

Social-Emotional Learning at School

Creating a Learning Environment that Promotes Well-being

Quality holistic learning for refugees
and internally displaced children

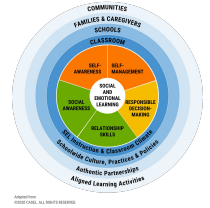


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AGENDA

- Reconnection
- Building bonds *with your students*
- Establishing classroom rules *with your students*
- Playing *with your students*
- Facilitating and not leading discussions *with your students*
- Taking mental breaks *with your students*
- Taking care of yourself (for the sake of *your students!*)
- Closing reflections



Required time: 3 min

Learning Objectives for today



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

1. Discover and apply some practices to create a space conducive to quality holistic learning
2. Make the connection between the proposed activities, the well-being of the students and the development of their SEL skills.
3. Justify the importance of the well-being of teachers and propose some actions to support and encourage it.

Required time: 3 min

An object that grabs the attention & interest of students

If you can make use of only one object, what would you use to grab the attention of your students and pique their interest?

Why?



Photo by [Santi Vedral](#) on [Unsplash](#)



Time Required: 5-10 min

How do we ensure Quality Holistic Learning?



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Icons from [Flaticon](#) and [The Noun Project](#)

Time Required: 5 min

Note to the facilitator

- Ask a few participants to comment on the graph.
- Recall that the SPS and the ASE are not two distinct and exclusive practices.
 - All students have the right to develop their socio-emotional skills, which guarantees their psychological and social well-being
 - Adequate psychosocial support enables and prepares students to develop their socio-emotional skills
- Confirm that a space where children feel safe and understood and valued is essential for holistic learning, i.e. academic, social and emotional, and it is the aim of this final workshop to introduce simple practices that reinforce a such a space and allows children to develop holistically

Acknowledgments

This material was developed using open resources, including:

- **Coach: Helping Countries Accelerate Learning by Improving In-Service Teacher Professional Development**
<https://www.worldbank.org/en/topic/teachers/brief/coach-helping-countries-accelerate-learning-by-improving-in-service-teacher-professional-development>
<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/268121613971613659/foundational-teaching-skills>
- **Teachers in Crisis Contexts Training for Primary School Teachers (2016)**
<https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>



Time Required: 2 min

Review



Social-emotional skills allow students/people to manage their emotions, know themselves and interact with others.

These skills complement **academic skills** related to the ability to process information, problem solving and perseverance.

Research shows that these skills help students **achieve better** in school and have **more positive outcomes** in life.



What are the basic social-emotional competencies?

Time Required: 5 min

Keep in mind!

You are the mirror of your students.

If you incorporate the daily practice of social-emotional skills into your own life you can transmit them well and accompany your students.

- Feel free to sing with them
- Feel free to breathe deeply with them
- Share your emotions and offer them a protective space to share their emotions and thoughts, too



Time Required: 3 min

Building bonds with your students



Group Discussion - Building bonds with the students



- How can a strong relationship with a teacher help the student and teacher?
- What are you already doing in your classroom to build relationships with students?
- What helps you quickly learn your students' names?
- Why do you need to learn students' names?
- How do you learn names in overcrowded classrooms?

Source: World Bank Foundational Teaching Skills Guide

Time Required: 10 min

Notes to the Facilitator

Explain and engage in group discussions in single or multiple groups:

The World Bank considers making connections a fundamental teaching skill.

What ?

It means getting to know your students as individuals - who they are, what they like, what is important to them and how they will provide.

Q1. How can a strong relationship with a teacher help both student and teacher?

Sample answers:

- they help students feel more comfortable,
- students are able to express what they need,
- students behave better
- the teacher appreciates the lessons more

When researchers studied student/teacher relationships, they found that a strong relationship helps students to:

- engage further in school,
- have higher attendance,

- get better grades,
- be less turbulent in class
- drop out of school less

And they found that teachers with stronger relationships with students felt less stress and more joy in the classroom.

Since we know that relationships are so beneficial for students and for ourselves, we want spend time and effort building those relationships.

Q2. What are you already doing in your classroom to build relationships with students?

Sample answers: talk to them, learn their names, get to know the parents, their surroundings, joke with them, check on them

A very specific part of building relationships with students is learning their names.

Q3. What helped you learn the names of your students quickly?

(As participants respond, write their suggestions on the board or flipboard)

Sample answers:

- Use name cards in front of each student,
- ask students to write their name on their slates or papers every day,
- write down the names on a seating chart and use it whenever you want to address a student.

Q4. Why is it important to learn students' names?

Examples of answers: So that each student feels valued and has a place in the group

Q5. How to learn names in overcrowded classes?

Sample answers:

- Always call students by their names to remember them later
- Use mnemonics
- Learn a small part each lesson
- Allow students to introduce themselves and share a fun fact about themselves (to be adapted to cultural context, otherwise, ask for neutral information such as favorite color, flower, or languages spoken)

Why do we need to connect with our students?

Research shows that strong relationships with adults are one of the **protective factors** against the negative effects of persistent stress and trauma.



Source:

<https://www.legofoundation.com/media/3298/learning-to-cope-through-play.pdf>

Time Required: 3 min





Notes to the Facilitator

Explain that

An abundant literature demonstrates the negative effects of toxic stress on the well-being of children and the critical role that protective factors, including relationships with their teachers, may have in protecting children against the negative effects of persistent stress.

Actions to connect with students

In addition to **knowing their names**, it is important to:

-  **Greet**
 - Greet students by name when you see them.
-  **Know**
 - Get to know students more deeply by talking to them and asking them questions
-  **Encourage**
 - Congratulate students on their good performance
-  **Take an interest**
 - Show that you care about students' well-being, especially when you know that they need it

Source:

<https://www.worldbank.org/en/topic/teachers/brief/coach-helping-countries-accelerate-learning-by-improving-in-service-teacher-professional-development>

Some activities to get to know your students better

- To know the names: ask each student to create a simple **personalized name badge** in large letters.
- An activity in a language course : **Write an "I am.." poem.**
- All year round : **Write a letter** (anonymous or not) to the teacher "**I want to tell you..**"
- All year round : **Establish contact with parents** as much as possible.

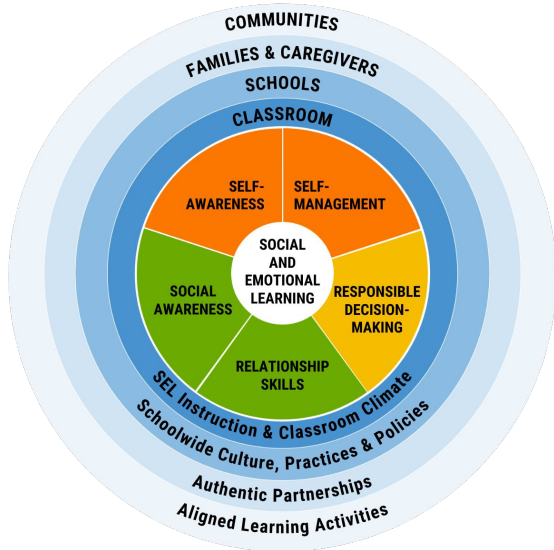


Time required: 20 minutes

Notes to the Facilitator

- Go through the activities suggested here and ask participants if they can think of other activities with the same goal of getting to know the students.
- Form as many groups as there are activities, if not at least for the four proposed here.
- Ask each group to brainstorm and discuss what adaptations they would make for their local context based on student age, class size, available resources, etc.
- Each group should write on a paper **clear instructions** for an appropriate and applicable activity, mentioning:
 - The age of the students, the grade level, e.g. Level: Middle school
 - Eventually, the subject where the activity can be proposed, ex. English lessons, or visual arts, etc.
 - The language of the activity
 - Materials needed, eg. A cardboard box to make a mailbox, white papers, etc.
 - The frequency of application, e.g. At the beginning of the year, every week, etc.
- Ask a representative from each group to present its activity
- Collect the proposals, and if possible scan them and distribute them to the participants. Also send to the development team to enrich the training resources

Teacher/student connections and SEL skills



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What are the **social-emotional skills** that develop when you create healthy connections with your students ?

What effects do connections have on student **well-being**?



Time required: 5 minutes

Offer to consult the skills map presented in workshop 3 - slide 7,

Response examples:

- Empathy
- Self-confidence
- Trust in others
- Respect
- Building relationships with adults
- Communication
- etc.

-

A mental break!



Try this for yourself !

A brief activity such as a warm-up at the beginning of a course or to transition from one activity to another during the course.

Instructions :

1. Stand up and shake and release your arms.
2. Rub your hands vigorously for ten seconds and then cover your eyes completely with your hands. Repeat twice.
3. Rub again and then cover the ears, twice.
4. Sit back and observe how you feel

Variation - If the weather is too hot,

Simply ask to stand up and fan your face with a notebook or with your hands, or hand out sheets for them to make paper fans.



time needed : 5 minutes

Note to the facilitator

- Guide this brief activity and then ask some participants to share their feelings.
- Ask if such an activity or adaptation (which one?) is applicable with their students

Establish classroom rules TOGETHER

Develop a class contract together



What?

- As a whole class, discuss rules, or rather **expectations, for the class**. Ensure students are heard!
- Create a charter, or contract, **together**.

When?

At the beginning of the school year or during the first contact with students

Periodically, remind students of the rules if you notice a breach, or show your appreciation if a rule is well respected.

How long will it take?

Depending on the number of students, plan an hour possibly over several periods

What age group is this best for?

Possible with children from the age of 9

How?



Time required: 5 minutes

Notes to the Facilitator

You are not going to write a class contract with the participants, you are only going to discuss it.

Explain:

The role of the contract

- The objective of the class contract is to present in a clear and simple manner the rules which must govern the life of the class. It serves to frame the students but also to inform the parents about the rights and duties of their children.
- Be careful, the class contract has only a moral value. It, in no way, replaces the college's internal regulations.

How to set it up?

To be understood and accepted, the class contract must be discussed with all the students. It is up to them to find and give the rules that they will then have to respect.

Ask if anyone has experience with a class contract, if so, invite them to give more details

Establishing a Class Contract Together - How to?



It is up to the students to agree on the rules that they will then have to respect.

For the drafting of the contract, you can adapt the following procedure:

- Start by choosing the most important categories according to the students.
 - *Examples: Individual work - Work environment (sound and visual) – Management of Materials - Behaviour - Rewards and punishments, etc.*
- Form groups and invite each group to write one or two rules in one of the categories.
- Each group appoints a representative who presents the rules of its group. Write them down as you go on the board.
- Summarize all the rules on the board and ask students to write them down on the first page of their notebook.
- Identify a student or a small group who will create a large charter with the contract to hang on the wall.



Adapted from

https://sections.se-uns.org/30/IMG/pdf/cdm03-contrat_de_classe_charte_fiche_de_suivi.pdf

Time required: 15-20 minutes (with next slide)

Notes to the Facilitator

- Give participants time to read the procedure
- Ask if there are any questions
- Allow 5-8 minutes for group discussions guided by the questions in the next slide and then share reflections together

Two examples of contracts are given in the document "[En] 4-1-class contract examples" to help teachers get some ideas.

Group Discussion - What would you do differently for creating the class contract?

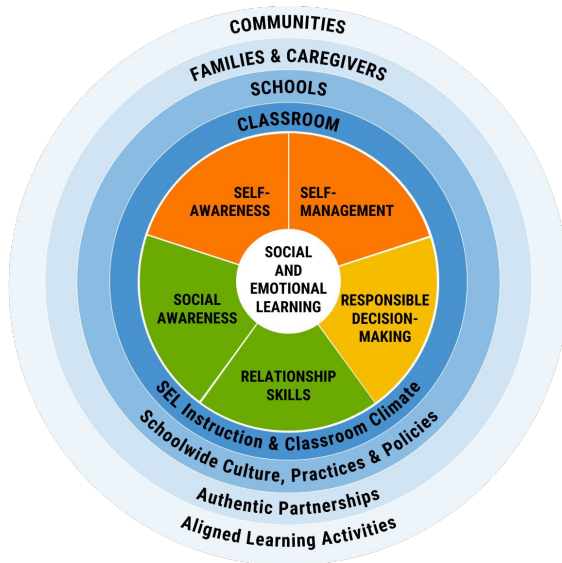


Chat in small groups :

- Specify the difficulties of setting up the activity.
 - E.g. The large number of students, cultural constraints, students' understanding...
- Think together about possible solutions

Share your ideas with other groups

Co-creation of a class contract and SEL competencies



What are the social-emotional skills that develop when you discuss class rules and expectations together with students?

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Suggest to the participants to review the competency map presented in workshop 3 - slide 7,

Time required: 5 mins

Response examples:

- To feel valued and heard
- Self-confidence
- Trust in others
- Respect
- Discipline
- Communication
- Goal setting
- Collective decision making
- Sense of responsibility
- etc.

Learning through play

Reflection- How useful is play for child and adolescent development?



Think of a game or a playful activity from your childhood or adolescence.

Specify where, when, with whom and with what?

In your opinion, what role do games and play, more generally, have in learning?

Time required: 10 minutes

Notes to the Facilitator

- Ask a few participants to share their experiences
- **Explain**

"Playing" encourages children to learn by trying and making mistakes, without the fear of failure or the pressure to meet expectations imposed by adults.

Integrated into a school context, playful learning can offer children an ideal opportunity to put into practice and master the skills they are taught, to learn from each other and, above all, to guide their own learning

What type of play, or game, are we talking about?

According to the Committee on Children's Rights :

*Play for children and adolescents is any behavior, activity or process **initiated, controlled and structured by young people themselves**; it takes place whenever the opportunity arises.*

- Play is an essential component of **holistic development**: physical, social, cognitive, emotional and spiritual.



Photo Source: Google Photos

Time required: 3 minutes

The role of playing in child development

According to the American Academy of Pediatrics:



The game stimulates mental and physical health.



Play increases student engagement.



The game promotes the development of executive function.

Additional details on the Lego Foundation website: <https://learningthroughplay.com/why-play/>



Source :

<https://blogs.ibo.org/blog/2020/03/03/les-avantages-de-lapprentissage-par-le-jeu/?lang=fr>

Time required: 3 minutes

And in crisis contexts?

Play has a significant therapeutic and rehabilitative role in helping children recover a sense of normality and joy

- It helps displaced children and children who have experienced trauma to overcome emotional pain and regain control of their lives
- It can restore a sense of identity and self-esteem
- It offers children an opportunity to engage in a shared experience,
- It allows students to explore their own creativity and to achieve a sense of connectedness and belonging.

adapted from <https://kayaconnect.org/course/view.php?id=3055§ion=4>

Learning through Play in East Africa



This video shows several examples of games that teachers can do with their students using few resources.

<https://www.youtube.com/watch?v=Zmzqhb-7QP0>

Example of a game - Simon Says



This is an "elimination" game: a designated player, "Simon" will give instructions, and then the rest of the group should follow the instructions as quickly as possible or risk being eliminated.

- Simon stands in front of the group and begins to give instructions for simple tasks.
examples: "touch your nose", "turn", "shake hands"
- An instruction is **valid**, if it is preceded by the phrase "Simon says...".
- Otherwise the instruction is **invalid** and players should not follow the command.
- Those who follow an **invalid** instruction are eliminated.
- The game continues until there is only one player left, the winner!

Image Source :

https://www.mobilesport.ch/assets/lbwp-cdn/mobilesport/files/1550691272/21_jacques-a-dit_02.png

Time required: 3 minutes

Normally it is a fairly well-known game so you can move on to next slide where you discuss game variants with the participants, otherwise explain the game here in more detail

Example of a game – Simon Says - Variations

- In overcrowded classrooms: Divide students into **groups**. Possibly have a group play each period in front of the rest of the class.
- Play the game in **another language** (in French: "Jacques a dit") to practice some action verbs or body parts, etc.
- To make it more difficult and practice a little **spelling**:
 - Simon says touch your t-o-e-s
 - Simon says j-u-m-p up and down



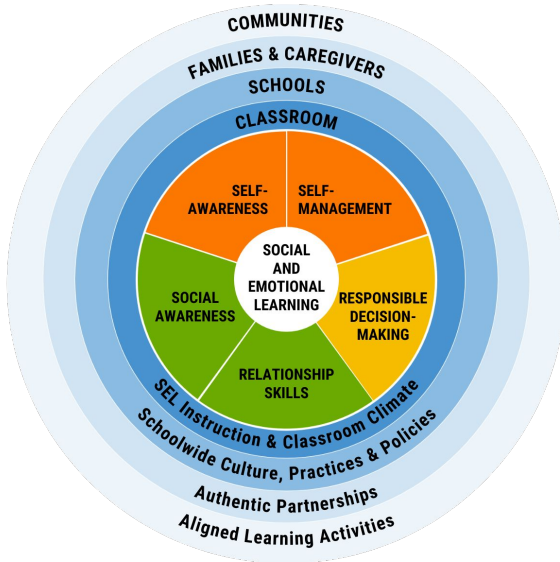
Have fun with your students inventing other variations!

Image Source :

<https://www.regles-jeux-plein-air.com/wp-content/uploads/2019/09/regle-jacques-a-dit-375x210.png>

Time required: 5 minutes

“Simon Says” and SEL competencies



What are the social-emotional skills that develop when students play this game?

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Time required: 5 minutes

Sample responses:

Attentive listening,
following instructions,
Decision-making (for Simon!)

In addition to more academic skills like memorization and comprehension in the variants of the game.

Some examples of games in the school setting



In small groups:

Everyone take a moment and think of a game that you can play with your students and then, share your ideas with each other.

- Explain why you are interested in this specific game.
- If you already practice it, explain how you adapt it to your context.

Time required: 10 minutes

Notes to the Facilitator

- Form small groups to discuss games and make a list on paper
- A representative from each group shares a game with everyone
- Pass the proposals on paper to the development team to enrich this material

More resources about play at school

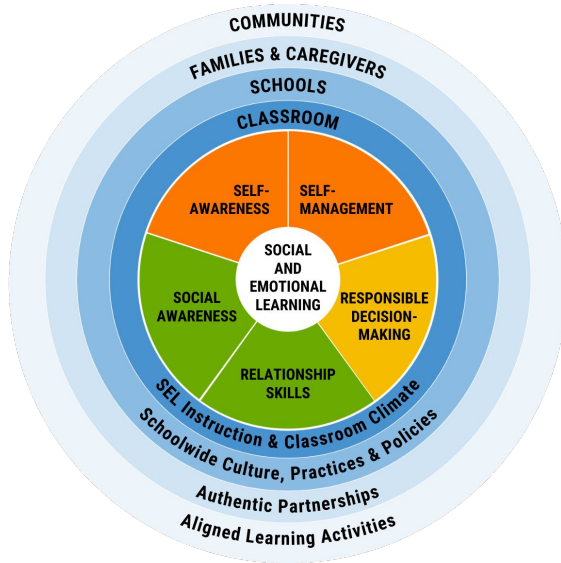
Lego Foundation spearheads the integration of Play as an effective approach for holistic learning, also in crisis and low-resource contexts

A few online resources and courses:

- A web site <https://learningthroughplay.com/>
- An online course on Future Learn: **Coping with Changes: Social-Emotional Learning Through Play**
<https://www.futurelearn.com/courses/coping-with-changes>
- An online course on Kaya: **Learning Through Play in Education in Emergencies**
- <https://kayaconnect.org/course/info.php?id=3055>

Time required: 3 minutes

Play, well-being and SEL Competencies



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- What effects does play in the school setting have on the **well-being** of students?
- What are the social-emotional skills that develop when you integrate play into your classroom practices?



Time required: 5 minutes

Sample responses:

Impact on well-being:

- Reduced stress and anxiety
- A sense of normality

Emotional skills:

- Confidence
- Commitment
- Pleasure of learning,
- The development of the executive function,
- The well-being of the learner,
- The development of Listening
- Motivation
- Positive behavior in class,
- Development of personal effectiveness

Social skills:

- Collaboration
- Communication skills (verbal),
- Interpersonal skills,
- Negotiation skills,
- Development of Social Connections,

- Social regulation

A mental break!



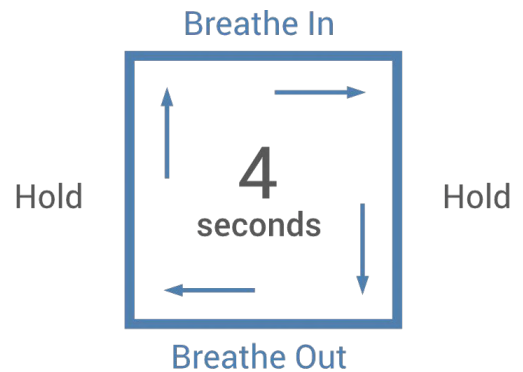
"Square" breathing:

I will accompany you, counting for you,

1. Sit or stand in a comfortable position.
2. Inhale through your nose for four seconds.
3. Hold your breath for 4 seconds.
4. Exhale through the mouth for four seconds.
5. Keep the lungs empty for 4 seconds.

Repeat four times.

Share how you feel after the fourth breath.



Source Image: <https://blog.zencare.co/square-breathing/>

Time required: 3 minutes

Note to facilitator

- Guide this little activity and then ask some participants to share their feelings.
- Ask if such an activity or adaptation (which one?) is applicable with their students

**Let your students
own the discussions!**

How do you organize discussions in your class?



Group Discussion

Share with your colleagues how discussions work in your classrooms.

- Do you respond/comment after each students' contribution?
- Who is the central person who leads the discussions?
- Who answers questions most often?
- Do your students tend to tell you what they think you want to hear?

Do your discussions with students suffer from the "Boomerang effect"?!



Source:

<https://www.edutopia.org/article/giving-students-more-authority-classroom-discussions>

Time required: 10 minutes

Note to the facilitator

- Form small groups to discuss and allow time for individual reflection and then time for a small group discussion
- Invite participants to share answers to the questions posed
- After the discussion explain that:
With traditional power dynamics in the classroom, the teacher is the authority. students tend to regurgitate ideas or express concepts that they perceive to be supportive or correct.

The Boomerang Effect

A typical class discussion always alternates between a student and a teacher and then another student, etc.

A boomerang effect sends the conversation back to the teacher after each student speaks.

How to *facilitate* a discussion instead of *directing* it?

What do you think is the difference between **facilitating** and **directing** ?

Why **facilitate** rather than **lead and direct** ?

How ?

Time required: 10 minutes

Note to the facilitator

- Facilitate a discussion by applying the tips in the next two slides
- Ask participants if they notice any differences from the usual discussions

How to *facilitate* a discussion instead of *directing* it?

What do you think is the difference between facilitating and leading?

Why **facilitate** rather than **lead and direct**?

- Students will feel more valued in the class community and in the discussion.
- They will feel that they are actively contributing to their own learning.
- They will learn to listen to each other.
- Facilitation reinforces the group learning experience.

How?

- Use open-ended questions to include more than one possible answer.
- Encourage and give time to other students to answer their classmates' questions.
- Do not approve or make criticisms before students finish contributing.
- Use generic questions to broaden the debate or point to a correction of information.



Time required: 5 minutes

Note to the facilitator

Clarify the fact that the teacher continues to manage the discussion, but he will speak less and let the students speak, then summarizes and possibly corrects errors

How to *facilitate* a discussion instead of *directing* it? – continued

Some broad and neutral prompts to facilitate and develop class discussions:

Prompts to invite contributions from other students:

- What do others think of this idea?
- Let's listen to someone else provide additional evidence.
- What are other ways of thinking about this?
- Can someone rephrase the question/idea?
- How could we add, revise, reformulate, or build on this idea?

Prompts to guide students to correct misinformation or clear up confusion in a discussion:

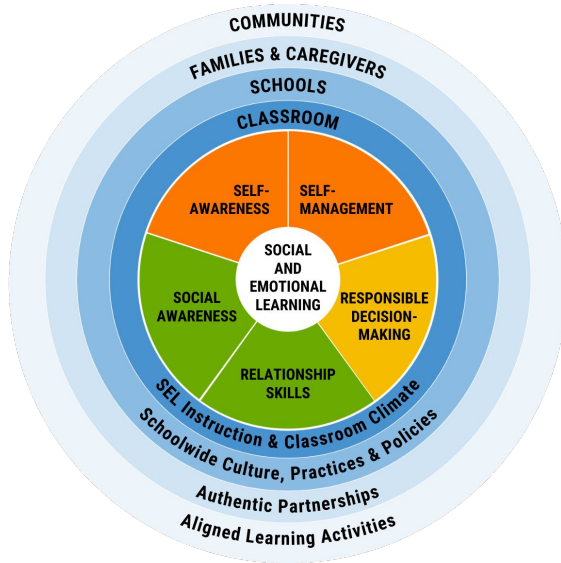
- What might be revised to improve the accuracy of this contribution/idea?
- What do we know that can help us solve this problem?
- Where can we find more information?
- How can we answer this question?
- Consider [concept]. How does this affect your thinking?



Time required: 5 minutes

- Ask the participants to share any reflections and remarks, mainly related to their contexts
- Inform that you will apply this approach in the next section

Facilitated discussions and SEL Competencies



What are the social-emotional skills that students develop through facilitated discussions?

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Time required: 5 minutes

Sample responses:

Active and respectful listening,
Self-confidence
Self-esteem
Communication, oral expression

Warm-up and Mental Breaks for All!



CENTER FOR
PROFESSIONAL LEARNING



Childhood Education
International

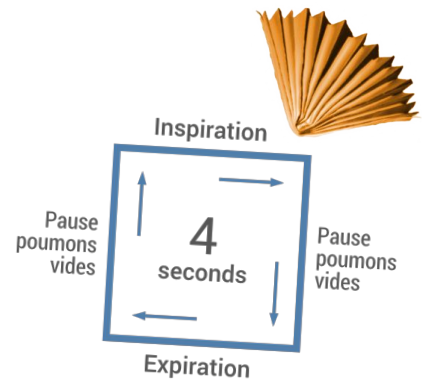
Recall some examples

We have already tested a few activities:

- Hand rubbing or standing face ventilation
- Deep breathing and square breathing
- Shaking and loosening of the arms and neck while standing

What do you think of :

- Singing a song (possibly in English)?
- Passing a small ball/soft toy between students for some review questions/answers?
- Telling an anecdote related to the theme studied?



Source Image : <https://www.pinterest.ch/pin/291819250854812339/>

Temps requis : 3 minutes

Proven effects of conscious (and deep) breathing



"It works like magic!", the testimony of a Syrian refugee teacher, initially skeptical about PSS activities.

Why?

Pauses and short breathing exercises help students and teachers to

- Break the monotony,
- calm down, and
- to focus again.

When?

They are suitable at the **beginning** as well as during a period **before** fatigue/boredom sets in.

Time required: 5 minutes

Add the information:

As a general rule, it is recommended to give a break of 3-5 min:

- for primary, after focused work of 10 to 15 minutes
- for middle and high school students, after focused work of 20 to 30 minutes

Group Discussion - What would you do differently in these transition activities?



Chat in small groups :

- Specify the difficulties of setting up such activities
 - *E.g. Time, cultural constraints, students' understanding ...*
- Think together about possible alternatives

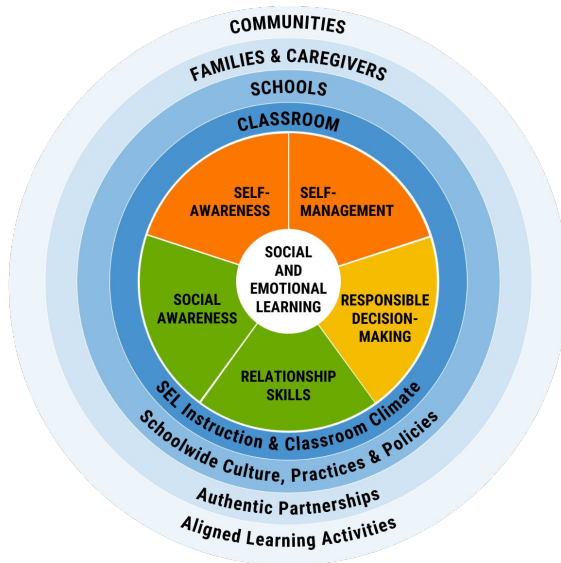
Share your ideas with the other groups through a **facilitated discussion**

Time required: 15 minutes

Note to the facilitator

- Allow time for small group discussions
- Lead yourself or invite a volunteer among the participants to apply the suggestions for a **facilitated discussion** as proposed earlier.
- **Allow time for reflection and sharing on facilitation**

Mental breaks, well-being and SEL Competencies



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- What effects do mental breaks have on the **well-being** of students?
- What are the social-emotional skills that develop when you integrate mental breaks into your classroom practices?



Time required: 5 minutes

Sample responses:

Impact on well-being:

- Reduced stress and anxiety
- A sense of normality

Emotional skills:

- Confidence
- Commitment
- Pleasure of learning,
- The development of the executive function,
- The well-being of the learner,
- The development of Listening
- Motivation
- Positive behavior in class,
- Development of personal effectiveness

Social skills:

- Collaboration
- Communication skills (verbal),
- Interpersonal skills,
- Negotiation skills,
- Development of Social Connections,

- Social regulation

Well-being for all: *Students and teachers*



This section is adapted from: **Training Package for Primary School Teachers in Crisis Contexts**

<https://inee.org/resources/training-package-primary-school-teachers-crisis-contexts>

Your well-being and the well-being of your students



Self-reflection and discussion in small groups

- Q1.** What are the factors that impact your own well-being?
- Q2.** Name three groups of people who may also be affected by your condition.
- Q3.** Identify common factors with your students. For example:
- Are you also a displaced person?
 - Do you fear for your safety?
 - etc..
- Q4.** How does your well-being affect your performance in the classroom?
- Q5.** To what extent does your well-being affect the well-being of your students?



Time needed: 10 minutes

- Let the participants discuss in small groups the 5 questions in this and in the next slide
- Each group shares briefly their answers

Examples of possible factors :

- Coping with trauma
- Be able to take charge of yourself and do the same for your family
- Financial security
- Accommodation / accommodation
- Family life
- Community Relations
- Access to health services
- Access to social support services
- Job security
- Physical health
- **Examples of impacted groups of people:**
 - Family, one's own children
 - Students
 - Colleagues

Activity - Assess your stress level



Fill out the printed grid and estimate your stress level.

It is an activity to be repeated periodically to observe well-being over time and detect stress triggers.

Time required: 15 min

- Distribute a printed copy of “[En] 4-2-Signs of Stress “ to all the participants
- Allow the participants to reflect on the grid and their results

Suggest some activities to overcome your stress



Discuss a few solutions in small groups and write them down on the board for an overall discussion.

Here are some proposals, it's up to you to develop them and propose others:

Ask for help

Schedule your tasks

Talk to a friend or colleague

Take breaks

Breathe deeply

Required time: 15 min

Note to the facilitator

- Allow time for small group discussions
- Lead yourself or ask a volunteer among the participants to apply the suggestions for a facilitated discussion as proposed earlier in the workshop.
- **Allow time for reflection and sharing on facilitation**
- Below are some more examples to help you inspire the participants, but you don't have to name them all, let the participants share their own experiences.

Examples

Relax

Take a deep breath. Stretch.

Express yourself

Don't hold back. Talk about your feelings with other teachers, family members, friends.

Find yourself a hobby (music, gymnastics, cooking, journalism, drawing, etc.)

Express your worries in prayer.

Think positively

Don't blame yourself if things don't work out perfectly. The best of yourself is more than enough.

Pause

Pause and think. Savor the moment.

Have a great time with your friends and family.
Count to 10.

Organize

Make a schedule

Set achievable goals.

As a reminder, don't be afraid to ask for help.

Final Reflections

3-2-1 Reflection



Think about and write on a piece of paper the following:

- **3 new concepts** you discovered today
- **2 activities** that you think you can apply tomorrow
- **1 question** or concern that remains to be overcome

Discuss your answers with a colleague next to you and then all together in the group.

Source: <https://www.s2temsc.org/uploads/1/8/8/7/18873120/3-2-1.pdf> , Copyright 2012, S2TEM Centers SC www.s2temsc.org

Time required: 10-15 minutes

Note to the facilitator

- Allow 5-10 minutes for self-reflection and sharing
- Invite a few participants to share their answers
- Ask the group if anyone wants to share their question to try to come up with an answer or suggestions together
- Collect answer sheets to forward to development team for consideration in material review

Final Thought: What can I do now as a teacher?



Discuss in small groups and come up with some actions to share with others

As teachers of refugee and internally displaced (or disadvantaged) students,

- What would be **your role** in ensuring a welcoming environment and quality learning?
- What **steps** can you take now?
 - To provide appropriate psychosocial support
 - Introduce social and emotional learning into your lessons
- What would you do to **promote the practices** introduced during this training in your school or more widely in your community?



Estimated time: 10-15 minutes

Notes for the facilitator:

Objective: Conclude the training with concrete applicable actions

- Allow time for reflection and discussion, then
- List on the board or on the flip chart the proposals of the participants.
- If necessary, use post-its then group them on the board by theme.
- Share teacher proposals with the development team

For further action...

- Learn about other resources from our project, co-created with teachers in Kenya and Lebanon
- A guide to integrating SEL into school:

https://inee.org/system/files/resources/usaidd_howtointegratesocialandemotionallearning_final.pdf

Are our Learning Objectives achieved?

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

To what extent are you able to

1. Discover and apply some practices to create a space conducive to quality holistic learning
2. Make the connection between the proposed activities, the well-being of the students and the development of their ASE skills.
3. Justify the importance of the well-being of teachers and propose some actions to guarantee it.

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 the same sheet used for reflection
- 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



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