



My Brother SG

HERE FOR YOUR HEALTH

Training Manual for Face-to-Face Migrant Worker Engagement

Socially Distanced, Humanly Connected

September 2020 to February 2021

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1. Introduction

<p>Who is this training guide for?</p>	<p>This training guide for face-to-face migrant worker engagement aims at supporting field mobilizers, public health personnel, government authorities and organizations who need to implement RCCE approaches for face-to-face ground engagements in the event of a COVID-19 outbreak, especially in the context of large, closed communities.</p> <p>It comprises training guidelines and offers practical suggestions and activities for volunteers and mobilizers interested to engage and empower migrant workers in face-to-face engagements for community engagement and empowerment.</p>
<p>How can this training guide be used?</p>	<p>This guide may be used by field mobilizers and volunteers who wish to carry out risk communication and community engagement (RCCE) activities for migrant workers to build trust and establish relationships, upon which further RCCE activities may be built upon.</p> <p>This guide is not intended to be used as a blueprint and should be used flexibly. Depending on the context, the activities should be modified and adapted. Each activity should always be piloted on a small focus group, with feedback being solicited and incorporated, before increasing its scale.</p> <p>While volunteers should feel free to allow their distinctive facilitation styles to emerge, adopting basic principles grounded in community participation such as practising listening, encouraging two-way dialogues, instead of adopting a top-down didactic approach is crucial. This training guide should be used in conjunction with the resources found on the My Brother SG website: www.mybrother.sg</p>
<p>Why is this guide special?</p>	<p>Distinctively, this guide focuses on creating safe spaces of vulnerability and authenticity, providing platforms through which emotional connection, powerful conversations and genuine leadership can be launched from, in spite of potential cultural and language gaps between mobilizers and community participants.</p>

1.1 Background

Singapore's first identified COVID-19 infection case was tested on 23 January 2020. In March, the first cases among migrant workers were identified and more than 53,000 diagnoses were made in a total population of over 300,000 migrant workers.

While Singapore was effective in coordinating the pillars of an outbreak response, which include case management, laboratory work, logistics, maintenance of regular healthcare needs, one pillar took a longer time to develop — risk communication and community engagement (RCCE).

Effective RCCE uses specific strategies to involve communities and individuals in the response and develops acceptable and effective interventions to minimize further transmission. It builds trust in the response and increases the probability that health advice is followed, minimizing misinformation that may undermine the response. RCCE not only empowers communities to develop their own strategies and actions, but also establishes a robust communications loop between communities and the response. This bidirectional communication assumes that target communities also have valuable inputs and ideas for addressing transmission

A community that trusts and engages with the team is willing to share issues and ideas openly, and ensures that the best medical care, logistics and operations are utilized efficiently. This is crucial in preventing the recurrence of the outbreak.

During the pandemic, many frontline workers and volunteers stepped in to fill the RCCE gap in migrant worker facilities, developing activities for migrant worker engagement and empowerment, with the mission of raising migrant worker health ambassadors. These facilities included dormitories in lockdown, and community isolation facilities.

With rapidly evolving policies in swab and serology testing and a language gap in effective communication, some face-to-face activities were birthed with the intention of creating trust with marginalized communities.

This guide focuses on creating safe spaces of vulnerability and authenticity, providing platforms through which emotional connection, powerful conversations and genuine leadership can be launched off from, in spite of cultural and language gaps.

By the end of this training, trainers will have:

- Identified the importance of RCCE in the response to COVID-19
- Identified the importance of community engagement and participation in RCCE
- Acquired the skills necessary to facilitate face-to-face engagement sessions with migrant workers
- Acquired the skills necessary to collect and respond to community feedback
- Increased confidence and self-efficacy in mobilizing migrant workers to be more empowered in caring for their health

By the end of the session, participants will be able to:

- Identify key facts about COVID-19 and its negative impacts (poor mental well-being etc.)
- Articulate key concerns about misinformation and anxieties around COVID-19
- Develop solutions to address challenges faced among their community

1.2 Scope of this Manual

The training manual is a practical guide for volunteers to do face-to-face engagements with migrant workers in migrant worker facilities. It includes instructions for activities to help volunteers engage migrant workers meaningfully.

The overall training objectives include:

- Enabling and empowering mobilizers to be equipped with the skills and confidence needed to engage migrant workers in large, closed communities meaningfully to win trust and support RCCE efforts, ultimately decreasing transmission rates of COVID-19
- Improving the feedback loop and two-way dialogue between migrant workers and health authorities

The desired outcomes include:

- An increase in trust and rapport between migrant workers and health authorities
- An increase in the agility, adaptability and flexibility in the outbreak response to respond to evolving ground needs
- A decrease in the negative impacts of COVID-19

Our team from My Brother SG hopes this guide will enable and empower you to conduct face-to-face engagements with migrant workers in closed communities with confidence.

2. Overview

The activities in this guide are formulated based on core principles anchored in the Minimum Quality Standards and Indicators for Community Engagement by UNICEF.[1] These standards ensure the creation of an enabling environment for communities to be listened to, and in turn to engage in the processes and with the issues that affect them.[2]

Community engagement is an approach ensuring that communities, especially those at risk and who are vulnerable, are active stakeholders based on transparent and open information flows, in the deliberations, consultations, decision-making, design, implementation and measurement of initiatives and systems that affect them. At its best, it values the input of community participants and allows them to take personal ownership and action on the issues facing them.[2] It also ensures that communities have mechanisms to provide feedback as to the conduct and effectiveness of services.[2] This is the philosophy behind the training methodology in this guide, which aims to uphold the core principles of participation, inclusion and ownership rather than focusing on the typical didactic top-down approach focusing on changing specific behaviours.

2.1 General Objectives

At the end of each session, participants will be able:

- To identify and articulate specific negative impacts of COVID-19 on their communities
- To identify challenges faced by their communities in the outbreak and/or outbreak response
- To describe their roles and responsibilities in the COVID-19 outbreak
- To develop solutions to challenges faced by their communities in the outbreak
- To develop increased confidence and improved self-efficacy in implementing solutions to those challenges.

The activities aim to better understand and hence target communities to encourage the design, implementation of self-generated solutions, while supporting them in their growth in autonomy and leadership.

2.2 Session Overview

The 3 workshop sessions this manual details are:

1. Migrant Worker Action Planning: COVID-19 Prevention

Amidst the COVID-19 outbreak, migrant workers received health information on social distancing and hygiene precautions from different information sources.

This activity aims to utilize participatory approaches to understand migrant worker priorities and potential actions in relation to ending disease transmission. It aims to engage and empower the migrant brothers to share these messages in their community, through collaboratively working together to provide and design solutions that work within their own communities.

Sharing a message is important, but sharing a way of implementing, adapting or adopting that message that is generated by the community itself for maximal contextualization is even more important.

2. Building Mental Health Awareness: You Can Save a Life!

During the prolonged lockdown, mental health issues began to surface in the migrant worker community. Depression, self-harm and violent episodes began to arise and it was necessary to address this as part of the outbreak response.

This activity aims to utilize participatory approaches to understand migrant workers' concerns about their mental well-being, destigmatize mental health issues and to equip migrant workers with the knowledge, confidence and self-efficacy to identify and help those potentially facing mental health challenges.

It aims to engage and empower the migrant brothers to look out for those at-risk of depression and self-harm in their community, through raising their awareness of signs and symptoms of depression, and sharing helplines available to them.

3. Kitesong Art Therapy Workshop: Set Your Dreams Free

Isolation is known to increase negative mental health impacts. Therefore, an easily accessible, low-cost therapeutic activity that promotes self-care and healthy outlets for heightened emotions is essential, especially in the context of community isolation facilities where COVID-19 positive patients are housed in a confined, controlled environment for prolonged periods.

Art therapy can be a tool for individuals to use as a healthy coping method of self-care and self-expression.[3] It not only reduces feelings of isolation and alienation, but honors the inherent need of individuals to have autonomy in their expressions, creates outlets of such expressions which facilitates a two-way communication overcoming language barriers, and provides deep introspection for the participants.[4]

This activity aims to provide a therapeutic platform for empowerment, solidarity, and collective action for migrant workers housed in community isolation facilities. It builds trust between healthcare providers caring for them and enables them to create expressions of resilience and courage that promote self-determination and resilience.[5]

2.3 Guidance for Trainers

To facilitate community participation, good facilitation is key. Here are some key tips and advice on becoming a good facilitator.

- Organize the workers into groups of the same languages in advance.
- Prepare your resources and materials in advance.
- Remember that you are a facilitator, not a teacher.
- The skills of a good facilitator include:
 - Being able to listen first before speaking,
 - Being able to encourage community feedback, dialogue, and conversation rather than adopting a dominant top-down approach
 - Being conscious of those who may not have a voice in the session and encouraging them to share their thoughts
 - Understanding that all ideas are worth discussing
 - Promoting generation of ideas from and by the community instead of teaching it to them
- To promote rapport building, you may choose to paste an enlarged friendly printed photo of yourself on your PPE gown with your name written on it to identify yourself clearly.
- Always introduce your name, where you are from. Let them know that you genuinely care and are interested in their culture. Greet them in their native language.
- Acknowledge your understanding of and empathizing with their situation of being isolated from their friends and family.
- Share that you are here to help.
- Encourage them with an inspirational thought- e.g. to keep their hope alive as bad times will not last forever.

Ice Breaker

Icebreakers are important in building trust, generating rapport and facilitating understanding.

These activities below may be selected at your discretion. Icebreakers should be interactive, require very little facilitator input and be appropriate to the adult audience. This also requires a degree of cultural understanding of your target audience.

Getting to know you

1. Invite each migrant worker to introduce their names and their favorite native food *or*
2. Invite each migrant worker to introduce their names and one thing that has kept them going through difficult times *or*
3. Invite each migrant worker to introduce their names and share one incident that has encouraged them.

Rapport building

Always begin with a team building activity ahead of any activity planned to build trust and to allow participants to express themselves and to understand their perspectives.

Some questions that may be helpful include:

- How has your stay here been? What is your experience of COVID-19?
- What have you learned about COVID-19? Could you share your experience of COVID-19 as a migrant worker in Singapore?
- What are some of your positive experiences?
- What are some of your greatest challenges at the moment?
- What are your priorities during this time?
- Where do you receive your health information?

These questions promote interactivity and move towards a two-way dialogue instead of a top-down message-based approach. This may build a sense of empowerment and rapport at the start and also inform the trainer of the audience's experiences, baseline knowledge and current concerns. A good facilitator always seeks to understand his/her audience and does not assume knowing everything.

3. Migrant Worker Action Planning: COVID-19 Prevention

This activity was conducted in the early phase of the outbreak, where information on social distancing and hygiene among migrant workers was adhoc and non-uniform.

3.1 Objectives

At the end of this session, participants will be able:

- To recall the 6 health messages to prevent COVID-19
- To prioritize the challenges faced in practising the health messages
- To develop solutions to counter the challenges faced in practising the health messages

3.2 Resources

- Empowering Migrant Workers | Social Distanced, Humanly Connected Training Video [Video can be found at <https://youtu.be/WWuIEWvI5HU>]
- Health education booklets [Health education booklets can be found at www.mybrother.sg, under “BOOKLETS”.]
A3 laminated posters [Posters can be found at www.mybrother.sg, under “POSTERS”.]
- Prizes (optional)

3.3 Preparation

- Download and print the high-resolution posters in A3.
- Laminate the posters such that the same design is on both the front and back but in different languages. For example, pair up the Bengali poster on the front and the Tamil poster behind. Do likewise for the English and Chinese posters.
- Request for the dormitory operators to ask the migrant worker room or floor leaders to bring down their health education booklets and gather with masks, socially-distanced.
- Request for an on-site translator. If this is not possible, invite a migrant worker who can also speak English to assist you.



3.4 Instructions for Activity

OPTION 1:

1. Ask participants, in their pairs or groups of 3 and 4 (socially distanced apart), to brainstorm and share some of the key messages they have heard about protecting themselves from COVID-19.
 - This activity is not for the facilitator to identify right and wrong, but to listen and where relevant, discuss.
2. Next, start with the poster activity. Invite a migrant worker volunteer to the front and hand a poster to him. Invite him to show the wrong side of the poster (in the language foreign to the audience) to the audience and ask everyone what language they think the poster is in. Create some buzz and ask everyone to interpret what they think the illustrations mean.



3. Then, invite the volunteer to share this thoughts.
eg. Do you agree with your friends? Could you explain what these pictures on the poster mean?
4. Use this opportunity to engage the volunteer with the crowd and let them interact with each other.
eg. Well, let's see if you are correct.

5. Flip the poster and get the volunteer to read and explain to the migrant brothers what the illustrations mean in his language.
6. For each poster, ask the audience: why is this action necessary (i.e. washing hands, wearing masks, quarantine)?
 - Try to quickly establish consensus on the key issues or messages or concern for the workers. Make a note of these for later activity.
7. Leverage on the 6 health messages on the posters to engage the migrant brothers.
 1. **Keep a lookout for everyone:** This is a great platform for the migrant brothers to share their fears and anxiety (eg. fear of going down to the medical posts) with you. Encourage them and let them know that there is no need to be afraid. It is also a great opportunity to explore those fears and strengthen communication with your medical team.
 2. **See a doctor early:** Get them to share what symptoms they understand of COVID-19. This is a good time to talk about asymptomatic transmission and reinforce why social distancing is so important.
 3. **Wash your hands frequently:** Share the 6 steps of hand hygiene. Refer the migrant brothers to the page in the health education booklet with the handwashing song. Ask them to sing the song because as a volunteer, you would not understand the song lyrics! Get a volunteer to rally the crowd and ask them to sing the song together.



Fig 1. 6-Step Hand Cleaning Technique Poster by NUHS

4. **Do not mingle with men from other rooms.**
5. **Stay a metre apart.**
6. **Over 45 years old? See a doctor for a check-up early.**

Note: If you are in a community care facility with patients who tested positive for COVID-19, only the first 3 health messages are relevant.

8. For each poster/health message, ask the participants to think about how these can be implemented in their specific circumstances.
“Right now, in your dorms, how can you do this?”

E.g. for the poster on not intermingling with others from other rooms, ask the participants:

- Is this practical?
- What are some barriers to this?
- Why do people do this anyway?
- How can you overcome these barriers?

E.g. Seeing a doctor can be a challenge for a migrant worker in Singapore. What are the psychological or physical barriers? How might they be overcome?

9. Ask participants, “Are any of the actions we brainstormed at the start of the session reflected in this poster? If so, which ones?”

Reflections:

The above was done during the outbreak with partial success. Participants were willing to contribute and share their thoughts and ideas. Nonetheless, facilitators found it challenging to promote brainstorming of solutions, given the culture of top-down facilitative culture as well as unknown limitations placed on migrant workers’ living situations by higher governing authorities. One way to overcome this may be for facilitators to undergo proper facilitation training before being deployed, and for them to explore with dormitory operators the possibilities for change (e.g. ensuring soap is provided at every washroom etc).

The options below were not carried out during the outbreak, but have been modified as suggestions for future use:

OPTION 2: Risk Ranking/Priority Ranking/Action Planning

Objective: Working with participants to understand their priorities and barriers to adopting safe practices and developing actions to address these barriers.

Idea 2a)

- For each small group of no more than 8 participants each, provide cards with each of the key messages on them. Also, write cards for 2–3 of the key issues identified by participants at the start for inclusion in the exercise (i.e. you will have 8 or 9 individual cards).
- Explain to the group they are going to rank the actions contained in the messages (i.e. seeing doctor, washing hands, additional things contributed by the participants) in terms of hardest to easiest to achieve. This should be done by placing the cards on the ground in a row. Allow the participants at least 5 minutes for discussion.
- Ask each group to report their top 3 difficult-to-achieve actions.
- The facilitator should quickly consider which are the top 2 or 3 challenges of the entire group. They should explain that all of these actions are essential, but that the group is going to consider the two actions of highest priority.
- Next, the participants should consider some problem-solving solutions to consider actions for overcoming barriers to achieving the actions on the poster.
- For this, facilitators could have a menu of participatory activities to help participants to consider the barriers to undertaking the actions, for example:
 - A going to the doctor role-play
 - An activity where people try to stay a meter apart etc.
 - Or, rather than individual actions, there can be an activity where collectively or in groups participants brainstorm barriers to achieving the actions and then suggest solutions.

Idea 2b)

- Based on the last activity, groups could each be given 1 or 2 of the actions on the posters and then be asked to brainstorm the challenges and come up with solutions.
- In both cases, the activities should be highly structured for facilitators to take out any guess work. Each step must be clearly defined and explained.
- Record the solutions or suggested actions on a piece of paper for all to see. Make sure facilitators take notes of these. These actions should be provided to room or floor leaders, or other responsible parties as actions that can be tracked. Also, making a repository of these for the RCCE team creates a feedback loop whereby the suggestions can be communicated to key stakeholders and incorporated into future training sessions.

Reflections:

The solutions and challenges were indeed recorded and taken into account, contributing to the formation of an organic RCCE working group overseen by healthcare providers who were passionate to improve the well-being of the migrant workers. Some of these suggestions which were acted upon was improvement of the kind of food catered for the workers, which led to a significant increase in reported well-being and trust when the meals were improved.

4. Building Mental Health Awareness: You Can Save a Life

This activity was conducted in the later phase of the outbreak, when mental health issues such as self-harm and depression incidents became apparent during prolonged quarantine and isolation.

4.1 Objectives

At the end of this session, participants will be able:

- To identify signs and symptoms of someone that may have mental health issues.
- To list the helplines and resources they can turn to in helping a friend with mental health issues.
- To discuss some potential causes of mental health issues.

4.2 Resources

- Building Mental Health Awareness | Reverse Charades Training Video
[Video can be found at <https://www.youtube.com/watch?v=43zXlh6VXxE>]
- Reverse Charades Instructional Video (with Bengali translation)
[Video can be found at https://www.youtube.com/watch?v=MgGWLhiyY_8]
- Reverse Charade printouts (sets A, B and C)
[Charade cards can be found on www.mybrother.sg/covid19-training, under “[ENGAGEMENT RESOURCES](#)”.]
- Health ambassador badges
[Badges can be ordered via www.mybrother.sg/covid19-training, under “[ENGAGEMENT RESOURCES](#)”.]
- Prizes (optional)

4.3 Preparation

- Download and print the charades printouts in the language that you are conducting the session. Divide the printouts into 3 different sets according to their categories. Staple the top of each set just like a flip chart.
- Request for on-site translators. Alternatively, you may ask a migrant brother to help you, or play the Reverse charades instructional video.

*Due to the delicate nature of the session and potentially taboo topic on mental health, facilitators should first reflect themselves on the sensitive nature of mental health awareness, and also provide some background for the participants that this is the case. Discussions such as this may be triggering for some people suffering mental health issues, and therefore doing some research, conducting some quick focus group discussions to understand the cultural biases (if any) towards mental health issues may be helpful.

4.4 Instructions for Activity

1. Introduce yourself and ask the men how they are doing.
eg. Hello, my name is XX. How are you all doing?
2. Remember to validate their experiences they are going through.
eg. I know what you are going through is not easy, but you all are an inspiration to us. Today, we are going to talk about a sensitive but very important topic on mental well-being.
3. **Rapport building:** For the rapport building activity, Give the workers an opportunity to discuss their current issues and give examples of some of the barriers and problems that they are currently facing. Maybe an experience where they have successfully helped a friend or been helped.
eg. This may be difficult to talk about but I know we all know that not everyone is coping well. Would anyone like to share some of the emotional and psychological struggles that one may face during this COVID-19 season of quarantine? Does anyone have any experiences of helping a friend or being helped?
4. Encourage the workers to, in pairs, discuss ways of keeping good mental health.
In pairs, could you discuss some ways of keeping good mental well-being and share it with everyone in 5 minutes time?
5. Allow the audience to share. Then share that we are going to go through an activity together.
6. Divide the group of men into three different teams. Ask each group to select one leader to help them score points.
7. Get the leaders to come up and choose one of the 3 sets of charade printouts that are facing down.
8. Ask the leader to read the title of the charade printouts. Start with Team A, B and then C.
 - a. Signs and symptoms of someone with mental health challenges during COVID-19 outbreak
 - b. Ways to help a friend with mental health challenges during COVID-19 outbreak
 - c. Causes of mental health challenges during COVID-19 outbreak

A What to look out for in a friend with depression

যেই বন্ধু বিষন্নতায়
ভোগে তার কি কি চিহ্ন
লক্ষ্য করা উচিত

B Ways to prevent depression or help someone with depression

বিষন্ন ব্যক্তিকে
সাহায্য করার উপায়।

C Causes of depression

বিষন্নতার
কারণগুলো

9. Each team of migrant brothers is to act out or describe the word on the flipchart and have the migrant brother leader in front to guess the word.
10. Start the timer. You can get the crowd to count down with you.
eg. Are we ready? 5, 4, 3, 2, 1, start!
11. Each team will have to start to act out the word from the card. The leader who is unable to see the word on the card will have to guess.
12. At the end of 4 minutes, tally the scores for each team. The winner is the team with the highest score.
Note: Team C has the most difficult stack of printouts so while Teams A and B can only act, Team C can also use words to describe the words on the card, excluding the word on the card itself.
13. When the game has ended, invite the team leader to read out the title page and all the answers in the flipchart.

14. Allow participants the opportunity to reflect on what they have learnt and the feasibility of implementing what they have learned.
eg. How practical do you think are these tips in helping you help a friend in need? What are some challenges you might face in asking a friend to seek help?
15. Optional activity: If there is time, within each of the three groups, encourage the migrant workers to do a role play of encouraging someone in need to seek help.
Could you do a role play of encouraging someone in need to get help? What might he say to you to avoid getting help? What might you say or do to help?
16. End off the session with a motivational summary.
eg. We hope you had fun today brothers! Perhaps you yourself may not be anxious, depressed or stressed, but a friend could be. Whatever skills you learnt today can be applied to real life and even help save a friend's life. As you leave this place, remember that you are a role model and a health ambassador. We hope that you will continue to share what you have learnt with others when you go back. Have a wonderful day ahead!
Alternatively, you may use the training and instructional video.
17. Share the HealthServe mental wellness hotline **(+65 3138 4443)**.
18. Encourage the migrant brothers to go onto Facebook and like the “My Brother SG” Facebook page. This will allow the brothers to get plugged into a great community of resources and report information.
19. Distribute the health ambassador badges. Gather the brothers for a group picture with their badges.



5. Kitesong Art Therapy: Set Your Dreams Free

During the COVID-19 outbreak, these therapy sessions were used especially at community isolation facilities housing COVID-19 positive patients for prolonged periods of time. These facilities often had the technological set up to support this set-up.

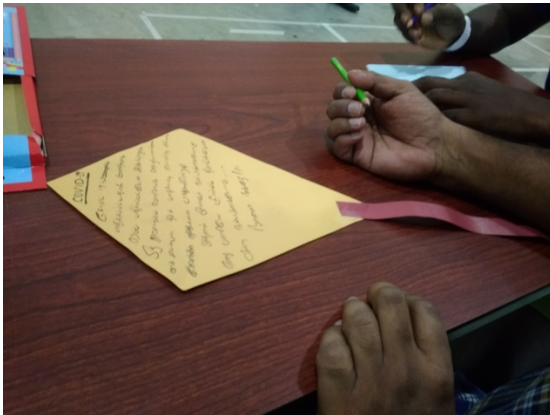
5.1 Objectives

At the end of this session, participants will be able:

- To describe how the COVID-19 situation or their life story may be analogous to the narrative of setback and resilience.
- To express their own challenges and channel their resilience through artistic expression as a form of individual therapeutic expression and community empowerment through solidarity

5.2 Resources

- Kitesong Global Art Therapy Workshop Training Video
[Video can be found at <https://youtu.be/RHbBc1x-xsM>.]
- Kitesong Global Art Therapy Workshop Instructional Video
[Video can be found at <https://youtu.be/-LA01KwVx9E>.]
- Kitesong Global “Kitesong” Video
[Videos with subtitles in various languages can be found at the following links:
English: <https://youtu.be/H4Jj8Lg9edA>
Bengali: <https://youtu.be/O25EUIJK7md0>
Tamil: <https://youtu.be/T8otY61yAug>]
- Simple craft materials
eg. Mahjong paper, barricade tape, kite-shaped coloured pieces of paper, crayons, markers, ribbon, strings



5.3 Preparation

- Prepare a large screen to project the “Kitesong” video. Alternatively, you may send the link for the video to the migrant brothers to watch on their phones or print a QR code for them to access.
- Request for on-site translators. Alternatively, you may ask a migrant brother to help you, or play the Kitesong Global instructional video.

5.4 Instructions for Activity

1. Introduce yourself. Share a message to help to validate the experience of our migrant brothers.

eg. Dear brothers, I know you have not been through an easy time and it has been difficult having to make multiple adjustments in the face of this crisis. However, as we gather, I hope we can put aside all these troubles and worries and come together for a meaningful time to lift our spirits.

Alternatively, you may use the Kitesong Global training video.

2. **Rapport building:** Allow participants to express their own issues with less rigid prompts.

e.g. What have been some of your experiences thus far?

What has kept you going?

What are you looking forward to when this dark time ends?

3. Play the “Kitesong” video in the migrant brothers’ language.
4. After the video, you may proceed to ask the crowd some discussion questions. Alternatively, you may play the Kitesong Global instructional video.
 - a. **What do you think is the message of this story?**
 - b. **Which part of the story touched you the most?**
 - c. **How has the story encouraged you? How would you like to encourage others?**

For further, deeper discussions, you may want to ask them:

- a. **What does the kite mean to you?**
 - b. **When the kite string snapped, how did you feel?**
 - c. **How is the COVID-19 situation similar to the Kitesong story?**
 - d. **What have you learnt?**
5. Break the men into groups of 5 or 6 with craft materials so that they can draw their own dreams on their kites. You may go around the groups and ask the brothers what they are drawing and what it means to them. You may also use this time to share with them about the “My Brother SG” Facebook page.

[The Facebook page can be found at www.facebook.com/mybrothersg.]



6. You may get some of the migrant brothers to come up to the front to share their drawing with others.



7. Encourage the men to put up their kites around the facilities to show what they have drawn to others. The kites become agents of inspiration and empowerment for all who see them.

8. At the end of the session, give out health ambassador badges to the migrant brothers.
eg. Now that you have become empowered, you are now an agent of empowerment to help empower others with hope. You too are a health ambassador.
9. Gather the brothers for a group picture with their health ambassador badges and kites.



6. Annex

Annex A: Logistics and Materials Checklist

Venue

For activities 1 (Empowering Migrant Workers) and 3 (Kitesong Art Therapy)

- Seating arrangement that allows for group discussions, with tables that seat 5 participants (or as per government guidelines).
- Comfortable, ventilated, well-lit and with reliable power (including a generator).

For activity 2 (Building Mental Health Awareness)

- Sufficient open space for participants to act out the words.
- Comfortable, ventilated and well-lit.

Materials to Bring to Community

- LCD projector
- Screen
- Laptop with relevant videos for activities
- Megaphone speaker or microphone (if necessary)
- Training Manual
- Materials for each activity (see below)

Activity 1 (Empowering Migrant Workers)

- Kitesong Global health education booklets
[Health education booklets can be found at www.mybrother.sg, under “BOOKLETS”.]
- A3 laminated Kitesong Global posters
[Posters can be found at www.mybrother.sg, under “POSTERS”.]
- Prizes (optional)

Activity 2 (Building Mental Health Awareness)

- Reverse Charades Instructional Video (with Bengali translation)
[Video can be found at https://www.youtube.com/watch?v=MgGWlhiyY_8]
- Kitesong Global charade printouts (sets A, B and C)
[Charade cards can be found on www.mybrother.sg/covid19-training, under “ENGAGEMENT RESOURCES”.]
- Kitesong Global health ambassador badges
[Badges can be ordered via www.mybrother.sg/covid19-training, under “ENGAGEMENT RESOURCES”.]
- Prizes (optional)

Activity 3 (Kitesong Art Therapy)

- Kitesong Global Art Therapy Instructional Video
[Videos with subtitles in various languages can be found at the following links:
English: <https://youtu.be/H4Jj8Lg9edA>
Bengali: <https://youtu.be/O25EUJK7md0>
Tamil: <https://youtu.be/T8otY61yAug>]
- Simple craft materials
eg. Kite-shaped coloured pieces of paper, crayons, markers, ribbons, strings

Take-away Equipment and Materials for Participants

- Kitesong Global health education booklets
[Health education booklets can be found at www.mybrother.sg, under “BOOKLETS”.]
- Kitesong Global health ambassador badges
[Badges can be ordered via www.mybrother.sg/covid19-training, under “ENGAGEMENT RESOURCES”.]
- Prizes (optional)

Annex B: Suggestions for Good Training Facilitation

Do's

- Try to have co-trainers/co-facilitators to engage more participants on a personal level.
- Speak clearly and loud enough so that everyone can hear you.
- Use the space and move around when talking.
- Maintain right “body language” and “eye contact”.
- Have group work/discussion sessions followed by large group presentations.
- Train and demonstrate using dry run practices of participatory tools.
- Allow mistakes to happen - more can be learned from mistakes than successes!
- Encourage shy participants.
- Appreciate and encourage participants who share.
- Attend to each participant's needs individually and as far as possible.
- Check on participants' level of attention and interest before prolonging sessions.
- Respect every individual participant.
- Maintain clarity and focus at all stages during the training.
- Smile and speak slowly in view of any possible language barriers.
- You may consider to be trained in psychological first aid, or have someone trained on site.
- Have fun and enjoy the process!

Don'ts

- Don't lecture
- Don't force someone to share if they are feeling uncomfortable.
- Don't dismiss others' views and ideas.
- Don't discourage or defuse enthusiasm.

Annex C: Relevant Links

My Brother SG COVID-19 Resource Page

www.mybrother.sg

My Brother SG COVID-19 Training Page

<http://www.mybrother.sg/covid19-training>

My Brother SG Facebook Page

www.facebook.com/mybrothersg

HealthServe Mental Wellness Page

<https://covid19.healthserve.org.sg/en/wellness>

Kitesong Global YouTube Channel

<https://www.youtube.com/channel/UC6oE-scj8wREaGsDAFSMGbQ>

1. UNICEF, *Minimum Quality Standards and Indicators for Community Engagement*. 2020.
2. Team, M.E., *Generating some Minimum Quality Standards and Indicators for Community Engagement for Development and Humanitarian Practice in a Health Emergency : An Interview with Jamie Bedson*. 2019.
3. Braus, M. and B. Morton, *Art therapy in the time of COVID-19*. Psychological Trauma: Theory, Research, Practice, and Policy, 2020.
4. Ceaușu, F., *Fine Arts: 6. The Healing Power of Art-Therapy*. Review of Artistic Education, 2018. **16**(1): p. 203-211.
5. Potash, J.S., et al., *Art Therapy in Pandemics: Lessons for COVID-19*. Art Therapy, 2020. **37**(2): p. 105-107.