

PSYCHOSOCIAL SUPPORT (PSS) SMS GUIDE OVERVIEW

Introduction: The following document contains SMS messages for teachers working in crisis and conflict-affected contexts during the COVID-19 pandemic (pp. 7-22) as well as contextualization and implementation guidance (pp. 4-6). Teachers play an essential role in supporting the cognitive, social, and emotional development and well-being of their learners; however, in order to do so, they must be well themselves. Therefore, the messages in this guide aim to provide psychosocial support (PSS) to teachers themselves as well as guidance for how teachers can provide PSS to their learners and their respective parents/guardians during school closures as well as when schools reopen. This guide can be used alongside the ½-day PSS training to reinforce key messages around PSS, support teacher well-being, and strengthen teachers' ability to provide PSS to their learners.

The SMS guide has two main objectives:

1. **Provide PSS to teachers** during shelter-in-place/schools closures and as schools reopen by:
 - Recognizing the essential role teachers play in their communities.
 - Sharing practical strategies that teachers can use to manage their stress and support their well-being.
 - Sharing MH-PSS referral mechanisms for teachers who may need more targeted/specialized support.
2. Provide **guidance for teachers to provide PSS to their learners and their parents/guardians** (or children and youth in their communities) during shelter-in-place/schools closures and as schools reopen by...
 - Helping teachers recognize and respond to the child protection concerns that may arise and/or be exacerbated by COVID-19. For serious cases that require external support/follow up, referral mechanisms will be shared.
 - Sharing practical strategies that teachers can share with learners and their parents/guardians to support continued learning during school closures as well as when schools reopen.
 - Sharing practical strategies that teachers can share with learners and their caregivers to manage their stress and support their well-being.

Key elements of SMS guide: The SMS messages in this guide are organized by audience, topic, and time-period.

- **Audience:** All the SMS messages in this guide are designed to be sent to teachers. While the messages will be sent to teachers, they address three audiences: teachers, learners, and parents/guardians. What this means is that there are messages that provide direct PSS for teachers (audience: teachers); there are messages with guidance for how teachers can provide PSS for learners (audience: learners); and there are messages with guidance for how teachers can support parents/guardians in their efforts

to provide PSS to their children (audience: parents/guardians). The SMS guide identifies these audiences by color with purple representing teachers, yellow representing parents/guardians, and green representing learners.

- **Topic:** The SMS messages in this guide are organized around five main themes: 1) Roles & Responsibilities; 2) Psychosocial Well-being and Continued Learning; 3) Protection & Safeguarding; 4) Stress Management; and 5) Combating Stigma. Each role is explained in more detail below:
 - **Roles & Responsibilities:** messages in this category recognize and reiterate the multiple professional and personal roles and responsibilities teachers have in their schools and communities along with messages about how to address potential changes in the roles and responsibilities of parents/guardians and learners.
 - **Psychosocial Well-being & Continued Learning:** messages in this category draw on social-emotional learning strategies to provide guidance for how teachers can support their learners' psychosocial well-being and promote continued learning during school closures and as schools reopen.
 - **Protection & Safeguarding:** messages in this category provide information on child protection concerns that may be exacerbated by COVID-19 as well as guidance for identifying and responding to signs of distress in children and youth. While not the primary focus, there are also messages on hygiene; however, these should be aligned with activities of health authorities and (where relevant) the WASH cluster.
 - **Stress Management:** messages in this category provide practical tips for managing stress in a safe and supportive manner for teachers, parents/guardians, and learners.
 - **Combating Stigma:** messages in this category provide guidance for teachers on how to prevent and combat stigma associated with COVID-19.
- **Time-period:** The SMS messages in this guide are organized temporally in two periods: 1) Shelter-in-Place (or school closures); and 2) School reopening. We recognize that timelines for different contexts may vary and that while schools might reopen in one place, they might remain closed in another location. It is therefore necessary that program teams choose the messages based on the correct time-period that reflects the current situation in the particular context of interest. These time periods are indicated by the two columns in the guide. The guide includes messages -- organized by audience and topic -- for these two time periods.
- **Text Subthemes:** Each text (or group of texts) is preceded by a **bolded** phrase that indicates the content of that text (or group of texts). The **bolded** language is for your reference but should not be sent out with the text (due to character length limitations).

How to use this guide: To be added after discussions with partners (more details will be added for Education for Life partners once we have jointly determined sequencing)

- **Frequency:** Good practices on SMS message campaigns suggest you should limit the number of messages per week. We recommend choosing two days per week during which to send messages and avoiding Monday mornings.
- **Ordering:** We recommend that you identify the most urgent two topics for your context and start with those.
- **Grouping:** To improve the effectiveness of the messaging, we recommend having daily, weekly, or monthly themes. For example, during the first month Tuesday's messages could focus on Protection & Safeguarding while Friday messages could focus on Stress Management if these are the two priority topics, then the next month could be a different pairing.

General tips

- When editing and revising the messages, use locally relevant languages and terminology.
- Before sending out these messages, consider revising the suggested sequence of messages to ensure that they address local priorities first and build off existing levels of knowledge.
- Depending on the timeframe, you may decide to prioritize certain topics over others in line with what is pressing for your context. The current set of shelter in place (school closure) messages would last 17 weeks if sending out messages twice per week while the current school return messages would last 14 weeks if sending out messages twice weekly.
- Where appropriate, include reporting mechanisms and referral mechanisms with specific contact information (names, organizations, phone numbers). Note that the messages refer to two main referral mechanisms (1) for mental health and psychosocial support (for psychological or social risks) and (2) protection (for physical risks to self or others).
- Develop an introductory message to send out to explain who you are, the purpose of the messages, how frequently they will be sent, and provide an option to opt out of receipt.

Other considerations

- The citations listed after select messages are to provide some of the underlying expert guidance, evidence, and resources that inspired them. These citations are for your reference and should not be distributed with the actual text message.
- Some texts are designed to be sent together and these are marked as [Text #] with # being 1 to 4. For example [Text 1] would be followed by [Text 2].
- Some texts have placeholders <<TEXT>> for inserting tailored content, such as referral mechanisms. These should be populated with the relevant information for your context.

CONTEXTUALIZATION

Table 1: Guidance for contextualizing the content of the COVID-19 PSS SMS Guide & Training for Teachers

	Coordination	Analysis	Community Participation
Identify needs	<p>Consult the Education Cluster and education working group, if operational, about the need for PSS training and messaging for teachers & learners.</p> <p>Consult the Health and WASH Clusters about local impact of COVID-19 on PSS needs. Consult with COVID-19 task-force teams if they have been established in the local context.</p>	<p>Reference reports from humanitarian needs overviews and partner needs assessments to identify potential PSS needs and mechanisms for providing PSS (remotely via radio, SMS, WhatsApp, etc., or in-person and school-based when possible) <https://bit.ly/2UNvUTJ></p> <p>Reference data from the WHO on the extent of the impact of COVID-19 on the local area <https://bit.ly/3hBEMp4></p>	<p>Consult teachers & learners (remotely and/or in-person, when possible) about their existing coping mechanisms and the kinds of support they want to manage stress, worries, and frustrations caused during this time.</p> <p>Ask teachers & learners how they are affected by COVID-19 compared to other stressors/crises. Recognize that COVID-19 may be one of several crises teachers & learners are experiencing, and that it may amplify existing challenges as well as present new ones.</p>
Combine efforts	<p>Consult the Education Cluster and the district education office/local education authorities about the opportunity to integrate this initiative with any other related initiatives.</p>	<p>Reference who is doing what where (3Ws and Activity Info) to plan this activity to complement but not conflict with other activities 3Ws <https://bit.ly/30PtTdl> ActivityInfo (login) <https://bit.ly/3hAFYcv></p>	<p>Explore the opportunity for teachers to co-lead this initiative and see if there are existing teacher learning structures that this activity can be combined with (such as continuous teacher development initiatives or teacher learning circles).</p>

<p>Contextualize materials</p>	<p>Work with local staff of implementing partners to contextualize the content of this guide to cover the needs of your community using appropriate local language and activities. Ensure the content aligns with national and local COVID-19 education response plans <https://bit.ly/2UVmiGB></p> <p>Consult local staff working in the Mental Health and Psychosocial Support (MH-PSS) and Child Protection sectors to support training contextualization. Invite MH-PSS and Child Protection staff to the training to share referral and reporting mechanisms and answer any questions teachers may have.</p>	<p>Contextualize the content of the materials to your locality. To aid in doing so, review local education documents and guidance and try taking the perspective of the teacher when contextualizing content to ensure it is relevant and easy to follow.</p> <p>Review materials to ensure that they are conflict sensitive, do not exclude groups on the basis of gender, ethnicity, religion, language, etc., and follow “do no harm” principles.</p>	<p>Create opportunities for teachers from the local context to review and revise the materials.</p> <p>Consider piloting some or all the content with a few teachers and request feedback.</p>
--------------------------------	--	--	--

NOTE: Any engagement with individuals should be done at a safe physical distance following current national and local health guidelines related to COVID-19.

IMPLEMENTATION

Table 2: Guidance for implementing the SMS campaign.

PSS SMS Campaign Adaptation	
Who	<ul style="list-style-type: none"> • Determine which organization and individual would be the most trusted source for sending the messages. • Consider if the messages would be more or less effective if they are introduced as coming from different organizations (United Nations, International NGOs, Local NGOs, Government entities, etc.). • Organize the names and phone numbers for all participating teachers receiving the SMS messages.
How	<ul style="list-style-type: none"> • Decide if sending manually or using an automated platform (e.g., FrontLine SMS or Open SMS). • Decide how many messages to send weekly and determine which day(s) may be most effective for teachers to receive messages. • Inquire: If messages can be freely received by teachers and if teachers can call back the sender.
What	<ul style="list-style-type: none"> • Determine the number of characters (with spaces) that are allowed for each SMS and the number of SMS that constitute one message. (E.g. if the permissible character length is 160 characters in each SMS, a 320 character PSS message will be sent as two SMS). • Prioritize the messages that are most relevant to the local context and responsive to the needs of the teachers. • Decide on the language(s) that will be used and translate the context accordingly. • Insert the local information on MH-PSS and child protection referral and reporting mechanisms to replace content in messages that is inside of brackets <<Example>>. Locations for changing this are highlighted with a “Contextualization Tip” in white text with a black background.
Avoid	<ul style="list-style-type: none"> • Avoid making suggestions that cannot be safely carried out by teachers. • Avoid sharing information that is not aligned with local and national government regulations. • Avoid sending too many SMS messages at once.

DRAFT Psychosocial Support (PSS) SMS Guide for Teachers in Crisis and Conflict-affected Contexts			
Theme	Target Audience / Stakeholder Group	Temporal Dimension	
		Shelter-in-place	Schools reopen
Roles & Responsibilities	Teachers	<p>Balancing multiple roles (recognition/thanks) As a teacher, you are a valued part of the lives of your learners, families and communities. Thank you for all you do!</p> <p>Responsibility and Empathy As a leader in the community, you should demonstrate empathy towards the needs, rights, and feelings of the learners</p>	<p>Balancing multiple roles (recognition/thanks) Being a teacher is an important job. During COVID-19, you may have more duties to support learners' well-being and safe return to school. We recognize your great work: thank you!</p>
	Parents/Guardians	<p>Creating routines & keeping moving [Text 1] Managing a family can be extra stressful, when children are not in school. You can share the next tips with learners parents/guardians or try them yourself!</p> <p>[Text 2] Create a routine together and give responsibilities to children at home. In your routine, find things your family can do together, even for 15 minutes a day.</p> <p>[Text 3]: Take time in the day to move your body. Involve the children too. Do a dance, shake your hands and legs, jump in the air, stretch from the ground</p>	<p>Adjusting to school return Change can be difficult & returning to school is not easy for everyone. Encourage parents/guardians to ask their children how they are feeling back at school.</p>

		<p>upwards</p> <p>Honesty with children Encourage adults to reply honestly & gently to children’s questions. It is ok to say, “We don’t know yet.” Use this opportunity to learn something together!</p>	
	Learners	<p>Importance of healthy daily routines Encourage learners to keep a daily routine, and to wake up and go to bed at the same time. Remind them to make time to study, exercise, & relax.</p> <p>Meaningful peer relations Let learners know what is acceptable behavior & encourage them to have meaningful interactions with peers/playmates</p>	<p>Balancing school & home responsibility Talk with your learners about how to find a balance between returning to school full-time and re-adjusting their home responsibilities.</p>
Psychosocial Well-being & Continued Learning	Teachers	<p>TPD (self-led reflections): Although schools are closed, your role as a teacher remains as important. Take time to consider how you can support your learners during this difficult time.</p> <p>Access to learning opportunities Value each learner regardless of their gender, abilities, disabilities etc. in the delivery of the home-based learning program.</p>	<p>TPD (collaboration with peers): The best resource that teachers have is each other. Talk to your fellow teachers about how to support learners, improve teaching & take care of your well-being</p>
		<p>Teacher’s critical role (and importance of well-being): As a teacher, you take care of people’s different needs. To do that well, you have</p>	<p>Teacher’s critical role (recognition): [Text 1] Nelson Mandela said education is the most powerful weapon with which you can change the world. Education prepares</p>

		<p>to take care of yourself and maintain your own health and well-being</p>	<p>learners to lead their country & community</p> <p>[Text 2] Without teachers, education is not possible -- thank you for your commitment to your learners, your community, and the world!</p>
	<p>Parents/Guardians</p>	<p>Learning continuity through games [Text 1] Let parents/guardians know that play can be educational. It helps children express themselves in safe and fun ways. The next text has ideas to share.</p> <p>[Text 2] Share stories, play with safe objects at home, or make up a songs together! You can build a story where you say the 1st sentence and children complete the story</p> <p>Context specific learning resources Help parents/guardians find learning resources on TV <<Channel>> & radio FM << Channel >> and AM << Channel >> & printed home learning materials at <<Website/Location>></p> <p><i>Contextualization Tip: Add local TV and radio stations that are broadcasting lessons currently and the website or physical location where home learning materials can be obtained.</i></p> <ul style="list-style-type: none"> • SSD: Miraya FM • UGA: Unknown in Lamwo <p>Teachers' support at a distance As a teacher you can still support your learners by providing them with tailored</p>	<p>Encourage school return As schools reopen, talk with your community about the importance of education. Encourage families & communities to support their children's return to school.</p>

		<p>learning materials and encouragement at a safe social distance.</p> <p><i>Contextualization Tip: Remove this if in your context such a message may put teachers at risk to their health or at legal risk.</i></p> <ul style="list-style-type: none"> • SSD: Keep • UGA: Remove 	
	<p>Learners</p>	<p>Importance of keeping up with learning Encourage older learners to make a weekly plan for their learning. A plan can help learners balance their schoolwork with responsibilities at home.</p> <p>Continued learning - National materials Help learners find resources for cont'd learning on TV <<Channel>> & radio FM << Channel >> and AM << Channel >> & printed home learning materials at <<Website/Location>>.</p> <p><i>Contextualization Tip: Add local TV and radio stations that are broadcasting lessons currently and the website or physical location where home learning materials can be obtained.</i></p> <ul style="list-style-type: none"> • SSD: Miraya FM. And learners should be given learning materials provided by the National and State Ministries of Education while teacher provide guidance through distant learning. • UGA: Unknown 	<p>Preparing to return to school Tell learners you hope to see them back in the classroom when schools reopen. Let them know you & the community will support them to get back on track together!</p> <p>Importance of reflecting on what children and youth have learned during the health pandemic [Text 1] While everyone is eager to restart school, it is important to ask your learners about how they were affected by sudden school closures & other restrictions.</p> <p>[Text 2] Ask young learners: What did you like about being home during this time? What didn't you like?</p> <p>[Text 3] Ask older learners: What did you learn about yourself at home? What didn't you like about being home? How can this experience help you plan for the future?</p> <p>Supporting the transition back to school Being in school may be an adjustment for</p>

		<p>Importance of taking breaks to improve learning and reduce stress [Text 1] Breaks can help learners stay focused on school work and reduce stress. Encourage learners to take short breaks when they are learning at home.</p> <p>[Text 2] After 20-40 minutes of schoolwork, learners should stand up and stretch, talk with a family member, or take a quick and safe walk.</p> <p>Finding support among siblings Learners in the same home can have fun playing and learning together. Encourage brothers & sisters to help each other with schoolwork, games & household chores</p>	<p>everyone. Give learners' and yourself short breaks, reminding everyone to take a breath and focus.</p> <p>Supporting learners with different experiences of lost learning time who are showing distress [Text 1] Collaborate with fellow teachers to support learners who need more help catching up. Work together to look for any signs of learner distress or frustration</p> <p>[Text 2] Meet briefly at the beginning and end of the school day as teachers to identify distressed learners and brainstorm strategies to help them</p>
<p>Protection & Safeguarding</p>	<p>Teachers</p>	<p>Modeling safe, positive behavior [Text 1] As a teacher you are a role model, making a difference by physical distancing, being kind, and taking care of yourself. Your community will follow your actions.</p> <p>[Text 2] As teachers, your actions speak louder than your words. Use your actions with your family to model good behavior, especially regarding learning and health.</p> <p>Referring protection concerns If you think a child is at risk contact <<Name>>, <<Organization>>, <<Phone</p>	<p>Modeling safe, positive behavior All teachers & community members must encourage learners to return to school. Share information about staying safe and healthy at school & in the community.</p> <p>Encouraging good hygiene [Text 1] Promote good hygiene with your colleagues and learners. Remind them wear face coverings & to cover their mouth with their elbow if they sneeze or cough.</p> <p>[Text 2] Encourage colleagues & learners to wash their hands with soap & water for 20</p>

		Number>>.Use your best judgement to keep learners safe & protect their identity.	seconds, if possible. Tell colleagues & learners to stay home if they feel unwell.
	Parents/Guardians	<p>Encouraging play & communication [Text 1] Encourage parents/guardians to make time to talk and play with children at home. Be kind and give children space to ask questions.</p> <p>[Text 2] Remind parents/guardians to let children share their concerns. They can help them express their feelings through role play, drawings, songs, or stories.</p> <p>[Text 3] Remind parents/guardians of the 3Ps: Prevent, protect & praise. Prevent accidents & violence; Protect children from harm; Praise children for good behavior.</p> <p>Staying positive Encourage parents/guardians to stay positive! It can be hard if children misbehave but children listen best to positive instructions & praise for good behavior</p>	<p>Communicating with parents/guardians [Text 1] Encourage parents/guardians to contact you regularly, at a safe social distance, to discuss children’s learning and progress at school and home</p> <p>[Text 2] Ask parents/guardians to tell you of changes in their children’s behavior. For example, if they became anxious, scared, frustrated, or very quiet</p> <p>[Text 3] Provide a model of this communication by telling parents/guardians about their child’s behavior at school.</p>
		<p>Handwashing [Text 1] Remind parents/guardians that even if soap & water are hard to find, hygiene is very important and family members’ should wash hands often & not touch faces</p>	<p>Handwashing (Same as left text)</p>

		<p>[Text 2] Teaching personal hygiene to children can protect them from many diseases.</p>	
		<p>Identifying signs of distress in children [Text 1] Ask parents/guardians to look for changes in children’s behavior caused by stress: difficulty sleeping, bedwetting, head/stomach aches, or negative emotions.</p> <p>[Text 2] If they observe any changes in children’s behavior, encourage parents/guardians to talk to them calmly to try to understand what is going on</p> <p>[Text 3] Remind parents/guardians that children may not have control over changes. Take time to sit and talk with the child kindly. Do not punish or speak with them harshly</p>	
	<p>Learners</p>	<p>Building trust with learners Build trust with learners and encourage them to talk to you confidentially about their worries and concerns</p> <p>Learners may be more susceptible to violence and abuse during extended time at home [Text 1] Protect children from abuse during these difficult times. Unfortunately the risks of violence against children are likely to increase during a crisis.</p>	<p>Learners who experienced violence and abuse while at home will need additional support as they return to school [Text 1] As teachers, you will not always know why learners are acting out, but some may have experienced violence or abuse while at home during this extended time away</p> <p>[Text 2] Teachers can look out for signs of distress and support all learners by being patient and supportive.</p>

		<p>[Text 2] Children are at risk for child labor, exploitation, domestic violence, sexual abuse and early marriage. Girls and children with disabilities are most vulnerable</p> <p>[Text 3] If you can do short home visits (at a safe social distance) call parents, or inform neighbors, pay attention to any sign of potential violence.</p> <p>[Text 4] Refer concerns to contact <<Name>>, <<Organization>>, <<Phone Number>> if you identify anything suspicious.</p> <p>Contextualization Tip: Insert the name, organization, and phone number of the protection contact person for your location.</p> <p>Identifying signs of distress</p> <p>[Text 1] If you visit or speak with learners, make note of signs of distress. Signs may include crying, anxiety, or fighting.</p> <p>[Text 2] For serious concerns, please contact <<Name>>, <<Organization>>, <<Phone Number>></p> <p>Contextualization Tip: Insert the name, organization, and phone number of the protection contact person for your location.</p> <ul style="list-style-type: none"> SSD: Lemi Joseph Alex Lokosang, AVSI Ikwoto Base, 	<p>Identifying signs of distress</p> <p>[Text 1] Some learners may be more agitated or anxious. Other learners may be distracted and disengaged from school.</p> <p>[Text 2] Be patient, give learners time to adjust to being back in school. Tell learners they can share any concerns with you and you will support them.</p> <p>Encourage positive discipline</p> <p>[Text 1] Some learners will have a hard time back in school and misbehave for different reasons. Speak to them. Ask them what is going on and how you can help.</p> <p>[Text 2] You do not need to use corporal punishment to discipline your learners. Children respond better to reinforcing positive behavior.</p> <p>Learners seeking assistance</p> <p>[Text 1] Learners may share challenges they have been facing at home & school. Be prepared to offer support & refer learners to services for physical and sexual abuse</p> <p>[Text 2]: For concerns of potential abuse, please contact <<Name>>, <<Organization>>, <<Phone Number>></p> <p>Gender & labor</p> <p>[Text 1] COVID-19 has affected female and male learners differently. During school closures, girls may have had less time to</p>
--	--	---	---

		<p>Ikwo County +211928662223.</p> <ul style="list-style-type: none"> UGA For PSS referrals, the BRiCE focal person is Flora Aber (Social Worker) AVSI Foundation: 0784763728 and Protection focal person is Lydia Nagudi (Protection Manager) for UNHCR funded program-0785515056. 	<p>learn due to more domestic work.</p> <p>[Text 2] Girls may face child marriage & unwanted pregnancy. Boys & girls may experience violence or be forced to work. Discuss as teachers how to support all learners.</p>
		<p>Staying connected Encourage learners to stay connected with friends & extended family in safe ways. They can talk on the phone or chat from a safe distance in the community.</p> <p>Supporting the community Helping others can help reduce stress and anxiety. Encourage learners to safely provide, share and receive support from their community.</p>	<p>Supporting the school community Remind learners we are in this together. It will take time to re-establish school routines, but teachers and learners can support one another as school resumes.</p>
		<p>Learners health. Remind learners they have an important job to keep themselves and their community healthy by physically distancing. Acknowledge and praise their efforts!</p>	<p>Sustaining health: Discussion of health and sanitary measures with learners <<INSERT TEXT ON SCHOOL SANITARY MEASURES>> <i>Contextualization Tip: Insert COVID-19 related sanitary requirements for returning to school in this text message. For example, the required social distance, facial covering requirements, or are temperature check points.</i></p>

Stress Management	Teachers	<p>Acknowledgement of stress: If you're feeling sad or worried, you're not alone. These feelings are normal during a crisis. Being aware of how you feel is the first step to feeling better</p> <p>Recognition of difficult time/need for self care: [Text 1] This is a difficult time & such times bring stress. You may be apart from loved ones, unable to teach, or to worship with others.</p> <p>[Text 2] You may have suffered through the sickness or loss of a loved one. Take care of yourself & reach out to family and friends for support & messages of hope.</p>	
		<p>Identifying signs of stress: [Text 1] Stress is common in a crisis and can affect your mind and body. It may cause sleep issues, headaches, loss of appetite, and feeling bad.</p> <p>[Text 2] Do not judge your feelings, and be aware of what you need to feel better. Ask yourself daily: How am I feeling?</p>	<p>Identifying signs of stress: As schools reopen, it is normal to feel worried about your safety or about missed schooling. Together we can make schools safe and resume learning for every child</p>
		<p>Responding to/managing stress: [Text 1] When you are feeling stressed, what do you do to make yourself feel better? Use skills you have found helpful in the past to manage emotions during this time</p> <p>[Text 2] Feeling stressed is normal,</p>	<p>Responding to/managing stress: Teaching is demanding, and it is important to take care of yourself. A happy teacher is more likely to have a happy classroom</p> <p>Stress management (quick strategies): [Text 1] Teaching is rewarding work, but it is also stressful. The next message has two</p>

		<p>especially during a crisis. The next message suggests 3 ways to reduce stress.</p> <p>[Text 3] 1) Maintain routines and schedules; 2) Engage in healthy activities; 3) Keep in regular contact with loved ones & colleagues while maintaining physical distancing</p>	<p>strategies you can try to reduce your stress in your school.</p> <p>[Text 2] 1) Take deep breaths, count to 10, or remove yourself from the situation to calm down. 2) Ask advice from a trusted colleague to gain perspective</p>
		<p>Breath work: <i>Contextualization Tip: Consider whether you should adapt or replace this exercise to be culturally relevant.</i></p> <p>[Text 1] During a stressful event like COVID-19, it can be helpful to calm and focus the mind and body.</p> <p>[Text 2] Sometimes even a few deep breaths can relax you. If you are feeling stressed, follow these steps</p> <p>[Text 3] Sit or stand in a comfortable position. Count to 5 while slowly inhaling through your nose. Count to 5 as you slowly exhale out of your mouth. Try 5 times</p>	<p>Mindfulness:</p> <p>[Text 1] As schools reopen, it is normal to feel increased stress or negative emotions. The next time you feel stressed, try the activity in the next texts</p> <p>[Text 2] Think of what you want to accomplish this week. It could be about work, like completing your lesson plans, or personal, like spending time with family.</p> <p>[Text 3] Or emotional, like being kind to yourself. Specific weekly intentions can be powerful reminders for yourself about who you want to be & what you can accomplish</p>
	Parents/Guardians	Managing stress - advice for parents/guardians	Managing stress associated with schools reopening - advice for parents/guardians

		<p>[Text 1] Remind parents/guardians that children can feel adults' stress. Help parents/guardians take care of themselves by sharing the following stress management tips</p> <p>[Text 2] Take care of yourself by routinely drinking water, eating meals, and getting enough sleep. When you feel stressed, talk with a trusted family member or friend</p> <p>[Text 3] You can also give yourself a 10-second pause. Breathe in and out slowly five times. Then try to respond in a calmer way.</p>	<p>[Text 1:] Remind parents/guardians that schools are safe to return to and to send learners to school regularly</p> <p>[Text 2:] If parents/guardians are stressed about children's lost learning time, assure them that everyone will work together to help children learn what is required</p> <p>[Text 3:] Encourage parents/guardians to establish a new routine for learners and to stick to those routines with enough time for learning, rest, and play.</p>
	<p>Learners</p>	<p>Hopefulness and optimism Encourage learners to think positively about the future</p> <p>Constructive ways to handle social isolation and stress [Text 1] Help learners find positive ways to express feelings. Share the strategies in the next messages with your learners to help them express their emotions safely</p> <p>[Text 2] Encourage learners to participate in sports, dancing, drama, or drawing. Creative activities help children express themselves using their unique talents</p>	

		[Text 3] Ask older learners to think about activities that make them happy. Encourage them to schedule time each week for these activities.	
Combating stigma	Teachers	Share trusted sources: You are a trusted member of your community. Help keep your community safe by sharing accurate information about COVID-19 and stopping rumors about the disease	Stigma: Teachers are role models. Remind others that COVID-19 affected people differently; anyone can get sick; & it's important to not blame others for the virus
	Parents/Guardians & Learners (Combined)	You can also encourage parents/guardians and learners to share accurate information about COVID-19 and stop rumors.	You can stop stigma by using school assemblies to remind families and learners that anyone can get sick with COVID-19 and that we need to be kind to everyone.
	Learners	(See above)	(See above)

Selected References

- Humanity & Inclusion,. (2020). *Introduction: Guidance Note 3, Home support*. Humanity & Inclusion.
- IASC. (2020). *Basic Psychosocial Skills: A Guide for COVID-19 Responders*. Inter-Agency Standing Committee (IASC).
- IFRC. (2014). *Psychosocial support during an outbreak of Ebola virus disease*. International Federation of Red Cross and Red Crescent Societies (IFRC).
- IFRC. (2016). *Coping with loss and depression*. International Federation of Red Cross and Red Crescent Societies (IFRC).
- IFRC. (2020). *Coping with stress during the COVID-19 outbreak*. International Federation of Red Cross and Red Crescent Societies (IFRC).
- INEE. (2020a). *Supporting EiE practitioner well-being during COVID-19*. Inter-agency Network for Education in Emergencies (INEE).
- INEE. (2020b). *Technical Note: Education during the COVID-19 pandemic*. Inter-agency Network for Education in Emergencies (INEE).
- LIDE Foundation. (2020). *Living in and Beyond COVID-19: The Normal Psychosocial and Physical Responses to a Pandemic*. LIDE Foundation.
- Sesame Workshop. (2020). *Sesame Time for Teachers: It's OK Not to Be OK*.
- TiCC. (2015). *Mobile Mentoring for Primary School Teachers in Crisis Contexts*. Teachers College, Columbia University.
- TiCC. (2016). *Training for Primary School Teachers in Crisis Contexts*. INEE.
- UNICEF. (2020a). *Framework for reopening schools*. UNICEF.
- UNICEF. (2020b). *Quick guide to avoiding coronavirus-related stigma*.
- WHO. (2020a). *Doing what matters in times of stress: An illustrated guide*. World Health Organization (WHO).



WHO. (2020b). *Helping children cope with stress during the 2019-nCoV outbreak*. World Health Organization (WHO).

WHO. (2020c). *Mental health and psychosocial considerations during the COVID-19 outbreak*. World Health Organization (WHO).

