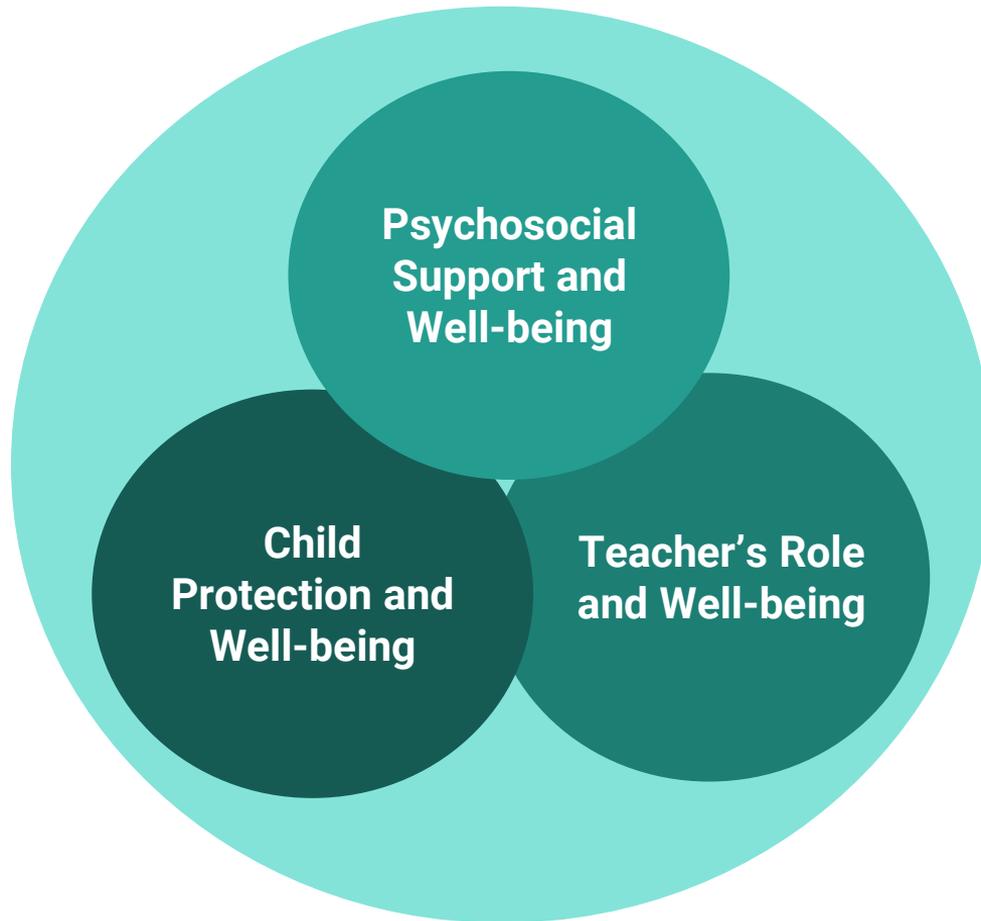


Psychosocial Support & Well-being ½-Day Training

Education for Life in Uganda and South Sudan



Introduction & Welcome (15 minutes)

Session 1: Well-being & Psychosocial Support (45 min)

- **Reflect:** The Impact of COVID-19 on Our Community (25 min)
- **Learn:** Distress, Well-being & Psychosocial Support (20 min)

Session 2: Supporting Teacher Well-being (1 hour)

- **Reflect:** Why Is Teacher Well-being Important? (10 min)
- **Learn & Practice:** Supporting Teacher Well-being (45 min)
- **Plan:** Mini-Action Plan to Promote Teacher Well-being (5 min)

Session 3: Supporting Learning Well-being (1 hour)

- **Reflect:** Recognizing Signs of Distress in Learners (25 min)
- **Learn & Practice:** PSS Strategies to Support Learner Well-being (30 min)
- **Plan:** Mini-Action Plan to Promote Learner Well-being (5 min)

Concluding Reflection (15 minutes)

Training Objectives

By the end of the training, teachers will be able to:

- Explain key definitions and concepts of PSS and well-being in light of the COVID-19 pandemic.
- Recognize the impact of the COVID-19 pandemic on their own well-being as well as that of the learners.
- Identify strategies to manage their stress and support their own well-being in light of the COVID-19 pandemic.
- Identify PSS strategies to support learners' well-being and continued learning in light of the COVID-19 pandemic.



Session 1: Supporting Teacher Well-being Objectives

By the end of this session, you will be able to:

- Explain the impact of COVID-19 on the well-being of teachers, learners, and the community.
- Define key terms related to psychosocial support and well-being and examine how they are related.



Global Impact of COVID-19 on Education

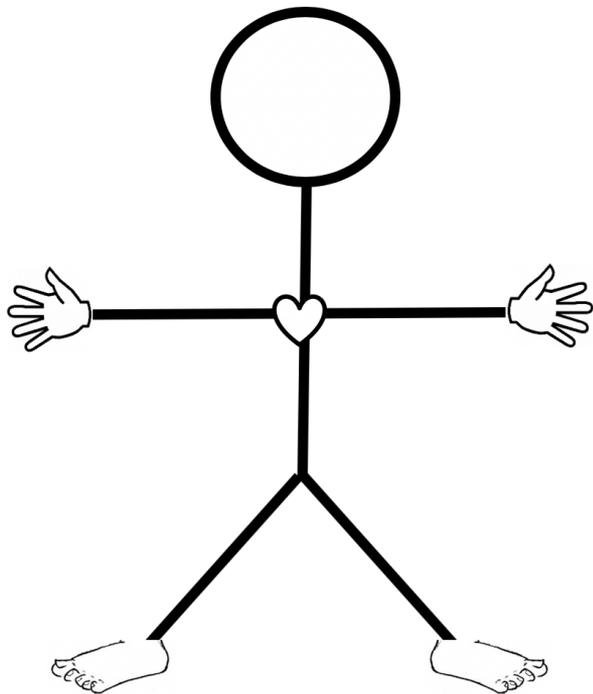
- **146** country-wide school closures
- More than **1 billion** learners have been affected
- Approximately **63 million** primary and secondary school teachers have been affected



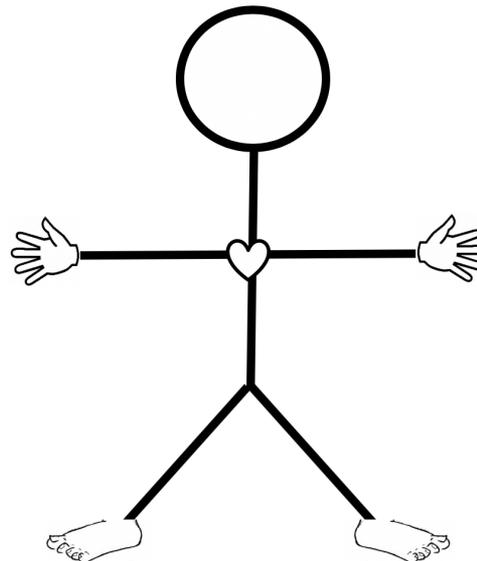
OXFAM



Teacher and learner well-being



TEACHER



LEARNER

Key words

Child Protection: Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

Distress: State of being upset, anxious, or in sorrow or pain. It can occur in response to difficult living conditions such as poverty or exposure to threats to one's security or well-being.

Signs of stress: Physical, emotional, or cognitive reactions to stress. Physical reactions might include feeling tired or frequent headaches. Emotional reactions might include getting angry or sad more easily. Cognitive reactions might include having difficulty concentrating and increased forgetfulness.

Well-being: A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services (TiCC, 2016).

Psychosocial support (PSS): The process and actions that aim to address and reduce stress. PSS promotes holistic well-being of a person in their social world and can facilitate hope and the ability to overcome adversity for individuals, families and communities.



Session 2 Objectives

By the end of this session, you will be able to:

- Explain the relationship between teacher well-being and learner well-being.
- Identify signs of stress as well as strategies to manage stress and support well-being. For cases that need specialized support, teachers will know the MH-PSS referral mechanisms.

Session 3 Objectives

By the end of this session, you will be able to:

- Identify signs of distress in learners. Recognize child protection concerns that may be exacerbated by COVID-19. For extreme cases, teachers will know the child protection reporting mechanisms.
- Describe a set of psychosocial support (PSS) approaches and strategies that can contribute to supporting learner's well-being.