



# SAFE BASIC TRAINING CURRICULUM

---

SAFETY TRAINING FOR MEDIA PRACTITIONERS  
AND SOCIAL COMMUNICATORS THROUGH  
THE UNIQUE LENS OF PHYSICAL AWARENESS,  
DIGITAL IDENTITY, AND PSYCHOSOCIAL CARE



## SAFE BASIC TRAINING CURRICULUM

# About IREX's SAFE Initiative

The SAFE (Securing Access to Free Expression) Initiative is IREX's flagship effort to enable media practitioners and social communicators to work as safely as possible in closed and closing spaces. SAFE serves to equip media practitioners and social communicators with the means to resiliently continue their important work and manage—as well as mitigate—the risks and threats they face in their day-to-day work uncovering injustices, reporting on corruption, and holding authorities accountable.



---

SAFE ADDRESSES SAFETY THROUGH THE UNIQUE LENS OF PHYSICAL AWARENESS, DIGITAL IDENTITY, AND PSYCHOSOCIAL CARE BY DELIVERING TRAININGS ACROSS THE GLOBE.

## KEY ACTIVITIES



### SAFETY TRAININGS

SAFE's integrated safety trainings help media practitioners and social communicators better navigate turbulent situations in order to provide alternative, independent media to their communities and the world. Furthermore, in an effort to sustainably build capacity of SAFE's beneficiaries, especially organizations, the initiative also aims to start delivering TOTs (Trainings of Trainers) for wider and more flexible knowledge transfer.



### INDIVIDUAL RISK MANAGEMENT PLANS (IRMPs)

SAFE creates IRMPs for journalists, media practitioners, and social communicators who may become vulnerable to threats due to investigative reporting or other high-risk reporting activities.



### ADVISORY NETWORK

The SAFE Initiative connects with media freedom groups, human rights defenders, and multilateral organizations through an advisory network. This network provides strategic guidance, participant vetting and referrals, and promotion of SAFE's integrated safety approach within the media community.



### SOLIDARITY EVENTS

SAFE uses solidarity events to bring together journalists and media workers, both nationally and regionally, to build a supportive and enabling environment to foster positive resilience and encourage collaboration through solidarity and sharing of best practices.



## HOLISTIC APPROACH TO TRAINING

Since IREX's SAFE Initiative began in 2013, five teams around the world have trained more than 1,600 media practitioners and built "a bank account of education experience," a wealth of information about what is effective when it comes to training journalists about safe practices."<sup>1</sup> Among the fundamentals of SAFE's ethos is the principle of holistic integration. Here, the three domains come together as one, instead of a more traditional approach of looking at digital, physical, and psychosocial as separate from each other. The integration of the three domains occurs within each training lesson. For example, when a Physical Safety Trainer discusses first aid, there are elements of digital and psychosocial first aid as part of the lesson as well, to enable participants to see the connection and understand the resolution of each problem more clearly.

Take an example of a journalist walking towards her office. On the way, she gets mugged and loses her laptop and mobile phone. At first glance, this can be perceived as loss of digital devices and data; however, that is not the only case, as she has experienced a security incident which has digital, physical, and psychosocial impacts on her. Dealing with only one aspect of such a security incident would not be enough to address the issue holistically.



**For more information about IREX's SAFE Initiative, please visit [www.irex.org/safe](http://www.irex.org/safe).**

**For specific questions, feel free to email [safe@irex.org](mailto:safe@irex.org).**

## SAFE BASIC TRAINING MASTER CURRICULUM DEVELOPMENT & METHODOLOGY

One important component of the SAFE Initiative is the development of a specialized training curriculum for the holistic security trainings around the globe. To develop this curriculum, an extensive consultative process was initiated with each SAFE center in Central America, Eurasia, East Africa, MENA, and South Asia. Each center had developed holistic training curriculum that consisted of all three domains (digital, physical, and psychosocial), which was localized and culturally relevant according to the respective

region. The centers provided the information about the most essential lessons they cover in basic trainings. Based on the feedback received from the centers, common lessons were then identified as part of the SAFE Basic Training standard curriculum and combined into a master version. Then, another round of consultation began in which the centers shared lesson plans and other training material used to deliver those essential lessons. Based on the feedback and lesson plans, the master curriculum was developed.

## AIM AND SCOPE OF MASTER CURRICULUM

The purpose of the SAFE Basic Training Master Curriculum is to share the SAFE training methodology for use by media practitioners, social communicators, civil society organizations, and non-governmental organizations, as well as others around the world working on journalist safety

issues. To achieve this, SAFE harnessed the knowledge from the regional training teams and their nearly five years of experience. Based on this knowledge, SAFE compiled this Basic Training Master Curriculum to deliver security trainings around the world.

<sup>1</sup> [WWW.UNESDOC.UNESCO.ORG/IMAGES/0025/002594/259406E.PDF](http://WWW.UNESDOC.UNESCO.ORG/IMAGES/0025/002594/259406E.PDF)

# SAFE BASIC TRAINING MASTER CURRICULUM LESSON FORMAT EXPLANATION

BELOW IS AN EXAMPLE OF A SAFE BASIC TRAINING MASTER CURRICULUM LESSON,  
AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.

## ✓ GENERAL DESCRIPTION OF LESSON

<b>DESIRED LESSON OUTCOMES</b>	Explanation of the desired lesson outcome or goal.
--------------------------------	--

## ✓ METHODOLOGICAL PRINCIPLES

The *Methodological Principles* section underscores the overall teaching methodology, which is employed by the trainer to facilitate learning. At the heart of this methodology is dialogue and keeping the learning process interactive and aligned with adult-learning techniques.

LESSON #	LESSON TITLE	⌚ TIME DURATION
<b>LEARNING OBJECTIVES</b>	<b>For Participants</b> <ol style="list-style-type: none"> <li>Participant learning objectives listed here.</li> <li>Participant learning objectives listed here.</li> <li>Participant learning objectives listed here.</li> </ol>	<b>For Trainers</b> <ol style="list-style-type: none"> <li>Trainer learning objectives listed here.</li> <li>Trainer learning objectives listed here.</li> <li>Trainer learning objectives listed here.</li> </ol>
<b>RESOURCES NEEDED FOR LESSON</b>	<ol style="list-style-type: none"> <li>This list may include technical resources;</li> <li>Supplies; and</li> <li>Suggested seating arrangement or room set-up.</li> </ol>	
<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>This section defines the specific methods used to achieve the lesson objectives listed above.</li> </ul>	

- ✓ The below section is the most elaborate, detailing the flow of each lesson as it relates to the learning objectives to be achieved. This allows the trainer to not only map the goal of each part of the lesson, but also facilitates the monitoring and evaluation of the progress toward learning objectives.

#	DESCRIPTION OF LESSON PLAN	LEARNING OBJECTIVES	CHECKPOINTS
1	Here, the detailed lesson plan will be described, including both how to frame the specific lesson for the training participants as well as how to conduct specific activities to achieve specific learning objectives. This step-by-step breakdown of the lesson allows the trainer to control the flow of the lesson and plan within the allotted time.	<ol style="list-style-type: none"> <li>Here, the Learning Objectives will be referenced as they correspond to different parts of the lesson plan as well as specific activities. The Learning Objectives will not necessarily be achieved in the order in which they are listed.</li> </ol>	Here, questions or observations that may help trainers determine participants' progress towards the Learning Objectives will be described. Questions may be intended to stimulate interest or a particular way of thinking.

# Selection of Training Participants and Target Audience

**For Basic Training, using the SAFE holistic methodology, it is recommended to have no more than 12 participants per training. One of the reasons for this number is that SAFE trainings are filled with hands-on exercises and a smaller group makes it easy for trainers to control the technical issues and to provide each participant with a personalized learning experience in the group.**

For the selection of participants, SAFE follows a standard operating procedure in all regions of operation. Each prospective participant is vetted through both trusted networks, such as the Advisory Network, as well as a secure online system.

To the extent possible, SAFE aims to work with participants of a similar professional group and background for each training. For example, SAFE will make efforts to work with an entire group of reporters for one training and then a group of all photojournalists for another training. This not only makes the trainers and training coordinator's job easier, but also fosters knowledge exchange, sharing of best practices, and solidarity-building among the participants.

## ✓ THE SAFE BASIC TRAINING MASTER CURRICULUM IS DESIGNED TO WORK WITH THE FOLLOWING:



### Media Practitioners

- Journalists
- Reporters
- Camera Persons
- Editors
- News Reporters
- Citizen Journalists
- Bloggers



### Social Communicators

- Staff of Media-related Civil Society and Non-Governmental Organizations
- Activists Working on Media or Publicity for the Below Issues:
  - Education
  - Gender Rights
  - Poverty
  - Human Rights
  - Extremism
  - Technology

For each training participant group, a separate needs assessment exercise is conducted before the training for the trainers to both understand the issues the specific group is facing and to tailor the training content accordingly.

SAFE also works with some gender-exclusive groups in certain environments in order to include more female media practitioners and social communicators in the trainings. This arrangement often fosters a more participatory training environment for female participants, which can sometimes be inhibited when male participants are also present in the training room.

# SAFE Training Environment

**SAFE works with an overarching philosophy of “Do No Harm” and to achieve this, all centers and training teams aim to create a safe environment for all trainings.**

## ✓ THE MAIN OBJECTIVES OF CREATING THIS SAFE TRAINING ENVIRONMENT ARE:

- To facilitate the training process by creating an enabling and respectful environment. Similarly, the training participants are not only perceived as capable, but are also approached as active and interactive members contributing to the learning process.
- Facilitate learning through shared and collective insights of participants to build on the broader themes of the lesson objectives, making the learning process dynamic, while also accomplishing the respective learning objectives and goals of each integrated lesson.
- To identify indicators of participant responses to the teaching content throughout each lesson.
- To understand the group dynamic of the participants. Engage participants in interactive and participatory exercises to build group dynamic for the overall training sessions, especially at the start of the first day of the training.
- To create a process that will foster safety and well-being throughout the duration of the training.

**Setting the SAFE training environment is not a lesson; however, it is something that all trainers facilitate and all participants receive or feel the impact. The training environment communicates safety throughout the training and the participants should equally perceive it as such.**

**Further, setting ground rules that foster a safe environment is very instrumental.**

**For example, some ground rules may include:**

- Respecting each other's opinions;
- Committing to keep personal stories and insights confidential; and
- Requesting consent before taking pictures or sharing anything on social media about fellow participants.

## INTRODUCTION AND AN ICE-BREAKER

It is important to start a training off right. Some participants may know each other, but others may not. While it may take some time for training participants to become fully open and feel comfortable sharing, there are initial activities that can help break the ice and begin building a strong group dynamic. In addition to general introductions, SAFE recommends an interactive activity to engage participants right from the start.

### HERE'S AN EXAMPLE: ART THERAPY

Training participants may be divided into groups of two or three. Each group will be provided with a large sheet of paper, which should be folded in the respective numbers, depending on the group size. Each group will be asked to draw a character, with each participant responsible for drawing a different part of the character's body on their assigned folded section of the flip chart. The participants will take turns drawing their portion of the character, revealing only a small fraction of what they have drawn to provide a hint for their

next group member to build from. After the last participant from each group has finished, each group will then unfold their large sheet of paper to display the full character. These should be taped to the wall for all groups to see.

For the second part of the exercise, each group will be asked to write a story that includes all the drawn characters. Each group will be provided with a paper, which should be folded so that there is a unique section for each of the group's participants. Participants will take turns writing the story, leaving only the last written line of the story exposed for the next participant to build on. When both groups have finished writing the story, one participant from each group will read the group's story about the characters illustrated.

After each story has been read aloud, the facilitator will conclude the session by asking participants what they thought about the overall activity. The facilitator should also reflect on any overlapping aspects of the groups' stories and/or characters.









# Lessons

✓ THE FOLLOWING LESSONS ARE PART OF THE SAFE BASIC TRAINING MASTER CURRICULUM:



## PHYSICAL SAFETY LESSONS

1. RISK ASSESSMENT | 10-13
2. SITUATIONAL AWARENESS | 14-17
3. PLANNING | 18-25
4. FIRST AID | 26-31



## DIGITAL SECURITY LESSONS

1. THE DIGITAL-PHYSICAL DIVIDE | 32-34
2. SOCIAL ENGINEERING | 35-38
3. SECURING PASSWORDS | 38-40
4. KEEPING OUR COMPUTERS HEALTHY | 41-43
5. HOW THE INTERNET WORKS | 44-46
6. BROWSER SECURITY | 47-49
7. SMARTPHONE SECURITY | 50-52



## PSYCHOSOCIAL LESSONS

1. RISK ASSESSMENT | 56-59
2. RISK IDENTIFICATION | 60-62
3. STRESS MANAGEMENT | 63-66
4. SELF CARE | 67-74
5. PSYCHOSOCIAL WELL-BEING/FIRST AID | 71-75



## PHYSICAL SAFETY LESSONS



1

# Risk Assessment and Management

The purpose of the first Physical Safety lesson is for participants to understand the different challenges they may face as media practitioners and social communicators. The Risk Assessment and Management lesson serves to enable participants to understand the concepts of risk and threat, and the relevance to their work and lives. Moreover, through group exercises such as brainstorming risks and mapping them based on likelihood and impact, participants become capable of prioritizing different risks. The lesson thus enables participants to better manage risks. The trainer should be prepared to identify gaps where participants may lack capacity. This also requires the trainer, or facilitator, to understand the participants as well as their risk landscape.

BELOW ARE SAFE BASIC TRAINING PHYSICAL SAFETY MASTER CURRICULUM LESSONS, AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.


✓ GENERAL DESCRIPTION OF LESSON

DESIRED  
LESSON  
OUTCOMES

Ability to apply risk management skills holistically in the participants' work and personal life.

✓ METHODOLOGICAL PRINCIPLES

- The role of the trainer is to facilitate the understanding of risks and threats by engaging participants in interactive discussion and by offering relevant examples to increase participants' understanding of the concepts.
- The trainer should use group activities and interactive input as a means of reinforcing the relevance of the concepts to the training participants.
- The trainer should integrate all three domains into the lesson and should include the other domain trainers in the facilitation. This holistic perspective enables participants to approach risk management from additional perspectives, beyond just physical safety.

LESSON 1	RISK ASSESSMENT AND MANAGEMENT		 90 MINUTES
LEARNING OBJECTIVES	<b>For Participants</b> <ol style="list-style-type: none"> <li>1. Understand the concepts and difference between risks and threats.</li> <li>2. Map risks based on severity and probability.</li> <li>3. Implement a control measure specific to an identified risk.</li> <li>4. Learn to apply the concepts under the holistic framework of security and well-being.</li> </ol>	<b>For Trainers</b> <ol style="list-style-type: none"> <li>5. Use the understanding developed in this session to build on the next lesson: Situational Awareness.</li> <li>6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.</li> </ol>	
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Markers, pens, and flip chart</li> <li>2. Semi-circle seating arrangement with participants</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants by encouraging input and allowing participants to exercise their creativity in order to build a strong group dynamic. Engage participants in group activities to create a common understanding of challenges and foster more creative means to mitigate problems.</li> <li>• Utilize the personal experiences of the participants in an ethical manner, by observing the Do No Harm principle. Facilitate situational awareness without compromising participants or their emotional well-being.</li> <li>• Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson. This foundation will be critical for understanding future lessons.</li> </ul>		



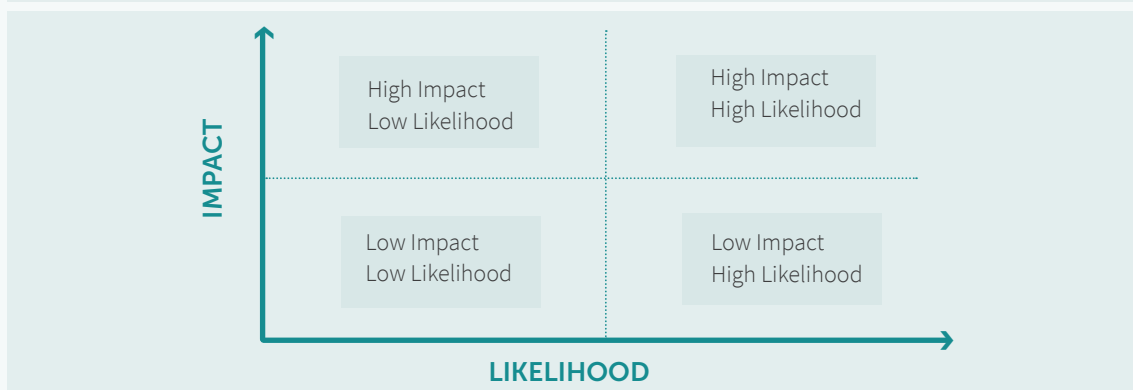
#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	As the trainer, begin this session by defining the concepts of risk and threat, using an interactive discussion.	1. Understand the concepts and difference between risks and threats.	
2	To start off, pick an example to facilitate learning the difference between risk and threat. Then, expand on this by engaging participants in discussion.	1. Understand the concepts and difference between risks and threats.	
3	<p><b>The terms:<sup>2</sup></b></p> <p>Threats (effects) generally can NOT be controlled. One can't stop the efforts of an international terrorist group, prevent a hurricane, or tame a tsunami. Threats need to be identified, but they often remain outside of your control.</p> <p>Risk CAN be mitigated. Risk can be managed to either lower vulnerability or overall impact.</p> <p>Vulnerability CAN be treated and weaknesses should be identified and proactive measures taken to correct identified vulnerabilities.</p> <p>Here, the trainer can share an example of a road accident as a threat to a person's safety; however, its likelihood and impact will remain subject to different factors. The trainer may want to share more examples before proceeding further.</p>	<p>1. Understand the concepts and difference between risks and threats.</p> <p>6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.</p>	
4	After developing this insight on threat and risk, divide participants into groups of four to five individuals. Ask each group to come up with a list of risks they face in their personal and work routines. Remind participants to think of different kinds of risks that are relevant to their physical safety, digital security, and psychosocial well-being. Each group should map out the risks that they have or are likely to encounter.	<p>2. Map risks based on severity and probability.</p> <p>4. Learn to apply the concepts under the holistic framework of security and well-being.</p>	<i>Develop a list of 'Risks' that you have or are likely to face during your work and personal routine.</i>
5	<p>Once the groups have charted out their possible risks, introduce them to the 'likelihood-impact' graph (see Annex 1).</p> <p>Provide examples for the participants of risks that have a high impact but low likelihood of occurring, risks that have low impact and low likelihood, risks with both high impact and high likelihood, and finally risks with a high likelihood of occurrence but a low impact on an individual's or a group's safety and security.</p>	2. Map risks based on severity and probability.	

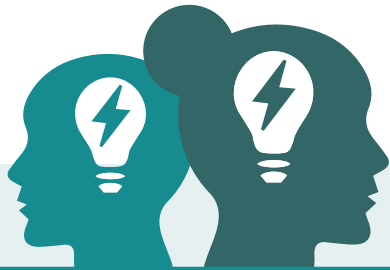
<sup>2</sup>WWW.PINKERTON.COM/BLOG/RISK-VS-THREAT-VS-VULNERABILITY-AND-WHY-YOU-SHOULD-KNOW-THE-DIFFERENCES



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
6	With this explanation and clarity delivered to participants about the graph, ask participants to map their collective risks on the graph, using sticky notes. Then, prioritize the risks in the order in which they would need to be managed, focusing on the risks with the highest likelihood and impact first.	<ul style="list-style-type: none"><li>2. Map risks based on severity and probability.</li><li>4. Learn to apply the concepts under the holistic framework of security and well-being.</li><li>6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.</li></ul>	<i>Prioritize the 'Risks' based on their likelihood and impact relationship.</i>
7	After participants have carried out this activity, as a next step, begin a focused discussion on what control measures are needed to manage the risks. What immediate actions can be taken to “move” a risk with high impact and high likelihood to perhaps lower the likelihood, and what actions are needed to further lower the risk moving forward. As the trainer and facilitator, ensure that the risk management measures are proposed by the participants and are specific and relevant. This will keep the participants engaged and allow them to understand the relevance of specific control measures to risks.	<ul style="list-style-type: none"><li>2. Map risks based on severity and probability.</li><li>3. Implement a control measure specific to an identified risk.</li><li>4. Learn to apply the concepts under the holistic framework of security and well-being.</li><li>6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.</li></ul>	<i>What control measure needs to be introduced against each 'Risk' identified in High Likelihood, High Impact Section?</i>
8	After a detailed discussion on the management of the risks, ask participants to summarize the key points and encourage participants to ask any questions they have about the session.	<ul style="list-style-type: none"><li>4. Learn to apply the concepts under the holistic framework of security and well-being.</li><li>5. Use the understanding developed in this session to build on the next lesson: Situational Awareness.</li><li>6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.</li></ul>	<i>If we could summarize the key points of the session, what would they be for you?</i>

## ANNEX 1 | RISK ASSESSMENT AND MANAGEMENT MATRIX





## 2

# Situational Awareness

This session aims to create a mindset and develop skills for participants' awareness of both subtle and obvious dynamics in one's environment. Situational Awareness requires a person to tune-in to their environment and be attentive to their surroundings. To hone this skill, participants will be introduced to John Boyd's Observe, Orient, Decide, Act (OODA) loop<sup>3</sup> for improved situational awareness. The purpose of this lesson is to enable participants to improve their ability to pay attention to information around them, retain necessary information, and recall such information. Participants will also learn to use these mental notes to make decisions or plan for personal and team security and safety.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Use the understanding from this lesson for holistic well-being and security-related planning.
- Utilize the understanding from this lesson in integrated group assignments.

#### ✓ METHODOLOGICAL PRINCIPLES

- Use different visuals to facilitate understanding of selective attention and its drawbacks in a dynamic environment where different subtle changes are significant for personal security.
- Use different hands-on activities to reinforce the learning of situational awareness and making mental notes in real-life situations.
- Link this understanding with other domains for improved holistic security.

<sup>3</sup>[WWW.ARTOFMANLINESS.COM/2014/09/15/OODA-LOOP](http://WWW.ARTOFMANLINESS.COM/2014/09/15/OODA-LOOP)

<sup>4</sup>[WWW.WIKIHOW.COM/PLAY-KIMS-GAME](http://WWW.WIKIHOW.COM/PLAY-KIMS-GAME)

<sup>5</sup>[WWW.YOUTUBE.COM/WATCH?v=VJG698U2MVO](http://WWW.YOUTUBE.COM/WATCH?v=VJG698U2MVO)





LESSON 2	SITUATIONAL AWARENESS		🕒 90 MINUTES
LEARNING OBJECTIVES	<b>For Participants</b> <ol style="list-style-type: none"><li>1. Understand the limitations of selective attention.</li><li>2. Identify, familiarize, and learn to apply the OODA loop<sup>3</sup> for rapid decision-making.</li><li>3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.</li></ol> <b>For Trainers</b> <ol style="list-style-type: none"><li>4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being.</li><li>5. Observe and communicate feedback to other domain trainers for integration and incorporating changes.</li></ol>		
RESOURCES NEEDED	<ol style="list-style-type: none"><li>1. Projector, Laptop</li><li>2. Small unrelated objects for Kims Game activity<sup>4</sup></li><li>3. A separate table for Kims game</li><li>4. Selective Attention Experiment video clips<sup>5</sup></li><li>5. Markers, pens, and flip chart</li><li>6. Semi-circle seating arrangement with participants</li></ol>		
TEACHING METHOD	<ul style="list-style-type: none"><li>• Make the lesson topic relevant to the participants, allow them to exercise creativity for a goal-oriented activity and to build a strong group dynamic.</li><li>• Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle, facilitate the learning of situational awareness without compromising participants or the group members' emotional well-being.</li><li>• Debrief participants and assess their understanding of the lesson and how they have responded to the overall lesson. Subsequently, use this understanding to build on future lessons.</li></ul>		



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Begin by defining situational awareness. Situational Awareness is the practice and process of being aware of your surroundings by being tuned in with both the subtle and obvious changes taking place, which can affect your and others safety in a given situation.	4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being.	
2	<p>To facilitate the learning of this skill, use images and visual aids, such as video clips, that depict a mix of changes taking place in the foreground and background. Consider using a couple of video clips and asking participants to take note of the obvious changes only (such as the number of jumps or catches taking place in a video clip while something in the background may be changing). The reason for such instruction is to assess if the participants concentrate their attention on only one specific object or if they can pay attention to other changes in the environment as well.</p> <p>After showing them the video, ask the participants about the changes they noted. If they are paying attention to obvious changes only, replay the video clips to identify the changes they missed. Such video clips can easily be found on the web by searching for "selective attention experiments."</p> <p>Summarize this activity by informing participants that attention to details in an emergency can be the difference between safety or harm (to oneself or others).</p>	1. Understand the limitations of selective attention.	<p><i>Questions to ask depending on the selective attention experiment you use. For example: How many times did the people in the video jump or how many times did certain people catch or pass the ball?</i></p>
3	<p>Next, introduce the concept and importance of the Observe, Orient, Decide, Act (OODA) loop, as well as how it can improve a person's situational awareness.</p> <div data-bbox="276 1420 631 1822"> <p><b>THE OODA LOOP</b></p> </div> <p><b>The OODA loop</b> is a concept and an aid introduced by John Boyd to help improve the decision-making process. The four steps require a person to observe their surroundings, familiarize themselves with their surroundings by making mental notes, and decide on the best action.</p> <p>The trainer may emphasize that making a timely decision and acting on it can improve one's safety, as well as the safety of their colleagues and family.</p>	<p>3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.</p> <p>4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being.</p>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	<p>To build further on this concept, introduce Kims Game<sup>6</sup>, which can facilitate the importance of improving attention and memory skills.</p> <p>Kims game is an exercise aimed at improving people's ability to pay attention to details in their surroundings, to retain the details in their surroundings, and to recall this information.</p> <p>Select approximately 20 small items that can be spread out on a table or on the floor. Make sure the participants are not around while these items are laid out on the selected space.</p> <p>After setting these items out, cover them up with a cloth or blanket. Bring the participants to the items and inform them that they need to make mental notes of the items, either by remembering the name or image of the objects. Next, remove the cloth and ask participants to walk and observe the items, without touching them, for one minute.</p>	<ol style="list-style-type: none"><li>2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making.</li><li>3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.</li></ol>	<p><i>Please observe the objects without touching and try to retain as much information as you can.</i></p>
5	<p>After the time elapses, put the cloth or blanket back over the items. Ask participants to list all the objects they can recall by either writing the name or drawing the image. For this activity, give the participants five minutes.</p> <p>After the five minutes have elapsed, ask the participants for the total number of items that they were able to recall. Ask the participant with the highest number of items identified to read or describe their list. The trainer may also ask other participants to compare their lists to check which items were missed.</p>	<ol style="list-style-type: none"><li>1. Understand the limitations of selective attention.</li><li>2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making.</li><li>3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.</li><li>5. Observe and communicate feedback to other domain trainers for integration and incorporating changes.</li></ol>	<p><i>Now I would like you to recall the items you saw on the table, you may either write their name or draw it.</i></p> <p><i>What was the total number of items on the table?</i></p> <p><i>Who has noted down all or the most items on their list?</i></p>
6	<p>The trainer should summarize this activity, by emphasizing that this activity and session are meant to orient one's awareness to both subtle and obvious details in a given environment.</p> <p>Also, the activity and session are meant to teach participants that paying attention and making mental notes in tandem with applying the OODA loop can aid in making crucial decisions in both normal and emergency situations.</p>	<ol style="list-style-type: none"><li>1. Understand the limitations of selective attention.</li><li>2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making.</li></ol>	<p><i>While you summarize, ask any questions they may have about the session.</i></p>





TO DO

## 3

# Planning

In this session, the participants apply skills learned during the Risk Assessment and Management lesson and the Situational Awareness lesson in a hypothetical scenario. Planning is an essential component for journalists, media practitioners, and social communicators to safely carry out their work in adverse and challenging environments. Planning also fosters a safety- and security-conscious team culture. To encourage hands-on exposure to the lesson, participants are divided into groups to approach and manage the different challenges of a hypothetical scenario.

### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Application of planning for work assignments, such as travel, communication, and maintenance of checklists for different assignments.
- Use the understanding from this lesson for holistic well-being and security-related planning.

### METHODOLOGICAL PRINCIPLES

- Facilitate the Planning session by establishing a conceptual and practical relationship between Risk Assessment and Management, Situational Awareness, and Planning. To establish this relationship, the trainer may rely on a scenario for participants to create plans to manage related challenges.
- The facilitator relies on input and offers feedback to participants on their group exercise to facilitate interactive learning by incorporating a holistic framework of well-being and security.
- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with the other domain-specific trainers.



LESSON 3	PLANNING	🕒 90 MINUTES
<b>LEARNING OBJECTIVES</b>	<div> <b>For Participants</b> <ol style="list-style-type: none"> <li>1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment.</li> <li>2. Develop the habit of planning consistently for assignments.</li> <li>3. Understand the link between risk identification and planning.</li> </ol> </div> <div> <b>For Trainers</b> <ol style="list-style-type: none"> <li>4. Elaborate on the importance of planning to limit unnecessary and avoidable risks.</li> <li>5. Elaborate on the need to mitigate risks when assignments don't go according to initial plans.</li> <li>6. Identify the planning and preparation habits practiced on assignment by team members.</li> <li>7. Link planning to risk identification (physical, digital, and psychosocial) and to the planning of a personal assessment plan.</li> </ol> </div>	
<b>RESOURCES NEEDED</b>	<ol style="list-style-type: none"> <li>1. Projector, Laptop</li> <li>2. Markers, pens, and flip chart</li> <li>3. Semi-circle seating arrangement with participants</li> </ol>	
<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants, allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants.</li> <li>• Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle to facilitate the learning of Planning without compromising participants or the group members' emotional well-being.</li> <li>• Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson. Subsequently, use that understanding to build on future lessons.</li> </ul>	



23 April 2018

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Begin the lesson by discussing the importance of planning. Planning is imperative for conducting tasks in a safe and secure manner. As a trainer, it is important to link this session with the Risk Assessment and Management lesson. While Planning are focused at designing plans for both the anticipated and unanticipated circumstances, it is important for participants to remember that Risk Assessment and Management are critical to the broader exercise of planning, since they help with staying focused while planning and troubleshooting specific challenges.</p>	<ol style="list-style-type: none"> <li>1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment.</li> <li>3. Understand the link between risk identification and planning.</li> <li>5. Elaborate on the need to mitigate risks when assignments don't go according to initial plans.</li> </ol>	<p><i>How is Risk Assessment and Management linked to Planning?</i></p>
2	<p>This session will require engaging participants in a group activity so that they can get hands-on experience with planning. Planning is generally a four-stage process.</p> <p><b>Using planned travel as an example, planned travel should consist of:</b></p> <ol style="list-style-type: none"> <li>1. Preparation;</li> <li>2. Travel to the task location;</li> <li>3. Conducting the specific task; and</li> <li>4. Returning to one's home location.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment.</li> <li>3. Understand the link between risk identification and planning.</li> <li>4. Elaborate on the importance of planning to limit unnecessary and avoidable risks.</li> <li>6. Identify the planning and preparation habits practiced on assignment by team members.</li> </ol>	
3	<p><b>Group Exercise:</b></p> <p>For the planning scenario, participants should be divided into two groups of no more than six team members.</p> <p>After giving the participants approximately fifteen minutes to review and respond to the scenario (see Annex 2), ask them to present their activity. As a trainer, remember to add in important details that may have been missed by any group during their presentation.</p> <p>Help the participants come up with a checklist (see Annex 3), which they can use as a guide or a reference point while planning for different situations. Keep in mind that one size doesn't fit all. Depending on a situation, the participants may need to develop a different checklist.</p>	<ol style="list-style-type: none"> <li>1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment.</li> <li>2. Develop the habit of planning consistently for assignments.</li> <li>3. Understand the link between risk identification and planning.</li> <li>4. Elaborate on the importance of planning to limit unnecessary and avoidable risks.</li> <li>6. Identify the planning and preparation habits practiced on assignment by team members.</li> <li>7. Link planning to risk identification (physical, digital, and psychosocial) and to the planning of a personal assessment plan.</li> </ol>	<p><i>Prepare to illustrate an exercise of planning, such as the scenario in Annex 2.</i></p> <p><i>Ask each group to prepare their planning checklists.</i></p>







## ANNEX 2 | PLANNING SCENARIO

The province of Frasa, based in Bretaland, has for the past three decades faced the intense problem of deforestation and illegal poaching. Ten years ago, Frasa experienced a horrific earthquake. The earthquake resulted in the large-scale destruction of both people and property. Despite an ongoing conflict between Bretaland and the Republic Part of Frasa (RPF), both parties signed a ceasefire agreement in order to address the grave crisis following the earthquake. This ceasefire eventually led to the signing of a peace agreement. However, the problem of deforestation and poaching in the province of Frasa continues as a result of a lack of economic opportunities for the locals from the central government.

In recent months, the government of Bretaland and the ruling party of RPF have been collaborating to control the ongoing environmental crisis of deforestation and poaching in the province. Despite the mutual efforts by both governments to declare animal poaching and cutting down trees in the forest-rich province illegal, there still are illegal groups that are able to operate due to collusion of influential politicians and public officials with the park rangers. A Frasa-based NGO, the Network for Environment and Forest Protection (NEFP), based in the forest-rich town of Fristo, published research stating that the situation will become a dire crisis if the provincial and central governments fail to halt the poaching and deforestation.

In order to show the gravity of the situation and the unhindered work of the illegal actors, NEFP has corresponded with a TV network NewsCast to produce a documentary on the ongoing issues as well as the groups involved. The editorial board and the management has consented to cover the issue. The editorial board is assigning a team for the coverage of this issue.

**As a member of the team planning to coverage these issues and produce the documentary, participants will need to:**

- Develop a budget;
- Plan travel logistics and transport;
- Design a communication plan (including an emergency communication plan);
- Prepare for possible medical emergencies;
- Carry and secure official documentation;
- Identify a focal person in the local area;
- As well as any other planning details that may be identified.

**While planning for this exercise, participants are encouraged to remember the four stages of planning:**

1. Preparation;
2. Travel to the task location;
3. Conducting the specific task;
4. Returning to one's home location.



## ANNEX 3 | PLANNING CHECKLIST

- ☐ Consider cultural sensitivity (dress attire, body language, roles within a group)
- ☐ Learn the customs
- ☐ Be confident
- ☐ See the area map/exit routes
- ☐ Read the area history
- ☐ Change routine
- ☐ Use your senses (be alert)
- ☐ Be inquisitive
- ☐ Make an emergency communication strategy
- ☐ Get equipment ready
- ☐ Share your plans with a person you can trust
- ☐ Do not publicize travel plans

- ☐ Ensure personal affairs are up to date
- ☐ Check out the local security situation
- ☐ Obtain useful telephone numbers
- ☐ Leave a detailed itinerary behind
- ☐ Hide corporate/media logo
- ☐ Check your documents (visa, ID card, Passport, others)
- ☐ Carry a medical kit
- ☐ Carry appropriate money
- ☐ Use a secure means of transport
- ☐ Travel in groups
- ☐ See Travel Checklist (below) before traveling
- ☐ Carry insect repellent, as needed

- ☐ Check the weather
- ☐ Avoid wearing expensive jewelry/clothes
- ☐ Keep mobile phones and other communication tools hidden
- ☐ Lock vehicle doors
- ☐ Be aware of a driver's activities
- ☐ Be alert of being followed
- ☐ Accommodation should be chosen which can provide and maintain safety
- ☐ Area must be safe for the visitor
- ☐ Accommodation, facilities, and equipment should meet task/activity needs
- ☐ Double check safety precautions before any event

## PRE-TRAVEL SECURITY CHECKLIST

**Prior to national or international travel, there are many considerations to keep in mind. The checklist below provides tips to keep in mind when planning and preparing for a trip. Following the tips in this checklist will reduce one's attractiveness as a target for criminals or terrorists and reduce one's exposure to risk. In some regions you may have to consider dressing in a casual manner, and avoid bringing equipment that could be perceived as "flashing your wealth".**

### ☐ TRAVEL PLAN

Leave a copy of your itinerary, passport, and other travel documents with family or friends at home and at work in case of an emergency. Do not publicize your travel plan.

### ☐ TIME

When making travel plans, plan to arrive during daytime hours, especially when unfamiliar with an area. This will add to one's safety and make it easier to find one's hotel or other destination.

### ☐ DOCUMENTS & VALUABLES

Carry valuables such as passport, cash, and credit cards in a pouch or money belt worn under clothing against one's body. Do not carry valuables in outside pockets, pouches, or handbags. Do not carry large amounts of cash. Hide any documents that could identify oneself as a high-value target. These can include business documents, business cards, military credentials, etc. Pack these items in checked baggage or mail them to the destination ahead of time.

### ☐ EXTRA MONEY

Carry some extra money for an emergency.

### ☐ TRAVEL INSURANCE

Do not forget to request travel insurance from one's organization prior to travel.

### ☐ COMMUNICATIONS

Whether traveling alone or in a group, plan for communicating with one's designated management prior to the travel. While traveling in a group, use synchronized communication. As a part of contingency planning, the whole group should be in agreement in terms of their content of communication to preclude the development of any anomaly which may compromise the group's well-being. Also, groups and individuals should take into awareness the possible points or locations at which they may need to engage in communication with public authorities.

## TRAVEL CHECKLIST

**Prior to your travel please double-check the following list of items:**

### ☐ TICKET

(Flight, bus, train, other)

### ☐ ACCOMMODATION DETAILS

(hotel reservation/venue address)

### ☐ INVITATION LETTER

### ☐ OFFICE SUPPORTING DOCUMENT

for your travel

### ☐ PASSPORT/CNIC + (copies)

### ☐ INSURANCE (if required)

### ☐ VACCINATIONS (if required)

### ☐ CREDIT/DEBIT CARDS

### ☐ MONEY

(a bit more than required, converted in the currency of destination)

### ☐ MEDICINES/FIRST AID KIT

### ☐ IF NAUSEA IS ANTICIPATED,

keep some candies, bubble gum, or mints on hand

### ☐ OTHER IMPORTANT DOCUMENTS

(as per travel plan)



### ☐ **LUGGAGE**

Lock or secure checked baggage. If possible, have bags shrink-wrapped at the airport to prevent them from being opened and having items stolen. Do not pack more than is needed. Traveling light makes one less of a target and allows one to move more quickly. It will also make one less fatigued during travel and will decrease the possibility of setting down a piece of luggage and leaving it unattended. Be discreet when filling out the identification labels on luggage. Put this same information inside the luggage, in the event that the luggage tag gets torn off. Avoid using company logos on luggage.

### ☐ **FIRST AID/EMERGENCY TOOL KIT**

Keep necessary medicines in their original, labeled containers. Also, keep a small portable-sized first aid kit. When traveling to underdeveloped areas, it may be wise to pack a flashlight, mobile power bank, and essential food items.

### ☐ **IMPORTANT CONTACTS**

Keep all necessary contact numbers placed in another source besides one's mobile phone. Include the appropriate access codes for calling from a particular city or country.

### ☐ **DIGITAL DEVICES**

Carry laptop, mobile phone, external devices, or other necessary digital devices very carefully, and have a complete backup of data placed in another container.

### ☐ **BACKUPS**

Make two photocopies of one's passport identification page, airline tickets, driver's license, and credit cards. Leave one photocopy of this data with family or friends at home or at work and pack the other in a place separate from where these valuables will be stored or carried. Make a copy of important data and place in a separate external hard drive.

### ☐ **AREA MAP**

Prior to traveling to an unfamiliar area, review an area map carefully to identify possible entry and exit routes, in case of emergency. Are there any safe havens you could go to, in case of emergency? Also consider reviewing the crime history as an extra layer of security.

### ☐ **WEATHER**

Check the weather of the destination before departure. Keep clothes for layering easily accessible and bring appropriate shoes.

### ☐ **ACCOMMODATION**

Book hotel rooms in advance of one's arrival. Try to stay at well-known hotels that are recommended by a local source.

### ☐ **CULTURE & LANGUAGE**

One's dress and attire sends a very important message. Try to dress conservatively (as per local culture) and avoid wearing and packing clothes that may make one a target. Dressing too flashy may signal wealth, while dressing too casually may signal that one is a tourist. Both may attract criminals. Be mindful of language sensitivity. Try to greet local people in the local language and behave respectfully towards the local culture.

### ☐ **TRUSTED FRIENDS/FAMILY**

Share travel plans with at least one trusted friend or family member. Leave copies of valuable documents and financial information with a trusted friend or relative. Carry copies in a separate place.

### ☐ **DELETE OFFICIAL DATA**

from mobile phone and keep encrypted files on laptop

### ☐ **CLOTHES & SHOES ACCORDING TO THE WEATHER**

(check the weather of destination prior to travel)

### ☐ **MAP OF THE AREA**

(identify the nearest hospital, police station, local transport, restaurant, and emergency exit routes)

### ☐ **BACKUP OF IMPORTANT CONTACTS**

### ☐ **SHARE YOUR PLANS**

with a trusted friend or family member

### ☐ **CHARGE MOBILE PHONE AND LAPTOP BATTERIES**

(keep extra batteries or portable chargers available)

### ☐ **LEAVE FOR THE AIRPORT/BUS/TRAIN STATION WITH EXTRA TIME**

to avoid any risk of late arrival

### ☐ **IF TRAVELING IN A GROUP,**

have a communications strategy meeting before travel





## 4

# First Aid

This is a hands-on and physically-engaging lesson that should be conducted during the final half of the training, when energy levels are low and theoretical engagement is harder to manage. Furthermore, by this time, participants should understand proactive and reactive measures of Risk Assessment and Management as well as Planning. During this session, participants will learn how to handle emergency situations where they may need to assist victims of accidents until professional medical assistance is available.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Use the understanding from this lesson for holistic well-being and security-related planning.
- Demonstrate the skill needed to assess the ill or injured person.
- Demonstrate basic first aid skills needed to control bleeding and immobilize injuries.

#### ▼ METHODOLOGICAL PRINCIPLES

- The facilitator needs to deliver the session in an interactive way that is easy to understand and remember.
- To complement and reinforce the theoretical understanding, it is important to rely on hands-on exercises.
- Where necessary, use visual aids to illustrate examples or processes. However, make sure not to use graphic images, depicting wounds or dramatic situations which can emotionally overwhelm participants. The purpose here is to Do No Harm to the participants.
- Deliver factually correct first aid information that is backed or verified by evidence. As a trainer, if there are questions on which you lack information, simply agree to get back to the participants with more information at a later time, when credible and verified information is available.



LESSON 4	FIRST AID	🕒 UP TO 6 HOURS
<b>LEARNING OBJECTIVES</b>	<p><b>For Participants</b></p> <ol style="list-style-type: none"> <li>Understand the basics of first aid, including:               <ol style="list-style-type: none"> <li>The aim of first aid;</li> <li>General first aid procedures;</li> <li>Rescuer duties;</li> <li>Victim and rescuer safety;</li> <li>Phoning for help;</li> <li>Identifying the injury; and</li> <li>Actions to take after an emergency.</li> </ol> </li> <li>Learn the steps to apply first aid in an emergency to injuries, such as:               <ol style="list-style-type: none"> <li>Visible bleeding;</li> <li>Wounds;</li> </ol> </li> </ol> <p><b>For Trainers</b></p> <ol style="list-style-type: none"> <li>Understand participants' ability to understand and incorporate first aid in holistic well-being.</li> <li>Keep the participants engaged, but Do No Harm and avoid using graphic images or illustration or during hands-on demonstrations.</li> </ol>	<ol style="list-style-type: none"> <li>Head, chest, and abdominal injuries;</li> <li>Broken bones and sprains; and</li> <li>Burns.</li> </ol>
<b>RESOURCES NEEDED</b>	<ol style="list-style-type: none"> <li>Projector</li> <li>Laptop</li> <li>Crepe Bandages</li> <li>Triangular Bandages</li> <li>Gauze Pads</li> <li>Wooden of SAM splint</li> <li>Wads of Newspaper</li> <li>Blanket or bed sheet for an improvised stretcher</li> <li>Markers</li> <li>Pens</li> <li>Flip chart with stand</li> <li>Semi-circle seating arrangement</li> </ol>	
<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>Make the lesson topic relevant to the participants, allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants.</li> <li>Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle to facilitate the learning of first aid without compromising participants or the group members' emotional well-being.</li> <li>Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson.</li> </ul>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>To understand the importance of learning about injury prevention and first aid, the trainer should begin the lesson by explaining the following topics:</p> <ul style="list-style-type: none"> <li>• Goals of first aid;</li> <li>• Most common injuries to individuals;</li> <li>• Legal issues involved in providing first aid;</li> <li>• Ways to stay safe and prepared for providing first aid;</li> <li>• Role of the first aid provider in the emergency medical services (EMS) system; and</li> <li>• Things you can do to help cope after experiencing a traumatic event.</li> </ul> <p><b>These topics are described in more detail below:</b></p>	<ol style="list-style-type: none"> <li>1. Understand the basics of first aid.</li> </ol>	
2	<p><b>Goals of first aid</b></p> <ul style="list-style-type: none"> <li>• It is essential to start the session on first aid with the description of the practice itself as well as the goals. First aid is a procedure applied in the case of a medical emergency before the medical treatment is available for the casualty.</li> </ul> <p><b>Most common injuries to individuals</b></p> <ul style="list-style-type: none"> <li>• Based on the context and environment, these may vary.</li> </ul> <p><b>Legal issues involved in providing first aid</b></p> <ul style="list-style-type: none"> <li>• As the trainer, please be mindful that different local laws may or may not protect civilians acting as first responders. Similarly, different local laws may require or even forbid civilian bystanders from acting as a medical responder to aid in an emergency.</li> </ul> <p><b>Ways to stay safe and prepared for providing first aid</b></p> <ul style="list-style-type: none"> <li>• Be aware of any danger to you as the first responder, bystanders, or other casualties. After, looking for signs of potential harm or danger to yourself or those around you, if you determine that the situation to be safe, you may proceed with helping a victim.</li> <li>• As a trainer, remind the participants to respect the casualty and try to keep them calm. It is also important to be direct and explain what is happening.</li> <li>• More on the steps to apply first aid in an emergency situation will be covered later.</li> </ul> <p><b>Role of the first aid provider in the emergency medical services (EMS) system</b></p> <ul style="list-style-type: none"> <li>• In an emergency that requires professional medical assistance, one individual should call for emergency assistance while others attend the casualties. It is important to remind participants here, that if there are multiple responders to an emergency, only one person should call for emergency assistance services. The caller should act cautiously, calmly, and quickly.</li> <li>• Trainers should also be prepared to describe how to transfer responsibility of caring for a victim once trained medical professionals arrive on the scene.</li> </ul> <p><b>Things you can do to help cope after experiencing a traumatic event</b></p> <ul style="list-style-type: none"> <li>• Typically, this portion of the lesson is a good opportunity to address the holistic approach to safety, connecting physical safety to psychosocial well-being. It is a best practice to have the Psychosocial Trainer available to contribute in order to help make the connections stronger. This will minimize barriers to learning, resulting in better uptake of ideas and lesson content.</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the basics of first aid.</li> </ol>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	<p>Once participants have a basic understanding of the above concepts of first aid, the trainer may explain the actions to take in an emergency, this should include:</p> <ul style="list-style-type: none"> <li>• How to check the scene;</li> <li>• When to call an emergency telephone number, such as 9-1-1, and what information to give;</li> <li>• How to physically examine a person;</li> <li>• Protections to prevent transmission of disease;</li> <li>• Primary Survey to check for CABC (catastrophic bleeding, airway, breathing, and circulation; <i>see Annex 4 on page 30</i>); and</li> <li>• How to place a casualty in the recovery position.</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the basics of first aid.</li> <li>2. Learn the steps to apply first aid in an emergency to injuries.</li> </ol>	<p><i>Ask participants to describe the goals of first aid.</i></p> <p><i>Ask participants to demonstrate the correct way to remove protective gloves.</i></p>
4	<p>As the trainer, you may delve more into the hands-on application of first aid.</p> <p><b>These topics are described in more detail below:</b></p>	<ol style="list-style-type: none"> <li>2. Learn the steps to apply first aid in an emergency to injuries.</li> </ol>	<p><i>Ask participants to demonstrate how to place a casualty in the recovery position.</i></p>
5	<p><b>Bleeding and wound care</b></p> <ul style="list-style-type: none"> <li>• Explain and demonstrate how to control bleeding with direct pressure.</li> <li>• Describe how to clean and dress a minor wound.</li> <li>• Describe how to manage major bleeding.</li> <li>• Describe when and how to pack a wound.</li> <li>• Describe when to seek medical attention for a wound.</li> <li>• Describe the special care needed for puncture wounds, impaled objects, amputations, and injuries of the genitals, head and face, skull, eye, ear, nose, and mouth.</li> <li>• Describe the uses of different types of bandages and demonstrate how to apply a pressure bandage and a roller bandage.</li> <li>• Describe when and how to apply a tourniquet.</li> <li>• Describe the care for internal bleeding.</li> </ul>	<ol style="list-style-type: none"> <li>2. Learn the steps to apply first aid in an emergency to injuries.</li> </ol>	
6	<p><b>Shock (hypoperfusion)</b></p> <ul style="list-style-type: none"> <li>• Explain what shock is and why it is a life-threatening emergency.</li> <li>• List the signs and symptoms of shock.</li> <li>• Describe the first aid for shock.</li> </ul>	<ol style="list-style-type: none"> <li>2. Learn the steps to apply first aid in an emergency to injuries.</li> </ol>	<p><i>Ask participants to demonstrate how to stop bleeding.</i></p> <p><i>Ask participants to demonstrate how to apply a bandage over a dressing.</i></p>
7	<p><b>Burns</b></p> <ul style="list-style-type: none"> <li>• List differences between first-, second-, and third-degree burns.</li> <li>• Describe first aid for first-, second-, and third-degree heat burns.</li> <li>• Describe first aid for smoke inhalation.</li> <li>• Describe first aid for chemical burns.</li> <li>• Describe first aid for electrical burns and shocks.</li> </ul>	<ol style="list-style-type: none"> <li>2. Learn the steps to apply first aid in an emergency to injuries.</li> </ol>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
8	<b>Serious Injuries</b> <ul style="list-style-type: none"> <li>Explain the importance of supporting the head and neck when a spinal injury is suspected.</li> <li>List situations when a spinal injury is possible.</li> <li>Describe first aid for spinal injury.</li> <li>Describe first aid for broken ribs, objects impaled in the chest, and sucking chest wounds.</li> <li>Describe first aid for open and closed abdominal injuries.</li> <li>Describe first aid for pelvic injuries.</li> </ul>	2. Learn the steps to apply first aid in an emergency to injuries.	
9	<b>Bone, joint, and muscle injuries</b> <ul style="list-style-type: none"> <li>Describe the first aid for: <div> <div>Fractures</div> <div>Sprains</div> <div>Dislocations</div> <div>Strains</div> </div> </li> <li>Explain the importance of rest, ice, compression, and elevation (RICE) for injuries to bones, joints, and muscles.</li> <li>Demonstrate how to use RICE for an injury.</li> <li>Describe different types of splints and list guidelines for safe splinting.</li> <li>Demonstrate how to splint an extremity</li> </ul>	2. Learn the steps to apply first aid in an emergency to injuries.	<p><i>Ask participants to demonstrate how to apply different slings.</i></p> <p><i>Ask participants to demonstrate how to splint a fractured limb.</i></p>
10	<p>As the trainer, be sure to close the session with a summary of the topics covered. As a best practice, the Psychosocial Trainer should be included in the closing of the lesson to reiterate the holistic approach to safety and to revisit the earlier discussion on things you can do to help cope after experiencing a traumatic event.</p>	1. Understand the basics of first aid.	<p><i>Ask participants to summarize their learning.</i></p>

## ANNEX 4 | CABC PROCEDURE

### Primary Survey

**C** ATASTROPHIC BLEEDING

**A** IRWAY

**B** REATHING

**C** IRCULATION







## DIGITAL SECURITY LESSONS



1

# Bridging the Digital-Physical Divide

In the core of holistic security lies the principle of integration, where our physical existence and interactions can exist within the digital realms of modern technology in a seamless manner. Traditionally, security has been taught to journalists and human rights defenders in a compartmentalized and myopic manner. Therefore, it is common for individuals to express the need to acquire 'digital' or 'physical' security. On the other hand, many individuals push back by saying that 'digital' security should only be taught to 'relevant' persons, such as people with tech backgrounds. However, security can no longer be acquired in this manner when the world is extensively networked in both digital and physical ways.

<sup>7</sup>LEVELUP, 2016

<sup>8</sup>LEVELUP, 2016

BELOW ARE SAFE BASIC TRAINING DIGITAL SECURITY MASTER CURRICULUM LESSONS,  
AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.


✓ GENERAL DESCRIPTION OF LESSON

DESIRED  
LESSON  
OUTCOMES

Participants see security of people, entities, and things in a more open-minded manner with physical, digital, and psychosocial vulnerabilities being integral components of a larger decision-making process.

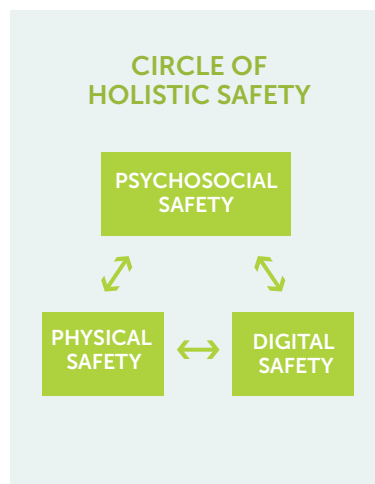
✓ METHODOLOGICAL PRINCIPLES

- This is a foundational lesson that enables the participants to shift their existing perspectives about a traditional divide between the physical and digital worlds with the use of a hands-on problem-solving activity and a follow-up conversation.
- The follow-up lesson on introduction to social engineering encourages people to rethink their existing beliefs and barriers to security decision making in an informal but safe space.

LESSON 1	BRIDGING THE DIGITAL-PHYSICAL DIVIDE		 45 MINUTES
LEARNING OBJECTIVES	<div> <b>For Participants</b> <ol style="list-style-type: none"> <li>Describe the terms 'digital' and 'physical'.</li> <li>Examine at least one function, attribute, or behavior of people and things where they can exist physically and digitally at the same time.</li> <li>Define the concept of holistic security and its role in personal well-being.</li> </ol> </div> <div> <b>For Trainers</b> <ol style="list-style-type: none"> <li>Conduct an assessment of the participants' openness towards the idea of holistic security.</li> </ol> </div>		
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed</li> <li>Flipcharts</li> <li>Markers</li> <li>Sticky tape or non-permanent adhesive pads</li> <li>Colored paper cut into small pieces or sticky notes</li> <li>Notepads and pens or pencils for participants</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>• As this lesson is aimed at introducing integration of physical and digital components as key drivers of holistic security, it is important that the lesson is delivered in a friendly, informal, participatory, and enabling manner. It is a best practice to have the Physical Safety Trainer available to contribute in order to help make the connections stronger. This will minimize barriers to learning, resulting in better uptake of ideas and lesson content.</li> <li>• Negative first impressions can often be lasting ones, and a barrier to learning. Therefore, an activity oriented and intellectually stimulating foundational lesson can keep participants looking forward to more similar positive experiences in the following lessons. To achieve this, this lesson follows an Activity-Discussion-Inputs-Deepening-Synthesis (ADIDS)<sup>7</sup> teaching method.</li> <li>• In addition, the conversations that take place during the session must be encouraged to reflect real-life examples<sup>8</sup>. However, following the principle of do-no-harm, it is also important that the trainer maintains a steady control of the conversation and does not let the participants transport back to any traumatic or emotionally intense event in their lives. It is advisable that in the spirit of integration, a qualified psychologist be present in the room to manage the situation, should any emotional floodgates open unexpectedly. However, the chances of such an instance occurring during this session are low.</li> <li>• Always incorporate at least one checkpoint to gauge participants' interest, understanding and mood, and end the session on a calming and empowering note.</li> </ul>		



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The trainer starts by asking participants what comes to their mind when they hear the words 'physical' and 'digital' <sup>9,10</sup> . It helps if more than one person contributes so that the multiple ideas join together to form a deeper and inclusive definition of the word.	1. Describe the terms 'digital' and 'physical'.	
2	Participants are collectively given a pile of colored pieces of paper, with each note containing the name of a person or a thing (e.g., my best friend, mobile phone, USD 100, etc.) that has lost its way and needs to be returned to its home, keeping in mind its security needs. The participants are then asked to discuss amongst themselves and stick each piece of paper onto a sheet of chart paper with 'physical world' and 'digital world' written on it side by side such that each piece of paper is placed where the participants think it belongs the best.	1. Describe the terms 'digital' and 'physical'.	
3	After all the pieces of paper have been returned to the chart paper, go over each word and ask the participants to recall the reasons as to why they chose to place each piece of paper at its present location.  With each participant's explanation, engage other participants, encouraging their opinion as to whether they agree or disagree with the explanation and why.	4. Conduct an assessment of the participants' openness towards the idea of holistic security.	
4	In case the participants are divided over whether each piece of paper belongs in the physical world or digital world, offer to discuss within themselves and move the item around especially if it needs to be placed somewhere in the middle of the digital or physical world.  Help the participants draw links between each world, revealing the physical-digital continuum, and the need to consider how every entity or thing has the potential of existing in the 'physical world' as well as the 'digital world'. Therefore, decisions about its security and safety cannot be made in isolation <sup>11</sup> .	2. Examine at least one function, attribute, or behavior of people and things where they can exist physically and digitally at the same time.	
5	<p><b>Draw the Circle of Holistic Safety</b> (shown right), and share examples of how any mishap can have physical, digital, and psychosocial consequences.</p> <p>For example, a journalist being unable to locate their flash drive containing their final draft along with contacts of sensitive sources can cause critical changes in physical behavior, mental stress, a sense of failure, a financial loss, and their own safety including those whose contacts are in the device, among others.</p>	3. Define the concept of holistic security and its role in personal well-being.	Ask the participants to reflect and share their thoughts about the exercise, especially if it has influenced any shift in perspectives.



<sup>9</sup> OXFORD UNIVERSITY PRESS, 2018

<sup>10</sup> OXFORD UNIVERSITY PRESS, 2018

<sup>11</sup> HIGSON-SMITH, ET AL., 2016



## 2

## An Introduction to Social Engineering

Social engineering takes place when an individual or an automated system exercises one or more social skills and manipulative tactics to collect fragments of information about another individual or entity to gain an advantage. In some ways, all humans are social engineers who observe their surroundings, collect information about whatever interests them, and try to interpolate or extrapolate in order to create a bigger picture. While every form of social engineering may not have a malicious intent behind it, those that do can prove to be a hazard for a person's or an organization's security. This lesson aims to introduce social engineering as a potential security threat which in many cases is easily avoidable. This lesson should ideally integrate aspects of situational awareness, the importance of holistic planning, and better control over impulsive reactions to the changing environment.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

Participants leave the classroom with a greater consciousness of their everyday behaviors that may allow social engineering to take place. The participants will also leave with a sense of having the power, control, and resources to minimize such instances.

### METHODOLOGICAL PRINCIPLES

- This is an interactive conversation-based session aimed at showing people how common the process of informal and formal information gathering to gain unfair advantage is.
- The session design is aimed to help participants recall everyday instances which can lead them into unknowingly sharing more information than they would like to, and show them how simple behavioral changes can help them do things differently and more securely.

LESSON 2	AN INTRODUCTION TO SOCIAL ENGINEERING		 60 MINUTES
LEARNING OBJECTIVES	<div> <b>For Participants</b> <ol style="list-style-type: none"> <li>Describe social engineering and how it happens around us.</li> <li>List the characteristics of a social engineer's behavior.</li> <li>Identify and prioritize at least five behavioral or organizational vulnerabilities that could enable social engineering of our information systems.</li> <li>Learn to minimize or mitigate at least three vulnerabilities that could enable social engineering of our information systems.</li> </ol> </div> <div> <b>For Trainers</b> <ol style="list-style-type: none"> <li>Enable participants to set priorities when addressing security vulnerabilities, focusing on low hanging fruit, and getting a sense of achievement and progress in terms of feeling more secure. The purpose of this is to bring down the barrier to learning as the course moves towards exploring more focused ideas.</li> </ol> </div>		
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed</li> <li>Flipcharts</li> <li>Markers</li> <li>Sticky tape or non-permanent adhesive pads</li> <li>Colored paper for making the jigsaw puzzle</li> <li>Notepads and pens or pencils for participants</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>This lesson should ideally integrate the aspects of situational awareness, the importance of holistic planning, and better control over impulsive reactions to the changing environment. Therefore, it is advisable that a physical security trainer and a psychosocial trainer, along with the digital security trainer leading the session, are present in the room to enrich the experience.</li> <li>In addition, the conversations that take place during the session must be encouraged to reflect real-life examples<sup>15</sup>. However, following the principle of Do No Harm, it is also important that the trainer maintains a steady control of the conversation and does not let the participants transport back to any traumatic or emotionally intense event in their life.</li> <li>Ensure that the lesson is delivered in a friendly, informal, participatory and enabling manner. Following this will minimize barriers to learning, resulting in better uptake of ideas and lesson content.</li> <li>Always incorporate at least one checkpoint to gauge participants' interest, understanding, and mood, and end the session on a calming and empowering note.</li> </ul>		

<sup>12</sup> LORD, 2017

<sup>13</sup> HINER, 2002

<sup>14</sup> BISON, 2015



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Using the example of a jigsaw puzzle where small pieces come together to form a bigger picture, demonstrate how social engineering takes place when a person with a vested interest or a malicious intent gathers small fragments of data to turn it into useful information about us or build our profile without our consent or knowledge, in order to attain unfair advantage.<sup>12</sup></p>	<ol style="list-style-type: none"><li>1. Describe social engineering and how it happens around us.</li></ol>	
2	<p><b>Talking points:</b></p> <ul style="list-style-type: none"><li>• Ask the participants if they can think of various types of profiles [economic, professional, behavioral, religious, social media / Internet, medical, academic, sexual etc.]</li><li>• Social engineers are everywhere, and they exploit what's most vulnerable in any machine, system or person – human psychology.</li><li>• Typically, social engineering starts with information gathering, moves onto relationship development and exploitation, and eventually, the execution of the objective.<sup>13</sup></li><li>• Social engineers have excellent skills such as information gathering, interrogation, influence, manipulation, pretexting, elicitation, security, rapport building etc.</li></ul> <p><b>Some examples of social engineering methods:<sup>14</sup></b></p> <ul style="list-style-type: none"><li>• Tailgating: the social engineer doesn't have the authority to enter a place, so they build a relationship with someone who does, and manipulates them into letting them in.</li><li>• Phishing: The social engineer disguises themselves as someone trustworthy and legitimate and ends up acquiring sensitive information fraudulently.</li><li>• Baiting: Similar to phishing, the social engineer offers a promising deal and tempts the target into taking it, and as a result, surrendering access to a protected space.</li></ul> <p><b>Ask participants who they think might be interested in their data:</b></p> <ul style="list-style-type: none"><li>• Individuals around us tend to be largely scattered, fragmented and disorganized. Individuals usually have personal or professional reasons for collecting our information, but are likely to be low on resources in terms of collecting data over a long period of time. They may collaborate with more organized groups with more power.</li><li>• Corporations can be organized groups of individuals interested in collecting individuals' personal information for reasons of marketing, intelligence, and profit maximization. Corporations usually have more resources for sustained information collection.</li><li>• Governments are often the most powerful and resourceful in terms of long-term data collection, and may be interested in people's information in order to suppress opposition from the masses.</li><li>• In most cases of information theft, it is the individuals that are involved and are also easiest to protect our data from. It is important to be aware and vigilant of individuals and groups who are interested in collecting our information, but we should be cognizant of more basic (and easily addressable) forms of spying that are closer to home.</li></ul> <p><b>Things to look out for offline and online:</b></p> <ul style="list-style-type: none"><li>• Sharing of personal information</li><li>• Sense of urgency in incoming messages / requests</li><li>• Language / Context / Content of online messages or email communications</li><li>• When an offer or claim is too good to be true</li><li>• How does your information travel?</li><li>• Giving strangers the benefit of doubt over longer periods of time</li></ul>	<ol style="list-style-type: none"><li>2. List the characteristics of a social engineer's behavior.</li><li>3. Identify and prioritize at least five behavioral or organizational vulnerabilities that could enable social engineering of our information systems.</li><li>5. Enable participants to set priorities when addressing securities vulnerabilities, focusing on low hanging fruit, and getting a sense of achievement and progress in terms of feeling more secure. The purpose of this is to bring down the barrier to learning as the course moves towards exploring more focused ideas.</li></ol>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	<b>Quick Fixes:</b> <ul style="list-style-type: none"> <li>Attitude: 'my information belongs to me and I will decide who I share it with, and how and when.'</li> <li>Think before you click (on suspicious links)</li> </ul>	4. Learn to minimize or mitigate at least three vulnerabilities that could enable social engineering of our information systems.	<p><i>When sharing quick fixes, give people ample time to think and share their understanding of the issue. If a participant wants to share an experience, facilitate the discussion and ask them how they addressed the situation. Acknowledge the situation to bring negative experiences at a point of closure.</i></p> <p><i>Ask participants if there are any practices that they already engage in, or whether there are any that they feel can be helpful in making them feel more secure in the future.</i></p>



### 3

## Securing Passwords

Passwords are the first line of defense that deter unwanted access to data stored in our computers and mobile phones. With an increasing number of devices, social media platforms, and data reserves in our lives, remembering and managing passwords appears to be harder than ever. The inconvenience caused by getting blocked out of our social media accounts or computers because we often forget our passwords causes immense anguish. This is how most people resort to using simple and easy to remember passwords, and often one for several accounts. However, we tend to forget the inconvenience of remembering complex and multiple passwords is far less than the nightmare of having an intruder access, steal, and misuse our private information. This lesson aims to address these concerns by using proactive measures and by following simple guidelines and techniques to avoid unwanted access to our data, while still keeping our own rightful access open in a secure manner.




## ✓ GENERAL DESCRIPTION OF LESSON

**DESIRED  
LESSON  
OUTCOMES**

The participants reevaluate their relationships with their digital assets and the level of attention they pay towards protecting them. With the knowledge that something as basic as passwords go a long way in protecting their information, the participants put more effort in ensuring that their devices, social media, and data are protected by strong and secure passwords.

## ✓ METHODOLOGICAL PRINCIPLES

This is an interactive conversation-based session aimed at showing people how creating and maintaining secure passwords does not necessarily have to be a tedious task. During the session, the trainer focuses on dispelling myths and making the process easy and manageable.

LESSON 3	SECURING PASSWORDS		 60 MINUTES
LEARNING OBJECTIVES	<div><b>For Participants</b><ol style="list-style-type: none"><li>1. List at least five attributes of a strong password.</li><li>2. Demonstrate the ability to use a system to create and memorize strong passwords that are unique and are not duplicated.</li><li>3. Demonstrate the use of a secure password manager, (such as Keepass,) from being able to acquire it online to setting it up for repeated usage.</li></ol></div> <div><b>For Trainers</b><ol style="list-style-type: none"><li>4. Go beyond theoretical or conceptual teaching and convince people to get into the habit of creating secure passwords using simple, yet hands-on techniques and tools.</li></ol></div>		
RESOURCES NEEDED	<div><ol style="list-style-type: none"><li>1. Flipcharts</li><li>2. Markers</li><li>3. Laptop and multimedia protector</li><li>4. HDMI/VGA/USB C adapters depending upon hardware requirements</li></ol></div> <div><ol style="list-style-type: none"><li>5. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed.</li><li>6. Internet connection</li></ol></div> <div><ol style="list-style-type: none"><li>7. Sticky tape or non-permanent adhesive pads</li><li>8. Notepads and pens or pencils for participants</li></ol></div>		
TEACHING METHOD	<ul style="list-style-type: none"><li>• This lesson should ideally integrate within its digital core the aspects of stress management and application of logic to decision making. Furthermore, examples of physical security (such as the danger of using the same key for all locks in the house) can also be incorporated into the discussion.</li><li>• The use of real-life examples<sup>15</sup> and hands-on learning of skills and software can be beneficial.</li><li>• Should the discussions head towards a stressful point with any participants sharing traumatic stories, slow down, make sure to acknowledge their experience, and bring it to a closure by asking them how they dealt with this situation. This gives participants a sense of empowerment and the acknowledgment of the ability to face difficult situations.</li></ul>		

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Start by asking the participants if they have heard of someone's password getting 'hacked'. This is a leading question meant to start a conversation, and usually results in the majority responding affirmatively. As a follow-up, introduce the difference between hacking, exploring for the sake of identifying vulnerabilities, and cracking<sup>16</sup>, exploiting weaknesses for profit or harm, out of which the latter can take place as a result of social engineering and is a very frequent occurrence. Explain to the participants how brute force<sup>17</sup> attacks, such as trial-and-error to obtain a password, take place and reassure them that such an incident is avoidable by adopting simple practices.</p> <p>Tell the participants that in most cases, they are already aware of several ways for creating secure passwords, and the purpose of this discussion is to recall and reinforce that knowledge in a formal manner.</p>	<p>4. Go beyond theoretical or conceptual teaching and convince people to get into the habit of creating secure passwords using simple, yet hands-on techniques and tools.</p>	
2	<p>Ask participants to recall or guess one attribute for creating a strong password at a time, and move from one participant to the next, writing down each new suggestion. To avoid having a monotonous conversation, ask the participants how many characters their passwords usually consist of, and how long should a password be for it to be strong in their opinion.</p> <p><b>A strong password can consist of (but not be limited to) the following attributes:<sup>18</sup></b></p> <ul style="list-style-type: none"> <li>• UPPERCASE LETTERS</li> <li>• Numbers (1,2,3..0)</li> <li>• Spaces</li> <li>• lowercase letters</li> <li>• Symbols (~!@#\$%^)</li> <li>• Randomized</li> </ul> <p><b>Passwords should also have the following attributes to the extent possible:</b></p> <ul style="list-style-type: none"> <li>• Frequently changed</li> <li>• Hard to guess</li> <li>• Randomized</li> <li>• Different and unique for each account</li> <li>• Exclusive of names, dates, locations etc.</li> </ul> <p><b>Lastly:</b></p> <ul style="list-style-type: none"> <li>• Don't share your passwords</li> <li>• Don't write them down</li> </ul>	<p>1. List at least five attributes of a strong password.</p>	
3	<p>Encourage the participants to think of other strategies that can be used for making long, complex, and unique passwords, and being able to recall them.</p>	<p>2. Demonstrate the ability to use a system to create and memorize strong passwords that are unique and are not duplicated.</p>	
4	<p>Introduce the concept of diceware as one way of creating long and complex passphrases. Diceware enables users to create a random and long string of words from a dictionary which is easy to memorize but difficult to crack.<sup>19</sup></p> <p>Walk the participants through the concept of using software-based password managers highlighting their utility in the modern age. Recommend secure options for doing so, such as Keepass, which is an open source security tool with an encrypted database management system. Demonstrate how to use it from downloading and setting it up to customizing it to suit one's preferences.</p>	<p>3. Demonstrate the use of a secure password manager, Keepass, from being able to acquire it online to setting it up for repeated usage.</p>	<p><i>Close the session by gathering participant feedback to see what kind of changes they think they will make to their existing password management practices.</i></p>

<sup>16</sup> PERRIN, 2009

<sup>18</sup> TACTICAL TECHNOLOGY COLLECTIVE; FRONT LINE DEFENDERS, N.D.

<sup>17</sup> GILL, 2017

<sup>19</sup> BONNEAU, 2016



## 4

## Keeping Our Computer Healthy

Modern computer and digital devices have become smaller, packing in huge amounts of sophisticated technology. However, the technology is only as good as the way its user cares for it. The device itself needs to be taken care of with physical cleanliness, operated in an appropriate location to protect it from temperature extremes, and kept secure from theft that could result in a loss of a valuable device, the data stored within, and an unmeasurable amount of damage to psychosocial well-being. Similarly, care needs to be taken in maintaining the health of the device's key functional aspect – the program – consisting of the operating system and the programs installed within it for carrying out different tasks.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

Participants' fear of unknown around their device's potential unusual or abnormal behavior is diminished and they leave the classroom with the idea that their computer is a sensitive and responsive device that needs attention and care.

#### ✓ METHODOLOGICAL PRINCIPLES

This session largely involves real-time demonstrations and hands-on sessions to help the users in navigating their way around their devices, and downloading and installing of relevant software. It is imperative that any technology that will be used or displayed during the lessons be in a fully functioning condition to avoid wasting time.



LESSON 4	KEEPING OUR COMPUTER HEALTHY		 60 MINUTES
LEARNING OBJECTIVES	<p><b>For Participants</b></p> <ol style="list-style-type: none"> <li>1. Define 'malware' and describe its different types.</li> <li>2. Understand how to download, install, and set up an antivirus software.</li> <li>3. Demonstrate the ability to identify if one's computer has an antivirus software, and if it is functioning at its full capacity.</li> <li>4. Demonstrate the ability to check if software has become outdated and update it accordingly.</li> <li>5. Safely remove data to recover disk space and prevent it from being recovered for undesired use.</li> </ol> <p><b>For Trainers</b></p> <ol style="list-style-type: none"> <li>6. Introduce issues to look for to keep the computer's performance at its best and important data safe.</li> </ol>		
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers</li> <li>2. Flipchart</li> <li>3. Markers</li> <li>4. Laptop and multimedia protector</li> <li>5. HDMI/VGA/USB C adapters depending upon hardware requirements</li> <li>6. Internet connection</li> <li>7. Sticky tape or non-permanent adhesive pads</li> <li>8. Notepads and pens or pencils for participants</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>• This session involves bringing together a number of ideas for basic digital and physical maintenance of computers, also known as digital hygiene. While many ideas are conceptual, some would need to be visualized through a multimedia demonstration. From an integrated perspective, the discussion can start with the physical aspect of computers and the need to protect them from things like theft.</li> <li>• Given that the lesson packs a variety of ideas that some participants may struggle to focus on for a long stretch, the trainer can try to incorporate some form of entertainment into the content, for example, the use of polite humor. Furthermore, it is advisable that energizers be included in the session duration to bring back the room's energy levels.</li> </ul>		

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Start the session by asking the participants about the kind of performance issues they notice when they use their computers.</p> <p>Talk about the concept of bodily hygiene and relate it with the need for digital hygiene.</p> <p>Briefly go over some of the reasons why computers behave differently or decline in performance, for example malware attack, lack of resources or digital clutter taking up resources, and outdated software.</p>	<ol style="list-style-type: none"> <li>6. Introduce issues to look for to keep the computer's performance at its best and important data safe.</li> </ol>	

<sup>20</sup> HOFFMAN, 2016

<sup>22</sup> ENCYCLOPEDIA BRITANNICA, 2018

<sup>24</sup> PAUL, 2015

<sup>26</sup> LIFFREING, 2015

<sup>28</sup> BLEACHBIT, 2016

<sup>21</sup> FISTONICH, 2017

<sup>23</sup> CHATTEN, 2010

<sup>25</sup> SUMMERSON, 2016

<sup>27</sup> SECURITY IN A BOX, N.D.



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
2	Use a storytelling approach to describe malware and its various types, such as virus, Trojan, worm, ransomware, adware, logic bomb bot, botnet, etc. <sup>20</sup> For example, when talking about a basic virus, relate it with a biological virus which spreads from one living being to another through physical contact (or flash drives, for instance, on digital devices). <sup>21</sup> Similarly, narrating the Greek story of Sparta, Troy, and the Trojan Horse can help participants remember the attributes of a trojan malware more easily. <sup>22</sup>	1. Define 'malware' and describe its different types.	
3	Ask the participants if they have antivirus installed on their computers. If they reply affirmatively, ask them how they know, and whether they can tell if it is doing its job or not. Show them how they can do so by walking through the settings of an antivirus program while the process is visible to all using a multimedia projector. Explain the various functions and components of an antivirus, including the virus definition database <sup>23</sup> and why its update should not be confused with an antivirus software update. <b>Address commonly asked questions and misinformation, such as:</b> <ul style="list-style-type: none"><li>• What's the best antivirus?</li><li>• Does an antivirus slow down one's computer?</li><li>• Are antivirus companies involved in the spread of viruses to boost the sale of their products?</li><li>• Does a Mac need an antivirus?</li></ul>	3. Demonstrate the ability to identify if one's computer has an antivirus software, and it is functioning at its full capacity.	
4	Introduce to the participants free and well-reputed antiviruses, and assessing by the need in the room, show the participants how to download and set one up.	2. Understand how to download, install, and set up an antivirus software.	
5	Like the antivirus program, stress the importance of keeping other frequently used applications updated as well. Show some examples by opening applications such as Microsoft Word and clicking 'Help>Check for Updates'. Ask participants for ideas about how they can further improve their computer's performance. <b>Some ideas include:</b> <ul style="list-style-type: none"><li>• Removing unnecessary software<sup>24</sup> that takes up computing resources, disk space and can often drain battery by working in the background.</li><li>• Importance of screenlocks<sup>25,26</sup> and logging out to prevent social engineering attacks that could include installation of malware when one has left the device unattended</li><li>• Physical aspects of digital hygiene, including protection of devices from the elements.<sup>27</sup></li></ul>	4. Demonstrate the ability to check if software has got outdated and update it accordingly.	
6	Introduce an option such as BleachBit <sup>28</sup> as a free and open source software that can securely delete files from one's computer without the danger of deleted data getting recovered for undesirable use. However, from a digital hygiene perspective, deleting unnecessary files can recover a computer's precious resources.	5. Safely remove data to recover disk space and prevent it from being recovered for undesired use.	Close the session by asking the participants how they feel and what they found difficult or easy.



## 5

# How the Internet Works

The internet as we know it is a massive network for communication that is spread across the entire globe in form of billions of computers connected with each other through cables and wireless means. Given the global nature of the internet, it is not owned or managed by one entity, rather it is the collective work of many dedicated conglomerates and organizations with a variety of interests, making it not just a set of physical infrastructures but also a tool for political and diplomatic prowess. While the internet affects users and non-users in many ways, for most people the internet is often an abstract idea. This lesson aims to make the idea of the internet clearer in the participants' minds by introducing the various components and players that it consists of.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

The participants will become cognizant of the many nodes and steps through which communication travels from one place to another across the globe. This also changes their perception of the security challenges of using the internet from one big threat to small potential threats, each of which can be addressed in a more focused manner.

#### ✓ METHODOLOGICAL PRINCIPLES

The internet is used by many but is rarely understood beyond an abstract concept. This lesson follows a role play methodology to visualize the internet as a multi-layered global and political entity run by multiple stakeholders through an expansive infrastructure.



60 MINUTES

## LESSON 5

## HOW THE INTERNET WORKS

## LEARNING OBJECTIVES

**For Participants**

1. Describe the internet and how communication takes place over its physical infrastructure.

**For Trainers**

2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.

## RESOURCES NEEDED

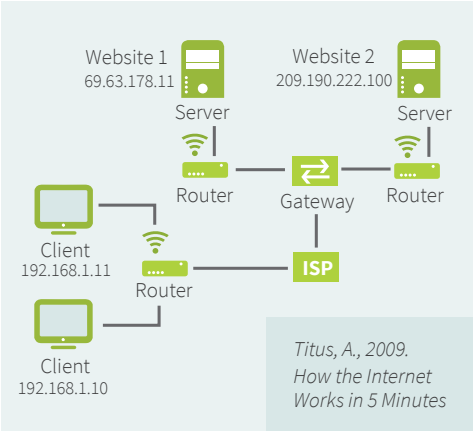
1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers
2. Flipchart
3. Markers
4. Sticky Notes
5. Sticky tape or non-permanent adhesive pads
6. Notepads and pens or pencils for participants

## TEACHING METHOD

- The trainer shall aim to open the participants' minds to rethink their existing ideas about the internet in order to change their attitude that may be pushing them to think of online dangers as ones that they don't have the capacity to address. This would involve setting a baseline by collecting participants' opinions about what the internet is according to their understanding.
- From the perspective of integration, it is helpful to focus on how different players' access to the internet's physical infrastructure can often put at threat sensitive data that travels through it. However, the focus should rest on how the internet works rather than protection of data.
- Using a role play as the starting activity within the Activity-Discussion-Inputs-Deepening-Synthesis (ADIDS)<sup>29</sup> framework, the participants would be assigned the roles of various components and stakeholders of the larger internet, and then asked to follow a logical order to transfer a packet of communication from one end to another.





#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Start the session by asking each participant to write down one word that comes to their mind when 'internet' is mentioned. Collect all the responses and put them up on a wall. Ask all the participants to collectively have a look at everyone's answers and connect them to form a more descriptive definition of the internet.</p> <p>Optionally, take a ball of yarn and ask one participant to hold the end tightly, and toss it to another participant randomly. The second participant would again firmly hold the yarn taut and pass the rest of the yarn ball to another participant randomly. Eventually all the participants would be holding a piece of yarn in their grip such that they would all be connected to each other via the same length of yarn. Now ask any participant to send a message to another randomly selected participant such that the message can only travel through the network defined by the wire.</p> <p>Take a break if needed.</p>	<p>2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.</p>	
2	<p>Move the session ahead by adding more complexity to the process, this time giving names to the various actors that make up the internet, for example, the user and client, router, ISP, server, DNS, national gateway, website, and so on. This is best done by drawing on a chart or board.<sup>30</sup></p> 	<p>1. Describe the internet and how communication takes place over its physical infrastructure.</p>	
3	<p>Assessing the interest, energy, and time left for the session, another role play can be conducted, this time, by assigning real world names to the different components, nodes, and players that make up the internet. For example, one or more participants could take on the role of a user, a client, a router, an ISP, a server and so on. A rope or a tape can be spread around on the floor of the room as the wire that carries information from one node to another forming the internet. Recalling from the earlier discussion, participants would try to find their place on the tape in the correct order.</p> <p>Once they have taken their positions, try asking one 'user' to communicate with another 'user' sitting in a different country following the correct order in which information packets travel from one place to another. Draw the process on a board if needed.</p>	<p>2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.</p>	
4	<p>Close the session by asking participants to recap the entire process through which the internet works, as well as their reflections about it.</p>	<p>2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.</p>	<p><i>Ask the participants how they felt about the exercise and whether the picture of the internet that they had in the mind at the start of the session changed in any way.</i></p>

<sup>30</sup> TITUS, 2009



## 6 Browser Security

Browsers help us in retrieving information stored on servers connected to the internet. For websites to deliver to us an optimal user experience, as well as to send our way customized advertising, marketing companies often track our activities online without our consent. In more adverse situations, malicious websites and social engineers can also harm us and our devices by manipulating how we use our browsers. This session intends to help users know their browsers better in order to make the required changes that make browsers more secure.




### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

Participants leave the classroom with the knowledge that browsers have the potential to act as tools for social engineering, however ensuring that does not happen is very much in their control through specific, hands-on tweaks.

#### ✓ METHODOLOGICAL PRINCIPLES

This is a hands-on session aimed at getting the participants to understand that while their browser is a convenient window for looking into the world of Internet, small tweaks can make this experience more secure and empowering, with the stress being on empowerment.

LESSON 6	BROWSER SECURITY			 60 MINUTES
LEARNING OBJECTIVES	<p><b>For Participants</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to navigate through their browser settings and control the information that it collects, stores, and shares, without their knowledge or consent by doing the following: <ul style="list-style-type: none"> <li>• Clear or manage browsing and downloads history, temporary internet files and cookies, and stored passwords and form data</li> <li>• Access and change browser permissions such as camera, microphone and GPS</li> <li>• Control where and how the browser saves downloaded files on the computer</li> </ul> </li> <li>2. Describe the differences between HTTP and HTTPS</li> <li>3. Download and set up a secure tool which forces websites to open using the HTTPS protocol (such as HTTPS Everywhere)</li> <li>4. Download and set up a tool for blocking ads (such as AdBlock Plus)</li> </ol> <p><b>For Trainers</b></p> <ol style="list-style-type: none"> <li>5. Help the participants customize their preferred browser by controlling how it works and the data it collects from them while they browse.</li> </ol>			
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers</li> <li>2. Flipchart</li> <li>3. Markers</li> <li>4. Laptop and multimedia protector</li> <li>5. HDMI/VGA/USB C adapters depending upon hardware requirements</li> <li>6. Internet connection</li> <li>7. Sticky tape or non-permanent adhesive pads</li> <li>8. Notepads and pens or pencils for participants</li> </ol>			
TEACHING METHOD	<ul style="list-style-type: none"> <li>• This is a hands-on session where the participants would be required to walk through their browser's security and privacy settings on the instruction of the trainer who would be taking a lead on their own computer and projecting the process on a multimedia screen.</li> </ul>			

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Conduct a survey to find out which browser each participant uses and why.</p> <p>Introduce the differences between popular browsers by sharing their background and approach to security.</p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Is the browser owned by a non-profit or a corporation?</li> <li>• Where does the browser fit in its developer's income model?</li> <li>• Is the browser open-source or closed source?</li> </ul> <p>Walk the participants through the settings of the most popular browser in the room. Show the participants the level of customization browsers offer when it comes to data collection, storage, and sharing.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to navigate through their browser settings and control the information that it collects, stores and shares without their knowledge or consent.</li> <li>5. Help the participants customize their preferred browser by controlling how it works and the data it collects from them while they browse.</li> </ol>	<p><i>Make sure that the participants are not lost or confused by asking them if they are on the same page as the trainer. It also helps to walk around the room and check if all participants are following the trainer should there be an individual who is too shy to ask for the pace to slow down.</i></p>

<sup>31</sup> TACTICAL TECHNOLOGY COLLECTIVE, 2016

<sup>33</sup> BEAL, 2008

<sup>35</sup> UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, 2017

<sup>37</sup> ELECTRONIC FRONTIER FOUNDATION (EFF), N.D.

<sup>32</sup> TACTICAL TECHNOLOGY COLLECTIVE, 2017

<sup>34</sup> BEAL, 2008

<sup>36</sup> MEGAN, 2018

<sup>38</sup> ADBLOCK PLUS, 2017



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Go over the browser's security and privacy settings that would allow the participants to clear or manage browsing and downloads history,<sup>31,32</sup> temporary internet files,<sup>33</sup> cookies,<sup>34</sup> stored passwords and form data.<sup>35</sup></p> <p>Navigate through the settings mentioned earlier, show how browser permissions can be changed to ensure that the browser's access to the computer's camera, microphone, GPS and other input devices is denied or set to always ask for permission.</p> <p>People often have trouble finding files after they download them. This is because the browser is usually set to download files to a specific folder. Sometimes, it is also possible that the browser is set to launching files the moment they are downloaded. This can be dangerous because clicking on a malicious link can result in a virus being downloaded and executed by mistake. Encourage the participants to modify this setting to always ask before downloading a file and allowing the user to specify a download location.<sup>36</sup></p> <p>At this point take a short break or check the group's energy levels before continuing.</p>		
2	<p>Ask the participants where they may have seen HTTP and HTTPS before and whether they know the difference between the two. Introduce the purpose of the HTTPS protocol as one which connects a user to their destination through an encrypted tunnel, unlike the HTTP protocol, where communication travels in an unsecure manner and is visible to anyone reading the data passing across a particular network. For example, a short role play can also be conducted, involving two people communicating with each other with and without a long cardboard tube while bystanders try to find out what they are talking about.</p> <p>Introduce a secure tool (such as HTTPS Everywhere<sup>37</sup>) the purpose of which is to force an encrypted connection between a user and a website when possible. Then walk the participants through the process of downloading and setting it up on various browsers.</p>	<ol style="list-style-type: none"><li>2. Describe the differences between HTTP and HTTPS.</li><li>3. Download and set up a secure tool which forces websites to open using the HTTPS protocol (such as HTTPS Everywhere).</li></ol>	
3	<p>Talk about online advertising and the possibility of accidentally downloading malicious software as a result of a stray mouse click. Introduce a secure ad blocking tool (such as Adblock Plus<sup>38</sup>) and walk the participants through the process of downloading and setting it up.</p> <p>Close the session by asking the participants to recap the learnings.</p>	<ol style="list-style-type: none"><li>4. Download and set up a tool for blocking ads (such as Adblock Plus)</li></ol>	<p><i>What part of this session worries you, and what offers you relief and a sense of empowerment when browsing online?</i></p>





## 7

# Smartphone Security

Modern era has increased a lot of peoples' reliance on computing and communication devices, especially smartphones, which can replace most functions of a full-fledged laptop or desktop computer. Not only are smartphones highly sophisticated devices with immense computing power, but they also store and process vast amounts of peoples' personal and professional data. This lesson helps participants understand how communication takes place between two or more smartphones, enabling them to make appropriate decisions to secure their information using tools and behavioral changes.



### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

Participants leave the room with increased awareness about how communication takes place between two people using mobile phones. Furthermore, they are able to decide better how they can incorporate the usage of secure and open source messaging apps in their daily communication strategy.

#### ✓ METHODOLOGICAL PRINCIPLES

This is an interactive conversation-based session that aims at getting participants to feel more comfortable with the security of their smartphones, achieve a sense of control over their information stored within their devices, and perform hands-on installation of secure communication applications.



LESSON 7	SMARTPHONE SECURITY		 60 MINUTES
LEARNING OBJECTIVES	<div><b>For Participants</b></div> <ol style="list-style-type: none"><li>1. Describe the technical process through which one person is able to communicate via phone call or short message service (SMS) to another using a mobile phone.</li><li>2. Compare the differences between a feature phone and a smartphone and execute different strategies that might be suitable before deciding to use either of the two.</li><li>3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger).</li></ol> <div><b>For Trainers</b></div> <ol style="list-style-type: none"><li>4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations.</li><li>5. Reduce the state of fear and paranoia about smart phones.</li></ol>		
RESOURCES NEEDED	<ol style="list-style-type: none"><li>1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers</li><li>2. Flipchart</li><li>3. Markers</li><li>4. Laptop and multimedia protector</li><li>5. HDMI/VGA/USB C adapters depending upon hardware requirements</li><li>6. Internet connection</li><li>7. Sticky notes</li><li>8. Sticky tape or non-permanent adhesive pads</li><li>9. Notepads and pens or pencils for participants</li></ol>		
TEACHING METHOD	<ul style="list-style-type: none"><li>• This lesson involves a visual diagram demonstration of how mobiles communicate with each other. This can be drawn over a chart paper with a step by step explanation, or the trainer can also show an appropriate digital visual or video. Like the previous lesson on how the internet works, this conversation can also focus on explaining that wireless mobile phone conversations take place with the support of physical infrastructure.</li><li>• Furthermore, it is also important to integrate suggestions relating to the physical protection of the devices in order to have them perform optimally and securely.</li><li>• There is also a hands-on component of this session where the participants would be encouraged to download, install, and use secure communication apps in real-time.</li></ul>		

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Discuss the modern-day dilemma of reliance on smartphones as primary or secondary computing devices while feeling helpless when it comes to control and management of information stored within them. While mobile phones empower people immensely, the wireless channels and supporting infrastructure that allow for their information to travel great distances can become rich reserves of personal information. As we have social engineers in forms of individuals and large organized groups all around us, some of these may end up becoming interested in our information and try to access these reserves to know us better. The idea that this information may be available for access to those who have the power to do so fosters feelings of fear and paranoia in our minds, preventing us from expressing ourselves freely, feeling secure, and as owners of our own private spaces. In order to address these fears, it is important to understand how mobile phones work, and how we can minimize our data traveling through mobile infrastructure from being accessed without our consent.</p> <p>Give the participants advice on physical maintenance and protection of smartphones to maintain their performance and longevity, for example, using screen protectors and cases, keeping the devices away from excessive heat or moisture etc.</p>	<p>4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations.</p> <p>5. Reduce the state of fear and paranoia about smart phones.</p>	
2	<p>Break down the mobile phone into its core functions, such as to send and receive information, enabling us to talk and listen. The technology that enables this is simple, and similar to that of a radio that allows for simultaneous two-way communication. As with most mass communication technologies, the inherent focus is on communication, rather than security. Therefore, some extra measures and changes in habits can go a long way in adding security on the agenda.</p>	<p>1. Describe the technical process through which one person is able to communicate via phone call or SMS to another using a mobile phone.</p>	
3	<p>Visualize how mobile phones work by drawing a barebones mobile phone network<sup>39</sup>, or conducting a role play assigning each participant to play the role of a node of communication, for example smartphone, base station, etc. Bring in the differences between a basic feature phone and a smartphone into the play.<sup>40</sup></p>	<p>2. Compare the differences between a feature phone and a smartphone and execute different strategies that might be suitable before deciding to use either of the two.</p>	

<sup>39</sup> MOHANKUMAR, N.D.

<sup>41</sup> ELECTRONIC FRONTIER FOUNDATION (EFF), 2018

<sup>43</sup> SILENCE, N.D.

<sup>40</sup> SINGH, 2012

<sup>42</sup> OPEN WHISPER SYSTEMS, N.D.



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	<p>Ask the participants about the apps and methods that they currently use to communicate with other people using their smartphones. Help them become more aware of applications such as WhatsApp, Viber, and Telegram with regard to their convenience, user-friendly interface, and their closed-source proprietary nature.<sup>41</sup></p> <p>Refrain from being prescriptive or from inducing paranoia; however, introduce more secure, encrypted communication apps such as Signal<sup>42</sup> and Silence<sup>43</sup>, leaving the decision making to participants themselves.</p> <p>Ensure that participants have had a hands-on experience of downloading, setting up, and using secure alternative apps such as Signal and Silence.</p>	<p>3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger).</p>	
5	<p>Close the session by encouraging the participants (if they are comfortable with each other) to form a Signal group and move their training coordination discussions there in order to gain more familiarity with the application.</p>	<p>3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger).</p> <p>4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations.</p> <p>5. Reduce the state of fear and paranoia about smart phones.</p>	<p><i>Ask the participants to think of situations where they see themselves using secure and opensource smartphone messaging apps in order to get a sense of whether they feel more empowered with more options for securing themselves.</i></p> <p><i>Close the session by gathering participant feedback with an informal start-stop-keep survey:</i></p> <ul style="list-style-type: none"><li>• One new thing you plan to start doing today onwards?</li><li>• One thing that you have been doing but will stop today onwards?</li><li>• One thing that you feel you were doing right and want to keep doing?</li></ul>

## BIBLIOGRAPHY

**AdBlock Plus, 2017. *AdBlock Plus*. [Online]**

[www.adblockplus.org](http://www.adblockplus.org) | [Accessed 2018]

**Beal, V., 2008. *What are Cookies and What Do Cookies Do?*. [Online]**

[www.webopedia.com/DidYouKnow/Internet/all\\_about\\_cookies.asp](http://www.webopedia.com/DidYouKnow/Internet/all_about_cookies.asp) | [Accessed 2018]

**Beal, V., 2008. *What Is a Temporary Internet File?*. [Online]**

[www.webopedia.com/DidYouKnow/Internet/Temporary\\_Internet\\_Files.asp](http://www.webopedia.com/DidYouKnow/Internet/Temporary_Internet_Files.asp) | [Accessed 2018].

**Bisson, D., 2015. *5 Social Engineering Attacks to Watch Out For*. [Online]**

[www.tripwire.com/state-of-security/security-awareness/5-social-engineering-attacks-to-watch-out-for](http://www.tripwire.com/state-of-security/security-awareness/5-social-engineering-attacks-to-watch-out-for) | [Accessed January 2018].

**BleachBit, 2016. *Clean Your System and Free Diskpace*. [Online]**

[www.bleachbit.org](http://www.bleachbit.org) | [Accessed 2018].

**Bonneau, J., 2016. *Deep Dive: EFF's New Wordlists for Random Passphrases*. [Online]**

[www.eff.org/deeplinks/2016/07/new-wordlists-random-passphrases](http://www.eff.org/deeplinks/2016/07/new-wordlists-random-passphrases) | [Accessed January 2018].

**Chatten, T. V., 2010. *Importance Of Keeping Up To Date Virus Definitions*. [Online]**

[www.brighthub.com/computing/smb-security/articles/28126.aspx](http://www.brighthub.com/computing/smb-security/articles/28126.aspx) | [Accessed 2018].

**Electronic Frontier Foundation (EFF), 2018. *Secure Messaging Scorecard*. [Online]**

[www.eff.org/secure-messaging-scorecard](http://www.eff.org/secure-messaging-scorecard) | [Accessed 2018].

**Electronic Frontier Foundation (EFF), n.d. *HTTPS Everywhere*. [Online]**

[www.eff.org/https-everywhere](http://www.eff.org/https-everywhere) | [Accessed 2018].

**Encyclopedia Britannica, 2018. *Trojan Horse*. [Online]**

[www.britannica.com/topic/Trojan-horse](http://www.britannica.com/topic/Trojan-horse) | [Accessed January 2018].

**Fistonich, C., 2017. *Our Computers, Ourselves: Digital vs. Biological Security*. [Online]**

[www.blog.malwarebytes.com/101/2017/10/our-computers-ourselves-digital-vs-biological-security](http://www.blog.malwarebytes.com/101/2017/10/our-computers-ourselves-digital-vs-biological-security) | [Accessed January 2018].

**Gill, P., 2017. *What Is 'Brute Force' Dictionary Hacking?* [Online]**

[www.lifewire.com/brute-force-dictionary-hacking-4061418](http://www.lifewire.com/brute-force-dictionary-hacking-4061418) | [Accessed January 2018].

**Higson-Smith, C. et al., 2016. *Holistic Security Trainers' Manual*. [Online]**

[www.holistic-security.tacticaltech.org/ckeditor\\_assets/attachments/60/holisticsecurity\\_trainersmanual.pdf](http://www.holistic-security.tacticaltech.org/ckeditor_assets/attachments/60/holisticsecurity_trainersmanual.pdf) | [Accessed January 2018].

**Hiner, J., 2002. *Change Your Company's Culture to Combat Social Engineering Attacks*. [Online]**

[www.techrepublic.com/article/change-your-companys-culture-to-combat-social-engineering-attacks](http://www.techrepublic.com/article/change-your-companys-culture-to-combat-social-engineering-attacks) | [Accessed January 2018].

**Hoffman, C., 2016. *Not All "Viruses" Are Viruses: 10 Malware Terms Explained*. [Online]**

[www.howtogeek.com/174985/not-all-viruses-are-viruses-10-malware-terms-explained](http://www.howtogeek.com/174985/not-all-viruses-are-viruses-10-malware-terms-explained) | [Accessed January 2018].





**LevelUP, 2016. *Golden Rules of Effective Training*. [Online]**

[www.level-up.cc/you-the-trainer/golden-rules-of-effective-training/#golden-rule-1](http://www.level-up.cc/you-the-trainer/golden-rules-of-effective-training/#golden-rule-1) | [Accessed 05 January 2018].

**LevelUP, 2016. *How-To: Preparing Sessions Using ADIDS*. [Online]**

[www.level-up.cc/before-an-event/preparing-sessions-using-adids](http://www.level-up.cc/before-an-event/preparing-sessions-using-adids) | [Accessed 05 January 2018].

**Liffreing, I., 2015. *How to Change Your Password in Windows 10*. [Online]**

[www.laptopmag.com/articles/change-password-windows-10](http://www.laptopmag.com/articles/change-password-windows-10) | [Accessed 2018].

**Lord, N., 2017. *Social Engineering Attacks: Common Techniques and How to Prevent an Attack*. [Online]**

[www.digitalguardian.com/blog/social-engineering-attacks-common-techniques-how-prevent-attack](http://www.digitalguardian.com/blog/social-engineering-attacks-common-techniques-how-prevent-attack) | [Accessed 05 January 2018].

**Megan, 2018. *Download a File*. [Online]**

[www.support.google.com/chrome/answer/95759?co=GENIE.Platform%3DDesktop&hl=en](http://www.support.google.com/chrome/answer/95759?co=GENIE.Platform%3DDesktop&hl=en) | [Accessed 2018].

**Mohankumar, D., n.d. *Mobile Phone Communication. How it Works?* [Online]**

[www.electroschematics.com/5231/mobile-phone-how-it-works](http://www.electroschematics.com/5231/mobile-phone-how-it-works) | [Accessed 2018].

**Open Whisper Systems, n.d. [Online]**

[www.signal.org](http://www.signal.org) | [Accessed 2018].

**Oxford University Press, 2018. *Definition of Physical in English*. [Online]**

[www.en.oxforddictionaries.com/definition/physical](http://www.en.oxforddictionaries.com/definition/physical) | [Accessed 05 January 2018].

**Oxford University Press, 2018. *Definition of Physical in English*. [Online]**

[www.en.oxforddictionaries.com/definition/digital](http://www.en.oxforddictionaries.com/definition/digital) | [Accessed 05 January 2018].

**Paul, I., 2015. *How to Uninstall Programs and Apps in Windows 10*. [Online]**

[www.pcworld.com/article/2954296/windows/how-to-uninstall-programs-and-apps-in-windows-10.html](http://www.pcworld.com/article/2954296/windows/how-to-uninstall-programs-and-apps-in-windows-10.html) | [Accessed 2018].

**Perrin, C., 2009. *Hacker vs. Cracker*. [Online]**

[www.techrepublic.com/blog/it-security/hacker-vs-cracker](http://www.techrepublic.com/blog/it-security/hacker-vs-cracker) | [Accessed January 2018].

**Security In a Box, n.d. *Protect Your Information from Physical Threats*. [Online]**

[www.securityinabox.org/en/guide/physical](http://www.securityinabox.org/en/guide/physical) | [Accessed 2018].

**Silence, n.d. [Online]**

[www.silence.im](http://www.silence.im) | [Accessed 2018].

**Singh, S., 2012. *Difference Between Smartphones And Feature Phones*. [Online]**

[www.thegadgetsquare.com/difference-between-smartphones-and-feature-phones](http://www.thegadgetsquare.com/difference-between-smartphones-and-feature-phones) | [Accessed 2018].

**Summerson, C., 2016. *How to Secure Your Android Phone with a PIN, Password, or Pattern*. [Online]**

[www.howtogeek.com/253101/how-to-secure-your-android-phone-with-a-pin-password-or-pattern](http://www.howtogeek.com/253101/how-to-secure-your-android-phone-with-a-pin-password-or-pattern) | [Accessed 2018].

**Tactical Technology Collective; Front Line Defenders, n.d. *Create and Maintain Secure Passwords*. [Online]**

[www.securityinabox.org/en/guide/passwords](http://www.securityinabox.org/en/guide/passwords) | [Accessed January 2018].

**Tactical Technology Collective, 2016. *How to Control your Data on Chrome*. [Online]**

[www.myshadow.org/how-to-increase-your-privacy-on-chrome](http://www.myshadow.org/how-to-increase-your-privacy-on-chrome) | [Accessed 2018].

**Tactical Technology Collective, 2017. *How to Control your Data on Firefox*. [Online]**

[www.myshadow.org/how-to-increase-your-privacy-on-firefox](http://www.myshadow.org/how-to-increase-your-privacy-on-firefox) | [Accessed 2018].

**Titus, A., 2009. *How the Internet Works in 5 Minutes*. [Online]**

[www.youtube.com/watch?v=7\\_LPdtKXPc](http://www.youtube.com/watch?v=7_LPdtKXPc) | [Accessed 2018].

**University of North Carolina at Chapel Hill, 2017. *How to Remove Saved Passwords from a Web Browser*. [Online]**

[www.help.unc.edu/help/how-to-remove-saved-passwords-from-a-web-browser](http://www.help.unc.edu/help/how-to-remove-saved-passwords-from-a-web-browser) | [Accessed 2018].



## PSYCHOSOCIAL LESSONS



1

## Risk Assessment: Self Awareness

This is the first session covered under the psychosocial domain. The purpose of this session is to enable participants to become aware and conscious of the social environments they work in and how these environments have the potential to impact their physical, psychosocial, and digital well-being. Participants are given a sheet of paper with four or eight descriptive questions (who are you, what are you trying to do, what are you trying to protect, and who is trying to disempower you?). The activity requires them to think about these questions from a personal and work-related perspective to map their likely vulnerabilities across domains and assess how they are trying to manage them. The exercise is exclusively for the individual consumption and participants are mandated not to share their written responses with the facilitator, keeping in line with principles of *confidentiality* and *privacy*.

BELOW ARE SAFE BASIC TRAINING PSYCHOSOCIAL MASTER CURRICULUM LESSONS,  
AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.


✓ GENERAL DESCRIPTION OF LESSON

DESIRED  
LESSON  
OUTCOMES

- Ability to map diverse roles an individual plays in the personal life and society.
- Map elements that are trying to disempower the individual or organization from performing its operations.
- Ability to identify intangible and tangible factors the individual is trying to protect.

✓ METHODOLOGICAL PRINCIPLES

- The session is facilitated with an interactive style, where the facilitator should attempt to allow participants to have an individual-centered focus. To do this, the facilitator uses a paper-pen questionnaire with four questions to allow participants to individually reflect and develop an insight of their personal and work life.
- Important aspects of this exercise to remember are respecting privacy of participants and providing a safe environment for those willing to open up. Emphasize that this is an environment for participants to keep disclosures confidential.
- It is also important for the facilitator to moderate a non-judgmental environment for those willing to share.
- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers for lesson moderation.

LESSON 1	SELF AWARENESS  60 MINUTES	
LEARNING OBJECTIVES	<b>For Participants</b> <ol style="list-style-type: none"> <li>1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being.</li> <li>2. Identification of intangible and tangible factors that can disempower and empower an individual's/team's well-being.</li> </ol>	<b>For Trainers</b> <ol style="list-style-type: none"> <li>3. Use the four questions of self-awareness to develop an initial understanding about one's individual and holistic well-being.</li> <li>4. Understand individual participants' insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.</li> </ol>
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Markers, pens, and paper</li> <li>2. Semi-circle arrangement with participants</li> </ol>	
TEACHING METHOD	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to exercise their creativity for a goal oriented activity. The desired outcome should result in building a strong group dynamic among the participants.</li> <li>• Utilize personal experience of the participants in an ethical manner by observing the "Do No Harm" principle to facilitate the opportunity of Sensory awareness without compromising participants or the group members' emotional well-being.</li> <li>• Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Subsequently, use that understanding to build on future lesson contents.</li> </ul>	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>The facilitator starts the lesson first by explaining the objectives of the exercise. After, each participant is given a questionnaire with the four (personal profile) questions.</p> <ol style="list-style-type: none"> <li>1. Who are you?</li> <li>2. What are you trying to do?</li> <li>3. What are you trying to protect?</li> <li>4. Who is trying to disempower you?</li> </ol>	<ol style="list-style-type: none"> <li>2. Identification of intangible and tangible factors that can disempower and empower an individual's/team's well-being.</li> <li>3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.</li> <li>4. Understand individual participants' insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.</li> </ol>	
2	<p>The facilitator then asks one person from among the participants to read the first question out loud, i.e. "Who are you?", the facilitator then explains to the participants despite a simple sounding question, the question requires participants to think of the different roles they are playing in their community and society, and how these roles influence each other. The facilitator then asks participants if they need further elaboration over the question. If so, the facilitator will further elaborate on it, if not, then the facilitator will move to the next question.</p>	<ol style="list-style-type: none"> <li>1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being.</li> <li>2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being.</li> <li>3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.</li> </ol>	<i>Who are you?</i>
3	<p>The facilitator then asks another participant to read out the next question, "What are you trying to do?", The facilitator tries to connect this question to the previous question and have the participants think about what it is that they are trying to achieve and affect in the society, who their actions are affecting, including those who are adverse to their work at the micro and macro level, what networks or contacts they have, and how are those contacts enabling or affecting them or their work? The facilitator provides further elaboration if needed or requested by participants.</p>	<ol style="list-style-type: none"> <li>2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being.</li> <li>3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.</li> </ol>	<i>What are you trying to do?</i>



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	The facilitator again asks another participant to read out the third question “What are you trying to protect?” The facilitator elaborates that they are required to think along the lines of their personal or organizational values they commit themselves to and want to protect, and to understand what other tangible and intangible things such as values, people (from work, family or communities), and data specific to their work and personal lives are they trying to protect. The question is meant to identify all the factors that can be at risk or vulnerable and require planning around.	<ol style="list-style-type: none"><li>1. Develop an understanding that the perception of individual well-being is integrated with the team’s (for organizational trainings) overall well-being.</li><li>2. Identify intangible and tangible factors that can disempower and empower an individual’s/team’s well-being.</li><li>3. Use the four questions of self-awareness to develop an initial understanding about one’s individual well-being.</li></ol>	<i>What are you trying to protect?</i>
5	Another participant is asked to read out the fourth question, “Who is trying to disempower you?” The facilitator explains that participants are required to map and identify the elements (foes or adversaries) that want to impede or preclude them from the work they are trying to do. The facilitator then summarizes all the four questions briefly and provides any elaboration of the questions if needed for participants. The facilitator now gives 10 minutes to participants to write down the answers to the questions.	<ol style="list-style-type: none"><li>1. Develop an understanding that the perception of individual well-being is integrated with the team’s (for organizational trainings) overall well-being.</li><li>2. Identify intangible and tangible factors that can disempower and empower an individual’s/team’s well-being.</li><li>3. Use the four questions of self-awareness to develop an initial understanding about one’s individual well-being and holistic well-being.</li></ol>	<i>Who is trying to disempower you?</i>
6	After participants have finished writing the answers, the facilitator then asks participants what and how they felt trying to answer these questions. This will be important when trying to understand and resume training and discussion on holistic security and well-being.	<ol style="list-style-type: none"><li>1. Develop an understanding that the perception of individual well-being is integrated with the team’s (for organizational trainings) overall well-being.</li><li>2. Identify intangible and tangible factors that can disempower and empower an individual’s/team’s well-being.</li><li>3. Use the four questions of self-awareness to develop an initial understanding about one’s individual well-being and holistic well-being.</li><li>4. Understand individual participants’ insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.</li></ol>	<i>What did you feel differently doing this exercise?</i>  <i>or</i> <i>How did you feel doing this exercise?</i>





2

## Risk Identification: Emotional Lives of Journalists

The purpose of this session is to enable participants to gain insight into their work, as well as the emotional toll it takes on them and their social lives. The goal is to allow participants to use the session as an opportunity to reflect and understand the emotional impact of their work, and reflect over their repertoire to mitigate different emotional stressors and their causes. The session encourages participant and individual centric participation at a personal level to reflect on their work lives and their present available resources to mitigate such challenges.



### GENERAL DESCRIPTION OF LESSON


#### DESIRED LESSON OUTCOMES

- Participants gain awareness of emotional challenges of journalists.
- De-stigmatize mental health support by normalizing challenges.
- Participants develop the ability to mitigate challenges.



## ✓ METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process; similarly, the learners are not only perceived but are approached as capable, active and interactive members contributing to the learning process.
- The role of the facilitator is to allow participants to gain insight into understanding their work's relationship with their emotional well-being.
- Facilitate learning through individual insights of participants to build on the broader themes of the lesson objects.
- The facilitator tries to empower individuals by encouraging mitigation measures rather than suggesting something to them. The facilitator should also understand the emotional significance of such disclosures and create a safe environment for participants to relax.

LESSON 2	RISK IDENTIFICATION: EMOTIONAL LIVES OF JOURNALISTS		 60 MINUTES
LEARNING OBJECTIVES	<div><div><b>For Participants</b></div><div><ol style="list-style-type: none"><li>1. Lay the foundation of psychosocial integration with physical and digital security.</li><li>2. Give participants a chance for experiential learning by expressing their own challenges.</li><li>3. Use participants' experiences to empower them by having them come up with mitigation factors.</li><li>4. By acknowledging their experiences and mitigation plan, use the knowledge to build on emotional wellness as a safety measure for participants.</li></ol></div><div><b>For Trainers</b></div><div><ol style="list-style-type: none"><li>5. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being.</li><li>6. Create awareness of psychosocial dimensions within the lives of journalists and how they are interrelated with the security of journalists.</li></ol></div></div>		
RESOURCES NEEDED	<ol style="list-style-type: none"><li>1. Markers, pens, and paper</li><li>2. Semi-circle arrangement with participants</li></ol>		
TEACHING METHOD	<ul style="list-style-type: none"><li>• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to exercise their creativity for a goal oriented activity. The desired outcome should result in building a strong group dynamic among the participants.</li><li>• Utilize personal experiences of the participants in an ethical manner by observing the "Do No Harm" principle to facilitate the opportunity of sensory awareness without compromising participants or the group members' emotional well-being.</li><li>• Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Use this knowledge to build on the future lesson contents.</li></ul>		

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The facilitator starts the lesson by first explaining the objectives of the exercise. After, each participant is given a post-it-note to write the most challenging things at their work place.	2. Give participants a chance for experiential learning by expressing their own challenges.	
2	<p>The facilitator then has participants post their notes without their names on a wall. Themes are then created from the notes.</p> <p>In groups, participants discuss mitigation plans.</p> <p>Since the exercise can be overwhelming, a relaxation exercise is done to give participants a break.</p>	<ol style="list-style-type: none"> <li>1. Lay the foundation of psychosocial integration with physical and digital security.</li> <li>2. Give participants a chance for experiential learning by expressing their own challenges.</li> <li>3. Use participants' experiences to empower them by having them come up with mitigation factors.</li> <li>4. By acknowledging their experiences and mitigation plans, use the knowledge to build on emotional wellness as a safety measure for participants.</li> <li>5. Develop an understanding that the perception of individual well-being is integrated with team's overall well-being.</li> </ol>	<p><i>Do I appreciate the challenges of being a journalist?</i></p> <p><i>I am not the only one who faces challenges</i></p> <p><i>I already have some inner resources that help me survive</i></p>
3	<p>The facilitator then goes through a teaching lesson of emotional lives of journalists with examples from the group work.</p> <p>Elaboration if needed or requested by participants.</p>	6. Create awareness of psychosocial dimensions within the lives of journalists and how they are interrelated with the security of journalists.	<p><i>How do I feel after the exercises?</i></p> <p><i>What can be done better to foster my safety?</i></p> <p><i>How did you feel doing this exercise?</i></p>



## 3

## Understanding and Managing Stress

This session follows the Self Awareness lesson. Under Stress Management, the psychosocial trainer helps facilitate awareness of the participants on “Stress”, how it positively contributes and adversely stifles an individual’s ability to perform at work or manage their well-being. The session is aimed at fostering an attitude and behavior of ownership of one’s psychosocial well-being, by understanding different causes and signs of stress and what personal and social resources one has at their disposal to enhance their well-being.




### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Participants learn to trust their fellow colleagues in an environment that fosters respect for privacy, confidentiality, and emotions of fellow participants and team members.
- Participants feel more empowered with the resources they have after lessons to manage stress and trauma.
- Participants administer self-care and help peers in the future with similarly learned tools.
- Participants increase self-awareness to see the integrated links between stress and physical and digital security vulnerabilities.

### METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process. Similarly, the participants are to be perceived and approached as capable, active, and interactive members contributing to the learning process.
- Make learning an interactive process where participants shall be encouraged to give their active input and should result in the accomplishment of the respective learning objectives and learning goals of the integrated module.
- Facilitate learning through shared and collective insights of participants to build on the broader themes of the lesson objectives.
- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers.

LESSON 3	STRESS MANAGEMENT		 90 MINUTES
LEARNING OBJECTIVES	<div> <b>For Participants</b> <ol style="list-style-type: none"> <li>1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity.</li> <li>2. Explore personal resources for coping with stress.</li> <li>3. Create awareness about the physiological and psychological responses an individual undergoes during stress.</li> <li>4. Create empowerment through understanding of the practice of self-care and community-building.</li> </ol> </div> <div> <b>For Trainers</b> <ol style="list-style-type: none"> <li>5. Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly.</li> <li>6. Create an inclusive space for the participants to share their experiences without fear or presumption of being judged.</li> <li>7. Foster an environment and respect where stress and traumatic stress are understood to be normal responses.</li> </ol> </div>		
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Markers, pens, papers and stick notes.</li> <li>2. Project and Power Point Slides.</li> <li>3. Semi-circle arrangement with participants and the facilitator sitting on the floor.</li> <li>4. Visual representation of responses to threatening situations.</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants by allowing them to emotionally relate through ensuring the nature of listed stressors and traumas (observing the “Do No Harm” approach) is relevant to the audience.</li> <li>• The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insights relevant to the lesson under discussion, and using this input for understanding participants’ attitudes towards stress. The lesson should build on the previous sessions of other domain trainers by integrating the responses of specific participants to stress to emphasize the holistic theme of the overall training.</li> <li>• Use the respective insights of the participants on stress and trauma as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture.</li> <li>• Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about stress among participants and how it affects them.</li> <li>• Debrief participants and assess their understanding of the lesson and how they’ve responded to the overall teaching. Use this knowledge to build on future lesson contents.</li> </ul>		







#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>Participants first learn the objectives and process of the lesson session. The lesson's first part will consist of a discussion on stress-management and the second half will consist of a discussion on stress.</p> <p>The lesson begins with the Hand Exercise. The exercise requires individuals to put their hand on the paper and draw it with the help of a pen or a pencil. The participants are then required to write inside the space of the palm and fingers about what keeps them calm (which is written inside the thumb space), what gives them hope (inside the index finger space), what makes or keeps them happy (inside the middle finger space), who do they trust (inside their ring finger space) and what motivates them (inside the pinky finger space). After the participants have completed this exercise they are asked their thoughts, what areas they need to work on, and what are they good at it. Participants can also be asked to share any two things from the exercise they are comfortable with. However, they have the right to skip this question.</p>	<ol style="list-style-type: none"> <li>Explore personal resources for coping with stress.</li> <li>Create empowerment through understanding of the practice of self-care and community-building.</li> <li>Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly.</li> <li>Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	<p><i>How was the exercise to them, what do they need to work on more and what are they already good at? Or...</i></p> <p><i>Are there any two things that you are comfortable in sharing with everyone here?</i></p>
2	<p>The facilitator then emphasizes that it is the personal resources that participants have at their disposal that contribute to their healthier functioning. Participants are also encouraged to remain in touch with the kind of resources that have kept them functioning at different levels of stressors in different conditions (such as at work and at social and personal levels).</p>	<ol style="list-style-type: none"> <li>Explore personal resources for coping with stress.</li> <li>Create empowerment through understanding of the practice of self-care and community-building.</li> <li>Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly.</li> <li>Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	
3	<p>Participants are then introduced to another activity. This time the participants are shown a flip chart with four boxes. The first box has the heading "Self-Esteem." Participants are briefly explained the term and asked to write what contributes to their high "self-esteem." The next heading contains "Self Confidence." Participants are asked what are some of the abilities that increase their self-confidence, these abilities can be social and professional skills. The next box to the bottom left has the heading "Courage." Participants are asked to list items that give them courage to continue when they feel challenged or stressed. The box adjacent to it has the heading "Strength" where participants are asked to write down their personal strengths including those that have helped or can help them in difficult situations. For this activity, participants are given ten minutes and after the exercise, participants are asked to share two items from the entire list, which they are comfortable in sharing with other participants. Similar to the hand exercise, participants may choose to skip the disclosure part. After completion of this activity, the first half is concluded.</p>	<ol style="list-style-type: none"> <li>Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity.</li> <li>Explore personal resources for coping with stress.</li> <li>Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly.</li> <li>Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> <li>Foster an environment and respect where stress and traumatic stress are understood to be normal responses.</li> </ol>	<p><i>Participants are asked to suggest a symptom of stress and to recommend a solution to mitigate it.</i></p> <p><i>When did it (stress) 'not' work for you and when <u>did it</u> work for you?</i></p> <p><i>Write one sign that we experience while undergoing stress?</i></p> <p><i>And</i></p> <p><i>What would you do to manage these signs of stress?</i></p>

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	The facilitator begins the second half by briefly explaining what stress is and how stress can be productive and traumatic. To elaborate on this, the facilitator informs participants that stress is any event or situation that physiologically and psychologically overwhelms a person's ability to deal with stress. Although 'eustress', is a type of stress that make us optimally anxious to prepare for a task, 'distress' is the kind of stress which results in overwhelming our resources in coping with a stress. Moreover, a traumatic stress is a kind of stress which chronically interferes with our ability to cope with a particular stressor. To encourage interactive learning, the facilitator solicits some examples on general stressors (productive or otherwise) from participants by giving them post it notes. After writing on the post-its, participants come forward and post them on a flip chart on the easel. The facilitator then calls all the participants for a brief discussion of the 'stressors' and summarizes the topic.	<ol style="list-style-type: none"> <li>1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity.</li> <li>3. Create awareness about the physiological and psychological responses an individual undergoes during stress.</li> </ol>	
5	Participants are asked to return to their seats and are given two post-it notes this time. On one post-it note, they are asked to write one symptom (such as head-ache, feeling irritated, high blood pressure, etc.) experienced during stress and on the other to write how a stressor they had identified can be managed or mitigated.	<ol style="list-style-type: none"> <li>1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity.</li> <li>3. Create awareness about the physiological and psychological responses an individual undergoes during stress.</li> </ol>	
6	The facilitator then asks participants to post the post it notes on the flip chart again. The facilitator summarizes the topic and the lesson by underscoring the importance of connecting with our personal resources (focused at enhancing our personal care and engaging in community building) for the mitigation and management of stressors in our lives.	<ol style="list-style-type: none"> <li>2. Explore personal resources for coping with stress.</li> <li>3. Create awareness about the physiological and psychological responses an individual undergoes during stress.</li> </ol>	
7	The facilitator tries to highlight the effects of stress by sharing the "cup-exercise". A cup full of water with a saucer is brought before the participants. The cup represents the persons self, saucer as one's social relations, and the water as the person's spirit or soul. And how stress (the stone) affects our personal spirit and our personal well-being and when stress gets high, it has a spillover effect and it affects our social relations too. The point here is to understand how stress, just like the stone, affects our self, and people around us, i.e. our social relations.	<ol style="list-style-type: none"> <li>4. Create empowerment through understanding of the practice of self-care and community-building.</li> </ol>	



## 4

## Self Care: Building Resilience and Solidarity

This session comes after Stress Management. The purpose of the session is to reinforce the newly acquired attitude of proactive ownership of one's psychosocial well-being. This session expands on this lesson by allowing people to develop a non-judgmental, but a value-driven attitude towards coping mechanisms. There are certain behaviors such as exercising, spending quality time with friends and family members, meditating, engaging in creative work, going out for a hike, or a simple act of listening to music, which can have a desirable impact on one's psychosocial well-being. On the other hand, certain acts such as engaging in substance-abuse, prolonged work hours, giving little time to sleep or rest, or resorting to self-denial about one's vulnerability are likely to have adverse impacts on the overall well-being of an individual. The session aims to enable participants to understand these differences and make informed choices about the behaviors which can be used to enhance their psychosocial well-being.




### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Participants gain an understanding of resilience and explore inner resources of self-care
- Participants feel more self-empowered with the resources they become aware of after their lessons.
- Participants gain improved insight into planning their digital and physical security as a result of positive resilience.
- Participants gain the ability to explore more suited personal resources for true-resilience.
- Participants learn how to administer self-care and help peers in future with similarly learned tools.
- Participants increase self-awareness of well-being in an integrated manner.

## ✓ METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process. Similarly, the participants are to be perceived and approached as capable, active, and interactive members contributing to the learning process.
- Make learning an interactive process where participants are encouraged to give their active input to the learning process which should result in the accomplishment of the respective learning objectives and learning goals of emotional resilience.
- Facilitate learning through shared and collective insights of participants on emotional resilience to build on the broader themes of the lesson objectives.
- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers.
- Tailor lessons to correspond with participants and their realities. What may be right for one participant may not be for another. Facilitate the learning process to aid them in their own evolving life circumstances and in future.

LESSON 4	SELF-CARE: BUILDING RESILIENCE AND SOLIDARITY			 60 MINUTES
LEARNING OBJECTIVES	<div><div><b>For Participants</b></div><div><ol style="list-style-type: none"><li>1. Understand resilience and different styles of resilience.</li><li>2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with.</li><li>3. Create understanding about the productivity of healthy and positive styles of resilience and why it matters.</li><li>4. Create empowerment through understanding of the practice of self-care and community building.</li><li>5. Understand the link between physical and digital safety to build resilience.</li></ol></div><div><b>For Trainers</b></div><div><ol style="list-style-type: none"><li>6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm.</li><li>7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.</li><li>8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li></ol></div></div>			
RESOURCES NEEDED	<div><div><ol style="list-style-type: none"><li>1. Markers, pens, papers and stick notes.</li><li>2. Project and Power Point Slides.</li></ol></div><div><ol style="list-style-type: none"><li>3. Semi-circle arrangement with participants and the facilitator sitting on the floor.</li><li>4. Visual representation of responses to threatening situations.</li></ol></div></div>			



<b>TEACHING METHOD</b>	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to emotionally relate through ensuring the styles of resilience (by observing the “Do No Harm” approach) are relevant to the audience.</li> <li>• The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insight relevant to the lesson under discussion, and using this input for understanding participants’ attitudes towards resilience in general and styles of resilience. The lesson should build on the previous sessions of other domain trainers and the lesson on stress and trauma by integrating the theme of resilience to emphasize the holistic theme of the overall training.</li> <li>• Use the respective insights of the participants on stress and trauma as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture.</li> <li>• Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about resilience among participants and how it affects them.</li> <li>• Debrief participants and assess their understanding of the lesson and how they’ve responded to the overall teaching. Use this knowledge to build on future lesson contents.</li> </ul>
------------------------	---

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>The trainer will initially introduce the lesson and share the objectives of the lesson with the participants in a meaningful manner, allowing participants to understand the objective of the session and its importance.</p> <p>The facilitator will begin the discussion by briefly revisiting the concept of responses to threatening situations and how we try to mitigate the long-term effects of stressful events. The goal is to build the discussion and link this with the coping (resilience) mechanism.</p>	1. Understand resilience and different styles of resilience.	
2	<p>Introduce to the participants different behaviors that contribute to functional manners of resilience. The facilitator can use drawn visual aids to illustrate the concept of Resilience. One example could be of spring itself (which could mean as our ability to cope with stress itself, i.e. resilience). Next, to expand on it, the trainer can use another drawn image of a SUV-Car with people inside it, which is driving on a bumpy road. The facilitator may remind participants that if the shock absorbers (spring like devices fitted in a car to absorb shocks on an even surface) break down, it would impact the car’s performance not only causing damage to the car’s structure, but impacting the people sitting inside the car as well. The same is true for capacity (resilience) to deal with stress. When we struggle at it, it not only affects us, it also affects the significant people in our lives. Building on the point of resilience here, the facilitator may now want to proceed the discussion further.</p>	<p>2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with.</p> <p>3. Create understanding about the productivity of healthy and positive style of resilience and why it matters.</p> <p>6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm.</p> <p>7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.</p>	



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	Discuss “Reactive” (instead of using the term ‘Negative’) ways of building resilience. How a consequence of prolonged stress can lead people to respond with certain types of behaviors which affect psychosocial aspects of their personal and work-lives. Provide a few examples of Reactive Resilience (using this as an alternative term to Negative Resilience), and then ask participants to give their verbal input by reflecting on what other behaviors and emotions they think fall in ‘reactive’ resilience.	<ol style="list-style-type: none"> <li>2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with.</li> <li>3. Create understanding about the productivity of healthy and positive style of resilience and why it matters.</li> <li>6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm.</li> <li>7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.</li> </ol>	<i>What behaviors do you think could hamper an individual’s ability to effectively mitigate stress?</i>
4	The facilitator progresses the discussion to “Positive” Resilience. Participants are then asked to make a personal list of at least ten tools that can serve as productive and healthier methods of resilience for them. Following this, participants will be asked to give their input as to what consequences could come from their pool of resources or tools of resilience.	<ol style="list-style-type: none"> <li>2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with.</li> <li>3. Create understanding about the productivity of healthy and positive style of resilience and why it matters.</li> <li>6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm.</li> <li>7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.</li> <li>8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	<i>What tools of positive resilience worked for you in the past? Or what are some habits that help alleviate stress without affecting our physical and social well-being.</i>  <i>(For the list) What other additional tools or resources can you utilize to enhance your resilience mechanism? Make your own resilience list.</i>
5	After the discussion, the session is concluded with a debriefing session to have participants share their insights to ensure they leave with a sense of self-empowerment. This can be accomplished by briefly revisiting on how self-care and community building resources for building resilience. Moreover, as a facilitator before you conclude it’s important to link how an individual’s emotional well-being provides them with a capacity to link their digital, physical, and emotional well-being as the other two components are just as important elements of holistic well-being.	<ol style="list-style-type: none"> <li>4. Create empowerment through understanding of the practice of self-care and community building.</li> <li>5. Understand the link between physical and digital safety to build resilience.</li> <li>8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	<i>How do you feel?</i>  <i>What did you find most useful in the session and what have you gained through it?</i>  <i>What can we do better to enhance your self care practice?</i>  <i>Suggestions: you can encourage participants to start a self care journal.</i>



## 5

## Psychosocial First Aid

The concept of psychosocial first aid in practice is not new; however, it may come as a new concept for the participants and the facilitator of the session. Psychosocial first aid is the relief any individual (without any psychological or clinical training) can offer to victims of immediate trauma. This session is usually scheduled after the session of physical first aid.

Psychosocial first aid, is not only a means of intervention, but a session that develops understanding about human responses under traumatic situations. Considering these responses, the session proposes desired and undesirable interventions to help calm and console the victim in the aftermath of a traumatic experience.




### GENERAL DESCRIPTION OF LESSON

#### DESIRED LESSON OUTCOMES

- Participants learn to trust their fellow colleagues in an environment that fosters an environment for respect for privacy, confidentiality, and feelings and emotions of fellow participants and team members.
- Participants gain the ability to integrate practices between domains of physical security and psychosocial domain.
- Participants feel more self-empowered with the resources they become aware of after their lessons.
- Participants learn how to administer self-care and help peers (community building) in future with similarly learned tools.
- Participants gain the ability to exercise caution with others when providing medical first aid along with psychosocial first aid.

## ✓ METHODOLOGICAL PRINCIPLES

- The facilitator uses different approaches such as interactive discussions and a simple list of acts to do and to avoid while administering a psychosocial first aid.
- To create an understanding among participants about the efficacy and limitations of the psychosocial first aid. It is important to remember, that psychosocial first aid is not equal to psychosocial counseling.
- Use where necessary an intervention of the physical trainer to help link psychosocial first aid with medical first aid.

LESSON 5	PSYCHOSOCIAL FIRST AID		 40 MINUTES
LEARNING OBJECTIVES	<div> <b>For Participants</b> <ol style="list-style-type: none"> <li>1. Understand the concept of psychosocial first aid.</li> <li>2. Create an understanding about what behaviors are unhelpful when providing help to others after a traumatic event.</li> <li>3. Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid.</li> <li>4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.</li> </ol> </div> <div> <b>For Trainers</b> <ol style="list-style-type: none"> <li>5. Understand individual insights shared by participants regarding the concept and practice of psychosocial first aid.</li> <li>6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> <li>7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.</li> </ol> </div>		
RESOURCES NEEDED	<ol style="list-style-type: none"> <li>1. Markers, pens, papers and stick notes.</li> <li>2. Project and Power Point Slides.</li> <li>3. Semi-circle arrangement with participants.</li> <li>4. Visual representation of neutral (non-graphic) helpful behavior or first aid symbols.</li> </ol>		
TEACHING METHOD	<ul style="list-style-type: none"> <li>• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, making the psychosocial first aid (by observing the “Do No Harm” approach) in tandem with the practice of medical first aid relevant to the audience.</li> <li>• The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insights relevant to the lesson under discussion, and using this input for understanding participants’ attitudes towards psychosocial first aid as an altruistic behavior. The lesson will also build on the previous sessions of other domain trainers and previous lesson on medical first aid by integrating the theme of psychosocial first aid to underscore the holistic theme of the overall training.</li> <li>• Use the respective insights of the participants on psychosocial first aid as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture.</li> <li>• Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about the practice of psychosocial first aid among participants and how it affects them.</li> <li>• Debrief participants and assess their understanding of the lesson and how they’ve responded to the overall teaching. Use this knowledge to build on future lesson contents.</li> </ul>		



#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	<p>The trainer will initially introduce the lesson and share the objectives of the lesson with the participants in a meaningful manner (i.e. relating its importance with medical first aid as well), allowing participants to understand the objective of the session and its importance.</p> <p>The discussion progresses to how the instinct of survival has evolved with the evolution of the human brain over time. Specifically, how humans have improved their survival skills by adapting to nearly every environment and modifying their survival behaviors accordingly.</p>	<ol style="list-style-type: none"> <li>1. Understand the concept of psychosocial first aid.</li> <li>3. Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid.</li> <li>4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.</li> <li>6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	
2	<p>Participants are then taught how their fear pathways function and the adrenaline response, regarding how this function and response contributes towards our survival behavior and what consequences occur because of it.</p> <p>The facilitator then progresses the discussion on “Responses to Danger”. Responses are discussed and the relevance of the responses to emergency situations is examined, particularly by relating examples of medical first aid, such as examples of the “<i>tend and befriend</i>” response, which people engage in, when they get themselves ready to help others.</p>	<ol style="list-style-type: none"> <li>4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.</li> <li>7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.</li> </ol>	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	The facilitator then tries to build the mindset that one needs to be in before helping others. This can be done by easily making references to the 'Danger' component of the (medical) first aid lessons wherein an individual is required to calm themselves first and assess the situation before providing medical first aid. This can be done by reinforcing it with the steps for calming oneself before helping someone after a traumatic event, i.e. Stop, Breath, Think and Act.	<ol style="list-style-type: none"> <li>Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid.</li> <li>Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.</li> </ol>	
4	The facilitator then progresses the discussion to what behaviors can be helpful in making a difference to an individual's condition. This discussion again underscores the direct relation between the emotional or psychosocial first aid and the medical first aid. The helping behaviors that fall under the category of psychosocial first aid are nearly like those exercised while administering medical first aid. Having said this, the facilitator must also elaborate on the relevance of psychosocial first aid in situations such as the post-phase of a Natural Disaster or displaced persons of the conflict hit areas.	<ol style="list-style-type: none"> <li>Create an understanding about what behaviors are unhelpful when providing help to others after a traumatic event.</li> <li>Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.</li> <li>Create an inclusive space for the participants to share their experience without fear or presumption of being judged.</li> </ol>	<i>Ask participants after the discussion, why certain harmful behavior is not to be committed when providing psychological first aid.</i>
5	<p>For participants' benefit and anyone else for whom the psychosocial first aid is being exercised or administered, it is necessary that anyone carrying it out should understand that there are certain behaviors that need to be avoided to maintain the psychosocial and the physical well-being of an individual.</p> <p>After the discussion, the session is concluded with a debriefing session to have participants share their insights. The goal is for participants to leave with a sense of self-empowerment and provide closure to the lesson session.</p>	<ol style="list-style-type: none"> <li>Understand individual insights shared by participants regarding the concept and practice of psychosocial first aid.</li> <li>Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.</li> </ol>	<i>How do you feel &amp; what did you find most useful in the session and what did you gain through it?</i>

This lesson can be facilitated jointly with physical lesson on first aid. The physical first aid lesson can be facilitated while the psychosocial trainer incorporates and reinforces the psychosocial elements of first aid.





## IREX

1275 K STREET NW, SUITE 600 • WASHINGTON, DC 20005  
© 2017 IREX. ALL RIGHTS RESERVED.

IREX encourages the use and distribution of the Curriculum and its content by others for education purposes, provided that appropriate attribution is provided to IREX and that its contents are not used to create derivative works.



LEARN MORE > [IREX.org](https://www.irex.org)

---

1275 K Street NW, Suite 600, Washington, DC 20005  
+1 (202) 628 8188 • [irex@irex.org](mailto:irex@irex.org) • [www.irex.org](https://www.irex.org)