

TRAUMA HEALING WORKSHOP

Day 1:

Session I Formation of Community and Safety

Start with pre-recorded music and silent meditation; find quotes and thoughts to be read over a period of meditation.

Welcome: 5m

Agenda Preview: 2m

Purpose: To acquaint the participants with the program content of day. This is particularly important during the days which will be sharing your personal history and work of healing.

Instructions In the morning, write the day's schedule/agenda (without times) on a poster. You can also divide the agenda into two segments: morning and afternoon, announcing the first part of it in the morning and the second in the afternoon. Read the Agenda rapidly, and explain any of the group activities without giving much detail, if participants ask any questions.

Introductions: 10 m My name is _____. And I come from_____.

Opening Talk: 20m

The facilitation team distributes the different parts of the content of the talk so that all team members participate.

Objectives: In this talk explain the objectives of the workshop, which must be in writing on a poster. Explain to the group participants that these goals can be added to, based on their opinions and needs. In addition, each day there will be a different focus, which will be mentioned at the beginning of the session.

- Orientation to the Workshop: The focus today is to **build community and a sense of safety**. The second day will focus on **memories of loss** and the third day will focus on **integrating the past with our lives and re-connection with our communities**.
- History: This program of community based Healing/Trauma Recovery was successfully launched in Africa, with victims of genocide in Burundi and Rwanda. Since 2008, it has been in Colombia and in 2010 in Central America. A similar program is also done in Indonesia where people are recovering from a Civil War and the Tsunami of 2004.
- Relationship with AVP: Use a poster from the AVP Basic workshop showing the methodology, philosophy and foundations of the AVP, which include details such as: *Affirmation, Community Building, Communication, Cooperation and Conflict Resolution*. In addition, during the workshop *the characteristics of Transforming Power that aid in recovering from trauma and loss*.

[Use a second poster with:]

<u>AVP</u>	<u>Recovery from Trauma</u>
Community	Safety
Affirmation	Caring for self and others
Communication	Remembering, Listening
Cooperation	Processing Trauma/Loss
Resolution of	Processing Trauma and Loss:
Conflicts	Journaling
	Self care
	Groundings
	Mutual Support groups

TRANSFORMING POWER

- This workshop is *not therapy but may be a healing experience*.
- It is experiential, spiritual not religious.
- All of us are volunteers, and therefore we ask that each try our best self-care and feel free to ask for help from one of the facilitators when needed.
- Because at some points in the workshop, difficult or painful moments may arise as part of the healing process, we strongly recommend participants continue until the end of the workshop in order to have time for healing.
- We will have new techniques such as Mutual Support Groups, reflection exercises, relaxation and other self care activities. (Refer to poster above.)

Objectives/Goals of the workshop

Poster:

Objectives:

- Help people recognize and understand the trauma
- Learn to deal with trauma.
- Learn processes to help heal the trauma
- Understand that life continues after a traumatic event
- Understand the trauma of others
- Help people become more resilient
- Re-connect and rebuild community
- Develop support groups
- [space for additional Objectives]

Logistics: Explain the schedule of sessions including breaks and meals. Make it clear that full attendance is expected of participants, to give them the opportunity to experience restoration of calm after experiencing strong emotions. For this reason if there are participants who cannot attend part of the workshop, please consult with the facilitation team during the first break.

- *Unanswered Questions:* Put up a poster for these.
- *Clinics:* Explain open and closed clinics.
- *Facilities:* Point out the location of bathrooms, dining room, dorms. ...
- *Journals:* Give the participants paper or notebooks to use during and after the workshop. [This activity may be deferred to the end of this session, and instead of giving out notebooks, participants may be requested to use their own notebooks/journals. If the latter, be sure that they are encouraged to bring them to the workshop.]
- *Photos:* Ask participants for permission to take photos, if this is planned. [It is recommended that only facilitators take photos—which can be sent to everyone if desired—rather than participants disturbing their processes during the workshop.]

Introductions in pairs: 25m

Purpose: To promote a sense of community, security and integration. To understand the expectations and needs of participants.

Instructions:

Ask people to look for a person whom they do not know well and form a pair. Each pair will be invited to share with your partner aspects of your life now, without a lot about things of the past. (Example: Where you live, what you do, etc.).

It is recommended to add these questions:

- What did you have to leave to come to this workshop?
- What did you have to do to get here?
- What are your expectations from this workshop?

Then invite everyone to return to the large group and ask each person to share one thing s/he now knows about her/his partner (other than their expectations).

Then have another round in which each person talks about their own expectations or objectives for the workshop. [These expectations can be added to the poster of the objectives of the workshop, if applicable.]

Community Commitments/Guidelines: 10-20m

Purpose: To establish a safe and respectful environment where participants feel free to be themselves and to share openly.

Instructions Explain: We'll talk about some difficult thing even though we do not know each other much yet. We come from different places with different experiences. It is important that each person feels welcome in this group and free to be an individual. That's why we always make a list of agreements to help us know how to work well together.

(3 options, choose the best for the group.)

1. (10 M)
Poster with AVP
workshop agreements,
written by the
facilitation team:
Ask them *if there are
other agreements that
they want to add.*

Community Commitments

- Look for and affirm your own and others' good points.
- Avoid put-downs of self and others.
- Listen respectfully to all contributions, without interrupting.
- Speak briefly and concisely.
- Volunteer self only.
- Confidentiality - Sharing stories from your own experience and not others'.
- Right to pass.
- Keep cell phones off, on silent or vibration modes during the workshop.
- [Space for additional Commitments]

2. Brainstorming Guidelines (20 m)

Brainstorm a list of Community commitments and write them on a poster as the group agrees to each. The team should add whatever is needed in the agreements.

To end or 1) or 2), asks the participants to express a verbal or visual signal of final approval to these agreements (such as a 'thumbs up'.)

3. Use of scarves in different colors (20 m)

Place on the ground and in the center of the group in a circle, several pieces of cloth or handkerchiefs of different colors. Ask each participant to choose one that symbolizes for him or her a quality you want to live out in the group. After the group has chosen, one must place them in front of his feet, forming a circle with them, while explaining the desired quality, related to the selected material. Should pay close attention to the explanation of each participant. Then the group can walk around the circle formed with handkerchiefs and remember in silence, looking at them, the qualities desired in the group.

Step into the circle 30m

Purpose: To build group cohesion and learning about other participants, finding similarities and differences within the group.

Instructions

- Ask participants to form a circle, standing.
- Explain that you mention an experience that you have had and invite everyone who has also experienced this to step into the center of the circle.
- After each statement, the group will see who has entered the circle before taking a step back to return to his/her former place.
- Start first with simple experiences such as: “Enter the circle if you are the eldest child in your family”, “...if you have moved this year”.
- After mentioning a few experiences, ask the participants to mention offer experiences of their own, with help from the team, if necessary, to more toward more difficult experiences.
- Invite **briefly** sharing about the experiences while in the center of the circle. Due to time limitations, ask for only one or two people to share for each experience.
- Then move on to other experiences such as: “...if have cried because of love”, “...if you have lost a pet.”
- Mention more difficult experiences: People who have suffered through an act of violence, who have lost a loved one.
- A good last experience to mention is: People who have hurt others, and people who have forgiven someone who hurt them.

Suggested processing questions:

How did you feel when you entered (or did not enter) the circle on some questions?

What have we learned in this activity?

Why is it important to try to build community to address and heal us of our memories of trauma and loss?

Did you experience Transforming Power in this exercise, and if so, where?

L&L: 10m

Healing names or Positive/Adjective Names and gestures relating to the adjective chosen.

Stand on the Line 40m

Purpose: To learn various self-care activities and share other activities that can be used in difficult times.

Instructions:

- Ask people to place themselves on an imaginary straight line from 1 to 100, according to the number that represents their current level of self-care and share with each other to find their correct position.
- Interview volunteers (and selected participants, especially those in the lower and higher numbers) about the things they **DO** for self-care (not what they fail to do).
- Then ask them to place themselves on the number they would like be.
- Interview them about what they could do to reach that number.

Self-Care Techniques

- A facilitator can write to all the self-care techniques from both rounds on a poster.

Processing:

Possible questions

How did it feel to think about your self-care?

What were some of the self-care techniques you would like to try on your own?

Why is it important to seek self-care strategies when we have experienced a trauma or loss?

How does Transforming Power help in finding ways of self-care?

Listening Exercise 40m:

Purpose: To review listening techniques

Instructions

- Briefly review good listening habits and habits to avoid, through asking participants to take on the posture/gestures of a poor listener, and then of a good listener.
- Ask the participants to remember the good listening habits during the workshop.
- Then do Four Part Listening from AVP advanced Manual. (see appendix)
- [Note: to save time, the Mutual Support Groups can be formed as part of the Four Part Listening exercise.]

Mutual Support Groups (15m)

Purpose: Practice empathic listening, sharing personal issues more extensively during the workshop. This group can be a model for support groups in the community.

Instructions:

- Ask the participants to form support groups of three or four people, which will meet during the workshop, at certain times. These groups can stay in touch or not, once the workshop is over.
- The first session with the support group will focus on how they want to run your group. For example: how to divide the time equally to share experiences, feedback or if you only want to be heard.

Regular/Daily Stress definitions vs. Traumatic Stress; Immediate and Long term reactions to Traumatic Stress 40m.

Purpose: To introduce the concept of traumatic stress and differentiate it from regular stress.

To recognize symptoms of Traumatic stress

Instructions:

Use 4 posters (revealing each only at the moment of use.).

<p style="text-align: center;">Regular/Daily Stress</p> <p>Experienced daily and not too hard to recover from.</p> <p style="text-align: center;">[Brainstorm Examples of Daily Stress]</p>	<p style="text-align: center;">Traumatic Stress</p> <p>Caused by events that overwhelm ordinary adaptation. Violence or threats to life or safety, reducing one to terror or helplessness. Indelibly marks you. May affect someone who only witnesses or hears of the trauma (secondary trauma).</p> <p style="text-align: center;">[Brainstorm examples of Traumatic Stress]</p>
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<p>Common Immediate Reactions to Trauma</p> <ul style="list-style-type: none"> • Stay awake and alert for signs of danger • Avoid negative memories of the past • Avoid eating to conserve energy or eat too much to distract from the experience • Focus only on possible dangers • Stay away from people to avoid danger • Be extremely careful • Do what you have to do to be safe • Stay on the defensive, ready to fight or flee • Freeze or disassociate to avoid pain • [Leave room for group's ideas] 	<p>Long term reactions (Post-Trauma) [Brainstorm what happens if the Immediate reactions continue for the long term.]</p>
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- Brainstorm examples of Regular/Daily Stress. [Be sure the contributions are brief, and don't discuss or evaluate them.]
- Brainstorm examples of Traumatic Stress.
- Present list of Common Immediate Responses to Trauma. Note that these responses are attempts by the body or mind to protect itself. Ask for additional responses if necessary.
- Brainstorm Long Term Reactions that may occur for each of the Immediate Responses. Note it is important to concentrate on the Freeze/Dissociative response, which provokes the greatest Post-Traumatic Stress, including nightmares and flashbacks.
- Notes: Inform participants that while this workshop focuses on Traumatic Stress, the exercises and self-care techniques can help manage Regular or Daily Stress too.

Use African Glasses?

Include? After these brainstorms, if participants listed things in the Traumatic Stress column that seem to not be of that category, ask to review their categorization. If the person insists that her/his stress IS traumatic, it may be that there was a previous trauma that is stimulated by similar events. (e.g., leaving one's house.)

Processing: Share in large group:

How did they feel talking about these experiences and reactions with others?

Could they see any connection in their own lives?

Did someone notice a reaction of his/her body while discussing these reactions?

How can Transforming Power affect or help them deal with these reactions?

Optional Variation: Form small groups and ask them to share examples of daily stress in their own lives, and then brainstorm ideas about what traumatic stress is and give examples. Allow for pauses of silence to listen to different ideas, especially if the comment contains emotions.

Optional Variation: [This is most useful when workshops are held among members of the same community who have suffered traumatic events together.] Draw four concentric circles on a large poster. Starting from the center out put the following headings: Individual, Family, Community, Country. Brainstorm examples of traumatic stress at the individual, then the household, community and country levels, writing them in the corresponding circle. Ask the participants to stand up and use markers to indicate the connections between different levels: e. g. how what happens at the country level affects the community, family and the person, or vice versa. Also, how this chain can cause types of traumatic stress. Discuss in the group how these types of stresses affect people similarly and differently.

Processing: Ask: *What is the point of fun activities when you are trying to heal from traumatic stress?*

Self-Care: Deep Breathing 10m

Invite participants to sit up straight in their chairs, their feet firmly planted on the floor. Suggest that they close their eyes. Read or say these instructions slowly and calmly

"Now breathe. Exhale. Inhale. Exhale.

Focus on your breath, which fills your lungs deeply.

Feel your breath as it comes out your nose. Inhale. Exhale. Inhale. Exhale.

If you feel your mind is scattered, return to concentrate on your breathing.

You're alive. You are here.

Imagine taking care of yourself with a healthy diet and exercise.

Allow yourself to let people you trust know your needs.

Take the opportunity to open up to other ways of healing whose source is outside of you and also inside of you.

Be willing to reach to the depths of your strength and inner resources.

As you exhale, let go of your pain, your disappointments and your fatigue.

As you inhale, allow the air to bring reassuring calm to you. Inhale, exhale, inhale, exhale.

As you inhale, take in vital energy, fill yourself with well-being, experience peace."

Pause for a time allowing participants to relax their breathing.

Then, calmly say, *"Now you feel calm, relaxed, quietly prepared to open your eyes and return to this space. When you're ready, open your eyes and look around."*

Possible alternative: If time is very short, take deep breaths in silence.

Processing:

How do you feel?

How can you use this activity in your daily life?

What role do relaxing activities have in relation to the healing of trauma?

What other ways can we relax when we feel worried or anxious?

Evaluation: 15m

The facilitator team can choose between several models of evaluation: The faces: what I liked, I did not like and suggestions; The 4 questions: what I liked, what I learned, suggestions for improvement, what more I want learn; Head, Heart, Hands; A Go-around: What have we learned?

SESSION II Traumatic stress and techniques for managing stress reactions.

Agenda Preview 5m

Gathering: 20m A time when someone helped me by listening to me

Strong emotions during the workshop (20 m)

Purpose: To show how to help in the process of expressing strong emotions and not to interrupt or disrupt the participants. To learn how to judge and regulate own emotional state.

Instructions:

A. Distribute a **handout** or show a poster with the following:

Dealing with Strong Emotions during the Workshop

- Express your emotions freely.
- Use Kleenex (facial tissues), if you need them.
- When someone is expressing strong emotions, the group may accompany them in silence.
- Be aware of your own emotions (sadness, stress ...) and look for techniques to handle them
- Help others to remember the techniques they can use if they experience strong emotions
- Leave quietly, without disruption, if you have to leave the room temporarily. Let a facilitator know before you leave.
- If you need the help of a facilitator, speak to her/him quietly.

Ask participants to read through the handout or poster, one by one, and ask if there are any questions.

B. SUDS Scale of Subjective distress (5m) Give **handout** and discuss.

Suggest that to work best, it is useful to stay between 4-6 on the Scale, concerned enough to make an effort and not too upset to think.

When we notice we are going above 6 we can use self-care activities to help us calm down, such as Groundings, below.

C. Groundings: Explain the purpose of Groundings and teach one.

Handout sheet with Groundings for participants to read later.

Review of Transforming Power: 20m

Purpose: To review the features of Transforming Power that help people in their process of healing from trauma.

Instructions: Form groups of 4-5 people. Using the Transforming Power Circle (Mandala) and **Bases**, each person can choose one or two elements, and express how this feature helps in their healing process.

Return to the large group and make a list of the ways Transforming Power can help the healing process.

Light and Lively

Processing: Ask: *What is the point of fun activities when you are trying to heal from traumatic stress?*

Then continue with an exercise in self-care awareness of physical stress of body and how to know when you are under physical stress. Through this exercise, it is possible to release tension in specific body parts.

Self-Care Physical Relaxation Exercise 15m [This exercise is best done in the morning, or people may fall asleep.]

Purpose: To introduce a technique that can be used for relaxation and to calm oneself.

Instructions Invite the participants to sit up straight in their chairs and put their feet firmly on the floor. Say, "If you feel pain in a part of your body, do not tense that part in the exercise. If you notice a pain beginning, please relax and stop exercising that part."

Suggest participants close their eyes or focus on a fixed spot on the floor.

(Explain slowly and calmly—When saying, "relax", let your breath out audibly.):

"Breathe. Exhale. Inhale. Exhale. Focus on your breathing while you feel your lungs fill deeply. Notice your breath as you breathe out through your nose. Inhale. Exhale. Inhale. Exhale If you feel that your mind is wandering, focus gently back to your breathing. Inhale. Exhale. You're alive, you are here. As you inhale, take that vital energy, fill yourself with well-being, fill yourself with peace.

Now, start stretching your legs as straight and hard you can ... relax. Stretch your legs again. Move your foot up towards you, hold it like that ... move your feet down, out, hold and relax ...

Now tighten the muscles of your calves and your thighs. Squeeze, hold, and feel the tension in your legs. Exhale and relax. Return to your original position and let the muscles in your feet, your calves and your thighs relax and be completely loose. Let your legs relax completely. And now feel this great relaxation from your toes to your calves and thighs. Feel very relaxed, or calm. Calm, relaxed.

Now suck in your stomach and make your whole abdomen hard. Hold it and feel the way your breath is cut off, feel the tightness in your belly. Exhale and let your belly relax, let your next breath fill it up.

Now stretch out your arms. Make two fists; tighten the muscles of your hands. Feel the tension, hold, hold and relax. Let your arms return to their resting position. Feel the relaxation. Now extend your arms again. Tighten the muscles in your wrists, your lower arm, hold, hold and feel the tightness in your arms. Exhale and release them, release them and let your arms return to their original position. Stop for a second, take a moment and notice the relaxation of your fingers, your hands, your upper arms, your lower arms. Let your arms be completely loose. Take a moment to experience the feeling of relaxation. Very relaxed and calm, very relaxed and calm.

Now arch your back backwards, raise your chest. Tighten the muscles in your chest, your abdomen, your back and neck. Hold it, hold it and then let go of all tension. Let go of all tension. Note the relaxation of your muscles. Take a moment to feel the muscles relax in your chest, your abdomen, your neck, across your back. All your muscles will feel relaxed.

Now raise your shoulders up toward your ears, like you are shrugging. Hold them there and feel the tension. Now exhale, and let them sink back down in relaxation. Notice any tightness in your shoulders and arms and move them and breathe into the tension to relax those areas.

Now squeeze the muscles in your face, first the muscles of your forehead and then the muscles of the eyes. Tighten it. Hold it, hold it, exhale and relax. Now squeeze the muscles of your cheeks, the muscles of your mouth, the muscles of your chin. Tighten it. Hold it, hold it and relax. Let all the muscles of the face to relax, first the muscles of the chin, then the mouth, cheek muscles, muscles around the eyes, the muscles of the forehead. Release all tension from your face. Bite down hard with your teeth. Feel the tightness in your face, your jaw. Exhale and let your jaw and tongue relax. Let your chin drop, if you feel like it.

Take your time and enjoy the relaxation. You are very relaxed and calm Relaxed and calm.

Now, breathe through your nose slowly and deeply. Breathe into your throat first, your chest, then your abdomen. Hold your breath, hold it and let it out slowly through your nose. Feel the relaxation. Inhale, holding, exhale, relax. Again inhale deeply, hold, hold, and slowly let it go. Release all the tension, your frustrations, your anxieties, feel more and more relaxed. Relaxed and calm.

Now take a moment to review your body. If you notice any tense places, take a moment increase the tension and then exhale and release the tension. Okay, now you're very relaxed. Now take a moment to inhale and exhale, stretch your body, focus on your surroundings. Get ready to continue the day. Relaxed and calm. Focused and attentive.

Processing: Finish this activity by asking

How do you feel?

How can use this activity in your daily life?

Inform participants that research validates intentional relaxation as a valuable tool when you experience moments of strong memories of the trauma (flashbacks) or even with short memories of traumatic incidents.

Concentric Circles / Communication: 30m (3 or 4 questions)

Purpose: To help the group identify the source of their strength and understanding, acquired through their difficult experiences; help them see themselves and each other as resilient human beings; and to articulate the resources that strengthen them to cope with future challenges.

Instructions Form two concentric circles (Using AVP techniques.)

The time to answer the questions will be 2 minutes. Ask those who are listening to use the tools of good listening.

Option: Since the subject can be serious, use a fun way for couples to determine who will speak first. Example: rock, paper, scissors. Who's the oldest, youngest, has longer hair, etc.

Questions: (Choose the most suitable questions for the group)

- *Although life can be very difficult, we all have things that bring us joy. What gives you joy in your life today?*
- *What have you learned from the things you've been through in your life?*
- *When you feel like giving up, what gives you the strength to continue?*
- *When you feel sad, what do you do to help yourself?*
- *What personal values have helped you to overcome difficulties?*
- *How have you overcome everyday stress during the last week?*

[It is always useful to ask the last question. You may write all the questions on a poster, exposing each in the order you will use them—then suggest that participants may want to reflect on the questions in their journals, too.]

Processing in the large group:

How does this relate to Transforming Power and Healing / Recovery from trauma?

Light and Lively: Kiss the stars. 2m

Move your head back and imagine you kiss the stars. Then imagine you're getting a kiss from all that is good in the invisible universe. It ends with a kiss.

OR

Here I sit (10 m):

Have the participants sit in a circle. Outdoors is excellent! Have an empty chair next to the facilitator leading the L&L. When everyone is listening, the facilitator moves into the empty chair saying "Here I sit" then the participant beside the chair the facilitator left empty moves into that chair and says, "In this chair" and the person beside the next empty chair moves into it saying "With my friend _____" calling the Healing name of another participant, who moves to the empty chair beside the last person who called her/him, leaving another empty chair, which either person on either side of it can occupy and start the cycle again, "Here I sit."

Continue till tired or time runs out.

My Journal: 5m

- *Write freely what comes to mind*
- *Write a letter to someone*
- *Write a dialogue with another person*
- *Develop a timeline to express your hopes for the future*
- *Record memories of special moments in your life*
- *Write a letter to God*
- *Write a letter to a wise person or your grandparents*
- *Write about an event you want to share*
- *Write a reflection on the workshop*
- *Write a reflection on a scripture or other sacred text / spiritual literature.*

Inform the group that journaling has been helpful for those recovering from trauma. There are several ways to use a journal, and you can write or draw ideas. (Notebooks may be distributed for this activity, or participants may be

asked to bring their own journals. It is good to have some blank paper available if someone forgets their journal.)

Make a poster or a **handout** with these ways of working in the diary:

Mutual Support groups: 15m

Meet with peers and commit to write or draw on a topic to work in your diary.

Evaluation: 10m (Evaluation method chosen by the team)

Closing: Pyramid of positive words or phrases that express what they have learned during the day.

SESSION III Memory

Start with a meditation, music or inspirational quotes.

Agenda Preview: 5m

Gathering: 15m: Healing Name and something from yesterday that I've been thinking about or surprised me was...

The Empty Chair – Affirmation, Resources and Recognition 45m

Purpose: To highlight the strengths and qualities of the participants. To help identify important personal or spiritual resources.

Instructions

[Note: This activity should not be disturbed or interrupted. Since it begins a session, it is essential that all participants be seated and ready to work before beginning. If there is some reason to start without all present, a member of the facilitation team who is not leading the exercise needs to be prepared to meet latecomers at the door (or outside it) and quietly orient them to the activity, helping them enter without disturbing the group.]

- In a *go-around* each participant names a specific person who loves him or her. It may be a deceased person, or one that is alive but not someone present in the room. [Note: to save time this may be used as the initial Gathering for this session.]
- Then go around the circle a second time.
- The facilitator should show how to do the activity step by step. Explaining first, then demonstrating.
- Each participant should stand behind her chair and take the role of (personify) the aforementioned person who loves them.
- Looking at the empty chair, as if the participant was still sitting there, putting their hands on the back of the chair as if touching the person in the chair, the participant should say, "*I am (name) _____, your (family or relationship) _____ and I love you because [name / participant] _____. I care about you because ... Something I really admire about you is ...*"
- When finished talking, the participant may embrace the imagined participant in the chair, and then should sit down again and enjoy a moment in silence with hands crossed on his/her shoulders, feeling embraced by the person who loves him.
- The next person should wait till the person lowers his/her arms to stand and begin.
- The group should maintain a reverent silence during the whole process.

*Is a Grounding needed here?

Processing: After this activity, ask the following questions to the participants:

- How did you feel doing this activity?
- What you learn from doing this activity?
- How does this activity relate to the Transforming Power?
- How does this activity relate to the healing of trauma?

*Use a Grounding before processing if there are participants who are upset.

Light and Lively: imaginary ball 15m

Form a circle with the group, if possible outdoors. A facilitator pantomimes throwing a ball to a participant. The pantomime may show a large ball, a heavy one, a small one, a football or basketball, or any kind of ball imaginable. The person receiving the first ball will throw another kind of imaginary ball to another person in the circle. You can do this also slowly or very fast.

Definitions: Loss, Grief and Bereavement / Grief 25m

Purpose: To clarify the concepts of loss, grief and mourning, to ensure that all participants share the same understanding of them as a preliminary to the exercises of loss.

Instructions:

Using a poster divided into 3 columns:

Loss	Grief	Mourning
Something (a person, place, or thing) that was very important that one will never have again.	Great sadness resulting from the loss.	The time taken to remember, think about and honor what was lost.

Brainstorm ideas from the group about their examples of these experiences, what they mean to them, how they are expressed by families, communities or individuals and what are the traditional ways of mourning.

After receiving all the contributions, ask: Is the experience of Loss, Grief and Mourning different if the loss is caused by an act of violence, something unexpected or an ambiguous loss?

Some possible explanations of terms:

Loss: Losing something or someone that was very important to you and that you will never see or never have again.

Grief: A great sadness, despair and pain that results from the loss of a relationship, person or thing.

Mourning: The time it takes one to remember, think and honor what has been lost.

*Is a Grounding needed?

Self Care: 5m

Self massage the hands, face, back.... and stretch. Or use Capacitar **sheet**.

A Personal Loss: 45m

Purpose: To invite participants to remember someone or something lost, to honor what was lost and have compassion for themselves for what they experienced; to guide the group in the process of loss, grief and mourning.

Instructions:

The facilitator leading this exercise should have a drawing ready to demonstrate to the group. Explain briefly the loss depicted.

Inform the group that this activity will be processed first in small groups and then summarized in a plenary session, where they may also share their work (if they wish to do so) and talk about their loss.

Drawing of a Loss

- Ask participants to use the available craft materials such as paper, scissors, glue, different colors of paper, old magazines, markers, crayons, pencils, to represent a particular loss, be it a person, place or thing. This should be a loss which they are willing to share with a small group. For the purpose of this exercise it need not be the worst loss they have had, but a major, or important, loss. (Try not to exceed 15m) [Note: it is good for facilitators to draw one of their losses also.]

- When finished drawing, each will walk around the room holding their pictures for display in silence, or if you prefer to hold the drawing facing inward, preventing other people seeing what they drew.
- Then divide into small groups or Mutual Support Groups. Voluntarily, take turns and each can explain their drawings. Allow about 4 minutes for each person to speak.
- People who listen should refrain from giving advice, and remember to practice good listening. If someone does not want to talk, allow their turn to pass in silence. Group members can reflect on what they hear, pray or wish the best for the person who is sharing their story.

*Is a Grounding needed?

Processing: Return to the large group. Remind the group not to give out personal information on situations of others.

What were some of the reactions of loss and grief they heard in their small group? [Note: A facilitator should record this information to use in the afternoon.]

What did you learn from this activity?

Self Care: Finding a safe place: 10m

"Relax and get comfortable.

Close your eyes, inhale and exhale.

Notice areas where you feel a physical tension. Stretch those parts and then let go.

Breathe in, sending healing to those parts where you feel tension. Exhale releasing tension.

Now think about a familiar place where you feel completely safe, and calm.

Imagine being there, seeing all the things there,

Feeling the air on your skin, feel the warmth or the cool that you find there.

Smell the scent of the place. Try to sense the taste of something in that place.

Hear the sounds of it, like ocean waves, rain falling, etc...

Meditate. quietly enjoying the sense of complete security in this special place (1 to 2m.)

Before you leave this safe place, imagine a picture of that special place, and give the place a name mentally.

Imagine you have an object of this place in your hand and thinking of those keys (photo, name, object) you can go back to that place whenever you want or whenever you need to feel calm again.

Now stretch a little, breathe deeply, open your eyes and prepare to rejoin the group when you're ready.

Evaluation 10m

SESSION IV Processing mourning

Review of Agenda 5m

Gathering: My healing name and something that helped me cope with grief is ... 15m

Different experiences of grief 45m

Purpose:

To help participants understand that there are different ways we experience and express loss, grief and mourning. There are several ways people experience the grieving process and the process is not necessarily linear. Allow participants to verbalize these expressions in a safe place, letting them know that having these feelings is normal.

Instructions:

Previously, write on index cards the various reactions listed below, with large, clear, letters, and without numbers. Make 5 cards for each item. Make cards also for any expressions of grief that have been mentioned by participants, and have some blank cards available for any that may be suggested or that may run out in the next step.

Emotional shock, numbness

Avoid any thought about what has happened or is happening / Denial

Realize what happened

Ask yourself: Why me?

Anger

Bargaining

Feeling abandoned by God or others

Guilt

Remorse

Anxiety

Physical reactions

Apathy / indifference

Hopelessness

Acceptance and Adjustment

Resignation

The facilitators (taking turns) briefly explain the meaning of each term, laying the cards flat on the floor.

After all the cards have been explained, ask people to walk around them and read them first.

In a second round, they can pick up 3 of these reactions are most important to them at this time.

Form groups of 3 or 4 people or use Mutual Support Groups, where each person in turn has a chance to share in a round, briefly speaking about the cards chosen.

In a second round of sharing, ask each one to choose the most important of the three cards, and the person may ask the small group for suggestions on how to handle that reaction. The group can brainstorm ideas to help the person. A volunteer can write down ideas for the

person to take with him/her. If possible, ask group members to refer to elements of Transforming Power when giving suggestions.

Processing in the large group:

How was that for you?

What did you learn?

What can you take away from this activity?

Alternative activity: Map of emotions 60m

Make a brief review of the list of reactions to grief, from the list made in the morning, adding other reactions that have thought since then. Next, distribute art materials: paper, cardboard, markers, etc... With this material participants may make a symbolic map of where they are or were, for example, The wilderness of "why me?" Or "the cave of surrender." On each page, put a single symbolic expression on the response selected from the above list. After 10 m., ask people to put their papers on the floor and walk around freely to view the work. When they read them, they should make a gesture for each symbolic expression in the art. They can then pick up the work that expresses the reaction or emotion on which they want some advice from a small group on how to cope. (If more than one person selects the same reaction, enter the name on a paper that someone else can take it later)

Form groups of 3 or 4 people sharing, taking turns on the artworks chosen and why they chose them. After the first round, ask each one to choose one of their three pictures/reactions for which the person wants help or advice from the group on how to handle the reaction. The group can brainstorm ideas to help the person. A volunteer can write down ideas for the person to take with her/him. (Another alternative is to write the ideas for handling the reaction on the drawing).

*Is a Grounding needed?

Processing in the large group:

Display the drawings as a gallery for all to observe, reading the suggestions for handling the reaction pictured.

Self Care: Healing Breath 10m

Purpose: To help the participants to release feelings from the previous exercise and go from a feeling of pain to a feeling of calm and relief. To present a special technique that can be used to help others who are reliving a situation after having deep emotional sharing.

Instructions: Invite the participants to sit up straight in chairs and put both feet on the floor.

Suggest that they close their eyes. Tell them (softly and slowly):

"Relax and feel comfortable. Close your eyes, inhale and exhale.

Concentrate on areas where you feel some physical tension. Stretch those parts and then let them go. Breathe in air sending healing to those parts where you feel tension. Exhale releasing the tension.

Realize that mourning will take time and it is normal to have periods of feeling sad or depressed.

When you feel a sense of sadness, grief or fear, be aware of it and then let it go like watching a boat sail down a river.

When you feel these difficult emotions, be aware of them and accept them as part of the healing process, which can appear and disappear from time to time during the healing process.

Allow yourself to experience feelings and the certainty that they will heal.

Know that God or a healing power inside you wants you to heal.

As you inhale, breathe in the energy of life, well-being and peace.

As you exhale, let the breath take away your pain, tension, your cravings and your fatigue.

While inhaling, let God ease and soothe you.

Inhale, exhale. Inhale, exhale. Be gentle with yourself.

You can understand that when you are going through these experiences, you probably cannot think as clearly as you usually do.

Give yourself more time.

Let someone you trust know your needs so they can help you.

Return to relaxation exercises to calm yourself down before acting.

Now, let's take a few moments of silence during which we can pray or meditate on letting the strong feelings go."

Pause for 2-3 minutes, allowing the participants to relax their breathing. Then say softly,

"Now, feeling calm and tranquil, be prepared to open your eyes slowly. When you are ready, open your eyes and look around. "

Processing: Finish this activity by asking them how they feel and how they might use this activity in their daily lives.

20m-Mutual Support groups

Share with your group: How do I feel? What I can use of the work done so far? How can I use the ideas of the above activities?

Recalling Significant Moments: 60m

Purpose: To help the participants to have a way to process grief and continue the healing process.

Instructions:

[Before the session, arrange a central space, convenient to all of the groups, with candles to be lit by the participants, and light a large candle; have matches ready (if needed) and tape to attach the pictures to the wall. It is good to put a metal tray or cookie sheet under the candles if they are not in small containers.]

We have often not had the time, circumstance, or the ability to process our losses. This activity will allow people to process their losses, recalling a "positive, important and meaningful" time connected with the person, place or thing they have lost.

Working with the drawing of a loss demonstrated by a member of the facilitation team in the previous exercise, briefly demonstrate the following process:

Form small groups of 3-5 people, reminding participants to have their drawing of a personal loss and their journals at hand. The number of groups corresponds to the number of facilitators: each group should be accompanied by a facilitator. The facilitators should be prepared to lead Groundings as needed in the groups. The small groups will separate themselves as far apart as possible. In each small group, the facilitator will:

- Ask each person in turn, to say “what was an "important and significant moment" with the lost person, place or thing?”
- Invite each person to design a short scene to symbolize this important and significant moment.
- Ask her/him to choose one or more actors to portray the characters, including a person who will take the his/her own role, and add props or costumes (usually improvised from scarves or other items at hand) required to perform the scene. The person should show how the characters relate to each other and explain how to act out the scene.
- Ask if the person wants the scene to be stationary—like a photo-- or moving. If the scene is moving, it should be quite short (e.g., a 10 second video).
- The person should explain how the characters move and if there are lines (words) to say.
- Then ask the person to sit back and observe the significant moment as the characters act it out.
- After watching the scene, ask if the actors depicted the feeling of that moment, and if not, replay the scene until they manage to achieve it.
- . If the person wants to do it, s/he can repeat the scene taking her/his own role.
- After the group has recreated her/his significant moment, the facilitator and the group will then be invited to accompany each person to light a candle and stick up their picture behind the table with the candles,
- Invite the person to stick his/her picture on the wall, and light a candle to commemorate the moment s/he remembered. The person lights his/her small candle from the large candle lit in advance, symbolizing healing. S/he may say a few words commemorating the person, place or thing they have lost. [Note: If a participant does not want to do the scene, s/he will still be invited to light a candle, and put the picture on the wall.]
- Return to the place where the small group has been working. Invite the person to say something specific they want to remember from this activity.
- Then proceed to work with the next group member’s Significant Moment.

- If a small group finished before the other groups, ask the members to quietly work in their journals without disturbing the others.
- After all the small group members have had an opportunity to have a scene and light a candle, give the whole group a chance to view the drawings shown in the gallery of

Remembering Significant Moments Summary aka cheatsheet

Arrange the table with candles and tape. Light central candle. Arrange chairs for small groups. Using the Facilitator's drawing of a Personal Loss, demonstrate these steps in the larger group.

- **Showing his/her Personal Loss drawing, s/he briefly explains it.
- Ask the participant to think of a Significant moment associated with the Loss.
- Invite participant to stage a brief skit or tableau of the Significant Moment, naming characters present.
- Invite participant to ask specific group members to take roles as characters including one in the role of the participant.
- Explain the things the actors need to know—where they are, how they feel, what they say and do.
- Participant watches the action.
- Participant evaluates the action, “Did it capture the feeling of the moment?” (If not the participant re-explains what the actors need to know, do, say, etc., and replay.)
- Invite the participant to take his/her own role and replay the skit.
- Invite all the group to accompany the participant to the table, where s/he tapes up the drawing and lights a candle.
- The participant may say a few words commemorating the Moment and/or the Loss.
- The participant may say a few words to the group.
- Return to seats.
- *Is a Grounding needed?

[After the demonstration, form small groups.

Remind participants to bring their drawings and journals to the small groups.]

Invite the next volunteer participant to follow this process from **

work, and remember the significant moments that they have experienced. Then, in the large group circle, take the time to be silent, sing or pray.

Processing: ask only gentle questions like “*Would anyone like to share something?*”

Task: My diary

if you have time, encourage participants write something in their journals about their experiences, or suggest to people that night to write something about this last activity in their journals.

Evaluation: 10m

Closing: 15mGgo-around: “Something I want to leave here and something I take with me.”

Alternative: Stand behind your chair and make a statement, possibly returning to the "person of the empty chair" exercise in the morning. A statement of what that person might consider as an affirmation of them.

SESSION V: Reconnection and Trust

Start with a meditation / music / inspiring quotations

Agenda Preview: 5m

Gathering: Someone I trust and why15 m

Mutual Support groups: 25m

Share a reflection of the previous day. Also: How have I seen Transforming Power in healing? 15m

Processing in the large group: 10m

A facilitator records the list of Ways Transforming Power is seen in healing.

River of Life 65m

Purpose: To help participants think about the trauma they have experienced in the course of their lives and integrate their traumatic experiences with the rest of their life.

Instructions:

5 m A facilitator provides an example of a drawing of their own River of Life (with “past”, “present”, and “future” sections) made in advance on a poster. The drawing should have both positive and negative events in the “past” and “present” sections, and not be too elaborate.

The facilitator will briefly explain the events depicted.

Inform participants that they will share their drawings in small groups on a voluntary basis.

Invite them to draw at least three events in each phase of the River (“past”, “present” and “future”). Events can be good or not so good, except for those in the “future,” which are usually all good.

15 minutes. Give participants paper, markers, crayons and colored pencils. Have them think about their lives like a river, and draw several events along the River. They can add people and places both past and present into the future. (As a variation, participants can draw a road or trail -- whatever they think best represents their life). They can write words in the picture. (If they do not want to draw or write, invite them to simply sit and think about their past, present and the future.) They are to work silently and individually.

After finishing their drawings, the facilitators demonstrate how to share the drawings.

The facilitator who made the poster of the river of life will be facilitated in the process below by another facilitator, using the 3 chairs representing “past” “present” and “future” (and labeled with these cards.)

A third facilitator will fill in a poster with the same titles (as shown in handout). Be sure to point out how the note taker wrote down the answers to the various parts of the handout.

During the process (described below), give the facilitator who shows his/her River of Life the opportunity to stage a brief scene from his/her future, inviting others to play roles in it, very briefly (playing his/her own role.)

Then form small groups, each one with a facilitator. The number of groups corresponds to the number of facilitators. These groups may be the Mutual Support Groups or may divide themselves into different groups, depending on the preferences of the group. Each group should as far from others as possible and the space where they will work should be ready with 3 empty chairs labeled "Past", "Present," and "Future."

The facilitator in each group will invite a volunteer to talk about their drawing, and ask for a volunteer to take notes on the handout (that will later be given to the participant.)

Ask the volunteer to sit in the chair that says "Past" and to show that part of her/his drawing, Ask him/her to name the 3 most important events or relationships in the "Past". [It is important to limit these to 3 to keep it brief.]

Ask what were the internal strengths, abilities or skills and external resources that helped him/her out of the past into the present. These are to be listed on the handout. [With people who have low self-esteem it is very important to help them recognize and affirm their internal strengths.]

Invite the person to sit in the "Present" chair and show her/his drawing, mentioning the 3 most important events or relationships of the present. Ask about their internal strengths and external resources now.

Invite the person to sit in the "Future" chair and ask for 3 important events or relationships depicted.

Ask if s/he wants to experience something of what s/he envisioned on the paper about their future.

Then invite her/him to prepare a **brief scene** of their future, inviting other members to take roles in the action. The person takes his/her own role during this dramatization.

After acting out this scene, staying in the chair "Future" ask him/her to name the internal strengths and external resources s/he has in the Future. Invite him/her to give advice to the "Present-Self" (to be recorded also on the handout) about how to achieve the envisioned future, as well as the needed to achieve that "Future-Self." Be sure to ask for specific steps or actions to reach this goal.

Then the participant returns to the "Present" chair, and invite him/her to make a promise (commitment) to the "Future Self". S/he may also speak to the "Past-Self".

River of Life Summary aka cheatsheet

Prepare spaces for small group work with 3 extra chairs, each labeled "Past" "Present: or "Future."

Demonstrate the process in the large group, using the facilitator's River of Life drawing.

A third facilitator or a volunteer takes notes on a poster sized Notes from River of Life

[In small groups, ask for a participant to take notes on the handout.]

- 1) Past: Participant names up to 3 most important events
Participant names [Internal] Strengths:
Participant names [External] Resources
- 2) Present: Participant names up to 3 most important events
Participant names [Internal] Strengths:
Participant names [External] Resources
- 3) Future: (Vision): Participant names up to 3 most important events
Participant stages brief SKIT of 1 future moment
Participant names [Internal] Strengths:
Participant names [External] Resources
Participant tells "present self" what steps to take to reach Future
- 4) Participant returns to Present chair, States Commitment to Future self
Participant may also speak to Past self.

Processing: In the small group, each participant can speak about the experience after leaving the "Present" chair and returning to the group.

Or process in the large group after all the groups has returned.

Light and Lively: The Zoo 10m

Each participant can name an animal that he or she considers a master of relaxation, and the group will do a pantomime of that animal for a few minutes relaxing. Examples: a sloth, a cat stretching, a bird gliding and so on.

Tree of Trust 45m [This activity is most effective when participants are from the same community.]

Purpose: To identify the roots and fruits of trust. To help participants see how their strengths and capabilities influence the people around them and themselves.

Instructions:

Optional: Start with a short activity led by a facilitator, asking participants to imagine themselves as large trees. The roots are underground and not always or rarely seen. Smoothly and calmly say the following:

"Breathe. Exhale. Inhale. Exhale.

Concentrate on your breathing as your lungs are filled up deeply.

Notice your breath as it passes through your nose.

Inhale. Exhale. Inhale. Exhale.

If you feel your mind wandering, just concentrate again, inhaling and exhaling. You're alive, you're here.

"Now, begin to imagine that you are a tree and your feet are the roots that are beginning to extend down far below.

Your roots are strong enough to extend down through the floor and are now penetrating the earth.

Go deep down into the earth to a place with very high energy and moisture, with water that gives life.

As you inhale, feel this energy that comes from deep within the earth fill your life.

Feel the sun on your face and the gentle breath of God in your skin.

While inhaling, let the rich earth energy relieve and soothe you. Inhale. Exhale. Inhale, exhale.

Draw a large tree on a poster.

[*Optional*] Prepare papers with the form of roots, leaves and fruits, preferably the color corresponding to their functions.

Ask the group what are the functions of the roots, trunk, leaves and fruits on every tree?

Then present the picture of the tree and tell them that this is a tree of the trust we want in the community.

Invite them to think, taking into account the role of the roots of the tree, explained by them, what is needed to provide the foundation this tree of trust for themselves and their community. These bases can be invisible in the same way as the roots grow underground.

[*Optional* Give each participant the figures of the roots to record their own ideas.]

Invite each Participant to write on, or tape her/his ideas to the poster of the Tree of Trust.

Once the group has its roots attached or written, let them share some of what they have written. Repeat this process with the trunk, leaves and fruits.

Processing: *What are your thoughts looking at the tree?*

How do the different parts of the tree relate with one another?

Can you see this tree of trust growing in your life?

Is this tree of trust in your community? If the answer to the last two questions was no, What can we do to grow this tree in our lives or in the community? If the answer is yes, What can we do to nourish it?

How does all this relate to Transforming Power?

Portrait of an Ideal Community (*optional*) ["Community" may be changed to "School" "Church" etc., if the participants are from the same school or church.]

Purpose: To help participants to visualize a community without violence and to think about some aspects of their current communities that require action to transform and improve them.

Instructions:

Give each person drawing materials.

Invite them to draw an ideal community in their own terms, so that this community has at least three aspects: such as Healthy Families, good schools and a just economy. Give them 10m to make personal drawings and then form a collage, bringing together all the drawings. Each person explains his work by placing it in the collage, highlighting the issues prioritized.

When the group has finished the collage, invite them to look at it and ask:

What does each of you do to foster hope, trust and connection in your community?

Ask them to write in their journals the elements considered necessary to develop these important elements in their own community.

Processing:

What are your thoughts about this collage?

What are the issues that exist in your communities and those still missing?

How can we realize this dream of an ideal community?

What are you doing now to achieve it?

What internal strengths and external resources could be used for this achievement?

How does this relate to Transforming Power?

(Hint: If it is necessary to stop this talk, in order to save time, you can follow it up in the topic: Where do we go from here? Session VI).

Evaluation: 10m

SESSION VI Closing and Commitment

Agenda Preview: 5 m

Gathering: 15 m “My Healing Name and a commitment that I have after this workshop is”

Trust Course

Purpose: To experience using trust to overcome obstacles and being trustworthy to help another overcome obstacles.

Instructions:

Each participant forms a pair with someone they trust (unless the number of participants is odd, it is recommended that facilitators not participate in this exercise.)

Use a large room or space outdoors, where facilitators place a series of obstacles. (tables, chairs, other large objects.) During the exercise, facilitators should place themselves near the difficult obstacles to prevent—silently if possible—accidents to blindfolded participants.

One person in each pair is blindfolded. The blindfolded partners form a horizontal line on the starting line of the obstacle course.

The seeing partners form a line at the Finish Line, and call to their partner to lead them through the obstacles (using only their voice.). [Alternatively, in very narrow spaces or long courses, blindfolded partners may be guided by their seeing partners who may be 5-6 feet away, and may not touch their partners.]

When a facilitator says “Go!” all the blindfolded partners begin to move through the course, concentrating on their partner's voice.

When all the blindfolded partners reach the Finish Line, they change roles and repeat the process (with the seeing partners moving to the other end of the obstacle course, the former Starting Line.)

Processing:

Usually there are many emotions that accompany this activity.

For people who were blindfolded first, What was it like doing the Trust Walk? Was it hard? How did it feel for those who were blindfolded in the second round?

What did you feel when you were the guide?

What made it difficult to trust the other person? What made it easier?

What did you learn from this activity?

How does what we have learned relate to Transforming Power?

How can you apply what you learned to your life and the healing of trauma?

[Alternative] **Trust Walk 30m**

Purpose: To build trust within the group and demonstrate trust through physical activity.

Alternative 1: Blind walk

Instructions: Divide the group into pairs. One of each pair volunteers to be blindfolded. The other person gently guides their partner outside the room, trying to give a variety of experiences (touch different textures, aromas feel, etc.), being aware of the safety of their partner. Change roles after 5m and then return to the large group.

Processing: (use or adapt the questions above).

Energy Exercise--stretching towards the sun 10m

Invite the participants to stand. Say: "Now feel that the earth can support you with all the strength you need, and raise your arms up toward the sun, stretching above, above, and feeling the energy to grow and achieve your dreams. Breathe deeply, letting the energy pass through your feet to your fingers as you stretch.

Alternative: Light and Lively: Laughter Epidemic.

Invite them to stand in a circle. The first person will start to laugh any way you like, and while that person laughs, the second person will start to laugh, and so continue until the entire group is laughing.

Unanswered Questions: 15-30m

Purpose: Answer any questions to clarify concepts or questions that the participants may still have. Explain that this is the time to ask any questions they may have in their minds or their hearts.

Directions: [Remember to do this from the perspective of taking into account the strengths and capabilities of the group. Often, when a participant has a question, another one has the answer. Before trying to answer every question as a facilitator, first ask the group if anyone

want to answer the question. Then you can reinforce and affirm the right of response and complement it.]

If there are no outstanding questions written on the poster, it is worth asking whether some people have doubts about the meaning of specific terms or any other questions that were not written but which they want to clarify. Generate a list of all questions and words that come out of the group before trying to answer them. At this point, it's good for the team to have an open Clinic on which option should be used to answer questions and explain specific terms.

If the list is not very long, we recommend using the technique of the Fishbowl (AVP Advanced Manual).

If the list is long, we recommended forming groups of 3-4 people and dividing between them the questions and words, indicating that each group will find the answers to their questions and words, on which they will report to the large group.

[Sometimes, participants may have very general or broad questions. Example: "How do you help someone who is traumatized?" Instead of trying to answer the question, let him/her know it's a good question and thank her/him for their interest, but explain that it is a very broad topic and is a topic for another workshop. Remind them that trauma and healing of trauma is a very long and complicated topic, and learning about them is time consuming. Invite them to start or continue their own healing process as the first step to then help others in the same situation. Have patience and continue to seek answers and healing.]

Where do we go from here? 20m

Invite participants to return to Mutual Support Groups and discuss both how they as a group may want to keep in touch, and what sort of follow-up with the whole group or from the AVP program they would like. They may discuss the formation or continuation of Mutual Support groups, allowing time for groups formed during the workshop to meet with other groups in their community to plan the follow-up process. In case of participants who do not live in the same community, invite them to work in their journals a moment reflecting on what how each wants to continue in this process.

In the large group, each can share these ideas and plans.

[PLA is beginning to work on a pilot follow-up Second Level workshop with the goals of providing follow-up to participants from this workshop, and training community level Healing Companions. This workshop will be developed and made available during the next 18 months.]

Alternative: Continue the process of the ideal community, held in the previous session.

Final evaluation 20m

Purpose: To invite participants to reflect on lessons learned during the workshop.

Options:

1. Round of questions

Instructions:

Ask participants to answer the following questions as a go-around:

1) *What important things have you learned during this workshop?*

- 2) *How do you relate what you learned with Transforming Power?*
3) *What would you do in your community what you've learned here?*
A facilitator should write the answers on a poster, or in a notebook.

2. Written evaluation

Possible questions:

What internal strengths and external resources can you use to continue your healing process?

What activities from this workshop do you plan to put into practice in your life?

What aspects of this workshop suggest we should change or improve?

Other comments or suggestions?

Group photo

Healing Posters: 15 m

Purpose: Affirming internal strengths for the healing process shown by the participants.

Instructions: Same as Affirmation Posters (AVP Basic Manual), but affirming the strengths and resources of each person for healing.

Closing ceremony with certificates or Healing Posters: Standing in a circle, participants take turns, giving their neighbor to one side their certificate, and their Healing Poster while saying a few words of affirmation to the person.

Closing: Affirmation shower. Invite participants to stand in a circle. In turn, each person will go to the center of the circle, and others will affirm them briefly aloud, with words that express the strengths or skills they have for the process of healing trauma.