

Social-Emotional Learning at School Psychosocial Support

Quality holistic learning for refugees and
internally displaced children



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Agenda

- Reconnect
- Stress & trauma and their effects on schooling
- The place of PSS in schools
- PSS Pyramid of Interventions
- Closing Reflections

Learning Objectives for today



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

- recognize the effects of stress and trauma on student learning and social behavior
- recognize the role of PSS in promoting student resilience in crisis contexts.
- distinguish different psychosocial support needs
- classify needs and interventions according to the pyramid of PSS-SEL interventions
- propose appropriate and applicable PSS interventions in your own context

Resources

This material is developed using open resources, including :

- **The INEE Training Module on PSS-SEL**
<https://inee.org/resources/inee-pss-sel-training-module>
- **Psychological first aid: A guide for actors in the field**
<https://www.paho.org/fr/node/44399>
- **Helping Traumatized Children Learn**
<https://traumasensitiveschools.org/trauma-and-learning>



Icons used in these slides come from <https://thenounproject.com/> and <https://www.flaticon.com/>

How's it going? - Rose, thorn and /or bud

Rose = A highlight, a **success**, a small victory or something positive that happened.

Thorn = A **challenge** you've been through or something you need more support with.

Bud = New ideas that have **potential** or something you can't wait to learn more about or experience.

Rose



Success

Thorn



Challenge

Bud



Potential

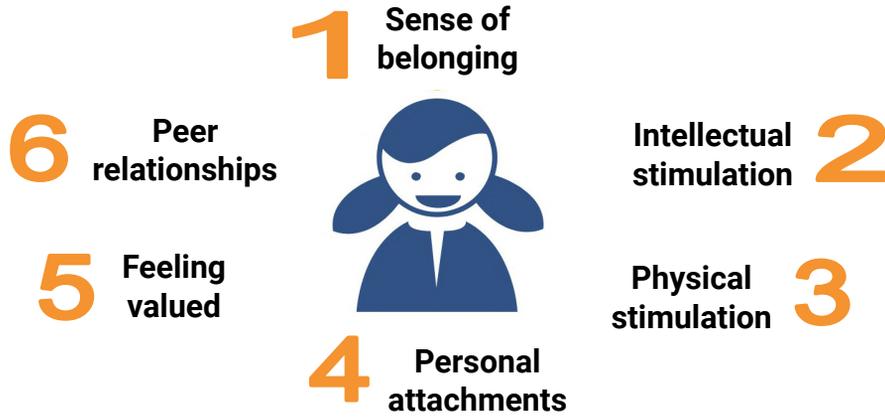
Time needed: 10-15 minutes

Notes for the facilitator:

Ask each participant to share a rose, a thorn and a bud related to this training (or only one that he / she will choose among the three if the number of participants is high). or if you find it more suitable, ask to reflect on their experience at work the previous week.

Review: Psychosocial Support (PSS)

Processes and actions that promote holistic well-being of individuals



Source : The INEE Training Module on PSS-SEL



Time needed: 2 min

Notes for the facilitator: Reminder of the definition introduced in the first workshop

Example of a PSS intervention

Activities to overcome trauma - UNICEF



Full Article:

<https://www.unicef.org/uganda/stories/playing-singing-drama-storytelling-help-refugee-children-heal-traumatic-experiences>



<https://www.youtube.com/watch?v=S9M21u9gV-s>

Stress and trauma



Why are we talking about stress and trauma?



Notes to the Facilitator:

Conduct a group reflection and then explain:

Raising awareness of the impacts of trauma can help educators understand the reasons for the learning, behavioural and relationship difficulties of some children suffering from displacement and trauma.

Reflection: What is stress?



1. What situations cause stress?
2. How does a stressed person feel physically?
3. How does a stressed person feel emotionally?
4. How do people who are stressed act?

Time required: 10 minutes

Objectives: To show that people experience stress differently and to familiarize participants with the different types of stress symptoms.

Notes for the facilitator:

Lead a group reflection and then explain that:

Stress does not mean the same thing to everyone and reactions to stress can be very different. An event that causes stress for one person may not cause stress for another. In some cases, stress can be healthy, energizing you and motivating you to complete tasks efficiently.

Types of stress symptoms



Physical symptoms refer to the reactions of the body.
(example: headache or stomach ache)

Emotional symptoms refer to emotions and states of mind.
(example: feeling overwhelmed)

Cognitive symptoms refer to the ability to think and process information.
(example: difficulty concentrating)

Behavioural symptoms refer to actions.
(example: biting your nails)

Time required: 6 minutes

Notes to the Facilitator:

- Note that the stress associated with living/working in a humanitarian/emergency situation can have a direct impact on well-being. But people deal with stress in different ways and therefore, an event that may be stressful or even traumatic for one person may not be stressful for another. In addition, people react to stress in different ways and so their stress symptoms can also be different.
- Explain the differences between the physical, emotional, cognitive, and behavioral symptoms of stress.
- **?** Ask participants to identify examples of each type of stress

Activity: Types of stress symptoms

In small groups, you have 3 minutes to classify some common symptoms of stress.

? Can you think of any other symptoms of stress?

| physical how your body feels | emotional your emotions and state of mind | cognitive how you think and process information | behavioural your actions |
|--|---|---|------------------------------------|
| | | | |
| | | | |

Source : The INEE Training Module on PSS-SEL



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Time required: 10 minutes

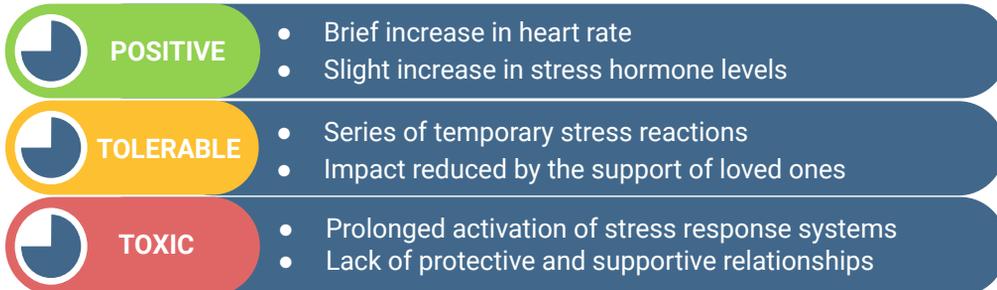
Equipment (to be adapted according to availability):

- Blackboard and chalk or flipchart and markers
- Symptoms chart to print and cut out or copy onto post-its
- Adhesive tape or adhesive paste

Notes for the facilitator:

- Draw a table with the 4 columns on the flipchart slide or on the flipchart.
- Form groups of 2-3 participants. Distribute 3-4 sheets cut from the file “2-4-Classification symptoms stress” or copy the same symptoms on post-its.
- Give the groups 3 minutes to classify the symptoms of stress into the types shown. Once the participants have decided, they stick each sheet/post-it in the appropriate column on the board/flipchart
- When everyone has finished, discuss the symptoms of stress:
 - Are all the symptoms in the correct column?
 - Are there any symptoms that surprised you?
 - Are there any other symptoms you would like to add?
- If possible, print and distribute the completed chart AFTER the activity for participants to refer to after the training. Ask participants to add symptoms to the handout, if any.

Stress levels



ο ρόλος της βλαστηκής και αντιβλαστηκής λειτουργίας
ο περιορισμένος χρόνος των stress levels και αλλαγές

Estimated time: 5-6 min

Notes for the facilitator:

Lead a discussion, for example by asking the following questions:

- ? What is positive, tolerable and toxic stress? Can someone give a definition or an example?

A positive stress reaction is a brief and rather mild reaction. This type of stress is a part of life and an essential part of healthy learning and development. An example of positive stress is feeling nervous on your first day at a new school.

A tolerable reaction to stress is short-term, but more severe stress. It can be triggered by more serious experiences, such as the natural death of a family member. Supportive relationships with their caregivers help children adapt to tolerable stress and can significantly reduce the risk of permanent damage to health and learning.

- ? What is the difference between positive stress and tolerable stress?
Sample answer: Tolerable stress is caused by a more serious event.

A toxic reaction to stress is the most serious. It can occur when

children experience intense, frequent, or prolonged stress without a supportive relationship to help them cope. Events that can trigger a toxic stress response include child abuse, neglect, and exposure to violence.

Prolonged exposure to toxic stress can damage the brain and disrupt its development, leading to impairments in memory, decision-making, emotional regulation, and learning.

- ? What is the difference between toxic stress and tolerable stress?
Sample answer: Tolerable stress is shorter term. Toxic stress is the consequence of repeated or longer-term stress. Toxic stress occurs if a child does not have a supportive relationship that helps them cope.
- ? Do you have other examples of positive, tolerable and toxic stress?

Stress and learning don't mix!

Researchers have shown that **low** and **medium** levels of the stress hormone, cortisol, improve learning and improve memory, while high levels of the stress hormone have a detrimental effect on learning and memory.

for more details: <https://www.edutopia.org/blog/the-science-of-fear-ainissa-ramirez>

Estimated time: 3 min

Notes for the facilitator:

Share further details from this short article: [A Primer on Emotions and Learning](#)

What would you do to find out about the effects of cortisol on learning and memory?

Researchers induced heightened cortisol levels with laboratory stress tests (e.g. a public speaking task or a mental arithmetic task), real stress situations (examination stress) or the administration of pills containing cortisol or similar substances.

Then they had subjects memorize word lists, pictures or film clips.

From the findings of these studies, it can be hypothesized- in accordance with findings from animal studies- that **low and medium cortisol levels** improve learning and enhance memory, whereas **high levels** of cortisol have a deleterious effect on learning and memory.

This hypothesis is further supported by the finding that extremely or chronically elevated cortisol levels, as they occur in some diseases or under prolonged stress, lead to cognitive deficits and memory impairment in animals as well as in humans.

Stress in crisis contexts



Discuss the following questions in small groups

1. What are the crisis situations that have affected you or your students?
2. What have been the effects of the crisis on people's lives and their daily experiences?
3. What types of stress symptoms have you observed?
4. What symptoms of stress have you observed in your own behavior?

Optional complementary activity (15 minutes)

Purpose: To reinforce the concepts of well-being and stress, encouraging participants to apply them to their own experiences.

Notes for the facilitator:

- Ask participants to discuss the questions on the slide in small groups for 10 minutes.
- Invite a few to share their experiences with everyone

Quick Role-Play - Stress management

Imagine that you are a refugee student. You are in a new place without your family. You are attending a new school with new people and a new school program.

- What are **positive** ways to manage this stress?
- What are **negative** ways to manage this stress?



Time required: 10 minutes

Notes for the facilitator:

- Ask participants to do a quick role-play in small groups for 5 minutes to discuss the positive and negative coping mechanisms involved in dealing with the stress experienced by a refugee student
- Discuss together, the following questions can help you animate the discussion:

? Are you stressed? What are some of the factors that cause your stress?

Sample answers: You live in uncertainty, away from supportive family relationships, you may have experienced trauma in the past, you may not feel safe, you go to a new school in an unfamiliar environment, the curriculum/language of instruction may be different, you may be struggling or not up to standard at school.

? What are positive ways to deal with this stress?

Sample answers: Take deep breaths; practicing mindfulness; participate in activities (such as sports, art, music) that make you happy; seek help from your peers and/or teachers; participating in community or religious activities; seek help from mental health professionals.

? What are some negative ways to deal with this stress?

Sample answers: Expressing oneself in an angry manner or adopting violent behaviour; engage in risky behavior; dropping out of school, participating in child labor.

Trauma

This section is adapted from
<https://traumasensitiveschools.org/trauma-and-learning>



Example - The children of Moria Refugee Camp-Greece

Watch this short Video from Doctors Without Borders:

<https://www.msf.org/psychotherapy-children-lesbos-greece?component=video-242586>



URL

[:https://www.msf.org/psychotherapy-children-lesbos-greece?component=video-242586](https://www.msf.org/psychotherapy-children-lesbos-greece?component=video-242586)

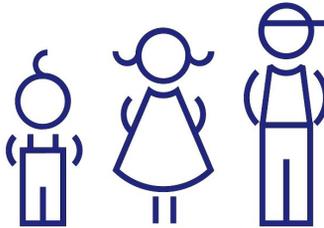
Trauma and learning

Trauma is a response to one or more extremely stressful events where the ability to cope is significantly compromised.

The effects go beyond school performance.

During childhood

Social difficulties
Emotional difficulties
Academic difficulties



In adolescence

Social difficulties
Emotional difficulties
Academic difficulties
+
Self-destructive practices

Time: 3 minutes

Additional clarifications

Trauma is not an event in itself, is a response to one or more extremely stressful events where the ability to cope is significantly compromised.

These childhood experiences can lead to a cascade of social, emotional and academic difficulties.

As students get older, exposure to traumatic experiences can also lead to the adoption of self-medication behaviors such as substance abuse, smoking, and overeating. All of these responses to traumatic events can interfere with a child's ability to learn in school.

The impacts of trauma on students



Estimated time: 3 minutes

Additional clarifications

Traumatic childhood experiences can decrease:

- concentration,
- Memory
- and the organizational and language skills children need to succeed in school.

For some children, this can affect their academic performance, cause them to exhibit inappropriate behavior in class, and have difficulty forming relationships.

Learning about the impacts of trauma can help educators understand the reasons behind some children's learning, behavioral and relationship difficulties.

Trauma and school performance

Academic performance is only possible with understanding, memory, ability, commitment and self-confidence. But above all, the child must be able to regulate his emotions, his behavior and his attention. Often, trauma from experiences disrupts a student's development while impairing the development of academic skills and self-esteem by preventing them from coping with life's ups and downs.

Trauma and classroom behavior

For the majority of traumatized children, school is like a dangerous battlefield. This is why regulating their behavior is a challenge. Consequently, the latter adapt behaviors

that they consider reassuring while the educators find them frustrating. In general, the effects of trauma on behavior are the basis of students' academic difficulties. Traumatized children are often delayed in the learning process in addition to the strained relationships they have within the school community.

Trauma and relationships with others

Children's struggles with traumatic stress and their insecure relationships with adults outside of school can damage their relationships with school staff and with their peers. Concerned about their physical and psychological safety, children who have experienced traumatic events may be suspicious of adults and/or classmates and insecure about the safety of the school environment in general. They may also suffer from delays in developing age-appropriate social skills. They may not know how to initiate and cultivate healthy interpersonal relationships with their teachers or peers.

Reflection: Supporting traumatized students in your class



In crisis and displacement contexts, at least one student may have experienced a traumatic event without you knowing about it.

These students and the whole group need your support and guidance to overcome their difficulties.

Take a few minutes to think of what you can do to support traumatized students

Estimated time: 10-15 minutes

Notes for the facilitator:

- Form groups of 2-3 or more people and distribute sheets or post-its
- Ask participants if they have any examples to share, if not recall Binta's story from the introductory workshop.
- Emphasize that the teacher **does not have to know all of the stories of his students, and s/he is not responsible for diagnosing trauma**, but s/he is still able to contribute to the creation of a reassuring and warm environment. to help students overcome their difficulties and learn holistically
- Next, ask each group to come up with some supportive actions.
- Copy the groups' proposals (or stick the post-its) on the flip chart/board.
- Classify the proposals according to the categories proposed on the next slide, either by grouping the post-its, or by highlighting or surrounding the interventions with different colors

What can I do as a teacher?

-  **COLLECTIVE**
 - It is an individual and collective work that involves all the staff of the school.
-  **SLS**
 - Provide a safe space for well-being and learning
 - Ensure a sense of security
-  **PSS**
 - Build relationships
 - Provide social and psychological support
-  **SEL**
 - Provide opportunities to develop social and emotional as well as academic skills

Estimated time: 5 minutes

Notes for the facilitator:

- Recall the concepts already presented in the introductory workshop (PSS, SEL, SLS) and confirm their relevance to support students traumatized by displacement and difficult events
- Use these categories to classify together the interventions proposed by the participants in the activity on the previous slide.

Resilience

Resilience is the ability to cope with stress and adapt to challenges. Resilience occurs when protective factors that promote well-being are more powerful than risk factors that cause harm.

What are the factors that promote resilience?



Slide 15 (5 minutes)

Notes to the Facilitator:

Present the information on the slides.

Ask participants to give personal examples.

Explain that Children and young people have diverse experiences, as well as a variety of coping strategies and responses to disasters or conflicts. Some require only attention to their basic physical and psychosocial needs, while others may be very disturbed and traumatized.

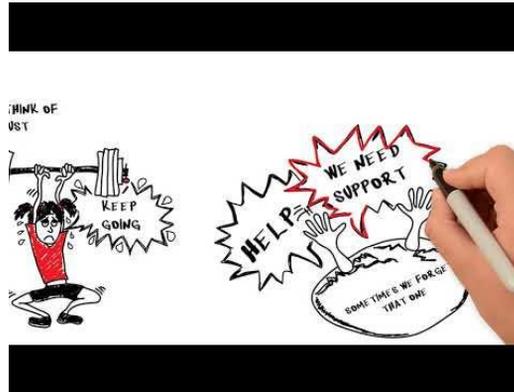
Ask to name some factors that increase resilience? Encourage participants to learn from their experiences as parents, community members, teachers and emergency education practitioners.

Examples of responses: Supportive relationships, safe and open learning environments, routines.

If you'd like to learn more about resilience, you can read [USAID's white paper on education and resilience](#).

Resilience for you too!

Learn more about resilience for teachers at
<https://www.wholeeducation.org/resilience-what-does-it-mean/>



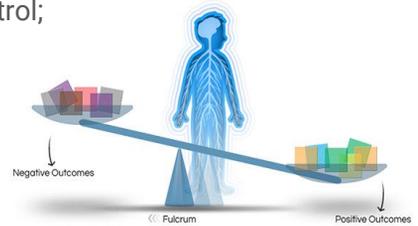
required time: 5 min

Source: <https://www.wholeeducation.org/resilience-what-does-it-mean/>

The role of SEL and PSS in promoting resilience

Research has identified a common set of factors that predispose children to positive outcomes in the face of significant adversity:

- Supportive adult-child relationships;
 - *for example with you, the teacher*
- The development of a sense of self-efficacy and self-control;
- Opportunities to strengthen adaptive skills and self-regulatory capacities;
- explain that failures are opportunities to learn.
- The mobilization of sources of faith, of hope and cultural traditions.



Source: <https://developingchild.harvard.edu/science/key-concepts/resilience/>



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Source: <https://developingchild.harvard.edu/science/key-concepts/resilience/>

Estimated time: 15 minutes

Notes for the facilitator:

- Explain the slide factors
- Ask the group if they can think of any other factors not mentioned here.
- Form five groups of participants (or more if other factors are identified) and ask each group to list and share with the others **examples of activities that strengthen one of the resilience factors** listed here.

To help participants have ideas, ask them to possibly think of **their own positive experiences at school during difficult times.**

- Print and distribute “[En] 2-5-List Resilience Activities” and discuss the listed activities and their applicability and invite participants to write down the activities suggested by the group.
- Consolidate participants' proposals and share them with the project team to enrich the future content.

Sharing experience



Reflection: How can PSS benefit those who have gone through traumatic events?



Individual activity - then group discussion

- Take a few minutes to think about a student who has experienced a traumatic event and the signs he / she is presenting.
 - Identify the student's needs
 - Think about how this student might benefit from your psychosocial support.
 - Does he / she need the support of other people instead?
- Use the table on the following slide to identify needs and suggest interventions
- Remember the confidentiality rule: you must not name or identify the student
- In your opinion, what is the teacher's role in the psychosocial support of his students?

Source : The INEE Training Module on PSS-SEL



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Estimated time: 10-15 minutes

Notes for the facilitator:

- Form balanced groups of at least 2-3 people or more
- Distribute the activity sheet which shows the table on the next slide in paper format to each of the participants
- Ask to reflect on cases encountered by participants and try to fill the table individually and then discuss in groups to complete their proposals. **Note:** *It may be helpful to model this activity as a whole group before asking participants to fill the table.*
- Then ask each group to share a single story and list of interventions from the group.
- Copy the same table from the next slide onto a flipchart and write down the participants' proposals. Inform participants that they will discuss their proposals again at the end of the workshop.

Give examples of interventions

| Student's Needs | Possible interventions to improve student well-being |
|---------------------------------------|--|
| Sense of belonging | |
| Intellectual Stimulation | |
| Physical stimulation | |
| Personal relationships and attachment | |
| Feeling valued | |
| Peer Relationships | |

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To be distributed in paper format to participants
File name: "2-SPS interventions in crisis contexts"

Psychosocial support needs and interventions

| Children's needs | Possible psychosocial interventions |
|--------------------------|---|
| A sense of belonging | Establish an educational structure where children feel included. |
| | Promote the restoration of cultural and traditional childcare practices, to the extent possible. |
| Peer Relationships | Offer a reliable and interactive routine, through school or other organized educational activities. |
| | Offer group and team activities (sports, theatre, etc.) that require cooperation and dependence on each other. |
| Personal attachments | Employ teachers who can establish appropriate care relationships with children. |
| | Provide opportunities for social integration and unity by teaching and respecting all cultural values, regardless of background. |
| Intellectual stimulation | Improve child development by providing a variety of educational experiences. |
| Physical stimulation | Encourage recreational and creative activities, both traditional and new, through games, sports, music, dance, etc. |
| Feeling valued | Create opportunities for expression through individual or group discussions, drawing, writing, theatre, music, etc. that promote pride and self-confidence. |
| | Recognize, encourage and congratulate children. |

Source : The INEE Training Module on PSS-SEL

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Source: INEE Training: Psychosocial Support through Education in Emergencies

Estimated time: 5 minutes

Notes for the facilitator:

To conclude this activity

As a group, discuss the interventions offered here after participants have reflected and proposed their own interventions.

PSS Pyramid of Interventions



Pyramid of Interventions

| Level | Suggested Interventions | Outcomes |
|--|--|--|
| Level 4 - Severe Psychological problems | SPECIALIZED SERVICES: Cognitive behavioural therapy, narrative exposure therapy, dialectical behaviour therapy, acceptance & commitment therapy <i>Mental health professionals only</i> | safety mental health relationships |
| Level 3 - Mild to Moderate Mental Health Problems | FOCUSED NON-SPECIALIZED SUPPORT: Non-focused trauma recovery, group therapy, acceptance & commitment therapy Mental health professionals, highly trained teachers, para professionals, parents, volunteers | safety mental health relationships learning & development |
| Level 2- Mild Psychological Distress | SUPPORTIVE GENERALIZED ACTIVITIES: Mindfulness, stress management, executive functioning games, art, music <i>Trained parents, teachers or volunteers</i> | safety mental health relationships learning & development |
| Level 1 - General Population Affected by Trauma | BASIC SERVICES & SECURITY: Positive school climate, safety & security plans, risk reduction, school feeding programmes | safety mental health relationships learning & development physical health |

Source : The INEE Training Module on PSS-SEL

Source: INEE Training: Psychosocial Support through Education in Emergencies

Estimated time: 10 minutes

Notes for the facilitator:

Explain the different levels of the intervention pyramid:

The pyramid has four levels of SPS psychosocial support and ASE social and emotional learning interventions

- The **basic services and security level** presents education as an essential service to create a routine and normality after an emergency situation. Some examples of this level are: the opening of schools, unofficial spaces for the education of children and young people and the training of teachers.
- The **community and family support level** presents schools as bridges between family and community support systems. Here are some examples of this level: associations of parents of students and teachers and school boards.
- The **targeted, non-specialized support level** recognizes that some learners need more support than others. For example: group or peer support in schools.
- The **Specialized Services level** recognizes that most vulnerable learners may need additional support outside of a school environment.

- For example: reference to mental health professionals.

Classification Activity

Paper-based activity

Associate interventions with the relevant level of the pyramid.

Estimated time: 15 minutes

Notes for the facilitator:

- Print and distribute the document “2-4-Activity-Pyramid SPS intervention” (except the last answer sheet) to each participant.
- Ask participants to work in groups of 2 or 3 to match the examples of interventions at different levels of the pyramid. Note: It may be helpful to model this activity as a group before asking participants to work on the activity.
- Compare the answers as a group. Help yourself with the answer sheet to verify participants' answers.
- **?** Lead a discussion
 - Can you think of other interventions by SPS and ASE?
 - Have you implemented any of these interventions previously? What is a good? What is a less well done?

PSS in the field



1. Where does the activity take place?
2. What is the activity?
3. Who runs the activity?
4. Who benefits from the activity?
5. How does this activity promote well-being?
6. What level of the pyramid does this activity address?



Additional activity Optional (15 minutes)

Objective: This activity allows participants to practice further identifying the different types of SPS and ASE interventions, as well as their place in the intervention pyramid. This activity can be useful for groups with little or no experience in psychosocial support and social and emotional learning.

Notes for the facilitator:

- Create groups of 2 to 4 people and assign a picture to each group.
- These photos show examples of different activities promoting psychosocial well-being. Have participants analyze their photo using the intervention pyramid, and then briefly present their responses to the class.
- Photos are accessible [here](#)

Description of photos and sample responses:

Photo 1: Learners at an IDP camp school in Rakhine State, Myanmar.

This is a group activity in psychosocial support, led by teachers trained in SPS.

This is the **targeted, non-specialized support level**.

Photo 2: Learners in a temporary learning space created following the Nepal earthquake outside of a temporary learning space.

The learning spaces were equipped with recreational equipment, such as skipping ropes.

This falls under **basic and security services**.

Photo 3: A counseling session in a reception center for refugees, in the unit providing support to unaccompanied minors. The counselor speaks with a boy who traveled by boat from Turkey to Athens. He was depressed, had trouble sleeping and concentrating on his studies. He did not have any information on the members of his family.

This case is **the responsibility of the specialized services**.

Photo 4: Community members read information about the back-to-school campaign following the earthquake in Nepal. They discussed how the community could help teachers restore school routines to the village.

This activity involves **community and family support**.

Learning with case studies

In your group, read and discuss the assigned case study:

- What PSS/SEL interventions can you spot in this study?
- Who is the target group of the intervention? How do they benefit?
- Who else could benefit from this intervention? How?
- At what level of the PSS/SEL pyramid is the intervention located?



Estimated time: 30 minutes

Material:

The “2-3-SPS Case Studies” file comprising 3 Case Studies (one case study per group) and Facilitator's Notes on the case studies

Notes for the facilitator:

- Form groups and assign each group a single study. If possible form 3 balanced groups, or assign the same study to several groups.
- Print out the case studies and distribute one to each participant according to their group.
- Have the groups read their case studies and discuss the questions on the Slide for 15 min
- If possible, ask participants to use a flipchart to present their discussion. They can use words, pictures, or both.
- Ask participants to present their case study and discussion using their flipchart.
- Use the facilitator's notes at the end of the document to help structure the discussion.

Relaxing activity for teachers and students



Sometimes only a few deep breaths can relax you.

Instructions:

1. Sit or stand in a comfortable position.
2. Inhale through your nose for four seconds. I'll count to four, so follow my voice and inhale softly while I count. Exhale through your mouth for four seconds. I'm going to count to four, so follow my voice and slowly exhale as I count.
3. Use this breathing work for four breathing cycles, counting slowly.
4. Share with colleagues how you feel.

Relaxing activity for teachers and students



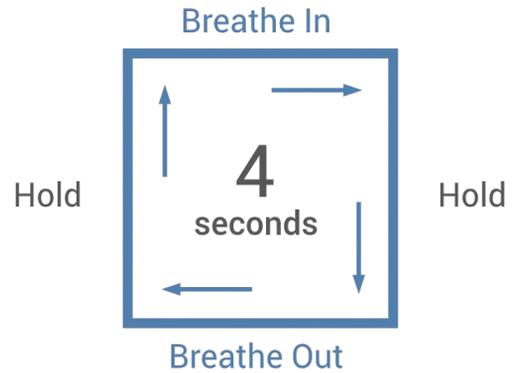
"Square" breathing:

I will accompany you, counting for you,

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

Repeat four times.

Share with colleagues how you feel.



Our role as teachers



Reflection: What should I do as a teacher?



Discuss in small groups and suggest some actions to share with the others.

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

- What would be your role in ensuring appropriate psychosocial support?
- What steps can you take?
- What would you do to promote appropriate psychosocial support in your school or more globally in your community?

Estimated time: 10-15 minutes

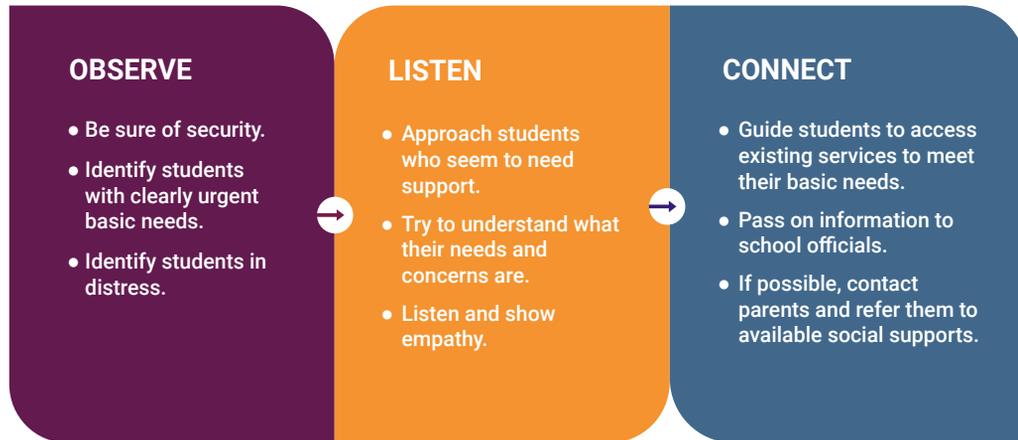
Principles of responsible aid

-  1. Respect the safety, dignity and rights of students
-  2. Adapt what we do to take into account the culture of students
-  3. Be aware of other interventions at the school or community level
-  4. **Take care of yourself**

Source: Adapted from “*Psychological first aid: Guide for field workers* “
<https://www.paho.org/en/node/44399>

Estimated time: 5 minutes

Actions for initial psychosocial support



Source: Adapted from “*Psychological first aid: Guide for field workers*”
<https://www.paho.org/en/node/44399>

Estimated time: 3 minutes

Conclusion: Review of Key Points

And now...

Suggest concrete PSS interventions adapted to your contexts

| Student's Needs | Possible interventions to improve student well-being |
|---------------------------------------|--|
| Sense of belonging | |
| Intellectual Stimulation | |
| Physical stimulation | |
| Personal relationships and attachment | |
| Feeling valued | |
| Peer Relationships | |

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Notes for the facilitator:

Ask participants to review their own proposals on paper to eventually:

- adjust them and locate them on the pyramid of interventions and
- decide whether the interventions contribute to improve student resilience
- specify what they can undertake by themselves as teachers and what requires specialists intervention.
- suggest other examples based on the points discussed during the day.

A 3-2-1 reflection



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

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

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

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Time required: 10-15 minutes

Note to the facilitator

- Allow 5-10 minutes for self-reflection and sharing
- Invite a few participants to share their answers
- Ask the group if anyone wants to share their question to try to come up with an answer or suggestions together

- Collect answer sheets to forward to development team for consideration in material review

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. recognize the effects of stress and trauma on student learning and social behavior
2. recognize the role of PSS in promoting student resilience in crisis contexts.
3. distinguish different psychosocial support needs
4. classify needs and interventions according to the pyramid of PSS-SEL interventions
5. propose appropriate and applicable PSS interventions in your own context

Do you have any suggestions for improvements?



Time required: 10-15 minutes

Note to the facilitator

- Ask participants to put their notes and suggestions on paper
- Ask a few participants to share their proposals with the group
- Don't forget to pick up the sheets!

Thank you for your participation!

Send your questions and remarks to
clipmail@ceinternational1892.org



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