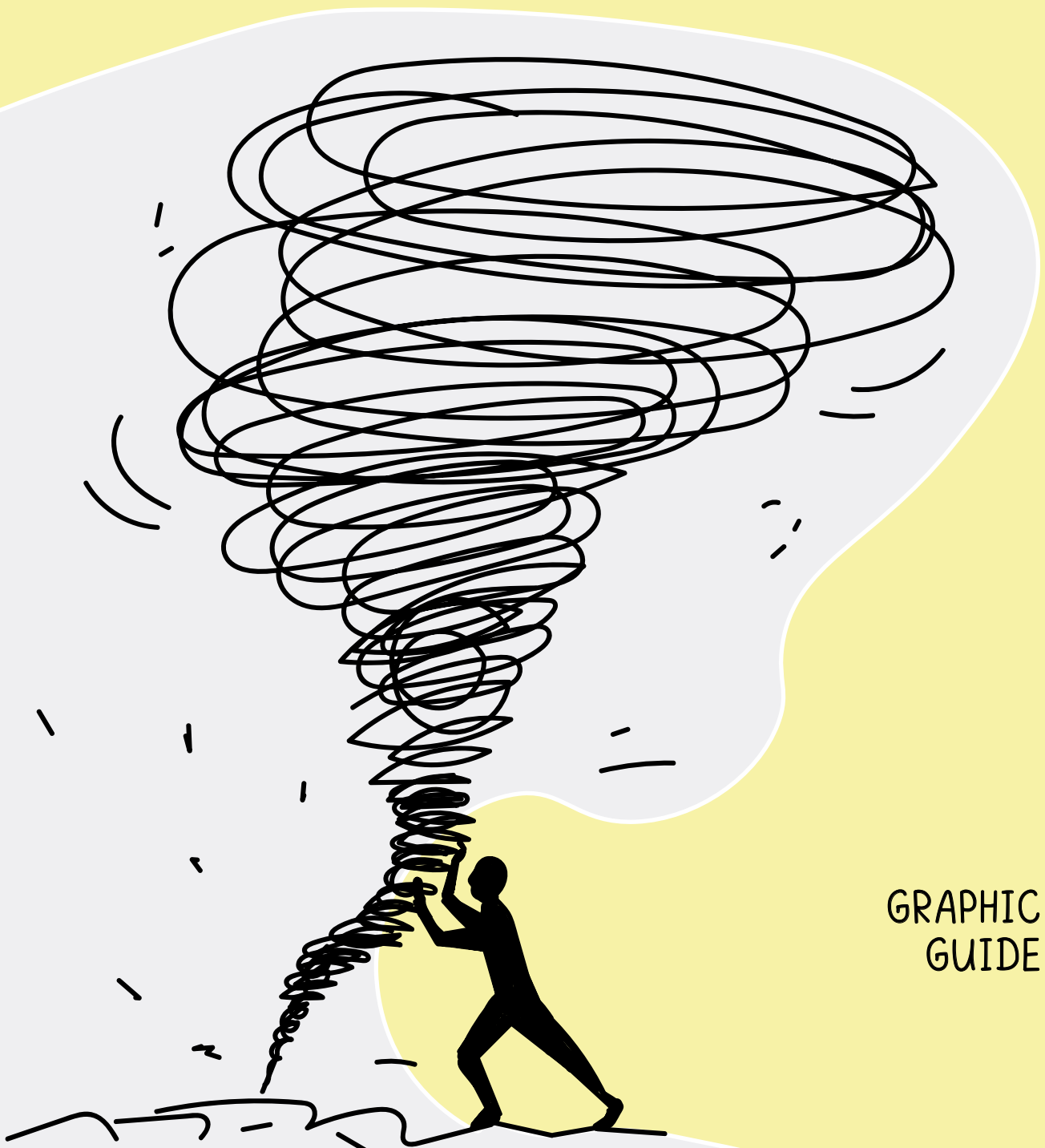


APPLYING A TRAUMA—INFORMED APPROACH TO CITIZENSHIP EDUCATION



GRAPHIC
GUIDE

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Graphic Guide

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**APPLYING A TRAUMA—INFORMED APPROACH
TO CITIZENSHIP EDUCATION**

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The graphic guide was developed within the framework of the project "Applying a Trauma—Informed Approach to Citizenship Education", developed and implemented by a consortium of experts from the Eastern European Association for Citizenship Education with support of the Federal Agency for Civic Education (bpb) and with funding from the German Federal Foreign Office.

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This graphic guide outlines the key elements of a trauma—Informed approach to citizenship education. It defines stress, traumatic events, and psychological trauma, and explores their impact on the educational process. The guide discusses how to apply the principle of «Do No Harm» in citizenship education and introduces basic psychological first aid techniques that can be used in educational settings. It also addresses the issue of preventing burnout among citizenship education providers.

This publication is intended for professionals working in citizenship education and will be especially valuable for those supporting individuals with traumatic experiences, helping to promote their integration into society.

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V. M. Nikanovich, I. M. Kobziyeva, 2024

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UNDERSTANDING THE TRAUMA—INFORMED APPROACH AND ITS APPLICATION IN CITIZENSHIP EDUCATION

A TRAUMA—INFORMED APPROACH

IS A METHOD USED ACROSS VARIOUS FIELDS—INCLUDING EDUCATION, HEALTHCARE, SOCIAL WORK, PSYCHOLOGY, AND LAW—THAT CONSIDERS THE IMPACT OF TRAUMATIC EXPERIENCES ON INDIVIDUALS AND THEIR BEHAVIOR.



THE CORE IDEA

IS THAT MANY PEOPLE MAY HAVE EXPERIENCED TRAUMATIC SITUATIONS—SUCH AS WAR, VIOLENCE, FORCED MIGRATION, DISCRIMINATION, OR LOSS—THAT SIGNIFICANTLY IMPACT THEIR MENTAL, PHYSICAL, AND EMOTIONAL WELL—BEING.

APPLYING A TRAUMA—INFORMED APPROACH TO CITIZENSHIP EDUCATION MEANS:



1 **RECOGNIZING THAT AN INDIVIDUAL'S PAST TRAUMATIC EXPERIENCES CAN AFFECT THEIR ABILITY TO LEARN, INCLUDING THEIR ABILITY TO FEEL SAFE AND DEVELOP TRUSTING RELATIONSHIPS IN THE EDUCATIONAL PROCESS.**

IT IS IMPORTANT TO SUPPORT THE INDIVIDUALS YOU ARE WORKING WITH AND CREATE A SUPPORTIVE ENVIRONMENT FOR THEM.

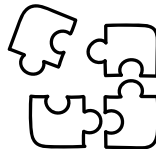
2 **BEING AWARE THAT CITIZENSHIP EDUCATION TOPICS CAN BE RETRAUMATIZING, MEANING THAT SOME SITUATIONS CAN CAUSE PEOPLE TO RE-EXPERIENCE THOUGHTS, FEELINGS, OR SENSATIONS RELATED TO TRAUMATIC EVENTS IN THE PAST.**



IT IS IMPORTANT TO APPLY ADDITIONAL SENSITIVITY WHEN PLANNING THE EDUCATIONAL PROCESS AND SELECTING TOPICS AND MATERIALS.

3 **RECOGNIZING THAT CITIZENSHIP EDUCATION PROVIDERS MAY ALSO HAVE TRAUMATIC EXPERIENCES OR SUFFER FROM PROFESSIONAL BURNOUT, WHICH CAN IMPACT THEIR ABILITY TO PROVIDE SUPPORT AND LEAD THE EDUCATIONAL PROCESS.**

IT IS IMPORTANT TO PROVIDE SUPPORT AND PROMOTE A HEALTHY WORK ENVIRONMENT, SINCE THIS WILL HELP EDUCATORS WORK MORE EFFECTIVELY WITH PARTICIPANTS WITH TRAUMATIC EXPERIENCES.




KEY PRINCIPLES OF A TRAUMA—INFORMED APPROACH TO CITIZENSHIP EDUCATION:

- > SAFE CONDITIONS FOR CONDUCTING EDUCATIONAL ACTIVITIES, AND FOR THE EDUCATIONAL PROCESS
- > TRUST AMONG PARTICIPANTS AND TRANSPARENCY IN DECISION—MAKING
- > SUPPORT AND COOPERATION AMONG ALL PARTICIPANTS OF THE EDUCATIONAL PROCESS
- > AWARENESS IN ORGANIZING THE EDUCATIONAL PROCESS
- > SENSITIVITY TO RETRAUMATIZATION, INCLUDING AWARENESS OF POSSIBLE 'TRIGGERS' DURING EDUCATIONAL ACTIVITIES
- > CULTURAL SENSITIVITY AND RESPECT FOR DIVERSITY
- > RECOGNITION OF TRAUMA'S IMPACT ON DEVELOPMENT, CONSIDERED AT ALL LEVELS OF EDUCATIONAL PLANNING AND IMPLEMENTATION




STRESS, TRAUMATIC EVENT AND PSYCHOLOGICAL TRAUMA

STRESS

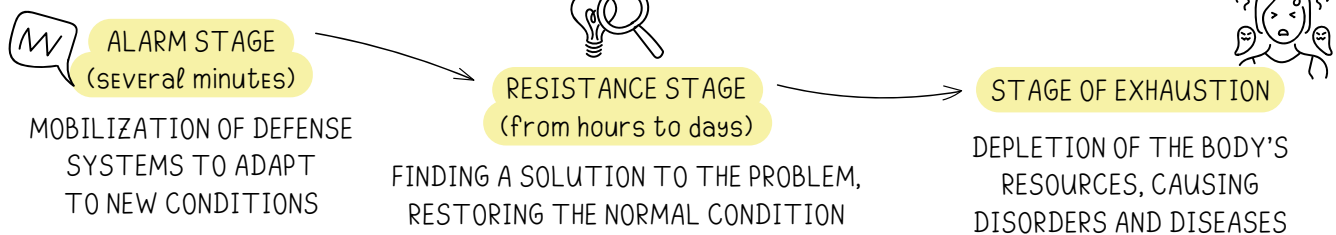
IS A NONSPECIFIC RESPONSE OF THE BODY TO STIMULI THAT EXCEED NORMAL LEVELS

 THE BODY'S REACTION TO STRESS:

IT IS A PROTECTIVE REACTION THAT MANIFESTS ITSELF

 MENTALLY  PHYSICALLY  EMOTIONALLY

ALLOWING ONE TO ADAPT TO CHANGES.



A TRAUMATIC EVENT

IS A SUDDEN EVENT THAT CREATES A SENSE OF THREAT TO LIFE AND HEALTH. AN INDIVIDUAL CAN BE EITHER A PARTICIPANT OR A WITNESS TO THIS EVENT. THE THREAT MAY BE EITHER REAL OR PERCEIVED.

FEATURES OF A TRAUMATIC EVENT

- SUDDENNESS
- LACK OF SIMILAR EXPERIENCE
- LACK OF CONTROL
- GRIEF AND LOSS
- MORAL UNCERTAINTY
- SCALE OF THE DESTRUCTION
- CONSTANT CHANGES

PSYCHOLOGICAL TRAUMA

IS AN EMOTIONAL REACTION TO A TRAGIC EVENT IN WHICH AN INDIVIDUAL FEELS UNABLE TO COPE WITH THE SITUATION.





I DON'T KNOW HOW TO GET THROUGH THIS

COMMON EXPRESSIONS OF TRAUMA





I'M NOT INTERESTED IN ANYTHING

I KEEP THINKING ABOUT WHAT HAPPENED

PHASES OF PSYCHOLOGICAL REACTION TO TRAUMA

-  **SHOCK**: SHORT-TERM PROTECTIVE REACTION
-  **EXPRESSED EMOTIONS**: FEAR, ANXIETY, ANGER, ACCUSATIONS
-  **NORMAL RESPONSE**: ACCEPTANCE AND ADAPTATION
-  **FIXATION ON TRAUMA**: TRANSITION TO A CHRONIC FORM

TYPES OF TRAUMA:

-  **INDIVIDUAL**: A DEEPLY INDIVIDUAL REACTION, CAUSING SIGNIFICANT MENTAL STRESS;
-  **COLLECTIVE**: AFFECTS LARGE GROUPS AND IS PASSED DOWN THROUGH GENERATIONS;
-  **HISTORICAL TRAUMA**: EXPERIENCED BY A CULTURAL GROUP WITH A HISTORY OF OPPRESSION;
-  **GENERATIONAL TRAUMA**: PASSED DOWN FROM GENERATION TO GENERATION IN A FAMILY OR IN SOCIETY.

TYPES OF PSYCHOLOGICAL TRAUMA BY CAUSE

- **SECONDARY TRAUMA/VICARIOUS TRAUMA/WITNESS TRAUMA**: A REACTION TO AN EVENT THAT HAPPENED TO ANOTHER PERSON;
- **CHRONIC TRAUMA**: LONG—TERM EXPOSURE TO NEGATIVE FACTORS (E.G., ABUSE IN THE FAMILY, BULLYING AT SCHOOL, LONG—TERM ILLNESS);
- **ACUTE TRAUMA**: REACTION TO A SINGLE SEVERE STRESSFUL OR NEGATIVE EVENT (E.G., THEFT, DOG ATTACK);
- **SHOCK TRAUMA**: THREAT TO LIFE AND HEALTH (E.G., NATURAL DISASTERS, ACCIDENTS, KIDNAPPING).

HOW TRAUMA AFFECTS THE EDUCATIONAL PROCESS IN CITIZENSHIP EDUCATION

6—10 YEARS

PHYSIOLOGICAL REACTIONS

SPEECH DIFFICULTIES (STUTTERING, SPEECH BLOCKAGE), REDUCED OR EXCESSIVE PHYSICAL ACTIVITY, IMPAIRED NONVERBAL COMMUNICATION, CRYING, TREMORS, STUPOR, INCONTINENCE, AND EXCESSIVE SWEATING.

EMOTIONAL REACTIONS

EMOTIONAL OUTBURSTS, PRONOUNCED IRRITABILITY, ANXIETY, ANGER, INCREASED SENSE OF FEAR FOR ONESELF, LOVED ONES, THE COUNTRY.

BEHAVIORAL REACTIONS

ISOLATION; PHYSICAL OR VERBAL AGGRESSION; DIFFICULTY ENGAGING SOCIALLY; REENACTMENT OF TRAUMATIC EVENTS THROUGH PLAY; CRUELTY EXPRESSED DURING GAMES; ATTEMPTS TO FIND SAFE SPACES (E.G., HIDING UNDER A DESK OR NEAR FURNITURE); DISTRESS DURING BRIEF SEPARATIONS FROM PARENTS; REFUSAL TO PLAY OR REPEATED PLAY OF THE SAME SCENARIO; FREQUENT REFERENCES TO NIGHTMARES.

YOUNG SCHOOLCHILDREN MAY NOT FULLY UNDERSTAND TRAUMATIC EVENTS OR THE CONCEPT OF DEATH. THEY OFTEN RELY ON «MAGICAL THINKING» TO EXPLAIN CAUSE-AND-EFFECT RELATIONSHIPS AND TEND TO GIVE SIMPLE, LITERAL ANSWERS IN CONVERSATIONS.

COGNITIVE REACTIONS

IMPAIRED ATTENTION, MEMORY (OFTEN ASKING QUESTIONS IN CLASS; NOT REMEMBERING WHAT HOMEWORK WAS, ETC.) AND MENTAL OPERATIONS, DECREASED ACADEMIC PERFORMANCE, LOW LEVEL OF INTEREST AND COGNITIVE ACTIVITY.

TEENAGERS 11—14 YEARS OLD

PHYSIOLOGICAL REACTIONS

SPEECH DIFFICULTIES (STUTTERING, SPEECH BLOCKAGE), LOW OR EXCESSIVE ACTIVITY, CRYING, TREMORS, STUPOR, INCONTINENCE, EXCESSIVE SWEATING, DISRUPTED SLEEP AND APPETITE, AND PSYCHOSOMATIC SYMPTOMS (PHYSICAL ISSUES CAUSED BY EMOTIONAL STRESS).

EMOTIONAL REACTIONS

INCREASED ANXIETY, EMOTIONAL OUTBURSTS, PRONOUNCED IRRITABILITY, FEELING AND SHOWING FEAR, SELF—BLAME AND GUILT.

BEHAVIORAL REACTIONS

SEEKING REASSURANCE («MOM, WILL EVERYTHING BE OKAY?», «WHEN WILL THIS END?»); HEIGHTENED NEED FOR PROTECTION AND SUPPORT; ABRUPT BEHAVIORAL CHANGES; REENACTMENT OF TRAUMATIC SITUATIONS; WITHDRAWAL OR ISOLATION; INCREASED AGGRESSION; RETREAT INTO FANTASY OR VIRTUAL WORLDS (E.G., GAMING ADDICTION); IMITATION OF ADULT BEHAVIORS AND SPEECH; FEELINGS OF GUILT OR UNWORTHINESS («I DESERVE THIS»); AVOIDANCE OF SOCIAL INTERACTION; REPETITIVE TALK ABOUT THE TRAUMATIC EVENT; UNPREPAREDNESS.

COGNITIVE REACTIONS

COGNITIVE INHIBITION; ASKING A SIGNIFICANT NUMBER OF QUESTIONS; ISSUES WITH MEMORY AND CONCENTRATION, DECREASED ACADEMIC PERFORMANCE, LOW LEVEL OF INTEREST AND COGNITIVE ACTIVITY.

TEENAGERS 15—17 YEARS OLD

PHYSIOLOGICAL REACTIONS

CRYING, TREMBLING, STUPOR, INCONTINENCE, EXCESSIVE SWEATING, AND SPEECH DISRUPTIONS.

EMOTIONAL REACTIONS

FEAR OF BEING ALONE; INTENSE GRIEF; SHAME OR GUILT OVER NOT BEING ABLE TO HELP ONESELF OR OTHERS; DENIAL OF THE TRAUMATIC EXPERIENCE.

BEHAVIORAL REACTIONS

AGGRESSIVE OR VIOLENT OUTBURSTS; WITHDRAWAL, SELF-PITY, OR SOCIAL AVOIDANCE; CLUSTERING WITH PEERS TO AVOID BEING ALONE; BLAMING OTHERS (E.G., PARENTS: «HOW DID YOU LET THIS HAPPEN?»); ENGAGING IN DESTRUCTIVE BEHAVIORS (ALCOHOL, DRUGS, SMOKING); SEEKING ATTENTION OR HEROISM THROUGH RISKY ACTS; TROLLING OR PROVOCATIVE BEHAVIOR; INCREASED RISK-TAKING OR SELF-DESTRUCTIVE TENDENCIES; FEELINGS OF HELPLESSNESS AND HOPELESSNESS ABOUT THE PRESENT AND FUTURE.

COGNITIVE REACTIONS

COGNITIVE INHIBITION; ASKING A SIGNIFICANT NUMBER OF QUESTIONS; ISSUES WITH MEMORY AND CONCENTRATION; DECREASED ACADEMIC PERFORMANCE.

ADULTS

PHYSIOLOGICAL REACTIONS

UNEXPLAINED FATIGUE, PHYSICAL WEAKNESS, FREQUENT HEADACHES, DIGESTIVE PROBLEMS, AND EITHER A REDUCED APPETITE OR CONSTANT HUNGER.

EMOTIONAL REACTIONS

FEELINGS OF IRRITABILITY AND DEPRESSION, INCREASED EXCITABILITY AND VULNERABILITY, TEARFULNESS, PESSIMISM, LOSS OF SENSE OF HUMOR, SELF-PITY, LOSS OF MEANING, LACK OF INTEREST IN OTHERS, DEPRESSION.

BEHAVIORAL REACTIONS

ENGAGING IN UNHEALTHY COPING HABITS, DECREASED WORK PERFORMANCE, INABILITY TO RELAX OR DISCONNECT FROM STRESS, RESTLESSNESS, DISTRUST OF OTHERS, AND OBSESSIVE BEHAVIORS.

COGNITIVE REACTIONS

INABILITY TO CONCENTRATE ON WORK, MEMORY ISSUES, DECREASED SPEED OF THOUGHT PROCESS, FREQUENT MISTAKES, DEVALUATION OF ONE'S ACTIVITIES AND ACHIEVEMENTS.



SALUTOGENIC APPROACH AND RESTORING A RESOURCEFUL STATE

THE SALUTOGENIC APPROACH

EMPHASIZES SUPPORTING THE MENTAL HEALTH OF INDIVIDUALS AFFECTED BY TRAUMATIC EVENTS. IT FOCUSES ON RECOVERY, MAINTAINING WELL-BEING, AND DRAWING UPON PERSONAL STRENGTHS AND RESOURCES.

WHAT IS GOING WELL FOR YOU?

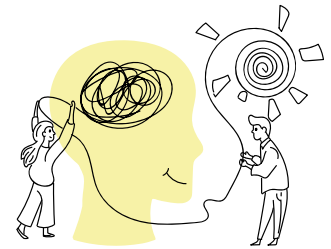


AT ITS CORE, THE SALUTOGENIC APPROACH

HELPS PARTICIPANTS IN CITIZENSHIP EDUCATION DEVELOP THE INTERNAL RESOURCES AND SKILLS NEEDED FOR WELL—BEING AND ACTIVE CIVIC ENGAGEMENT—EVEN UNDER DIFFICULT OR TRAUMATIC CIRCUMSTANCES.

RESOURCE MODEL BASIC PH

THE BASIC PH MODEL, DEVELOPED BY ISRAELI PSYCHOLOGIST AND TRAUMA THERAPIST MOOLI LAHAD, IS BASED ON THE IDEA THAT INDIVIDUALS HAVE INHERENT STRENGTHS THAT HELP THEM COPE WITH CRISES AND MAINTAIN MENTAL HEALTH IN EXTREME SITUATIONS.



EXAMPLES

BELIEF:

B

PERSONAL LIFE PHILOSOPHY, BELIEFS, MORAL VALUES, MISSION.

- DEBATES, DISCUSSIONS, AND EXCHANGES OF VIEWS ON TOPICS OF HUMAN RIGHTS, DEMOCRACY AND CIVIC RESPONSIBILITY
- CREATING GROUP SYMBOLS AND RITUALS
- SHARING STORIES OF PEOPLE WHO OVERCAME HARDSHIP

AFFECT:

A

FEELINGS AND EMOTIONS.

- ROLE-PLAYING GAMES AND SIMULATIONS
- VISITING MEMORIALS
- REFLECTION (IN GROUPS) AT THE END OF THE DAY
- TEACHING SELF-REGULATION TECHNIQUES

SOCIAL SUPPORT:

S

BELONGING, FAMILY, FRIENDS, SOCIAL SUPPORT.

- WORK IN SMALL AND LARGE GROUPS, TEAM TASKS
- TRAINER SUPPORT AND MENTORING
- NETWORKING OPPORTUNITIES (FORMAL AND INFORMAL)
- CREATING COMMUNICATION PLATFORMS BEFORE, DURING AND AFTER TRAINING

IMAGINATION:

I

CREATIVITY, INTUITION, AND THE USE OF IMAGINATION AND PLAY.

- VISUALIZATION OF IMAGES
- CREATIVE TASKS AND EXERCISES (E.G., COLLAGES, SKITS, ETC.)
- INTERACTIVE GAMES AND SIMULATIONS
- ART THERAPY (PREFERABLY WITH A PSYCHOLOGIST PRESENT)

COGNITION:

C

KNOWLEDGE, LOGIC, REALITY, THOUGHTS, PLANNING.

- ANALYSIS AND RESEARCH
- PLANNING COMMUNITY INITIATIVES
- QUESTS AND INFORMATION SEARCH TASKS
- USE OF EDUCATIONAL APPLICATIONS (E.G., MENTIMETER, KAHOOT!)

PHYSIOLOGY:

Ph

PHYSICAL, SENSORY MODALITY AND ACTIVITY, BODILY AWARENESS.

- BODY AWARENESS EXERCISES
- DANCE, THEATER-BASED EXERCISES OR MOBILE TRAINING
- ACTIVE GAMES
- ENERGIZER ACTIVITIES

CREATING A SAFE EDUCATIONAL ENVIRONMENT

1. REVIEW OF THE APPROACH TO TRAINING

- MOVE AWAY FROM DIRECTIVE TEACHING METHODS: INSTEAD, FOCUS ON POSITIVE, RESPECTFUL INTERACTION WITH PARTICIPANTS.
- CREATE A COMFORTABLE LEARNING ENVIRONMENT THAT ACKNOWLEDGES INDIVIDUAL NEEDS AND SUPPORTS BOTH PERSONAL RESOURCES AND THE GROUP DYNAMIC.



2. CREATING A SAFE SPACE IN AN EDUCATIONAL INSTITUTION

- EDUCATIONAL INSTITUTIONS SHOULD BE AN ENVIRONMENT WHERE PARTICIPANTS FEEL PHYSICALLY AND EMOTIONALLY SAFE.
- BUILD A TEAM OF LIKE-MINDED INDIVIDUALS THAT INCLUDES EVERYONE — FROM MANAGEMENT TO TECHNICAL STAFF.
- SUPPORT MENTAL HEALTH THROUGH DEDICATED EDUCATIONAL PROGRAMS FOR STAFF AND PARTICIPANTS ALIKE.

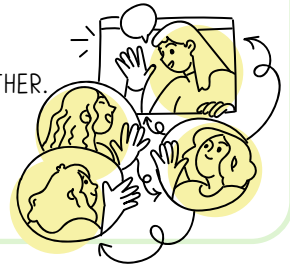
3. INTERACTION AND SUPPORT STRATEGIES

- FOSTER COLLABORATIVE RELATIONSHIPS THAT PRIORITIZE CARE AND SUPPORT, NOT JUST KNOWLEDGE TRANSFER.
- BUILD A TEAM CULTURE WHERE EVERYONE FEELS RESPECTED AND ACCEPTED.
- ENCOURAGE SHARED DECISION-MAKING AND DISCUSSIONS TO STRENGTHEN A SENSE OF OWNERSHIP AND RESPONSIBILITY.



4. DEVELOPING CHOICE-MAKING AND NEGOTIATION SKILLS

- ENCOURAGE LEARNING THROUGH CHOICE-MAKING, AS THIS BECOMES A CRUCIAL RESOURCE FOR THE FUTURE.
- DEVELOP GROUP RULES TOGETHER.
- USE GROUP REFLECTIONS AND JOINT DECISION-MAKING TO PROMOTE RESPONSIBILITY.

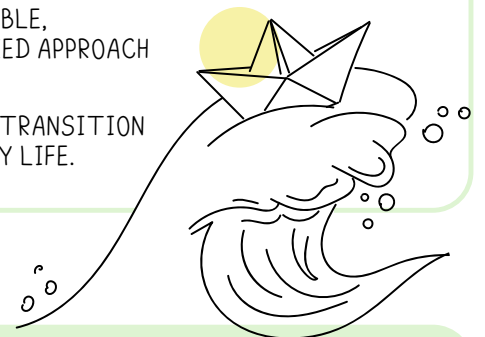


5. INDIVIDUAL APPROACH

- RECOGNIZE AND RESPECT THE UNIQUENESS OF EACH PARTICIPANT AND THEIR SPECIFIC NEEDS.
- USE VARIED TEACHING METHODS TO BUILD TRUST.
- CREATE A WELCOMING, COZY SPACE WHERE EVERYONE FEELS VALUED.

6. ADAPTATION IN TIMES OF CRISIS

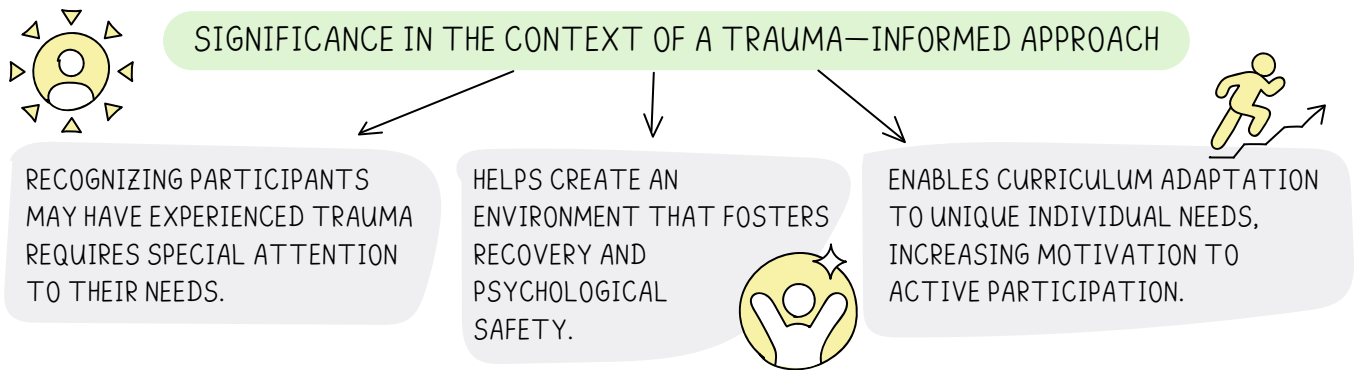
- PRIORITIZE THE EMOTIONAL WELL-BEING OF PARTICIPANTS OF THE EDUCATIONAL PROCESS.
- APPLY A FLEXIBLE, INDIVIDUALIZED APPROACH TO LEARNING.
- SUPPORT THE TRANSITION BACK TO DAILY LIFE.



7. INTEGRATING LIFE SKILLS AND INFORMING ABOUT THE RISKS

- TEACH NON-VIOLENT CONFLICT RESOLUTION AND INTERPERSONAL COMMUNICATION SKILLS.
- DESIGN EDUCATIONAL PROGRAMS THAT ADDRESS MODERN RISKS—ESPECIALLY THOSE THAT ARISE IN CRISIS CONTEXTS.

IDENTIFYING THE NEEDS OF PARTICIPANTS



GENERAL APPROACHES AND TOOLS FOR IDENTIFYING NEEDS

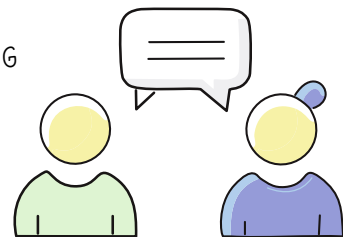
QUESTIONNAIRES AND SURVEYS



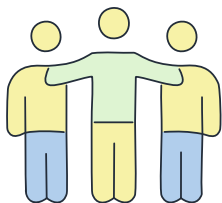
STRUCTURED QUESTIONNAIRES HELP IDENTIFY BOTH GENERAL AND SPECIFIC PARTICIPANT NEEDS. THESE CAN INCLUDE COMFORT LEVELS IN THE EDUCATIONAL SETTING, CONCERNS, EXPECTATIONS, AND PARTICULAR REQUESTS RELATED TO LEARNING.

INDIVIDUAL INTERVIEWS

CONVERSATIONS WITH PARTICIPANTS PROVIDE A DEEPER UNDERSTANDING OF THEIR EXPERIENCES AND CURRENT NEEDS. IN A TRUSTING SETTING, INDIVIDUALS ARE MORE LIKELY TO SHARE CHALLENGES, ALLOWING EDUCATORS TO TAILOR THE APPROACH ACCORDINGLY.



FOCUS GROUPS



THIS GROUP FORMAT ENABLES PARTICIPANTS TO EXPRESS THEIR THOUGHTS AND NEEDS WHILE FINDING SUPPORT FROM OTHERS WHO HAVE HAD SIMILAR EXPERIENCES. IT CAN HELP FOSTER A SENSE OF BELONGING AND PEER SUPPORT.

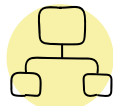
GROUP OBSERVATION

OBSERVING PARTICIPANTS BEFORE TRAINING CAN REVEAL THEIR REAL NEEDS IN A FAMILIAR ENVIRONMENT. OBSERVATION DURING SESSIONS HELPS ASSESS COMFORT AND ENGAGEMENT—ESPECIALLY FOR THOSE WHO MAY STRUGGLE TO EXPRESS THEIR NEEDS DIRECTLY.

SPECIFIC NEEDS OF FORCED MIGRANTS



FORCED MIGRANTS OFTEN NEED INCREASED SECURITY AND PREDICTABILITY IN THEIR NEW ENVIRONMENT.



IT IS IMPORTANT FOR THEM TO CLEARLY UNDERSTAND THE RULES, CURRICULUM STRUCTURE, THEIR RIGHTS AND RESPONSIBILITIES.



THEY MAY REQUIRE MATERIALS IN THEIR NATIVE LANGUAGE AND SENSITIVITY TO THE POLITICAL AND CULTURAL CONTEXT OF THEIR GROUP.



MANY ALSO FACE UNSTABLE LIVING CONDITIONS, SO ATTENTION TO BASIC NEEDS (E.G., HOUSING, FOOD, ETC.) IS ESSENTIAL.

PEOPLE WITH EXPERIENCES OF ARMED CONFLICT MAY STRUGGLE WITH TRUST AND BENEFIT FROM A RESPECTFUL, PRESSURE-FREE APPROACH. A SUPPORTIVE ENVIRONMENT THAT OFFERS A SENSE OF CONTROL IS KEY.



FLEXIBILITY, REGULAR BREAKS, AND STRESS MANAGEMENT TOOLS CAN HELP.

SPECIFIC NEEDS OF PEOPLE WITH ARMED CONFLICT EXPERIENCE

ACCEPTANCE BY OTHERS, BUILDING SOCIAL CONNECTIONS, AND ATTENTION TO EMOTIONAL NEEDS—SUCH AS CARE, ATTACHMENT, AND SELF—AWARENESS — ARE ALL IMPORTANT.

AVOID LOUD NOISES, SUDDEN LIGHTING CHANGES, OR OTHER STIMULI THAT MIGHT TRIGGER MEMORIES OF HOSTILITIES.

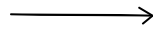
SPECIFIC NEEDS OF PEOPLE WITH EXPERIENCES OF DISCRIMINATION

INDIVIDUALS WHO HAVE EXPERIENCED DISCRIMINATION MAY NEED EMPATHY AND SUPPORT TO REBUILD THEIR SENSE OF SAFETY AND SELF—WORTH. IT IS CRUCIAL TO CREATE A SPACE WHERE THEIR EXPERIENCES ARE ACKNOWLEDGED AND RESPECTED, AND WHERE THEY CAN FEEL FREE TO EXPRESS THEIR THOUGHTS AND EMOTIONS.

EDUCATORS SHOULD REMAIN SENSITIVE TO SELF-ESTEEM ISSUES AND AVOID SCENARIOS THAT MAY TRIGGER ANXIETY OR TRAUMATIC ASSOCIATIONS. EDUCATORS SHOULD REMAIN SENSITIVE TO SELF-ESTEEM ISSUES AND AVOID SCENARIOS THAT MAY TRIGGER ANXIETY OR TRAUMATIC ASSOCIATIONS.

THE PRINCIPLE OF "DO NO HARM" IN CITIZENSHIP EDUCATION

THE GOAL OF THIS PRINCIPLE



IS TO CREATE AN EDUCATIONAL ENVIRONMENT THAT PROMOTES DEVELOPMENT WHILE ENSURING NO HARM IS CAUSED.



BASIC REQUIREMENTS FOR CITIZENSHIP EDUCATION PROVIDERS (ACCORDING TO THE PRINCIPLE):

- BE MINDFUL OF THE CONSEQUENCES OF EACH STEP—ESPECIALLY WHEN DISCUSSING COMPLEX TOPICS
- SUPPORT PARTICIPANTS' MENTAL HEALTH
- RESPECT THE INDIVIDUAL CHARACTERISTICS OF THE GROUP;
- MANAGE THE ENVIRONMENT, AVOID PSYCHOLOGICAL VIOLENCE;
- SELECT METHODS AND MATERIALS THAT ARE SAFE FOR THE EMOTIONAL STATE.

COMPONENTS OF THE PRINCIPLE

1 SAFE AND COMFORTABLE EDUCATIONAL ENVIRONMENT

This includes both physical safety (e.g., free from violence or traumatizing situations) and psychological safety (e.g., mutual support, empathy, and freedom from retraumatization).

2 EMPATHY AND OPEN DIALOGUE

This involves creating and maintaining an environment where participants feel heard and respected, are able to express their thoughts and emotions freely, without fear of judgment from others — whether peers, trainers, or organizers.

3 OPENNESS TO DIFFERENT POINTS OF VIEW

Respect and consider participants' different viewpoints and cultural backgrounds. Avoid imposing specific views, and allow participants to decide whether or not they wish to take part in certain discussions.

4 INDIVIDUAL APPROACH

Adapt the learning process as much as possible to each participant's needs, abilities, and characteristics. This may include offering flexible learning trajectories toward the intended outcomes.

5 PROFESSIONALISM OF CITIZENSHIP EDUCATION PROVIDERS

Educators should be willing and prepared to offer support independently during the learning process and, when difficulties arise, promptly refer participants to specialized services or professionals for additional help.

THE SIGNIFICANCE OF THE PRINCIPLE

- 1 IT HELPS PROTECT PARTICIPANTS' MENTAL HEALTH, ESPECIALLY WHEN DISCUSSING DIFFICULT OR CONTROVERSIAL TOPICS THAT MAY CAUSE ANXIETY, STRESS, OR FEELING DEPRESSED.
- 2 IT INCREASED THE EFFECTIVENESS OF LEARNING: PARTICIPANTS ABSORB INFORMATION BETTER IN A SAFE, SUPPORTIVE ENVIRONMENT, ARE MORE MOTIVATED TO LEARN AND TO APPLY THEIR KNOWLEDGE IN REAL-LIFE SITUATIONS.
- 3 IT SUPPORTS ADAPTATION TO THE SOCIAL ENVIRONMENT AFTER TRAINING—PARTICULARLY WHEN THE TRAINING CONTENT MAY CHALLENGE PARTICIPANTS' EXISTING POLITICAL, CULTURAL, OR SOCIAL BELIEFS.

AVOIDING RETRAUMATIZATION

RECOGNIZING AND AVOIDING TRIGGERS DURING TRAINING

TRIGGER SIGNS:



BEHAVIORAL → OUTBURSTS OF ANGER, CRYING, AVOIDING TOPICS, POOR LEARNING PERFORMANCE, CONCENTRATION ISSUES, ISOLATION



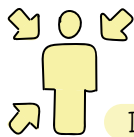
PHYSICAL → HEADACHES, STOMACH ACHES, MUSCLE TENSION



VERBAL → SHARING MEMORIES OF PAST TRAUMATIC EXPERIENCES, FEARS



NONVERBAL → TENSION, TREMBLING, AVOIDANCE OF EYE CONTACT



INDIVIDUAL APPROACH

CONSIDER PARTICIPANTS' SPECIFIC NEEDS. ALLOW THEM TO CHOOSE ACTIVITIES WHEN POSSIBLE.

HOW TO AVOID TRIGGERS

CHANGE OF CONTENT

REVIEW TOPICS FOR POTENTIAL TRIGGERS AND MODIFY THEM AS NEEDED. PROVIDE ALTERNATIVE ACTIVITIES FOR ANYONE WHO FEELS UNCOMFORTABLE.

RECOMMENDATIONS FOR SELECTING TOPICS AND CLASS FORMATS

1 ANALYSIS OF SENSITIVE TOPICS

- EVALUATE THE EMOTIONAL IMPACT OF TOPICS SUCH AS WAR, LOSS, VIOLENCE, OR MIGRATION.
- ADAPT THE CONTENT, EMPHASIZING SUPPORTIVE AND CURIOSITY-DRIVEN LEARNING.

2 FOCUS ON RESOURCES

- SELECT TOPICS THAT FOSTER A SENSE OF CONTROL AND CONFIDENCE.
- SHARE POSITIVE EXAMPLES, SUCCESS STORIES.

3 FLEXIBILITY OF LEARNING FORMS

- PROVIDE A CHOICE OF FORMATS (E.G., INDIVIDUAL, GROUP WORK).
- USE OPEN COMMUNICATION (E.G., DIALOGUE CIRCLES) TO BUILD TRUST.
- PROVIDE ALTERNATIVE FORMATS OF WORK AND ASSIGNMENTS FOR SENSITIVE TOPICS.
- INCORPORATE GAMES AND CREATIVE TASKS (E.G., DRAWINGS, THEATER PERFORMANCES) FOR STRESS REDUCTION.

4 ORGANIZATION OF THE SAFE ENVIRONMENT

- STRUCTURE CLASSES CLEARLY AND COMMUNICATE THE PLAN IN ADVANCE.
- ENSURE A SUPPORTIVE ATMOSPHERE THROUGHOUT.

EMOTIONAL DIALOGUE ALGORITHM:



CREATE AN ATMOSPHERE OF SECURITY AND TRUST



PRACTICE ACTIVE AND EMPATHETIC LISTENING (E.G., EYE CONTACT, FACIAL EXPRESSIONS, SUPPORTIVE PHRASES, RESPECT FOR PAUSES IN CONVERSATION)

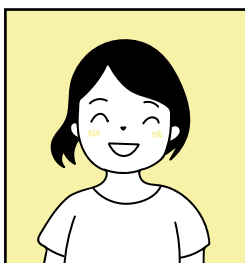


REFLECT ON YOUR OWN FEELINGS AND REACTIONS



ENCOURAGE EMOTIONAL EXPRESSION THROUGH CREATIVE ACTIVITIES

DISCUSSING DIFFICULT TOPICS (USING THE EXAMPLE OF WAR)



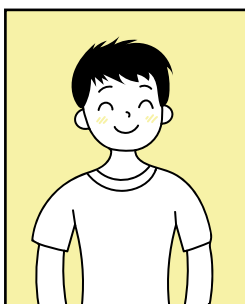
PRESCHOOLERS

- USE A CALM AND BALANCED APPROACH
- USE FAIRY TALES AND ALLEGORIES FOR EXPLANATION
- LET THE CHILD KNOW YOU ARE WILLING TO TALK WHEN THE CHILD IS READY



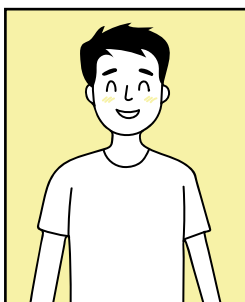
YOUNGER SCHOOLCHILDREN

- HELP MANAGE EMOTIONS
- ANSWER QUESTIONS SIMPLY AND CLEARLY
- SHARE YOUR OWN FEELINGS AND EXPRESS INTEREST IN THE CHILD'S POINT OF VIEW



TEENAGERS

- TALK ABOUT CURRENT NEWS AND EVENTS WHEN TEENAGERS SHOW INTEREST
- TEACH THEM TO CHECK THE RELIABILITY OF SOURCES
- ANSWER HONESTLY AND ACKNOWLEDGE THAT YOU MIGHT NOT HAVE ANSWERS TO ALL QUESTIONS
- ENCOURAGE SOLIDARITY AND SUPPORT



ADULTS

- PROVIDE THE OPPORTUNITY TO SHARE THOUGHTS AND EMOTIONS
- OFFER SUPPORT WITH SOURCE-CHECKING AND FACT VERIFICATION
- DISCUSS PERCEPTIONS OF EVENTS AND ISSUES
- GIVE HONEST ANSWERS AND PROVIDE SPACE FOR JOINT DISCUSSION
- SHARE SELF-CARE STRATEGIES AND WAYS TO SUPPORT LOVED ONES

PSYCHOLOGICAL FIRST AID (PFA)

THE GOAL OF PFA

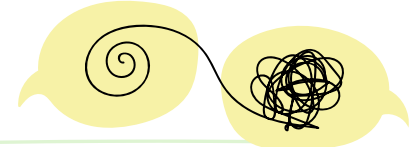
IS TO PREVENT MENTAL HEALTH ISSUES FROM ESCALATING AND BECOMING CHRONIC

PFA TASKS

CREATE A SENSE OF SECURITY, CONNECTION WITH OTHER PEOPLE, CALM AND HOPE

PROVIDE ACCESS TO SOCIAL, PHYSICAL AND EMOTIONAL SUPPORT

STRENGTHEN FAITH IN ONE'S OWN STRENGTH AND THE ABILITY TO HELP OTHERS



WHO IS THE PFA INTENDED FOR

- ADULTS AND CHILDREN EXPERIENCING A CRISIS EVENT
- AFFECTED INDIVIDUALS, ACCOMPANYING PERSONS AND WITNESSES

IMPORTANT

DO NOT FORCE HELP ON THOSE WHO DO NOT WANT IT, INSTEAD REMAIN AVAILABLE FOR THOSE WHO MAY NEED SUPPORT

PRINCIPLES OF PROVIDING PFA

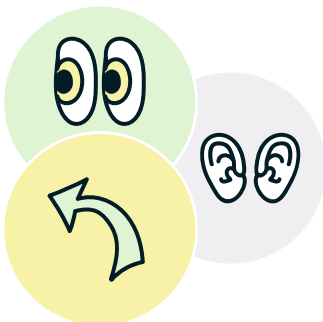


OBSERVING:

- ASSESS SAFETY CONDITIONS. IF UNSAFE, STAY AWAY AND SEEK EXTERNAL HELP.
- IDENTIFY THOSE WHO NEED EMERGENCY MEDICAL ATTENTION. ONLY OFFER AID IF TRAINED, OR DIRECT THEM TO APPROPRIATE SERVICES.
- PAY ATTENTION TO PEOPLE WITH SEVERE STRESS REACTIONS (AGGRESSION, SHOCK, DEPRESSION). PROVIDE SUPPORT UNTIL THE PROFESSIONALS ARRIVE.

LISTENING:

- ESTABLISH CONTACT: INTRODUCE YOURSELF, EXPLAIN YOUR ROLE.
- MAKE SURE YOU ARE PHYSICALLY SAFE.
- INFORM ABOUT CONFIDENTIALITY.
- ASK HOW YOU CAN HELP.
- LISTEN IF THE PERSON IS READY TO TALK. AFFIRM THAT ANY REACTIONS TO AN ABNORMAL SITUATION ARE NORMAL.
- CHECK IF THERE IS ANYONE WHO CAN TAKE CARE OF THE INDIVIDUAL LATER.

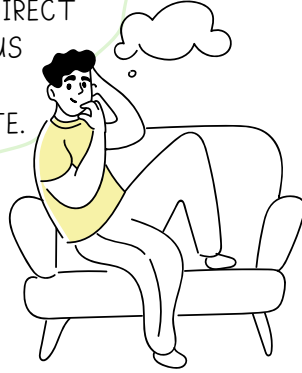


REFERRING:

- HELP MEET BASIC NEEDS (E.G., HOUSING, CLOTHING, FOOD, WATER).
- PROVIDE INFORMATION ABOUT THE INCIDENT AND AVAILABLE ASSISTANCE SERVICES.
- ORGANIZE FAMILY CONTACT AND SOCIAL SUPPORT.

CALMING AND SUPPORT TECHNIQUES IN CITIZENSHIP EDUCATION

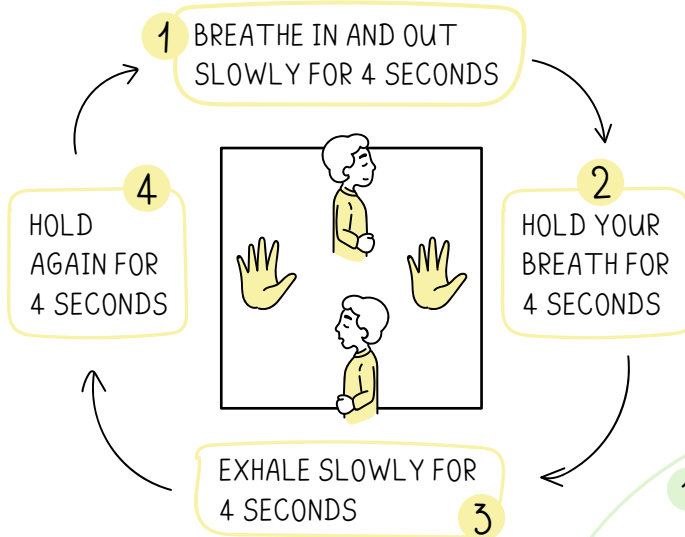
THESE TECHNIQUES ARE DESIGNED TO RELIEVE TENSION, REDIRECT ATTENTION FROM ANXIOUS THOUGHTS TO REALITY, AND RESTORE CALM STATE.



VISUALIZING PLEASANT IMAGES

SIT COMFORTABLY AND IMAGINE THE FOLLOWING SCENES FOR A MINUTE :

- A SUMMER MEADOW WITH A LIGHT BREEZE
- CLOUDS DRIFTING AT DAWN
- A HAMMOCK IN A QUIET GARDEN
- OCEAN WAVES LAPPING THE SHORE
- TOUCHING A KITTEN GENTLY



BREATHING EXERCISES

YOU CAN FIND A RECTANGULAR OBJECT TO FOCUS ON—SUCH AS A DOOR, WINDOW, OR PHONE SCREEN.

MUSCLE RELAXATION

1 SIT ON A CHAIR



2 TENSE YOUR FACIAL MUSCLES STRONGLY



RELAX

3 STRAIGHTEN YOUR ARMS AND TENSE THEM



RELAX

4 TENSE YOUR ARMS AND CHEST



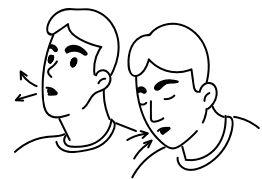
RELAX

5 STRETCH AND TENSE YOUR LEGS, FEET, AND TOES



RELAX

6 TAKE A DEEP BREATH AND EXHALE



RELAX COMPLETELY

GROUNDING

NAME:



5 THINGS THAT YOU SEE SURROUNDING YOU



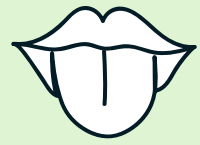
4 THINGS YOU CAN TOUCH



3 THINGS YOU CAN HEAR



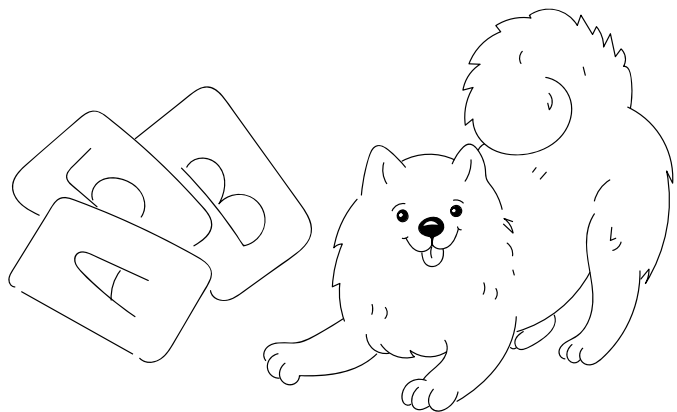
2 THINGS YOU CAN SMELL



1 SOMETHING YOU CAN TASTE

COGNITIVE TECHNIQUES FOR DISTRACTION

PICK A CATEGORY (E.G., ANIMALS, COLORS) AND LIST 10 ITEMS FROM IT. FOR A VARIATION, GO IN ALPHABETICAL ORDER (A, B, C...).



LOOK AROUND AND IDENTIFY ALL OBJECTS IN THE ROOM THAT ARE A CERTAIN SHAPE OR COLOR (E.G., ALL GREEN ITEMS).

REGULAR PRACTICE OF THESE TECHNIQUES YIELDS THE BEST RESULTS. SOME TECHNIQUES CAN BE OFFERED AS ENERGIZERS DURING TRAINING EVENTS.

BURNOUT AMONG CITIZENSHIP EDUCATION PROVIDERS

WORKING IN CITIZENSHIP EDUCATION WITH PEOPLE WHO HAVE EXPERIENCED TRAUMA IS EMOTIONALLY AND PSYCHOLOGICALLY DEMANDING AND CAN LEAD TO BURNOUT.



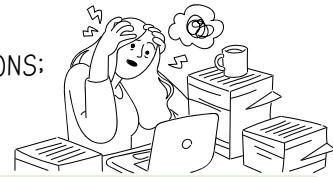
BURNOUT

IS A STATE OF PHYSICAL AND EMOTIONAL EXHAUSTION CAUSED BY PROLONGED STRESS AND A FEELING OF OVERLOAD.



CAUSES OF BURNOUT AMONG CITIZENSHIP EDUCATION PROVIDERS:

- EMOTIONAL INVOLVEMENT;
- CONSTANT MONITORING OF THE SITUATION AND OWN REACTIONS;
- HIGH EXPECTATIONS AND HIGH LEVEL OF RESPONSIBILITY;
- LACK OF SUPPORT AND RESOURCES.



EARLY SIGNS OF BURNOUT TO LOOK OUT FOR:



- CONSTANT FATIGUE, EVEN AFTER REST;
- LOSS OF INTEREST OR MOTIVATION FOR WORK;
- IRRITABILITY AND INCREASED EMOTIONAL REACTION;
- DECREASED PRODUCTIVITY AND A FEELING OF FUTILITY IN ONE'S WORK;
- DESIRE TO DISTANCE FROM PARTICIPANTS AND COLLEAGUES.

HOW TO AVOID BURNOUT WHILE MAINTAINING YOUR OWN MENTAL BALANCE:

DEVELOPING SELF—REFLECTION AND MINDFULNESS SKILLS

MINDFULNESS AND REGULAR REFLECTION HELP YOU TRACK YOUR OWN EMOTIONS AND STATES (E.G., DIARY, SETTING ASIDE TIME FOR DAILY ANALYSIS OF THOUGHTS AND EMOTIONS).

1

PROTECTING PERSONAL BOUNDARIES

CLEAR PERSONAL BOUNDARIES HELP AVOID TRANSFERRING THE EMOTIONAL TENSION OF PARTICIPANTS ONTO ONESELF.

2

REGULAR REST AND RECOVERY

PHYSICAL AND MENTAL REST ARE IMPORTANT FOR MAINTAINING BALANCE. THIS CAN BE ACHIEVED THROUGH BREATHING EXERCISES, MEDITATION, AND PHYSICAL ACTIVITY.

3

TEAM SUPPORT, INTERVISION AND/OR SUPERVISION

WORKING WITH A SUPERVISOR OR PARTICIPATING IN SUPPORT GROUPS HELPS REDUCE EMOTIONAL STRESS, ALLOWING ONE TO DISCUSS DIFFICULT SITUATIONS WITH COLLEAGUES AND GAIN AN OBJECTIVE PERSPECTIVE.

4

FOCUSING ON ACHIEVEMENTS, NOT DIFFICULTIES

RECOGNIZING YOUR OWN SUCCESSES (E.G., IN AN ACHIEVEMENT DIARY) HELPS ONE SEE THE POSITIVE RESULTS OF ONE'S WORK AND NOT DWELL ON DIFFICULTIES.

5

TAKING CARE OF PHYSICAL HEALTH

MAINTAINING PHYSICAL HEALTH IS AN IMPORTANT PART OF PREVENTING BURNOUT. REGULAR EXERCISE, HEALTHY SLEEP, AND PROPER NUTRITION DEVELOP STRESS RESISTANCE AND INCREASE ENERGY LEVELS.

6

CONSCIOUS WORK WITH EMOTIONAL REACTIONS

IF A TOPIC EVOKES A STRONG EMOTIONAL RESPONSE, TRY TAKING SHORT BREAKS AND PRACTICING STABILIZATION TECHNIQUES, SUCH AS BREATHING EXERCISES.

7