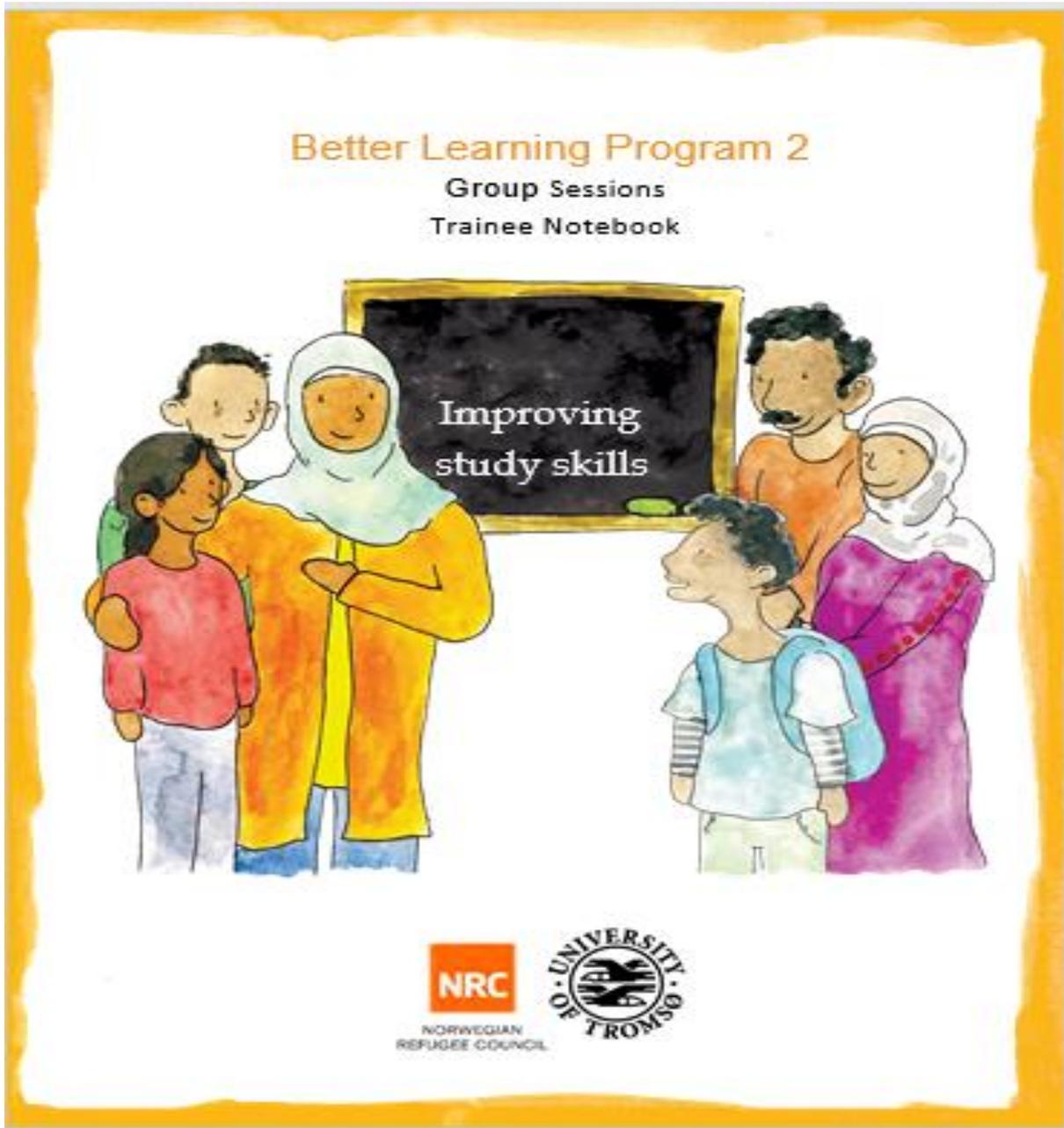




BLP2 Trainee Notebook

NRC

NORWEGIAN
REFUGEE COUNCIL



Introduction to the 'Better Learning Programme-2' – BLP2 Notebook

This eight-pager notebook has been developed to be used for the participants/teachers attending BLP2 training sessions. It aims to enhance teachers' participation and understanding of the training content by encouraging to provide personal inputs and reflections.

Objectives of the BLP2 training:

By the end of the training program on BLP2, participants/ teachers will be able to:

1. Recall their knowledge of the 'Better Learning Program-1' (BLP1) foundations;
2. Raise their level of feeling calm and promote self-regulation;
3. Provide background information on the BLP2 foundations;
4. Be familiar with the 'Student Learning in Emergency Checklist' (SLEC-26) tool knowing how to use it and when to use it (this section will not be reflected in the notebook)

Exercise one: The trainer will show you a picture and asks you to write down what the picture means for you. You can use the space below to do this exercise



A large, empty, rounded rectangular box with an orange border, intended for the student to write their response to the exercise.

2- Overview of the BLP2

Now take few minutes to answer the following questions about BLP2. You can do it either individually or in pairs:

What is BLP?

Who is the target group for BLP2?

Who delivers BLP2 in the schools? For how long?



3- Screening and selection criteria for the students

What are the criteria to select students to participate in BLP2?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Group sessions: BLP2

 Each session should last 45 minutes.

First Session: Stressful Events and Coping Strategies

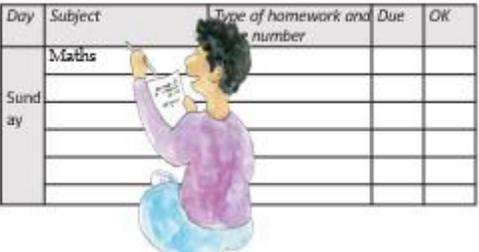
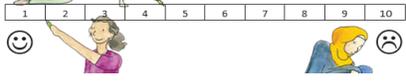
Activity	Duration	Notes
Introduction and motivation 	5 min.	
Participation rules 	10 min.	
Stress 	5 min.	
Reactions & normalization 	7 min.	

<p>What Helps?</p> 	<p>5 min.</p>	
<p>Talking to your brain</p> 	<p>5 min.</p>	
<p>Establishing a safe place</p> 	<p>20 min.</p>	
<p>Closure & homework</p> 	<p>3 min.</p>	

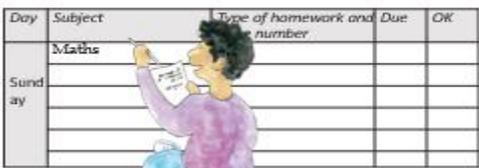
Second session: Understanding the connection between body and mind

Activity	Duration	Notes
<p>Introduction and motivation</p> 	5 min.	
<p>Talking to your brain</p> 	5 min.	
<p>Body and mind are connected</p> 	15 min.	
<p>Scale: 1 – 10</p> 	3 min.	
<p>Relaxation exercises</p> 	5 min.	
<p>Safe place</p> 	10 min.	
<p>Closure & homework</p> 	2 min.	

Third session: Using effective study skills

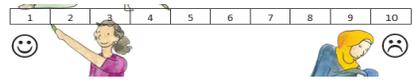
Activity	Duration	Notes																									
<p>Introduction and motivation</p> 	5 min.																										
<p>Study Skills</p>  <table border="1" data-bbox="203 646 682 850"> <thead> <tr> <th>Day</th> <th>Subject</th> <th>Type of homework and Due number</th> <th>Due</th> <th>OK</th> </tr> </thead> <tbody> <tr> <td></td> <td>Maths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sunday</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Day	Subject	Type of homework and Due number	Due	OK		Maths				Sunday															15 min.	
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	Maths																										
Sunday																											
<p>Tense-and-release</p> 	7 min.																										
<p>Safe place</p> 	10 min.																										
<p>Scale: 1 – 10</p> 	5 min.																										
<p>Closure & homework</p> 	3 min.																										

Fourth session: The importance of using a log and weekly calendar for effective studying

Activity	Duration	Notes																												
<p>Introduction and motivation</p> 	5 min.																													
<p>Study Skills</p>  <thead> <tr> <th>Day</th> <th>Subject</th> <th>Type of homework and Due number</th> <th>Due</th> <th>OK</th> </tr> </thead> <tbody> <tr> <td></td> <td>Maths</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sunday</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody>	Day	Subject	Type of homework and Due number	Due	OK		Maths				Sunday																			
Day	Subject	Type of homework and Due number	Due	OK																										
	Maths																													
Sunday																														

 15 min. | || **Safe place** | 10 min. | |
Your favorite techniques	7 min.	
Relaxation exercises	3 min.	
Scale: 1 – 10	3 min.	
Closure & homework	2 min.	

Fifth session: The effect of fear and stress on learning

Activity	Duration	Notes																														
<p>Introduction and motivation</p> 	5 min.																															
<p>Study Skills</p>  <table border="1" data-bbox="186 703 649 861"> <caption>Weekly Calendar</caption> <tr> <td>Week: From Date:</td> <td>Saturday</td> <td>Sunday</td> <td>Tuesday</td> <td>Wednesday</td> <td>Thursday</td> </tr> <tr> <td>Sessions / day</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>First</td> <td>Arabic</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Second</td> <td>Math</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Third</td> <td>Science</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Week: From Date:	Saturday	Sunday	Tuesday	Wednesday	Thursday	Sessions / day						First	Arabic					Second	Math					Third	Science					15 min.	
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<p>Scale: 1 – 10</p> 	5 min.																															
<p>Closure & homework</p> 	3 min.																															

Working with teachers and parents

“Support becomes more effective when parents and teachers work together.”

Discuss this phrase.

Write a small paragraph about the role of the teacher in BLP2.

A large, empty rounded rectangular box with an orange border, intended for writing a paragraph about the role of the teacher in BLP2.



Write a small paragraph about the role of students and parents in BLP2.

A large, empty rounded rectangular box with an orange border, intended for writing a paragraph about the role of students and parents in BLP2.

