

# Social-Emotional Learning at School Introduction

Quality holistic learning for refugees  
and internally displaced children



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## Today's Agenda

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- Warm-up Activities
- About the creation of this workshop series
- Training objectives
- Introduction of key concepts
- Closing reflections

## Today's Learning Objectives

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At the end of the day, you will be able to:

- identify the characteristics of quality holistic learning
- justify psychosocial needs specific to crisis contexts
- identify the social and emotional skills to cultivate in students
- describe the enabling environment for quality holistic learning

## Rapid Round Table Introductions

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1. Full Name (First & Last)
2. Workplace
3. Current role or job title
4. **An activity that makes you feel good**

## Group activity: Stand Up & Declare

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Listen to the questions. Move to the side of the room that matches your answer.

**NO** ← → **YES**

1. Have you ever worked in education in a humanitarian context?
2. Have you worked as a teacher or a learning facilitator?
3. Have you worked in the planning of education programs?
4. Have you received training in psychosocial support and/or social and emotional learning?
5. Do you have experience providing psychosocial support in a humanitarian context?



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### Notes for the facilitator:

Conduct the line activity in the form of a needs assessment to measure participants' level of prior knowledge on the topic.

Start with the participants standing in the center of the room. For each question posed to the group, participants move to the side of the room that corresponds to their answer. "Yes" is on the right, "no" is on the left. If you have time, ask participants to briefly share their respective experiences.

If the "humanitarian context" is not clear, give examples:

- Natural disasters
- Insecurity zones
- Regions of armed conflict
- Pandemics
- etc.

**?** What skills and experience do we have in the room? Would anyone like to share their observations?

## Activity 2: My Portrait



- You will be divided into small groups and you will each receive a sheet to fill in.
- Each of you should complete three statements on the sheet and then share them with your small group.
- Each group votes for the most original statement to share with the other groups.

### OPTIONAL ACTIVITY duration 15-20 min

#### Objective:

- To allow each of the participants in the group to get to know each other better.
- Create, within the group, an atmosphere of camaraderie necessary for the training.

#### Material:

- One statement sheet per participant, otherwise write the statements on the board and ask participants to write 3 statements on a white piece of paper.

#### Instructions:

- Divide the audience into small groups of 5-6 participants. Distribute one statement sheet per participant.
- Invite participants to choose three statements on the sheet (adjust the number of statements by depending on the number of participants) and respond to them individually.
- Each must then share, in turn, the three retained statements with the rest of their group, explaining their choices.
- Each small group votes for the most original statement to share with the larger training group.

#### Statement sheet (To be printed)

Order :

Choose three statements from the list below

If I were ... I would be ...

a plant

a tree  
a flower  
an animal  
a work of art  
a famous personality  
a historic event  
a work of art, a painting  
a book  
an object  
an entrepreneur  
in the labor market

Complete the following three sentences to explain your statements.

1. If I were \_\_\_\_\_ I would be \_\_\_\_\_  
because \_\_\_\_\_.
2. If I were \_\_\_\_\_ I would be \_\_\_\_\_  
because \_\_\_\_\_.
3. If I were \_\_\_\_\_ I would be \_\_\_\_\_  
because \_\_\_\_\_.

## Why this training?

The training fits within most national Education and Training strategies, in particular:

Public desire to improve the quality of education throughout the country

Unstable security situation

Growing number of refugees, returnees, and internally displaced people

Ensure quality holistic learning for refugees and internally displaced people (and all students in the country)



### Clarifications

**For example, In Niger we shared the information below:**

Remarkable efforts have been made by the public authorities in Niger to improve the quality of teaching / learning on

because of the security situation in the Sahel countries, Niger is hosting a large number of refugees from Burkina Faso, Mali, Libya, Chad and Nigeria. The education system must also support a considerable number of internally displaced populations.

This situation of insecurity seriously affects the education of children within this group of vulnerable populations.

This training complements the traditional training of teachers in order to equip them with the basics essential to help refugee and internally displaced children to access **socio-emotional learning** as well as academic learning in school in Niger.

## The co-designers of this training - Niger Hope Team

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## Acknowledgements

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This material was developed using open resources, including:

- **The INEE Training Module on PSS-SEL**  
<https://inee.org/resources/inee-pss-sel-training-module>
- **The SEL Resources that are part of the IRC's SHLS Toolkit**  
<http://shls.rescue.org/shls-toolkit/social-emotional-learning/>
- **Step by Step - Toolkit Promoting Social and Emotional Learning (SEL) in Children and Teens**  
<https://www.worldbank.org/en/topic/education/publication/step-by-step-sel-curricula>
- Additional resources are cited throughout the material



## Global Training Objectives

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Improve the quality of teaching for in-service teachers (chalk in hand) by allowing them to

- understand the importance of **Psychosocial Support (PSS)** and a safe environment for children's learning in emergency situations which promotes well-being
- establish simple practices to promote an environment conducive to learning and provide basic psychosocial support
- discover **Social and Emotional Learning (SEL)**, but also and above all:
- integrate simple and applicable SEL activities into lesson plans to ensure **quality holistic learning**

The Quality Holistic Learning (QHL) Project Page:

<https://clip.carevinstitute.org/2021/03/10/refugee-educator-workforce-development-project-for-quality-holistic-learning-qhl/>





# Group Discussion (10 minutes)



## What do the following terms mean to you?

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- Discuss in small groups and come up with definitions of the following concepts:
  - Quality learning
  - Holistic learning
- A representative from each group reads their group definitions

### Notes for the facilitator

- Form balanced groups of at least 3-4 people (or more) and give each group what they need (papers, pencils, etc.) to discuss and agree on common definitions.
- Groups take turns reading their definitions
- Allow time for reflection and for the groups to exchange ideas and proposals.
- Guide the discussion with the help of the next slide

## Discuss team responses



Your fellow training designers proposed the following definitions.  
What other aspects did you discuss?

**Quality learning** is learning that allows the learner to become financially independent, or secure, and to acquire good human, civic, and patriotic behavior.

**Holistic learning** is learning that takes into account the academic and the social-emotional needs of the learner.

Who is the teacher who can provide quality learning?

What are you already doing to promote holistic learning?

## What is Quality Holistic Learning (QHL)?

Your fellow training designers proposed the following definition. Do you want to add to it?

**Quality Holistic Learning** is defined as a pedagogical approach that takes into account the learner **in all their aspects**: academic, emotional, social, physical, and psychological within a learning program that will allow all learners to develop knowledge, competencies, values, and social skills.



Another definition from another QHL Project Fellows team: "Quality Holistic Learning is a teaching and learning approach that fully develops all aspects of the identity of the learner, including the social, the emotional, spiritual, artistic, creative, cognitive, physical and psychological".



# Group Discussion (15 minutes)



## Discussion: What are the key components of Quality Holistic Learning (QHL) in your local context?



- Discuss in small groups and identify the priorities for **QHL** in the national context.
- Order the priorities according to their urgency / importance

Ex.

- *Motivation for education*
- *Well-being of children at school*
- *Personality development*
- *Stress management*
- ...

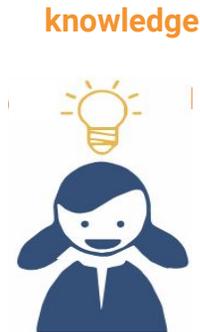


### Notes for the facilitator

- Form balanced groups of at least 2-3 people or more and give them the means (papers, pencils or others) to discuss and put together components of AHQ specific to the country.
- If possible use post-its and distribute them on a board then group them under common categories.

## What does QHL support?

### Traditional learning



### Quality Holistic Learning



**Required Time:** 10 min

#### Notes for the facilitator

- Ask to cite desirable positive traits and discuss whether traditional education helps to develop them.

Examples proposed by the designers:

citizenship, group work, acceptance of difference, self-confidence, confident oral expression, self-management and autonomy, etc.

- Explain that AHQ supports the development of the learner in all its dimensions,
- Ask questions about the different types of learning that are part of AHQ (from the definition on slide 14 or the one suggested by the group) and write the answers on the board

Examples:

- Physical and sports learning
- Social learning
- Psychological learning and self-awareness
- Creativity
- Artistic expression in all its forms
- etc.

In addition of course, to the academic learning

# Key Concepts

*Name practices that you may already be applying in your classroom!*

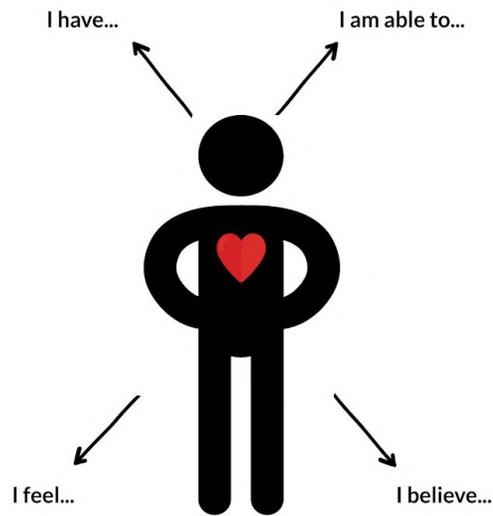


## **Notes for the facilitator**

Start a group discussion for each notion of the following

# Well-being

What do we need to feel good?



Source: The INEE Training Module on PSS-SEL

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## Notes for the facilitator

- Ask to think for 3 minutes about things or objects, skills, feelings and beliefs that we all need to feel good. Offer to draw on personal (e.g. as a child and as an adult) and professional experiences to identify examples.
- Allow 2 minutes for everyone to talk to a neighbor before chatting as a group
- Write some examples of responses on the board

## Examples of responses:

I have ... food and water, shelter, medical services ...

I can ... spend time with my family, go to work / school, play/have fun with my friends.

I feel ... safe, supported, involved in my community.

I believe ... based on my religious / spiritual / cultural beliefs, that I have a positive future.

- Emphasize that there are physical, social and emotional aspects of well-being. To feel good, our physical and biological needs must be met with, for example: food and water, shelter, medical services. Our social and emotional needs must also be met: to feel safe, to have positive relationships with our family and community, and to be able to practice our religious and cultural traditions.

In an emergency, people's biological and material needs are often the most visible. **Social, emotional, mental, cultural and spiritual needs are sometimes more difficult to identify.**

- Ask the following question: Why is it be important to understand what a person needs in order to feel good?

**Sample Answer:** In order to be able to plan and provide effective support, we need to understand well-being and how it can be influenced by various factors.

## How do humanitarian crises affect psychosocial

- **Environmental catastrophes** often pose a direct threat to life, continued destruction of infrastructure, and high levels of stress and tension.
- **Man-made disasters** often lead to protracted conflict and chronic emergency. They can cause serious threats to life, as well as create feelings of continuing tension and lingering fear.
- **All disasters** disrupt aspects of everyday life, including housing, health, sanitation, access to food, recreation and education, and sometimes cause displacement of populations. They can disrupt family relationships, destroy social cohesion, and generate feelings of uncertainty, fear, sorrow, anger and loss.



Source: The INEE Training Module on PSS-SEL

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### Notes for the facilitator

(approx. 5 minutes)

- Explain the information presented on the slide.
- Ask participants to get into pairs and refer to the previous slide (Well-being):
  - Identify aspects of well-being that may be threatened by environmental disasters and underline them,
  - Identify aspects of well-being that may be threatened by man-made disasters and underline them with a wavy line,
  - Identify aspects of well-being that can be affected by both and circle them.
- Invite one or two pairs to share their answers

## Group Activity: Well-being



Discuss in your groups:

- How do these activities promote well-being?
- How would people's well-being be affected if they could no longer engage in these activities?



Source: The INEE Training Module on PSS-SEL

### Complementary activity (15 minutes)

**Objective:** To practice relating daily activities / practices to psychosocial well-being. In this activity, participants will discuss how common activities, such as playing sports or spending time with family, promote psychosocial well-being.

#### Notes for the facilitator:

- Divide participants into small groups and allocate a photo to each group.
- Ask the small groups to talk about the activities they observe in their photo, answering the questions on the Slide.
- Encourage participants to discuss how people of different ages, genders, abilities, etc. would be affected.
- Invite participants to share what they have discussed.

#### The themes of the photos

**Photo 1: Educational opportunities** - Students in Cambodia.

**Photo 2: Sports and games** - Young people from refugee populations who play in the framework of the Peace United program.

**Photo 3: Time spent with family** - Syrian family.

**Photo 4: Spiritual events in the community** - Catholic ceremony at home in East Timor.

**Photo 5: Access to drinking water** - Drinking water from a well, East Timor.

# PSYCHO

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# SOCIAL



### Facilitator Notes:

Explain the concept of psychosocial well-being as follows:

**The Psychosocial well-being** is influenced by psychological strengths and positive social experiences.

- **Psychological strengths** are nurtured practices, beliefs, and rituals that give life meaning. These activities make us feel safe and secure and improve our mental health.
- **Positive social experiences**, such as our relationships with supportive family and community members, create a sense of belonging. Families and communities play an essential role in supporting psychosocial well-being.

## Discussion: Psychosocial Support (from your perspective)



Give examples of what psychosocial support looks (and sounds) like at your school.

Listen to **the story of Binta** that particularly highlights contexts where refugee and displaced children join a public school.

The story of Binta, told by  
Ms. Hadizatou Amou Ali



### Notes for the facilitator:

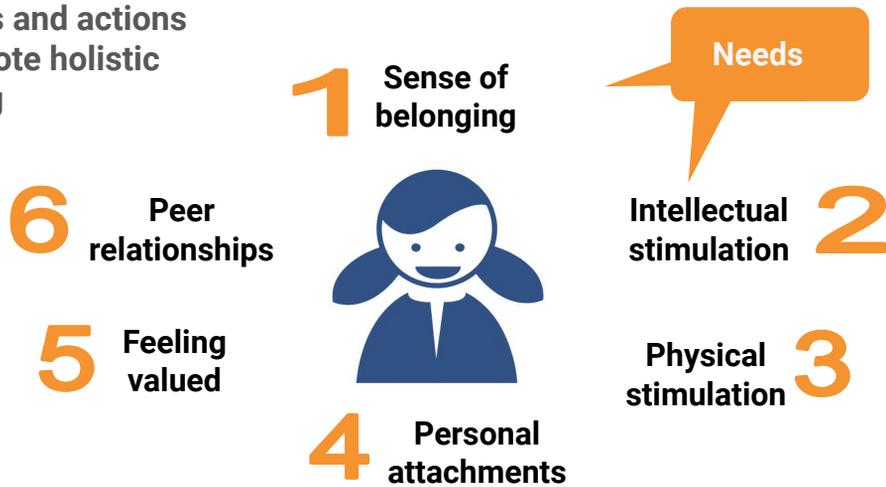
This discussion is a preparation for the next slide. Inform participants that you want them to reflect on existing and / or desirable practices in their schools and that you will develop the topic of psychosocial support afterwards.

Divide participants into small groups and ask them to discuss for 5 minutes and then share examples of possible supports in their own contexts.

The story transcript are available in the among the Activity Sheets

# Psychosocial Support (PSS)

Processes and actions that promote holistic well-being



Source : The INEE Training Module on PSS-SEL



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## Notes for the facilitator:

Time needed: 15-20 min

### Activities :

1. Introduction
2. Group discussion
3. Development of a table of possible SPS interventions in the schools

#### 1. Introduction

##### Explain:

Psychosocial Support (SPS) is the process and actions that promote the overall well-being of a person in their social world and can facilitate resilience within individuals, families and communities.

For children in particular, several needs must be met to ensure their psychosocial well-being through psychosocial support interventions.

Among these :

- Sense of belonging
- Intellectual stimulation
- Physical stimulation

- Personal attachments
- Feeling valued
- Peer Relationships

**? Ask:** Are there any needs missing from this list? What might be the needs of a child with different abilities? (Be sure to add these answers to the intervention table that you will develop on the board or flipchart).

## **2. Group discussion**

If possible, print and distribute the handout “**1-2- Needs-interventions in SPS**” to each participant or at least give one copy per group.

Explain to participants that they will need to discuss and complete the table in the handout based on their own experience with:

- examples of children's psychosocial needs being met and
- unmet needs and
- possible SPS interventions to improve children's well-being and meet their different needs in the school / classroom setting.

If you are pressed for time, assign only one psychosocial need from the Handout to each group, and then have them present.

## **3. Development of the SPS intervention table**

- Use the responses from the groups to complete a version of the proposed table in the handout either on the board or on the flipchart.
- As one group, discuss which interventions can be provided by teachers in the classroom, and which require the support of other stakeholders / colleagues.
- Remember to supplement with the needs of children who have different abilities.

# Psychosocial support

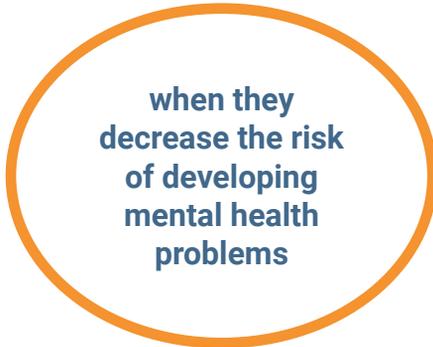
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Interventions can PROMOTE WELL-BEING and can include:

**Preventative**

**OR**

**Curative**



Time needed: 2 minutes

Notes for facilitator:

Explain

Psychosocial support interventions promote well-being. Interventions can be preventive, that is, they aim to reduce the chances that a child will develop mental health problems. Interventions can also be curative, meaning that they help children cope with or overcome their psychosocial problems.

## Mental break!

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*Try this for yourself!*

A small activity at the start of class or to transition from one activity to another during class.

Instructions :

1. Stand up and shake and release your arms.
2. Rub your hands vigorously for a minute.
3. Sit down.
4. Share with colleagues how you are feeling.

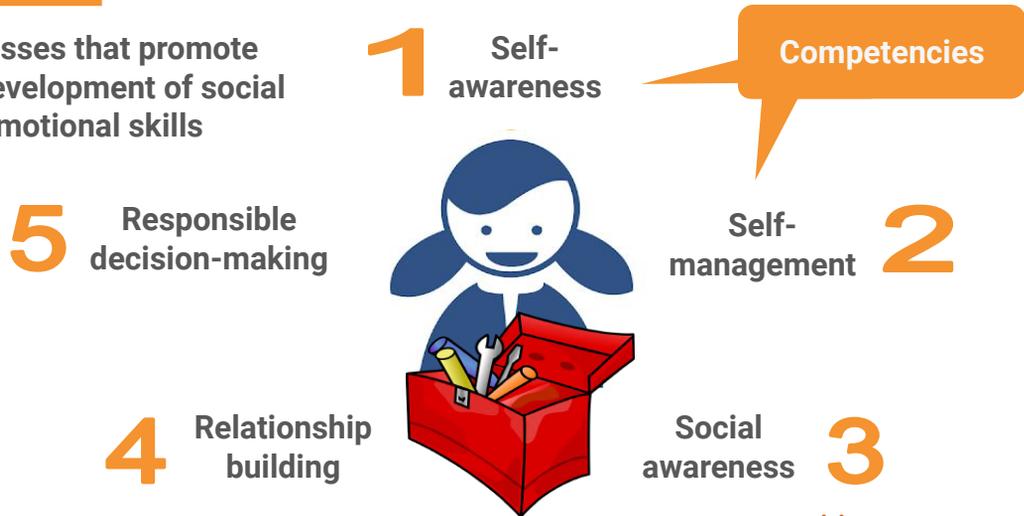
Time needed: 2 minutes

### **Note to the facilitator**

- Guide this small activity then ask a few participants to share their feelings.
- Ask if such an activity or an adaptation (such what?) is applicable with their students.

# Social and Emotional Learning (SEL)

Processes that promote the development of social and emotional skills



Time needed: 5 minutes

## Note to the facilitator

### Explain:

**Social and emotional learning (SEL)** is an important component of psychosocial support. Usually, PSS programmes pave the way for SEL. SEL refers to the processes and actions that foster self-awareness, emotional literacy, resilience, and self-confidence. These are essential for well-being and learning at school. Perhaps the most distinctive feature of SEL is that it is intentionally linked to academics. It is designed and implemented in learning spaces, and ideally is an integral component of school curriculum.

SEL can be seen as a pedagogical approach. Through social and emotional learning, children and young people will acquire competencies to recognize and manage their emotions. This can help them to make responsible decisions, establish positive relationships, and handle interpersonal challenges constructively.

## Group Discussion: SEL from your perspective

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Social and emotional learning is an essential component of psychosocial support.

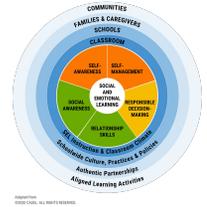
- What do you think it encompasses?
- For whom?
- By whom?
- When?
- Where?

Time needed: 5 minutes

**Notes for the facilitator:**

This is an activity that introduces a definition of ASE according to the INEE  
Encourage participants to discuss the questions raised here in small groups.

# Social and Emotional Learning



## What?

Social and Emotional Learning (SEL) is the process of acquiring foundational skills to support academic and social success of each learner. SEL includes:

- recognizing and managing emotions,
- setting and achieving goals,
- appreciating the ideas of others,
- establishing and maintaining good relations,
- making responsible decisions, and
- handling interpersonal situations constructively

Source : <https://inee.org/fr/eie-glossary/apprentissage-socio-emotionnel-asesel-en-anglais>



Source :

<https://inee.org/fr/eie-glossary/apprentissage-socio-emotionnel-asesel-en-anglais>

# Social and Emotional Learning - continued



## For whom?

For everyone: children, youth, and adults

## Why?

SEL contributes to improving the psychological well-being of children and young people (and adults!) and builds skills and capacities to support learning.

## By whom?

Educators, community members, and family can help.

## When?

In parallel with academic learning in all subjects

## Where?

SEL is suitable for formal and informal educational environments (i.e. clubs) in all normal education settings and in emergency situations



## Group Discussion: Learning Spaces that Promote Well-being



Describe in small groups what you think is the ideal space where quality learning can happen.

A safe learning environment should give the student a **sense of belonging and self-confidence**. A safe learning environment relies on safe school premises and much more, such as a good curriculum and pedagogy, safety from violence in and around the school, equity and inclusion.

**Mohamed Sidibay**, former child soldier from the civil war in Sierra Leone, fervent advocate of quality education for all.



**Time needed:** 10 minutes

### **Notes for the facilitator:**

Organize a discussion in one or more groups and then invite a few participants to share their ideas

If the internet connection allows it, invite participants to read this short article:

<https://www.globalpartnership.org/blog/creating-safe-learning-spaces-all-children-and-youth>

# CASEL Framework



## Collaborative for Academic, Social, and Emotional Learning Framework

What is the CASEL Framework?  
casel.org



Time needed: 3 minutes

### **Notes for the facilitator:**

Quickly go through the five competency categories and point out that this is one model among many for SEL skills.

Inform that the competencies will be discussed and developed in more detail in the third workshop.

## Learning Spaces that Support Well-Being

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A **Safe Learning Space** is a secure learning environment, a place where:

- All learners can freely feel their emotions and fully participate in learning processes.
- Teachers and learners interact (exchange) academically, socially, and emotionally.
- There is no room for excessive authority (which the teacher may have) nor for discrimination (which the students may express towards each other).

**It is simply an ideal environment for quality holistic learning.**

Adapted from: <http://shls.rescue.org/shls-toolkit/social-emotional-learning/>



See also: <https://inee.org/eie-glossary/safe-learning-environment>

# Conclusion - Review of Key Points



## Review of concepts introduced

- Quality holistic learning
- Well-being
- Psychosocial support
- Social and emotional learning
- Safe Learning Spaces



Which concept intrigues you the most ?

Any Questions ?



**Time needed:** 10-15 minutes

### Notes for the facilitator

To conclude this workshop,

1. Invite volunteer participants to give their definitions of the 5 terms
2. Invite a few to name ideas that intrigue them
3. Ask each participant to summarize in **one sentence** their impression of this workshop **or** their expectations for the following workshops.

Please take note of the main participants' takeaways and share them with the QHL project team

## Are our Learning Objectives achieved?

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On a score of 1-10 how would you rate your mastery of today's objectives?

To what extent are you able to

1. identify the characteristics of quality holistic learning
2. justify psychosocial needs specific to crisis contexts
3. identify the social and emotional skills to cultivate in students
4. describe the enabling environment for quality holistic learning

**Do you have any suggestions for improvements?**



**Time required:** 10-15 minutes

**Note to the facilitator**

- Ask participants to put their notes and suggestions on paper
- Ask a few participants to share their proposals with the group
- Don't forget to pick up the sheets!

# Thank you for your participation!

Send your questions and remarks to  
[clipmail@ceinternational1892.org](mailto:clipmail@ceinternational1892.org)



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