. It's the same with thoughts and feelings; if we give up fighting with those thoughts and feelings, they are still there. But it's not as tiring or distracting as constantly trying to push them away, and we are then free to act on our values.</u></li> </ul>

	<p><u>For example...</u> [Read your prepared example:]</p> <hr/> <hr/> <p>[Or read one of the examples below:]</p> <ul style="list-style-type: none"><li>▪ <u>If you have many upsetting memories, you might try to push them away by drinking too much, using drugs or avoiding certain people who remind you of those memories. This may be tiring, just like trying to push the paper away, or it might cause other problems and leave less time for doing things that are meaningful to you. If instead you allow those memories to be there, and you use Grounding or Unhooking when they hook you, you may have more energy for doing things that are important to you.</u></li><li>▪ <u>If you often feel stressed, you might try to avoid this by keeping to yourself and not doing much. You may find that this makes you more unhappy and stressed, as you stop seeing people and miss the things that are meaningful to you. If you stop trying to push away the stress and allow it to be there, you may find it easier to do the things that matter to you.</u></li><li>• <u>Here, we have used a piece of paper to demonstrate what happens when you try to push away difficult thoughts and feelings. In the next part, you will learn an exercise that you can use with your actual thoughts and feelings.</u></li></ul>
	Press play on the audio.

### Important notes

**Participants are not taking part:**

Some people might not participate because they do not want to, or do not understand. That is okay.


**Further explanation for facilitators**

In the last discussion, participants identified things that people do to try to get rid of difficult thoughts and feelings or painful memories. They may isolate themselves, drink alcohol or use drugs, or avoid certain places or people. The Pushing Paper exercise demonstrates how these attempts to get rid of difficult thoughts and feelings can be exhausting, just like it gets tiring to hold our arms out in front of us as we try to push away the paper. Spending time and energy trying to get rid of our thoughts and feelings also makes it difficult to focus on what is actually important. For example, avoiding important things to temporarily get rid of painful thoughts and feelings can make it much harder to do the things that we need to do. Placing the paper in your lap instead of trying to push it away demonstrates that we do not need to get rid of our difficult thoughts and feelings. Instead, we can just allow them to be there.








## Notice It, Name It and Make Room for It

<b>Overview:</b> (10 mins approx.)	Exercise in which participants notice and name feelings and make room for them.
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### First line of audio

	"In this next section of today's session, we will explore the idea of 'Making Room' in more detail."
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### Facilitator actions

	 "But first, so we can refocus our attention, the facilitator will lead the group in a brief, 20-second seated stretch."
	Lead a 20-second seated stretch. Use simple stretches that are easy for everyone, including people with physical limitations.
	 "The facilitator will now show the group Picture 5.2, which illustrates this idea of Making Room."
	<p>Hold up Picture 5.2.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 5.2, pointing to relevant parts if necessary:</p> <ul style="list-style-type: none"> <li><u>In this picture, you can see that the sky has room for all types of weather: sun, rain and wind. In this next exercise, we are going to imagine that our feelings are like the weather and we are like the sky, where we can make space for all types of thoughts and feelings – such as happiness, sadness, anger or worry.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	Demonstrate the exercise in time with the audio.

### Important notes

**Participants do not understand the concept:**

This can be a difficult concept to understand, but just try to apply whatever you can from this course.

**If participants get upset:**

This exercise asks people to deliberately recall difficult situations, thoughts and feelings. Some people may feel sadness, frustration or anger and they may get hooked. Follow the information in [Sections 8.4](#) and [8.5](#) of Part 1 on dealing with distress.

### Further explanation for facilitators


**How is acceptance different from trying not to think about things?**

This can be confusing at first, but accepting pain is different from just doing nothing or trying not to think about it. When accepting it, you acknowledge that the pain is there, you feel the pain, and then make room for it. You allow it to be there instead of pushing it away or ignoring it. An important idea here is that with time all feelings come and go if we let them just be there.




## Practice




<b>Overview:</b> (6 mins approx.)	Describes how practice might help.
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### First line of audio

	"Now, many of you might have found this exercise quite difficult. That is natural. It is only to be expected."
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### Facilitator actions

	 "The facilitator will pause this recording to read Sheet 5.7."
	<p>[Read Sheet 5.7 below:]</p> <ul style="list-style-type: none"> <li>• <u>In this exercise, you practised making room for painful thoughts and feelings, instead of using up energy fighting with them.</u></li> <li>• <u>Difficult thoughts and feelings are like the weather; we cannot control them or stop them.</u></li> <li>• <u>But we can make room for them and allow them to be there while doing things that matter to us. This can make it easier to cope with them. So, the three steps for Making Room are:</u> <ul style="list-style-type: none"> <li>▪ <b>Step 1: Notice</b> a difficult thought or feeling. Notice where you feel it in <u>your body.</u></li> <li>▪ <b>Step 2: Name it</b> by saying silently "This is a difficult thought" or "Here is a feeling".</li> <li>▪ <b>Step 3: Allow that feeling or thought to come and go</b>, like the <u>weather comes and goes in the sky. Breathe into and around that feeling to make room for it. Instead of fighting with it, allow it to move through you, just like the weather moves through the sky. You can then use your time and energy to act on your values.</u></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <u>With the person next to you, discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What was this exercise like for you? How was it to make room for the difficult thoughts and feelings during this exercise?</u></li> <li>▪ <u>For example, some people find that it feels different from what they usually do. Other people may find that it feels like a relief or that the feelings seem more manageable.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>3 minutes</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>

### Important notes


#### **People confuse Grounding, Unhooking and Making Room:**

You might notice that this skill is similar to others you have learned in this course. Many of the skills in this course are based on the same initial step of noticing your thoughts and feelings. If you are confused by the differences, just keep practising what you have learned, and with practice you will learn the benefits of each skill.


## Gratitude and kindness

<b>Overview:</b> (2 mins approx.)	Gives instructions for a brief gratitude exercise.
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### First line of audio

	"Now we are nearing the end of today's session, so we will once again finish with an exercise in gratitude for the group."
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### Facilitator actions

	Demonstrate actions along with the audio.
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### Important notes


There are no important notes for this section.
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 **What comes next?**

<b>Overview:</b> (6 mins approx.)	Gives some advice on next steps after the course.
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**First line of audio**

	"Well done for taking part in the final session of this course. I hope you will practise, practise, practise these techniques, until they come naturally."
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**Facilitator actions**

	 "The facilitator will now pause this recording to show and read to the group Picture 5.3. When finished reading, the facilitator will resume the recording but continue to show the picture."
	<p>Hold up Picture 5.3 and read the text on it.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 5.3:</p> <ul style="list-style-type: none"> <li>• <u>This picture reminds us of all the main skills learned in this course: Grounding, Unhooking, Acting on Your Values, Being Kind, and Making Room.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	"So in finishing now, we thank you very much for participating in this course, and we wish each and every one of you good luck with your ongoing journey."
	<p>[Say the following at the end of the session:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for attending the final session of SH+.</u></li> <li>• <u>You have learned many skills in this course. I hope you have found some ways to practise them and use them in your life.</u></li> <li>• <u>I cannot say enough how important practice is. The more you use these skills and apply them daily, even for a few minutes, the more benefit you will see and the longer this benefit will continue. I'd really encourage you to keep up with practising what you've learned here. You may even want to continue talking to each other about the course and helping each other practise.</u></li> <li>• <u>You have your book to remind you of what we covered today, in Part 5.</u> [Show Part 5.]</li> </ul>



- And remember, at the end of the book, all of the main skills in SH+ are summarized for a quick reminder of how to practise. [Show section.]
- [If using the audio exercises that accompany the course, say]: You can also practise Grounding, Unhooking and other SH+ skills by using the audio exercises that are part of the course.
- If anyone has questions about the course, please stay after the group and speak with us.
- If you did not understand everything, that is okay. Try to apply whatever you learned and use the book to remind you.
- We wish you the best for your future and thank you again for participating in this group.

### Important notes

#### **People may feel sad or worried that this is the last session:**

Encourage participants to keep practising the skills they have learned. Say something like:

- I have noticed that when I keep practising the skills I get better at them. You have your book to support you.
- Is there anything you can do to support each other to keep practising? Is there some way you could meet to talk about the skills or to practise the exercises together?

# APPENDICES



## APPENDIX 1: SUMMARY OF SH+ SKILLS

Skill	Summary	How to practise	Benefits of practice
<p><b>Paying Attention with Curiosity</b></p> <p>(Session 1)</p>	<p>Paying Attention with Curiosity means paying full attention to whatever is happening right in front of you, without judging it as good or bad. In the audio, participants are invited to take part in an awareness exercise (e.g. Awareness of Drinking). This is the first step to building the later SH+ skills.</p>	<p>Use your five senses to focus your full attention on an activity you are doing (e.g. eating, walking, cooking, cleaning or talking or listening to someone). Notice with curiosity what you can see, hear, touch, smell and taste.</p>	<ul style="list-style-type: none"> <li>• Paying Attention with Curiosity often helps us to focus on what we are doing and to do it better. It can also help us to enjoy or appreciate what we are doing.</li> </ul>
<p><b>Grounding</b></p> <p>(Session 1)</p>	<p>Grounding brings us back to the present moment and unhooks us when we're caught up in emotional storms.</p>	<ol style="list-style-type: none"> <li>1. <b>Notice</b> how you are feeling and what you are thinking.</li> <li>2. <b>Slow down and connect with your body</b> by stretching, pushing your feet down, and focusing on your breathing.</li> <li>3. <b>Refocus</b> on the world around you and what you are doing.</li> </ol>	<ul style="list-style-type: none"> <li>• When we are caught up in emotional storms and hooked by difficult thoughts and feelings, it is difficult to do anything useful. Grounding can help us to refocus on what we need to do in a stressful situation.</li> <li>• Practising regularly, even when we are not very stressed, can help us to then use the skill during more difficult situations.</li> </ul>
<p><b>Unhooking</b></p> <p>(Session 2)</p>	<p>Like Grounding, Unhooking helps us to unhook from difficult thoughts and feelings. It is faster than Grounding and can be done in just a few seconds.</p>	<ol style="list-style-type: none"> <li>1. <b>Notice</b> a thought or feeling with curiosity.</li> <li>2. <b>Name</b> the thought or feeling.</li> <li>3. <b>Refocus</b> on the world around you and what you are doing.</li> </ol>	<ul style="list-style-type: none"> <li>• Unhooking from difficult thoughts and feelings allows us to see them for what they are and reduces their control over our actions.</li> <li>• Like Grounding, Unhooking can help us to refocus on what we need to do and to act on our values.</li> </ul>

<p><b>Acting on Your Values</b></p> <p>(Session 3)</p>	<p>Acting on Your Values means acting in line with your deepest desires for how you want to behave as a human being, what kind of person you want to be, and how you want to treat others.</p>	<ol style="list-style-type: none"> <li>1. Choose the values that are most important to you (e.g. being kind, being supportive, being hardworking). Only you can choose which values are most important to you; no one else can decide for you.</li> <li>2. Pick one small action that would be in line with your values. This could be something you do, or something you say to someone.</li> </ol>	<ul style="list-style-type: none"> <li>• Acting on Your Values can provide a sense of purpose and meaning, even in stressful situations.</li> </ul>
<p><b>Being Kind (Befriending)</b></p> <p>(Session 4)</p>	<p>Being Kind means using kind words and actions with ourselves and with other people.</p>	<ol style="list-style-type: none"> <li>1. Unhook from unkind thoughts and feelings by noticing and naming them.</li> <li>2. Speak to yourself kindly. You could also imagine filling one of your hands with kindness and placing it somewhere on your body where you feel pain.</li> <li>3. Speak to others kindly and engage in kind actions.</li> </ol>	<ul style="list-style-type: none"> <li>• Being kind to ourselves gives us more energy to cope with stressful situations and to help others.</li> <li>• Being kind to others can make a difference, even in very difficult situations. It can also give us a sense of connection, well-being and fulfilment.</li> </ul>

<p><b>Values-Guided Problem-Solving</b>  (Session 4)</p>	<p>There are three approaches to any difficult situation:</p> <ol style="list-style-type: none"> <li>1. Leave</li> <li>2. Change what can be changed, accept the pain that cannot be changed, and live by your values</li> <li>3. Give up, lose touch with your values, and do things that do not help or make the situation worse.</li> </ol> <p>Values-Guided Problem-Solving focuses on Option 2.</p>	<ol style="list-style-type: none"> <li>1. Identify a difficult situation in your life.</li> <li>2. Think of 2–3 values that are most important to you in this situation.</li> <li>3. Think of ways that you could “change what can be changed”. Think of things you can do, guided by your values, to influence the situation.</li> <li>4. From all your ideas, choose one thing that you think you can do, and do it.</li> <li>5. Assess if your action was effective. Ask yourself:           <ul style="list-style-type: none"> <li>• Did I act consistently with my values?</li> <li>• Did my actions help the situation in any way?</li> <li>• Would it be useful to do more of this in the future, or what could I do differently next time?</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Values-Guided Problem-Solving can empower us to take effective action in difficult and stressful situations.</li> </ul>
<p><b>Making Room</b>  (Session 5)</p>	<p>Making Room means allowing painful thoughts and feelings to come and go like the weather, instead of spending energy fighting with them.</p>	<ol style="list-style-type: none"> <li>1. Notice a difficult thought or feeling with curiosity.</li> <li>2. Name the thought or feeling.</li> <li>3. Allow painful thoughts or feelings to come and go, like the weather. Breathe into and around the feeling to make room for it.</li> </ol>	<ul style="list-style-type: none"> <li>• There are many things we do to try to make difficult thoughts and feelings go away. These often do not work for very long and can be harmful to us. If we stop fighting with our thoughts and feelings and allow them to move through us, like the weather moves through the sky, we will have more time and energy to act on our values.</li> </ul>

# APPENDIX 2: BRIEF SUMMARIES OF SH+ SECTIONS AND EXERCISES

## Structure of SH+

SH+ teaches skills that people can learn and practise to help themselves cope better with stress. These skills can help people get less caught up in difficult thoughts and feelings so they can focus more on doing what is important to them.

The key to learning SH+ skills is practice. SH+ includes many exercises which help people to build up these skills. To encourage practice, the course is designed with a lot of repetition built in. Below are the main sections of each session, with a brief description of the main aim of the section.

## Session 1

<b>Welcome to SH+</b>	The facilitator introduces the course and reviews ground rules for participants to follow.
<b>Introduction</b>	This first section of the audio provides a general introduction to the SH+ course.
<b>Stress and becoming “hooked”</b>	Provides information on what stress is, and how stressful thoughts and feelings may “hook” us and create more stress.
<b>Awareness exercise (e.g. Awareness of Drinking)</b>	This exercise guides participants to pay close attention to an everyday experience (e.g. drinking something). Participants will be asked to practise this skill (Paying Attention with Curiosity) during other everyday activities over the next week (see <a href="#">Appendix 1</a> for a description of this skill).  <b>NOTE:</b> An alternative exercise (Awareness of an Object) can be used instead of Awareness of Drinking, if it is more appropriate to the context and culture (see <a href="#">Appendix 8</a> ).
<b>Emotional storms</b>	Uses the analogy of a storm to describe stress and emotions. Highlights how it is best to be on the ground, where it is more stable, during a storm, instead of up in a tree. This introduces the idea of “Grounding”.
<b>Grounding</b>	A core skill that is practised during the course, Grounding is a way of being centred during emotional storms (stress). Participants practise this exercise (see <a href="#">Appendix 1</a> for a description of this skill).
<b>Final exercise</b>	Participants follow a brief gratitude exercise in the audio. The facilitator then ends the session and reminds participants to practise two skills over the next week: 1) Paying Attention with Curiosity and 2) Grounding.

## Session 2

<b>Introduction</b>	The facilitator reviews the skills of Paying Attention with Curiosity and Grounding. Participants discuss how they have practised these skills outside of the sessions over the past week, and any benefits they have noticed.
<b>Summary of last week</b>	Reviews the concept of getting hooked by difficult thoughts and feelings.
<b>Can we get rid of difficult thoughts and feelings?</b>	Participants discuss what people often do to try to get rid of difficult thoughts and feelings and how this generally does not work. A new approach of unhooking from them is then introduced.
<b>Hands as Thoughts and Feelings exercise</b>	This exercise allows participants to experience how getting hooked by thoughts and feelings can stop them from seeing what is important to them. The exercise also demonstrates how unhooking from difficult thoughts and feelings does not get rid of them, but makes it easier to focus on doing things that are important and meaningful.
<b>Grounding exercises practice</b>	Reviews how Grounding can help us to unhook from difficult thoughts and feelings and guides participants in practising this skill.
<b>What are thoughts and feelings? (with Activity Sheet 2.1)</b>	Provides information on what thoughts and feelings are. Participants complete an exercise to identify difficult thoughts and feelings that they often experience.
<b>Noticing and naming</b>	Introduces the skill of Unhooking, which reduces the impact of difficult thoughts and feelings. Provides instruction on how to practise Unhooking by noticing and naming difficult thoughts and feelings, and then refocusing on the world around us (see <a href="#">Appendix 1</a> for a description of this skill).
<b>Commitment to practise</b>	Participants make a plan to further practise the skills learned in the session outside of the group.
<b>Final exercise</b>	After a brief gratitude exercise, the facilitator ends the session and reminds participants to practise two skills over the next week: 1) Unhooking and 2) Grounding.



## Session 3

<b>Summary of last week and review of practice</b>	Briefly reviews concepts from Session 2. Participants discuss their experiences with practising Unhooking and Grounding outside of the sessions and any benefits they noticed.
<b>Review of skills</b>	Reviews the previous content covered. Repeats the Hands as Thoughts and Feelings exercise and guides participants in practising the core skills of Unhooking and Grounding.
<b>Introduction to Values and Values exercise</b>	Introduces the concept of values and how we can either act in line with our values or move away from our values. The exercise helps participants to identify core values by which they want to live their life.
<b>Making your action plan</b>	Participants develop an action plan for the week where they will take small actions to live by their values (e.g. being kind to someone, being hardworking, being a caring parent) (see <a href="#">Appendix 1</a> for a description of Acting on Your Values).
<b>Summary of today's session and commitment to practise</b>	Summarizes the session and encourages participants to practise the skills learned.
<b>Final exercise</b>	The facilitator ends the session and reminds participants to 1) carry out their action plan for Acting on Values and 2) continue to practise Grounding and Unhooking.

## Session 4

<b>Summary of last three sessions and review of practice</b>	Participants discuss how they have acted on their values outside of the sessions over the past week, and any benefits they have noticed.
<b>Review of skills</b>	Guides participants in practising Unhooking and Grounding.
<b>Being Kind and unhooking from unkind thoughts</b>	Introduces the core skill of Being Kind (also known as Befriending). Guides participants in identifying unkind thoughts about themselves and unhooking from them (see <a href="#">Appendix 1</a> for a description of this skill).
<b>Befriending others</b>	Describes how small acts of kindness can make a difference in even very difficult situations. Participants identify things they can say or small actions they can take to be kind to others, and make a plan to do this over the next week.
<b>Befriending yourself</b>	An exercise where participants practise being kind to themselves by speaking to themselves kindly and practising a kind gesture.

<b>Values-Guided Problem-Solving</b>	<p>Possibly the most complicated part of the course. In this section participants learn how to address problems in their lives by acting on their values. Participants are presented with three options for any difficult situation:</p> <ol style="list-style-type: none"> <li><b>1. Leave the situation.</b> This is not always possible for all situations.</li> <li><b>2. Change what can be changed, accept the pain of what cannot be changed, and live by your values, being the sort of person you want to be.</b> This means changing what can be changed and, for what cannot be changed, acting in line with your values and coping with the pain by practising Grounding and other SH+ skills.</li> <li><b>3. Give up, lose touch with your values, and do things that either do not help the situation or make it worse.</b> Explains that when we get hooked by difficult thoughts and feelings, we often take this option automatically.</li> </ol>
<b>Exploring Option 2</b>	<p>Explores and explains Option 2 above, which is also known as Values-Guided Problem-Solving (see <a href="#">Appendix 1</a> for a description of this skill). Participants consider how to apply Values-Guided Problem-Solving to a difficult situation in their own lives.</p>
<b>Final exercise</b>	<p>The facilitator ends the session and reminds participants to 1) practise being kind to others and to themselves and 2) carry out their action plan for Values-Guided Problem-Solving.</p>

## Session 5

<b>Summary of last four sessions</b>	<p>Reviews content covered previously and guides participants in practising Unhooking and Grounding.</p>
<b>Practice review and troubleshooting</b>	<p>Participants discuss their experiences with practising Being Kind outside of the sessions over the past week.</p>
<b>Summary and finish of Values-Guided Problem-Solving</b>	<p>Summarizes Values-Guided Problem-Solving and provides the last steps. Participants discuss their experiences with practising Values-Guided Problem-Solving outside of the sessions over the past week.</p>
<b>Making room for pain</b>	<p>Reviews the things that many people do to try to get rid of difficult thoughts and feelings, and how these methods are not effective in the long term and often create additional problems.</p>
<b>Pushing Paper exercise</b>	<p>An exercise where participants experience how allowing difficult thoughts and feelings to be there, instead of constantly fighting against them, may make it easier to act on values and connect with others.</p>
<b>Notice it, name it, and make room for it</b>	<p>An exercise where participants practise Making Room for difficult thoughts and feelings by noticing and naming them and allowing them to be present, instead of struggling to get rid of them (see <a href="#">Appendix 1</a> for a description of this skill).</p>
<b>What comes next</b>	<p>Participants are encouraged to continue practising SH+ skills and are thanked for participating in the course.</p>

# APPENDIX 3: MATERIALS TO PREPARE BEFORE EACH SESSION

## Session 1 checklist

### Specific materials to bring to Session 1

- Bring the following materials, depending on the version of SH+ being used. (Discuss with your supervisor which awareness exercise to use, based on your local context)
  - Awareness of Drinking: drinks (e.g. water, juice, coffee or tea) and cups/glasses for each person
  - Awareness of Object (see [Appendix 8](#)): everyday objects for each person (e.g. pens or pencils, sticks, small stones, leaves), or ask people to touch a table surface, their seat or the ground.
- Locally adapted examples for Discussion Sheets 1.2, 1.3 and 1.5, if needed
- Flipchart and pens (optional, if available and if many participants can read/write). You can write key information from Session 1 on the flipchart ahead of time, such as:
  - Ground rules (see "[Information for all sessions](#)" section at the beginning of Part 2 for a list of the basic ground rules)
  - Three main steps to Grounding: 1. Notice; 2. Slow down and connect with your body; 3. Refocus
  - Skills to practise before next session: Paying Attention with Curiosity and Grounding
  - Consider writing out all Session 1 discussion questions (or printing these in large format for easy reading)
- Copies of the SH+ book, *Doing What Matters in Times of Stress: An Illustrated Guide* (enough copies to distribute to participants)

### General materials to bring to each session

- Print/photocopy one copy of each picture from [Appendix 5](#) for the session. If feasible, the picture can be enlarged to make it easier to see
- This SH+ Manual
- Timer or stopwatch (for keeping track of time between each discussion question)

- Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless
- Cables for speaker (e.g. for plugging into an outlet or for charging)
- Back-up speaker (optional)
- Audio player/smartphone
- Audio file for session (downloaded so that you can play it without Internet connection)
- Sign-in sheet to keep track of participant attendance at each session
- Paper/notebook and pen for facilitators to take notes about the session, if needed, or a post-session review form (see [Appendix 6](#) for an example)
- Seating (chairs, tables, mats)

## OPTIONAL

- If many participants can read/write: extra paper and pens/pencils in case participants want to take notes
- Standalone audio files from *Doing What Matters In Times Of Stress*, downloaded for offline playback (for participants to record on their own phone or device after the session)
- Refreshments – water, etc.
- Ground rules and sticky tape for hanging up the ground rules
- A copy of questions for responding to a possible risk of suicide (e.g. [Appendix 9](#))

## Session 2 checklist

### Specific materials to bring to Session 2

- Copies of Activity Sheet 2.1 for each person (copy from [Appendix 5](#))
- Pencils/pens for each participant, for completing Activity Sheet 2.1
- One copy of [Appendix 4](#) (Welcome script for Sessions 2, 3, 4 and 5), or bookmark [Appendix 4](#) so that it is easy to read during the Welcome section
- Locally adapted examples for Discussion Sheets 2.2 and 2.3, if needed
- Flipchart and pens (optional, if available and if many participants can read/write). You can write key information from Session 2 on the flipchart ahead of time, such as:
  - Three main steps to Grounding: 1. Notice; 2. Slow down and connect with your body; 3. Refocus
  - Three main steps to Unhooking: 1. Notice; 2. Name; 3. Refocus
  - Skills to practise before next session: Grounding and Unhooking
  - Consider writing out all Session 2 discussion questions (or printing these in large format for easy reading)
- Copies of the SH+ book, *Doing What Matters in Times of Stress: An Illustrated Guide* (one copy to show participants, and enough copies to give to new participants)

### General materials to bring to each session

- Print/photocopy one copy of each picture from [Appendix 5](#) for the session. If feasible, the picture can be enlarged to make it easier to see
- This SH+ Manual
- Timer or stopwatch (for keeping track of time between each discussion question)
- Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless
- Cables for speaker (e.g. for plugging into an outlet or for charging)
- Back-up speaker (optional)
- Audio player/smartphone
- Audio file for session (downloaded so that you can play it without Internet connection)
- Sign-in sheet to keep track of participant attendance at each session

- Paper/notebook and pen for facilitators to take notes about the session, if needed, or a post-session review form (see [Appendix 6](#) for an example)
- Seating (chairs, tables, mats)

## OPTIONAL

- If many participants can read/write: extra paper and pens/pencils in case participants want to take notes
- Standalone audio files from *Doing What Matters In Times Of Stress*, downloaded for offline playback (for participants to record on their own phone or device after the session)
- Refreshments – water, etc.
- Ground rules and sticky tape for hanging up the ground rules
- A copy of questions for responding to a possible risk of suicide (e.g. [Appendix 9](#))

## Session 3 checklist

### Specific materials to bring to Session 3

- One copy of [Appendix 4](#) (Welcome script for Sessions 2, 3, 4 and 5), or bookmark [Appendix 4](#) so that it is easy to read during the Welcome section
- Locally adapted examples for Discussion Sheets 3.2, 3.5 and 3.6, if needed
- Flipchart and pens (optional, if available and if many participants can read/write). You can write key information from Session 3 on the flipchart ahead of time, such as:
  - Three main steps to Unhooking: 1. Notice; 2. Name; 3. Refocus
  - Three main steps to Grounding: 1. Notice; 2. Slow down and connect with your body; 3. Refocus
  - List of common values (from Sheet 3.2)
  - Skills to practise before next session: carrying out your action plan for Acting on Your Values; continuing to practise Grounding and Unhooking
  - Consider writing out all Session 3 discussion questions (or printing these in large format for easy reading)
- Copies of the SH+ book, *Doing What Matters in Times of Stress: An Illustrated Guide* (one copy to show participants, and enough copies to give to new participants)

### General materials to bring to each session

- Print/photocopy one copy of each picture from [Appendix 5](#) for the session. If feasible, the picture can be enlarged to make it easier to see
- This SH+ Manual
- Timer or stopwatch (for keeping track of time between each discussion question)
- Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless
- Cables for speaker (e.g. for plugging into an outlet or for charging)
- Back-up speaker (optional)
- Audio player/smartphone
- Audio file for session (downloaded so that you can play it without Internet connection)
- Sign-in sheet to keep track of participant attendance at each session

- Paper/notebook and pen for facilitators to take notes about the session, if needed, or a post-session review form (see [Appendix 6](#) for an example)
- Seating (chairs, tables, mats)

## OPTIONAL

- If many participants can read/write: extra paper and pens/pencils in case participants want to take notes
- Standalone audio files from *Doing What Matters In Times Of Stress*, downloaded for offline playback (for participants to record on their own phone or device after the session)
- Refreshments – water, etc.
- Ground rules and sticky tape for hanging up the ground rules
- A copy of questions for responding to a possible risk of suicide (e.g. [Appendix 9](#))



## Session 4 checklist

### Specific materials to bring to Session 4

- One copy of [Appendix 4](#) (Welcome script for Sessions 2, 3, 4 and 5), or bookmark [Appendix 4](#) so that it is easy to read during the Welcome section
- Locally adapted examples for Discussion Sheets 4.1, 4.3, 4.4, 4.6 and 4.7, if needed
- Flipchart and pens (optional, if available and if many participants can read/write).  
You can write key information from Session 4 on the flipchart ahead of time, such as:
  - Three options for any difficult situation:
    - Option 1. Leave
    - Option 2. Change what can be changed, accept the pain of what cannot be changed, and live by your values
    - Option 3. Give up and lose touch with your values
  - Steps for Values-Guided Problem-Solving:
    - 1. Identify a difficult situation in your life
    - 2. Think of 2–3 values that are most important to you in this situation
    - 3. Think of ways to “change what can be changed” and to act on your values
    - 4. Choose one thing to do, and do it
  - Skills to practise before next session: practise being kind to others and to yourself; Values-Guided Problem-Solving
  - Consider writing out all Session 4 discussion questions (or printing these in large format for easy reading)
- Copies of the SH+ book, *Doing What Matters in Times of Stress: An Illustrated Guide* (one copy to show participants, and enough copies to give to new participants)

### General materials to bring to each session

- Print/photocopy one copy of each picture from [Appendix 5](#) for the session. If feasible, the picture can be enlarged to make it easier to see
- This SH+ Manual
- Timer or stopwatch (for keeping track of time between each discussion question)
- Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless
- Cables for speaker (e.g. for plugging into an outlet or for charging)

- Back-up speaker (optional)
- Audio player/smartphone
- Audio file for session (downloaded so that you can play it without Internet connection)
- Sign-in sheet to keep track of participant attendance at each session
- Paper/notebook and pen for facilitators to take notes about the session, if needed, or a post-session review form (see [Appendix 6](#) for an example)
- Seating (chairs, tables, mats)

## OPTIONAL

- If many participants can read/write: extra paper and pens/pencils in case participants want to take notes
- Standalone audio files from *Doing What Matters In Times Of Stress*, downloaded for offline playback (for participants to record on their own phone or device after the session)
- Refreshments – water, etc.
- Ground rules and sticky tape for hanging up the ground rules
- A copy of questions for responding to a possible risk of suicide (e.g. [Appendix 9](#))

## Session 5 checklist

### Specific materials to bring to Session 5

- Paper (one sheet per person) for the Pushing Paper exercise. (Alternatively, if paper is not available, instruct participants to use any physical object that is available – for example, a pen, a stick, a belt, a hat, etc.)
- One copy of [Appendix 4](#) (Welcome script for Sessions 2, 3, 4 and 5), or bookmark [Appendix 4](#) so that it is easy to read during the Welcome section
- Locally adapted examples for Discussion Sheets 5.5 and 5.6, if needed
- Flipchart and pens (optional, if available and if many participants can read/write). You can write key information from Session 5 on the flipchart ahead of time, such as:
  - Three options for any difficult situation:
    - Option 1. Leave
    - Option 2. Change what can be changed, accept the pain of what cannot be changed, and live by your values
    - Option 3. Give up, and lose touch with your values
  - Steps for Values-Guided Problem-Solving:
    - 1. Identify a difficult situation in your life
    - 2. Think of 2–3 values that are most important to you in this situation
    - 3. Think of ways to “change what can be changed” and to act on your values
    - 4. Choose one thing to do, and do it
    - 5. Assess if your action was effective and decide what to do next
  - Steps for Making Room: 1. Notice a difficult thought or feeling; 2. Name it; 3. Allow it to come and go like the weather
  - Consider writing out all Session 5 discussion questions (or printing these in large format for easy reading)
- Copies of the SH+ book, *Doing What Matters in Times of Stress: An Illustrated Guide* (one copy to show participants, and enough copies to give to new participants)

### General materials to bring to each session

- Print/photocopy one copy of each picture from [Appendix 5](#) for the session. If feasible, the picture can be enlarged to make it easier to see
- This SH+ Manual
- Timer or stopwatch (for keeping track of time between each discussion question)

- Sound system or speaker that is loud enough for all to hear in the group setting. Can be cabled or connected wirelessly (e.g. Bluetooth). Ensure it is charged if wireless
- Cables for speaker (e.g. for plugging into an outlet or for charging)
- Back-up speaker (optional)
- Audio player/smartphone
- Audio file for session (downloaded so that you can play it without Internet connection)
- Sign-in sheet to keep track of participant attendance at each session
- Paper/notebook and pen for facilitators to take notes about the session, if needed, or a post-session review form (see [Appendix 6](#) for an example)
- Seating (chairs, tables, mats)



## OPTIONAL

- If many participants can read/write: extra paper and pens/pencils in case participants want to take notes
- Standalone audio files from *Doing What Matters In Times Of Stress*, downloaded for offline playback (for participants to record on their own phone or device after the session)
- Refreshments – water, etc.
- Ground rules and sticky tape for hanging up the ground rules
- A copy of questions for responding to a possible risk of suicide (e.g. [Appendix 9](#))

## APPENDIX 4: WELCOME SCRIPT FOR SESSIONS 2, 3, 4 AND 5

For Sessions 2–5: Read out this script. You can adapt it to your own style and context.

For Sessions 3, 4 or 5: You can consider reducing the detail covered here. For example, you can ask if anyone would like to review basic information about the course or the ground rules. If no one says yes, and there are no new participants, you can shorten this script.

Facilitator actions	
	<p>[Introduce yourselves again:]</p> <ul style="list-style-type: none"> <li>• <u>Thank you for coming back for Session [2, 3, 4 or 5] of this course for managing stress.</u> [For session 5, also say: <u>This will be our final session.</u>]</li> <li>• <u>Just to remind you, my name is [your name] and this is [name of co-facilitator].</u></li> <li>• [If others are present observing the course, introduce them too and explain why they are there.]</li> </ul>
	<p>[Introduce the course:]</p> <ul style="list-style-type: none"> <li>• <u>Hopefully this week, the format of the course will seem more familiar to you. Please continue just to do your best to try everything in the course.</u></li> <li>• <u>Today's session will take up to [expected duration of session, which is typically 1 hour 30 minutes to 1 hour 40 minutes].</u></li> <li>• <u>If you have a question while the audio is playing, please raise your hand [or cultural equivalent] and [co-facilitator] will come to you, or we will respond to questions at the end of the section of audio.</u></li> <li>• <u>Also, you can signal to [co-facilitator] if you need help, need to say something private, or are feeling too upset to continue.</u></li> </ul>



[If there is anyone new joining the course:]


- For those of you who are joining our course for the first time today, welcome! We're glad you could join us. It may feel a bit strange to be joining after the course has started, but the main concepts and exercises from the previous sessions will be reviewed at the beginning of the session.
- Just do your best to follow along, and as you continue in the course, you will begin to understand more and more. [If culturally appropriate, you can tell participants: It may feel a bit like starting to watch a movie in the middle; you may not understand everything right away, but after a while, things will become clearer.]
- You do not need to understand everything for the course to help you.
- [OPTIONAL: review ground rules and limits of support if needed:]

At our first session, you all agreed to these ground rules [show list of ground rules if many people in the group can read/write].

1. Please do not talk outside of these sessions about what other people have said, unless you have their permission.
2. Do your best to listen and pay attention.
3. You can skip any activity in the course that you do not want to do and you can leave when you want to.
4. Please treat each other with care and respect.
5. Try to attend all the sessions and be on time, so that you do not miss important information.

[Briefly list any other rules that you set with the group in Session 1.]

- Also, as we discussed in Session 1, we are not able to help with things such as: \_\_\_\_\_ [Give any limitations – e.g. money, food, help with schooling or legal support].
- However, if you have a problem which means that you or someone else may be in danger, please let one of us know and we will talk with you to see what extra support you may need.
- Does anyone have any questions about the ground rules for this group?

	<p>[Remind participants of the book:]</p> <ul style="list-style-type: none"><li>• <u>In your book, <i>Doing What Matters in Times of Stress</i>, the information from today's session is summarized in section _____ [2, 3, 4 or 5: show the section].</u></li><li>• <u>During today's session, we will show some of the pictures from the book.</u></li><li>• <u>I hope you enjoy the session.</u></li></ul>
---	---

## APPENDIX 5: PICTURES AND ACTIVITY SHEET

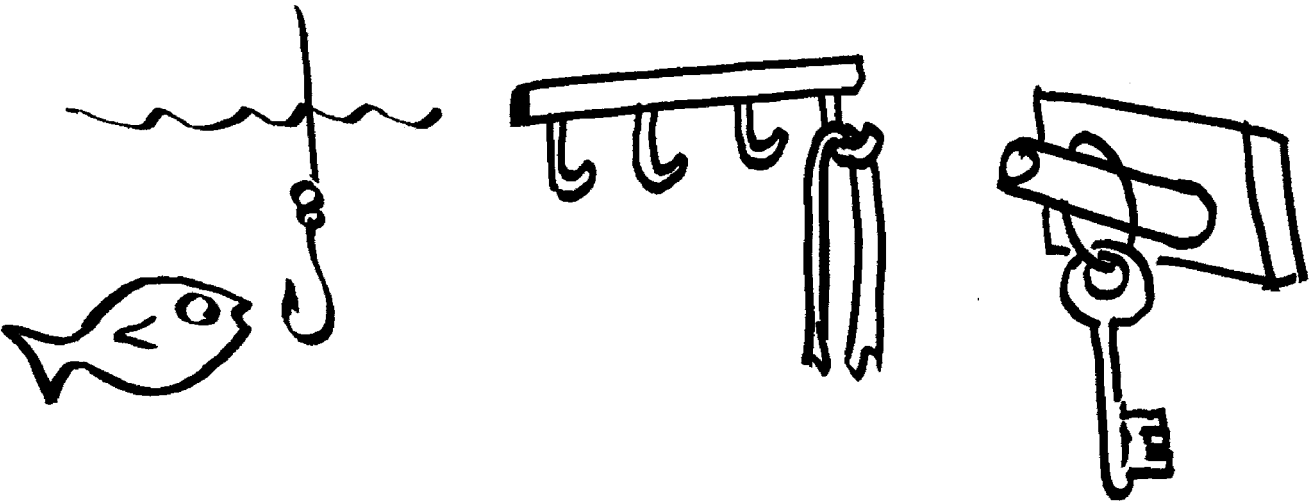
This appendix contains all the images that will be shown to the group, as well as Activity Sheet 2.1.

These images are taken from a version of *Doing What Matters in Times of Stress: An Illustrated Guide*. Culturally adapted images from this guide should be used for all pictures and the activity sheet in this appendix. Please check the SH+ publication page or contact WHO at [psych\\_interventions@who.int](mailto:psych_interventions@who.int) for alternative images that are available.



Session 1

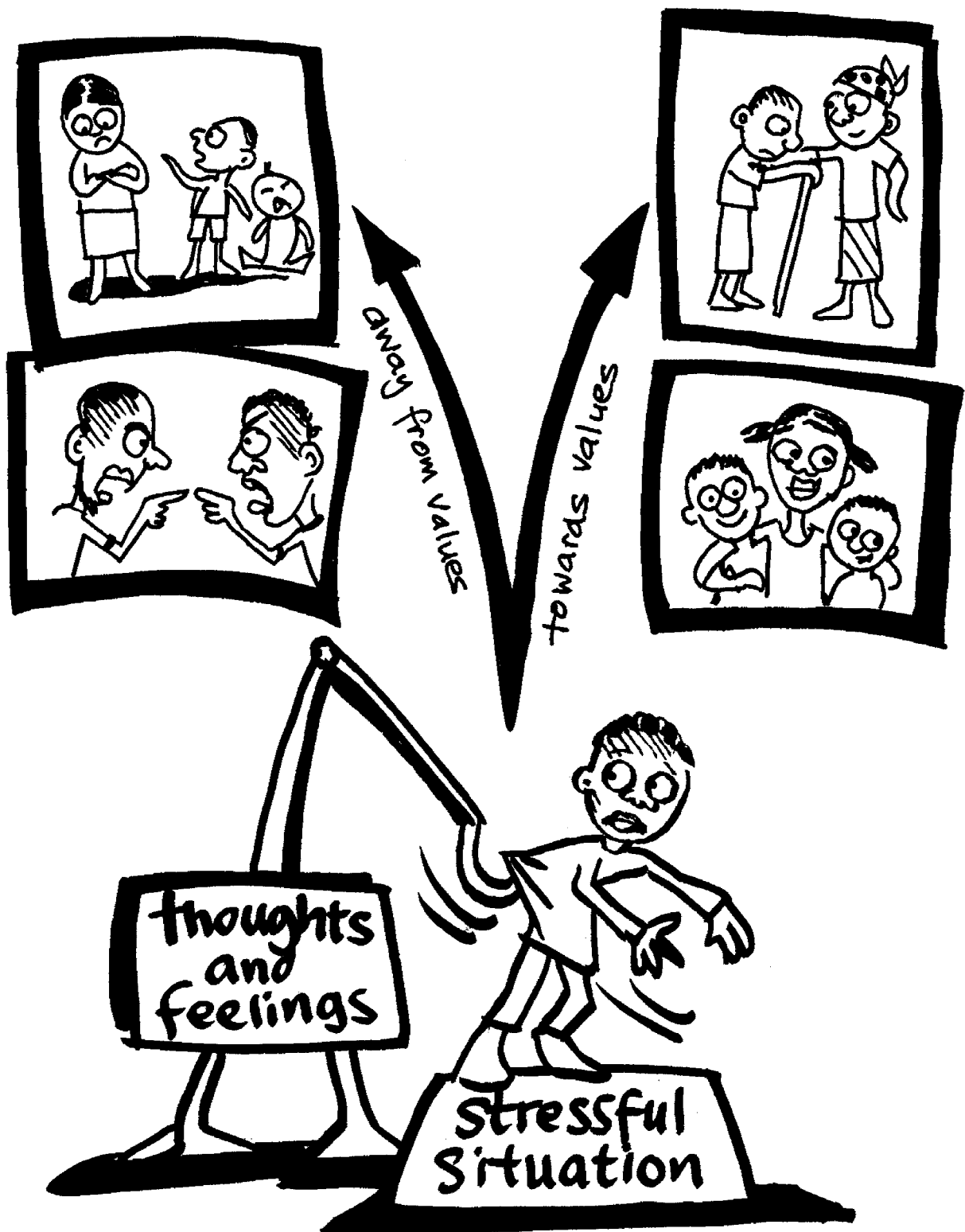
Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4



Picture 1.5



Picture 1.6

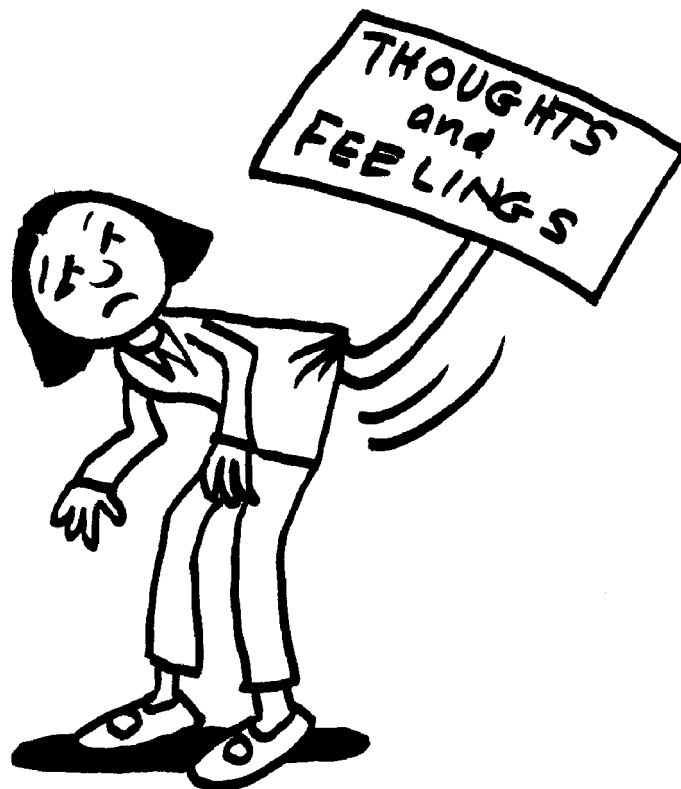


Session 2

Picture 2.1

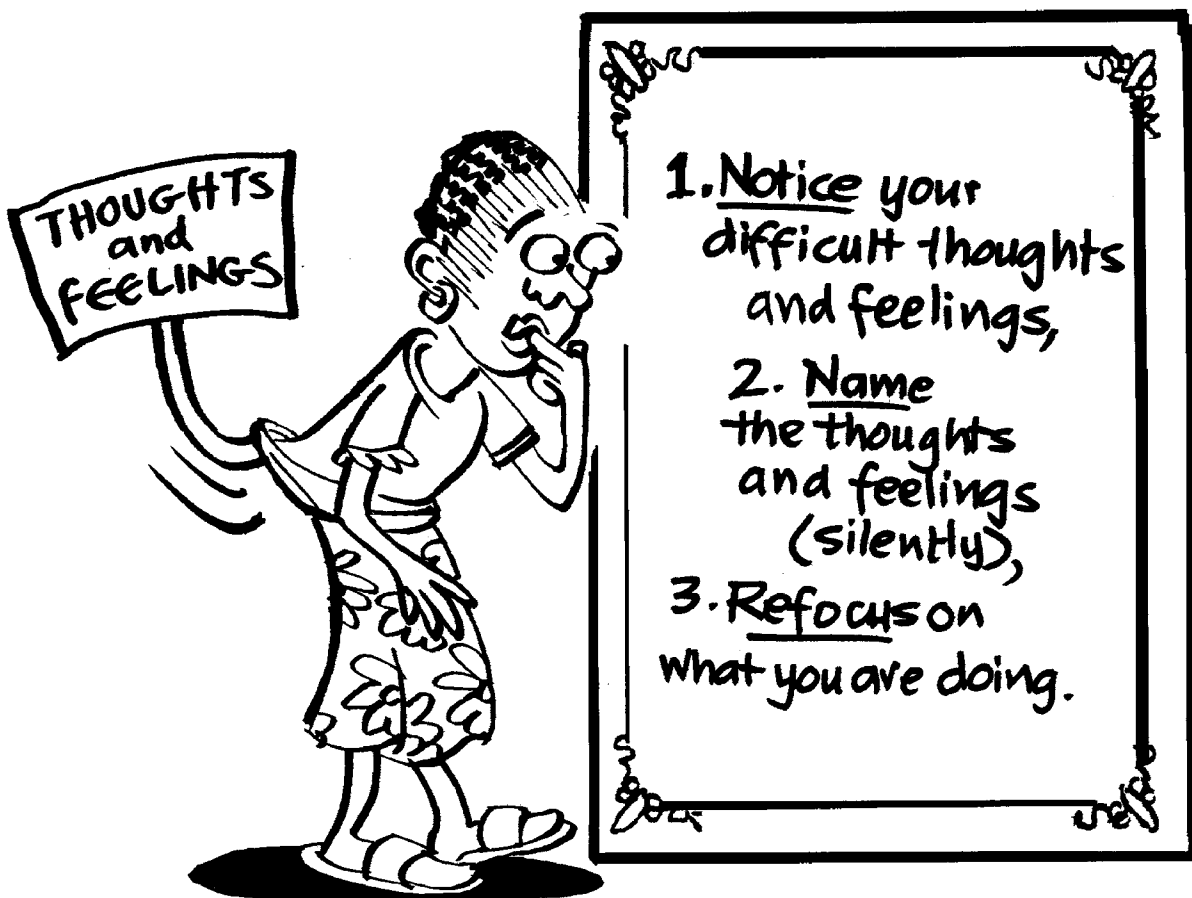


Picture 2.2

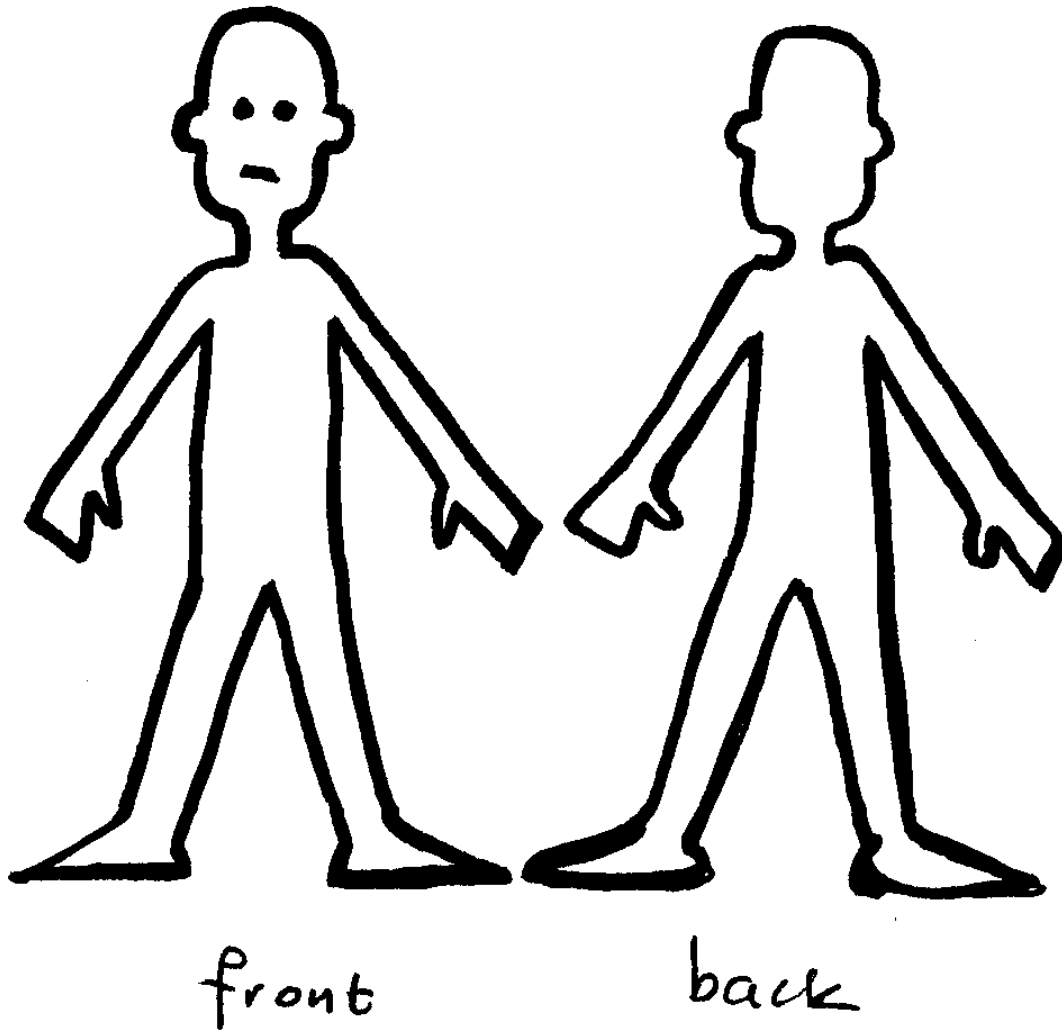


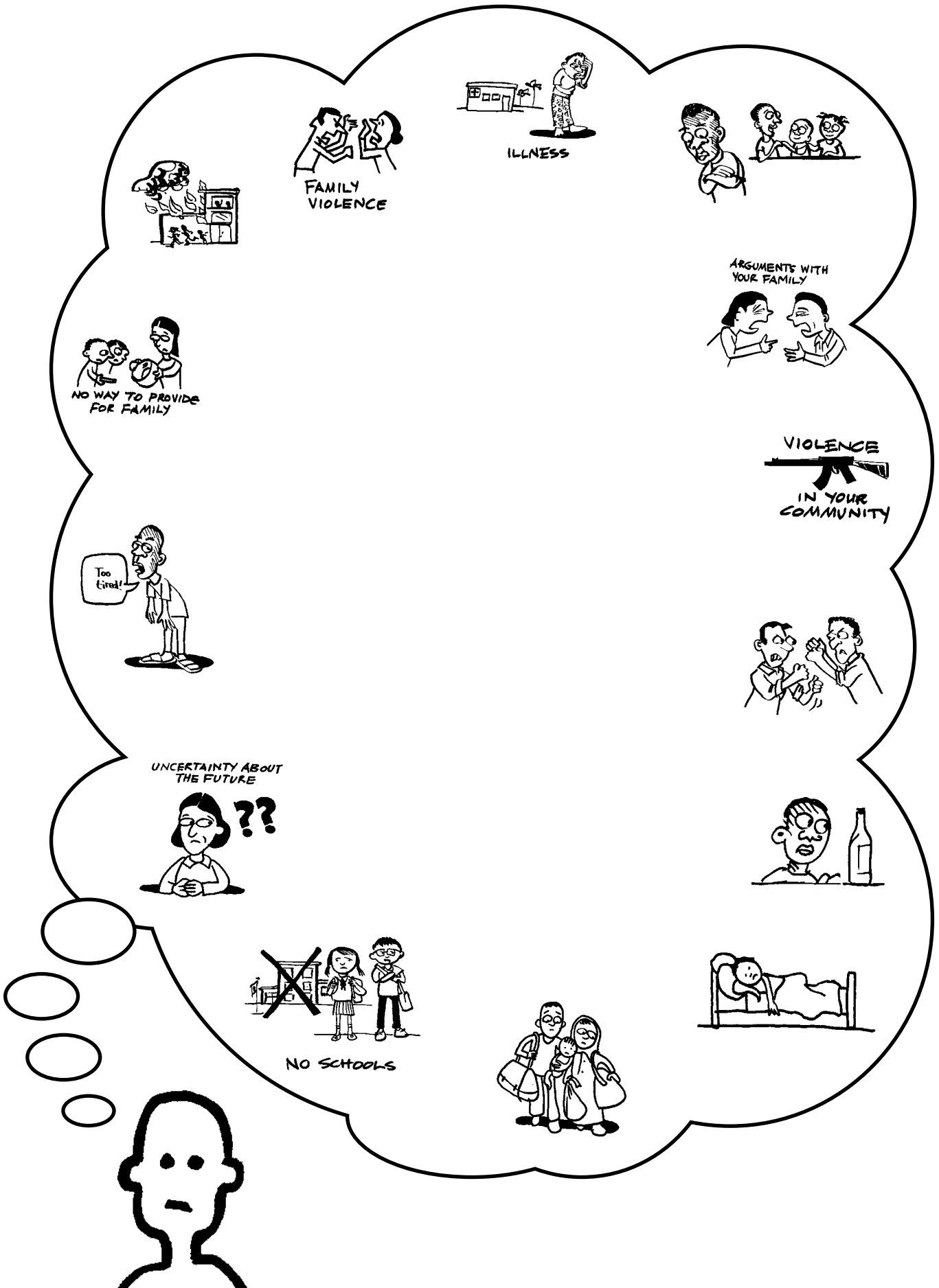


Picture 2.3



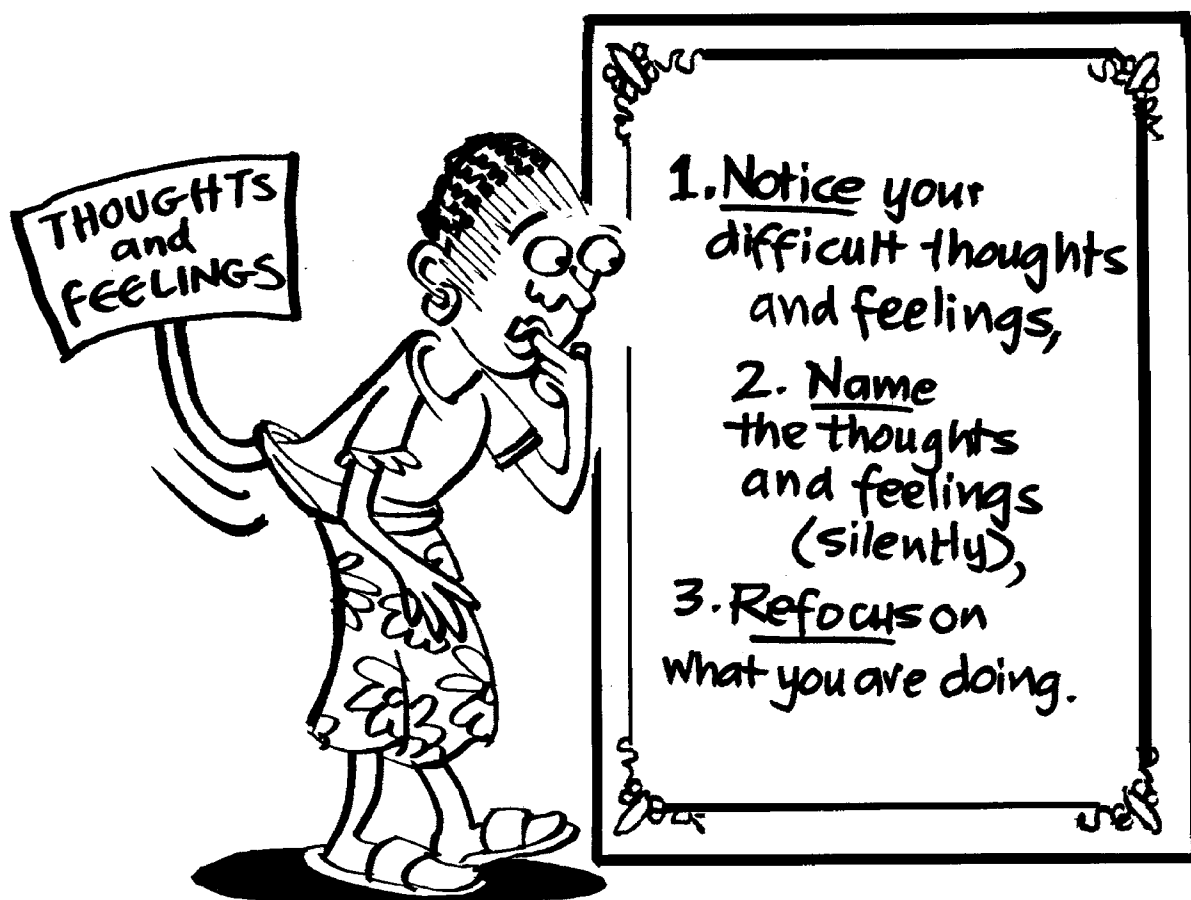
## Activity Sheet 2.1



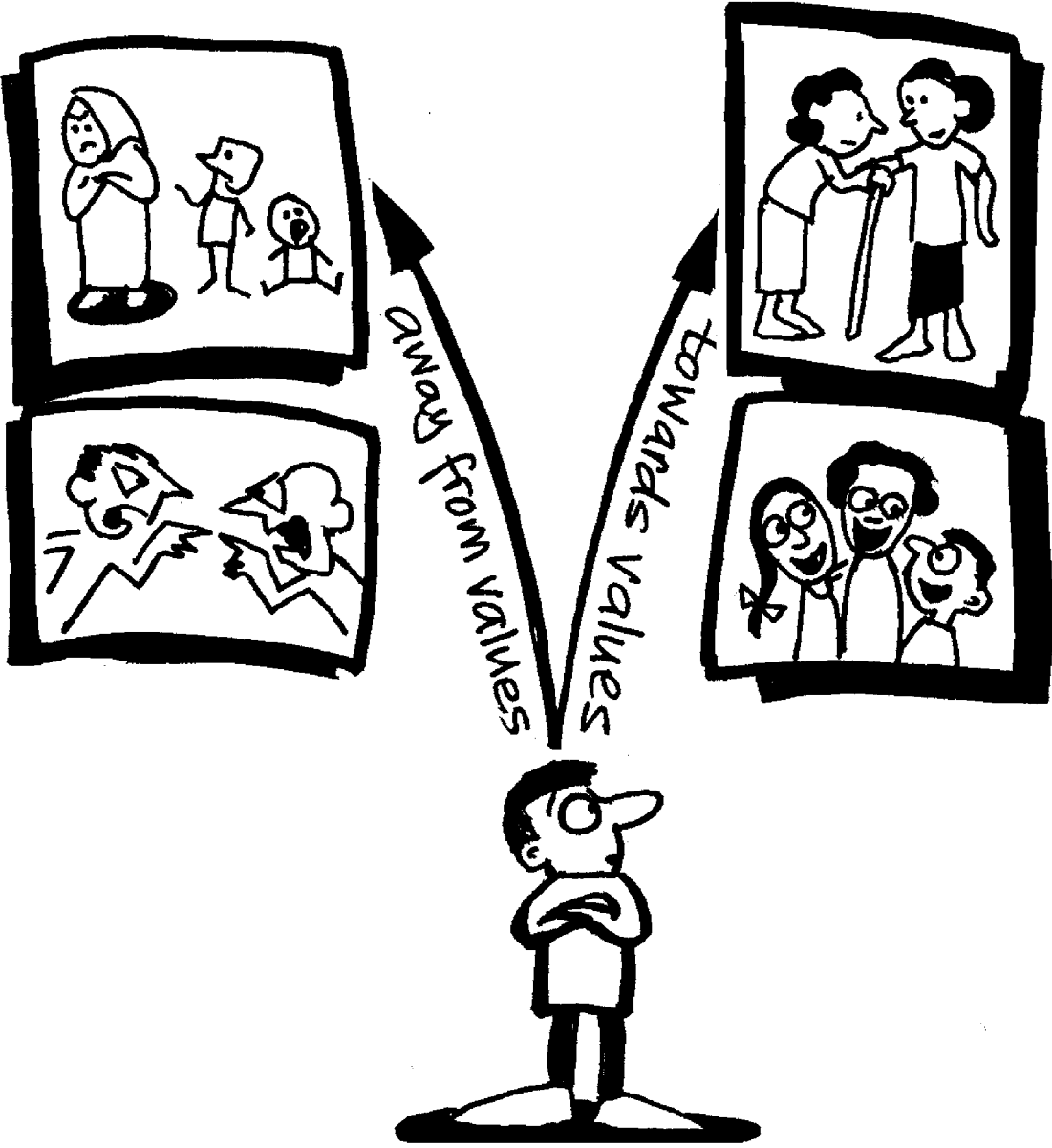


### Session 3

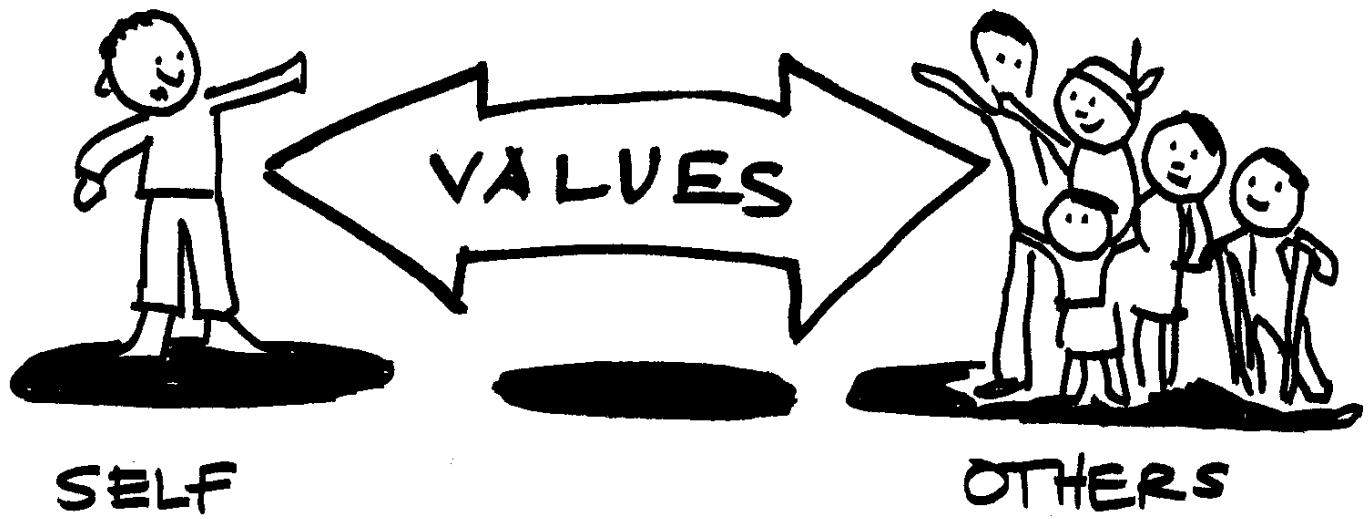
Picture 3.1



Picture 3.2

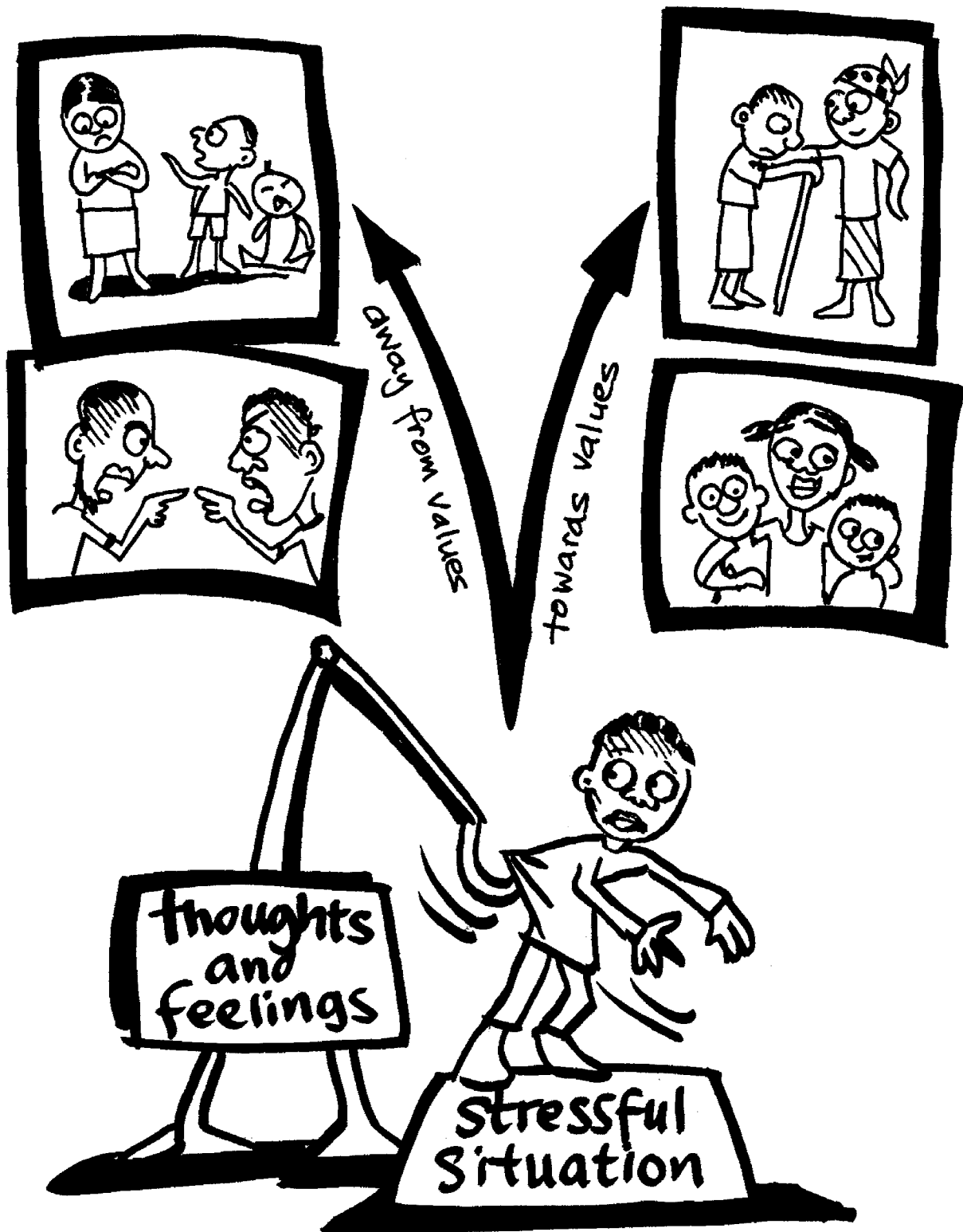


Picture 3.3



## Session 4

Picture 4.1



Picture 4.2





Picture 4.3



Picture 4.4

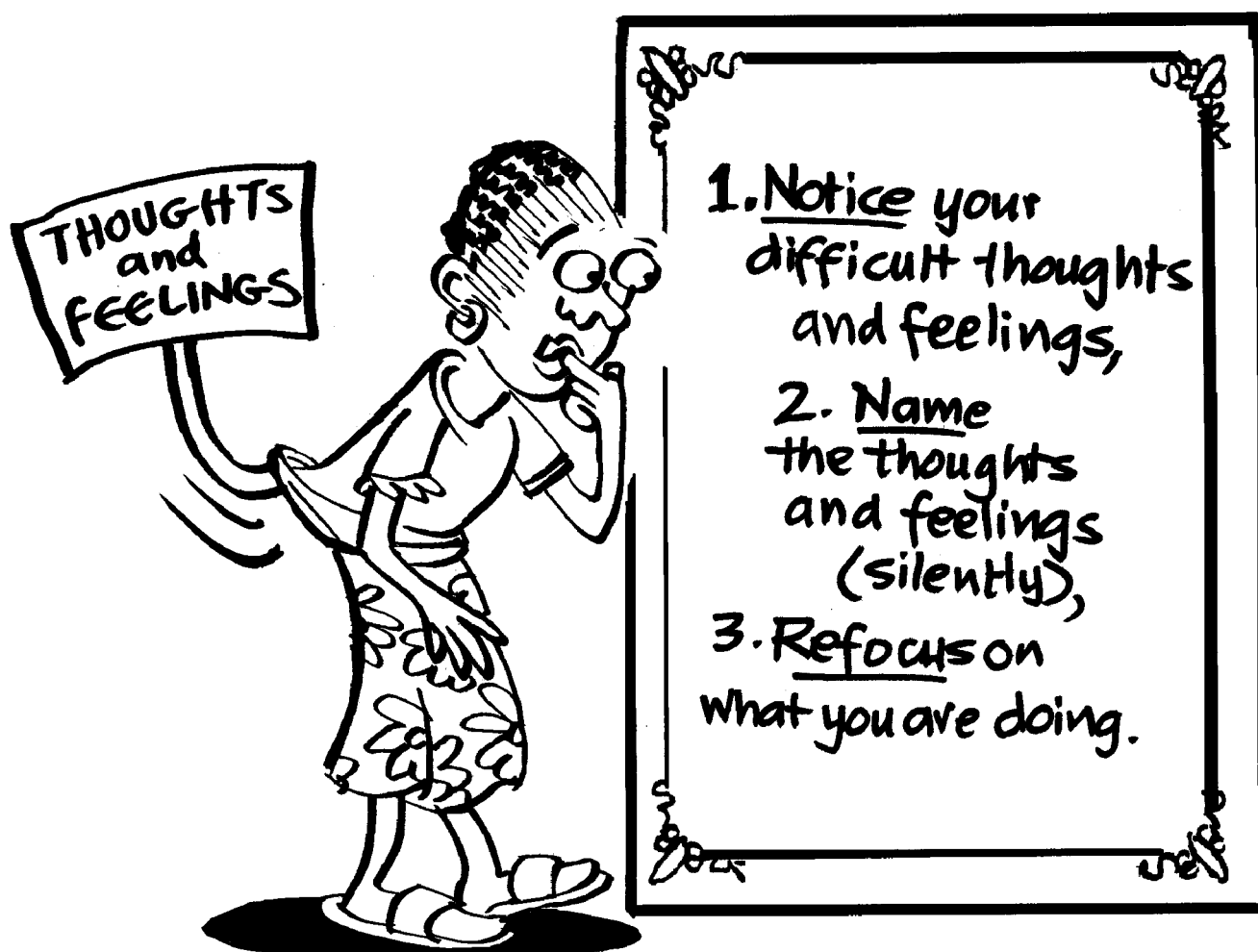


Picture 4.5



## Session 5

Picture 5.1



Picture 5.2



Picture 5.3



## APPENDIX 6: POST-SESSION REVIEW FORM

This form can be adapted and used to help facilitators review each session and note down anything that should be discussed with a supervisor. In general, it is best not to include any information on this form that could be used to identify a participant (e.g. do not include participant names).

**Facilitators:**

**Session number:**

**Date of SH+ session:**

**Duration of SH+ session:**

1. What went well during the session?
2. What could be improved?
3. Any changes that you would like to suggest for the next session or for the next revision of the course?
4. Any other feedback?
5. If relevant: major observations from observers
6. Did any participants require extra help? (e.g. a participant who asked to speak about other problems, asked for extra support, appeared very distressed or described a safety issue)
7. Did any participants have language difficulties?
8. Any follow-up actions needed? (Ensure that any follow-up actions from the group are listed and completed)

## SH+ post-session review form (EXAMPLE)

**Facilitators:** Sara and Mariam

**Session number:** 1

**Date of SH+ session:** 6 March 2021

**Duration of SH+ session:** 95 minutes

### 1. What went well about the session?

The lead facilitator gave a warm and friendly introduction.

The co-facilitator added information that the lead facilitator forgot to mention.

Participants followed the exercises well. The environment was good. No noise or disturbances.

Participants discussed questions well and shared some of their answers with the co-facilitator.

Participants understood the awareness exercise and were enthusiastic about the discussion.

### 2. What could be improved?

The lead facilitator needs to study the introduction a bit better, so that important information is not left out.

Some participants arrived a bit late, which was distracting for the group. Next time, at the end of the group we can remind everyone to come on time, and to enter the room quietly if they are late. We needed to pause the audio and take time to find the pictures. Next time we can bookmark the pictures in [Appendix 5](#) and have the co-facilitator hold up the pictures.

### 3. Any changes that you would like to suggest for the next session or for the next revision of the course?

All items required for the sessions (e.g. pictures) should be prepared earlier, to ensure that the course runs smoothly and to prevent last-minute stress for the facilitators.

### 4. Any other feedback?

Most of the participants cannot read very well.

### 5. If relevant: major observations from observers

Many participants wanted to speak with the facilitators about personal problems during the break and after the group.

### 6. Did any participants require extra help? (e.g. a participant who asked to speak about other problems, asked for extra support, appeared very distressed or described a safety issue)

A participant approached the co-facilitator and said that her home needs repairing due to water leaking and she has painful headaches. The co-facilitator used basic helping skills to validate the participant's distress and help her to identify additional ways to get appropriate support (e.g. go to the medical clinic, ask a friend to help repair the house).



**7. Did any participants have language difficulties?**

One participant who speaks a different dialect had questions about some words, but he seemed to understand after the facilitator used the glossary to clarify what the equivalent word would be in his dialect.

**8. Any follow-up actions needed?** (Ensure that any follow-up actions from the group are listed and completed)

None.

## APPENDIX 7: SCRIPT FOR GROUNDING EXERCISE

If a participant is highly distressed, facilitators may consider using a grounding exercise to help calm them and bring their distress back to a manageable level. If needed, the grounding exercise below can be adapted for people with physical or cognitive impairments (see [Section 6.2.3](#) in Part 1): for example, encouraging participants to move in whatever way feels easy and comfortable for them.

For highly distressed participants, it is generally better for them to keep their eyes open during the exercise and to spend the most time on Step 3, where they observe things in the external environment, rather than focusing on internal feelings.

Encourage the person to share out loud what they observe in the environment around them. At the end of the exercise, check how they are feeling, and offer to repeat the exercise if desired.

1. Remember, there are three steps to Grounding. You can keep your eyes open as we go through them. First, notice how you are feeling and what you are thinking right now. Are you feeling stressed or caught in an emotional storm?
  
2. For Step 2, slow down and connect with your body. Push your feet into the floor, stretch, and focus on your breathing.
  
3. Now for Step 3, we will refocus on the world around us.
  - What are five things you can see? [Pause and wait for their response, prompting if needed.]
  - What are three or four things you can hear? [Pause and wait for their response, prompting if needed.]
  - Reach out and touch something – like whatever you are sitting on. What does it feel like under your fingers? [Pause and wait for their response, prompting if needed.]
  - Notice where you are and what you are doing. [Prompt them to say aloud where they are and what they are doing.]
  
4. We just did a brief grounding exercise together. How are you feeling?
  
5. Are you ready to return to the group, or would you like to repeat the exercise?

## APPENDIX 8: ALTERNATIVE AWARENESS EXERCISE

This appendix contains the instructions for Awareness of an Object, an alternative awareness exercise that can be used instead of Awareness of Drinking in Session 1. This alternative exercise can be used if Awareness of Drinking is not practical or appropriate for the culture or particular context. In order to use this exercise, an alternative version of the Session 1 audio will need to be available.<sup>24</sup> Check with your supervisor about this. This alternative version is normally recorded during the SH+ translation and adaptation process. Further instructions are included in the translation and adaptation materials that are available on request from WHO.


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24 An English version of this alternative Session 1 audio is available on the SH+ publication page of the WHO website







## Awareness of an Object (alternative exercise)




<b>Overview:</b> (15 mins approx.)	Introduction to how focusing on an activity can help manage stress, and example exercise.
---------------------------------------	---

### First line of audio

	"Most people find that as they get more stressed, they become more distracted."
---	---

### Facilitator actions

	 "The facilitator will now show the group Picture 1.4."
	<p>Hold up Picture 1.4.</p> <p>OPTIONAL: Pause the recording and give a brief explanation of Picture 1.4:</p> <ul style="list-style-type: none"> <li><u>In this picture, this person is so hooked by her thoughts and feelings that she is not doing her work well.</u></li> </ul> <p>Press play to resume the audio, if it was paused.</p>
	 "The facilitator will now pause this recording to make sure everyone has an everyday object."
	Pause the audio.

	<p>[Introduce the exercise:]</p> <ul style="list-style-type: none"> <li>• <u>I am going to hand out a small object for this exercise, and then I will explain what we will do with it.</u></li> </ul> <p>[Hand out one object to each participant:]</p> <ul style="list-style-type: none"> <li>• <u>For this exercise, we are going to look at this object, but in a different way from how we normally look at things.</u></li> <li>• <u>When we are stressed, we often do things in a very distracted way, without really paying attention to what is in front of us.</u></li> <li>• <u>Learning to refocus and pay close attention to what is right in front of us can help us to better manage the stress in our lives.</u></li> <li>• <u>So, we are going to practise this by studying this object very closely, imagining that we have never seen anything like this before.</u></li> <li>• <u>I will restart the audio now, and it will explain how to do this exercise. Please listen carefully and follow the instructions.</u></li> </ul>
	<p>Press play on the audio.</p>
	<p>Demonstrate the exercise with participants.</p>


### Important notes






**People are confused about the exercise, or ask what the point of it is:**










The aim of this exercise is to experience giving all your attention to the activity you are doing, in this case observing an everyday object. Learning to give something our full attention is the first step to learning to manage stress better.






## What did you discover? (Awareness of an Object)

<b>Overview:</b> (20 mins approx.)	Discussions.
---------------------------------------	--------------








First line of audio	
	"In a moment, we will invite you to form small groups of two or three people. In these small groups, we would like you take a few minutes to discuss what you discovered by doing this exercise."

Facilitator actions	
	 "The facilitator will pause this recording to read Sheet 1.1, which contains instructions for the group."
	Pause the audio.
	[Read Sheet 1.1 below]: <ul style="list-style-type: none"> <li>• <u>Please now turn to the person next to you to discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>What did you find most interesting or different about this exercise?</u></li> </ul> </li> </ul>
	Use the timer to give <b>1 minute 30 seconds</b> for this discussion.  If participants have difficulty identifying anything they found interesting or different, you could ask: <ul style="list-style-type: none"> <li>• <u>How was this exercise different from how you normally look at this object?</u> <u>Did you notice anything about the object that you do not normally notice?</u> <u>For example, how the light bounces off it or its temperature, texture or smell?</u></li> </ul>

	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	🔔 "The facilitator will pause this recording to read Sheet 1.2."
	Pause the audio.
	<p>[Read Sheet 1.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>During the exercise, we practised the skill of Paying Attention with Curiosity. Giving something this much attention may have felt different from what we do in our daily lives, where we are often distracted and hooked by our thoughts. For example...</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> <p>[Or read this example:]</p> <ul style="list-style-type: none"> <li>▪ <u>If you are not paying attention to what your friends are saying because you are hooked by thoughts or feelings, they may be upset. If you pay close attention to them, you may enjoy your time more and be able to support each other better.</u></li> </ul>
	<p>[Continue reading Sheet 1.2 below:]</p> <ul style="list-style-type: none"> <li>• <u>Now, with the same person, please discuss:</u> <ul style="list-style-type: none"> <li>▪ <u>How would it improve your life if you paid full attention to the people and activities that you care about, just like you paid close attention to the everyday object?</u></li> </ul> </li> </ul>
	Use the timer to give <b>2 minutes</b> for this discussion.
	Press play on the audio, and listen for the bell sound that signals the end of the discussion.
	🔔 "The facilitator will pause this recording to read Sheet 1.3."
	Pause the audio.

	<p>[Read Sheet 1.3 below:]</p> <ul style="list-style-type: none"> <li>Remember, <u>Paying Attention with Curiosity means paying full attention to what is happening right in front of you, without judging it as good or bad. For example...</u> [Read your prepared example:]</li> </ul> <hr/> <hr/> <p>[Or read this example:]</p> <ul style="list-style-type: none"> <li>You could pay attention with curiosity while eating: <u>for the first minute of a meal, use your five senses to really pay attention to each bite, noticing all the different colours, shapes, smells, flavours and textures. And if you are eating with your fingers, notice how the food feels to touch.</u></li> <li>Now, turning to the person next to you, please discuss:             <ul style="list-style-type: none"> <li>Over the next week, <u>what are one or two daily tasks that you could do while Paying Attention with Curiosity? I have just given you some examples. You can use these or come up with your own activities that you can do while paying full attention.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>1 minute 30 seconds</b> for this discussion.</p>
	<p>[Continue reading Sheet 1.3 below:]</p> <ul style="list-style-type: none"> <li>Now, <u>with the same person, please discuss this second question:</u> <ul style="list-style-type: none"> <li>Over the next week, <u>who are one or two people you could pay attention to with curiosity – showing genuine interest and openness? For example, this might be a family member, a friend or children. This means paying full attention to what they are saying or doing, without assuming that you already know what they will say or do.</u></li> </ul> </li> </ul>
	<p>Use the timer to give <b>1 minute 30 seconds</b> for this discussion.</p>
	<p>Press play on the audio, and listen for the bell sound that signals the end of the discussion.</p>



	<p> "If anyone had difficulty identifying ways to pay attention with curiosity, the facilitator will pause this recording now to assist these people as a group. When finished, the facilitator will resume the recording."</p>
	<p>[OPTIONAL: Pause recording and explain:]</p> <p><u>I will give some other examples of activities where you could pay attention with curiosity. For example, you could pay attention with curiosity while...</u></p> <p>[Read your prepared example:]</p> <hr/> <hr/> <p>[Or use these examples:]</p> <ul style="list-style-type: none"> <li>• <u>Walking</u></li> <li>• <u>Cleaning</u></li> <li>• <u>Cooking</u></li> <li>• <u>Bathing/grooming</u></li> <li>• <u>Talking with a friend or family member.</u></li> </ul> <p>[Press play to resume the audio, if it was paused.]</p>
	<p> "The facilitator will now pause the audio for 10 minutes."</p>
	<p>Pause the audio.</p>
	<p>Use the timer to give <b>10 minutes</b> for a break. Stand up and, if needed, explain that it is time for a break.</p>

### Important notes

#### **Problems with this being the first group activity:**

Expect people to not participate, to be unsure or to continue talking. It will take some time for everyone to be comfortable.

#### **Participants are confused by a concept or by the exercise:**

It's okay if some of the course is unclear to you. Just continue to listen and pay attention to the parts that seem clear to you and that make sense.

## APPENDIX 9: EXAMPLE PROTOCOL FOR IMMINENT RISK OF SUICIDE

Facilitators should follow the procedures of their organization for assessing imminent risk of suicide. The example protocol<sup>25</sup> below can also be adapted by organizations for their own contexts.

Go through the questions with the person and record the answers immediately on the form below. If this is not possible, you can complete the form later. If the person has already clearly provided enough information to answer a question below, you do not need to ask the question again.

Example script for introducing the risk assessment questions:

I'm glad that you're telling me about this. Sometimes when people are very upset or feel hopeless, they have thoughts about death or ending their own life. These thoughts are not uncommon, and you should not feel ashamed about having such thoughts if you do. I would like to ask you some more questions to better understand how things are for you. Is that okay? Can we continue?

	YES	NO
<p>1. <u>In the past month, have you had serious thoughts of ending your life, or a plan to end your life? Or have you taken any actions to end your life in the past year?</u></p>	<p>If yes, ask the person to describe their thoughts, plans or actions taken. Write details here:</p>	
<ul style="list-style-type: none"> <li>• If the participant answers “no” to Question 1, thank them for answering your questions and you can end the assessment.</li> <li>• <b>If the participant answers “yes” to Question 1, please continue with Question 2.</b></li> </ul>		

<sup>25</sup> Adapted from: World Health Organization. *Problem Management Plus (PM+): Individual psychological help for adults impaired by distress in communities exposed to adversity*. Geneva: WHO; 2016. <https://www.who.int/publications/i/item/WHO-MSD-MER-16.2>

2. Are you currently thinking of ending your life, do you have a plan of ending your life, or are you currently taking any steps to end your life?	YES	NO	UNSURE
	If "yes" or the person is "unsure", ask the person to describe their thoughts, plan, or actions to you. Write details here:		
<ul style="list-style-type: none"> <li>• <b>If the person answers "yes" or "unsure" to Question 2, they may end their life in the near future. Follow the steps below.</b></li> <li>• <b>If the person answers "no" to Question 2 but is extremely agitated, violent, distressed or not communicating, they may end their life in the near future. Follow the steps below.</b></li> <li>• If the person answers "no" to Question 2 and they are NOT extremely agitated, violent, distressed or not communicating, they are unlikely to have a plan to end their life in the near future. No immediate action is required. You do not need to follow the steps below, but tell the person you will inform your supervisor to discuss any additional support that may be helpful.</li> <li>• <b>In case of any doubt about a person's safety, talk to your supervisor.</b></li> </ul>			
<p><b>Steps to immediately take if the person may end their life in the near future:</b></p> <ul style="list-style-type: none"> <li>• <b>You must always contact your supervisor immediately.</b> Explain this to the participant. For example: <u>From what you have described to me, I am concerned about your safety. As I mentioned before, if I believe that you are at risk of ending your life, I must contact my supervisor. This is very important, so we can get you the best kind of help for these problems as soon as possible. I am going to do this now, okay?</u></li> <li>• <b>Stay with the person at all times</b>, or have another facilitator stay with the person.</li> <li>• Contact someone the person trusts. For example, you could say: <u>I would also like to contact someone in your community to ensure that you can be kept safe. Who would that be?</u></li> <li>• Create a secure and supportive environment. If possible, offer a quiet space while waiting for a supervisor or trusted person to arrive.</li> <li>• Ask the person if they have access to any means of self-harm. Discuss ways to remove these items from their home environment.</li> <li>• Attend to the person's mental state and emotional distress.</li> <li>• Explore reasons and ways to stay alive.</li> <li>• Focus on the person's strengths by encouraging them to talk about how earlier problems have been resolved.</li> </ul>			

## **Guidance for asking about suicide or self-harm**

### **Ask direct, clear questions:**

- When asking questions about suicide, avoid using less direct words that could be misunderstood.
- Direct questions help the person feel that they are not being judged for having thoughts or plans of suicide or for having made suicide attempts or self-harmed in the past.
- Some people may feel uncomfortable talking with you about suicide, but you can tell them that it is very important for you to clearly understand their level of safety.
- Asking questions about suicide will not cause the person to take action to end their life, but often helps them feel understood and less distressed.







# SELF-HELP PLUS (SH+)

## A GROUP-BASED STRESS MANAGEMENT COURSE FOR ADULTS

GENERIC FIELD-TRIAL VERSION 1.0, 2021  
SERIES ON LOW-INTENSITY PSYCHOLOGICAL INTERVENTIONS – 5

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<https://www.who.int/health-topics/mental-health>

