

Work package 4

Asking for Help Workshop

Focus and rationale:

Welcome to our workshop on the topic of Asking for help, focusing on the context of migration. Today we are discussing what asking for help means in different contexts and situations. Asking for help seems like a simple concept, but it usually comes with an internal conflict between the need for help and your own self-competence. Asking for help can mean very different things to different people. It is also largely dependent on culture and context. In some cultures, there may be guilt, shame and fear associated with asking for help. In Western cultures, we are only now learning to accept our personal limitations and accept that asking for help is a good thing.

In this workshop, we will reflect on the different aspects of asking for help through different exercises and activities.

Considerations for implementation:

The Workshop duration is approximately 4 hours; however, this is largely dependent on the size of the group and the duration may be shorter with smaller groups. It is advisable to take a few 15-minute breaks between the different activities. As the Workshop is very interactive, it is important to try to create an informal, friendly atmosphere from the start, where the participants feel comfortable sharing their thoughts and stories.

Key objectives for your workshop:

- To introduce and reflect on the topic of asking for help in the context of migration.
- Creating a friendly, open and supportive group atmosphere to discuss and share experiences.
- Reflecting on oneself as a help-seeker/giver and becoming more self-aware.
- Practising real-life scenarios between a migrant and a counsellor and finding ways to solve problems together.

Expectations and Introductions

Focus and Rationale:

The idea is to get to know each other as a group and to get to know each other's expectations.

Considerations for Implementation:

Try to create an informal, friendly atmosphere where people feel comfortable sharing their stories.

Key Objectives for Your Workshop:

- 1. Introducing the participants and the topic briefly.*
- 2. Discussing the participants' expectations for the workshop.*
- 3. Creating a friendly, comfortable atmosphere.*

Name of the activity:	Expectations and Introductions
Aim:	The aim is for the participants to get to know each other, to feel more comfortable around each other, and to express their expectations.
Duration:	30min
Materials Needed:	Post-it notes and pens
Description of the activity:	Phase 1. Introduce the topic of the Workshop briefly (a more thorough introduction will follow in the next activity). Explain the schedule of the Workshop. Phase 2. Give each participant a post-it note and ask them to write down their expectations of the workshop. Tell them their answers will be anonymous. Collect the post-it notes, stick them on the board and then read them and draw conclusions as to the main expectations of the workshop. Phase 3. Ask each participant to tell their name and to tell a short story about a time when they gave or asked for help that has stuck to their mind for some reason. The story can be very simple, the idea is just to get to know each other a little bit better.
Debriefing activity	Summarise and address the expectations for the workshop.
Tips	<i>Try to create an informal atmosphere to make the participants feel comfortable.</i>
Sources	

Asking for Help – Introduction to the Topic

Focus and Rationale:

The aim of the activity is to introduce the topic of asking for help in the context of migration in more depth with a presentation, video and a real-life case.

Considerations for Implementation:

Try to make sure that the participants feel free but not obligated to express themselves and their opinions.

Key Objectives for Your Workshop:

- 1. Introducing the topic more in-depth.*
- 2. Discussing thoughts on the topic and considering real-life cases of migration and how they relate to it.*

Name of the activity:	Asking for Help – Introduction to the Topic
Aim:	The aim of the activity is to introduce the topic of asking for help in the context of migration in-depth and to share thoughts on the topic.
Duration:	1h
Materials Needed:	Videos
Description of the activity:	<p>Phase 1: The facilitator introduces the topic of Asking for help in the context on migration (verbally or with a short presentation). Then they show the animation video on the topic of Asking for help: [LINK]</p> <p>Phase 2: The facilitator shows the interview of the Syrian girl who has migrated to Finland: [LINK]</p> <p>Phase 3.</p> <p>After the videos, the participants discuss the topic of asking for help together. You can use e.g. the following questions:</p> <ul style="list-style-type: none">• What did you think of the first video? What did you find most relevant?• Was there something you did not agree with?• Do you feel like the introduction was useful to you personally or professionally? Why / why not?• What are your thoughts on the cultural aspects of asking for help? In your view, what kind of cultural, personal and societal factors affect your willingness and ability to ask for help?

	<ul style="list-style-type: none"> • What did you think of the interview? What stood out most for you? • Do you believe that the girls' experiences are different from those of other migrants? Do you have or know people with different experiences? • What do you believe is most difficult about moving to a new country?
Debriefing activity	
Tips	<i>This is an introductory session and the discussion activity does not have to be too long, the following activities will go deeper into the topic.</i>
Sources	

Reflecting on Your Role as a Help-seeker and Giver

Focus and Rationale:

This activity focuses on the individual. The aim is to reflect on your own qualities and behaviour in terms of help-seeking/giving and to become more self-aware.

Considerations for Implementation:

This activity focuses on self-reflection, but sharing experiences and helping each other become more self-aware of their behaviour is also an important aspect.

Key Objectives for Your Workshop:

1. Reflecting on oneself as a help-seeker/giver and becoming more self-aware.
2. Getting to know and working together with the other participants
3. Creating an atmosphere of openness and trust.

Name of the activity:	Reflecting on Your Role as a Help-seeker and Giver
Aim:	To reflect and become more self-aware of your own needs and what is your role in life as a help-seeker/giver.
Duration:	1h
Materials Needed:	Paper and pens
Description of the activity:	<p>Phase 1: Give a piece of paper and a pen to each participant. On one side of the paper, ask them to write down problems that they are struggling with currently, bigger or smaller things that they are willing to share with the rest of the group. Then ask them to write down solutions to these problems and who they could turn to / have turned to for help. On the other side of the paper, ask them to write down who they have helped in the</p>

	<p>recent past and how. Try to reflect on the following questions:</p> <ul style="list-style-type: none"> • Do you give help more often than you receive help? Do you identify more as a help-seeker or help-giver? • Do you have feelings of shame or inadequacy when you need to ask for help? Do you prefer to solve problems on your own? <p>Phase 2: Divide the students into small groups of 3-4 people. Each group discussed their problems and how they have tried to solve them, and the others offer their ideas. Each group also discusses the situations where they have offered help recently. Try to reflect on the following questions based on the group discussion:</p> <ul style="list-style-type: none"> • In the scenarios where the others have asked for help, would you ask for help in a similar situation or would you try to solve it on your own? • In the scenarios where the others have offered help, would you do the same? • Why do people have difficulty asking for help sometimes? • How do you know in which situations it is better to ask for help than not? • Why is giving help often more rewarding than getting help? • Which do you believe affect a person's behaviour (help-seeking/giving) more – cultural, personal or social factors?
Debriefing activity	<p>Discuss the conclusions from each group together with the whole group and exchange opinions.</p> <p>Finish with a 5-minute relaxation session with music such as https://www.youtube.com/watch?v=4HVqC4zEPDc</p> <p>During the relaxation, ask the participants to self-reflect on whether they should change their help-seeking or help-giving behaviour based on what was discussed in the class.</p>
Tips	<p><i>Ensure that the group spirit is good and positive, try to encourage everyone to participate but tell them they do not have to discuss private things that they do not want to. The participation should be voluntary and the atmosphere informal.</i></p>
Sources	<p>YouTube</p>

Role-play between Migrants and Counsellors

Focus and Rationale:

This activity focuses on the interaction between counsellors and migrants/clients. The idea is to find a way to connect and solve problems together.

Considerations for Implementation:

This activity focuses on creating a connection with your partner and working together.

Key Objectives for Your Workshop:

1. Practising real-life scenarios as a migrant/counsellor.
2. Finding a deeper connection and focusing on the communication and interaction with your partner, learning to listen to each other and finding a way to solve problems together.
3. Creating an atmosphere of openness and trust.

Name of the activity:	Role-play between Migrants and Counsellors
Aim:	To bring up real-life scenarios that the participants can reflect on and try to solve them together in a role-play exercise.
Duration:	1h30min
Materials Needed:	Handouts with a scenario written in each of a problematic situation that a migrant may encounter, e.g. <i>Ami cannot find a job because they do not know the local language well enough.</i> <i>Anna lost their job and their child is ill and they cannot afford the treatment.</i> <i>Ewe cannot make any friends because they do not feel like the locals are approachable.</i>
Description of the activity:	<p>Phase 1: Divide the group into pairs. One person is assigned the role of migrant and one person the role of counsellor. Each pair gets a paper with one scenario involving a migrant and a counsellor, which they will reflect on and start the role-play. The role-play should take approximately 15 minutes or until the situation has been solved in a satisfactory manner.</p> <p>Then the pair will switch roles, the other person is a migrant and the other person a counsellor and they will receive another scenario.</p> <p>Phase 2: After each pair has played out two scenarios, there will be a group discussion about what they learned.</p>
Debriefing activity	<p>The group will discuss the scenarios together. Each pair will try to answer the following questions:</p> <ul style="list-style-type: none">• What was difficult in acting as the migrant/counsellor and which role was more challenging?• Did changing roles make you understand each other better?• What do you think are the most important factors in the interaction between a migrant and a counsellor?• Do you feel like you would be able to help someone if they were experiencing a similar situation in real life?

Tips	<i>It is important to emphasise good communication, cooperation and mutual understanding when performing the role play. The important thing is not to solve all the problems but to deal with the situation together.</i>
Sources	