

KHULUMANI SUPPORT GROUP



PSYCHOSOCIAL WORKSHOP MANUAL Facilitator's Guide

Developed by Maire Kilroe

BACKGROUND

Work done with Khulumani support group members in the Gauteng region revealed that for many family members of the disappeared there is a great deal of difficulty in staying motivated and hopeful in their quest to find the truth about what has happened to their loved ones. In addition it has become clear that many support group members are still struggling to deal with the emotional and psychological impact which their experience has had on them. As a result this workshop aims to try and address some of these needs and at the same time to really create a sense of cohesion and support amongst the group.

The development of this five session programme is based on a pilot run of the programme with two Khulumani groups. The manual also incorporates knowledge from research in the field of trauma and disappearances and applies it to the South African context.

ABOUT THE TRAINING

This manual is meant as a resource for Khulumani facilitators to run a five session psychosocial programme with their members focusing on those who are family of the disappeared. The training will be conducted over five one and a half hour sessions, however different groups work at different paces and depending on the needs of your group you may need to allow for some flexibility in this regard. It is important to be thoroughly prepared for each session, so it is helpful to read through the notes on the previous month's training as well as to read through the next session well in advance to make sure you are familiar with the content and are aware of any materials that may be needed. This will help keep a flow in thinking and will assist you in achieving better results.

AIM OF THE TRAINING PROGRAMME

It is very clear that many people in South Africa, including the members of the Khulumani support group have experienced a great deal of emotional suffering at the hands of the Apartheid government. As well as providing practical advice on issues such as accessing special pensions and exhumations, the social and emotional support which comes from belonging to a support group can play an extremely important role in helping people to cope with this suffering. Communities and Khulumani are able to meet some of these needs using the resources and relationships that already exist.

Discussions with groups in the Gauteng region revealed that many group members have spent many painful months and years waiting to hear from government about their applications for compensation as well as feedback on the investigations into the whereabouts of their loved ones' remains. The result of these experiences is that many members are left feeling hopeless, frustrated, disempowered and often lose motivation to continue with their search and/or to attend support group meetings.

In light of these issues the aims of the workshops include the following:

- To help members to cope with their emotions more effectively by becoming more aware of what they are feeling and how this impacts on their thoughts and behaviour
- Using new methods and improved group relationships to find healthy ways of dealing with their emotions
- Increasing members' motivation to attend the group meetings by making them aware of the benefits of working towards goals as a group, as well as how this can provide them with very valuable social and emotional support
- Leaving both groups and the individuals within those groups feeling more empowered to achieve future goals

INTRODUCTION

Before beginning work with the group members there is some important background information for facilitators which may be helpful in understanding the aims of the workshops as well how to deal with potential challenges. While the information in this section will not necessarily be used during the workshop, it is very important that you read through this section carefully so that you understand the emotional and psychological state which many members may be experiencing, gain a better understanding of the role you are expected to play and understand the key concepts of the workshops.

The psychological impact on family members when a loved one disappears:

For most members of Khulumani the high levels of political violence in South Africa's recent past, means that not only have they experienced the unresolved loss of a loved one but many of them have either seen or experienced extreme levels of violence. As a result many of these individuals are traumatized.

An experience may be called a trauma

if it involves:

- Danger, or a threat to one's life
- Feelings of intense fear, helplessness

and horror.

Case Example:

Isaac was involved in protecting his community during the political violence. He saw many terrible things. Isaac cannot sleep at night, and often wakes up with nightmares. He is irritable, and gets aggressive easily. He is troubled by the fact that he sees visions of what happened during the violence, and hears gunshots. All these things make it very difficult for him to concentrate. His family is worried because he is not working, and he does not talk to them much any more.

Most people who experience a trauma switch between trying to forget what happened, and being disturbed by powerful memories of the event. This reaction is completely normal.

It can be a good idea to tell survivors about these reactions so that they do not feel as though they are going mad. Most often, this reaction lasts for a few days or weeks, and then the person recovers. In some cases the trauma reaction can last for a long time, even years. This is common where the person has survived several traumatic experiences. It also happens where the person did not get a lot of support at the time of the terrible event. Then it may help to refer the person for specialized support.

These are some of the normal reactions that can be expected after experiencing a trauma:

- Having strong memories of the event
- Seeing, hearing or smelling things connected to the trauma
- Nightmares
- Sleeping problems

- Alertness, being jumpy
- Being anxious and fearful
- Substance abuse
- Talking about it a lot
- Sexual problems
- Body pains, headaches
- Difficulty concentrating
- Sadness, crying
- Anger and aggression
- Wanting to take revenge
- Eating problems
- Avoiding things associated with the trauma
- Feeling hopeless
- Refusing to talk about the trauma
- Feeling guilty
- Not trusting others
- Isolating oneself



Besides experiences of trauma Khulumani members have the additional burden of dealing with the disappearance of a loved one. The first emotions that are commonly experienced by relatives are fear, anguish, anger and frustration. In addition relatives may experience intrusive images and severe emotional episodes. Often these reactions leave the person feeling that it is too hard to cope with regular activities. They may also have trouble sleeping, be preoccupied with thoughts of the disappeared person and have unpredictable periods of anger, anxiety and survivor guilt.

Relatives of people who have disappeared are tormented by a mix uncertainty and hope. Without the proof of a body it very difficult to go into real mourning

for the loss of a loved one. It is common knowledge that a mourning process is essential in order to be able to resume the daily routine of life at a later time. Experiences of relatives of disappeared persons have shown that certainty about the death is what allows for the actual beginning of mourning.

Despite the fact that both individuals and communities are clearly very deeply and negatively affected by disappearances and the violent context of the past, sharing their experiences with others who have a similar story has been shown to be very important in helping in people to cope effectively with these psychological reactions.

Empowerment

As mentioned previously, part of the aim of this workshop is to increase group members' ability to cope through empowering the group. This involves empowerment at an individual and a group level. Empowering processes are those where people create or are given opportunities to control their own destiny and influence the decisions that affect their lives. Empowering processes are a series of experiences in which individuals learn to see a closer correspondence between their goals and a sense of how to achieve them and to gain greater access to and control over resources. Efforts to gain control, access to resources, and a critical understanding of one's sociopolitical context are fundamental aspects of empowering processes.

Working to enhance empowerment of others means involving community members in the development, implementation, and evaluation of interventions and creating opportunities for community members to develop skills so that they do not have to be dependent on professionals.

Empowering processes might include opportunities to develop and practice skills, to learn about resource development and management, to work with

others on a common goal, to expand one's social support network, and to develop leadership skills.

Empowerment is a really important concept for this workshop in particular. Frustrations around government responses are high and many individuals also lack the necessary information to understand the link between their emotional/psychological state and the steps that they take on the journey to trying to find their loved ones. Empowering members with information about how to cope better with difficulties in both these areas is a significant goal of the Khulumani organisation.



TRAINING SESSION NO.1: THE JOURNEY

Aim of the Workshop: To allow for reflection on the journey which members have taken up to this point and to enable them to become aware of where emotions play a significant role.

Introduction:

(Time needed: 15-20minutes)

As this is the first session with the group, take some time to discuss the workshops with them. It may be useful to become familiar with the aims of the five workshop project so that you can convey this clearly to the group.

This is also a good time to allow participants to ask any questions or make comments. In addition you can use this time to create some ground rules or rituals for your group. Some examples might be not interrupting when someone is sharing, turning cell phones off or deciding to start off each workshop with a prayer or a specific song. As part of the process of empowerment it is important that you let the group come up with ideas on their own, but of course it is appropriate to make suggestions if they find it difficult to think of ideas on their own. If possible, it is helpful to write down the ideas which the participants come up with and stick them up every time you have a session to act as a reminder to the members.

Ice Breaker

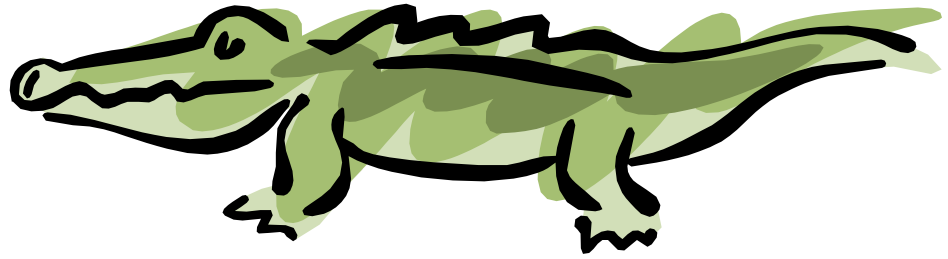
(Time needed: 5-10 minutes)

After you have completed this section it might be a good time to do an ice-breaker activity. These are fun activities which are used when you realise that the group has low energy levels or to make people feel more comfortable and relaxed. You can explain this to the group as some members might be confused about how this links to the aims of the workshop. [Please note: If you have very elderly or disabled people in your group it is important to be aware of whether or not they will be able to participate in the ice breakers, one way to deal with this is to over to do the physical parts of the activity on their behalf but still include them in the process as much as possible]

The Life Raft

Depending on the size of your group, you may need to split people up into smaller groups. Taking large pieces of paper or cloth-cardboard or newspaper will do- create a 'life raft' for the group by placing the paper on the floor and asking them to stand on it. There should be enough room for everyone to fit comfortably. Ask the participants to imagine that they are on a river and that the paper is their raft. Everyone should walk around the piece of paper until the facilitator yells 'crocodile', at which point the participants should try to get onto the raft.

The participants should repeat the exercise but each time the facilitator makes the raft smaller by either folding or tearing the paper. Participants should aim to keep as many people on the raft for as long as possible. This exercise encourages members to work together as a group and to be mindful of the



needs of others.

Main Activity

(Time needed: 30-45 minutes)

You will need some materials for this exercise. In some communities or groups there are very little resources and you may need to be creative about where you get these materials from (In previous community work, people have been known to use materials in their environment such as sticks, stones and earth). Ideally each member will need access to a piece of **paper** and **pens**- try to see if you can find as many different colours and textures as possible (Pencil and wax crayons, kokis, paints, magazines etc).

For this exercise each piece of paper will need to have a drawing of a person on a long path. The person needs to be at the beginning of the path and at the end you need to put the letters **KSG** to represent Khulumani Support Group (An example of such a drawing is given on the next page).

As a facilitator you will need to decide if you would like to prepare these drawings for the members or if you want them to draw them themselves.

However, it is important to keep in mind that if members draw these themselves

it is likely to take up a lot of time, so photocopies may be more appropriate where possible.

Explain to participants that the person in the picture represents them and that the path represents their journey. Their journey starts from the time that their loved one disappeared and ends where they are today with the Khulumani Support Group. The aim of the exercise is for participants to spend some time reflecting on that journey and to illustrate what challenges or obstacles they have faced along the way. This can include practical issues (like unemployment or lack of government response) as well as times of emotional or psychological difficulty (feeling depressed, angry etc.).

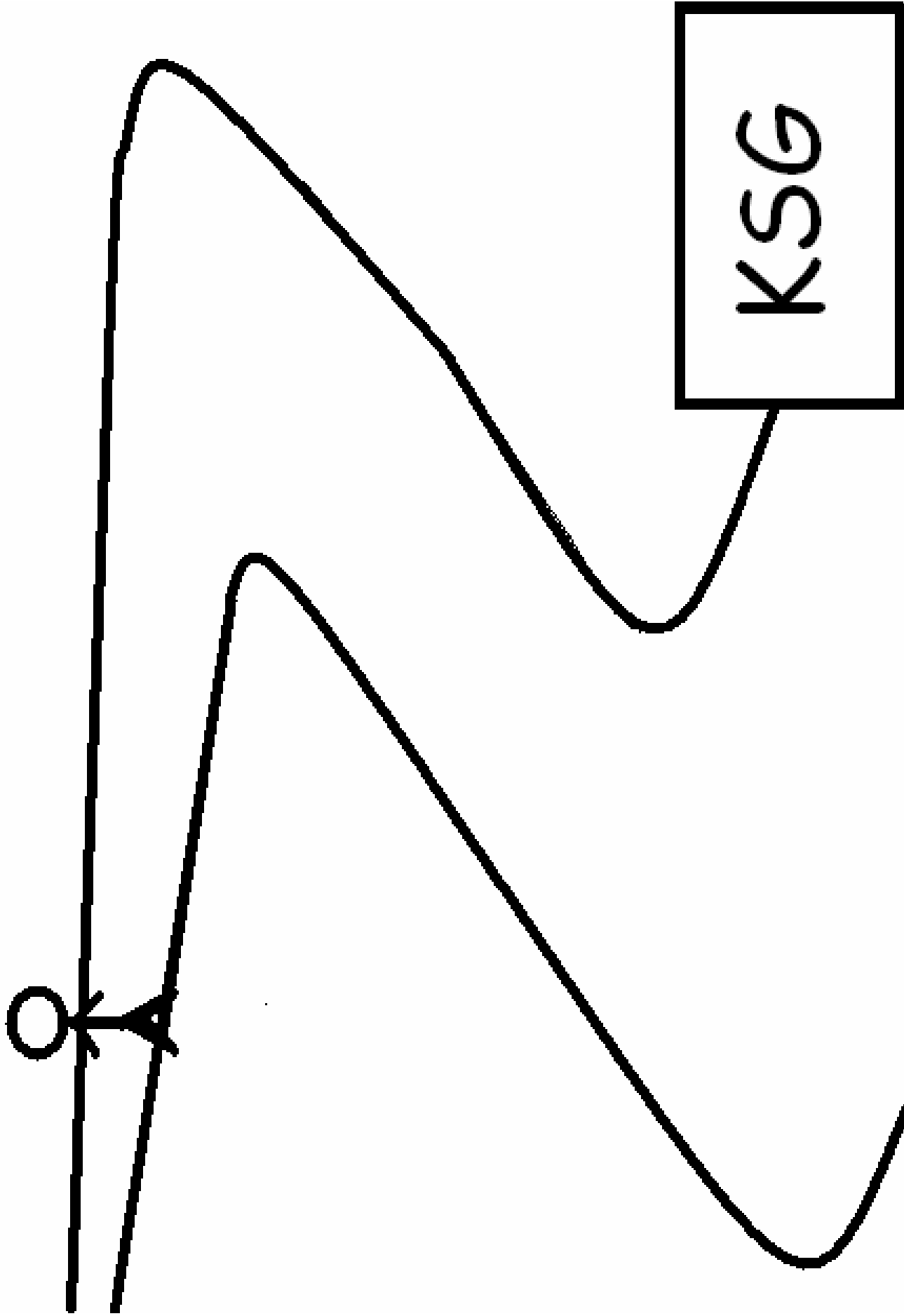
Encourage the participants to be as creative as possible by using words, colours or drawings to put down their journey on the path. Let participants know that no one will be forced to share what is on their drawing but that there will be time set aside for those who want to talk about it to do so later. Some participants may be worried about their artistic ability but reassure them that no one is judging them and that there is no right and wrong way of doing this.

Reflection

(Time needed: 20-30 minutes)

Spend some time reflecting on the exercise with the group. Ask them to think about what the experience was like for them. Encourage those who wish to share to tell the group some of the obstacles they have come across during their journey. You should then write these examples down on a big piece of paper so that you can use them as a reminder in future workshops. Before the group leaves explain to them that each workshop will build on the previous one and that you will spend more time at the next meeting working with the pictures of their journey.

In order to make sure that all the pictures are brought to the next meeting it may be helpful to ask participants to write their names on the back and hand them into you before they leave. Thank the group for their participation and make yourself available for any questions for a few minutes afterwards.



TRAINING SESSION NO.2: EMOTIONS

Aim of the workshop:

The aim of the workshop is to make participants more aware of their emotions and how these impact on their thoughts and behaviour. In addition, it is hoped that participants will apply this understanding to their journey thus far and see how important it is to be aware of their emotions.

Ice Breaker:

(Time Needed 5-10 Minutes)

The ice-breaker in this workshop is directly linked to the theme of emotions. Some participants might find this exercise challenging and may try to provide an example of a problem or a physical complaint. It is important to encourage every person to use a feeling word, such as happy, angry, guilty. If it is helpful participants can use any language that they want as long as the same emotion isn't repeated in different languages. (See next page)

Feeling Words

Without giving too much of an explanation, tell participants that today's workshop will be focusing on feelings or emotions. Ask participants to sit in a circle. Starting with the person opposite you, go around the circle and ask each person to call out a feeling or emotion. Make a note of all of the words. The tricky part of the exercise is that no one is allowed to repeat an emotion that has been called out before. The aim is to list as many emotions or feelings as possible. Keep going until the group runs out of ideas.



Input: The Impact of Emotions

(Time needed: 20 -30 minutes)

This requires you to talk to the group about the impact which emotions have in our lives. Explain to the group that emotions are very complicated but that there are basically three ways in which they affect us:

1) **In our bodies.** The way we know that we are experiencing an emotion is often that we feel it physically. For example when we feel sad we often feel it in a certain place in our bodies such as our stomach or our chest.

Feelings can also affect our energy levels. Usually more positive feelings like happiness or excitement give us more energy, while feelings of sadness often leave us feeling very tired.

Sometimes when we have to experience feelings over a long period of time- such as the sadness that some members may feel over the loss of their loved ones- it can have a very significant impact on our bodies to the point where we become ill. Things like chronic headaches and stomach problems can sometimes be the result of not dealing with emotions.

2) In our Thoughts: There is a strong two-way relationship between feelings and thoughts. When we are happy we tend to have more positive thoughts about ourselves and the world and these thoughts often keep us happy or increase our happiness. Whereas when we are sad we start to think more negatively. Sometimes this may lead us to stop believing in ourselves or to give up on trying to do anything. The more we have these thoughts, the worse we feel and the worse we feel the more we have these thoughts. It is important to recognise the relationship between thoughts and feelings because sometimes changing our thoughts to more positive ones can also lead to us have more positive feelings.

3) In our Behaviour: A lot of ways in which we become aware of emotions in other people is through their behaviour. When someone is feeling happy they will often smile and show warmth to other people. When someone is angry they may become verbally or physically violent. When someone is sad they may avoid being around other people and not go out.

It is clear that emotions have a very important impact us and the world around us. Being able to realise when we are feeling something and being able to give it

a name is the first step in responding in healthy way to the impact of our emotions.

Exercise: Understanding Our Emotions

(Time needed 10 minutes for discussion, 5 minutes for each group to feedback. Total:25 minutes)

Divide the group into three smaller groups. Give each sub-group an emotion from the list made during the ice-breaker activity. Give each group a piece of paper with three columns on. The columns should have the following headings: Body, Mind and Behaviour. Ask the group to think about the emotion you have assigned to them and in each column to write down what impact that emotion has. They can choose one person to write or can take turns.

Example:

Given Emotion: Anxiety

Body	Mind (Thoughts)	Behaviour
- Sweaty palms - Heart beating fast	- "I cant do this" - 'What is going to happen?"	- Forgetfulness - Restlessness - Aggression towards others

Ask the smaller groups to then give feedback to the bigger group on what they have put down in each column.

Main Activity

(Time needed: 20-30 Minutes)

Ask participants to look at their journey pictures from the first workshop. Ask them the following questions;

- What were some of your emotions along your journey?
- How did they impact on your thoughts at the time?
- Did they affect the way that you dealt with the situation? How? (How did you behave because of those emotions?)

Ask them to take some time to think about these questions and then using words, colours, pictures or symbols to symbolise/show some of those emotions in their drawing.

Reflection

(Time needed: 10-15 minutes)

Part of the empowerment process which was covered in the introductory section of the manual involves increasing people's awareness. Allowing people to become aware of emotions, especially their own is an important part of this process. Take time at the end of the session to reflect on how people experienced the activity. Your role during this time is not really to add any new material but to act like a mirror for the participants so that they can see what they have learnt and become more aware of their own feelings. A good way to do this is to repeat back to people who share their experience what they have learnt using different words or to summarise what they have said. For example, the member says "I was shouting at everyone, being in a bad mood all the time." The facilitator can say "Mmm, so you were behaving in a very angry way in those days".

TRAINING SESSION NO.3: RESOURCES

Aim of the Workshop:

The aim of this workshop is to make the participants more aware of the resources that they already have in their environment which can help them to cope with their emotions as well as the other challenges that they have discussed. The knowledge of what those resources are already exists in the community and within the support group. Your goal is to get participants to share their knowledge with each other and to get them thinking more about what might work to help them cope more effectively.

Ice Breaker Activity:

(Time needed: 30 minutes)

The ice-breaker activity in this workshop has two goals. One is to relax the participants so that they are able to focus on the workshop. The other is to teach the members how to do this activity so that they can use it on their own as a coping tool. Breathing exercises are a very useful healing method. They are often used as part of releasing the negative energy created by trauma and bereavement. They also often leave people feeling very relaxed and better able to cope with physical and emotional pain and stress.



Relaxation Exercise

Before you begin explain to the participants that you will be doing an exercise that will help them to relax and focus, and that they can also do this exercise in the future to help them deal with emotional or physical stress. Then ask all the participants to make themselves comfortable in their chairs, arms and legs uncrossed.

Then read the following passage in a gentle and calm voice, talking slowly. (If necessary you may need to translate ahead of time when you are preparing for the workshop):

Breathe in deeply through the nose and slowly out.

Gently allow your eyes to shut. Don't snap them closed.

Breathing in, tensing your toes...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your toes. Take a nice slow deep breathe in.....and let it out.

Breathing in, tensing your lower legs...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your lower legs. Take a nice slow deep breath in and let it out.

Breathing in, tensing your thighs...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your thighs. Take a nice slow deep breath in and..... let it out.

Breathing in, tensing your buttocks and pelvic areas...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your buttocks and pelvic area. Take a nice slow deep breath in and..... let it out.

Breathing in, tensing your back and torso...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your back and torso. Take a nice slow deep breath in and..... let it out.

Breathing in tensing your shoulders-pulling them up to your ears...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your shoulders and let them fall back down. Take a nice slow deep breath in and..... let it out.

Breathing in, making tight fists with your hands...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your hands. Take a nice slow deep breath in and..... let it out.

Breathing in tensing your arms...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your arms. Take a nice slow deep breath in and..... let it out.

Breathing in tensing your neck and face area...1,2,3, hold the tension while you hold your breath...keep it tense, tense, tense.....and relax as you breath out-just relax your neck and face. Take a nice slow deep breath in and..... let it out.

Just relaxing and breathing deeply. Now that you have deeply relaxed each muscle group, the next time I count, just be sure that all of the tension has been released, this time as I count to three and you breath in, tense your whole body- from your toes, feet, legs, pelvis and buttocks, all the way through to your stomach, back and torso, shoulders, shoulders hands arms, neck and face- all at once....ready....breathing in.....tensing 1,2,3,....whole body tense, tense, tense....AND.....R..E ...L...A...X...breathing out...just let go, let your whole body relax.

Now with your whole body feeling so lazy, loose and heavy, we will turn our attention to our minds and relax the mind. So just imagine a beautiful place in nature-real or imagined. It could be next to a river, on a mountain, in a forest, by the sea- anywhere which you feel is very beautiful and peaceful.

Now picture this in your mind's eye....imagine all of the colours and sights you can see there...see yourself standing in the lovely placefeeling so relaxed....at peace....

Now imagine all of the sounds you can hear-the sounds of nature....maybe the wind blowing through the leaves.....or perhaps the water as it flows over the rocks...or the sound of birds.....just imagine all of the sounds...

And now imagine all of the smells you can smell here....maybe the smell of fresh flowers...or the smell of the sea.....or the wet grass....whatever smells you can smell here.

Now imagine that you are barefoot...and start walking around.....feel what it feels like underneath your feet.....soft or hard....cold or warm....rough or smooth....just imagine reaching out and feeling what it feels like around you...explore the whole region.

Now imagine walking into an 'open' area of soft sand or earth. Step into it....feel your feet sinking gently into the sand....feel the cool sand between your toes...feel how the tension drains out of the bottom of your feet into the sand...taking away all of your stress....all the worries....all the problems or doubts....just imagine this all pouring out into the sand.....and feel the sun filling you up through the top of your head and shoulders....like golden liquid pouring into you....filling you with peace...happiness and relaxation.....And as you feel yourself recharging ...just agree to make a promise with yourself about how you will take care of yourself in the future.....

Then slowly.....preparing your self to step out of the sand and return to the area that you first came fromyou can now slowly see yourself stepping out of the sand...turning around and going back to the area where you first came from.....and as you get ready to return your awareness to your body here in this room....just know that when you open your eyes...you will feel so much more relaxed....peaceful....at ease.....ready to carry on with the relaxation and peace in your life....perfectly, naturally....without you having to do or think a

thing...knowing how important it is for you to take care of yourself and manage your own stress....

So now.....as I count backwards from 5 to 1...just allow your attention to return to the room....5.....getting ready to return all of your attention to your body....4.....becoming more aware of your body on the chair....3....becoming more aware of my voice....2.....preparing your eyes to open....stretching your toes and fingers.....and 1 opening your eyes...opening your eyes....opening your eyes....back here....back here....if you have fallen asleep....gently wake up....wake up....back here.

Just move about in your seat ...just enjoy the peace and relaxation...without talking to anyone...just rest

Extracted from: Phelophepa- Psychology Clinic Outreach Programme

Give the participants a few seconds before moving on to the next exercise.

[Please Note: Sometimes participants may feel uncomfortable at the beginning of the exercise and giggle or distract each other. Gently explain to participants that they might feel awkward at first but to try and focus on the exercise so that they can benefit as much as possible]

Recap on previous sessions

(Time needed: 5 minutes)

Put up the pieces of paper from the previous two sessions. i.e. the one with the examples of participants' challenges on their journey and the other with the list of the emotions that they came up with. Spend one or two minutes reminding participants what has been done up until this point. This is important so that

they can make the connection between the work that they have done previously and the next exercise.

Main Activity:

(Time needed: 30-40 minutes)

Ask participants to use their pictures of their journeys as well as the posters to help them to think about the path they have travelled in getting to this point.

Then divide them into small groups of 2 or 3 people and ask them to discuss the following questions:

- What are the things that they used along the way to help them to cope? (friends, community leaders, organisations, exercise, praying)
- What are the things that they tried that didn't help or made the situation worse?

Once they have finished this discussion bring everyone back into a bigger group. On a piece of paper make a list of everything that was helpful. On a second piece of paper make three columns. In the first one write down the things that didn't help or made the situation worse, in the second column write down why it didn't work well and in the third column ask the group to give suggestions about what could be a more productive or a healthier way of dealing with the situation in the future.

Reflection and Input:

(Time Needed 20-25 Minutes)

Ask the participants to reflect on the exercise.

- How did they feel?
- Was there anything that they hadn't thought of before?
- Is the group a resource?
- How can they use the group to find more resources?

Explain to participants that the examples that they came up with in the previous exercise are all resources and that the definition of a resource can mean several things such as:

Source of Help

Somebody or something that is a source of help or information

Talent drawn on when necessary

An inner ability or capacity that is drawn on in a time of need, or such abilities considered collectively

Ability to find Solutions

Capacity to finding solutions to problems

Backup Supply

A reserve supply of something such as money, food, or equipment

Nations natural, economic or military assets

The natural, economic, political, or military assets enjoyed by a nation, e.g. mineral wealth or labour.

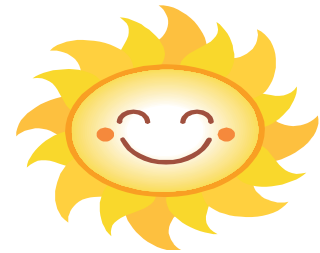
TRAINING SESSION NO.4: PROBLEM SOLVING

Aim of the Workshop: The aim of this workshop is to link all of the previous workshops and to use the knowledge and awareness which people have about their problems, their emotions and the available resources to solve some of the challenges faced by both individuals and the group as a whole. In other words the goal of this workshop is to really empower members to take control of their lives and deal with some of the lack of motivation felt by some members by showing them the value and power and resources which the group holds.

Ice breaker:

(Time needed: 10 minutes)

The purpose of this ice-breaker is to have fun but it is also also aware of becoming aware of similarities and building connections in the group.



The Sun Shines On

Everyone sits on chairs in a circle.

One person stands in the middle. The aim of the game is for the person in the middle to get a chair to sit in. They say something that is true of themselves, and if it is also true of anyone else in the circle the whole group must move seats. The statement said by the person in the middle always begins with the phrase "The sun shines on everyone who..." The game can begin with visual observations, e.g. "The sun shines on everyone wearing sandals" and move on to statements about more personal matters, such as personal likes and dislikes, e.g. "The sun shines everyone who likes eating chicken". It could also go further to explore similarities and differences in the group, e.g. "The sun shines on everyone who grew up in Limpopo".

Exercise: Problem Solving

(Time needed 30-40 minutes)

Before you begin, you will need to write down the following information (translate if necessary) and put it up somewhere where all the members will be able to see it.

1 Check Your General Attitude	2 Understand the Problem/Situation	3 Come Up With Alternative Solutions	4 Decision-Making	5 Plan and Implement Your Decision	6 Verify Your Decision
<ul style="list-style-type: none"> -Relax -You can solve the problem -Recognise the situation as problematic -Avoid acting impulsively 	<ul style="list-style-type: none"> -Analyse and explore the situation -What is the problem /situation -What are the component parts of the problem -Why is the situation problematic -Who is experiencing the problem -Who is affected by the problem -Can the problem be solved 	<ul style="list-style-type: none"> -Brainstorm -Come up with and list as many solutions as possible -Postpone the evaluation of your possible solutions -Combine and Improve your ideas 	<ul style="list-style-type: none"> -E valuate each solution on your list -Decide your standard regarding a solution as "good" or "bad" -Predict and consider all possible consequences of each course of action -Consider the short term and long term effects of the outcome of the preferred solution -Select the best solution 	<ul style="list-style-type: none"> -Break the solution into small parts of action -Start with small actions -Start right away -E valuate the effects of your small beginnings -T ackle the difficult actions 	<ul style="list-style-type: none"> -Check if your problem has been solved -You are happy with the outcome -You would like to improve your solution - If your problem is not solved, check <ol style="list-style-type: none"> 1. what went wrong 2. If your plan can be improved 3. If you need another plan -If no other plan is available <ol style="list-style-type: none"> 1. Go back to step 4 2. Consider your second best solution -Repeat the process until your problem is solved

Then read the following case study:



Mrs Mbete is a 68 year old widow. She stays in an informal settlement in the Eastern Cape with her two granddaughters age 11 and 13. The children's mother Cindy lives in Pretoria where she works in a shop. She tries as often as possible to send money home for the girls, most of money is used for school related expenses. Mrs Mbete used to work as a domestic worker but poor health forced her to retire three years ago. As a result her only source of income is the pension she receives from the government once a month. Mrs Mbete is well liked in the community and attends church on Sundays, she also is very good at sewing and baking and always receives compliments from her friends and neighbours. At the moment Mrs Mbete is very concerned about the leak in her roof. The weather is getting colder and when it rains the cold air and damp coming through the roof makes the injury in her back very painful. She is also worried that her granddaughters will get sick.

Then ask the group to get into smaller groups and using the six problem solving steps to see if they can try and find a solution to Mrs Mbete's problem. Each of the smaller groups will then share their ideas with the bigger group.

Main Activity

(Time needed: 40 minutes)

Before you begin, put up the posters from the previous workshops with the examples of challenges which people have faced along their journey as well as the list of resources which they have in their communities. These are to provide inspiration.

Then together with the group try and decide on a problem which the group as a whole faces which the members would like to solve. Clearly there are many problems which the members face. Some of these are very big and pervasive problems and it is recommended that in order to practice and develop their problem solving skills the group tries to tackle a manageable problem first and move onto bigger or more complex problems later. Examples might finding food for their meetings, or enough seating etc.

Then using the same steps and the possible resources for inspiration go through each step with the group and see if you can try to come up with a possible solution to the problem which they have selected. This plan should be as detailed as possible and if necessary you may want to continue developing the plan over two sessions. Obviously the idea would then be to implement the plan and to then use a session to evaluate the plan and review any changes that might need to be made.

It is important to set aside time to review how the group experienced the process of trying to achieve a problem. Have they solved the problem? If not what did not work? Why didn't work? What needs to be done to make sure that the problem is solved? Useful questions to answer are who,

what, when, where and how. It is important to encourage and facilitate the process of the problem being solved and to continue with the process until the problem is solved as this is how the group will really feel empowered.

During the review it is also very useful to link these ideas to the work that the group has done on emotions. Ask questions like which emotions could get in the way of their plans? How will they cope with these emotions? What can be done to prevent these emotions from affecting the group's progress?

FINAL SESSION NO. 5: REVIEW, GOAL SETTING AND MOTIVATION.

Aim of the Workshop:

The aim of this workshop is to spend some time reviewing the problem solving task from the previous workshop. In addition some time will be spent on motivation and goal setting so that the group or individuals within the group can set goals for the future and apply the problem - solving skills to achieving these goals. While the participants can use these skills in all areas of their lives, it may be particularly useful to look at using some of these skills to meet the goals of the group. Examples of how this applies to Khulumani include getting a response from government departments, learning more about the process of applying for a special pension, or raising funds for group meetings.

Ice Breaker:

(Time Needed: 10 minutes)

Getting to know you

Ask the participants to turn to the person next to them and share:

- The origin or meaning of their name
- Who their hero is and why?
- Share a dream/goal



Allow about ten minutes in total. Then ask each person to share what their partner has told them with the whole group- telling them what they can remember. The exercise also shows the importance of good listening and builds trust within the group.

Review of Previous Workshop:

(Time needed: 15-20 minutes)

Once the group has managed to solve a problem it is important to take time to reflect on how they feel. How did they find the process? What emotions have they felt? Would they do anything differently if they could? What have they learnt about themselves? What have they learnt about each other? It is also important to acknowledge their achievement and to congratulate them. Ask the group to give themselves a round of applause or to sing a song that is important to them as a way of celebrating what they have achieved.

Exercise: Goal Setting

(Time needed: 20-30 minutes)

Explain to the group that sometimes solving a problem and overcoming some of the challenges identified in the earlier workshops involves setting goals for a new or better situation. Ask the group to think about what goal setting is and to share their ideas with you.

Then put up the following information (If you want to save time or you need to translate it is better to prepare this beforehand)

Steps to Define your Goals:

- * What goal do you really want to accomplish?
- * What type of goal is it? (career, personal, financial, social, educational, other...)
- * How much time will it take to reach your goal? (short-term, long-term, very long-term)

- * How will you evaluate or measure your progress?
- * Types of goals: Short-term, medium term, long term, financial, career, personal, social, educational, and others.

Rules for goal setting:

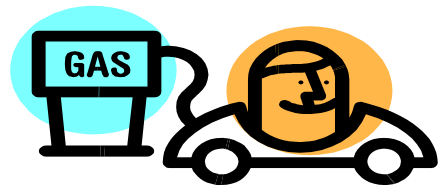
Every day, week, month, check the progress you are making in moving forward towards your goals and see if you need to make changes/adjustments.

Reward yourself, give yourself the credit you deserve whenever you have achieved a goal, even short term.

1. Goals must be in writing. An unwritten goal is just a wish. If it is in writing it is a commitment (if there are any members of the group who cannot read and write get them to ask another member, a family member or someone that they trust to help them to write down their goal so that they have something to remind them of their commitment).
2. Goals must be specific-very broad goals have no effect. It must be concrete and detailed. Specify the tasks you will need to achieve each goal and then break it down into smaller achievable tasks.
3. Goals must be believable/realistic. If you don't believe you can reach it –you won't. Try to focus on the positive things in your life. You are responsible for your thoughts, so make them positive ones. Don't listen to people who say "It will never work. You can't do that. You'll never make it".
4. Goals must be challenging and something you really want to get. Constantly re-evaluate your goals.
5. Take action to get your goals into motion. Planning is only the first step of goal achievement. First set your goals, and then you should act to reach your goals.

6. Apply self-discipline. No matter how many people are aware of your goal, the final responsibility is yours. You need to be determined and committed if you want to achieve the success that you really deserve.
7. Goals must have target dates for completion. Share this with a friend who will encourage you to meet the deadline.

Allow each group member ten minutes to try and apply what they have learnt to one of their goals by listing the steps and when each step will be achieved.



Exercise: Motivation:

(Time needed: 20 minutes)

Ask the group to think about what the term motivation means. Ask them to share their thoughts with the group. Then add the following information:

- Motivation is like petrol in a car, if there is no petrol the car will not move and then it will not go anywhere.
- Motivation is like the petrol in our life. If you have a goal in life and you do not have any motivation then you find it very difficult to reach your goal.
- Motivation is a feeling inside each of us that gives us the energy to do what we really want to do in our lives.

Put up the following information:

Rules for Motivation:

1. Finish what you start. A half finished project is no use to anyone. Develop the habit of finishing projects.
2. Interact with others of similar interest. Mutual support is motivating.
3. Use your natural talents as much as possible. Natural talent creates motivation, motivation creates persistence and persistence gets the job done.
4. Increase your knowledge. The more we know about something, the more we want to learn about it.
5. Be prepared for obstacles. Failure and bouncing back are part of motivation. Failure is a learning tool. No one ever reaches success at anything worthwhile without a string of failures.

Exercise: Planning to succeed through motivation

Ask the group how they would go about planning to reach their goal/dream? Write up the following example on the board and get the group to assist:

1. Have a dream

- ★ A dream is something you have your heart and mind set on
- ★ It is something you will go out of your way to achieve

YOUR DREAM	To tackle poverty in my community
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2. Set reachable goals

- ★ Goals should be realistic and reachable as this will keep you motivated

★ Way out goals may get you down when you don't achieve them.

YOUR DREAM	To tackle poverty in my community
YOUR GOAL	To start a food garden

3. Break Goals into Smaller Steps

★ We should work out ways to achieve your goals one step at a time

YOUR DREAM	To tackle poverty in my community						
YOUR GOAL	To start a food garden						
YOUR OBJECTIVES	Get support from local businesses and government	Find a piece of appropriate land	Find members of the community to help run the garden	Get seeds plants etc.	Plant the seeds etc.	Grow vegetables	Pick the vegetables

4. Set a date and stick to the plan

★ Setting a date we limit the amount of time we have to complete our goal. This means we can't carry on putting it off for ever.




YOUR DREAM	To tackle poverty in my community
YOUR GOAL	To start a food garden

YOUR OBJECTIVES	Get support from local businesses and government	Find a piece of appropriate land	Find members of the community to help run the garden	Get seeds plants etc.	Plant the seeds etc.	Grow vegetables	Pick the vegetables
YOUR TIME LIMITS	By 08 Jan	By 12 Feb	By 12 March	By 09 April	By 07 May	By 06 Sept	By 06 Sept

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5. Check your progress

- ★ Ask yourself how you are progressing
- ★ You will be encouraged by seeing how far you have progressed

YOUR DREAM	To tackle poverty in my community						
YOUR GOAL	To start a food garden						
YOUR OBJECTIVES	Get support from local businesses and government	Find a piece of appropriate land	Find members of the community to help run the garden	Get seeds plants etc.	Plant the seeds etc.	Grow vegetables	Pick the vegetables
YOUR TIME LIMITS	By 08 Jan	By 12 Feb	By 12 March	By 09 April	By 07 May	By 06 Sept	By 06 Sept
YOUR PROGRESS			Behind On task				

6. Reward Yourself

- ★ Set up a reward for yourself for achieving your goal or objective
- ★ You might give yourself some time off or perhaps something else which is special

Closure:

(Time Needed: 20 minutes)

Ask each member to write down their own answers to complete the following sentences:

My dream:

My long-term goal (s):

My short-term goal(s):

What are the obstacles in my path:

What/ Which people can help me in achieving my goals:

Then explain to the group that this is last workshop but that you hope that they can continue to use the skills that they have learnt to

- To be more aware of their emotional state and the impact it is having on their lives and their journey

- To reflect on their journey thus far and find ways to overcome some of their challenges through problem-solving and goal setting and being aware of how their emotions affect their behaviour

-To use the resources in that exist in themselves, their community and the Khulumani support group to help them to achieve the goals of the group and its members.

If possible spend some time discussing with the group what their experience has been like in the workshops and what they have learnt through the 5 session process. Also ask them how the workshops can be improved and what could be done differently if the workshop was done again.

THE END