

Social-Emotional Learning at School

Introduction

Quality holistic learning for refugees
and internally displaced children



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Today's Agenda

- Warm-up Activities
- About the creation of this workshop series
- Training objectives
- Introduction of key concepts
- Closing reflections

Today's Learning Objectives



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

- identify the characteristics of quality holistic learning
- justify psychosocial needs specific to crisis contexts
- identify the social and emotional skills to cultivate in students
- describe the enabling environment for quality holistic learning

Rapid Round Table Introductions

1. Full Name (First & Last)
2. Workplace
3. Current role or job title
4. **An activity that makes you feel good**

Group activity: Stand Up & Declare

Listen to the questions. Move to the side of the room that matches your answer.

NO ←

→ **YES**

1. Have you ever worked in education in a humanitarian context?
2. Have you worked as a teacher or a learning facilitator?
3. Have you worked in the planning of education programs?
4. Have you received training in psychosocial support and/or social and emotional learning?
5. Do you have experience providing psychosocial support in a humanitarian context?

Activity 2: My Portrait



- You will be divided into small groups and you will each receive a sheet to fill in.
- Each of you should complete three statements on the sheet and then share them with your small group.
- Each group votes for the most original statement to share with the other groups.

Why this training?

The training fits within most national Education and Training strategies, in particular:

Public desire to improve the quality of education throughout the country

Unstable security situation

Growing number of refugees, returnees, and internally displaced people

Ensure quality holistic learning for refugees and internally displaced people (and all students in the country)

The co-designers of this training - Niger Hope Team



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Acknowledgements

This material was developed using open resources, including:

- **The INEE Training Module on PSS-SEL**
<https://inee.org/resources/inee-pss-sel-training-module>
- **The SEL Resources that are part of the IRC's SHLS Toolkit**
<http://shls.rescue.org/shls-toolkit/social-emotional-learning/>
- **Step by Step - Toolkit Promoting Social and Emotional Learning (SEL) in Children and Teens**
<https://www.worldbank.org/en/topic/education/publication/step-by-step-sel-curricula>
- Additional resources are cited throughout the material

Global Training Objectives

Improve the quality of teaching for in-service teachers (chalk in hand) by allowing them to

- understand the importance of **Psychosocial Support (PSS)** and a safe environment for children's learning in emergency situations which promotes well-being
- establish simple practices to promote an environment conducive to learning and provide basic psychosocial support
- discover **Social and Emotional Learning (SEL)**, but also and above all:
- integrate simple and applicable SEL activities into lesson plans to ensure **quality holistic learning**

The Quality Holistic Learning (QHL) Project Page:

<https://clip.careyinstitute.org/2021/03/10/refugee-educator-workforce-development-project-for-quality-holistic-learning-qhl/>



Group Discussion (*10 minutes*)

What do the following terms mean to you?



- Discuss in small groups and come up with definitions of the following concepts:
 - Quality learning
 - Holistic learning
- A representative from each group reads their group definitions

Discuss team responses



Your fellow training designers proposed the following definitions.
What other aspects did you discuss?

Quality learning is learning that allows the learner to become financially independent, or secure, and to acquire good human, civic, and patriotic behavior.

Holistic learning is learning that takes into account the academic and the social-emotional needs of the learner.

Who is the teacher who can provide quality learning?

What are you already doing to promote holistic learning?

What is Quality Holistic Learning (QHL)?

Your fellow training designers proposed the following definition. Do you want to add to it?

Quality Holistic Learning is defined as a pedagogical approach that takes into account the learner **in all their aspects**: academic, emotional, social, physical, and psychological within a learning program that will allow all learners to develop knowledge, competencies, values, and social skills.



Group Discussion (15 minutes)

Discussion: What are the key components of Quality Holistic Learning (QHL) in your local context?



- Discuss in small groups and identify the priorities for **QHL** in the national context.
- Order the priorities according to their urgency / importance

Ex.

- *Motivation for education*
- *Well-being of children at school*
- *Personality development*
- *Stress management*
- ...

What does QHL support?

Traditional learning

knowledge



Quality Holistic Learning

knowledge

thoughts

needs

emotions

values

human relations

beliefs

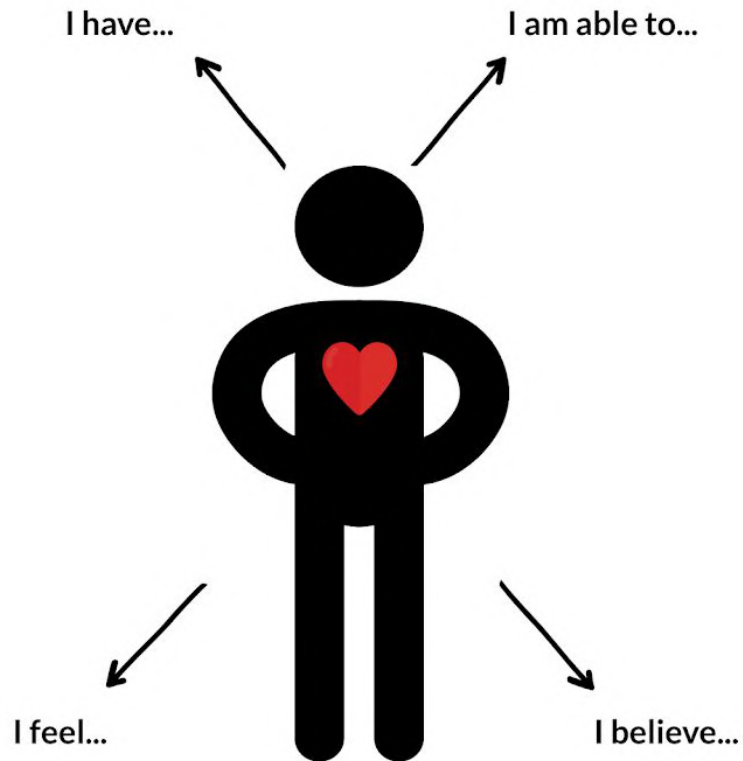


Key Concepts

Name practices that you may already be applying in your classroom!

Well-being

What do we need to
feel good?



How do humanitarian crises affect psychosocial

- **Environmental catastrophes** often pose a direct threat to life, continued destruction of infrastructure, and high levels of stress and tension.
- **Man-made disasters** often lead to protracted conflict and chronic emergency. They can cause serious threats to life, as well as create feelings of continuing tension and lingering fear.
- **All disasters** disrupt aspects of everyday life, including housing, health, sanitation, access to food, recreation and education, and sometimes cause displacement of populations. They can disrupt family relationships, destroy social cohesion, and generate feelings of uncertainty, fear, sorrow, anger and loss.

Group Activity: Well-being



Discuss in your groups:

- How do these activities promote well-being?
- How would people's well-being be affected if they could no longer engage in these activities?



PSYCHO

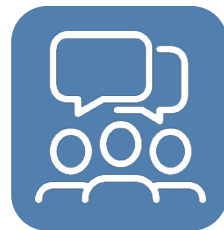
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SOCIAL



WELL-BEING

Discussion: Psychosocial Support (from your perspective)



Give examples of what psychosocial support looks (and sounds) like at your school.

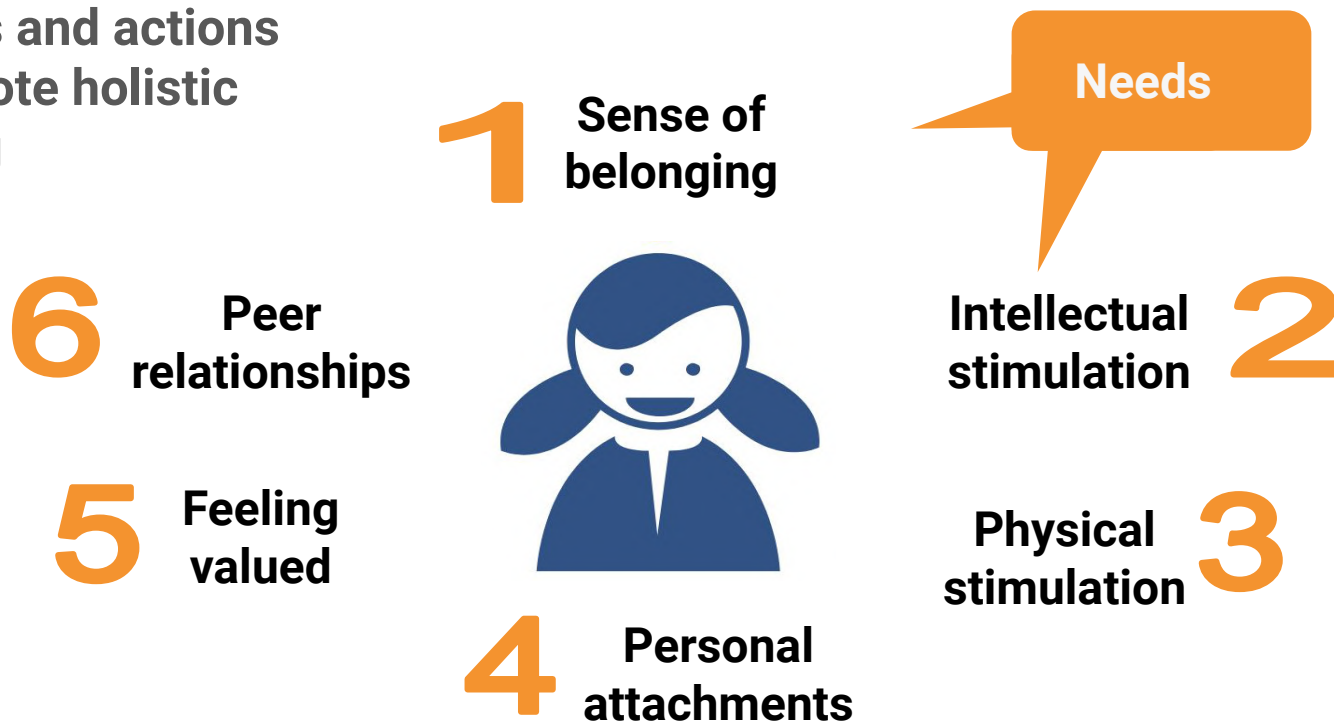
Listen to the story of Binta that particularly highlights contexts where refugee and displaced children join a public school.

The story of Binta, told by
Ms. Hadizatou Amou Ali



Psychosocial Support (PSS)

Processes and actions
that promote holistic
well-being



Psychosocial support

Interventions can PROMOTE WELL-BEING and can include:

Preventative

OR

Curative

when they
decrease the risk
of developing
mental health
problems

when helping to
overcome and
manage
psychosocial
problems

Mental break!



Try this for yourself!

A small activity at the start of class or to transition from one activity to another during class.

Instructions :

1. Stand up and shake and release your arms.
2. Rub your hands vigorously for a minute.
3. Sit down.
4. Share with colleagues how you are feeling.

Social and Emotional Learning (SEL)

Processes that promote
the development of social
and emotional skills

5 Responsible
decision-making

4 Relationship
building

1 Self-
awareness

Self-
management **2**

Social
awareness **3**

Competencies



Group Discussion: SEL from your perspective



Social and emotional learning is an essential component of psychosocial support.

- What do you think it encompasses?
- For whom?
- By whom?
- When?
- Where?

Social and Emotional Learning

What?

Social and Emotional Learning (SEL) is the process of acquiring foundational skills to support academic and social success of each learner. SEL includes:

- recognizing and managing emotions,
- setting and achieving goals,
- appreciating the ideas of others,
- establishing and maintaining good relations,
- making responsible decisions, and
- handling interpersonal situations constructively

Source : <https://inee.org/fr/eie-glossary/apprentissage-socio-emotionnel-asesel-en-anglais>



Adapted from
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Social and Emotional Learning - continued

For whom?

For everyone: children, youth, and adults

Why?

SEL contributes to improving the psychological well-being of children and young people (and adults!) and builds skills and capacities to support learning.

By whom?

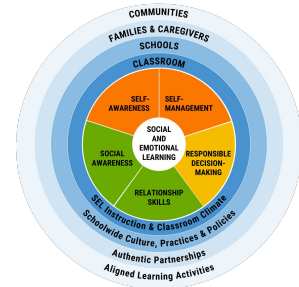
Educators, community members, and family can help.

When?

In parallel with academic learning in all subjects

Where?

SEL is suitable for formal and informal educational environments (i.e. clubs) in all normal education settings and in emergency situations



Group Discussion: Learning Spaces that Promote Well-being



Describe in small groups what you think is the ideal space where quality learning can happen.

A safe learning environment should give the student **a sense of belonging and self-confidence**. A safe learning environment relies on safe school premises and much more, such as a good curriculum and pedagogy, safety from violence in and around the school, equity and inclusion.

Mohamed Sidibay, former child soldier from the civil war in Sierra Leone, fervent advocate of quality education for all.

CASEL Framework



Collaborative for Academic, Social, and Emotional Learning Framework

What is the CASEL Framework?

casel.org



Learning Spaces that Support Well-Being

A **Safe Learning Space** is a secure learning environment, a place where:

- All learners can freely feel their emotions and fully participate in learning processes.
- Teachers and learners interact (exchange) academically, socially, and emotionally.
- There is no room for excessive authority (which the teacher may have) nor for discrimination (which the students may express towards each other).

It is simply an ideal environment for quality holistic learning.

Adapted from: <http://shls.rescue.org/shls-toolkit/social-emotional-learning/>

Conclusion - Review of Key Points

Review of concepts introduced

- Quality holistic learning
- Well-being
- Psychosocial support
- Social and emotional learning
- Safe Learning Spaces



Which concept intrigues
you the most ?

Any Questions ?

Are our Learning Objectives achieved?

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

To what extent are you able to

1. identify the characteristics of quality holistic learning
2. justify psychosocial needs specific to crisis contexts
3. identify the social and emotional skills to cultivate in students
4. describe the enabling environment for quality holistic learning

Do you have any suggestions for improvements?

Thank you for your participation!

Send your questions and remarks to
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