Training For Primary School Teachers In Crisis Contexts

PSYCHOSOCIAL SUPPORT AND WELL-BEING

TRAINING MANUAL
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Introduction & Welcome

- **Time:** 15 minutes
- **Pre-work:**
  - If projector is not available for PowerPoint, write slides 1-4 on flipchart paper; for slide 3, include timestamps in schedule (e.g. 9-10am)
  - Review Appendix 1: Key Messages and determine whether you will include them in the training. These messages provide additional concepts and ideas that the facilitator can emphasize during the training.
- **Materials:** Flipchart, markers, tape, Appendix 1: Key Messages

**Training Objectives:** By the end of this training, you will be able to...
1. Explain key definitions and concepts of Psychosocial Support (PSS) and well-being in light of the COVID-19 pandemic.
2. Recognize the impact of the COVID-19 pandemic on your own well-being as well as that of the learners.
3. Identify strategies to manage your stress and support your own well-being in light of the COVID-19 pandemic.
4. Identify PSS strategies to support learners’ well-being and continued learning in light of the COVID-19 pandemic.

1. **WELCOME** participants to the ½-day training on Psychosocial Support and Well-being, and share that the training is divided into three sessions, covering three main competency areas: 1) Psychosocial Support and Well-being; 2) Teacher’s Role & Well-being; and 3) Child Protection & Well-being. **POINT** to competency framework (slide 2) and training schedule (slide 3).

2. **EXPLAIN** that well-being is a central component of the training, and facilitators and participants will collectively think about how COVID-19 has affected the well-being of teachers and learners (some of whom themselves are parents/guardians) and what teachers can do to better support their own well-being as well as that of their learners during this time.
Note to facilitators: This training may take place as schools are reopening or during prolonged school closures. It is important that facilitators understand both the context of where teachers are living and working as well as the national response to the COVID-19 pandemic, with particular attention to the education response. Facilitators should contextualize ‘during this time’ to be relevant to and respectful of the national and local environment and if schools have re-opened or if they remain closed.

3. **EXPLAIN** that the three sessions include activities to draw on participants’ existing knowledge and experiences, and provide participants concrete skills and strategies to take to their classrooms, schools, and communities. Sessions will also include time to practice and reflect on skills as well as to collaborate with fellow participants. **POINT** to training schedule (slide 3).

4. **REVIEW** training objectives (slide 4).

5. **DISCUSS** expectations of behaviors and attitudes of facilitators and participants during the training. **BRAINSTORM** this list of training guidelines or rules on flipchart paper or a blackboard.

### Example answers:
- Respect each other.
- Give everyone an opportunity to respond.
- No cellphones (except for emergencies).
- Raise your hand.
- Be open to new ideas.
- Don’t be afraid to ask questions.
- Provide feedback.
- Maintain good hygiene for personal and group safety (Washing hands regularly with soap/sanitizer during breaks; Using a handkerchief to sneeze or cough into; Maintaining required physical distancing)

6. **INCLUDE** an opportunity for participants to introduce themselves formally or through an energizer/ice-breaker game (that is safe for COVID-19). **EXPLAIN** any logistics regarding the training.
Psychosocial & Well-being Support
Session 1

- **Time:** 45 minutes
- **Pre-work:**
  - If projector is not available for PowerPoint, write slides 5-8 on flipchart paper.
  - Add additional COVID-19 education statistics relevant for participants on slide 6 (e.g. length of school closure in the context). Update global statistics as needed; check the websites for UNESCO and INEE for up-to-date global statistics (they may have national-level data as well):
    - UNESCO: [https://en.unesco.org/covid19/educationresponse](https://en.unesco.org/covid19/educationresponse)
    - INEE: [https://inee.org/covid-19](https://inee.org/covid-19)
  - Adapt the definitions in Handout 1: Key Words to ensure the definitions are clear and relevant for the context. Add additional key words as needed.
  - Consider the school and community environment where teachers work and live, as well as the anticipated opportunities and challenges that the COVID-19 pandemic has placed on the education system. It will also be important to pay attention to the COVID-19 phase of response (e.g. are schools reopening? Are school closures prolonged?). Ensure you are familiar with the national and local COVID-19 education response plans.
  - If possible, meet with child protection and Mental Health and Psychosocial Support (MH-PSS) staff who work in the community to better understand the impact of COVID-19 on the well-being of children, youth, and adults. MH-PSS staff may include social workers, counselors, and mental health professionals. It is recommended to meet with these staff for Session 2 and 3 as well.
• **Post-training work:**
  ○ Take pictures of the flipcharts from this session to share with the Teachers College research team and other consortium partners as needed. In this session, the facilitator will guide participants through a reflection on the impact of COVID-19 on their communities and capture this information on flipcharts. Teachers’ perceptions of the impact of COVID-19 on their communities is important information for consortium partners in their continued efforts to support teachers and learners, and for broader learning in the Education in Emergencies (EiE) field on the impact of COVID-19 in crisis contexts.

• **Materials:** Slides 5-8, Handout 1: Key Words, flipchart, markers, tape, writing materials for participants

**Objectives:** By the end of this session, you will be able to:

• Explain the impact of COVID-19 on the well-being of teachers, learners, and the community.
• Define key terms related to psychosocial support and well-being and examine how they are related.

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**Reflect: The Impact of COVID-19 on Our Community (25 minutes)**

**Materials:** Slides 5-6, flipchart, markers, tape, writing materials for participants

1. **INTRODUCE** session name and objectives (slide 5).

2. **EXPLAIN** that COVID-19 has a global impact, and has affected societies and education systems across the world. **PRESENT** key statistics about the impact of COVID-19 (slide 6).

3. **ASK** (Whole Group): How has COVID-19 impacted you and your community?
   a. Collect responses from several participants quickly. If participants have completed the ‘Pedagogy’ TiCC training, explain to the participants that you are using ‘Whip Around’ to answer this question. ‘Whip Around’ means that after you ask the question, participants reply in a quick manner to generate a lot of ideas in a short amount of time. ‘Whip Around’ is a strategy participants can use with learners in their classrooms and is a good brainstorming strategy.

**Example answers:**

• Not able to work due to school closures
- Learning disrupted from children and youth
- Restricted movement
- Difficulty meeting basic needs (food, water, medicine, etc.)
- Not able to participate in social activities and/or activities that bring people together, such as attending church
- Spending more time with family
- Ability to reconnect with distant family and friends over the phone

4. **TAKE NOTES** on flipchart or blackboard as participants share their responses. STOP taking responses after 30-seconds, and **INVITE** one participant to read the final list out loud to the whole group.

   *Note to facilitators: Take a picture of this flipchart at the end of the training, and share with the Teachers College research team and other consortium members as needed. This list captures teachers’ perceptions of the impact of COVID-19 on their community, which is important information for consortium partners in their continued efforts to support teachers and learners, and for broader learning in the Education in Emergencies (EiE) field on the impact of COVID-19 in crisis contexts.*

5. **ASK (Think-Pair-Share):** Thanks for generating that great list! Now each of us will pick 2-3 impacts or changes that we’ve listed, and answer: How have the 2-3 impacts or changes you selected affected your thoughts, feelings, interactions with others, or physical activity, in your daily life?

   **ENCOURAGE** participants to write down their ideas as they ‘THINK’ on their own. Let them know they have 3-minutes of quiet time to ‘THINK’ and then they will turn to their partner to talk about their ideas in a ‘PAIR’ for 5-minutes, before the whole group will ‘SHARE’ ideas together. Remind participants that ‘THINK-PAIR-SHARE’ is a good strategy to use in their classrooms as well with their learners. Remind them to maintain physical distance and not be too close to their partners.

6. **GIVE** 1-minute time warnings for ‘THINK’ and ‘PAIR’. For ‘SHARE’, **INVITE** 2-3 participants to share what they discussed. **TAKE NOTES** on a flipchart or blackboard, and **THANK** participants for their responses.

   *Note to facilitators: Take a picture of this flipchart at the end of the training, and share with the Teachers College research team and other consortium members as needed. This list captures teachers’ perceptions of the impact of COVID-19 on their community, which is important information for consortium partners in their continued efforts to support teachers and learners, and for*
broader learning in the Education in Emergencies (EiE) field on the impact of COVID-19 in crisis contexts.

7. EMPHASIZE that the impact(s) of COVID-19 may be different for different people, and GIVE EXAMPLES of how the impact(s) of COVID-19 may be different for example for women and men, children and adults, refugees and nationals (see script below, and contextualize for the school and community environment where teachers work and live).

Example script: Since we are teachers, I will give an example of how COVID-19 may have affected our male and female learners differently. During school closures, girls may have had less time to learn due to more domestic work. While at home, girls may have also faced increased risk of child marriage or unwanted pregnancy. Boys may have been more vulnerable to child labour, particularly in they are in child-headed households.

Learn: Distress, Well-being & Psychosocial Support (20 minutes)

Materials: Slides 7-8, Handout 1: Key Words, flipchart, markers, tape, writing materials for participants

1. EXPLAIN that since COVID-19 may have impacted people in different ways, it is helpful to organize the impacts in four categories to better understand these different impacts: 1) cognitive (or the ability to think and process information), 2) emotional (our feelings and state of mind), 3) social (interactions with others), and 4) physical (how our body feels and responds). Share examples from participants’ responses about cognitive, emotional, social, and/or physical impacts of COVID-19. EMPHASIZE that these four categories ARE NOT mutually exclusive, and that there may be overlap between categories. EXPLAIN that these categories help organize our approach to understanding the impact of COVID-19 on teachers and learners, and EMPHASIZE that they are interconnected as people are whole and complex human beings.

2. INTRODUCE teacher and learner stick figures (slide 7), and POINT OUT the cognitive (head), emotional (heart), and social (hands), and physical (feet). EXPLAIN that these categories can help us understand the impact of COVID-19 on teachers and learners by recognizing distress and identifying signs of stress and learning/practicing strategies for supporting well-being. Recognizing the many, often negative, impacts of COVID-19 on teachers and learners is an important step in restoring a sense of normalcy because we need to recognize signs of stress in order to work towards managing and increasing our well-being.

3. DISTRIBUTE Handout 1, and READ the definitions of distress, signs of stress, and well-being (slide 8):
a. **Distress:** State of being upset, anxious, or in sorrow or pain. It can occur in response to difficult living conditions such as poverty or exposure to threats to one’s security or well-being.

b. **Signs of stress:** Physical, emotional, or cognitive reactions to stress. Physical reactions might include feeling tired or frequent headaches. Emotional reactions might include getting angry or sad more easily. Cognitive reactions might include having difficulty concentrating and increased forgetfulness.

c. **Well-being:** A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health (*Note to facilitator: Point to stick figure as you read this part of the definition*). Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services

*Definitions adapted from the TiCC Training for Primary School Teachers in Crisis Contexts Training Pack.*

4. **ANSWER** any questions that participants may have about these definitions. **REMEMBER** participants that people’s well-being is impacted positively and negatively by different factors or events. A factor/event that may be distressing or traumatic and negatively impact one person’s well-being, may in fact have little effect on another person’s well-being. These factors are different, they change over time and people’s well-being is impacted by them in different ways. Sometimes it is easy to see and tell how a factor has influenced a person’s well-being, but other times, these factors may not be visible and it may be hard to know if a person is able to maintain and manage their well-being or if they are struggling.

5. **EXPLAIN** to participants that one strategy for responding to signs of distress and supporting well-being is Psychosocial Support (PSS). **READ** the definition of Psychosocial Support (PSS) (slide 8).
   a. **Psychosocial support (PSS)** is the process and actions that aim to address and reduce stress. PSS promotes holistic well-being of a person in their social world and can facilitate hope and the ability to overcome adversity for individuals, families and communities.
   b. **EXPLAIN** that, put simply, psychosocial support provides strategies for individuals to manage their own well-being and the well-being of others. **ANSWER** any questions that participants may have about this definition. **TELL** participants that they will learn about PSS approaches for supporting learner well-being and promoting child protection (another key word) in the third session.
6. **EXPLAIN** that now that we have explored these concepts we will think more deeply about applying them to our lives. The second session of the training will focus on YOU - that is, how teachers can maintain their well-being in light of COVID-19, and the third session will focus on how teachers can support the well-being of their learners (many of whom may also be parents/guardians).
Supporting Teacher Well-being
Session 2

- Time: 1 hour
- Pre-work:
  - If projector is not available for PowerPoint, write slide 9 on flipchart paper.
  - Prior to the training, identify the relevant referral pathways for MH-PSS. If possible, invite MH-PSS staff to the training to participate in the session and share their contact information. It is strongly recommended that facilitators meet with MH-PSS staff prior to training to better understand issues and concerns in the local context. If possible, print copies of the MH-PSS referral pathways for each participant.
  - For ‘Why is Teacher Well-being Important’ activity, draw one smiley face on one piece of the pieces of paper you have for the activity
  - Contextualize teacher scenarios in Appendix 2: Teacher Scenarios. Print appendix and cut scenarios so you can distribute them to groups in training.
  - Review Appendix 1: Key Messages and determine whether you will include them in the training. These messages provide additional concepts and ideas that the facilitator can emphasize during the training.

- Materials: Slide 7 & 9, flipchart, markers, tape, writing materials for participants, Appendix 1: Key Messages, Appendix 2: Teacher Scenarios, copies of MH-PSS referral pathways for each participant if possible

Objectives: By the end of this session, you will be able to:
- Explain the relationship between teacher well-being and learner well-being.
- Identify signs of stress as well as strategies to manage stress and support well-being. For cases that need specialized support, teachers will know the MH-PSS referral mechanisms.
Reflect: Why Is Teacher Well-being Important? (10 minutes)

Materials: Slide 9, flipchart, markers, papers (one per participant, including one with a smiley face; make sure participants don’t see which paper has a smiley face)

1. INTRODUCE session name and objectives (slide 9).

2. ASK participants to reflect individually for 1-minute on: Why is teacher well-being important? [Facilitator’s note: do not take answers for the whole group. This question is an individual reflection to prepare participants for the next activity, which takes 10 minutes].

3. EXPLAIN that before talking about how to maintain teacher well-being we need to think about why it is important for teachers. DISTRIBUTE a piece of paper to each participant, and explain it will either be blank or have a smiley face on it. INSTRUCT participants to MOVE around the room until you say “stop”, at which time they should FIND a partner and DISCUSS the question, while maintaining the recommended physical distance: Why is teacher well-being important? Participants with a smiley face on their paper should tell their partner to draw a smiley face on their own paper. GIVE 1-minute for this discussion, and then ASK participants to move around again, and pair up with someone new to discuss the question each time you say stop. REPEAT 3-4 times. The activity takes around 5-minutes, and by the end, most participants should have a smiley face on their paper.

4. ASK participants (Whole Group): 1) Why is teacher well-being important? 2) How do you think the activity we just completed relates to teacher well-being?

5. TAKE NOTES on a flipchart or blackboard and PRAISE participants for their responses.

Example answers:

1. Our well-being affects the well-being of those around us. If we are happy, it is easier for us to make others happy, but if we are angry or sad we can pass on these emotions too. Well-being does not just affect you, it affects those around you including your learners.

2. The activity relates to teacher well-being because it shows how we spread our emotions to those we interact with. At the beginning of the activity, there was only one smiley face, but by the end, nearly all of us had smiley faces on our paper. As teachers, when we are happy, we can spread our joy to others; on the other hand, when we are feeling stressed and when we don’t address and manage our stress, we may make others feel stressed as well.

This activity is from the TiCC Training for Primary School Teachers in Crisis Contexts Training Pack.
Learn & Practice: Supporting Teacher Well-being (45 minutes)

Materials: Flipchart paper, markers, tape, writing materials for participants, Appendix 2: Teacher Scenarios

Activity 1: Teacher Well-being Scenarios (25 minutes)

1. GROUP participants in 3 groups and DISTRIBUTE scenarios from Appendix 2 (one scenario per group, or repeat scenarios for groups depending on the number of groups required for physical distancing).

   Note for facilitator: Make as many groups as needed to maintain physical distancing. This might mean that some groups are working with the same scenario and that is OK.

2. INSTRUCT participants to read their scenario aloud and discuss the following questions in their groups:
   a. What may be affecting this teachers’ well-being?
   b. How do we know their well-being has been affected? What signs of stress are they showing?
   c. In what ways could the teacher’s well-being affect their teaching in the classroom? In what ways could it affect their learners’ well-being?

   GIVE participants 10-minutes for this discussion. GIVE a 5-minute and 1-minute warning. WALK around and ANSWER any questions participants may have as they work.

3. ASK participants (Whole Group):
   a. How can teacher well-being influence teacher performance in the classroom?
   b. How can teacher well-being influence learner well-being?

   TAKE NOTES on a flipchart or blackboard and PRAISE participants for their responses.

Example answers:
- Teacher well-being influences teaching in the classroom in many different ways. If the teacher is tired and stressed, they will not teach to the best of their ability and the learners grades may suffer. If they are feeling well, however, they are more likely to teach good lessons, to have positive relationships with the learners, and to manage the classroom well.
- If the teacher is angry they may take out their frustrations on the learners. If they are stressed they may lack patience so they may not take the time to encourage and support their learners. If they are well, they will be better able to support their learners’ well-being.
4. **THANK** participants for their thoughtful discussion on the importance of teacher well-being, and **EXPLAIN** that in the next session, they will learn about and practice stress management strategies that help maintain teacher well-being.

*This activity is from the TiCC Training for Primary School Teachers in Crisis Contexts Training Pack.*

**Activity 2: Identifying and Responding to Stress (25 minutes)**

**Materials:** Slide 7, flipchart paper, markers, tape, writing materials for participants, copies of MH-PSS referral mechanisms (for each participant if possible)

1. **REMEMBER** participants that teaching can be a stressful job, and stress can affect our well-being. **EXPLAIN** that everyone reacts to stress differently, and being able to recognize your own stress signs may help you manage stress better and improve your well-being. **EMPHASIZE** that feeling stressed is not a sign of personal weakness or lack of professionalism, and it is normal to feel stressed, particularly during an ongoing pandemic like COVID-19.

2. **ASK** participants (Think-Pair-Share):
   a. How do you know when you feel stressed? What are your personal signs of stress?
   b. What do you do to make yourself feel better?

**POINT** to the teacher and learner stick figures (slide 7), and **ENCOURAGE** participants to draw the stick figures roughly in their notebooks and to write their responses as connected to specific parts of the stick figures (e.g. factors that impact their emotional well-being point to the heart, etc.)

**ENCOURAGE** participants to write down their ideas as they ‘THINK’ on their own and to make connections between the causes and signs of their stress to the physical, cognitive, emotional, and social categories discussed in the first session.

Let participants know they have 5-minutes to ‘THINK’ and then they will turn to their neighbor to talk about their ideas in a ‘PAIR’ for 5-minutes before the whole group will ‘SHARE’ ideas together. Remind participants that ‘THINK-PAIR-SHARE’ is a good strategy to use in their classrooms with their learners.

3. **GIVE** 1-minute time warnings for ‘THINK’ and ‘PAIR’. For ‘SHARE’, **INVITE** 2-3 participants to share what they discussed. **TAKE NOTES** on a flipchart or blackboard, and **THANK** participants for their responses.

**Example answers:**
- Signs of stress: becoming quiet, wanting to be alone, trouble sleeping, loss of appetite, crying, not being able to focus, fighting, irritability, anger, lack
- Strategies to make yourself feel better: praying, seeking advice from trusted friends, listening to music, singing, taking part in a physical activity like dancing or playing football, actively deciding to not engage in the issue (saying to yourself “it doesn’t matter – I’m not going to bother”)

4. **ENCOURAGE** participants that they are already doing a lot to recognize and manage their stress. **EXPLAIN** that for the reminder of the session, participants will learn and practice three stress management strategies: 1) peer collaboration; 2) staying organized/making a schedule; 3) mindfulness. **MAKE CONNECTIONS** between these three strategies and any strategies participants may have brought up. **EXPLAIN** that these three strategies can be used at school and in their professional work as teachers, but also can be applicable to managing stress in their personal lives.

5. **INTRODUCE** the first stress management strategy: Peer Collaboration. **EXPLAIN** that the best resource that teachers have is each other. One of the best ways for teachers to balance their different roles, and to reduce stress, is to collaborate with one another. To demonstrate this point, **LEAD** participants through the next mini-activity:
   - **ASK** participants to write down 2-3 of their greatest strengths as teachers and 1 area they wish to improve in 2-minutes. **ENCOURAGE** them to be as specific as possible (e.g. I have strong classroom management skills, and one strategy I use is creating class rules with my learners at the start of each term. I wish I were better at group work.).
   - **HAVE** participants turn to their neighbor, while maintaining safe physical distance, and share their strengths and areas they wish to improve for 2-minutes. Repeat this one more time (so each teacher talks to two other teachers).
   - **ASK** participants to raise their hands if they feel they can LEARN from or TEACH something to their peers (most, if not all, teachers should raise their hands).

**EMPHASIZE** that teachers have immense knowledge and skills, and **ENCOURAGE** participants to talk to their fellow teachers about how to support learners, improve teaching, and take care of their own well-being. This is especially important during the COVID-19 pandemic, which has disrupted learning and teaching, and affected everyone in different ways. This can be done through a formal weekly or monthly meeting, or through informal discussions or messaging groups like WhatsApp, but it is important to make the time to work with, and for, each other, and if necessary, even consult with their school leaders to ensure they are able to make time in the weekly schedule for teachers to collaborate and learn from one another.

6. **INTRODUCE** the second stress management strategy: Staying Organized. **EXPLAIN** that making a daily plan and/or weekly schedule can help manage
participants’ personal and professional responsibilities. Planning is helpful for organizing and thinking through how and when you will accomplish your tasks, which can be calming.

a. SHOW participants an example of a simple weekly plan (table with a column for each day, see TiCC ITP participant handbook p. 2) and ASK participants to work in pairs to complete the schedule.

b. ENCOURAGE participants to include time for peer collaboration in their schedules.

c. REMIND participants that it is important to try to accomplish the items in their plans, but it okay -- and normal -- if they are not always able to; things may happen that prevent you from accomplishing every item in your plan, and it is important to be patient with yourself and learn from those moments about how to manage time better in the future.

7. INTRODUCE the third stress management strategy: Mindfulness. EXPLAIN that Mindfulness is when you can focus on the present moment and be aware of how you feel, either physically, mentally, or both. Mindfulness activities are calming strategies that aid in bringing our awareness to the mind and body.

a. LEAD participants through a 3-minute Mindfulness activity that focuses on breathing (see box below).

b. EXPLAIN that mindfulness can be practiced in our everyday life. It is easy to feel stressed or overwhelmed in school. The next time you feel that way, try taking 5 deep breaths before taking on your next task.

**Mindfulness activity:**
Sometimes even a few deep breaths can relax you. Sit or stand in a comfortable position. Breath in through your nose for five seconds. I will count to five so follow my voice and inhale slowly as I count. Breath out through your mouth for five seconds. I will count to five so follow my voice and breath out slowly as I count. We will do this four times together.

*Use this breath-work for four cycles of breath, while counting slowly and then invite participants to share how they feel after the fourth breath.*

8. EXPLAIN that in some cases, stress is very severe and external help may be required and that is totally okay! SHARE the MH-PSS referral system in your local context, and ENCOURAGE participants to use this system should they or someone they know need additional support. Asking for help is not a sign of weakness and there should be no stigma around it. We all need help at some point or the other in our lives. ANSWER any questions participants may have. If MH-PSS staff are able to attend the training, invite them to lead this discussion.

a. Handout copies of the MH-PSS referral pathways for each participant if possible.
This activity is adapted from the TiCC Training for Primary School Teachers in Crisis Contexts Training Pack.

**Plan (5 minutes): Promoting Teacher Well-being**

1. **ASK** participants to work in pairs to select and write down 1-2 stress management strategies they will try to manage and increase their well-being. **ENCOURAGE** them to draw on examples shared in the discussion as well as the three strategies they just learned.
Supporting Learner Well-being
Session 3

- **Time:** 1 hour
- **Pre-work:**
  - Prior to the training, identify the relevant referral pathways for child protection and MH-PSS for children and youth (be mindful that these referral pathways may be different, and it is crucial that you find the relevant information for each if they are separate). If possible, invite Child Protection and MH-PSS to the training to participate in the session and share their contact information. It is strongly recommended that facilitators meet with Child Protection and MH-PSS staff prior to training to better understand issues and concerns in the local context.
  - Contextualize Handout 2: Psychosocial Support (PSS) Strategies to Support Learning Well-being by adding additional relevant PSS strategies. If possible, talk with teachers about what strategies they already use to ensure they are context-specific and to draw on and recognize teachers’ expertise. Print out copies of Handout 2: Psychosocial Support (PSS) Strategies to Support Learner Well-being for each participant.
- **Materials:** Slides 4, 7 & 10, flipchart, markers, tape, writing materials for participants, Handout 2: Psychosocial Support (PSS) Strategies to Support Learner Well-being, copies of strategies and referral pathways for each participant if possible

**Objectives**
By the end of this session, you will be able to:
- Identify signs of distress in learners. Recognize child protection concerns that may be exacerbated by COVID-19. For extreme cases, you will know the child protection reporting mechanisms.
- Describe a set of psychosocial support (PSS) approaches and strategies that can contribute to supporting learner’s well-being.
Reflect: Recognizing Signs of Distress in Learners (25 mins)

Materials: Slide 10, flipchart paper, markers, tape, writing materials for participants

1. EXPLAIN that this session will introduce teachers to psychosocial support strategies for maintaining their learners’ well-being generally and during the time of COVID-19. Share the session’s objectives above.

2. ASK participants if they have any questions about the objectives or if there is anything else they want to learn and list these ideas/questions on a chalkboard or flipchart. EXPLAIN that you may not be able to cover all the desired content in the hour, but that they can follow-up with additional questions with <<ORGANIZATION>>.

3. ASK participants (Whole Group): What challenges did your learners face during COVID-19? How did COVID-19 affect your learners’ well-being?

Example answers:
- Disrupted learning with school closures.
- Inability to visit friends/family.
- Sickness or death of a loved one.
- Increased chores at home, especially for girls.
- Child marriage or early pregnancy, especially for girls.
- Child labor, especially for boys.
- Increased risk of abuse at home.
- Large families confined in small households more often than previously.

1. REMIND participants that examples should not use real names of learners or others involved in the examples to protect confidentiality. TAKE NOTES on the flipchart paper and THANK participants for their responses.

2. GROUP participants in 4 groups and ASK each group to discuss and create a list of the signs of distress that could indicate that a learner’s well-being is negatively impacted. Groups can refer to what was listed on the flipchart before if helpful. HAVE participants organize this list into the four categories -- cognitive, emotional, social, and physical -- and POINT to the learner stick figure (slide 7). ENCOURAGE participants to think of both verbal and non-verbal, for example shouting at peers (verbal) or sleeping in class (non-verbal).

Note for facilitator: Make as many groups as needed to maintain physical distancing. This might mean that some groups are working with the same scenario and that is OK.

Example answers:
• Wants to be alone
• Is easily annoyed
• Comes late to school or is absent a lot
• Does not greet others
• Insults friends
• Sleeps in class
• Loses concentration
• Talks about problems
• Cries often
• Dislikes noises
• Has loss of appetite
• Starts fights
• Uses bad language
• Is disobedient

While there can be other causes of these signs of distress, it is important to identify changes compared to prior behavior. (Adapted from Bolton et al., 2007)

3. **ASK** each group to SHARE their list while you take notes on the learner stick figure (in slide 7). As groups share back, **ASK** all participants to raise their hands each time they agree with an idea, and **DISCUSS** any disagreements.

4. **PICK** two examples from the list and **ASK** participants how they would respond to the sign of distress. **DISCUSS** as a whole group. **PRAISE** participants’ responses and **ANSWER** any questions they may have.

5. **EXPLAIN** that in many cases, teachers can respond to these signs of distress to support learner well-being, and that participants will learn strategies for doing so in the next activity. However, there are some serious cases that may require external support. **READ** the definition of Child Protection on Handout 1. **EXPLAIN** that there are child protection abuses that are extreme and require follow up and support from external sources, such as Child Protection of MH-PSS staff or even law enforcement, and that older learners who are adolescents and adults may face severe adversity and protection concerns that require external support also.

6. **SHARE** the local process for referral of serious protection concerns in which someone is in danger of abuse, neglect, or severe distress, and requires external support. **WRITE** the process and the contact information on a flipchart paper and provide participants with a handout with this information if possible. (5 mins)
   a. **EXPLAIN** to the person at risk what you will do and why (remember that you have a duty to report protection concerns) and provide them with the contact information for the person who you will contact.
   b. **SHARE** the protection and MH-PSS concerns with:
i. Protection: <<NAME>> at <<ORGANIZATION>> at <<PHONE_NUMBER>>

ii. MH-PSS: <<NAME>> at <<ORGANIZATION>> at <<PHONE_NUMBER>>

c. PROTECT the identity of the individual and only share the information with those who absolutely need to know. Your own identity should be protected and your name should not be revealed if you use this mechanism.

d. FOLLOW-UP with both the individual and the referral person within <<X>> days.

Learn & Practice: PSS Strategies to Support Learner Well-being (30 minutes)


Facilitator Note: Many older learners may be caring for siblings or their own children, so the strategies in the following activity may also be relevant for teachers to share with their learners who are also parents/guardians (in order to support them provide PSS for the children in their care).

1. HAVE participants remain in their GROUPS and EXPLAIN that they will now develop strategies to support learner well-being by creating safe and protective environments in the classroom and school.

2. EXPLAIN that one group will focus on strategies that support cognitive well-being, one group will focus on strategies that support emotional well-being, one group will focus on strategies that support social well-being, and one group will focus on strategies that support physical well-being. EXPLAIN that these strategies are PSS approaches that support learner well-being.

3. WALK AROUND to support the groups as they are working. ANSWER any questions they may have. If groups are struggling, SHARE one of the example strategies from Handout 2 to provide an example and help groups get started (the remainder can be shared as a handout after groups come up with their own examples).

4. DISTRIBUT Handout 2 so each participant has a copy. INVITE each group to SHARE their ideas, and TAKE NOTE of their responses on flipchart paper and THANK them for their ideas. ENCOURAGE participants to write down the ideas shared that are not already on Handout 2, so that at the end of the training, they will have a list of PSS strategies they can use. Time permitting, for each idea, ENCOURAGE one member of the group to SAY it and the others to ACT it out (without speaking) at the same time.
Facilitator Note: If you have more time for this session, you can spend more time allowing the groups to act out and model/try out the strategies as short scenarios.

Plan (5 mins)

1. **ASK** participants to work in pairs to select and write down 2-3 PSS strategies they will try with their learners.
Concluding Reflection

- **Time:** 15 minutes
- **Pre-work:**
  - Review Training Evaluation and contextualize the content as needed.
- **Post-training work:**
  - Complete the Facilitator Training Reflection and send to the Teachers College research team.
- **Materials:** Slide 4, flipchart, markers, tape, writing materials for participants, Training Evaluation

1. **ASK** participants to look at their notes from the ‘Plan’ activities in Sessions 2 & 3, and **PROVIDE** 5-minutes for participants to work individually to add more strategies to their list. **ENCOURAGE** them to think about the following questions in their reflection:
   a. What will you do to support your own well-being as a teacher?
   b. What will you do to support your learners’ well-being?

   **ENCOURAGE** participants to come up with 3-5 strategies to support their own well-being and 3-5 strategies to support their learners’ well-being.

2. **HAVE** participants work in groups of 3-4 to share their strategies for 5-minutes. **WALK AROUND** and answer any questions they may have. **PRAISE** their work.

3. **INVITE** 2-3 participants to share their strategies. **ANSWER** any questions they may have.

4. **REVIEW** training objectives (slide 4) and **THANK** participants for their hard work!

5. **DISTRIBUTE** the training evaluation and ask participants to complete it before leaving.
## Appendices and Handouts

### Appendix 1: Key Messages

**Introduction & Welcome**
- Psychosocial support is about helping individuals cope with and overcome difficult life situations.
- You do not have to be an expert to be able to provide psychosocial support.
- Good psychosocial support is comprehensive and focuses on protection, coping mechanisms, and strengthening our ability to overcome adversity.

**Session 2: Supporting Teacher Well-being**
- Accept the situation you are in and adjust to the fact that there are things beyond your power to change.
- Take it easy, know your limits and do not place unreasonable demands on yourself.
- Recognize your reactions to stress and situations causing you stress.
- Seek support from colleagues, friends and relatives and talk to someone about your needs, emotions, doubts and fears. Be sure to protect your safety and well-being as well as that of your colleagues, friends, and relatives by following recommended physical distancing.
- Allow yourself to laugh, smile and maintain a sense of humor.
- Socialize with colleagues, friends and family members. Be sure to protect your safety and well-being as well as that of your colleagues, friends, and relatives by following recommended physical distancing.
- Maintain a positive outlook on life: appreciate your strengths and abilities, recognize your daily achievements and try to look ahead for the future

*Adapted from UNRWA (DRAFT June 2013) - Psychosocial support for education in emergencies - Training and resource package for teachers and counsellors*
Appendix 2: Teacher Scenarios

Scenario 1: Fatima fled her country and has been living in a refugee camp for five years. She was nominated by the refugee leaders to be a grade 2 teacher as she is one of the few women in the camp to have completed her primary education. She was not a teacher in her country, is a little intimidated by the older learners in the class and is only one of two female teachers in her school. She attends school management and parent teacher meetings, but rarely speaks. During the lockdown, Fatima’s principal has instructed her to reach out to learners’ families and to try speaking with parents over the phone. Fatima is nervous about doing this.

Scenario 2: Patrick has been a teacher for five years. His country has had several decades of civil conflict. He has not been paid by the government for three years and is paid by parents sporadically. To supplement what parents pay, he tries to farm fruits and vegetables on his small plot of land and sell whatever he can at the market several days a week. However with lockdowns and with community members not working, there is less money available in the community to buy Patrick’s fruits and vegetables.

Scenario 3: Abraham had always wanted to be a teacher and he received his college degree in pedagogy. He wants to be a good teacher but often lacks textbooks and has over 100 learners in his class. He has asked his head teacher for help and advice on how to manage a large classroom, but his head teacher rarely has time to talk to him and never visits his classroom to see his challenges. Now after Covid-19, his headteacher has told him that there must be physical distance between the learners and so some learners have to attend school in shifts. Abraham's time teaching has increased. He feels frustrated and sometimes angry.

Adapted from the Teachers in Crisis Contexts (TiCC) Training for Primary School Teachers in Crisis Contexts Training Pack.
Handout 1: Key Words

**Child Protection**: Freedom from all forms of abuse, exploitation, neglect, and violence, including bullying; sexual exploitation; violence from peers, teachers, or other educational personnel; natural hazards; arms and ammunition; landmines and unexploded ordnance; armed personnel; crossfire locations; political and military threats; and recruitment into armed forces or armed groups.

**Distress**: State of being upset, anxious, or in sorrow or pain. It can occur in response to difficult living conditions such as poverty or exposure to threats to one’s security or well-being.

**Psychosocial support (PSS)**: The process and actions that aim to address and reduce stress. PSS promotes holistic well-being of a person in their social world and can facilitate hope and the ability to overcome adversity for individuals, families and communities.

**Signs of stress**: Physical, emotional, or cognitive reactions to stress. Physical reactions might include feeling tired or frequent headaches. Emotional reactions might include getting angry or sad more easily. Cognitive reactions might include having difficulty concentrating and increased forgetfulness.

**Well-being**: A condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health (*Note to facilitator: Point to stick figure as you read this part of the definition*). Well-being includes what is good for a person: participating in a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through the use of positive life skills; and having security, protection and access to quality services.

*Definitions adapted from the TiCC Training for Primary School Teachers in Crisis Contexts Training Pack and the Inter-agency Network for Education in Emergencies (INEE) Psychosocial Support (PSS) Training.*
## Handout 2: Psychosocial Support (PSS) Strategies to Support Learning Well-being

### Cognitive

Use focus strategies to redirect the attention of your class, particularly if you see learners are having a hard time focusing. These strategies can be fun and include learners. Remember that in order for the focus strategies to be effective, you need to clearly explain them to your learners. See two examples of focus strategies below:

1. ‘Clap once if you can hear me’: When you would like your class to be quiet and to draw their attention to you, you will say ‘clap once if you can hear me’ and clap your hands. Explain to your learners that when you say this, you would like them to clap their hands and focus on you (their teacher). If they don’t, you will say ‘clap twice if you can hear me’ and then clap twice. Keep going until all learners are paying attention. This is a fun strategy to use in the classroom, particularly with large class sizes and during group work, as it quickly draws learners’ attention and engages them in quieting the room.

2. ‘Hands up’: When you would like your class to be quiet and focus on you, you will raise your hand and invite your learners to raise their hands as well. Explain that when you would like them to be quiet and to focus on you, you will raise your hand. When learners notice you are raising your hand, tell them to also raise their hands and stop speaking - you will not continue teaching until everyone is quiet and focused. This is a useful strategy to use in the classroom, particularly with large class sizes and during group work, as it causes minimal disruption.

Use strategies to check learners’ understanding and strengthen their short-term memory. For example, you can ask learners to repeat instructions after you have stated them (before moving onto the activity) or you can challenge learners to summarize a lesson topic or idea in 30-words and create a game/competition to see who can do it the fastest.

Establish routines to help students experience a structured and predictable environment, be consistent about them and make them predictable. Examples of routines and procedures:

- Starting/ending class
- Cleaning up
- Passing out and turning in papers and materials
- Getting students’ attention
- Grouping students

Encourage learners, especially those who are parents/guardians, to create routines at home with a timetable for schoolwork, games, free time, exercise, and handwashing (for both themselves and the children in
| Emotional | Create opportunities for expression through individual/group discussions, drawing, writing, drama, music etc. which promote pride and self-confidence. Encourage learners to participate actively in music, dance, and drama activities at school. Encourage students to hang up great work, create display boards, and put away instructional materials at the end of each lesson.

Recognize, encourage and praise learners for positive behavior. For example, in class praise students’ efforts by encouraging the entire class to clap for them in a playful manner (e.g. making ‘chapati’ claps). Use positive reinforcement to praise what children do right instead of telling them to “stop.”

Remind children of one positive or fun thing that they did at the end of each day. Ask children to share with you one thing they really enjoyed about being in school today or one thing they’d like to change. |
| Social | Have a routine time in the schedule to do something enjoyable with peers, while maintaining safe physical distance.

Prevent the bullying or exclusion of learners from activities, particularly if you find groups of students excluding others based on their gender, age, tribal affiliation, nationality, etc. You can do this through modeling compassion and patience for all your learner and colleagues, or finding ways to include different cultures in your lessons (such as devoting one day each month to learning different traditional dances, songs, etc.)

If your learners are parents/guardians themselves and are heads of households to their siblings, or have children of their own, encourage them to speak (at safe physical distance) with other parents/guardians to discuss their experiences with children and encourage one another.

Find ways to speak (at safe physical distance) with friends and family members in your community. For example, they can create a texting group to keep in contact with friends and family members you cannot visit now, if possible. |
Include teaching strategies that encourage students to work together and that require cooperation and respect (while maintaining safe physical distance). For example, you can include debate and group work in your lessons. Encourage learners to provide positive feedback to one another through modeling this behavior in class. You can also have a seating chart. Make sure that students are comfortable and work well with the students they are sitting next to.

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<th>Physical</th>
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| Organize athletic activities (at a safe physical distance) such as football, netball, or dancing, during breaks, if breaks are available in the school schedule. Make a habit of sharing positive feedback with learners while engaging in physical activities, and prevent the bullying or exclusion of learners from physical activities. Encourage learners to engage in fun athletic activities during the weekend (at a safe physical distance).
| Give children simple, safe, activities that use physical energy (e.g. jumping 10 times, 10 jumping jacks or 10 hop and skips). Make sure it is something they can do while maintaining safe physical distance and praise them for it.
| Encourage your learners who are parents/guardians to go for regular walks, play games, or dance together with household members. Remind them it is important to stay physically active even when you need to do it at safe physical distance. |