

Quality Holistic Learning (QHL) Project

Integrating SEL & PSS into Lessons for Quality Holistic Learning Course Facilitation Guide



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Table of Contents

Click on any title below to jump directly to that page in this guidebook.

Welcome facilitator!	2
Acknowledgement	3
Pedagogical Models Influencing Resource Design	5
Course Structure	6
General Guidance	7
Two important starting points for facilitators!	7
Feedback & Evaluation Loops	8
Sustaining Engagement	9
Logistics & Technologies	12
Facilitation Guidance for the Integrating SEL & PSS into Lessons for Quality Holistic Learning Course	15
Welcome: Building Community & Participant Orientation	16
Module 1: Understanding SEL & PSS	19
Module 2: Applying SEL & PSS	23
Module 3: Teachers as Creators	26
Closing Reflections & Activities	27
Conclusion	28

Welcome facilitator!

We hope that this Facilitation Guide for the online course Integrating SEL & PSS into Lessons for Quality Holistic Learning will be helpful to you as you work with your colleagues to understand the importance of integrating social and emotional learning (SEL) and psychosocial support (PSS) in the classroom. Your facilitation serves as not only a guide for learning, but also an important element of support for teachers working in displacement, refugee camp, host country, and other challenging contexts as they develop knowledge, strategies, and skills to implement SEL & PSS within their daily classroom practice.

In this guide, you'll find prompts to support exploration of the content and application to the local context. You'll also find tips to support educators as they make space and time for professional learning within their busy and, often, stressful lives. Finally, we offer some advice regarding online and other technical aspects of this course.

We hope that as participants interact with you and with each other, a strong community of practice will develop, creating a knowledge-sharing and support network that educators can rely on in the months and years ahead.

Sincerely,

The Center for Professional Learning QHL Project Team



Acknowledgement

This manual is intended to support facilitated versions of the Integrating SEL & PSS into Lessons for Quality Holistic Learning online course. The Quality Holistic Learning Project Fellows envisioned, first and foremost, that the course they designed should be delivered in facilitated cohorts to support knowledge sharing and well-being for teachers in practice and dialogue with each other. This course can be offered as a self-paced course, but if you choose to support a facilitated cohort, whether in a fully online or blended approach, we hope this guide will help you. The course, and this guide, are the result of rich contributions from a committed team of classroom teachers and educators in Lebanon, including Senior Project Fellows who themselves facilitated pilot course activities in Spring 2022.

Thank you to this incredible teacher leadership team!

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Introduction to the Quality Holistic Learning Project

The Quality Holistic Learning Project (QHL), of which this course is one element, aims to prepare educators to deliver high-quality lessons which support holistic learning for children and youths of diverse backgrounds (refugee, migrant, citizen) and intersecting vulnerabilities within host country, displacement, and crisis contexts.

We define quality holistic learning as that which attends to:

- academic, cognitive, and identity development,
- social and emotional learning, and
- mental/psychosocial and physical well-being

and which delivers:

- positive schooling experiences,
- feelings of belonging and safety,
- growth and development, and
- equitable outcomes for all learners.

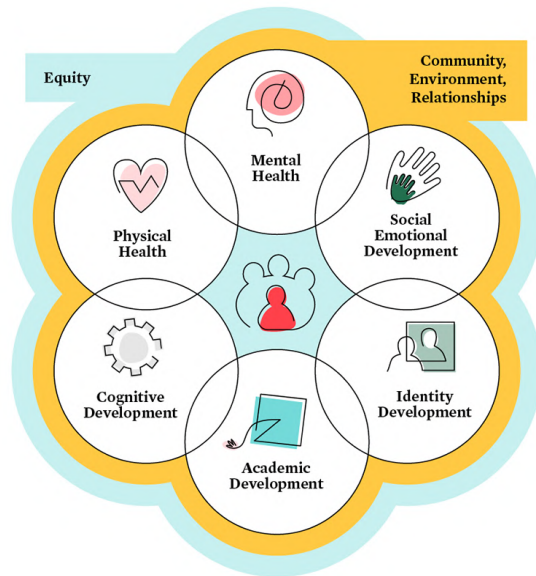


Illustration by Grady Fike, with the Chan Zuckerberg Initiative.

The QHL Project seeks to support the efforts of parents, educators, ministers, community and INGO partners, and other stakeholders in the work of educating all children in their communities, including those who have been displaced, forced to flee their home country, present different abilities than their peers, speak languages other than the dominant or official national language(s), are of every gender, religion, and culture. Quality holistic learning will necessarily look different across contexts and although all QHL resources were created with educators of diverse backgrounds living in Lebanon, Kenya, and Niger, further contextualization may be necessary for use in your school, organization, nation, or region. Resources provided through this project should be adapted to meet local needs and align with regional and national priorities. This facilitation guide will provide some support in these contextualization and adaptation processes. We welcome your feedback and input as we continue to develop this guidance and support. We can also help with contextualization and/or facilitation as needed. Feel free to contact us: dwoolis@ceinternational1892.org or jkasper@ceinternational1892.org.



All QHL Project materials are Open Education Resources (OERs). As such, they are protected by the [attribution, non-commercial, share-alike international license agreement](https://creativecommons.org/licenses/by-nc-sa/4.0/). Feel free to use these materials for non-commercial uses as you see fit. Please acknowledge the Center for Professional Learning at Childhood Education International in your work. Thank you for making good use of these resources and for sharing widely in your networks.

Pedagogical Models Influencing Resource Design

The QHL Project Fellows in Lebanon had a constructivist pedagogical model in mind as they designed this course. They wanted to create opportunities for rich discussion and reflection in a community of practice (through a facilitated engagement with the course) that would lead to new discoveries and deeper understandings of social emotional learning and psychosocial support in the classroom. They also

view teachers, like themselves, as creative, critical thinkers. Thus, the fellows aimed to design a course that would support teachers in curating their own resource bank that speaks to their learners' needs and talents and their local context. The third module of the course, in particular, strives to empower educators to not just receive knowledge and resources, but also to

modify and create activities and lessons that are responsive to their learning community.

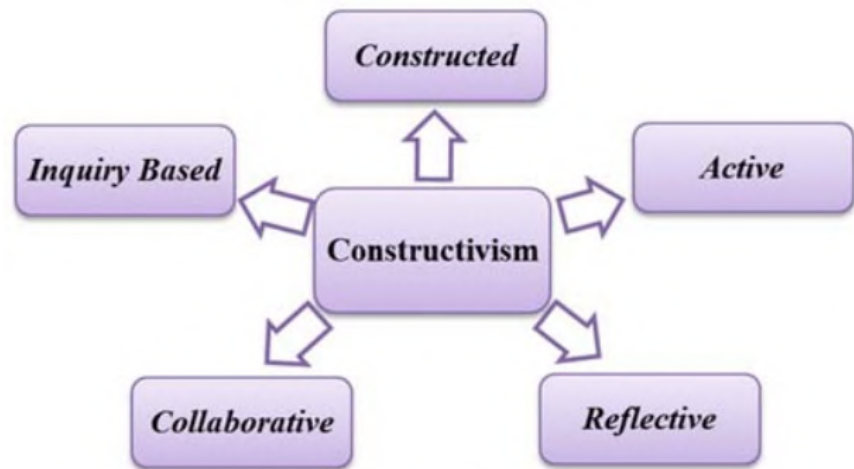
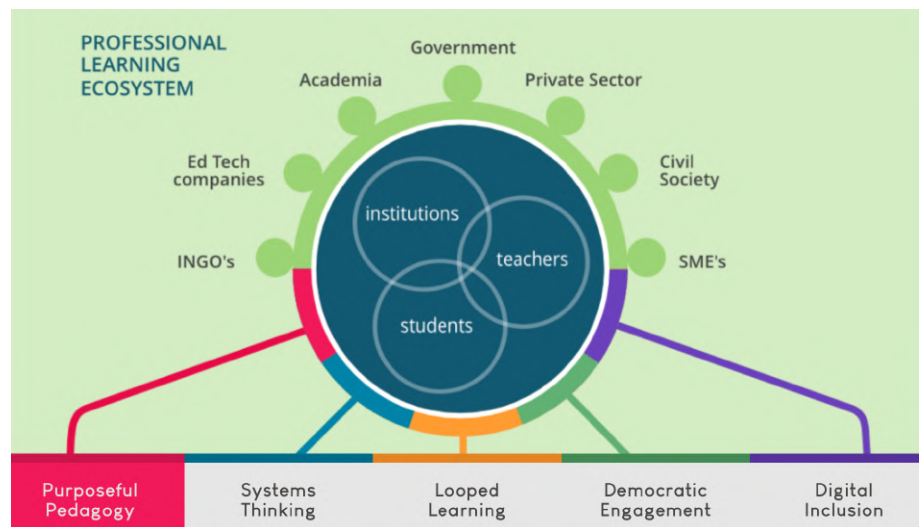


Fig 1: Learning in Constructivism

Figure from "Constructivism: A paradigm to revitalize teacher education" by Shipra Srivastava & Dr. Kiran Lata Dangwal, 2017. <https://www.allresearchjournal.com/archives/2017/vol3issue5/PartK/3-5-22-994.pdf>

Course design processes reflect the Sustainable Learning Framework created by Dr. Diana Woolis at the Center for Professional Learning, drawing in particular from the domains of purposeful pedagogy, looped learning, and democratic engagement. You can learn more about this framework at:



<https://ceinternational1892.org/cpl/sustainable-learning/>.

Course Structure

The **Integrating SEL & PSS into Lessons for Quality Holistic Learning** course is divided into three modules. Following a brief welcome and orientation to the course, module one focuses on understanding SEL and PSS. Module two is focused on applying SEL and PSS. Module three aims to support teachers and other education support specialists as creators, designing SEL and PSS materials and lesson plans. There is a brief closing section following module three. Here is a more detailed outline of the course:

- I. Welcome**
 - A. Orientation
 - B. Self-care and Well-being
- II. Module 1: Understanding SEL & PSS**
 - A. Understanding the Brain & Trauma
 - B. Knowing Our Students
 - C. Defining SEL & PSS
 - D. Module 1 Quiz & Feedback Survey
- III. Module 2: Applying SEL & PSS**
 - A. Evaluating SEL & PSS Resources
 - B. Implementing SEL & PSS in the Classroom
 - C. Reflecting on Integration of SEL & PSS in Lessons
 - D. Module 2 Quiz & Feedback Survey
- IV. Module 3: Educators and Psychosocial Support Specialists as Content Creators - Designing SEL & PSS Materials and Lesson Plans**
 - A. Generating SEL & PSS Activities and Integrated Lesson Plans
 - B. Evaluating Implementation & Assessing Outcomes
 - C. Module 3 Reflections & Feedback Survey
- V. Closing Reflections & Micro-Credential Opportunity**

NOTE: This course was designed for use in 100% virtual and/or blended learning scenarios. It was pilot tested in both modalities in Lebanon. Given connectivity challenges, a blended approach with some face-to-face live sessions was the preferred mode of engagement for facilitators and participants alike. In-person sessions, possible in only one pilot test case, were very successful and greatly appreciated. If possible, a blend of asynchronous online learning, Zoom live meetings, and face-to-face workshops is ideal. The notes that follow support any modality and are adaptable to fully online or blended facilitation modes. Consider what is feasible in your implementation context and plan; then adapt the guidance notes and methods accordingly.

General Guidance

This section of the facilitation guide is not resource specific, rather it provides general facilitation guidance notes. These guidance notes are written from a holistic learning perspective, attending to both the professional learning of educators and their wellbeing.

Two important starting points for facilitators!

(1) Familiarize yourself with the local context and the community of learners.

- What are their goals, needs, and assets?
- What do they already know about the topic or related to the topic? What would they most like to learn?
- What limitations exist regarding technologies, time, and otherwise?
- What are some of the structural constraints under which the participants are working at the moment? (i.e., COVID, remote learning; salary-freeze; social unrest or conflict; lack of Wi-Fi access; etc.)
- What are the larger school/program/national/organizational systems in which they are working and what are the goals and priorities of those systems?
- What are the positionalities of the participants to each other and to the larger context in which they are living and working? (i.e., do participants already know each other; are they citizens, refugees, displaced; do they have the right to work within the national system; do they have access to teacher certification pathways; are they differently abled; what are their cultural and linguistic identities; are they digitally fluent; etc.)

(2) Define your role as facilitator within each unique context. Is your role to:

- Advance national or organizational priorities and goals?
- Empower teacher leadership?
- Support peer-to-peer knowledge and resource sharing?
- Introduce new technologies and tools for learning?
- Help teachers identify patterns in data and make better data-informed decisions?
- Cultivate critical thinking and creativity around instructional design?
- Provoke discussion around issues of in/exclusion and in/equity in education systems and learning programs?
- Evaluate and assess materials?
- Measure and/or report learning outcomes?
- All of the above?
- Something else?

Use this information, from steps 1 and 2, to guide your preparations for facilitation. Revisit your notes related to these questions throughout your facilitation to keep your learners, their context, and your role clear in your mind.

Feedback & Evaluation Loops

Part of your role, as a course facilitator is to participate in on-going **cycles of inquiry**. You can learn alongside participants to improve curriculum, materials, programs, and outcomes for children in their classrooms! Here are some **questions to ask participants regularly**:

- Are you able to access and use the online course (and accompanying PDF)? If not, what challenges are you facing in terms of access or resource usability?
- In the current or most recent module of the course:
 - What surprised you? Why?
 - What did you learn?
 - What will you use in your classroom? How?
 - What questions do you have about the material presented?
 - What would you change, add, or otherwise modify?

Here are some **additional questions you can ask** via WhatsApp and/or in pre/post surveys:

- Do you feel that this resource is helping you learn and grow as a teacher? In what ways?
- How does this learning resource connect to other professional development resources or trainings you have received? Are there points of connection to pedagogical ideas and systems in place within your school/organization/country?
- Are you sharing anything from this course with your colleagues? If so, what resources, strategies, or learnings are you sharing?
- As you work through this course, what questions or concerns come to mind? How might we modify the resource to address those issues?

Tracking & Sharing Feedback

As a facilitator, you should keep a notebook (paper or digital) to record all feedback, whether positive, negative, or in-between. Sharing this feedback with school/organizational leaders, project leads, and/or the project evaluation team will be very important. **Come up with a system that works well for you.** For example, you might wish to take notes on your phone during meetings/discussions and then forward them to the project leads. Or, you may wish to make notes on paper and then organize and type them up later to share. You could create one Google Doc or Google Sheet and add journal-style entries each week starting with the date and then adding bulleted notes to share. Do what will be easiest and most effective for you and your leadership team! Keep the goals of the implementation in mind as you gather and share data.

Sustaining Engagement

Schedule for success

- Take **local context** (including school calendars, holidays, etc.) into account when making the syllabus/schedule for the course.
- **Support your colleagues to set up a manageable calendar** for their work, this course of study, and their home lives. Do this at the beginning, but revisit it after every module. Help participants make adjustments to meet the demands of their schedules and in relation to their learning goals and **personal** well-being.
- Schedule **regular community meetings** as peer-to-peer and social support. Keep those meetings focused, but include time to relax together and connect.

Maintain structure and, also, be flexible

- While it may seem like a contradiction, as facilitators we must **balance structure and flexibility**. Life happens! Someone may not be able to complete a module or an assignment by the deadline listed in the syllabus. Think through how you will handle these inevitable occurrences and develop ideas around contingencies and available flexibilities.
- Prepare for regular cohort meetings, but **leave space in the agenda** for topics of concern and interest to participants. Don't over-plan or over-dictate the flow of those community gatherings.

Invite participants to lead

- As talents and interests surface, **leverage those assets** for the well-being and productivity of the community.
- Invite those who quickly adapt technologies-in-use and are tech savvy to be **peer-to-peer tech support**. Set up systems for colleagues to lead as project tech liaisons.
- Invite participants who are skilled at and interested in facilitating discussions to **co-lead meetings** with you. Have them prepare discussion prompts or activities for meetings related to the course materials.

Check in regularly

- **Set up a system for checking in** with each of your participants regularly. This might be via SMS message, a quick phone call, WhatsApp, or email.
- **Review course statistics** (see tech notes below) prior to checking in with participants so that you are fully aware of the work they have completed, what struggles they might be having, or where they left off in the course.
- **Keep the calls/texts friendly** and light. Check on well-being, family, and teaching work before talking about the course. Do be sure, though, to talk about how the course is going before saying **goodbye** so that you can find out what support the individual may need.

Contribute to discussions

- **Be present** in discussion spaces (LMS discussion threads, Padlet, WhatsApp). Don't feel a need to reply to every post, but do add important ideas from your experience and expertise. Post replies and likes for participants if you have time.
- **Create space for participant voices** in meetings and allow them to be the dominant voices in those sharing sessions, but don't silence yourself. Share your knowledge and guidance, too.
- As noted above, help participants **develop practices to contribute to discussions in ways that are equitable**. Encourage written, as well as oral contributions in meetings. Help participants to be active listeners who invite others into the conversation.

Encourage (and support) reflection

- **Help participants reconnect with their learning goals and purpose** to stay engaged. As life gets busy and stressful, you can help participants reconnect by supporting reflection on why teaching and learning (including their own professional learning) matter.
- Encourage participants to **engage in the reflection activities throughout the course** and to save their reflections in a journal or e-portfolio. These records of thought and learning can be valuable resources to return to in the future.

Integrate SEL and PSS into facilitated activities

- We strongly encourage you to model SEL and PSS strategies throughout your facilitation. This can be done in a wide variety of ways. Below we offer a few ideas from our pilot activities in Lebanon:
 - **Community Building** is critical. You'll see some notes below on this in relation to getting started in the course. We recommend community and team building activities throughout the course. For example, we used WhatsApp to share emojis and photos between in-person or live online sessions. This helped us check in on each other's well-being and get to better know each other as well.
 - **Open, honest communication** matters. Building trust and rapport is an essential part of building community. And once a community is established, encouraging people to be open, honest, vulnerable, and flexible is vital. The community grows through discussion that attends to the messy, the emotional, the spiritual, the physical, the intellectual...holistic learning in essence! You can model this as the facilitator by sharing your own experiences and stories with the group and inviting them to share their stories.
 - **Brain Breaks** and other **Fun Activities** enhance energy, create joyful feelings, and help us connect with our bodies (part of holistic learning!). See some examples on the next page and find [more brain breaks](#) here, [here](#), or [here \(for online\)](#).

For Fun

This quick **Organize Yourselves** activity is great for a first in-person meeting and gets people moving, talking and laughing. Here is a sample script for this activity:

- In this activity, you will get to know each other while building team spirit and capacities to communicate and collaborate. I will give you some directions to organize yourselves. Listen carefully and then create a line according to those directions. Here we go:
 - Organize yourselves in a line according to your shoe size (smallest to largest)
 - Organize yourselves in a line according to your shirt/dress colors (brightest to darkest)
 - Organize yourselves in a line according to birth month and day, not year (January 1 - December 31)
 - Etc.
- Quick Debrief Questions to follow activity: What was easy or hard about this activity? skills did you use to succeed in these challenges? What did you learn about each other and about yourself?
 - Possible answers: It was easier to organize for things we could see than for birthdays; we had to communicate clearly and openly. We had to work as a team and share information. I learned that this group is fun. I learned that I'm a bit shy in large groups. Etc...

Brain Break

Try the **Shake it Out Brain Break** which works both online and in person. Here are notes for the facilitator:

- Please stand up everyone. Now, Shake each and every part of the body; feel the fresh energy!
 - Shake your head
 - Shake your shoulders
 - Shake your right hand
 - Shake your left foot
 - Shake your hips
 - Shake your right foot
 - Shake your left foot
 - Shake your whole body

- Possible debrief question to follow the activity: How are you feeling now?
 - Possible answers: Good. Refreshed. I got rid of negative feelings. It helped me wake up. Etc.
- Use your creativity and invite participants to share and lead SEL and well-being activities in the community meetings and online. Make this a prominent part of the ways you connect and learn together.

Logistics & Technologies

Enrollment

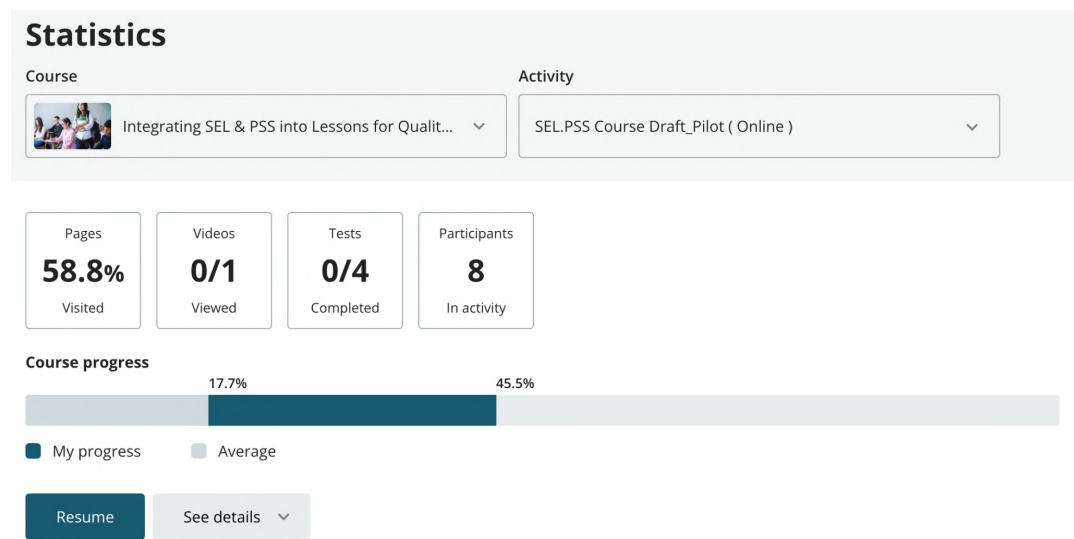
- Enrollment will happen through the Learning Management System (LMS) or platform you are using. If you are partnering with the Center for Professional Learning at CE International, you will need to coordinate enrollment with the project lead there.
- **If you are organizing a cohort, share** a roster of participants with the coordinating project manager at least two weeks prior to the start of the course.
 - Roster must include (1) participants' names (or pseudonyms they are using on the platform if worried about identity/security) and (2) participants' emails.
 - If available, the roster should also include (3) participants' WhatsApp/phone numbers, and (4) participants' locations (country, city, school/org).
- **Once they have been enrolled, participants should update their profile** on <https://learning.ceinternational1892.org>, or whichever course LMS is being used by your organization for implementation. This can be done at any point prior to or after the start of the course. [Here is a tutorial](#) on updating the profile on the CEInternational LMS.

Syllabus

- Each **cohort** facilitation team will **develop their own syllabus** for the course, including pacing for the modules, deadlines for any assessments, synchronous events (live or face-to-face meetings) and other scheduling concerns.
 - Recommended pacing is one module per week.
- The syllabus should be made **available prior to the course** to allow participants to schedule their participation.
- It is recommended that **time for team building, onboarding, and tech/platform exploration** be included in the syllabus (perhaps one week prior to officially starting the first module of the course).
- [Here is a sample syllabus](#) from pilot course activities for this course.

Technological Tools

- <https://learning.ceinternational1892.org> is the LMS where the *Integrating SEL & PSS into Lessons for Quality Holistic Learning* course is hosted by Childhood Education International. This Learning Management System (LMS) is operated by a company called Eurekos, based in Copenhagen with secure servers in Germany. It is GDPR compliant and places security and safety of users as top priorities. There are many features on this platform ([here's a video introduction to features](#)). Here are some important features to support your facilitation work online if you are using this LMS:
 - **Announcements:** Should you wish to send a reminder or message (via email) to all participants in your cohort, you can do so via announcements. Only instructors/facilitators can send announcements. Participants can see them on their dashboard and in the announcement section, and also receive them via email. [Here is a brief tutorial video](#) on how to make announcements within the platform.
 - **Calendar:** This is a great tool for scheduling meetings or reminding students of course/assignment due dates. [Here is a brief tutorial video](#) to help you use the calendar feature, should you wish to do so.
 - **Teams:** Here is where you (and all participants) can access discussion space(s) for their course(s). Not every course will have a team; these are set up at the discretion of the facilitator or instructor. Facilitators can start discussion threads here for course participants. Course participants can also start discussion threads within their team(s). [Here is a brief tutorial video](#) to help you get started with teams.
 - **Statistics:** Here, participants can monitor their own progress through the course. The sample student statistic board below shows the learner has looked through 58.8% of the course pages, but has yet to watch a video in the course or complete the quizzes. The learner can resume her activity or click on more details to see what pages she has viewed. Statistics is also where you, as the



facilitator/instructor, can monitor progress for ALL of your participants. When you click on statistics you will see a list of participants and their progress status. You

can click on any particular learner's name to see details about their participation, including what page(s) they visited. [Here's a brief tutorial video](#) to show you more about statistics.

- **Participants:** This shows a list of everyone enrolled in the course. It is visible to both learners and facilitators.
- **Padlet** is a great tool for discussion and sharing among participants. You can set up a free account and make up to 3 Padlets at a time in the free version of Padlet. [This brief tutorial](#) can help you get started with Padlet if it is new to you. If you want to explore more Padlet tutorials and ideas, [visit this site](#).
- **Jamboard** is part of Google Workspace and is another nice tool for brainstorming and sharing ideas. Here is [a comprehensive intro tutorial](#). Here is [a VERY short video](#) on how to use Jamboard for a collaborative brainstorming session online.
- **WhatsApp** may serve as another complementary tool, providing an important communication channel for community discussions, for one-one support, for sharing resources, and much more. Materials (such as the course PDF, Padlet or Jamboard links, Zoom or Google Hangout reminders, etc.) can be shared via WhatsApp.

Course Completion Certificates

- If offering the course as a self-paced, non-facilitated learning opportunity, an auto-certification method might be used inside the LMS.
- If offered as a facilitated course (original design and hope for this learning opportunity), **facilitators will be the final arbiters of successful participation** and will provide the implementing organization a list of participants who have successfully participated in the course. The implementing organization will then email certificates to participants or, if meeting in person, may award certificates in a small celebration ceremony.
- Successful participation criteria must be decided upon by the facilitator or the facilitation team prior to creating the syllabus and should be shared via the syllabus and in the orientation meeting with all participants. Participation criteria might include:
 - Completion of course surveys (pre/post and perhaps individual module surveys)
 - Completion of course modules 1-3 (including page views & quizzes)
 - Participation in asynchronous discussions (on LMS, Padlet, WhatsApp...)
 - Participation in group meetings on Zoom, Teams, Google Hangout...

Facilitation Guidance for the *Integrating SEL & PSS into Lessons for Quality Holistic Learning Course*

We recommend facilitation of this course over a period of **6-8 weeks**:

- **Week 1:** Welcoming, onboarding, and team-building (see the General Guidance notes above and [this sample syllabus](#))
 - **Module Study Weeks:** Participants should be given ample time to study and apply learning from each module. This will vary depending on time and connectivity constraints for participants. We recommend 2 weeks per module, but in some cases 1 week may be sufficient and in other cases 3 weeks may be more appropriate.
 - **Final Week:** Wrap up the course, discuss learning, and evaluate outcomes.
-

Below are guidance notes for each of these facilitation segments, or modules.

As the learning facilitator, you will not be able to do everything listed below, nor is that the expectation. What follows are ideas for you to pick and choose from as a facilitator. Always take into account the goals, expectations, constraints, and experiences of the participants in your cohort when making choices. These include choices about how (and when) you want to structure and facilitate learning activities aligned with the course. You know your context and your participants best, so adapt, change, or dismiss any suggestions to create the optimal experience for your learning community. The key is to make the facilitated cohort supportive, professionally and pedagogically meaningful, and of positive impact to all of the children/youths learning in the participants' classrooms.

Welcome: Building Community & Participant Orientation

Initial Outreach

- **Reach out to participants individually** via WhatsApp, email, or a phone call prior to the start of the course to:
 - Introduce yourself
 - Make sure they can access the course (and any other key resources)
 - Clarify communication channels (i.e., how you will send notifications and host discussions: email, WhatsApp, the LMS, other)
 - Learn a little about participants' goals, working conditions, and any concerns about participation they have
 - Trouble-shoot challenges, answer questions, allay concerns

Host an Orientation to the Course & Platform (LMS)

- If conditions allow, hold a face-to-face meeting to **introduce the course and platform**. If face-to-face is not possible, hold a video conference or call and walk participants through the course structure and platform features. You can also create a **brief orientation video** using [Loom](#) or [Screencastify](#) that can be shared via email or WhatsApp with participants.
 - **Note:** If circumstances allow for this orientation to be live and in-person, we strongly recommend this approach. Together you can trouble-shoot login problems and otherwise ensure everyone is able to access and navigate the course independently. This is especially important if participants have had limited experience with online learning or have limited digital fluency.
- **Review the course syllabus** with participants, highlighting the course schedule, any assignment/exam deadlines, and criteria for successful participation in the course (to earn a certificate).
- Ask participants to log on to the platform and **explore the course** one week prior to the actual start date. Encourage them to ask you and each other questions about the course and platform before they get "officially" started.

Capture Initial Thoughts

- Encourage participants to **share their reasons for joining** the course with you and with each other via LMS discussion, email, [Padlet](#), [Jamboard](#), WhatsApp, SMS, or preferred method.
- Ask participants to look over the list of course objectives and identify 1-2 objectives that are most important to them in their context or for their professional growth. Have them **share their learning goals and reflect upon those priorities** in discussion or in writing with you and/or the cohort (via LMS discussion, Padlet, WhatsApp...).

- Invite participants to **list expected challenges** or barriers and brainstorm **resources, supports, or strategies** to overcome those obstacles should they arise. Encourage participants to keep this document as a reference throughout the course. (You can do this as a group activity in the LMS discussion space or on Padlet or WhatsApp; in this way they can share ideas with each other. Or it can be an individual journaling activity if that is best for your group/context.)

Team Building

- Create an activity for participants to **get to know** you and each other (if this is a new group) or to reconnect (if the members have worked together in the past). Here are a few possible activities:
 - **Host a 1-minute talent show.** Have each participant (and you too) share a joke, song, drawing, poem, dance or another talent (1 minute each) live and in-person, on a video call, or have them make a short video on their mobile phone and share it via WhatsApp or on a Padlet.
 - Share a **special object or memory.** Have each participant (including you) bring a significant object or a special memory to an initial group meeting (online or in-person). Have them share what it is and why it is important to them.
 - You might ask participants to write their own **biographical introduction** and share it along with a photo or avatar of themselves via your preferred communication channel (WhatsApp group, Padlet, LMS...).
 - Work with the cohort of participants to find **7 things they have in common.** If the group is large, break participants up into groups of 5-7 people for this activity. Ask groups to discuss ideas face-to-face, via WhatsApp, or on a video conference call and try to identify at least 7 shared experiences, beliefs, wishes, likes, dislikes, or other commonalities.
- **Establish a communication strategy** for the learning community.
 - Ask each participant to share their **preferred mode of communication** (WhatsApp, email, etc.). Record these on your participant roster.
 - **Gather permissions** to share this information with others in the cohort, if appropriate to share in your context.
 - Create an **outreach list** and share it with the group. Only share the contact information list if all participants agree to that (or remove members who wish to keep their contact details private).
 - If appropriate and/or desired, set up (or ask a participant to set up) a **WhatsApp group** and/or other channels for regular communication.
- **Establish norms and/or expectations** for the learning community.
 - **Brainstorm** professional learning community norms and expectations with learners via Padlet, the LMS discussion board, or WhatsApp. Ask them what they

consider to be essential behaviors for members of this community of practice. (For example: Be present and contribute to group discussions. Respect differences of opinion. Acknowledge experience and expertise. Listen openly. Respond to messages. etc.)

- Work as a group to codify these norms into a **“community contract”** and share this contract with all members of the group through the LMS and/or WhatsApp.
- **Refer back to the contract** if/when conflict occurs, when participation decreases, or when other challenges present themselves to the group.
- **If the cohort is quite large, consider breaking it up into smaller sub-teams.**
 - A cohort of 20 teachers, for example, can be broken into 4 teams of 5 people each or 2 teams of 10 people. Think about discussions and how many people you want interacting in each discussion thread. Consider also challenges to participation. If you make the groups too small, conversation may not be as vibrant; but if they are too large, some people may get overwhelmed or lost in the group.
 - You can set up sub-team groupings on WhatsApp and/or on the course platform/LMS so that discussions are easy to find for group members. If you are working as a facilitation team, you can decide who is responsible to monitor which group, thus dividing up your workload as facilitators.

Schedule Synchronous Meetings (Ongoing Support)

- In addition to a “launch” meeting, work with participants to **schedule regular meetings** online and/or at a learning center.
 - Meet at the start/end of each module with participants on Zoom, Google Hangout, MS Teams, or WhatsApp and/or at a learning center to provide continuous support.
- Talk about course content and daily teaching realities **in real time** (live) as a connected community of practice.
- Encourage participants to **set up “study” groups** (these could be their small groups you already set up within the larger cohort or they could be self-selecting) to work on course readings, assignments, and assessments. They can meet virtually or in person, depending on public health and safety considerations, as well as transportation / scheduling needs.
- Make sure everyone can **download the course PDF** and save it for use offline, should they have limited Wi-Fi/data to access the online course.

Module 1: Understanding SEL & PSS

Formulating the “WHY”

- Why are Social and Emotional Learning (SEL) and Psychosocial Support (PSS) important? Why do they matter? The first section of Module 1 addresses these questions from neuroscientific and social perspectives.
 - Discuss with participants their WHYs. Why are they interested in SEL and PSS? How do they already use SEL & PSS in their classrooms and what difference do they see in terms of students’ wellbeing and academic achievement?
 - If possible, open this discussion in a live format (on a video conference call or in a face-to-face meeting).
 - Use asynchronous tools to support the discussion, such as WhatsApp, Jamboard, Padlet, or the LMS discussion space.

Connecting with Students

- The next section of Module 1 focuses on the importance of getting to know students and shares examples of activities to learn more about students and stay connected with their lived experiences, hopes, and needs. There is a Padlet for sharing and a self-reflection tool on this page of the course.
 - If time allows and there is interest, it might be great to share strategies for learning more about students’ lives, their dreams, and their challenges. You can facilitate a discussion as a whole group or in smaller groups.
 - As facilitator, you may wish to create a list of “getting-to-know-students” ideas from the Padlet and other group discussion and share that as a PDF with participants for their personal resource files.

Building Shared Vocabulary

- To help contextualize the content, discuss the key vocabulary for the unit.
 - Introduce a list of key terms you identify in Module 1 (you can draw this vocabulary from the Module 1 objectives, for instance). Share with participants and ask them to pay attention to how these words are defined and used.
 - Encourage participants to **translate** the words and concepts across their languages (i.e., how would they discuss/describe trauma or SEL or PSS in English, Arabic, French, etc. Some words/concepts may not translate directly. Some words may have multiple forms or slightly varied articulations across dialects. Discuss these differences in conceptual/linguistic understandings and how/why they matter.
 - In the “Defining SEL & PSS” section of Module 1, there is a Padlet discussion board for participants to share definitions and discuss variations in word usage, conceptual understandings, and translation.

- If there are misunderstandings or confusions appearing on the definitions' Padlet or in discussion, you might wish to clarify terminology by returning to some of the definitions provided on this page of the course or from your national ministry of education, [the UN](#), [INEE](#), or another relevant source. Discuss these "formal" definitions explicitly with participants.
 - Ensure that everyone has a **shared understanding** of key words/concepts and their definitions. Do this by reviewing key terms in a discussion thread or in a live meeting after participants have had a chance to read/work through the module.
 - Encourage participants to **share examples and experiences** from their teaching and learning context that relate to the key terms.

Additional Group Facilitation Activities for Module 1

- **Brain/Functions Matching Activity:** You may wish to create a quick matching game for participants to review parts of the brain and their functions or for other key content. If you are meeting online, you might find [this site](#) for creating a matching activity helpful.
- **Yarn Toss Activity:** This activity illustrates the workings of the brain or brain activity and introduces the relationship between the brain and trauma, answering the question: Why does this course start with the brain? It demonstrates (analogically) that different parts of the brain are interconnected, that these connections are important, and that trauma negatively impacts or interrupts brain (neural) connections.
 - **In-person (live) version of the Yarn Toss Activity**
 - (1) Participants share compliments and nice messages with each other as they toss a ball of yarn around the circle creating a web of positive connections (neuron connections) in the "brain". This replicates positive and healthy development within the brain when people are safe and in good relations with each other.
 - (2) The facilitator(s) and/or participants then begin sharing negative comments, frustrations, complaints and cut the yarn with each negative comment shared (disrupting neuron connections). This replicates trauma's negative impact on the brain.
 - **Online version of the Yarn Toss Activity:** Do the same activity as outlined above by sharing compliments in the chat box. The facilitator(s) can interject negative words and it will break the flow of positivity, thus disrupting brain connections forming in the positive discussion.
 - **A discussion of the activity should follow guiding participants to reflect on the course content in relation to this experience.**
- **Review & Discuss the Understanding Trauma Slide Presentation:** In the "Understanding the Brain & Trauma" section of the course, there is a slide show full of information to help educators distinguish between stress, trauma, crisis, and chronic stress. This is very important content that participants may miss or have trouble accessing due to connectivity limitations.

- During a live-online or in-person meeting, you may wish to share this slide show and discuss each slide in turn.
- As you look at each slide with participants, you may ask them to share examples from the lives of their students, respecting the students' privacy and circumstances (or their own lives if there is sufficient trust in the group).
- **Classroom Stories (Sharing Activity):** On the "Understanding the Brain & Trauma" page of the course, there are stories from classrooms/schools. These are great cases for group study and discussion. Participants might be asked:
 - What do you notice about the children/youth in each of the stories?
 - What do you notice about the educators telling these stories?
 - In what ways do the beliefs and behaviors of the teachers impact the learners?
 - Do you have any similar experiences from your classroom or school to share?
 - What can we all do to ensure we have trauma aware classrooms?
- **Video (and Story) Discussion:** The "Knowing Our Students" page of the course features a powerful video and a moving story (in green box), both of which highlight the importance of knowing students and taking their full humanity into account as a holistic educator. In a live-online/in-person meeting or via WhatsApp, you might:
 - Show the video and ask participants to share what resonates with them. What surprised them? Upset them? Worried them? Encouraged them? What did they learn from this video? How does it relate to their classroom and their own teaching practice?
 - You can also share the story about Abdullah and ask teachers to discuss strategies in place at their own schools to provide wrap-around, holistic support for learners.
- **CASEL Wheel/Framework Activities:** The "Defining SEL & PSS" page of the course is an important page for vocabulary and concept study (as noted above). It also features the CASEL Wheel or framework.
 - If there is friendliness and strong mutual trust among participants, in a live-online meeting or WhatsApp discussion, participants might be asked to consider their SEL strengths and weaknesses. They could select 1 area from the 5 CASEL domains or competencies in which they feel they have particularly strong skills and select 1 area they, themselves, would like to grow and develop more.
 - This activity can also be done with a focus on children/youth (learners) from participants' classrooms. Teachers could be asked to share which CASEL competencies are strongest among their students and which need more attention and development.
 - You can share additional content, including videos, from the [CASEL framework website](#). The website also provides a clickable CASEL terminology wheel; click on the wheel to learn more about each competency or setting. Demonstrating how this works in a live-online meeting or with a tutorial video shared on WhatsApp could be very helpful.

- **Discussing this CASEL framework in relation to national education systems/priorities is also very important.** The course supports discussion in Lebanon and in relation to the Lebanese Ministry's focus on Brain Building, Executive Function, and Emotion Regulation. Take some time with participants in your local context to discuss linkages between local, national, and international approaches to supporting social and emotional learning (SEL) and psychosocial well-being.

Checking for Comprehension

- There are short comprehension activities at the bottom of each page of this module. You may wish to review these in a live-online team meeting or via WhatsApp discussion.
- You can also share the Module 1 quiz during a live-online meeting and walk through the answers, facilitating discussion to help clarify any confusion and/or correct misunderstandings.
- NOTE: There may be alternative answers that participants select and with good reason. If they disagree with one of the activity or quiz answers, ask them to explain their reasoning and keep an open mind. They may reveal a flaw in question/answer design or they may share a different perspective that is important to consider as the cohort develops critical engagement with the course content. These are complex topics being discussed in complex teaching and learning contexts. Divergent thinking in open, constructive conversation can support professional growth.

Module 2: Applying SEL & PSS

Evaluating SEL & PSS Resources

- This opening section of Module 2 aims to develop a critical eye or orientation among educators in their process of selecting and adapting SEL & PSS activities for use in their classroom.
 - Discuss the case studies presented. What went wrong? What might the educator have done differently? How would participants in the course respond in these situations?
 - **Assessing Resources Activity:**
 - First, look at one SEL activity as a whole group and model the process of reviewing the SEL activity and answering the questions (and/or filling in the table).
 - Then, present 2-3 SEL activities to the cohort and have them discuss (in break out rooms on Zoom or small groups on WhatsApp) their assessments of those activities.
 - Have them discuss ways to adapt activities for their specific groups of learners/context.
 - Talk about how system, classroom, and student level factors interact to create unique conditions which each teacher must account for in their activity selection, adaptation, and implementation.
 - Come back together as a whole group and share findings. What did participants notice? What did they learn through this process of assessing (and considering adaptations of) SEL activities?

Implementing SEL & PSS in the Classroom

- There are MANY activities, organized by SEL competency, in this section of Module 2. Invite course participants to select an activity or two, try it in their classroom (after making any necessary adaptations), and report back on the efficacy of their implementation effort. Here is one way to structure this activity:

Sharing Experiences with SEL Implementation:

- Participants select activities and then share teaching experiences and learning outcomes with colleagues in small group discussions (in break-out rooms on Zoom, in their course LMS teams, or on WhatsApp). Guiding questions for discussion in small groups might include:
 - Which activity did you select and why?
 - How did you adapt the activity for your unique context?
 - What worked well during implementation?

- What challenges or limitations did you face?
- What outcomes did you see? How did the activity impact student learning and/or wellbeing?
- Participants could be assigned (or could select) one of the 5 SEL competencies to work on with their students over a period of one week. They could be asked to make note of changes they see in students' moods, behaviors, and learning that they believe are a result of the SEL activities. Findings could be shared in a full cohort discussion or in small groups.
- Participants might make a list of implementation questions they have for different activities and then discuss these within groups before implementation.

Reflecting on Integration of SEL & PSS in Lessons

- **RIBS Evaluation Experience:** In the final section of Module 2, participants are introduced to evaluation methods, including the RIBS method. Facilitating use of the RIBS tools might be very helpful for participants as it is likely new and unfamiliar.
 - The facilitator might lead one participant in discussion of a SEL activity they recently implemented, using the RIBS method to draw out details and analysis. Other participants might listen to this conversation, making notes of important points, connections to their own experiences, or questions they have for their colleague, the presenter.
 - Alternatively, participants could be encouraged to use the RIBS method in dialog with a colleague about a SEL activity they tried recently. In pairs, teachers could talk with each other about their experiences. This is done by first recalling what they did, interpreting that event, building upon the interpretation to examine outcomes or impacts, and then showing how this fits into values and ethics of the teaching profession. Use [the template](#) provided in the course to guide these discussions.

Group Facilitation Activities for Module 2

- **SEL Dimensions and Sample Activity Types Chart Review:** Another important document on the “Implementing SEL & PSS in the Classroom” page of this module is the [SEL Dimensions & Sample Activity Types](#) chart. Get creative in thinking about activities to help participants really interact and engage with the content on this chart. You might try:
 - **Reading Jigsaw Activity** - Assigning different members of a team one section of the chart to read, reflect on, and brainstorm questions about and additional examples of in classroom practice. Each participant could be responsible for one section; everyone can be given 7-10 minutes to read and think about their section; then members can present their sections to each other and facilitate discussion. This may be possible to do in LMS team discussion spaces or on WhatsApp, or it could be done in “live” time on Zoom with breakout rooms if connectivity allows.
 - **Values in Action Activity** - This chart draws attention to both teachers' values and their actions. You might lead participants in an activity that asks them to list 3-4 of

their own values and then identify actions in their classroom that (1) uphold those values and (2) undermine or erode those values.

- Remind them that none of us are perfect and we are all working to live out our values everyday and all the time, but we sometimes fall short. This activity helps us to see areas of challenge and opportunities for growth and realignment to our core values as teachers.
- **Lesson Planning Refresher:** In the middle of the course page on “Implementing SEL & PSS” there are some brief notes on planning for SEL & PSS in the class. This section draws attention to the role of intentional planning and offers an opportunity to think about lesson planning, especially helpful if there are novice teachers in the cohort.
 - You can discuss the elements listed and ask participants how they take them into account in their lesson plans; including by asking participants to share lesson plans with each other.
 - You might facilitate discussion about the advantages of integrating SEL activities into all phases of a lesson: the beginning, middle, and end.

Checking for Comprehension

- There is one brief quiz in the first section of this module and then there is the module 2 quiz at the end of the module. During a live-online meeting, you may want to share these quizzes while displaying them on your screen and walk through the answers, facilitating discussion to help clarify any confusion and/or correct misunderstandings.
- **Reminder Note:** There may be alternative answers that participants select and with good reason. If they disagree with one of the activity or quiz answers, ask them to explain their reasoning and keep an open mind. They may reveal a flaw in question/answer design or they may share a different perspective that is important to consider as the cohort develops critical engagement with the course content. These are complex topics being discussed in complex teaching and learning contexts. Divergent thinking in open, constructive conversation can support professional growth.

Module 3: Teachers as Creators

Group Facilitation Activities for Module 3

Module 3 is focused on designing resources for use in classrooms. As a facilitator, you should build upon activities and experiences in Modules 1 and 2 to help participants engage successfully in the creative process here in Module 3. This may mean building up the confidence of participants or it may mean helping participants to think analytically and critically about resources in use. Take your cues from the participants in your cohort and help them find their way toward rich lesson plans and contextualized activities.

- **Begin with the end in mind:** As noted in this module, beginning with the end in mind is an effective activity/lesson planning strategy as it helps the teacher envision the goals, learning outcomes, and the aspirations of their learners first. Then they can plan what is needed to reach those endpoints.
 - There are 5 guiding questions in the module (on the “Generating SEL & PSS Activities and Integrated Lesson Plans” page). Have participants work individually to answer these questions and then share within the whole group or smaller discussion groups for feedback and refinement.
 - Have participants share some of the aspirations and talents of their students and then, using that information, plan SEL activities that will build upon students’ talents to help learners reach their personal goals.
- **Integrated Content/SEL Lesson Plan:** Have participants alone (or in pairs or small groups) create integrated content/SEL lesson plans using the template provided in the course or a template of their choosing (perhaps one in use in their school, organization, or national education system).
 - Hold one-one (or small group) “office hours” to help teachers develop their lesson plans.
 - Share these on the Padlet in the course and, perhaps, in a showcase and celebration event at the end of the course.
 - Gather these SEL-integrated lesson plans in a shared access folder (such as on Google) so everyone can access them and use them in their schools/centers.
- **Assessment Strategy Share:** The last section of Module 3 asks participants to consider assessment of teaching and evaluation of learning. There is a Padlet discussion board for sharing. You may also wish to have some discussion on WhatsApp and/or in a live-online meeting to share assessment strategies and approaches. Work with your cohort to build creative, rich, and responsive assessment toolkits. Encourage them to think about how they know if their SEL activities are having impact through assessment and challenge them to try more assessment tools in their classrooms for both formative and summative evaluations of learning. Encourage them, also, to consider how they provide feedback to learners so that they become more self-aware and self-guided in their learning process.

- **Journal Sharing:** Module 3 closes with a writing activity. You may ask participants to share responses with a partner, in a small group, or with the full cohort. You could ask them to share their writing with you and then you can select a few passages to share and discuss with the group. (Remember to get permissions and to present work anonymously if preferred.)

Closing Reflections & Activities

As the online course comes to a close, ask participants to reflect on their learning within this community of practice and share some closing thoughts with their peers on the Padlet in the course and in the final group meeting.

In your final course meeting, you may use some of these discussion prompts to facilitate reflection and sharing in the group:

- What did you learn from the course that was new or interesting to you?
- What changes will you make in your classroom as a result of taking this course and participating in a dialogue with colleagues in our community of practice?
- What questions do you still have about SEL and about education in refugee, displacement, and vulnerable community contexts?
- What additional learning experiences would help you, as an educator, create more inclusive and equitable holistic learning opportunities for your students?
- What are 1-2 things you hope to share with your colleagues and/or school leaders based on your professional learning experiences with this course and community?
- What suggestions do you have to improve or enrich this community of practice/course for future cohorts?

You may wish to do a **closing team activity** as well such as:

- Ask participants to share a summary of their learning in 10 words or less on WhatsApp.
- Solicit definitions of SEL, PSS, and holistic learning that reflect the local context and address local challenges and/or hopes and aspirations. Encourage participants to be creative and holistic in their thinking.
- Invite participants to draw a picture of holistic learning and/or SEL, from their perspective, and share a photograph of their drawing on WhatsApp with the community.
- Ask them to cascade the knowledge and pass it forward to other teachers in their community. Let them share thoughts on how they plan to do that.
- Invite participants to share their most memorable moment in the course/community of practice.
- Do this [Balloon of Dreams Activity](#) - a favorite in one of the pilot tests in Lebanon.

Conclusion

Thank you for making use of these materials that were created with teachers for teachers to support quality holistic learning in displacement contexts! Feel free to adapt and add to the workshops to respond to the needs of the teachers and the children in your own local contexts.

If you have any inquiries, please reach out to our team at clipmail@ceinternational1892.org.



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