

Sheets of activities offered during the workshops

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Workshop 1 - Sheet 1 Binta's Story

My name is Hadiza. I am an English teacher in a secondary school in Niamey. I teach large classes: more than 60 students per class. It was in these learning conditions that we welcomed a new student in the middle of the year.

This student that I will name Binta (so as not to reveal her identity) decided by her own will to sit behind. Then I noticed that she was more and more irregular in class. When I asked her the reasons, she preferred to remain silent; silence that she had observed since her arrival. So I summoned her parents to discuss and find a solution together to their daughter's repeated absences.

When I met Binta's parents, the first thing I noticed was their dressing and then the language they spoke in. I understood that they were Malian refugees living in Niger. I had the chance to speak their language " Koyraboro Senni" because neither the father, much less the mother spoke French.

After the greetings, I asked them if they knew that Binta was missing class. And Binta's mother, in a sad and sensible voice answered me: "How would we know that Madam? Binta is not with us." I couldn't believe it. How can a family be separated when all its members live in the same city?

Binta's mother tried to explain to me but her tears prevented her. Then, Binta's dad said to me: "you know madam, we left our home to come and live here because of insecurity. I have a brother who kindly agreed to accommodate me at his place but his house is too small for my family and his, so he asked me to let Binta go to his daughter's house while we (my wife and I) stay at his house.

This is Madam why Binta is not with us. "Poor Binta, she is not only far from home, but also far from her parents. How could she be with us? Us (her teacher and her classmates), she didn't know? Did we give her the chance to get to know each other? Did we try to read her mind? Or even her silence that we noticed?

I realized that Binta first needs emotional and psychological support to help her integrate her new environment

My role as a teacher is to create a climate of trust and security to allow Binta and all the other students to have quality learning.

Finally, I suggested that Binta's parents come regularly to school and to their niece's house to spend time with Binta and to learn about the progress of her classes. I also

promised them that we will do all we can to help Binta integrate the school community and be resilient.

Since that day, I have decided to do my best so that Binta becomes a full member of our community. I explained to her classmates that she needed all of us to overcome her difficulties and that we can and must help each other.

The case of Binta opened my eyes to the reality of refugees in my city, since then as a teacher I am interested and I try to learn how to support the children of refugees and displaced people in the domain of education. But I also understood that psycho-social support should be part of education especially in crisis contexts.

Workshop 1 - Activity 2 PSS Needs and Interventions

Children's needs	Positive examples	Negative examples	Possible interventions to improve children's well-being
Sense of Belonging			
Intellectual Stimulation			
Physical Stimulation			
Personal Attachments			
To feel Valued			
Relationships with Peers			

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Workshop 2- Activity 1 - Symptoms of stress matching activity

Cut out each symptom and distribute equally between groups.

increased heart rate	feeling lonely
breathing quickens	inability to focus
tense muscles and muscle pain	being pessimistic and seeing only the negative side of things
high blood pressure	racing thoughts
headaches	forgetfulness
upset stomach	constant worrying
difficulty sleeping	poor judgment
cold or sweaty hands	nervous behavior like nail biting
frequent illness	increased risk of drug use

becoming easily frustrated	avoiding responsibilities
feeling overwhelmed	changes in appetite (eating too much or not eating enough)
having difficulty relaxing	avoiding others
feeling bad about yourself	

Symptoms of Stress - Activity answer

Can you think of any other symptoms of stress that fit into each category?

Physical how your body feels	Emotional your feelings and state of mind	Cognitive how you think and process information	Behavioral your actions
increased heart rate	becoming easily frustrated	inability to focus	nervous behavior like nail biting
quick breathing	feeling overwhelmed	being pessimistic, seeing only the negative side of things	increased risk of drug use
tense muscles and muscle pain	having difficulty relaxing	racing thoughts	avoiding responsibilities
high blood pressure	feeling bad about yourself	forgetfulness	changes in appetite (eating too much or not eating enough)
headaches	feeling lonely	constant worrying	avoiding others
upset stomach		poor judgment	
difficulty sleeping			
cold or sweaty hands			
frequent illness			

Workshop 2 - Sheet 2 Examples of activities to promote student resilience

adapted from:

<https://www.edutopia.org/blog/8-pathways-cultivate-student-resilience-marilyn-price-mitchell>

- Listen to the students and observe their emotions and acknowledge them
- Establish and reinforce an atmosphere where students are praised for their hard work, perseverance, and courage, not just for their grades and easy accomplishments.

Hold students accountable for producing their own work, for making efforts of which they are personally satisfied.
- Explain to parents that supporting children in times of failure builds resilience.
- Expand discussions about political leaders, scientists, literary figures, innovators and inventors beyond what they achieved, by talking about their personal strengths and assets and the difficulties they endured and overcame to achieve their goals.
- Ask students to write about one of the following topics:
 - about someone who supported you during a particularly stressful or traumatic time. How did they help you overcome this challenge? What did you learn about yourself?
 - about a friend you supported while going through a stressful event. What did you do that helped your friend the most? What did you learn about yourself?
 - a time in your life when you had to deal with a difficult situation. What helped and hindered you when you overcame this challenge? What did you learn that will help you in the future?

Workshop 2 - Activity 3 Actions and Activities to support traumatised students

Suggest actions and activities that can support students who have gone through traumatic events

Student's Needs	Possible interventions to improve the well-being of traumatised students
Sense of belonging	
Intellectual Stimulation	
Physical stimulation	
Personal relationships and attachment	
Feeling valued	
Peer Relationships	

Workshop 2 - Activity 4 PSS/SEL Intervention Pyramid

Match the interventions with the correct level of the intervention pyramid.

- 1: Basic services and security
- 2: Community and family supports
- 3: Focused, non-specialized supports
- 4: Specialized services

- _____ Hiring community members as teaching assistants
- _____ Distributing toys and games for children
- _____ Group-based PSS and SEL activities facilitated by teachers in temporary learning spaces
- _____ Violence prevention programs in schools
- _____ Organizing cultural activities in temporary learning spaces
- _____ Recreational activities in learning spaces
- _____ Collaborating with Parent-Teacher Associations and school councils
- _____ Hiring school counselors to identify and support learners with particular needs within education settings
- _____ Referring children and youth with severe trauma to mental health services
- _____ Organizing collective community actions at schools, such as building & painting temporary learning spaces
- _____ Peer-to-peer learning approaches that bring vulnerable children together with supportive peers
- _____ Advocacy programs related to child protection

Level	Suggested Interventions	Outcomes
<p>Level 4 - Severe Psychological problems</p>	<p>SPECIALIZED SERVICES: Cognitive behavioural therapy, narrative exposure therapy, dialectical behaviour therapy, acceptance & commitment therapy Mental health professionals only</p>	<p>safety mental health relationships</p>
<p>Level 3 - Mild to Moderate Mental Health Problems</p>	<p>FOCUSED NON-SPECIALIZED SUPPORT: Non-focused trauma recovery, group therapy, acceptance & commitment therapy Mental health professionals, highly trained teachers, para professionals, parents, volunteers</p>	<p>safety mental health relationships learning & development</p>
<p>Level 2- Mild Psychological Distress</p>	<p>SUPPORTIVE GENERALIZED ACTIVITIES: Mindfulness, stress management, executive functioning games, art, music Trained parents, teachers or volunteers</p>	<p>safety mental health relationships learning & development</p>
<p>Level 1 - General Population Affected by Trauma</p>	<p>BASIC SERVICES & SECURITY: Positive school climate, safety & security plans, risk reduction, school feeding programmes</p>	<p>safety mental health relationships learning & development physical health</p>

PSS and SEL Intervention Pyramid Matching - Responses

(Do not share with the participants)

Level 1: Basic services and security

Level 2: Community and family supports

Level 3: Focused, non-specialized supports

Level 4: Specialized services

__2__ Hiring community members as teaching assistants

__1__ Distributing toys and games for children

__3__ Group-based PSS and SEL activities facilitated by teachers in temporary learning spaces

__3__ Violence prevention programs in schools

__2__ Organizing cultural activities in temporary learning spaces

__1__ Recreational activities in learning spaces

__2__ Collaborating with Parent-Teacher Associations and school councils

__3__ Hiring school counselors to identify and support learners with particular needs within education settings

__4__ Referring children and youth with severe trauma to mental health services

__2__ Organizing collective community actions at schools, such as building & painting temporary learning spaces

__3__ Peer-to-peer learning approaches that bring vulnerable children together with supportive peers

__1__ Advocacy programs related to child protection

Workshop 2 - Activity 5 Case Studies

Case Study 1 - Bikash in Earthquake-affected Nepal

Bikash was 9 years old when a massive earthquake hit his city - Kathmandu, Nepal - on Saturday, 25th April, 2015. Bikash's home and his family's business (a grocery store attached to their home) completely collapsed that day, but thankfully, he and his family were not hurt as they were all outside of the house at the time. Bikash and his family stayed in a family friend's house that first night and then moved to a tent with 20 others that a local NGO set up on a large football field. It was quite crowded and scary to hear everyone's horrible stories of lost loved ones and collapsed homes. He learned that his school had also been destroyed.

The next week, NGO workers came to visit the football field tents and asked Bikash some questions about his age, schooling, and what happened to him and his family when the earthquake hit. It was difficult to understand the questions as the interviewer didn't speak Nepalese and there was another person translating, and some words were hard to understand, and he felt shy about sharing in front of lots of people who were listening.

The week following, the same NGO put up a big tent and established a Child-Friendly-Space (CFS). Bikash and other children were invited to visit the tent. His mother and father were nervous about sending him to the tent because nobody had informed them about the purpose of the CFS but they took him anyway to see what it was all about. The CFS had jump ropes, footballs, volleyballs, crayons, drawing paper, and many different board games. The CFS was overcrowded with too many children, but there was a nice facilitator who organized play sessions. Bikash enjoyed his time at the CFS very much and learned that other children were in the same situation as him, some had even lost their family members. Bikash felt lucky to still have his mother, father and little brother.

Bikash reconnected with many friends at the CFS but Sunam, his friend from school, did not want to play with him at the CFS. Sunam didn't want to play with anyone. He was pale and looked very tired. He just wanted to sit in the corner of the tent, always looking at the same children's book. The CFS facilitator tried to encourage him to play, but he just kept sitting in the corner. Bikash was surprised and curious by Sunam's behavior - before the earthquake he always used to play with other children.

Workshop 2 - Activity 5

Case Study 2 - South Sudanese Amina in Uganda

Amina is a young mother from South Sudan, who arrived at Bidibidi refugee settlement in Uganda in September 2016, escaping the rise in the conflict at home. She arrived with her one year old son, four siblings, and her mother. Life was hard for Amina in the settlement due to the lack of clean facilities, livelihood opportunities, and lack of privacy – she was afraid to visit the toilet because there were often young men watching. She felt afraid to sleep sometimes because she heard about cases of rape in the settlement.

In late 2017, an NGO started implementing an Accelerated Education Program (AEP) for South Sudanese refugee children in Bidibidi. The AEP offered 1,500 young South Sudanese refugees who were out of school an opportunity to study. Amina had not attended school for more than two years and she was enthusiastic about the AEP opportunity. Amina registered as a Level 2 learner and hoped for the possibility to integrate into formal primary education in 2018.

Amina was very happy about the education provided through the AEP. Attending classes created a routine for her, and gave her hope for the future. Amina also liked the sanitary kits that were provided through the program. Still, she was worried about harassment – there were young men who came to AEP who were not interested in studying and only there to harass girls. There were often almost 60 children in the same class and it was difficult to find space to sit down comfortably and hear what the teacher was saying.

Amina really liked the friendly teachers who did not shout or beat the children, like her previous experience with school back home. Amina especially liked Ms. Koleta because she was also from South Sudan and a refugee herself - she understood Amina's challenges. She wished there were more South Sudanese teachers but understood that they had to volunteer for the job and weren't paid very well, so many South Sudanese people who were teachers back home could not afford to continue in that profession at the settlement. Collecting firewood paid more than being a teacher at Bibidi!

Workshop 2 - Activity 5

Case Study 3 - Syrian Refugees in Turkey

Since 2011, as a result of the war in Syria, over 3.6 million Syrians have fled to live under temporary protection in Turkey, including more than 1 million school-age children. As a way to bridge Syrian children into the formal education system in Turkey, Temporary Education Centers (TECs) were opened in 2015 and then closed in 2017 when all Syrian children entered formal Turkish schools.

Across the country, NGOs developed social cohesion programs facilitated by Education and Child Protection sectors. One such project in Istanbul centered around a joint festival for Syrian and Turkish families hosted by the Turkish schools to facilitate communication and build positive relationships.

The project began with a training for Turkish formal school teachers on the war in Syria to help teachers better understand Syrian children's background. A Festival Commission was established, involving Syrian and Turkish students, their families, and teachers. A box for suggestions was made available for ideas from all students, parents, and teachers concerning the festival program and planned activities. Short theatre plays, dance performances, poetry, choir and orchestral performances were practiced. A Facebook page about the festival was established and festival progress was continually updated. Meals and beverages were prepared. This increased communication between the students, parents, and teachers.

At the end of the process, the festival was held successfully and the three months of planning led to increased communication between Syrian and Turkish students, their parents, and teachers. The festival itself was a success and provided an opportunity for teachers to meet parents and relatives of the students. Together they brainstormed new ideas to increase collaboration and communication among the children.

One such idea was to start Arabic language classes at the schools for both Syrian and Turkish children, allowing them to connect and build peer support networks. The Arabic language class created many new friendships and had a positive effect on the self-esteem of Syrian students - they felt happy when they were able to provide support to their Turkish peers. However, there were still Syrian student who kept silent and were reluctant to join the program. Teachers felt uncertain about what to do with these students.

The NGOs that developed the program shared their learning from planning and hosting the festival and its outcomes with the provincial education directorates to encourage such good practices in other regions and to impact social cohesion policy.

Facilitator Notes on Case Studies

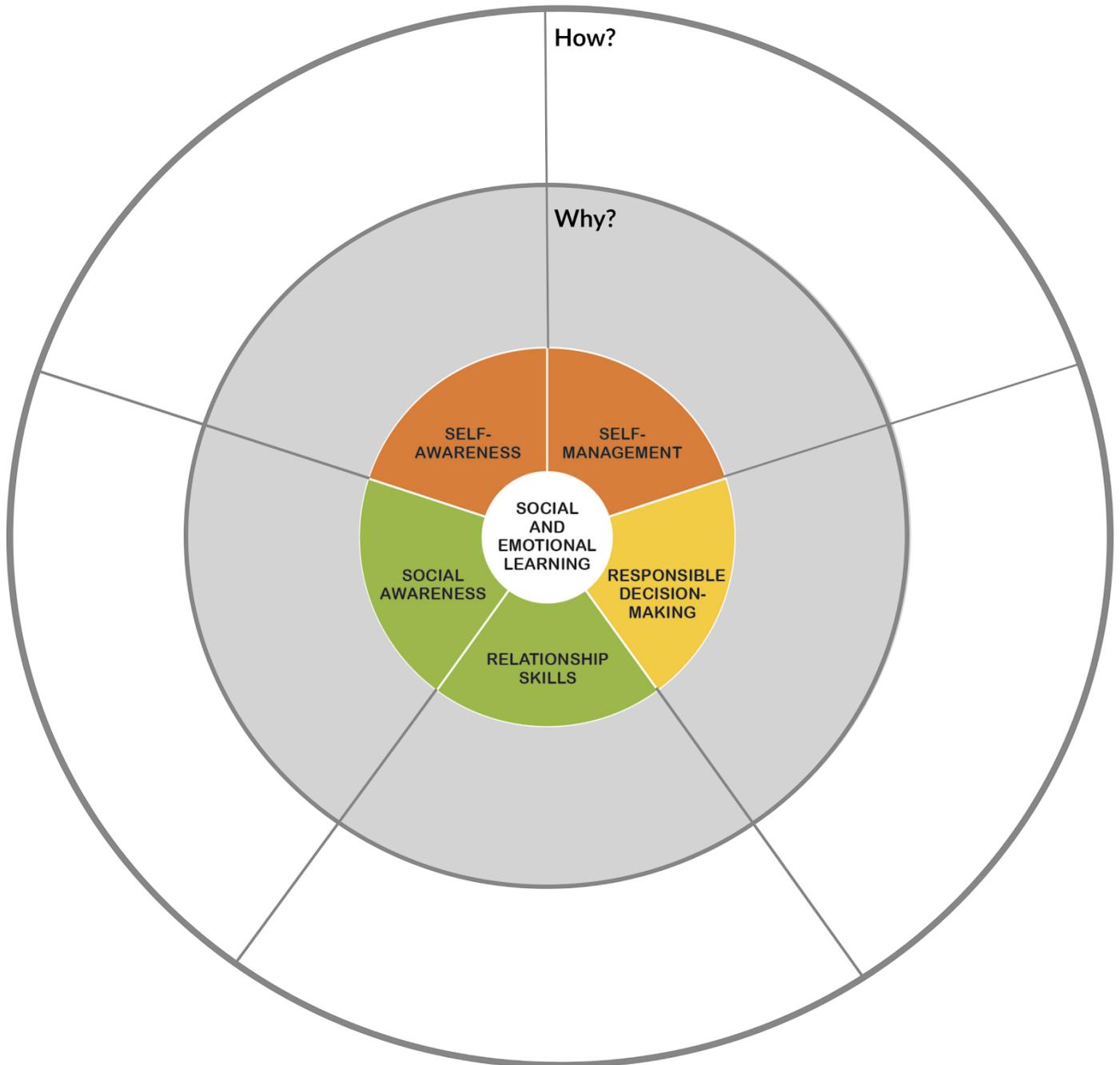
Do not to be shared with the participants

	PSS/SEL intervention	Target group and benefits:	Who else can benefit:	Pyramid level:
CASE 1: Bikash in earthquake affected Nepal	Child-Friendly - Space (CFS) in the tent village	Children who were living in temporary shelters in the tent village	Parents benefit from this intervention – in CFS children have a chance to spend their time in a safe place, and in the meanwhile parents have time to run their daily activities (collecting water, food items etc.)	Basic service and security
CASE 2: South-Sudanese Amina in Uganda	Accelerated education program in the refugee settlement	South Sudanese out-of-school youth with refugee backgrounds; youth who had lost hope of going back to school have a chance to study. After the accelerated learning program, they can continue their studies in mainstream education. The intervention gives courage and increases hope for a better future.	Benefits can be seen even at the societal level – young South Sudanese generation gets equipped with education.	Can be both - community and family supports & focused, non-specialized supports
CASE 3: Syrian refugees in Turkey	Festival, Peer support in Arabic language studying	Turkish and Syrian students and families; increases communication and interaction, peer support increases Arabic skills of Turkish students, peer support increases self-confidence of Syrian students	Interventions can increase social cohesion at the community level	Focused, non-specialized supports (peer support) & basic services and security (temporary education centers which were mentioned in the beginning of the story)

Workshop 3 - Activity 1 SEL Competencies and Interventions

In the inner circle: Why is each competency important? How does it benefit children to have each competency?

In the outer circle: How can you build or strengthen each competency? What kinds of interventions would be appropriate?



Workshop 3 - Sheet 2 List of SEL activities

This table brings together the activities introduced in detail in the third workshop which is an introduction to socio-emotional learning. It allows you to keep your remarks and notes about each activity.

Core Competency	Activity	Personal notes and suggested adaptation
Social Awareness	Activity 1: Open Minds, Open Hearts	
	Activity 2: Telephone	
Interpersonal (Relationship) Skills	Activity 3: Kindness Detectives	
	Activity 4: Circle of Compliments	
Responsible decision-making	Activity 5: Divide into pieces	

	Activity 6: Wish, Outcome, Obstacle, Plan	
Self-awareness	Activity 7: Rose, thorn and bud	
	Activity 8: The lights inside us!	
Self-management	Activity 9: The glass half full	
	Activity 10: Breathe to calm down	
	Activity 11: Our Circle of Control	

Workshop 3 - Activity 3 The steps of meditation-visualisation

Text read by the teacher with a calm and peaceful voice:

I would invite you all to find a comfortable position; try to sit with your backs straight, and just make sure you feel as loose and comfortable as possible as you focus on what I am saying. I will give you a moment just to quiet yourselves. If you would like to close your eyes, please do, but that is not necessary if you do not wish to close them. Do try to focus all of your attention on the sound of my voice, and concentrate on your breathing, slowly and fully, in and out, as we take a journey together to the beautiful oasis of Timia.

For these few moments, we will travel as a class together--out of this place, out of this town; in our minds, we will travel to the Air Mountains, where an oasis feeds an amazingly beautiful spot called Timia for most of the year. Imagine that you are floating in the clear blue sky, with not a single cloud in sight, passing first over a gigantic forest. The leaves of the forest are so many shades of green, from pale lime to a dark and vibrant green, with bright red pomegranates and brilliant orange fruit hanging from the tree branches. They look delicious!

Then you pass over a huge pool of deep blue water, with hues of deep green and turquoise contrasting with the desert hills surrounding it. The sun warms your back, and a gentle breeze brushes against your skin. If you look very closely, you will notice many tiny lights glowing in the water. You are not sure where these lights are coming from, so you fly down, closer to the surface.

When you focus on the lights, you can see that each one of them is coming from inside the heart of one of your classmates, and you realize that every living, breathing person has a light that beams from the center of their heart. Even though it is daytime, you can see each light incredibly clearly. These lights calm you and bring you a feeling of peace and joy and healing warmth in your own heart, because you know that no matter what life brings us, we are all together as a family on this planet, and the love that lights our hearts will always win out over fear. Breathe in deeply, and, as you breathe out, know that you are truly never alone.

It is now time for us to fly back to our school, and back to our classroom. Take a deep breath in, and open your eyes when you are ready. Remember that you can return to Timia in your mind whenever you would like!"

Workshop 4 - Sheet 1 Two examples of class contract

Below are two examples of class contracts that you can draw inspiration from and adapt to your context.

Class Contract Example 1

Classwork:

1. Come to class with the desire to learn.
2. Ask questions to understand and advance the lesson.
3. Do the work requested and raise your finger to participate in the correction.
4. Never leave the course without properly grading your homework.
5. Always do your homework and learn your lessons. If you forget, notify the teacher at the start of the lesson.

Material:

Have your equipment at each session: lessons – books – notebooks – draft notebook.

Attendance:

1. Arrive on time: waiting in the hallway is done in silence
2. Make up for all missed classes and mandatory homework
3. Take the course, copy the lesson and do the exercises.
4. Seriously do the work required
5. Be active in providing answers, asking questions to understand

Behaviour:

1. Enter the classroom calmly
2. Say hello to the teacher in a non-ostentatious way
3. After the call, sit quietly and prepare your workspace
4. Adopt a correct attitude ie. attentive and focused
5. Raise your hand to speak
6. Express oneself correctly, politely, without vulgarity or aggression towards the teacher, other adults or other students.
7. No cell phones in class, music players or headphones,
8. No chewing: wrap your "eraser" in paper before putting it in the trash

Sanctions

1. Gossip, amusements in progress will be sanctioned after a first oral warning
2. Any mark of insolence will be sanctioned immediately with immediate appointment with the parents.
3. The absence of materials or work not done will be the first time the subject of a written warning in the logbook, the second time, it will give rise to additional work. If the problem repeats again, the penalties would increase.
4. A student whose behaviour repeatedly poses a problem will be the subject of information to all the teachers in the class. An appointment will be made with the parents in order to improve the situation in the interest of the student.

Class Contract Example 2

Before the start of the course

Your teacher comes to look for you in the yard; you must be lined up in pairs at the level of your classroom number. With your teacher, you join your room in a row and in silence.

In class

I must not :

- Chat or have fun
- Cut off the teacher or a classmate
- Speak without being given it to you;
- Write on the tables and throw trash on the floor.
- be cheeky
- Have my cell phone plugged in or an MP3 player

I must :

- Adopt a correct attitude (do not sleep, do not swing on the chair, etc.)
- It is compulsory to remain seated unless the teacher authorizes you to get up
- Follow the course, copy the lesson and do the exercises.
- Be active in providing answers, asking questions to understand
- Raise your hand to speak
- Express yourself correctly, politely, without vulgarity or aggression towards the teacher, other adults or other students
- Respect the material whatever it is
- Stand up when an adult enters the room.

At the end of the course

When the bell rings, you check that you have graded your homework and wait for your teacher to allow you to pack up your things and leave. When you leave, you put your chair under the desk and you throw any waste in the trash (and not on the floor!).

In case of absence

In case of absence, lessons and exercises must be made up (by asking a friend, looking at the class textbook, etc.).

Personal material

Each lesson, you must have: your notebook or binder with enough sheets, your draft notebook, a ruler, blue, red and green pens, a pencil, an eraser

The notebook (or binder) must be kept correctly and neatly, taking care with spelling. It must not include "message from friends", photos, drawings or other inscriptions.

The notebook (or binder) is checked once or twice a year and graded. If it is poorly maintained, the teacher may ask the student to redo it in part or in full.

At home

I must :

- Learning my lesson, looking for explanations for what I didn't understand in my book, a dictionary...
- Do the work requested, a homework not returned will be followed by a 0, an exercise not done will be sanctioned and entered in the logbook
- Prepare my bag the night before
- Advance in my work

Sanctions

Any breach of any of the above rules may result in penalties ranging from additional homework to detention hours (or even more, depending on the situation).

Workshop 4 - Activity 2 Signs of Stress Self-evaluation

This short questionnaire will help you to evaluate your present stress level. Take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

	Never (Score 1)	Once a month (Score 2)	Often / once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pain				
3. I am always tired, physically and mentally				
4. I cannot tolerate noises				
5. My work no longer interests me				
6. I act impulsively				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty sleeping				

12. Doing even routine things is an effort				
13. I am cynical or very critical				
14. I have bad dreams or nightmares				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work than initially				
Total				

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering from stress and should take it easy. Try to find ways of coping and reducing your stress.
- Above 36: You may be under severe stress. Ask for help from someone close to you. If possible talk with your supervisor, a doctor or counselor.

Reference: UNRWA Stress Management and Managing Stress in the Field - International Federation of the Red Cross and Red Crescent Societies.