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## Key Principles for Running the Day

### 1. Safety

Feeling safe is essential for people to be able to share their ideas and opinions. Therefore, it is crucial to create an environment where participants feel free and confident to express themselves. Safety during the intervention could be described as:

- ☑ Providing a space to express one's needs, ideas and feelings
- ☑ Letting young people participate on their own terms
- ☑ Establishing a democratic environment of mutual respect – teaching and learning goes both ways
- ☑ Communicating through our words and actions that we wish young people well and care about their wellbeing

Be aware that safety could mean different things for everyone. Moreover, young people's experiences of the disaster are varied, therefore it could be expected that some will be more reluctant to share, engage and participate during the intervention. If this is the case, facilitators can provide some positive encouragement without pushing the person too much or forcing anyone to take part in any of the activities.

Given the nature of the intervention, some participants could find it difficult to remember or think about the disaster. Thus, it is important to let participants know from the beginning that support is available and that it is okay to take as many breaks as needed.

Those who need some help or time off can be offered to:

- 1) Talk to Yulia Direzka the on-site clinical psychologist
- 2) Have quiet time in a nearby room supervised by an adult (e.g. RA)
- 3) Join an RA in doing another activity, such as chatting, drawing or going for a walk
- 4) Give the option to stop taking part in the intervention. For safeguarding, parents must be contacted to give students permission to leave the site.

*! Some distressed students might not ask for help when needed. If anyone sees a participant that has gone quiet or seems to be withdrawing or upset, ask if she is okay and follow up with an offer to separate her from the group for a bit, for example by asking her if she would like to talk to someone or going for a walk. Once the person is not in the main group, you can offer the options outlined above.*

Actions to establish safety from the beginning of the intervention:

- 1) Being friendly, approachable and helpful in all interactions with young people at all times.

- 2) Communicate to participants that the intervention environment is not the same as school. They are free to express freely and can engage in the activities on their own terms. There are no expectations, no right or wrong – what we want is for them to have fun!
- 3) Ask participants to produce a tag (on a sticker) with their preferred name and refer to them accordingly. Adults should do the same.
- 4) Doing a presentation round at the beginning of the day where everyone introduces themselves and their roles in the intervention.
- 5) Let participants know that taking breaks is okay and that there is on-site help available.

## 2. Be Process Focus

Telling young people that they are going to create a song from scratch could make them feel anxious and overwhelmed, as they may think that they do not have the knowledge or experience to do so. Therefore, to overcome these insecurities, it is important to not focus on the final outcome but to divide the process into smaller steps – this will facilitate a sense of accomplishment at many points along the way. By building the song step by step, participants will reach the goal little by little, letting go of any concerns about the end product.

- Do: Give participants small tasks and encourage them every little step of the way
- Do: Provide clear limitations for example:
  - o Time limitations and reminders: “we have 10 minutes for this task”, “we have 5 minutes left”
  - o Limited options: “we are going to choose 5 words for each chart”
  - o Provide concrete tasks: “write down 5 things that make you feel calm”

Encouragement and validation during all tasks are essential for participants to feel confident in their creative process. Remember to try your best to see the efforts and intentions of everyone in the group, paying special attention to those who are more quiet or not engaging as much.

- Do say: That sounds really interesting! Would you like to add anything else?
- Do say: I am proud of you for working as a team!
- Do say: Thank you for helping others do the task!

Do not say: “yes, but...” This can discourage students

Instead:

- Do say: “yes, and...” This can validate and encourage students.

For example:

- “Yes, but how are you going to put that into the verse?”
- “Yes, and how can we put that into the verse?”

### 3. Learning By Doing

Participants will have different knowledge about music. Some might know what a verse or a chorus is or how to create a rhythm or beat. However, we should not assume that everyone will. Therefore, rather than explaining what is ‘right’ or ‘allowed’ in music, it is important to let young people enjoy and express themselves without the pressure of doing it in a ‘correct’ way. This makes music-making accessible for everyone, regardless of their previous knowledge and experience. With the help of the facilitators, playful expression can run alongside learning about more technical sides of music-making.

Some principles for learning by doing:

1. Use open and easy language and limit the amount of information to the minimum. Avoid using technical language.
2. Talk less, do more! Prioritise time for young people to learn by doing over listening to explanations and instructions.
3. As a leader, facilitator, musician, teacher, psychologist, chances are you know a lot of theory and knowledge about how things “*should be done*”. If you talk too much about these, you might transfer expectations and anxiety onto the participant and the creative process. Give young people the opportunity to learn, explore and have fun!

*! Remember, it is crucial for participants to have a strong sense of ownership over the song. Participant’s preferences, ideas, feelings and experiences should be at the core of both the song writing process and the final product.*

If a student asks: “Is this right?” Remind them there are no right or wrong answers, it is about being creative!

### 4. Clear communication

Making sure everyone has the same information and understands what is going to be happening during the day is very important for participant’s sense of control and safety.

An important way to secure this is by using clear communication. Clear communication entails using simple and clear language, avoiding using complicated words, technical or academic vocabulary, communicating the same message in different ways (written, orally, in pictures, etc) and giving the same information several times.

As organisers and facilitators, we might take for granted that all participants know how to do certain things, the rules for each activity or who to ask for help in case this

is needed. However, for information to be accessible for everyone, nothing should be assumed. Therefore, it is important to communicate in ways that fit different learning styles. For the intervention, we will be relying on oral and written communication – therefore, it would be ideal to have instructions and tasks for each of activity written down on flipcharts and, during activities, to give participants the chance to share their thoughts both written and verbally.

- ! *Having a pre-made written schedule on a flipchart outlining the activities (See appendix 2) of the day, putting it somewhere visible for everyone and talking through the schedule during the introduction is important*
- ! *Other materials that need to be prepared before the intervention are the printed attendance sheets, feedback forms, tree of life sheets, cut out tree of life and the poster with the 6 key themes (See appendix 1)*