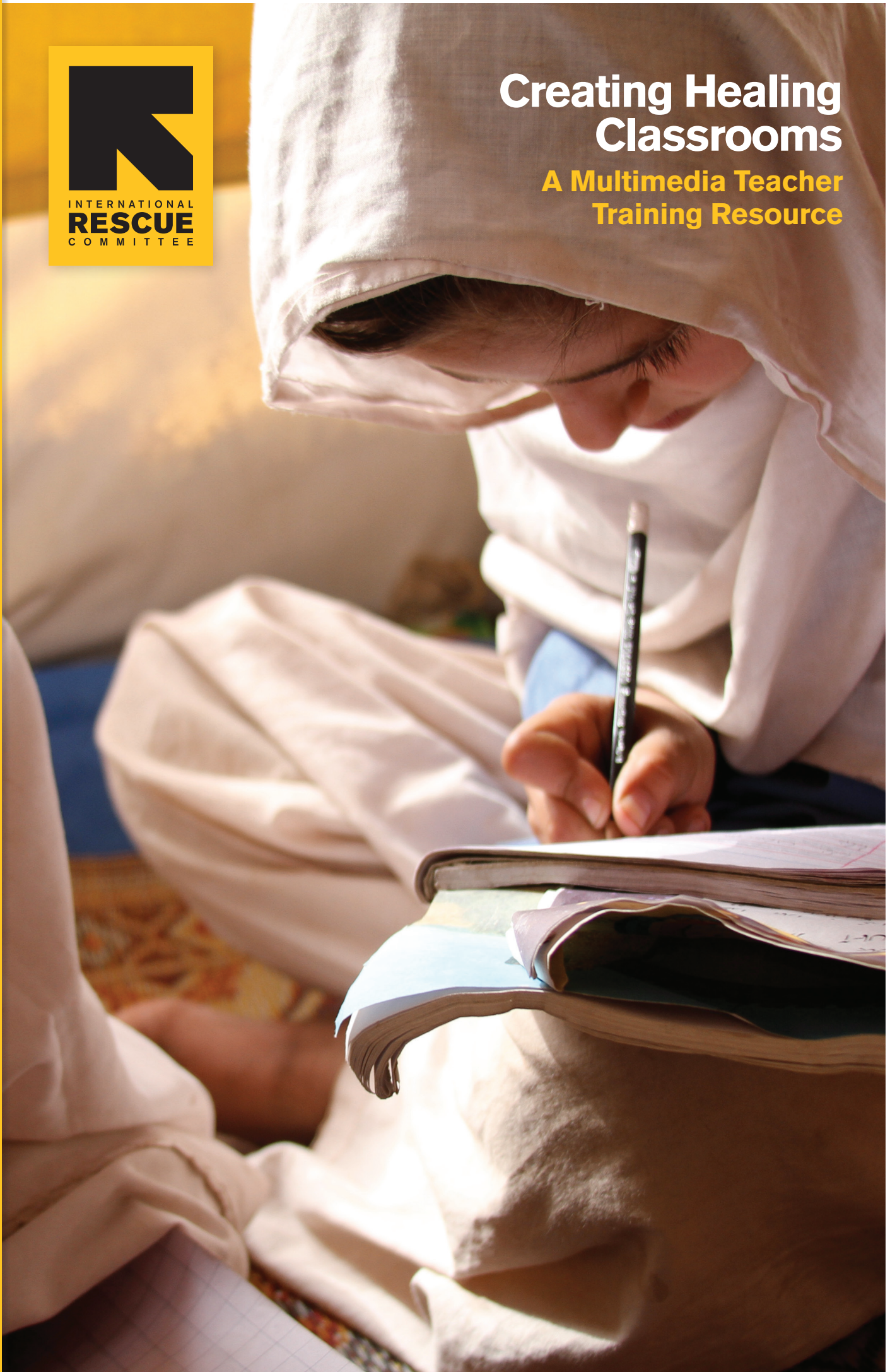




Creating Healing Classrooms

A Multimedia Teacher Training Resource



MISSION STATEMENT: THE INTERNATIONAL RESCUE COMMITTEE (IRC) RESPONDS TO THE WORLD'S WORST HUMANITARIAN CRISES AND HELPS PEOPLE TO SURVIVE AND REBUILD THEIR LIVES. FOUNDED IN 1933 AT THE REQUEST OF ALBERT EINSTEIN, THE IRC OFFERS LIFESAVING CARE AND LIFE-CHANGING ASSISTANCE TO REFUGEES FORCED TO FLEE FROM WAR OR DISASTER. AT WORK TODAY IN OVER 40 COUNTRIES AND 22 U.S. CITIES, WE RESTORE SAFETY, DIGNITY AND HOPE TO MILLIONS WHO ARE UPROOTED AND STRUGGLING TO ENDURE. THE IRC LEADS THE WAY FROM HARM TO HOME.

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ON THE COVER: An IRC-supported school for children displaced by the conflict in Peshawar, Pakistan.



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Introduction

OVERVIEW OF CREATING HEALING CLASSROOMS: A MULTIMEDIA TEACHER TRAINING RESOURCE

Creating Healing Classrooms: A Multimedia Teacher Training Resource contains a variety of materials necessary to facilitate a six-day teacher training in Healing Classrooms concepts and concrete teaching techniques. The purpose of the workshop is to provide teachers with knowledge and skills related to student well-being and specific teaching techniques and strategies that they can use to promote student well-being, and create “healing classrooms.” By the end of this five day training, participants will be able to:

- Define student ‘well-being.’
- Identify how education and teachers can promote student well-being.
- Identify and perform concrete teaching techniques that promote students’ well-being.

The workshop uses participatory techniques involving peer learning and hands-on activities to help clarify concepts. Through the use of video, discussion, and practice activities, participants will have the opportunity to visualize, understand, and experience using teaching techniques that will support students’ well-being.

BACKGROUND

The IRC’s Healing Classrooms approach is based on four years of action research and field testing, as well as our extensive experience in design and implementing education programs in conflict-affected areas. In the context of sudden onset and chronic crises, as well as contexts of post-crisis and state fragility, the Healing Classrooms approach is designed to develop and strengthen the role that schools and particularly teachers play in promoting the psychosocial recovery and well-being of children and youth. It encourages an inclusive approach to education, in which all children and youth are welcomed – including girls, children of different ethnic origin, and children with disabilities. It recognizes that crises and displacement impact children and youth socially and emotionally and heighten their risks of facing abuse and exploitation, even within schools, and that training, ongoing support, and monitoring and referral systems are critical in making schools safe spaces. The approach particularly focuses on expanding and supporting the positive role that teachers play in making and maintaining “healing” learning spaces in which all children and youth can recover, grow, and develop.

There are a variety of Healing Classrooms tools currently available. One such tool is the Healing Classrooms e-learning program, found in English at <http://www.healingclassrooms.org/> and in French at <http://french.healingclassrooms.org/>, which is designed as a self study program that introduces staff of IRC and its partners to the key concepts of Healing Classrooms. The e-learning program is accompanied by the *Healing Classrooms Guide for Teachers and Teacher Educators*, a basic orientation manual on creating Healing Classrooms and supporting student well-being; and the *Healing Classrooms Tools for Teachers and Teacher Educators*, which provides resources used in our field programs. The Healing Classrooms Training Tool is meant to compliment these and other psychosocial trainings through providing a specific, concrete approach to training teachers in Healing Classrooms techniques.

How to Use the Facilitator's Guide

This teacher training tool aims to help teachers understand and use a variety of teaching techniques in their classroom to promote their students' well-being. This tool is specifically for teacher trainers planning to provide a face-to-face workshop with teachers on Healing Classrooms using varied, participatory workshop activities, videos to demonstrate concrete teaching techniques, and opportunities for teachers to practice these techniques before returning back to their classrooms. It is important that the facilitator be very familiar with concepts of Healing Classrooms, the various components included in the tool, the structure and style of the training, and facilitator techniques in order to successfully lead the workshop.

COMPONENTS OF THE TOOL

The guide consists of background notes on some of the research informing the training, video clips, a facilitator's guide, handouts, a glossary of key terms, the voiceover script, a pre/post test. Each of these components should be reviewed prior to beginning the training. The purpose of each component is as follows:

- **FACILITATOR'S GUIDE:** The Facilitator's Guide takes trainers through the six-day workshop step-by-step with detailed instructions for how to lead the training. *The facilitator guide is comprehensive and clearly indicates within each module how and when a teacher trainer should lead an activity or discussion, show a video segment, or distribute handouts.* The trainer will follow the Facilitator's Guide throughout the entire training. The following section goes into more depth on how to use the Facilitator's Guide for a successful workshop.
- **BACKGROUND NOTES:** The background notes provide an overview of the research which informs the content included in the Healing Classrooms training. The aim of this document is to give facilitators a deeper understanding of student well-being as well as the evidence that supports the connection between the featured teaching techniques and well-being, as well as positive behavior and learning.
- **VIDEO CLIPS:** The video clips for module 1 introduce participants to Healing Classrooms principles. The video clips for modules 2-5 show teachers in an African and Asian context demonstrating concrete teaching techniques that promote different elements of student well-being. This enables participants to visualize and better grasp how to use these techniques so as to facilitate their ability to replicate them back in their classrooms.
- **HANDOUTS:** Handouts are used throughout the modules to enhance group activities, video sessions, and discussions, as well as to serve as a take-away reference for participants. Each module in the Facilitator's Guide clearly indicates when and how to use each handout.
- **GLOSSARY:** The glossary of key terms can serve as a quick reference for facilitators. It clarifies terms related to the content of the training as well as concepts related to aspects of the training itself.
- **VOICEOVER SCRIPT:** The video voiceover script serves as a reference for the facilitator that may be useful when preparing to show the video and when guiding a discussion on the video in plenary. It can be used to highlight key points or clarify aspects of the video.
- **PRE/POST TEST:** The pre/post test should be given to participants once at the beginning of the training and once at the end, as indicated in the Facilitator's Guide. This helps facilitators to gauge the extent to which participants gained new knowledge and skills through the training.

How to Use the Facilitator's Guide

STRUCTURE OF THE FACILITATOR'S GUIDE

The first module of the *Creating Healing Classrooms: Multimedia Training Resource* serves as an introduction to the workshop. It provides an overview of concepts of student well-being and teacher well-being. Each of the five subsequent modules, Modules 2-6, is organized around a specific element of student well-being, and two concrete teaching techniques that teachers can use in their classroom to promote this element.

The training is therefore organized as follows:

DAY 1

Module 1: Introduction to Student Well-being and Teacher Well-being

DAY 2

Module 2: Sense of Control

- Teaching Technique 2.1: Establishing Routines
- Teaching Technique 2.2: Co-creating Class Rules

DAY 3

Module 3: Sense of Belonging

- Teaching Technique 3.1: Whole Class Questioning and Cold Calling
- Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

DAY 4

Module 4: Feelings of Self-worth

- Teaching Technique 4.1: Giving Praise
- Teaching Technique 4.2: Encouraging Goal Setting

DAY 5

Module 5: Promoting Positive Social Relationships

- Teaching Technique 5.1: Effective Group Work
- Teaching Technique 5.2: Connecting to Students' Lived Experiences

DAY 6

Module 6: An Intellectually Stimulating Learning Environment

- Teaching Technique 6.1: Using Differentiated Learning Activities
- Teaching Technique 6.2: Questioning Techniques

Modules 2-6 follow the same general format. They are divided into four parts: an introduction, two teaching technique sessions, and a conclusion. The components within these sections and their purposes are outlined below.

- **THE DAY AT A GLANCE:** The day at a glance chart at the beginning of each module provides a clear sense of each component of the training, its purpose, time allotment, and materials.
- **THE INTRODUCTION:** The introduction contains an energizer, a module overview where the objectives and daily agenda are presented, and a warm-up that addresses the module's element of well-being. The purpose of the introduction is to get participants excited for the day's session, to help them understand what they will cover, and to present key messages on why this element of student well-being is important.

How to Use the Facilitator's Guide

- **TEACHING TECHNIQUES:** There are two teaching techniques associated with each module. Each teaching technique section has the following components described below, which will occur twice a day.
 - **An activity** will take place at the beginning of each session on a new teaching technique. It may include plenary, group, pair or individual work through a hands-on activity or a discussion, usually followed by a plenary debrief. The purpose is to brainstorm and discuss the key messages around the teaching technique and its connection to the element of well-being.
 - **Video clips** show teachers in real-life contexts demonstrating techniques which promote elements of student well-being, along with a voiceover that describes what the teacher is doing and why the teacher is doing it. The video clips can help participants visualize how to do a particular technique so that they can imitate it during the activity which follows and apply it back in their own classroom. The instructions for each video may vary slightly, but in general, a video activity will involve the following steps:
 - Based on the pre-video activity's discussion of teaching techniques and well-being, participants work in pairs to predict what the teacher will do in the video. This strategy helps prepare participants for the video and assists with their comprehension and retention of the information presented in the video. Participants write down their predictions on a handout so that they can watch the video to confirm their predictions.
 - Participants watch the video once.
 - Participants work in pairs to discuss which of their predictions were correct.
 - Participants watch the video for a second time and write down what they see the teacher do.
 - **A plenary discussion** follows the video. Using the handouts participants filled in while watching the video, the facilitator, using the key messages as a guide, leads a discussion of what the teacher did in the video and how the techniques used in the video promote the particular module's element of student well-being. The facilitator makes a chart on the board or on flipchart that resembles participants' handouts, and participants can choose to copy information from the plenary onto their handout to complete the chart. The facilitator also asks questions and elicits or presents key messages about the teaching technique's connection to promoting learning and positive behavior. The facilitator's role is to lead the conversation by asking questions and allowing participants to openly express their ideas and learn from one another. To encourage wider participation, it is important that the facilitator allow different people to speak and answer questions, and also allows a few seconds to call on someone after asking a question so that more participants have time to formulate an answer. Whenever possible, the facilitator should ask questions to elicit the key messages, and say these only when participants do not address them.
 - **Practice activities** provide an opportunity for participants to actively engage in the teaching technique. It may include a role play, micro-teaching session, a written activity, or other methods of practice. Many activities require small group work where groups practice or prepare something in their groups and then present this in plenary. Assessment criteria is provided to help the facilitator know how to assess and give feedback to participants. This criteria is also meant to be shared with participants so that they can provide feedback during the plenary debrief which concludes each session. In addition, during plenary debrief, the facilitator should prompt participants to reflect on what they learned and how they felt during the practice activity.

How to Use the Facilitator's Guide

- **The wrap up** is a short plenary discussion during which participants consider how they could use the teaching technique in their own classrooms, as well as the benefits and challenges of using the technique.
- **THE CONCLUSION** ends each module, and contains three sections on discussing additional teaching techniques which promote the element of student well-being; reviewing the material learned that day; and briefly introducing the topic of the next day's module.

Within each section, specific instructions are given to the facilitator for what he/she should say, ask, or write on the board or flipchart paper. Key messages and suggested answers guide discussions, questions, and presentation of information.

USING A PARTICIPATORY, ACTIVE LEARNING APPROACH

The training uses a participatory, active learning approach through which participants are actively engaged in the learning material and information is presented through questions, discussions, and hands-on activities. The approach is consistent with the belief that participants are likely to learn best through actively participating rather than passively receiving information. Some key tenets of this approach are outlined below.

- **ASKING QUESTIONS TO ELICIT KEY MESSAGES:** Information should be presented as much as possible by eliciting, or drawing out, key messages from participants through questions rather than presented in a lecture-style format. Using the key messages and suggested answers as a guide, facilitators can ask questions and give prompts so that participants think through, analyze, and share important concepts themselves. Facilitators can also give examples as needed to help guide participants towards the key messages. When participants do not address the key messages in their responses after being questioned, prompted, and provided with examples, the facilitator should then summarize and present the key messages in a way that is clear and accessible. These points can be expanded upon as necessary. The facilitator should always make sure the information is clearly understood before moving on.
- **ASKING QUESTIONS TO ELICIT PARTICIPANTS' OPINIONS AND EXPERIENCES:** The sharing of participants' own opinions and experiences is encouraged and is central to helping participants grasp difficult concepts, as well as realize the relevance and applicability of material. In asking questions of the whole class or of individuals that require them to share opinions or experiences, it is important for facilitators to make sure to call on a variety of participants. The suggested answers are meant to give the facilitator an idea of what he/she might hear, and can also serve to help the facilitator provide an example to help prompt participants when needed. When gathering responses from multiple participants, the facilitator should also summarize these responses and make connections where applicable.
- **ENCOURAGING PEER LEARNING:** By using group work, pair work, open discussions, plenary debriefs, and peer feedback, participants can learn from each other. This promotes group unity and enhances the rapport in the workshop while allowing participants to learn from each other's advice, experience and questions.
- **USING BOTH ACTION AND REFLECTION** ensures that participants are thinking critically about the concepts and techniques discussed, having ample opportunities to practice applying them for themselves, and reflecting back on their experiences practicing them.

How to Use the Facilitator's Guide

ROLE OF FACILITATORS

The roles of the facilitator in the Healing Classrooms trainings include:

- To prepare materials before the training.
- To promote participation from each attendee.
- To help participants learn through various activities.
- To encourage participants to think creatively and analytically about questions posed throughout the training.
- To assess participants during activities, provide feedback as needed, and help them stay on track.
- To process and synthesize participants' ideas and contributions.
- To teach activities that participants can replicate in their schools.
- To model behaviors that educators should use in the classroom with students.

A FEW TIPS FOR FACILITATORS TO KEEP IN MIND ARE:

Do	Don't
<ul style="list-style-type: none">• Set a respectful tone.• Prepare in advance.• Have good time management.• Encourage participation regularly.• Encourage questions.• Offer positive feedback.• Provide clear instructions.• Keep the group on task.• Show patience.• Place the flipchart and other visuals where everyone can see them.	<ul style="list-style-type: none">• Criticize participants or their views.• Call on the same participants every time to answer a question.• Ignore participants' questions or comments.• Stand in one spot reading from the guide – move around the room and create energy.

TECHNIQUES USED DURING THE TRAINING

- **ASSESSMENT (DURING GROUP/PAIR WORK):** During group work and pair work activities, it is important that the facilitator circulates the room and listens to what the groups are discussing and/or writing. This is to check that groups are on the right track and have a clear understanding of the task. If a group is having difficulties, the facilitator can clarify the directions and purpose of the task or ask additional open-ended questions to a group in order to elicit a constructive conversation. When giving feedback on something the participants should change, the facilitator should give clear, concise, and constructive criticism so that participants can understand the reason behind this feedback, as well as how to make changes.

How to Use the Facilitator's Guide

- **USING A FLIPCHART/BLACKBOARD:** The flipchart or blackboard will be an important tool throughout the training. Some activities in this guide indicate when the facilitator should write something down on flipchart or the board; however, the facilitator should also use the flipchart as needed to highlight key points during the training.
- **PARKING LOT:** One technique that is commonly used in workshops is to have a large piece of paper on the wall called the “parking lot.” It is likely that participants will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss at that moment, write the question/topic on the parking lot to save for later. The facilitator should review the list in the parking lot and try to address them at appropriate times. This method allows the training to progress as planned, while not neglecting new issues of importance.
- **GALLERY WALK:** During some of the activities throughout this training, participants will circulate around the room, compose answers to questions, and/or display their work, and read and reflect upon answers given by other participants. This is called a “gallery walk”. A gallery walk is an engaging active learning technique that involves movement, allows for the participation of the whole class, and helps reenergize participants. In a gallery walk, participants are able to see how others approached an activity or question, learn new ideas from their peers, and refine their own ideas based on the new information they see. It is also an opportunity for participants to display and be proud of their work, or to contribute thoughts and ideas in a more private way if they are shy and reluctant to speak up in the training. Furthermore, in a gallery walk, the facilitator can assess participants' understanding of material. Participants should always be engaged in the work they are reviewing, such as by adding something to others' work or looking for similarities and differences amongst their peers' work and responses.
- **BRAINSTORMING:** Brainstorming can promote creativity, participation, energy, and positive team dynamics. In a brainstorming session, participants produce as many solutions/answers as they can to a problem/question. This can take place during plenary discussions, group work, or pair work. The facilitator should pose a clearly defined issue and make sure that participants have a clear understanding of the task. Participants should share ideas out loud without interruption. All ideas should be accepted and not criticized. Once a sufficient list has been generated, the facilitator can then use the list to summarize or convey a learning message.
- **GROUP WORK:** Group work offers an opportunity for all people to participate in an activity, which may not always be the case in large plenary activities and discussions. It promotes active engagement, discussion, peer learning and positive relationships as it allows group members to get to know each other better. Effective group work should have clear instructions, involve all group members in the activity, and promote collaboration rather than competition. It is important to emphasize that each group member participates in, and contributes to the group's answers. During the activity, the facilitator should move around the room and listen to each group to make sure they understand the task. Depending on the task, the group may be asked to write answers on a large sheet of paper and/or present their answers to the large group. If groups are supposed to present their work, then each group should choose a representative who will present their material.

How to Use the Facilitator's Guide

- **PAIR WORK/TURN AND TALK:** Pair work offers similar benefits to group work, but in groups of two. It promotes active listening and communication skills. Using both group and pair work in a training can help the activities feel varied and engaging. In a turn and talk, two participants simply turn to the person sitting next to, near, or across from them and talk about something, fill out a handout, or discuss a question. During the activity, the facilitator should move around the room to assess the pair work. Pairs may be asked to present their answers either on paper, or by sharing out what was discussed in their pairs to the whole class. One strategy to further promote active listening is to have each pair member report back in plenary on what their partner said during their discussion or activity.

Groups/pairs can be formed in such ways as:

- Participants work with others sitting next to them, near them, or at the same table.
 - Participants form a group or pair based on common criteria—for example, “form groups of four with others who teach the same grade as you” or “find a pair who is wearing the same color shirt as you.”
 - Participants count off out loud, and then form a group/pair with those who called out the same number. This is a good way to “mix up” the groups and ensure different people are working together during the various activities. If you want all groups to have the same number of participants, determine how many people you want per group and divide the total number of participants by that number to get the range of numbers for counting off. For example, if you have 20 participants, and want groups of 4, then participants should count off from 1 to 5.
- **ROLE PLAY:** This is a particularly useful tool for allowing participants to practice a new technique or demonstrate a concept through a simulated scenario in a supportive environment. Participants who are acting in a role play can personally feel what it is like to be in a given situation and have to respond in a certain way. They can gain feedback from observers who can offer encouragement and advice for improvements, as well as reflect on their own actions, behaviors, and responses in the role play. Observers also learn ideas from the actors and other participants during this exercise through seeing, listening, and speaking. Educators can use role plays to identify best practices, as well as harmful actions by discussing the benefits and drawbacks of certain behaviors and actions. Role plays can also prompt participants to recall the feelings of past experiences (such as when they were students) and empathize with students currently in a similar situation.

In this manual, most role plays take place in small groups so that everyone has the chance to participate as an actor. While role plays are taking place, the facilitator should move around the room to observe and assess the small groups. Afterwards, groups can present a role play in plenary, and the rest of the class can observe, give feedback, and discuss.

How to Use the Facilitator's Guide

• **ENERGIZERS:** These serve as a way to start off the day's session by getting participants active, energized, and ready for the day. They can also be used as needed after long periods of sitting down, after emotionally intense sessions, or when the energy in the room is waning. These activities should encourage physical movement, interactions, laughter, and fun, as well as learning. There are suggestions for energizers in each module. In addition, a facilitator can ask for a volunteer to prepare and lead an energizer for the following day, or use one of the examples provided below:

- **Defending your side:** In this activity, the facilitator comes up with list of pairs of opposing items or people. Examples are "Coke or Pepsi", "Summer or Winter", and "Red or Green." The facilitator announces a pair and tells people who like the first item to go the right side of the room and the people who like the second item to go to the left side. The groups then meet in the middle and find someone on the opposing side with whom they can playfully argue why their item is superior. After one minute or when arguments are ending, announce a new pair of items.
- **Questions:** Put up pieces of papers with a largely written number (1-6) in different places around the room. Create multiple choice questions that have six possible answers. The facilitator asks the first question and the six possible answers with corresponding numbers are written a flipchart. The participants walk to the number of their answer. The facilitator can then instruct each group to have a short discussion about their answer, perform a short task, or simply ask the next question. Example questions with answers are:

How many siblings do you have?

- 1: 1
- 2: 2
- 3: 3
- 4: 4
- 5: 5 or more
- 6: Only child

What is your favorite color?

- 1: Green
- 2: Red
- 3: Blue
- 4: Yellow
- 5: Purple
- 6: Other

- **People Search:** Give everyone a list of ten different descriptions that could apply to group members. Tell participants that they have five minutes to find someone in the group who fits each description and write down the person's name next to the description. The list might look like:

Find someone who:

- Has an older sister _____
- Has a pet _____
- Is left handed _____
- Has traveled to (name of city or country) _____
- Likes chocolate _____

- **Rain, Wind, Storm, Sun:** Ask participants to either stand in a big circle or near where they are sitting. The leader will shout out either "rain," "wind," "storm," or "sun," each of which has corresponding movements. When the leader shouts "rain," everyone stomps the ground. When the leader shouts "wind," everyone raises their hands up high with a swaying motion. When the leader says "storm," everyone stomps and waves their hands in the air. When the leader says sun, everyone stretches their arms out to the side and lets out a sigh of relief.

How to Use the Facilitator's Guide

PLANNING FOR THE WORKSHOP

The facilitator should review the list of materials at the beginning of each module and in the "Day at a Glance" section and ensure these are all available, or that alternatives are available as needed.

The Facilitator's Guide indicates when any pre-preparation is needed for an activity, so the facilitator should review each module ahead of time and ensure all pre-preparation is completed. The facilitator may wish to prepare as well by writing certain things, such as the module's objectives, on flipchart paper ahead of time. Finally, the facilitator should review each handout needed for each day and ensure there are sufficient copies.

On the following page, a sample agenda provides an outline for how to plan for and conduct a six-day training.

Agenda

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:30-9:30	Opening the Workshop* Introduction of workshop and participants Pretest *The workshop will start at 8:15 on Day 1	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up
9:30-10:15	Introduction to Day 1 Energizer Module Overview Warm Up Teaching Technique 1.1 Plenary Activity	Teaching Technique 2.1 Activity Video	Teaching Technique 3.1 Activity Video	Teaching Technique 4.1 Activity Video	Teaching Technique 5.1 Activity Video	Teaching Technique 6.1 Activity Video
	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break
10:30-12:30	Teaching Technique 1.1 continued Plenary Activity cont. Pair Activity Video Group Activity	Teaching Technique 2.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 3.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 4.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 5.1 continued Plenary Discussion Practice Activity 1 Practice Activity 2 Wrap up	Teaching Technique 6.1 continued Plenary Discussion Practice Activity Wrap up
	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch
1:30-3:30	Teaching Technique 1.1 continued Video Group Activity Individual Activity	Teaching Technique 2.2 Activity Video Plenary Discussion	Teaching Technique 3.2 Activity Video Plenary Discussion	Teaching Technique 4.2 Activity Video Plenary Discussion	Teaching Technique 5.2 Activity Video Plenary Discussion	Teaching Technique 6.2 Activity Video Plenary Discussion
	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break
3:45-5:00	Teaching Technique 1.2 Video Group Activity Group Activity	Teaching Technique 2.2 continued Practice Activity Plenary Discussion	Teaching Technique 3.2 continued Practice Activity Wrap up	Teaching Technique 4.2 continued Practice Activity Wrap up	Teaching Technique 5.2 continued Practice Activity Wrap up	Teaching Technique 6.2 continued Practice Activity Wrap up
5:00-5:30	Teaching Technique 1.2 continued Group Activity Cont Conclusion Wrap up	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review Closing and Post-Test

Background Notes for Facilitator

The background notes provide you with an overview of the research which informs the content included in the Healing Classrooms training. The purpose of this document is to define the elements of well-being, and provide some examples of teaching techniques which teachers can use to positively impact students.

I. INTRODUCTION TO STUDENT WELL-BEING

Child and youth well-being means being safe from abuse, exploitation, neglect and violence, and being healthy or 'well' psychologically, emotionally, socially, cognitively, physically, and economically. Schools and teachers have been shown to play an important role in promoting child and youth well-being. IRC's Healing Classrooms approach focuses on expanding and supporting the positive role that teachers can play in making and maintaining "healing" learning spaces, particularly in crises, in which all children can recover, grow, and develop. Healing Classrooms addresses ways in which teachers can strengthen students' *sense of control*, *sense of belonging*, *feelings of self worth*, *positive peer and teacher relationships*, and *intellectual stimulation*, all of which contribute to students' overall well-being.

II. CREATING A SENSE OF CONTROL

When students feel a sense of control at school, they feel a sense of stability. They feel safe and secure, and know that nothing scary will occur. They feel that their day is predictable, and they know and understand what to expect, and what is expected from them. Feeling a sense of control may be particularly important for children and youth whose daily lives and sense of stability have been disrupted by displacement, chaos and violence. In a large study undertaken by the United Nations on the Impact of Armed Conflict on Children, Graca Machel found that reestablishing a sense of stability in children's lives and supporting the process of healing were two common elements among the programs that were most effective in promoting positive psychosocial well-being in children affected by crisis.¹ Multiple research studies have shown a positive relationship between sense of control and both physical and psychological well-being. In a study conducted in the United States, people from all socio-economic classes experienced significantly higher levels of health and life satisfaction when they had greater sense of control over, and a high level of predictability in their lives. One theory is that a sense of control helps people adapt in adverse circumstances and encourages motivation to affect one's situation in a positive manner, while decreasing feelings of apathy or hopelessness.²

Attending school allows children to fulfill a role of being a student which comes with responsibilities and obligations.³ Entering or returning to a supportive and structured school environment establishes a routine for students, and helps students feel that they have control over their day. When children affected by crisis gain a sense of control, it promotes their well-being and sense of hope for the future. It also allows children to engage in natural processes of resilience and healing.⁴ This sense of control is fostered by establishing predictability, such as through students knowing what to expect during their day at school, and recognizing the class rules and consequences.

¹ Machel, G. (1996). *Impact of Armed Conflict on Children*. United Nations Department for Policy Coordination and Sustainable Development.

² Lachman, M. E. and Weaver, S. L. (1998). The Sense of Control as a Moderator of Social Class Differences in Health and Well-Being. *Journal of Personality and Social Psychology*. 74: 3, 763-773

³ Kos, A. M., and Derviskadic-Jovanovic, S. (1998). What Can We Do to Support Children Who Have Been Through War? *Forced Migration Review*. 3.

⁴ Save the Children. (1996). *Promoting Psychosocial Well-Being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches*. Working Group on Children Affected by Armed Conflict and Displacement. ; Kostelny, K., and Wessells, M. (2008). The Protection and Psychosocial Well-Being of Young Children Following Armed Conflict: Outcome and Research on Child-Centered Spaced in Northern Uganda. *The Journal of Developmental Processes*. 3:2, 13 – 25.

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There are various techniques which teachers can use to create a sense of control by establishing a sense of predictability among their students. Below we will review the techniques of *establishing routines*, *co-creating rules*, and *using positive discipline and fair, consistent consequences*.

1. Establishing Routines

A classroom routine creates stability in a child's day. A schedule that is predictable coupled with a structured environment lends to a child's feeling of security and control.⁵ There are simple activities that can aid in establishing a routine such as greeting students by name in the morning as they enter school, going over the class schedule and lesson objectives each day, and beginning and ending each day in the same way, such as with a brief class meeting to discuss what students have learned and upcoming topics.⁶ Also, offering positive messages at the very end of the day and telling students that you will be happy to see them tomorrow adds another positive element to the routine. For younger grades, this could be in the form of a song that has encouraging words.⁷

2. Co-Creating Rules

Engaging students in understanding and creating rules to govern classroom behavior can support a sense of control and positive learning environment. Establishing clearly defined classroom rules that compliment the class routines boosts the sense of stability and calmness of the atmosphere. Included in such guidelines are clearly identified consequences for any rule breaking. By actively involving students in the creation of classroom rules, it will likely increase their adherence to the defined boundaries as they feel a sense of ownership and stronger incentive to cooperate.⁸ When students feel that they have a voice in the way the classroom is run, they are more likely to take responsibility for self-monitoring classroom behavior. Another component is that disciplinary measures should be applied consistently and in a manner which prompts students to think about and learn from their mistakes. For example, a teacher or other staff member can meet with the student involved in a disruptive behavior to discuss what the student felt before and during the incident, why they made specific choices, and alternative actions they could have chosen.⁹

3. Using Positive Discipline and Fair, Consistent Consequences

Applying rules in a fair and consistent manner is an important element of fostering students' sense of control. It is essential that teachers clearly explain to students the structure of the discipline system and consequences for breaking rules. This awareness and consistency in application helps students know what to expect, thereby supporting a sense of control. It will also generally improve classroom management as students will understand why their cooperation is important and know the consequences for breaking rules. In addition to fair and consistent application, using positive discipline in place of traditional punishment methods promotes students' healthy psychosocial functioning.

⁵ US Office of Special Education Programs. Preventative Approaches. Retrieved from <<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=classroom/preventive>> ; Cummings, C.B. (2000) *Winning Strategies for Classroom Management*. Virginia: Association for Supervision & Curriculum Development.

⁶ Elias, M.J. (2003). *Academic and Social-Emotional Learning*. International Academy of Education. France: SADAG

⁷ UNICEF. (2009). *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual*.

⁸ Preventative Approaches” US Office of Special Education Programs. Accessed on January 11, 2011. Retrieved from: <<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=behavior§ion=main&subsection=classroom/preventive>>

⁹ Pasi, R.J. (2001). Higher Expectations: Promoting Social Emotional Learning and Academic Achievement in Your School. *The Series on Social Emotional Learning*. New York, NY: Teachers College Press.

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Research shows that harsh discipline, such as the use of corporal punishment, seldom leads to positive long-term changes in student behavior and may decrease cognitive ability.¹⁰ Studies indicate that the use of corporal punishment is even associated with increasing levels of misconduct and conduct disorders as well as a decreased ability to develop and use rational problem solving skills. It often leads to a decline in academic performance and social competence.¹¹ Moreover, it does not teach students self-control or ways to improve future behavior. An approach that has been shown to be more successful is positive discipline, which focuses on prevention rather than punishment, with an emphasis on self-discipline. Positive discipline supports the development of decision-making skills in regards to choices about behaviors, evaluation of alternatives, and reflection on outcomes. It involves elements of student self-control, positive reinforcement through teacher praise and other rewards/privileges, fair discipline, rule development, and group spirit.¹² The end product should be a positive classroom environment that fosters students' sense of control through establishing predictable rules and consequences for various behaviors which are taught, practiced, regularly reviewed, and monitored, so students are aware of potential consequences and are able to regulate their behavior to avoid them.¹³

The Child Welfare League of America asserts that prevention through promoting positive behavior can include modeling desirable behaviors, verbal praise for positive actions, and keeping a wall-chart for positive behavior. Another important element is teaching decision-making processes. Teachers should help students to make choices and decisions compatible with the rules through reinforcement of desirable behaviors and stopping negative behaviors. This will not only increase positive behavior, but also help students feel that they have more control and agency in what happens to them in the classroom.

While positive discipline systems can take different forms, teachers should follow a set classroom disciplinary system which students understand to address students who are misbehaving. The first response will generally be non-confrontational. This can be accomplished by giving a nonverbal cue, such as making eye contact with a frown, walking to and standing by the misbehaving child, calling on the student for a response or tasks, or writing the students name on the board. Small verbal cues can also be used, such as using body language to indicate "no."

If these are not sufficient to stop the problem, a more direct response is necessary. This can include writing a student's name on the board, putting a checkmark by the student's name on the board if the behavior does not stop or improve. The checkmark should indicate a clear consequence, such as a meeting with the teacher after class, a visit to the principal's office, or a call home. If there is a classroom-wide problem, the teacher can conduct a problem solving session based around the following questions: "What's happening now? What should be happening? What needs to be done? Who is going to do it? What is the time line? How will we know when we're finished?"¹⁴

It is important to keep in mind that some negative behaviors may be a manifestation of stress caused by the crisis. If a student consistently misbehaves, the teacher should speak to the student in a quiet place and gently ask how the child is feeling and if there is a situation that is troubling him/her. Seek opportunities to praise the child in class when s/he engages in good behavior or does well on an assignment or task. Also, encourage positive social interactions with peers through fun activities in small group settings.¹⁵

¹⁰ Osher, D., Bear, G., Sprague, J., and Doyle, W. (2010). How Can We Improve School Discipline? *Educational Researcher* 39: 48; Parker, J. and Stimpson, J. (2000). Positive discipline: The Journal of the Health Visitors' Association. *Community Practitioner*: 73: 4, 549.

¹¹ Dupper, D.R. and Montgomery Dingus, A.E. (October 2008) Corporal Punishment in U.S. Public Schools: A Continuing Challenge for School Social Workers. *Children & Schools*. 30:4 p243-250.

¹² Keating, B., Pickering, M., and White, J. (1990). *A Guide to Positive Discipline: Helping Students Make Responsible Choices*. Massachusetts: Allyn and Bacon.

¹³ Osher, D. et al. (2010). How Can We Improve School Discipline? *Educational Researcher*. 39: 48

¹⁴ Keating, B. et al. (1990). *A Guide to Positive Discipline: Helping Students Make Responsible Choices*. Massachusetts: Allyn and Bacon.

¹⁵ UNICEF. (2009). *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual*.

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III. CREATING A SENSE OF BELONGING

When students feel a sense of belonging at school, they feel included, accepted, and welcome at school. They may feel like they are part of a group, and are not alone. They may respect their peers, teachers and school community; show care and compassion for their peers; trust and feel attached to their teachers; and be more likely to attend school regularly. Feeling a sense of belonging at school may be particularly important for children and youth affected by crises, as students can regain trust and the positive connections to their social groups and communities that may have been lost through experiences of displacement, disruption of social structures and violence. Creating an environment in which children experience compassion, caring, and inclusion will serve to rebuild a sense of belonging. Going to school and feeling like a student also helps crisis-affected children and youth regain a sense of hope for the future.

Helping students to feel connected to their school and class helps them to feel that they have a support network. In many countries, research on events ranging from armed conflict to isolated armed attacks shows that having a strong support network is strongly correlated to emotional well-being and healing after trauma. It is a protective mechanism for students to counter stress and trauma. People with no support network or with a negative support network (in which supporters undermine or belittle the person and/or the traumatic experience) are more likely to experience long-term distress.¹⁶ Moreover, if a student feels connected to his or her school, he or she will generally internalize shared values of the school, thus demonstrating less misconduct, higher self-esteem, respect for teachers and peers, and higher educational achievements.

There are many studies that speak to the importance of feeling a sense of belonging. Maslow has indicated that a sense of belonging is a need that influences other needs, such as feelings of self-worth.¹⁷ Adler suggested that a sense of belonging encourages children towards self-development and contributions to the general welfare.¹⁸ An international assessment conducted by the Organization for Economic Co-operation and Development (OECD) confirmed that a sense of belonging is strongly correlated to health, well-being, and quality of life. In this study, sense of belonging was most strongly affected by a positive school environment and culture, while the amount of school resources and school size were not significant factors.¹⁹ Studies conducted in the United States indicate that sense of community is positively correlated to social and personal development. Furthermore, a strong sense of community in a classroom can diminish some of the negative psychological and behavioral reactions to adverse situations, such as poverty and conflict.²⁰

There are various techniques which teachers can use to create a sense of belonging among their students and strengthen their student identity. Below, we will review the practices of *supporting and including every learner* and *creating and assigning meaningful classroom tasks*.

¹⁶ Hobfall, S.E. et al. (2007). Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry*. 70: 4, 283 – 315. ; Shaw, J.A. (2003). Children Exposed to War/Terrorism. *Clinical Child and Family Psychology Review*. 6: 4, 237 – 246.

¹⁷ Osher, D. et al. (2010). How Can We Improve School Discipline? *Educational Researcher*. 39: 48 ; Perry, C.M. Proactive Thoughts on Creating Safe Schools. Academic Development Institute. Retrieved from: < <http://www.adi.org/journal/ss01/chapters/Chapter10-Perry.PDF>>.

¹⁸ Elias, M.J., Zins, J., and Weissberg, R. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Virginia: Association for Supervision & Curriculum Development.

¹⁹ Willms, J.D. (2000). *Student Engagement at School: A Sense of Belonging and Participation*. Organization for Economic Co-operation and Development. OECD Publishing.

²⁰ Kim, D., Solomon, D., & Roberts, W. (1995, April). *Classroom practices that enhance student's sense of community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

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1. Supporting and Including Every Learner

It is important for teachers to support, encourage, and include every learner as part of the classroom community. Creating equal and fair opportunities for students to participate helps them feel like a part of the class and indicates to them that they belong there, regardless of their abilities and background. Students learn more effectively in an environment where they feel confident in expressing their thoughts, even when they face the risk of making an error. Various studies have shown that a supportive and safe environment, as perceived by a child, is significantly correlated to psychosocial well-being, academic achievement, high self-esteem, and self-control. In contrast, brain research shows a sharp decrease in a student's ability to focus, learn, retain information, and employ problem solving skills when they are in an insecure environment in which they feel threatened, unwelcomed, or anxious.²¹ Also, a classroom that is unwelcoming and not encouraging diminishes a child's feeling of safety, causing feelings of anxiety which may lead to self-isolation and decreased levels of learning.²²

There are several techniques which teachers can employ to create a supportive and encouraging environment. One is to model positive, caring behavior and encourage students to interact in the same manner. Hanging up students' work on the wall helps them feel proud of their accomplishments and that they are appreciated as a member of the class. Other activities that encourage a sense of community are singing a school song or having school uniforms, which help to enforce children and youth's identity as a student.

There are certain questioning techniques that also include all students, thereby strengthening their sense of belonging in the class. Using a whole class questioning activity which requires a non-verbal or choral response encourages participation from all students, including those who are typically shy or nervous about speaking up in class. This technique increases students' opportunities to respond in class, while also maintaining order as students quietly can raise their fingers or hold up cards, signs or items to indicate their answer to a question.²³ In addition, using a cold-calling technique gives all students an equal chance to participate. In cold-calling, a teacher calls on students randomly to answer questions. This has cognitive benefits, as all students must be prepared to answer and therefore go through the process of thinking through the question. In addition, this technique impacts students' sense of belonging by showing them that the teacher cares about what they have to say, regardless of whether or not they raise their hands.²⁴ This can help all students, including those who are shyer or may sit in the back of the class, feel they are a valued part of the class community.

2. Creating and Assigning Meaningful Classroom Tasks

Another technique is to provide opportunities for students to meaningfully contribute to their classroom and school environment. This promotes cooperation and a feeling of a class community, making students feel like valuable community resources. One important element of sense of belonging is feeling that one is making a valued contribution to the classroom. A study showed that the role of cooperation in classroom projects is strongly related to a sense of belonging. When students work

²¹ Elias, M. J. (2003). *Academic and Social-Emotional Learning*. International Academy of Education. France: SADAG ; Elias, M.J. et al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Virginia: Association for Supervision & Curriculum Development; Brown, J.L. et al. (2010). Improving Classroom Quality: Teacher Influences and Experimental Impacts on the 4Rs Program. *Journal of Educational Psychology* 102: 1, 153-167; Willis, J. (2007). *Brain-Friendly Strategies for the Inclusion Classroom*. Virginia: Association for Supervision & Curriculum Development.

²² Mayer, J.E. (2007). *Creating a Safe and Welcoming School*. International Academy of Education. France: Imprimerie Nouvelle Gonnet.

²³ Elias, M.J. (2003). *Academic and Social-Emotional Learning*. International Academy of Education. France: SADAG ; Elias, M.J. et al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Virginia: Association for Supervision & Curriculum Development.

²⁴ Lemov, D. (2010). *Teach like a champ: 49 techniques that put students on a path to college*. San Francisco: John Wiley & Sons, Inc.

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together on a project or task, they feel that they can make meaningful contributions, which increases positive behavior among peers and positive feelings.²⁵

Opportunities can include tidying the classroom and helping the teacher with various tasks, or improving the physical environment around the school or community through community beautification projects such as planting a small school garden or cleaning the school yard. Another opportunity is peer mentoring or cross-age tutoring, which is beneficial for both parties in developing a sense of belonging through bonding while also allowing students opportunities to refine social skills.²⁶ It is important that all students engage in the activity or are randomly assigned, and the activity is not discriminatory or used to reinforce gender stereotypes.²⁷ Ways to assign tasks randomly are for the teacher to write down each student's name on a piece of paper and draw names out of a container, or write down tasks on paper and have students choose these out of a container. To further enrich this experience, teachers can lead discussions about the students' experiences and the results of their service.²⁸

IV. CREATING A SENSE OF SELF-WORTH

When students have feelings of self-worth at school, they feel capable and confident; proud of themselves and their abilities; and hopeful about having and being able to contribute to a positive future. They like themselves, and have good self-esteem. They feel a sense of self-efficacy, or able to achieve what they set out to do and to exert influence or have control over events that happen in his/her life.²⁹ When children face disasters and traumatic events, they often lose their sense of self-efficacy, feeling that they do not have the ability to manage events that arise. This feeling can diminish one's feelings of self-worth. This negatively affects well-being, as students may lose confidence in themselves, feel hopeless about the future, and feel incapable of producing positive outcomes in their lives.³⁰

Schools can help elevate self-worth by encouraging students to realize they already have or can build the skills necessary to problem solving and deal with adversity. Having feelings of self-worth is also an important element of academic success. When students feel confident and hopeful, their academic performance will improve.³¹

Many teaching practices which promote feelings of self-worth and help students feel good about their abilities also target other elements of student well-being. Among these are treating all students equally, involving all students in class activities, displaying the names and the work of all students, and encouraging students to ask questions. Below, we will review the practices of *giving praise* and *encouraging goal setting*.

²⁵ Kim, D., Solomon, D., and Roberts, W. (1995, April). *Classroom practices that enhance student's sense of community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

²⁶ Perry, C.M. Proactive Thoughts on Creating Safe Schools. Academic Development Institute. Retrieved from: < <http://www.adi.org/journal/ss01/chapters/Chapter10-Perry.PDF>>.

²⁷ Elias, M.J. (2003). Academic and Social-Emotional Learning. International Academy of Education. France: SADAG ; Elias, M.J. et al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. Virginia: Association for Supervision & Curriculum Development.

²⁸ Pasi, R.J. (2001). Higher Expectations: Promoting Social Emotional Learning and Academic Achievement in Your School. *The Series on Social Emotional Learning*. New York: Teachers College Press.

²⁹ Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). < <http://des.emory.edu/mfp/BanEncy.html>>

³⁰ Hobfall, S.E et al. (2007). Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry*. 70: 4, 283 – 315.

³¹ Purkey, W.W. (1970). *Self Concept and School Achievement*. Englewood-Cliffs, N.J.: Prentice-Hall, Inc.

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1. Giving Praise

Strategically praising students is linked to improving a student's view of his or her own intelligence, motivation, and self-worth. Using this technique has also been proven to increase positive behaviors and boost academic achievement. Praising students can make them feel good about their intelligence and abilities, and show them that their teacher recognizes and values these attributes.

Praise can be used for a wide range of behaviors and attitudes that extend beyond the quality of students' work. It is important to note that a classroom can weaken self-worth by making children feel ashamed, criticized, bullied, disregarded as having unimportant opinions, or discriminated against.³² To avoid this, a teacher can praise students for positive behavior, effort, hard work, and improvement even when correcting or assisting a student. This allows teachers to promote students' self-worth even if students are struggling in class or do not have the right answer, by acknowledging what the student is doing well.³³

It is important to note that teachers should not give praise to incorrect answers, but should praise effort and improvement instead. Students will detect when a teacher habitually praises errors and it could result in discouragement or embarrassment.³⁴ In correcting students by praising their effort, and by correcting in a way that doesn't embarrass students, but rather uses this as a teaching opportunity, students can learn and understand what they did wrong without feeling embarrassed. This also encourages students to take risks in participating in class activities without fearing failure. Ways to praise improvement or effort can take the form of statements such as, "I can see the progress you've made." or "You have really been practicing hard." In increasing positive contributions, praise should focus on appreciation, such as "I appreciate the help you gave me. Your hard work really helped our classroom."³⁵

2. Encouraging Goal Setting

Teaching students to set achievable goals for themselves serves to increase their self-efficacy, which leads to improved task performance and an increase in motivation to engage in challenging tasks.³⁶ During a crisis, children may come to feel that they have little control over how events affect their lives, which negatively impacts their self confidence and self-worth. Teaching children to set realistic goals for themselves helps them regain a sense of control over their lives and increases their confidence. It will give them confidence in being a good student who learns well and succeeds at school. If students see they can set and achieve goals, they will feel good about their ability to accomplish what they aim for.³⁷

³² UNICEF. 2009. *The Psychosocial Care and Protection of Children in Emergencies: Teacher Training Manual*.

³³ Moore Partin, T.C., Robertson, R., Maggin, D., Oliver, R., Wehby, J. (2010) Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure*, 54(3), 172–178; VanDeWeghe, R. (November 2003) Students' Views of Intelligence, Teachers' Praise, and Achievement, *The English Journal*. 93 (2), 70-74; Derevensky, J.L. and Leckerman, R. (1997) Teachers' Differential Use of Praise and Reinforcement Practices. *Canadian Journal of School Psychology*. 13: 15.

³⁴ Brophy, J. (Spring, 1981). Teacher Praise: A Functional Analysis. *Review of Educational Research*. 51(1), 5-32.

³⁵ Brophy, J. (Spring, 1981). Teacher Praise: A Functional Analysis. *Review of Educational Research*. 51(1), 5-32.; Child Welfare League of America. (2000). Discipline Techniques. Retrieved from: <<http://www.cwla.org/positive-parenting/tipsdiscipline.htm>>.

³⁶ Wood, E. and Locke, E.A. (1987). The Relation of Self-Efficacy and Grade Goals to Academic Performance, *Educational and Psychological Measurement*. 47 (4), 1013-1024.

³⁷ Wood, E. and Locke, E.A. (1987). The Relation of Self-Efficacy and Grade Goals to Academic Performance, *Educational and Psychological Measurement*. 47 (4), 1013-1024.; Schunk, D.H. (1985). Children Participation in Goal Setting: Effects on Self-Efficacy and Skills of Learning-Disabled. *Journal of Special Education*. 19, 307-317.

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Research shows that self-efficacy increases by a much larger degree when students participate in setting their goals. Furthermore, goals should be proximal instead of long-term so that children can continually see progress.³⁸ It may also be useful to establish whole class goals so that students not only become more familiar with the goal-setting process, but also learn how to work collaboratively toward goals.

Setting goals for oneself is not an innate skill; it is a process that will require learning and practice. At first, teachers will probably have to guide students through the goal-setting process to help them feel empowered and capable of achieving short and long term goals. Teachers may use guides such as a goal-setting chart as they go through the steps. After students gain an understanding of the process, teachers can allow them to set their own goals, but check that they are reasonable and attainable.

Teachers should:

- Encourage students to break long-term goals into short-term sub-goals so that they can see more frequent progress and feel less overwhelmed by the process.
- Set aside time each day or week to check in with students on their progress, roadblocks they have encountered, and to offer encouragement and direction.
- Encourage students to talk through the process to make sure they understand it well and to ask questions and probe deeper levels of thinking.

The process of setting goals can be broken down into these steps:³⁹

1. Define the goal.
2. Outline the steps needed to achieve it.
3. Consider possible roadblocks and ways to address them.
4. Determine a timetable.

V. POSITIVE SOCIAL RELATIONSHIPS AND PEER INTERACTIONS

Positive social relationships are an essential component of child well-being. When students have positive peer and teacher relationships at school, they feel valued, listened to, cared for, loved, appreciated, and emotionally supported. They have feelings of trust and self-esteem, and positive social and communication skills. Having supportive relationships with peers and teachers may be particularly important for helping crisis-affected children cope and bounce back after exposure to trauma.

In emergencies, relationships with caring adults are often disrupted or lost in children's families and communities. Restoring supportive relationships with caring adults is a critical building block for helping them regain feelings of trust, safety, and security. In addition, fostering positive peer relationships can help students regain healthy friendships in order to have strong social bonds and feel joy, as well as promote tolerance and empathy to prevent further peer violence, which could threaten students' well-being.

³⁸ Schunk, D.H. (1985). Children Participation in Goal Setting: Effects on Self-Efficacy and Skills of Learning-Disabled. *Journal of Special Education*. 19, 307-317; Bandura, A. and Schunk, D.H. (1981). Cultivating Competence, Self-Efficacy, and Intrinsic Interest through Proximal Self-Motivation. *Journal of Personality and Social Psychology*. 41 (3), 586-598.

³⁹ Teaching Guide: Setting and Achieving Goals. Retrieved from: <<http://www.goodcharacter.com/BCBC/Goals.html>>

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Classrooms that engage students in positive social interactions and encourage friendships and attachment support emotional security and recovery.⁴⁰ They also provide protection against mental and physiological distress and disorders. When children feel that they are in a safe environment in which they are supported by their peers, they can engage in natural healing processes. These may include talking with other children about their experiences, taking the opportunity to realize that their responses are normal and shared, and further developing social skills that improve relationships.⁴¹

Furthermore, a child's experiences during the school day are shaped by his/her school relationships.⁴² Research confirms that healthy friendships are vital for social and emotional development during childhood. Longitudinal studies show that children who do not have friends during childhood are more likely to have emotional and mental problems during youth. Positive social relationships at school support improved academic performance and promote cooperation, appropriate communication, and adept social skills.⁴³ Another research study concluded that two of the most important school characteristics in predicting students' academic achievement are whether the environment is safe and supportive, and if the environment fosters positive social relationships among students and teachers.⁴⁴

Having positive relationships with adults is also an important part of a child's psychosocial development. During a crisis, a child may have lost important social connections, thus the relationship with teachers may take on increased importance. A healthy relationship with a teacher can help a child rebuild trust, alleviating some of the harmful effects of the crisis. Research indicates that students who feel cared about by their teachers have higher academic success rates.

To foster healthy teacher-student and student-student relationships, teachers should treat all students equally and with respect regardless of their background or socioeconomic status, actively listen to what students are saying, show patience in the classroom, and model positive behavior. Below we will review the practices of *effective group-work* and *connecting to students' lived experiences*.

1. Group Work

Group work is a great way to foster positive relationships between students while providing a good learning opportunity. Research shows that students learn and retain more information when working collaboratively in small group settings. In groups with meaningful and engaging assignments, students become active learners, instead of passively taking in information.⁴⁵ Also, using group work encourages

⁴⁰ Barenbaum, J. and Ruchkin, V. and Schwab-Stone, M. (2004). The Psychosocial Aspects of Children Exposed to War: Practice and Policy Initiatives. *Journal of Child Psychology and Psychiatry*. 45:1, 41-62; Machel, G. (1996). *Impact of Armed Conflict on Children*. United Nations Department for Policy Coordination and Sustainable Development; Kostelny, K. and Wessells, M. (2008). The Protection and Psychosocial Well-Being of Young Children Following Armed Conflict: Outcome and Research on Child-Centered Spaced in Northern Uganda. *The Journal of Developmental Processes*. 3:2, 13 – 25.

⁴¹ Kostelny, K. and Wessells, M. (2008). The Protection and Psychosocial Well-Being of Young Children Following Armed Conflict: Outcome and Research on Child-Centered Spaced in Northern Uganda. *The Journal of Developmental Processes*. 3:2, 13 – 25.; Kos, A.M. and Derviskadic-Jovanovic, S. (1998). What Can We Do to Support Children Who Have Been Through War? *Forced Migration Review*. 3.

⁴² Brown, J.L., Jones, S., LaRusso, M. D., and Aber, J. L. (2010). Improving classroom quality: Teacher influences and experimental impacts on the 4Rs program. *Journal of Educational Psychology*. 102: 1, 153-167

⁴³ Ferrer-Chancy, M. and Fugate, A. (2002). *The Importance of Friendship for School-Aged Children*. The Institute of Food and Agricultural Sciences Extension at the University of Florida. Retrieved from: <<http://edis.ifas.ufl.edu/pdf/files/fy/fy54500.pdf>>

⁴⁴ McCombs, B.L. and Miller, L. (2007). *Learner-Centered Classroom Practices and Assessments: Maximizing Student Motivation, Learning, and Achievement*. Thousand Oaks, CA: Corwin Press.

⁴⁵ Gross David, B. Collaborative Learning: Group Work and Study Teams. *Tools for Teaching*. University of California, Berkley. Retrieved from: < <http://teaching.berkeley.edu/bgd/collaborative.html>>.

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positive socialization and friendship amongst students while discouraging prejudice, discrimination and exclusion. It provides students with opportunities to exchange ideas with each other, feel pride in accomplishing a challenging task together, and work with students of different backgrounds, ages, and genders. Group work gives opportunities for weaker students to receive help and support from stronger students, as well as helps stronger students learn by explaining and teaching. It also allows students to engage in more challenging tasks that can be accomplished through team effort. Furthermore, group work can help students develop other important social skills, such as communication, problem-solving, leadership, empathy, and conflict resolution.⁴⁶

Group work can be used during any point in a lesson to determine students' understanding of a topic, to allow time to practice new skills, or to simply change the pace. It is important that the group work process is planned, well-explained to the class, and at the appropriate level. Also, the assignments should require interdependence so that all students are incentivized to participate in the group and to promote a sense of group cohesion through working together on a shared goal in a way that requires collaboration. The teacher should observe groups to make sure they are on track and understand the task.⁴⁷ At the end of the group work session, the teacher should announce that time is up, and possibly allow groups to present their work as an opportunity to showcase their final product so they can celebrate their work as a whole class.

2. Connecting to Students' Lived Experiences

Learning becomes more meaningful for students when they can relate to it through the context of their own lived experiences and apply it to real life. Research has shown that a classroom which facilitates such connections serves many purposes. Firstly, building on this connection enhances the interactions and bonds between students and teachers. Secondly, it promotes critical thinking and problem solving abilities of students. Thirdly, it creates a more inclusive classroom as students feel that their contributions are meaningful and that they are accepted by their peers and teacher.⁴⁸ Asking students questions about their lived experiences allows them to engage in the curriculum in a unique way that offers the opportunity to participate and contribute to the academic and social space. Questions will also prompt students to think about how the topic relates to their life, thus encouraging stronger participation in the lesson.⁴⁹ Examples of lessons which build upon students lived experiences are:

- a) When introducing a new topic in geography class, for example different types of terrain in the world, ask the students what types they have seen, which is their favorite and why.⁵⁰
- b) Another technique is for a student or teacher to tell a personal narrative that relates to a class topic and then, have a class discussion in which other students can relate their own experiences.⁵¹
- c) For older students, writing exercises can also serve this purpose. After briefly introducing a new topic, have students write a short "experience paper" to describe what they already know, as well as questions that they want answered during the unit. If time permits, students can share aloud what they wrote or the teacher can synthesize the information and present it to the class.⁵²

⁴⁶ Cowie, H. (1994). *Cooperation in the Multi-Ethnic Classroom: The Impact of Cooperative Group Work on Social Relationships in Middle School*. Bristol, PA.: Taylor and Francis Publishers.

⁴⁷ Gross David, B. Collaborative Learning: Group Work and Study Teams. *Tools for Teaching*. University of California, Berkley. Retrieved from: <<http://teaching.berkeley.edu/bgd/collaborative.html>>.

⁴⁸ Upadhyay, B.R. (2006). Using students' lived experiences in an urban science classroom: An elementary school teacher's thinking. *Science Education*. 90: 1, 94-110.

⁴⁹ Jehangir, R. (2010). Stories as Knowledge: Bringing the Lived Experiences of First-Generation College Students into the Academy. *Urban Education*. 43 (4), 533-553.

⁵⁰ Upadhyay, B.R. (2006). Using students' lived experiences in an urban science classroom: An elementary school teacher's thinking. *Science Education*. 90: 1, 94-110.

⁵¹ In Their Own Words: Personal Stories Connect Teachers and Students. *News from Routledge*. Philadelphia, PA: Taylor & Francis. Retrieved from: <http://www.tandf.co.uk/journals/pdf/spissue/ueee_pr_39_2.pdf>

⁵² Finan, M.C. (2004). Experience as Teacher: Two Techniques for Incorporating Student Experiences into a

Background Notes for Facilitator

d) Reinforce the similarities between students. Make a large wall chart or individual shapes on which students list some of their favorite things (food, hobby, TV program, etc.) This will show students what they have in common and can be a resource for future activities.

e) When students are engaged in a reading lesson, ask students to predict what will happen in the story from the title or a picture by thinking about their own life experiences, or ask students to relate what they just read to their own personal lives and to express their opinion about what they read.

VI. BUILDING AN INTELLECTUALLY STIMULATING ENVIRONMENT

Ultimately, students need to feel well in order to learn well at school; additionally, when students feel like they are learning well, they are more likely to feel well. When students feel they are learning well, and when they enjoy learning, they feel a sense of pride and self esteem. Research shows that students in conflict settings believe that learning well places them on a road to a better future and will enable them to become professionals, and achieve long-term goals. It gives students a sense of hope in the place of despair, which helps students cope with adversity.⁵³ Students who are learning well view school as a constructive use of their time that has a positive impact on their lives.

Building an intellectually stimulating environment helps students feel that they are learning well. UNICEF has identified the importance of providing students with “intellectual and emotional stimulation through structured group activities such as play, sports, drawing, drama and story-telling; and providing the opportunity for expression...” in order to support healing through cultivating a sense of a purpose, self-esteem, and identity.⁵⁴ Neurological research shows that intellectually stimulating environments lead to neuronal development and increased learning. This, in turn, positively affects cognitive, social, and emotional growth. Engaging students’ interest through the academic material and teaching to a student’s learning style will likely induce positive emotions. This allows information to pass more quickly through affective filters, aiding robust patterning and long-term memory retention. This also increases the probability that the information will reach the frontal lobe where the strongest cognitive processes occur.⁵⁵ This is more likely to occur when students are engaged in active learning, meaning they are actively engaged in the lesson using higher cognitive processes instead of passively listening to a lecture. Research indicates that students engaged in active learning activities have more conceptual learning gains, intrinsic motivation to learn, and participation in the environment than students engaged in passive activities.⁵⁶

Such activities are also valued by students in conflict settings. A series of interviews, focus group discussions, questionnaires, classroom observations, school mapping, and video/photo documentation was conducted with students in IRC programs in Sierra Leone, Ethiopia, and Afghanistan. Researchers found that students in all three countries consistently described learning and gaining knowledge as the parts of their schooling experience that they most enjoyed and valued. Many students stated that “learning well” is essential; leading evaluators to conclude that education programs should prioritize the quality and relevance of education.⁵⁷

Course. *Journal of Management Education*. 28 (4), 478-491.

⁵³ Winthrop, R. and Kirk, J. (2008). Learning for a Bright Future: Schooling, Armed Conflict, and Children’s Well-Being. *Comparative Education Review*. 52 (4) , 639 – 661.

⁵⁴ Machel, G. (1996). *Impact of Armed Conflict on Children*. United Nations Department for Policy Coordination and Sustainable Development.

⁵⁵ Willis, J. (2007). *Brain-Friendly Strategies for the Inclusion Classroom*. Virginia: Association for Supervision & Curriculum Development.

⁵⁶ Benware, C.A. and Deci, E.L. (Winter 1984). Quality of Learning with an Active Versus Passive Motivational Set. *American Educational Research Journal*. 21 (4), 755-765.

⁵⁷ Winthrop, R. and Kirk, J. (2008). Learning for a Bright Future: Schooling, Armed Conflict, and Children’s Well-Being. *Comparative Education Review*. 52 (4), 639 – 661.

Background Notes for Facilitator

Below, we will review the practices of *using differentiated learning activities* and *questioning techniques* in order to create an intellectually stimulating environment.

1. Using differentiated learning strategies

Students perceive and process information in different ways, and therefore learn best through different methods and mediums. Howard Gardner identifies what he calls “multiple intelligences”, which includes linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, and personal intelligences.⁵⁸ The strength of each type of intelligence varies by person, hence different methods of instruction work better for different students. Some students will learn better by hands-on activities, others through visual aids, auditory processes, or engaging in active learning with other students.

Thus, stimulating environments should include various styles of instruction and activities that accommodate all learning styles. Lessons geared towards multiple intelligences are more likely to reach a spectrum of students, allowing them to further develop their skills and feel emotionally and intellectually satisfied, in turn allowing for more information to be stored in memory. Examples of activities appealing to different intelligences are group/pair work, story-telling, skits, artistic projects, hands-on projects, and writing about engaging subjects.⁵⁹ Student-centered activities are also effective in creating an intellectually stimulating environment. One such activity is a whole-class discussion with open-ended questions which gives students the opportunity to think critically and create new ideas which they can express to the group. This also gives students the chance to express their feelings and what is important to them. Moreover, research indicates that when students are engaged in such an activity, they experience increased levels of dopamine released in their brains, creating feelings of satisfaction and happiness.⁶⁰

2. Questioning Techniques

Using questions in class is a proven technique to promote active learning. Questions can direct students' attention, provoke critical thinking processes, engage them in the lesson and encourage their participation, and support independent thinking.

Questions can be used before, during, and after a lesson. Questions which are presented before a lesson begins are a good tool to introduce a topic and make students think about what they will learn and how it is connected to what they already know. Questions during a lesson are important to check for comprehension and can be in the form of simple recall or critical thinking. Questions after lessons serve as additional practice in using the new information and skills. Teachers should make questions clear, wait a few seconds with silence for students to give answers, and respond to answers in a constructive manner.⁶¹

⁵⁸ Gardner, H. (1993). *Frame of Mind: The Theory of Multiple Intelligences*. New York, New York: Basic Books.

⁵⁹ Willis, J. (2007). *Brain-Friendly Strategies for the Inclusion Classroom*. Virginia: Association for Supervision & Curriculum Development; Elias, M.J. (2003). *Academic and Social-Emotional Learning*. International Academy of Education. France: SADAG

⁶⁰ Willis, J. (2007). *Brain-Friendly Strategies for the Inclusion Classroom*. Virginia: Association for Supervision & Curriculum Development.

⁶¹ Redfield, D.L. and Rousseau, E.W. (1981). A Meta-analysis of Experimental Research on Teacher Questioning Behavior. *Review of Educational Research*. 51(2), 237-245 ; Wilen, W.W. (1987). *Questions, Questioning Techniques, and Effective Teaching*. Washington DC: National Education Association.

Background Notes for Facilitator

Other purposes of questions are:⁶²

- To encourage students to take interest and become actively involved in lessons.
- To help students develop critical thinking skills.
- To review earlier lessons.
- To foster insights by highlighting new connections between material.
- To evaluate accomplishment of instructional objectives.
- To motivate students to pursue learning on their own.

There are various types of questions that teachers can use during instruction:⁶³

1. Factual questions: this is to check comprehension and basic memorization. An example is: "What is the atomic weight of hydrogen?"
2. Clarification questions: this is to give clarity to both students and the teacher. An example is: "What do you mean by...?" or "Can you give me an example?"
3. Broadening questions: this is to extend the scope of a student's answer. An example is: "Do you know any other types of ...?" or "How would this apply to a different character in the story?"
4. Justifying questions: this is to explore a student's reasoning and expand the thought process. An example is: "You said that you think ... is the most reasonable option. What are your reasons for this decision?"
5. Hypothetical questions: this is a way to understand students' understanding of more complex issues or to provoke a critical thinking process. Examples are "If you could solve one of the world's problems, what would it be and why?"
6. Redirected questions: When a student asks a question that you think is valuable for the class to ponder, redirect the question to all students. They should consider the question and come up with their own answer.

A few tips for teachers on effective questioning are:⁶³

- Phrase questions clearly and logically.
- Ask questions for a specific purpose.
- Allow ten to fifteen seconds after asking a question before requesting a student's response.
- Encourage students to respond even if they are not sure and give constructive feedback.
- Recognize correct answers from students.
- Inquire about students' responses to help them clarify ideas and reasoning processes.
- Make conscious efforts to ask questions that require critical thinking processes.

If a student gives an incorrect response, there are various strategies that the teacher can employ to avoid embarrassing the child. For example, the teacher can rephrase the question and if the student does not respond within a few seconds, direct it toward the class as a whole. Another option is to rephrase the question so that it contains a clue to the correct answer.⁶³ In any case, it is important that the student is not made to feel embarrassed or ashamed.

⁶² Cotton, K. *Classroom Questioning*. North West Regional Educational Laboratory. Retrieved from: <<http://www.learner.org/workshops/socialstudies/pdf/session6/6.ClassroomQuestioning.pdf>>

⁶³ Amin, Z. (2004). Questions and Questioning Techniques. *Basics in Medical Education*. Retrieved from: www.worldscibooks.com/etextbook/5140/5140_chap1.pdf

Background Notes for Facilitator

VII. TEACHER WELL-BEING

In emergency and post-crisis situations, teachers' lives are often difficult and personal experiences greatly affect their teaching and therefore their students. Teachers also have their own psychosocial needs as well as their own personal priorities for security and survival and family responsibilities. When developing a teacher support package, it is important to take into account all of the factors that affect teachers' personal and professional lives to ensure their well-being and their ability to positively influence the students' well-being.

By understanding who teachers are, you can develop programs that support them in their day-to-day work of promoting student well-being. There are three main factors to consider when constructing an understanding of the teachers:

- **Teacher identity** refers to who teachers are and what sort of experiences they bring to the classroom setting. Teachers who work in crisis and post-crisis contexts are diverse individuals who come to the classroom with a variety of different experiences. Teachers are men and women, young and old, and from different ethnic, cultural, and social backgrounds. Some may be teaching for the first time, while others have years of training and teaching experience. Each of these factors can affect positively and negatively how they interact with students.
- **Teacher well-being** refers to the aspects of teachers' personal and social lives outside of the classroom that influence their work. In crisis-affected contexts, it is important to recognize that teachers have also been affected. Teachers may be coping with personal loss, loss of livelihood, poor health, and displacement from their homes. This can impact their ability to be present at school and focus on quality teaching.
- **Teacher motivation** refers to the different professionally related factors that encourage teachers in their work. Teachers can be inspired by the environment in which they teach, the support they receive from other teachers and supervisors, opportunities for professional development, and feeling respected and recognized by their community. As a result, if teachers are happy at school, if they feel professionally stimulated and if they have the technical and moral support from colleagues and supervisors, then these feelings will be reflected in the quality of their teaching.

This notion is supported by multiple research studies. Teachers have a huge influence over the learning environment, which is directly related to student learning. One study indicated that higher levels of a teacher's emotional ability led to better classroom quality, instructor sensitivity, and classroom organization.⁶⁴ Another study in 2008 indicated that teacher well-being directly impacted their performance and personal attributes, consequently affecting the level of success and motivation of their students. Improved teacher well-being is correlated with a warmer, more supportive classroom environment that is more conducive to learning and in which everyone feels good.⁶⁵ The research also suggests that teacher well-being can be improved through boosting personal support networks.⁶⁶ Also, teacher development workshops and trainings in the instructional procedures of healing classrooms, coupled with meetings that allow staff to harmonize their efforts, are important components on increasing support for teachers.⁶⁷ In summary, to effectively support teachers, we need to understand who the teachers are and how they view themselves; their lives outside of the classroom; and the factors within the school that impact their ability to promote student well-being and learning.

⁶⁴ Brown, J.L. et al. (2010). Improving Classroom Quality: Teacher Influences and Experimental Impacts on the 4Rs Program. *Journal of Educational Psychology*. 102 (1), 153-167.

⁶⁵ Petegem, K.V., Creemers, P.M., Rossel, Y., and Aelterman, A. (2005). Relationships Between Teacher Characteristics, Interpersonal Teacher Behaviour and Teacher Wellbeing. *Journal of Classroom Interaction*. 40 (2).

⁶⁶ Hills, K.J. (2010). Enhancing Teacher Well-Being: Put on Your Oxygen Masks! *National Association of Schools Psychologists Communiqué*. 39 (4); Klusmann, U. et al. (2008). Teachers' Occupational Well-Being and Quality of Instruction: The Important Role of Self-Regulatory Patterns. *Journal of Educational Psychology*. 100 (3), 702-715.

⁶⁷ Elias, M.J (2003). *Academic and Social-Emotional Learning*. International Academy of Education. France: SADAG.

Opening the Workshop

TIME: 30 MINUTES

INTRODUCTION OF PARTICIPANTS AND WORKSHOP

Purpose: To introduce participants and outline the objectives, schedule and rules of the workshop.

Have participants introduce themselves and give one expectation for what they hope to learn in this training.

WRITE expectations on flipchart and hang these up on the wall.

TIP

In discussing the agenda, make sure it is clear that after the first day, participants will be observing, discussing, and practicing two teaching techniques a day that promote a specific element of well-being.



GIVE

AGENDA



Discuss workshop agenda. Give participants copies of the agenda for the six day training. Have participants review the agenda and elicit any questions they might have.

TIP

This is particularly important to model as one technique introduced in module 2 is co-creating rules with students.



CO-CREATE WORKSHOP RULES > Have the participants identify some rules for behavior towards each other and the facilitator that they will follow throughout the workshop. Write them down on a flipchart and keep them displayed throughout the training.

PRESENT objectives of the training:

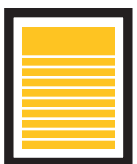
By the end of this five day training, participants will be able to:

- Define student 'well-being'.
- Identify how education and teachers can promote student well-being.
- Identify and perform concrete classroom teaching techniques that promote students' well-being.

TIME: 15 MINUTES

PRE-TEST

Purpose: To gather information necessary to gauge the knowledge and skills gained by participants at the end of the workshop.



GIVE

PRE-TEST

Give participants 15 minutes to complete. Collect pre-tests when participants have finished. At the end of the training, re-administer as post-test and collect in order to evaluate participants' gain in knowledge.

Introduction to Student Well-being and Teacher Well-being

MODULE 1

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will learn about how education, and in particular teachers, can contribute to children's and youth's social and emotional well-being and cognitive development. Participants will engage in pair, group and plenary discussions, as well as role plays to better understand the social, psychological and cognitive needs of children, particularly those affected by crisis, and how teachers' well-being can both positively and negatively affect the role education plays in meeting those needs, and build off children's and youth's natural resilience to recover from adversity.

MATERIALS

Module 1 handouts, flipchart, markers, blackboard, chalk, participants' notebooks, sticky notes, different colored markers, notecards.

OBJECTIVES

By the end of this module, participants will be able to:

- Identify how education and teachers can meet students' emotional, physical, social, and cognitive needs in order to contribute to students' well-being.
- Identify innate traits and external factors that contribute to children's and youth's ability to recover from adversity, and the role education plays in promoting this resiliency.
- Explain the relationship between teacher identity, motivation, and well-being, as it relates to the quality of education and student well-being.

KEY MODULE MESSAGES

- Everyone has a different definition of what it means to be 'well.' Feelings of trust, attachment, safety and confidence are usually included, as well as being able to perform daily tasks, and maintain positive relationships with peers, family members, teachers, and community members.
- All children have physical, emotional, social, spiritual, and cognitive needs that need to be met if they are to feel 'well.' A lot of these needs can be disrupted during and after a crisis.
- The ability to cope and 'bounce back' after a stressful experience is called 'resilience.' Resilience comes partly from personal traits that are innate and part of a child's biology that they are born with. Resilience also comes from protective factors built over time by the child's and youth's family, and his or her relationship with the larger community or environment.
- While resilience is essentially innate, there are many things we can do to build and strengthen children's and youth's 'inner resources,' including providing them with education opportunities.
- Education plays an important role in meeting children's psychological, social, and cognitive needs. Specifically it promotes children's and youth's 'sense of belonging, sense of control, positive social relations, self-esteem, and intellectual stimulation,' in their learning environment.
- In an emergency environment, children often lose nurturing relationships and lack opportunities for development — teachers can help restore this by building trusting, supportive relationships with them.
- Teachers can use specific practices while teaching that help children to not only learn, but heal and thrive.
- Understanding and promoting teacher well-being is important if teachers are expected to promote student well-being.
- Students' well-being and learning are negatively impacted if factors that contribute to teacher well-being, motivation, and identity are not addressed.

Day 1 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
OPENING	Introduction of Participants and Workshop	To introduce participants and outline the objectives, schedule, and rules of the workshop.	30 min	Workshop agenda, flipchart with the training objectives written on it, flipchart with Day 1 Agenda
	Pre-Test	To gather information necessary to gauge the knowledge and skills gained by participants at the end of the workshop.	15 min	Pre-Test
INTRODUCTION	Energizer	To become energized for the day's session while learning new things about fellow participants.	10 min	
	Module Overview	To provide participants with an overview of the objectives and agenda of the day.	5 min	Flipchart and markers
	Warm up: Stream of Consciousness Writing	To discuss participants' ideas about their own well-being.	15 min	
PART 1.1	Plenary Activity: Brainstorming	To discuss children's needs that contributes to their well-being.	45 min	Flipchart and/or blackboard, chalk, notecards
	Pair Activity: Discussion	To understand how conflict impacts children's and youth's needs, and to discuss children and youth's natural abilities to cope with adversity.	60 min	
	Video	To identify possible effects of crisis on children's and youth's needs being met.	45 min	DVD, DVD player, flipchart, markers
	Group Activity: Chart Handout	To apply the concepts learned in the video and explore how education can contribute to students' needs.	15 min	Handout 1A, flipchart, markers
	Video	To listen to a video segment that describes teachers' role in promoting children's and youth's well-being.	30 min	DVD, DVD player
	Group Activity: Drawing or Role Play	To identify ways that teachers meet the needs of students and promote their well-being.	60 min	Flipchart, markers
PART 1.2	Individual Activity: Handout	To reflect on the psychological, social, and cognitive needs of teachers.	30 min	Handout 1B
	Video	To discuss what factors affect teacher well-being, teacher identity and teacher motivation, and how that impacts student learning and student well-being.	30 min	DVD, DVD player
	Group Work: Scenario Discussion	To discuss how factors of teacher well-being, teacher identity, and teacher well-being impacts student well-being and learning.	45 min	Handout 1C, notecards
	Group Activity: Gallery Walk	To discuss ways to better support teachers.	15 min	Flipchart paper, markers,
CONCLUSION	Wrap up	To introduce the student well-being chart and preview how it will be used in the training.	15 min	Handout 1D

Introduction

TIME: 10 MINUTES

ENERGIZER: TWO TRUTHS AND A LIE

Purpose: To become energized for the day's session while learning new things about fellow participants.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants count off to form groups of 4-6.
 2. Each participant should think of three things to share about themselves, two which are true and one which is false. These should be interesting and not obvious "facts", so it is difficult for other group members to guess which one is false.
 3. Group members take turns sharing their "two truths and a lie" with their group, and group members guess which statement is false.
 4. Repeat until all group members have shared their "two truths and a lie."
-

TIP

This can also be done as a plenary activity.

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To provide participants with an overview of the objectives and agenda of the day.

TIP

Module objectives can be found on the first page of Module 1.

PRESENT THE MODULE OBJECTIVES >

Write them on flipchart and ask a participant to read them aloud. Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA >

Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

TIP

If participants seem stuck, you can prompt them with questions like:

- What makes you feel well?
- How do you act when you're well?
- How do other people affect your feeling well?

WARM UP: STREAM OF CONSCIOUSNESS WRITING

Purpose: To discuss participants' ideas about their own well-being.

▶ Tell participants to take 10 minutes to write without stopping everything that comes to mind when they think of their own well-being.

Invite some participants to share some of what they wrote. Summarize and make connections between different participants' responses.

SAY > In this module, we will continue to reflect on what we mean by 'well-being' and what factors contribute to both teachers and students feeling 'well' in school.

Part 1.1: Student Well-being

TIME: 45 MINUTES

PLENARY ACTIVITY: BRAINSTORM* AND VENN DIAGRAM

Purpose: To discuss children's needs that contribute to their well-being.

ASK >

- What does well-being mean to you and how would you describe a child that is 'well'?
- Think about your children or children you know in your community. What do they feel and how do they behave that signals to you that they are 'well'?

WRITE participants answers on board/flipchart.

TIP

Suggested answers are meant to guide the facilitator with some examples of what they might expect to hear.

*DEFINITION

In a brainstorming session, the facilitator poses a question and elicits as many answers as possible without interrupting or commenting. Once the time for answering is up, the facilitator can summarize responses and pick out useful or important contributions.

TIP

Key messages are meant to be elicited from participants, or summarized and explained to participants if and when you present them. You can paraphrase the key messages, and do not have to say them word for word.

Suggested answers:

- A child or youth that is 'well' shows:
 - Trust and attachment to peers and adults in their lives.
 - Confidence in themselves.
 - Attention and concentration during intellectual tasks (i.e. conversations, problem solving, etc.)
 - Cooperation with peers.
 - Respect and responsibility towards their family or other community members.
 - An ability to function in daily life.
 - Happiness and joy.
 - Freedom from fear and anxiety.

Summarize participants' responses.

KEY MESSAGES

- Everyone has a different definition of what it means for children and youth to be 'well.' Feelings of trust, attachment, safety and confidence are usually included, as well as the ability to function well in their daily lives, and maintain positive relationships with peers, family members, or community members.

Part 1.1: Student Well-being

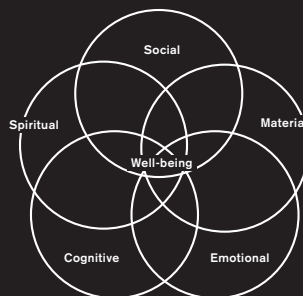
MODULE 1

PLENARY ACTIVITY: BRAINSTORM* AND VENN DIAGRAM (continued)

ON THE BOARD

Draw a large venn diagram with five overlapping circles.

Write 'well-being' in the center where all of the circles meet. Write one of the five domains in each circle: social, material, emotional, cognitive, and spiritual.



SAY > Each of these circles represents a domain of human needs. We suffer when these needs are not met. In thinking about what makes children “well,” it is important to think beyond just basic material needs and consider the social, emotional and cognitive needs of children and youth.

MODEL THE PRACTICE > Take a note card, and write on it “feeling loved.” Show the card to the class.

SAY > Feeling loved meets an emotional need.

With tape, stick this card into the circle with “emotional” written in it.

PRESENT ACTIVITY INSTRUCTIONS

1. Participants will each get a couple of note cards.
2. They should think about what children and youth need in order to feel well, and write one need down on each card.
3. Participants come to the board and with tape, stick their cards in the appropriate circles of the venn diagram.

Suggested answers:

- Social: To have friends, to interact with others, to have good relationships with one's family, community and school personnel.
- Material: To have clothing, to have shelter, to have food.
- Emotional: To feel good about one's self, to feel competent.
- Cognitive: To have intellectual development, to be able to learn.
- Spiritual: To have hope, to have faith, to feel life has meaning.

Invite a participant to come to the board and read off the answers.

Part 1.1: Student Well-being

TIME: 60 MINUTES

*DEFINITION

In a “turn and talk,” participants form a pair by turning to the person sitting next to or near them, and discuss a question in pairs.

TIP

When pair or small group discussion questions are long, these can be written on the board or written down and photocopied as a handout.

PAIR ACTIVITY: DISCUSSION

Purpose: To understand how conflict impacts children’s and youth’s needs and to discuss children and youth’s natural abilities to cope with adversity.

SAY > Adverse and challenging experiences disrupt or prevent children and youth’s needs from being met, particularly during or after a conflict or natural disaster.

TURN AND TALK > Tell participants they are going to do a “turn and talk.” Tell them to discuss the following:

- What are some experiences that children and youth may have endured on account of recent or past crises in your contexts?
- Are there particular experiences for certain groups? Consider girls, minorities, vulnerable groups.
- How might these experiences have affected children’s social, emotional, material, and intellectual needs from being met?

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity. Ask for a few volunteers to share what they discussed in their pairs.

TURN AND TALK > Tell participants to find a new partner. Tell them to discuss:

- Think about yourself or someone you know that overcame a difficult experience in their life. How did they do this?
- What were the personal traits or characteristics of that person that helped them to stay strong, function and/or even recover?
- What were some external factors such as people, activities, or services that helped them cope with the difficult experience?

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity. Ask for a few volunteers to share what they discussed in their pairs.

Summarize and present key messages.

PAIR ACTIVITY: DISCUSSION (continued)

KEY MESSAGES

- Even though children and youth are adversely affected by conflict in multiple ways, research shows that the majority of children will bounce back and recover after stressful experiences.
- Not all children will react to traumatic experiences the same way: some will be more severely traumatized and require more significant interventions, but the majority can recover more easily if their needs are met.
- Children and youth have inner strengths and natural abilities to cope and recover from adverse experiences.
- The ability to cope and 'bounce back' after a stressful experience is called 'resilience.'
- Resilience comes partly from personal traits that are innate and part of a child's biology that they are born with.
- Resilience also comes from protective factors built over time by the child's and youth's family and his or her relationship with the larger community or environment.
- While resilience is essentially innate, there are many things we can do to build and strengthen children's and youth's 'inner resources.'
- When helping children and youth to overcome adversity, it is important to understand the interconnectedness between their social and emotional lives. Their emotions and behaviors will affect and be affected by their relationships with family, peers, community members and teachers, and vice versa.

Part 1.1: Student Well-being

TIME: 45 MINUTES

VIDEO

Purpose: To discuss the role that education and specifically teachers can play in promoting students' well-being.

SAY > Within the psychological, social, cognitive, and physical needs of children, IRC has undertaken six years of action research and found that education can play a important role in meeting needs for all children and youth, particularly those who have been affected by crisis.

WRITE one of each of the five well-being elements on flipchart paper: "Sense of control, sense of belonging, feelings of self-worth, positive peer and teacher relationships, intellectual stimulation." Hang paper around the room.

SAY > Each day of this workshop will focus on one of these elements of well-being, which includes two teaching techniques that promote these elements of well-being. The video clip that we are about to watch now provides an introduction to the material we will discuss in today's session. We will watch the video, and then discuss the issues it raises. While watching, listen for what the video says about how education supports children and youth's and promotes their well-being.



PLAY VIDEO

1.1

ASK > What does the video say about how education meets the needs and contributes to the well-being of children?

KEY MESSAGES

- Schools can offer a safe, secure, and structured environment.
- Schools can provide a sense of stability for children where children can feel they have predictability and routine.
- Schools can bring communities together and reestablish positive relationships.
- Schools can provide students a sense of hope and with positive feelings about their future.
- Schools can help students regain trust.
- Schools can teach students important life skills.
- Schools can help students have good self esteem and self confidence.
- Schools can help students learn and feel good about themselves as students.

Part 1.1: Student Well-being

MODULE 1

TIME: 15 MINUTES

GROUP ACTIVITY: HANDOUT

Purpose: To apply the concepts learned in the video and explore how education can contribute to students' needs.

Participants count off to form small groups of 3-5.



GIVE HANDOUT

1A

PRESENT ACTIVITY INSTRUCTIONS >

1. In groups, participants should discuss and fill out column 2 by selecting one of the options listed underneath the chart.
2. Participants fill out column 3 by selecting one of the needs listed underneath the charts.
3. In the last two rows, participants should fill in their own example.
4. When the chart is complete, participants should find another group, and compare their answers.

HANDOUT 1A ANSWER KEY

1E/Sense of Control
2B/Positive Relationships
3D/Sense of Belonging
4F/Positive Relationships
5A/Self Worth
6C/Intellectual Stimulation

Part 1.1: Student Well-being

TIME: 30 MINUTES

VIDEO

Purpose: To listen to a video segment that describes teachers' role in promoting children's and youth's well-being.

SAY > We will watch the video again. When you watch the video, pay close attention to the images and consider, what does student well-being look like? What about the images tells you that these students are feeling well? What classroom management techniques do you think teachers are using to promote students' feeling well?



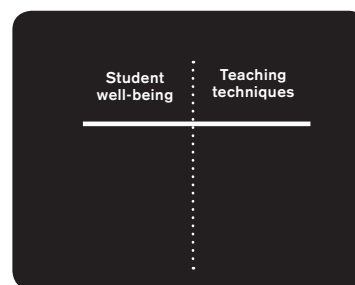
RE-PLAY VIDEO

1.1

ON THE BOARD

Draw a two column chart on board.

Label one side "student well-being" and the other "teaching techniques."



ASK >

- What images/pictures did you see that showed you a student that is feeling 'well' in school?
- What techniques might the teacher be using to promote these feelings?

WRITE participant answers on the board in two columns on the chart.

SAY > Over the next few days, we will be observing and practicing different teaching techniques that promote student well-being and will be able to see which techniques you identified just by watching this first video.

ASK > What is the role of teachers in promoting student well-being?

KEY MESSAGES

- In an emergency environment, children often lose nurturing relationships and lack opportunities for development—teachers can help restore this by building trusting, supportive relationships with them.
- Teachers can offer consistent emotional support and build on children's coping skills in the day-to-day classroom environment.
- Teachers can help students learn in order to increase their self confidence.
- Teachers can use specific practices while teaching that help children to not only learn, but heal and thrive.

Part 1.1: Student Well-being

TIME: 60 MINUTES

GROUP ACTIVITY: DRAWING OR ROLE PLAY

Purpose: To identify specific ways that teachers meet the needs of students and promote their well-being.

Form participants into groups of 3 to 5 people and provide them with a piece of flipchart paper.

PRESENT ACTIVITY INSTRUCTIONS >

1. Tell participants to take a few minutes to think of someone in their life who was a good “teacher.” Explain that this can be a schoolteacher or other person that they knew and who served as a positive role model — a family member, community member, etc. Tell them to consider the characteristics that made him or her a good teacher, as well as a scenario from their lives in which this person really came through as a good teacher.
2. In groups, participants share their descriptions of this person and if applicable, a scenario. They should be as detailed as possible.
3. Based on group member's description, participants should draw a picture or develop a short role play that shows or describes a good teacher.
4. Each group comes up in plenary and shows and explains their picture or demonstrates their role play to the rest of the class.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK >

- How were the descriptions of a good teacher similar? How were they different?
- How do the teachers described here promote student well-being?

WRITE participant answers on a board or flipchart to create a list of characteristics of a good teacher. Hang this list up in the room.

Suggested answers:

- Understands children's development and how children learn.
- Takes into account individual differences and lets students know what is expected from them.
- Provides students with opportunities to practice what they have learned.
- Helps students develop creative and analytical thinking skills.
- Monitors and evaluates students' work in such a way that students learn from their mistakes.
- Empowers, guides and supports students and models the attitudes, values and behaviors they expect from their students.

Part 1.2: Teacher Well-being

TIME: 30 MINUTES

INDIVIDUAL ACTIVITY: CHART HANDOUT

Purpose: To reflect on the psychological, social, and cognitive needs of teachers.

SAY > We have discussed the different psychological, social, and cognitive needs of students. But teachers and adults also have similar needs. We will now reflect on how components of teacher identity, teacher well-being and teacher motivation impact positively and negatively your feelings of: control, belonging, self worth, social relations, and intellectual stimulation.



GIVE HANDOUT

1B

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should think about their own needs that must be fulfilled for them to do well at their job, at home, and in their community.
2. Participants individually fill in column B of their handout by answering: What is needed for teachers to feel well?

PLENARY DEBRIEF > Identify a few participants per element to share and discuss their reflections with the larger group.

KEY MESSAGES

- It is important to pay attention to teacher's well-being when expecting teachers to promote student well-being.
- A comprehensive understanding of the factors affecting teachers' performance is important when identifying ways for teachers to take care of themselves, support each other, and seek professional support from others.

Part 1.2: Teacher Well-being

MODULE 1

TIME: 30 MINUTES

VIDEO

Purpose: To discuss what factors affect teacher well-being, teacher identity and teacher motivation, and how that impacts student learning and student well-being.

SAY > We have discussed the role that teachers play in promoting student well-being. And we have looked at what teacher well-being looks like. But we also know that there are factors in teachers' working environment and in their personal lives outside of school that affect teachers' well-being. It is important for teachers to reflect on their own well-being and how this affects their ability to promote their students' well-being. We are now going to watch a video that talks more about teacher identity, motivation, and well-being.



ASK > What does the video say about what influences teacher identity, teacher motivation, and teacher well-being?

KEY MESSAGES

- Teacher Identity: This is influenced by how teachers describe themselves as far as innate and personal traits, and by the experiences they bring to the classroom.
 - Some examples are gender, age, ethnicity, language, previous professional experiences and training and personality.
- Teacher Well-being: This is influenced by elements of teachers' personal lives outside of the classroom that affect their happiness and their teaching.
 - Some examples are loss of family member, loss of livelihood, poor health, displacement, trauma.
- Teacher Motivation: this is influenced by aspects of teachers' working environment that positively or negatively affect their desire to teach.
 - Some examples are their learning environment, supervision, peer support, opportunities for professional development, respect and recognition.
- Teacher's ability to positively impact student well-being is influenced in turn by these aspects of their lives.

TURN AND TALK > In pairs, tell participants to discuss what factors in their own lives may affect their identity, well-being and motivation.

Invite a few pairs to share out what they discussed in plenary.

Part 1.2: Teacher Well-being

TIME: 45 MINUTES

GROUP ACTIVITY: SCENARIO DISCUSSION

Purpose: To discuss how factors of teacher well-being, teacher identity, and teacher well-being impacts student well-being and learning.



GIVE HANDOUT

1C

Have participants count off to form three groups. Assign each one a different scenario.

PRESENT ACTIVITY INSTRUCTIONS >

1. Each group reads their assigned scenario and think about whether the issues teacher face in the scenario relate to factors of teacher identity, teacher well-being or teacher motivation.
2. Discuss in groups how some of these factors might affect teachers' performance in school and their students' learning and well-being.
3. On notecards, each group will write on one side how this scenario may impact teachers' identity, motivation or well-being and on the other side, the effect this might have on students' well-being.

PLENARY DEBRIEF > Bring participants back to plenary to discuss.

Suggested answers:

- Scenario 1 (teacher identity). Fatima lacks confidence when teaching due to her inexperience and feeling subordinate to the other male teachers. Female students do not feel confident that they can speak up and express their opinions and feelings. Students can sense Fatima's insecurity and do not have confidence that they are learning.
- Scenario 2 (teacher well-being): Patrick is absent due to engagement in other livelihood issues and has little time to prepare lesson plans. Students thus miss hours of instruction or when in school are not engaged in active learning, and spend a lot of time off task. Students are more likely to fight with other students or engage in harmful activities if there is no adult supervision.
- Scenario 3 (teacher motivation). Abraham is easily frustrated with students, and may lose his temper. He has difficulty managing a large classroom, and thus uses corporal punishment to control students. Students feel low self-esteem, lack trust and attachment to their teacher.

Part 1.2: Teacher Well-being

MODULE 1

GROUP ACTIVITY: SCENARIO DISCUSSION (continued)

KEY MESSAGES:

- Teachers can play a positive role in promoting student well-being. But teachers can also face challenges in fulfilling their responsibilities and can have a difficult time focusing on student learning and well-being when there are factors negatively affecting their own well-being.
- It is important for teachers to reflect on what factors hinder or help their own performance and how this might positively or negatively affect their students' well-being and learning.
- Teachers can talk to teacher trainers, parents, coaches and each other about how to best support teachers so they can play a positive role in children's and youth's recovery and development.
- Given the critical role that teachers play in overcoming the psychosocial challenges that they themselves face, teacher trainings, supervision and ongoing support is essential.

TIME: 15 MINUTES

GROUP ACTIVITY: GALLERY WALK

Purpose: To discuss ways to better support teachers

PRE-PREPARATION > On top of four sheets of flipchart paper, write one of each of the four questions:

- What can be done in the school to better motivate teachers?
- How can teachers, school directors, and community members support teachers to improve teacher well-being?
- How does teacher training help improve teacher motivation and teacher well-being?
- What can teachers do to promote their own well-being?

Participants count off up to 4, to form 4 groups.

Give each group one of the sheets of paper and different colored markers.

PRESENT ACTIVITY INSTRUCTIONS >

1. Each group will have ten minutes to write their responses and thoughts to the question on their flipchart paper using a colored marker.
2. Each group will then hang their paper on the wall. Groups will then circulate and do a gallery walk, and add at least one more thing to each of the other group's paper using the same color marker.

PLENARY DEBRIEF > Bring groups back to plenary to discuss the activity.

ASK participants to share out one thing they wrote on their flipchart, and one thing they added to another group's.

Conclusion

TIME: 15 MINUTES

WRAP UP

Purpose: To introduce the student well-being chart and how it will be used in the training.

SAY > As we have discussed, the role of the teacher goes beyond delivering content and helping students gain skills and knowledge, but includes helping children and youth feel good and have their well-being needs met in the classroom.



GIVE HANDOUT

1D

ASK > Based on the video you just saw, what does student well-being look like? Based on the video, what teaching techniques do you think we will be discussing over the next five days in this workshop?

Tell participants to fill in the handout individually, and to bring it each day to the workshop. They will be filling it out at the end of each day based on what they learn in each module.

SAY > A main focus of our training is helping teachers learn the techniques to promote well-being in class. In this training, we will be identifying and practicing concrete teaching techniques that promote student well-being by meeting students' needs. Hold onto this handout and at the end of each day, you will be filling out this third column which will help you remember all of the teaching techniques we discussed and practiced in this training.

REFLECTION > Tell participants to write on sticky notes three things they learned today and three things they want to learn more about tomorrow. Collect these as participants leave.

INTRODUCE MODULE 2 > Tell participants that tomorrow they will be discussing teaching techniques to promote sense of control.

Sense of Control

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will discuss what it means to help students feel a sense of control in the classroom, and how this impacts students' well-being. Through pair, group and plenary activities and discussions and the use of video, participants will observe, identify, discuss, and practice the teaching techniques of establishing routines; co-creating classroom rules with students; and applying fair and consistent consequences.

MATERIALS

Module 2 handouts, handout 1D, flipchart, markers, pens, sticky pads, chalk (if blackboard is available), tape, list of prepared statements for energizer.

OBJECTIVES

By the end of this module, participants will be able to:

- Describe what it means for students to have a sense of control, and how this contributes to students' well-being.
- Identify and describe concrete teaching techniques that help students feel a sense of control in their learning environments.
- Perform teaching techniques that promote students' sense of control.
- Explain why these teaching techniques contribute to students' sense of control, learning and positive behavior in the classroom.

KEY MODULE MESSAGES

- When students feel a sense of control at school, they:
 - Feel safe and secure.
 - Feel a sense of stability.
 - Know and understand what to expect and what is expected from them.
- Feeling a sense of control may be particularly important for children and youth whose daily lives and sense of stability have been disrupted by displacement, chaos, and violence.
- When teachers establish and communicate to their students the daily routine, students experience a structured, ordered, and predictable environment, and have a clear sense of what they will be doing.
- When teachers set rules and non-violent consequences for student misbehavior and adhere to these consistently and fairly, students know what to expect and what is expected from them in return.
- When teachers co-create rules with their students, students feel that they have a role and responsibility in creating and maintaining a safe learning environment.
- These techniques help students feel a sense of control, learn better, and behave better.

Day 2 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
INTRODUCTION	Energizer: Take a side	To become energized for the day's session while learning new things about fellow participants.	10 min	List of prepared statements
	Module Overview	To review the module's objectives and agenda.	5 min	Flipchart, markers, tape
	Warm up: Plenary Discussion	To discuss what it means for students to have a sense of control in their learning environment and how it promotes their well-being.	15 min	Flipchart, markers
TEACHING TECHNIQUE 2.1	Group Activity: Brainstorm and Gallery Walk	To brainstorm and share strategies for creating a sense of control through establishing routines in the classroom.	45 min	Flipchart, markers, tape
	Video	To watch a video of a teacher demonstrating techniques of establishing routines in the classroom.	30 min	Handout 2A, DVD, DVD player
	Plenary Discussion	To discuss how the techniques used in the video promote students' sense of control.	45 min	Flipchart and markers, or board and chalk
	Practice Activity: Role Play	To practice the teaching techniques of establishing routines through a role play.	60 min	
	Wrap up: Plenary Discussion	To reflect on how to use the technique of establishing routines in participants' classroom.	10 min	
TEACHING TECHNIQUE 2.2	Plenary Activity: Gallery Walk	To identify ways that student participation in the creation of class rules contributes to students' feeling a sense of control in their learning environment.	45 min	Flipchart, markers, tape
	Video	To watch a video of a teacher demonstrating techniques of co-creating rules with students, and enforcing fair and consistent consequences.	30 min	Handout 2B, DVD, DVD player
	Plenary Discussion	To discuss how the techniques used in the video promote students' sense of control.	45 min	Handout 2C, flipchart paper, markers
	Practice Activity: Role Play	To practice the teaching techniques of co-creating rules and administering consequences through a role play.	60 min	Flipchart, markers
	Wrap up: Plenary Discussion	To reflect on how to use the technique of co-creating rules and enforcing fair and consistent consequences in participants' learning environment.	15 min	
CONCLUSION	Additional Teaching Techniques	To review additional teaching techniques that promote students' sense of control.	15 min	Handout 1D
	Review	To review the concepts learned during today's session, and assess participants' understanding.	15 min	Sticky notes, flipchart

Introduction

TIME: 10 MINUTES

ENERGIZER: TAKE A SIDE

Purpose: To become energized for the day's session while learning new things about fellow participants.

Pre-preparation: Prepare a series of statements that could be true or false for participants. For example, "I speak more than three languages," "I traveled more than 6 hours to be here," or "I prefer hot weather to cold weather."

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants will hear you saying several statements one by one.
2. When they hear each statement, they should decide if it is true or false for them.
3. If the statement they hear is true, they should go over to the right side of the room.
4. If the statement is false, they should go over to the left side.

Follow up with some additional questions that require participants to expand on the statement and share more information about themselves once they have chosen their side. For example, for the statements above you could ask: "Which languages do you speak?" "How many hours did you travel to get here?" "What is the coldest place you have ever been?"

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To review the module's objectives and agenda.

SAY > Today we will be discussing the element of student well-being known as a sense of control.

PRESENT THE MODULE OBJECTIVES > Write them on flipchart and ask a participant to read them aloud. Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA > Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

WARM UP: PLENARY DISCUSSION

Purpose: To discuss what it means for students to feel a sense of control in their learning environment and how it promotes their well-being.

ASK >

- Why do you think I provided you with an agenda for this training?
- How did that make you feel? How would you have felt if I hadn't given you this?
- Why do you think I provided you with objectives for today's session?
- What are the other things that I provided yesterday, or could provide, to help you feel this way?

Suggested answers:

- Providing an agenda and objectives helps participants know what to expect and helps the day feel structured, organized, and predictable.
- Providing rules for a workshop could also achieve this.

ASK > Are there ways you make your life at home structured and predictable for your children?

Suggested answers:

- Eating family meals together at the same time every day.
- Doing certain chores or activities at the same time every day or week.
- Having regular times for bedtimes.

SAY > As we will discuss in this module, teaching techniques that create structure, order and predictability help children feel a sense of control at school, which impacts their well-being.

ASK > Why is it important to help your students feel a sense of control in their learning environment?

TIP

If participants are silent, prompt them by asking what their morning or evening routine is at home. Try to elicit that there may be certain routines in place, like having a family meal at the same time every evening.

TIP

The key messages can be elicited from participants through questions. If participants do not address these messages, make sure to summarize, explain and present them.

KEY MESSAGES

- When students feel a sense of control at school, they:
 - Feel safe and secure.
 - Feel a sense of stability.
 - Know and understand what to expect and what is expected from them.
- Feeling a sense of control may be particularly important for children and youth whose daily lives and sense of stability have been disrupted by displacement, chaos, and violence.

Teaching Technique 2.1: Establishing Routines

TIME: 45 MINUTES

GROUP ACTIVITY: BRAINSTORM AND GALLERY WALK

Purpose: To brainstorm and share strategies for creating a sense of control through establishing routines in the classroom.

TIP

Please see the "How to use the Facilitator Guide" section for more ideas on creative ways to form groups.

TIP

If participants seem stuck or confused, say and write an example such as "write the lesson's objectives on the board."

*DEFINITION

In a gallery walk, participants' circulate around the room, compose answers to questions, and/or read and reflect upon answers given by other participants.

Tell participants to count off to form groups of 3-5 participants. Give each group a large sheet of white flipchart paper and a marker.

PRESENT ACTIVITY INSTRUCTIONS >

1. For ten minutes, each group brainstorms and writes down on their flipchart paper a list of ways that teachers can help their students feel a sense of predictability, order, and structure on a daily basis in their classroom.
2. Each group hangs their completed lists on the wall.
3. All participants circulate the room and read each other's lists in a "gallery walk*."
4. In doing the gallery walk, participants should look for at least one response that occurs between more than two of the groups' lists and at least one response that only appears on one list.

Suggested answers:

- Have and tell students a daily schedule and timetable.
- Follow the daily schedule and timetable.
- Start and end class the same way every day.
- Have and follow a lesson plan.
- Make sure students know and understand the objectives of a lesson.

ASSESS > During the group work, circulate the room and listen to what the groups are discussing. Check that they are addressing some of the suggested answers listed above. During the gallery walk, join participants and observe what each group wrote down. If participants are not able to provide answers or need assistance, use the suggested answers to help them get started.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK >

- What did you notice about what the other groups listed?
- Were there common things that groups mentioned? What were they?
- Did anything surprise you?
- Did you disagree with anything?

KEY MESSAGES

- When teachers establish and communicate to their students the daily routine, students experience a structured, ordered and predictable environment.
- This helps students have a clear sense of what they will be doing, and to feel a sense of control.

Teaching Technique 2.1: Establishing Routines

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of establishing routines in the classroom.



GIVE HANDOUT

2A

TIP

The handout will be used as participants fill out columns 1 and 2 before and while watching the video. During the plenary discussion which follows, use this chart as you elicit participants' responses from the second column, and address the question from the third column.

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of control?	How do these techniques help students feel a sense of control?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students feel a sense of control. Think about the strategies we have been discussing as you watch. We will watch the video twice.

PRESENT ACTIVITY INSTRUCTIONS >

1. Before watching the video for the first time, participants work in pairs in a "turn and talk"* activity to predict what they might see the teacher do to promote students' sense of control. Encourage them to think about the specific ways they might see the teacher use these techniques.
2. Participants write these predictions in column 1 on the handout.
3. After watching the video for the first time, students turn to their partner, discuss which of their predictions were correct, and put a check in the middle column next to any correct predictions.

*DEFINITION

A "turn & talk" allows students to share thoughts and questions and talk about the information presented in pairs. This is an effective alternate strategy to asking questions to the whole group as it allows all students to have a chance to talk in a non-intimidating situation.

Teaching Technique 2.1: Establishing Routines

*DEFINITION

Guided practice is when a teacher models how to do an activity before asking participants to do it individually, with their partner or group. The guided practice-independent practice model is an effective approach to ensure participants understand and are well-prepared for the activity.

VIDEO (continued)

GUIDED PRACTICE* > Ask for a volunteer to make a prediction of what he or she might see the video teacher do to establish routines and create a sense of control for students. Write the prediction under column 1 on the chart on the board/flipchart. If participants are silent, provide the example out loud of a teacher telling the class the daily schedule.

TURN AND TALK > Participants form pairs, discuss, and write down their predictions for what they might see the teacher do in the video.



PLAY VIDEO

2.1

TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe in the video.
3. Afterwards, in the same pairs as the previous activity, participants should compare what they each wrote in column 2.



RE-PLAY VIDEO

2.1

TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 2.1: Establishing Routines

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques used in the video promote students' sense of control.

SAY > Let's discuss what you saw the teacher do and why it was valuable.

TIP

Ask the questions below one at a time. Elicit the key messages listed in the table from participants during the discussion. If the key messages are not mentioned, say them as necessary.

ASK >

- What did you see the teacher do to promote their students' sense of control?
- How did the teacher do it?
- How does each technique described in the video promote students' sense of control?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students feel a sense of control?

How do these techniques help students feel a sense of control?

OVERARCHING: The teacher established routines.

Establishing routines helps students experience a structured, ordered, and predictable environment where they have a clear sense of what they will be doing in every class.

The teacher greeted students by name when they walked in.

Greeting students by name as they walk into class every morning helps the students feel welcome in class, and shows students that the teacher is on time and ready to promptly begin the day.

Started class on time.

Starting class on time every day establishes a consistent daily routine and timetable, and helps the day feel predictable, structured, and ordered right from the beginning.

Had a "do now" activity on the board when students came into the classroom.

Having a "do now" activity allows for students to come to the classroom and immediately know what they are supposed to do.

Started the lesson by having a student choose and lead a song.

Using techniques to begin and end the class the same way every day, such as with a song, allows the teacher to enforce a routine so that students know what to expect at the beginning and end of each day.

Using a song or other activity to begin the day helps to get the class's attention and clearly indicates to students when an activity is about to start.

Teaching Technique 2.1: Establishing Routines

MODULE 2

PLENARY DISCUSSION (continued)

KEY MESSAGES (continued)

What techniques did the teacher use to help students feel a sense of control?

How do these techniques help students feel a sense of control?

Had a schedule and objectives written on wall:

- Involved a student in reading the class schedule.
- Told the class what they would be doing in the reading lesson.
- Told the class the objectives of the reading lesson.

Telling students the schedule and objectives of a lesson allows students to know in advance what they will be doing and learning. It makes the general structure of the day predictable, which helps students feel assured that nothing unexpected and scary will happen to them.

Having a student read the schedule helps students feel that they are contributing to creating a structured and orderly day. This increases their feelings of control over what happens in the classroom.

[*For students that are in the lower grades or who may struggle with reading, it is important for a teacher to read the schedule and objectives aloud. It is also important to make sure the objectives are simple and short to help students read these themselves.]

Ended class with a class meeting where students shared what they liked and learned that day.

Using a class meeting to end the day helps bring students together to collectively reflect on the day and share their thoughts and opinions.

ASK >

- Why do you think establishing routines is a good strategy to promote students' learning?
- Why do you think establishing routines is a good strategy to promote students' good behavior?

KEY MESSAGES

- Students are more likely to be able to follow and pay attention to a lesson if they know and understand the learning objectives.
- Students sometimes demonstrate negative behaviors when they feel uncertain, insecure, or nervous. Having a predictable routine may decrease the negative feelings that cause misbehavior.
- In the 'do now' activity, students are engaged in an activity as soon as they enter the classroom rather than being idle, and therefore are at lower risk for acting out while waiting for all students to take their seats.
- Using a song, musical sound, gesture, etc., to signal that students are to stop what they are doing and pay attention to the teacher can be an easy and quick way for teachers to prevent or stop any misbehavior, and get the class's attention.

Teaching Technique 2.1: Establishing Routines

TIME: 60 MINUTES

PRACTICE ACTIVITY: ROLE PLAY

Purpose: To practice the teaching techniques of establishing routines through a role play.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants count off to form groups of 4-5.
2. In groups, participants should discuss how they typically begin their day, and identify some things they do that help establish order and routine.
3. Groups will then choose one member to act as the teacher, and prepare and practice a role play for beginning the school day in a way that incorporates strategies that establish routine.
4. After practicing the role plays in groups, groups will come back to plenary and present their role play one by one for the whole class.

ASSESS > Use the following questions to guide your assessment of participants' role plays. Share the criteria with participants prior to them beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using these criteria in the plenary.

- Did the teacher communicate the objectives of the lesson to students?
- Did the teacher communicate the schedule of the day or of the lesson plan to students?
- Did the teacher use a technique that could be consistently applied (i.e., a class song, a "do now" activity)?
- Did the teacher use multiple techniques for establishing a routine?

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their role play on what they learned from video and discussion.

ASK the participants who acted as students:

- How did you feel as students during this activity?
- What did you notice and appreciate about the different teachers' approaches?

ASK the participants who acted as teachers:

- How did you feel as the teacher during this activity?
- What was easier and what was more challenging to do?

TIP

If participants in their groups are unable to come up with their own 'do now' activities, then provide them with some of the following suggestions for a morning activity:

- Creating a morning message, and having students read and discuss it.
- Student journal writing.
- Student "stand up if..." energizer, where the teacher says certain phrases and students stand up if the phrases apply to them.
- Having a "letter of the day" on the board, and doing an activity with this letter.

TIP

It is important to observe and assess participants when they are working in small groups as well as presenting in plenary. Circulate during group work, and listen in on participants' discussion.

Teaching Technique 2.1: Establishing Routines

MODULE 2

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

Purpose: To reflect on how to use the technique of establishing routines in participants' own classrooms.

ASK >

- How do you think using the techniques we discussed today would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Teaching Technique 2.2: Co-creating Class Rules

MODULE 2

TIME: 45 MINUTES

PLENARY ACTIVITY: GALLERY WALK

Purpose: To identify ways that student participation in the creation of class rules contributes to students' feeling a sense of control in their learning environment.

PRE-PREPARATION > Write each of the following words on a sheet of flipchart paper (one word per sheet), and hang these on the wall around the room. LEARNING, WELL-BEING, and BEHAVIOR.

SAY > We will now consider other practices that teachers can do to help students feel a sense of control in their learning environment.

ASK >

- What are some rules at home? How did you come up with these rules?
- What are some rules in your classroom? How did you come up with these rules?
- Why are some of these rules important?
- What could happen if these rules did not exist?

ELICIT answers from participants for each question.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should think about why there is a need for rules in the classroom and in the school in relation to students' learning, well-being and behavior.
2. Participants do a gallery walk in which they circulate the room and, with pens or markers, write on each of the three sheets of flipchart paper why having rules and non-violent consequences for breaking those rules is beneficial for learning, well-being and behavior.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK > From responses during the gallery walk, why do you think having rules and consequences can promote students' sense of control?

KEY MESSAGES

- When teachers have classroom rules and non-violent consequences for misbehavior, and adhere to these consistently and fairly, students know what to expect and what is expected from them in return.
- This promotes students' sense of control, while helping teachers maintain the control needed to create a safe learning environment.

Teaching Technique 2.2: Co-creating Class Rules

MODULE 2

ACTIVITY: GALLERY WALK (continued)

ON THE BOARD

Draw three t-charts on the board.

For each chart, on one side, write “advantages” and on the other, write “disadvantages.”

Advantages	Disadvantages	Advantages	Disadvantages	Advantages	Disadvantages

ASK the following questions and fill out each t-chart with participant answers:

- What are some of the advantages and disadvantages of having the teacher create the class rules?
- What are some of the advantages and disadvantages of having the students create the class rules?
- What are some of the advantages and disadvantages of having the teacher and the students create the rules together?

KEY MESSAGE

- When teachers co-create rules with their students, students feel that they have a role and responsibility in creating and maintaining a safe learning environment.
- This helps students feel a sense of control over what happens to them in their environment.

Teaching Technique 2.2: Co-creating Class Rules

TIME: 30 MINUTES

TIP

Tell participants that they will follow the same structure for watching the video as they did for the previous one. Present the instructions, and walk them through the steps only as needed.

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of co-creating rules with students and enforcing fair and consistent consequences.



GIVE HANDOUT

2B

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of control?	How do these techniques help students feel a sense of control?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students feel a sense of control. Think about the strategies we have been discussing as you watch. We will watch the video twice.

PRESENT ACTIVITY INSTRUCTIONS >

1. Before watching the video for the first time, participants work in pairs in a “turn and talk” activity to predict what they might see the teacher do to promote students’ sense of control. Encourage them to think about the specific ways they might see the teacher use these techniques.
2. Participants write these predictions in column 1 on the handout.
3. After watching the video for the first time, students turn to their partner, discuss which of their predictions were correct, and put a check in the middle column next to any correct predictions.

Teaching Technique 2.2: Co-creating Class Rules

MODULE 2

VIDEO (continued)

TURN AND TALK > Participants form pairs, discuss and write down their predictions for what they might see the teacher do in the video.



TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe in the video.
3. Afterwards, in the same pairs as the previous activity, participants should compare what they each wrote in column 2.



TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 2.2: Co-creating Class Rules

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques used in the video promote students' sense of control.

SAY > Let's discuss what you saw the teacher do and why it was valuable.

ASK >

- What did you see the teacher do to promote a sense of control?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students feel a sense of control?

How do these techniques help students feel a sense of control?

OVERARCHING:

Developed the rules collaboratively with students.

Asked for students' input/suggestions when creating and writing down the class rules.

When teachers co-create rules with their students, students feel that they have a role and responsibility in creating and maintaining a safe learning environment. By having decision-making responsibilities, students can feel they have control over their classroom and their own well-being, as they have the ability to ensure rules are in place that make them feel safe.

By asking for students' input, the teacher assures that students understand the reason behind every rule so they can accept it.

Had students sign the rules.

Having students sign the rules helps them to commit to them.

Hung the rules in a visible place in the classroom.

Hanging them in a visible place ensures students are aware of the rules without the teacher having to remind them.

Compared the class rules with the school rules.

The comparison helps students understand that there are school wide rules, which set necessary boundaries.

Let students know what the consequences are for breaking the rules.

By making sure students know and understand the consequences, teachers can help students know what to expect if they do not follow the rules so nothing unpredictable can happen to them.

Teaching Technique 2.2: Co-creating Class Rules

MODULE 2

PLENARY DISCUSSION (continued)

KEY MESSAGES (continued)

What techniques did the teacher use to help students feel a sense of control?

Used a three step process for administering consequences (i.e. starting out with writing the name on the board up to meeting with parents.)

Used consequences that did not require corporal punishment.

How do these techniques help students feel a sense of control?

By having a consistent approach to administering consequence each time a student breaks a rule, students always know what to expect from their teacher with regard to discipline.

Using consequences such as meetings and warnings prevents embarrassing students, harming them physically and emotionally, and damaging their well-being.

ASK >

- Why do you think co-creating rules and applying fair and consistent consequences are good strategies to promote students' learning?
- Why do you think co-creating rules and applying fair and consistent consequences are good strategies to promote students' good behavior?

KEY MESSAGES

- The best way to manage bad behavior is to prevent it, which can be accomplished through co-creating rules with students.
- Students who create the rules may be more likely to follow them because the process of creating rules may help students gain a sense of ownership over them. They may be more likely to find the rules to be fair since they helped decide on them, and therefore follow them.
- If teachers enforce rules consistently, students may take the rules more seriously. They are less likely to feel anger or resentment when they know all students are following the same rules, and will be treated the same way when they break the rules.
- When students adhere to rules and behave well in class, they can spend more time on task and more time engaged in learning. The teacher can spend more time teaching and less time on discipline.



GIVE HANDOUT

2C

Tell them to take this home with them and read it for an example of another way to establish non-violent consequences for student behavior.

Teaching Technique 2.2: Co-creating Class Rules

TIME: 60 MINUTES

PRACTICE ACTIVITY: ROLE PLAY

Purpose: To practice the teaching techniques of co-creating rules and administering consequences through a role play.

Divide participants in half so they form two groups. Give each group a piece of flipchart paper and a marker.

PRESENT ACTIVITY INSTRUCTIONS >

1. Tell each group to choose one member to act as the teacher.
2. Each group should act out a role play of a teacher leading the class in co-creating rules.
3. After, each group should work on developing consequences if the rules are broken. They should write these on a piece of flipchart paper.
4. The two groups then switch their list of rules and consequences.
5. Each group will prepare a 10 minute role play in which a teacher administers a consequence to a student/students breaking one of the rules. Participants should choose a new participant to act as the teacher from the previous role play.
6. In plenary, each group will act out the role play in front of the other group.

ASSESS > Use the following questions to guide your assessment of participants' role plays. Share the criteria with participants prior to their beginning the activity. Tell participants that you will be providing feedback, and asking them to provide feedback to each other using this criteria in the plenary.

- Does the teacher have different 'levels' of consequences depending on how many times a student has broken a rule?
- Does the teacher discipline without embarrassing a student, allowing a student to self-correct?
- Does the teacher use consequences consistently?
- Is the consequence not harmful to students?

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their role play on what they learned from the video and discussion.

ASK >

- As the teacher, how did you feel co-creating rules with students?
- As a teacher, how did you feel administering the consequences?
- As students, how did it feel to contribute to making the rules?
- As students, how did it feel to receive the consequences when you broke a rule?

Teaching Technique 2.2: Co-creating Class Rules

MODULE 2

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

Purpose: To reflect on how to use the technique of establishing routines in the participants' own classrooms.

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Conclusion

TIME: 15 MINUTES

ADDITIONAL TEACHING TECHNIQUES

Purpose: To review additional teaching techniques that promote students' sense of control.

ASK > What are some other strategies that you could use in the classroom to help students gain a sense of control within their learning environment?

ELICIT ANSWERS > Tell participants to write answers on their student well-being chart. Provide the following examples if needed:

- Teachers keep classroom materials organized and accessible to students.
- Teachers ask students to participate in discussions about how to improve the classroom environment and the overall school environment.
- Teachers take attendance at the start of the day on a daily basis.
- In circle time or in a class meeting, teachers could use a 'pass the stick*' activity in which all students share something, such as a response to a question the teacher poses, something they have learned or liked, or question they have.

*DEFINITION

In a "pass the stick" activity, students speak one at a time, and only the student holding the stick can speak. When each student finishes, he/she decides who to pass the stick to next.

TIME: 15 MINUTES

REVIEW

Purpose: To review the concepts learned during today's session and assess participants' understanding.

TIP

Use the key messages as a reference during the review.

SAY > Let's review what we discussed today.

ASK > What were the teaching techniques we explored today?

ELICIT ANSWERS > Tell participants to write these down on their student well-being chart.

ASK participants to:

- Describe how feeling a 'sense of control' contributes to students feeling 'well.'
- Explain three ways to help a student feel a sense of control by establishing routines.
- Explain how the techniques of establishing routines help students feel a 'sense of control' in their classroom.
- Name one technique we discussed today, and explain how this may promote students' positive learning.
- Name one additional technique we discussed today, and explain how this may promote students' positive behavior.

ASK other review questions as needed.

REFLECTION > Tell participants to write on sticky notes three things they learned today and three things they want to know more about.

WRITE on flipchart "what I learned" and "what I want to know more about." Invite participants to place their sticky notes on these sheets.

Hang flipchart sheets on walls and invite participants to stand up and read them.

INTRODUCE MODULE 3 > Tell participants that tomorrow they will be discussing teaching techniques to promote student belonging.

Sense of Belonging

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will discuss what it means to help students feel a sense of belonging in the classroom, and how this impacts students' well-being. Through pair, group and plenary activities and discussions, and the use of video, participants will observe, identify, discuss, and practice the teaching techniques of whole class questioning, cold calling, and providing opportunities for students to contribute to the creation of a positive learning environment.

MATERIALS

Module 3 handouts, handout 1D, flipchart, markers, pens, sticky pads, chalk (if blackboard is available), tape, plain white paper.

OBJECTIVES

By the end of this module, participants will be able to:

- Describe what it means for students to have a sense of belonging, and how this contributes to students' well-being.
- Identify and describe concrete teaching techniques that help students feel a sense of belonging in their learning environments.
- Perform teaching techniques that promote students' sense of belonging.
- Explain why these teaching techniques contribute to students' sense of belonging, learning and positive student behavior in the classroom.

KEY MODULE MESSAGES

- When students feel a sense of belonging at school, they:
 - Respect their peers, teachers, and school community.
 - Show care and compassion for their peers.
 - Trust and feel attached to their teachers.
 - Feel included, accepted, and welcome at school.
 - Feel like they are part of a group, and that they are not alone.
 - May be more likely to attend school regularly.
- Feeling a sense of belonging at school may be particularly important for children and youth affected by crises, as students can regain trust and the positive connections to their social groups and communities that may have been lost through experiences of displacement, disruption of social structures, and violence. Going to school and feeling like a student also helps crisis-affected children and youth regain a sense of normalcy and hope for the future.
- If teachers use questioning techniques that include all students, students have increased opportunities to respond in class. This helps students feel like their participation is valued, and that they are a part of the class community.
- When teachers provide students with equitable, non-exploitive, appropriate opportunities to partake in tasks that allow them to contribute to, and take care of, their class and school, students feel a sense of responsibility and connection to their school and class.
- These techniques help students feel a sense of belonging, learn better and behave better.

Day 3 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
INTRODUCTION	Energizer: Reintroduction	To become energized for the day's session while learning new things about fellow participants.	10 min	
	Module Overview	To review the module's objectives and agenda.	5 min	Flipchart, markers, tape
	Warm up: Web diagram	To discuss what it means for students to have a sense of belonging, and how it promotes their well-being.	15 min	Flipchart, markers, tape
TEACHING TECHNIQUE 3.1	Plenary Activity: Open Fishbowl	To brainstorm and share strategies for creating a sense of belonging by involving all students in class activities.	45 min	
	Video	To watch a video of a teacher demonstrating techniques of whole class questioning and cold calling in the classroom.	30 min	Handout 3A, DVD, DVD player, flipchart, markers
	Plenary Discussion	To discuss how the techniques used in the video promote students' sense of belonging.	45 min	Flipchart and markers
	Practice Activity: Micro-teaching Session	To practice the teaching techniques of cold calling and whole class questioning through a micro-teaching practice session.	60 min	
	Wrap up: Plenary Discussion	To reflect on how to use the techniques of whole class questioning and cold calling in participants' own classrooms.	15 min	
TEACHING TECHNIQUE 3.2	Plenary Activity: Gallery Walk and Brainstorm	To brainstorm roles students could play in taking care of their school and class environment.	45 min	Flipchart, markers, tape
	Video	To watch a video of a teacher demonstrating techniques of assigning students opportunities to contribute to their learning environment.	30 min	Handout 3B, DVD, DVD player, flipchart, markers
	Plenary Discussion	To discuss how the techniques the teacher used in the video promote a sense of belonging.	45 min	
	Practice Activity: Mapping Activity	To practice the teaching technique of assigning students roles to contribute to, and take care of, their classroom and school.	60 min	Plain white paper, pens
	Wrap up: Plenary Discussion	To reflect on how to use the techniques of creating and assigning meaningful classroom tasks in participants' learning environment.	15 min	
CONCLUSION	Additional Teaching Techniques	To review additional teaching techniques that promote students' sense of belonging.	15 min	Handout 1D
	Review	To review the concepts learned during today's session and assess participants' understanding.	15 min	Paper

Introduction

MODULE 3

TIME: 10 MINUTES

ENERGIZER: REINTRODUCTION

Purpose: To become energized for the day's session while learning new things about fellow participants.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants stand up and find a new seat on the opposite side of the room.
 2. On their way to the new seat, participants should find and reintroduce themselves to two people they had not talked to very much during the previous two days.
 3. In reintroducing themselves, participants should share one thing about themselves, and ask one question of their partner.
-

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To review the module's objectives and the daily agenda.

SAY > Today we will be discussing the element of student well-being known as a sense of belonging.

PRESENT THE MODULE OBJECTIVES > Write them on flipchart and ask a participant to read them aloud. Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA > Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

WARM UP: WEB DIAGRAM

Purpose: To discuss what it means for students to have a sense of belonging and how it promotes their well-being.

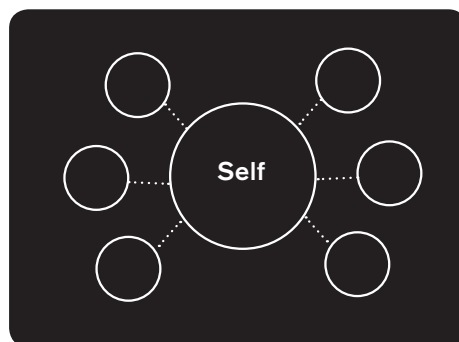
TIP

A web diagram is a visual aid that helps participants make connections and shows the relationships between parts of a whole. To make a web diagram, draw a big circle. Then draw smaller circles around it that connect to the big circle with lines.

ON THE BOARD

Draw a web diagram.

Write "self" inside of the big center circle.



Explain that participants should think of this diagram as representing the different communities and groups they belong to.

GUIDED PRACTICE > Elicit one example of a community or group they are a part of. Write this inside one of the circles.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should copy this web diagram in their notebooks.
2. Participants work independently to fill out the diagram, and create their own personal representation of the groups and communities they belong to.
3. When they are finished, they should find one person to whom they introduced themselves during the energizer, and compare their diagrams.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK > What makes you feel like you "belong" as part of your family? Your community? Your school?

Suggested answers:

- Having a shared history.
- Having a shared language.
- Feelings of trust/attachment/love.
- Having clear roles and responsibilities within that group.
- Sharing and participating in events, celebrations and customs.
- Feeling cared for and loved, and being responsible for taking care of and loving others.
- Being able to ask for and receive help when needed.
- Being known and understood.

WARM UP: WEB DIAGRAM (continued)

SAY > As we will discuss in this module, many of these aspects that help you feel a part of a group also help children and youth feel a strong student identity and therefore feel a sense of belonging at school, which impacts their well-being.

ASK > Why is it important to help your students feel a sense of belonging in their learning environment?

KEY MESSAGES:

- When students feel a sense of belonging at school, they:
 - Respect their peers, teachers and school community.
 - Show care and compassion for their peers.
 - Trust and feel attached to their teachers.
 - Feel included, accepted and welcome at school.
 - Feel like they are part of a group, and that they are not alone.
 - May be more likely to attend school regularly.
- Feeling a sense of belonging at school may be particularly important for children and youth affected by crises, as students can regain trust and the positive connections to their social groups that may have been lost through experiences of displacement, disruption of social structures, and violence. Going to school and feeling like a student also helps crisis-affected children and youth regain a sense of normalcy and hope for the future.

Teaching Technique 3.1:

Whole Class Questioning and Cold Calling

TIME: 45 MINUTES

PLENARY ACTIVITY: OPEN FISHBOWL

Purpose: To brainstorm and share strategies for creating a sense of belonging by involving all students in class activities.

Arrange five chairs in a circle. Ask for four volunteers to come sit in these chairs, leaving one open. Tell participants that this is the “fishbowl.”

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants in the fishbowl should discuss amongst themselves some ways to successfully help all students be involved in class activities. They should think about what they personally do in their classroom, or what they have seen/heard others do, or brainstorm possible techniques.
2. Other participants should stand around the circle of chairs and listen.
3. At any given time, one of the standing participants can come sit in the empty chair and join the conversation. When this happens, one person from the circle must leave the “fishbowl” and join the standing participants so that one chair is always empty.
4. All participants should try to enter the fishbowl at least once.

TIP

If participants are struggling, provide them with an example. Say: “To help my students feel involved in class, when students have a writing activity I hang up the work of all the students in my classroom.”



Suggested answers:

- Assign group work, pair work, and independent work involving the whole class.
- Vary who is selected for certain roles in the class.
- Call on all students equally.
- Give different students opportunities to present student work.
- Display all students’ work in class.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

MODULE 3

PLENARY ACTIVITY: OPEN FISHBOWL (continued)

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

Ask for a few volunteers to share some strategies that they heard during the discussion that they were most impressed by.

If cold calling or whole class questioning were not mentioned, ask: Has anyone heard of the techniques of cold calling or whole class questioning?

If cold calling or whole class questioning were mentioned, ask for the participants who discussed this to explain this technique a bit.

KEY MESSAGES

- If teachers use questioning techniques that include all students, students have increased opportunities to respond in class. This helps students feel like their participation is valued, and that they are a part of the class community.
- This helps students feel a sense of belonging.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of establishing routines in the classroom.

Divide participants into small groups of four or five.



GIVE HANDOUT

3A

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of belonging?	How do these techniques help students feel a sense of belonging?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students feel a sense of belonging. Think about the strategies we have been discussing as you are watching. We will watch the video twice.

TIP

Use a guided practice to provide an example of a prediction as needed. One example could be: "I predict I will see a teacher calling on students who sit in the back of the class."

PRESENT ACTIVITY INSTRUCTIONS >

1. Before watching the video for the first time, participants work in pairs in a "turn and talk" activity to predict what they might see the teacher do to promote students' sense of belonging. Encourage them to think about the specific ways they might see the teacher use these techniques.
2. Participants write these predictions in column 1 on the handout.
3. After watching the video for the first time, students turn to their partner, discuss which of their predictions were correct, and put a check in the middle column next to any correct predictions.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

MODULE 3

VIDEO (continued)

TURN AND TALK > Participants form pairs, discuss, and write down their predictions for what they might see the teacher do in the video.



PLAY VIDEO

3.1

TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants should work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe.
3. Afterwards, in the same pairs as the previous activity, participants should compare what they wrote in column 2.



RE-PLAY VIDEO

3.1

TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques used in the video promote students' sense of belonging.

SAY > Let's discuss what you saw the teacher do and why it was valuable.

TIP

Ask the questions below one at a time. Elicit the key messages listed in the table from participants during the discussion. If the key messages are not mentioned, say them as necessary.

ASK >

- What did you see the teacher do to promote their students' sense of belonging?
- How did the teacher do it?
- How does each technique described in the video promote students' sense of control?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students feel a sense of belonging?

How do these techniques help students feel a sense of belonging?

OVERARCHING: Involved all students in questioning activities.

By involving all students in questioning activities, teachers increase each students' opportunities to respond in class. This helps students feel like their participation is valued, and that they are a part of the class community.

Uses whole class questioning: calls on all students as a class, and has students respond by holding up their fingers in unison to correspond with an answer.

Whole class questioning promotes inclusion by allowing all students, even those who are shyer or less confident speaking up in class, to respond either orally or physically, such as by holding up their fingers, a written answer, or an object.

Uses cold calling: randomly calls on students to answer aloud (older and younger, those in the front and the back of the class).

Cold calling ensures that the teacher is not using any particular criteria for choosing students to respond to questions, which ensures all students have an equal chance of being involved in the activity, regardless of their ability, gender, ethnicity, age, or any other factor.

Has all students stand up.

Having all students stand up ensures students are ready, prepared, and involved in the activity.

Calls on students by name.

Calling on all students by name helps students feel like their teacher knows them personally, and that they are a part of the class.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

MODULE 3

PLENARY DISCUSSION (continued)

KEY MESSAGES (continued)

What techniques did the teacher use to help students feel a sense of belonging?

Asks another student to verify an answer when a student answers incorrectly, in order to avoid shaming the student.

How do these techniques help students feel a sense of belonging?

Cold calling can be a technique that both helps students review and tests what they have already learned, or it can be used to ask students more challenging questions. It is critical for the teacher to never embarrass or humiliate students when they get an answer wrong. By calling on another student to answer a question that one student has answered incorrectly, a teacher can help a student to see the correct answer without explicitly making the student feel bad for giving the wrong answer. This promotes peer learning and allows the teacher to reframe failure as an opportunity to learn.

ASK >

- Why do you think cold calling and whole class questioning are good strategies for promoting students' good behavior?
- Why do you think cold calling and whole class questioning are good strategies for promoting students' learning?

KEY MESSAGES

- Students are significantly more likely to learn through active response than passive listening. In cold calling and whole class questioning, all students have the opportunity to engage in active response by preparing for being called on, thinking through and answering each question, rather than just listening to other students answer.
- Whole class questioning and cold calling techniques allows teachers to immediately correct students so that students can understand their mistake and self-correct subsequent responses .
- Cold calling and whole class questioning allow teachers to check how well students understand the material, identify common mistakes, and use this to inform the direction of the lessons without having to bring attention to the student making the mistake.
- When a teacher uses cold calling or whole class questioning, students are more likely to stay on task and therefore less likely to misbehave.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

TIME: 60 MINUTES

PRACTICE ACTIVITY: MICRO-TEACHING SESSION

Purpose: To practice the teaching techniques of cold calling and whole class questioning through a micro-teaching practice session.

TIP

Be sure to praise participants for their effort even when they do not answer correctly.

MODEL THE PRACTICE > Tell participants to stand up. Indicate to them that you are going to “cold call” them about what they have learned so far in the workshop.

Ask the following two questions, making sure to vary who you ask and where in the room you direct the question. Each question can have multiple answers, so ask two or three times, calling on different participants to provide another answer each time. If a participant takes too long to answer, call on another participant to give a hint. If they still do not answer or answer incorrectly, praise them for their effort, and move on to another participant to clarify.

ASK > Why is it important for a child impacted by crisis to have a routine?

Suggested answers:

- Provides stability, promotes a sense of safety, promotes a sense of control

ASK > How might a child feel when she/he has a sense of belonging at school?

Tell participants to write their answers on a piece of notebook paper. Then, on the count of three, hold it up.

Suggested answers:

- Included, accepted, welcome or as part of a group, and not alone

SAY > Whole class questioning that uses a nonverbal response, such as holding up fingers, objects or a written response, is best used when the required answer is short. Whole class questioning that requires an oral response is best used when there is only one correct answer. Cold calling can be used for questions that require both short and long answers. It is also important that the pace of questioning and giving feedback for both techniques is quick to allow for the maximum opportunities for student participation.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants will form four groups based on what subject they primarily teach in their school.
2. Two of these groups will be assigned cold calling, and two will be assigned whole class questioning.
3. Within their groups, participants identify two people to act as the ‘teacher’ and stand up in front of the whole class to conduct a cold calling or whole class questioning activity.
4. Each group develops five questions and answers that they could ask in a cold calling activity or whole class questioning activity within their subject area.
5. The groups then come together in plenary and one at a time, each group’s ‘teacher’ take turns leading the activity. The rest of the participants will act as students.
6. Participants should occasionally answer incorrectly, so that the teacher can practice correcting.

ASSESS > Use the following questions to guide your assessment of participants’ questioning session. Share the criteria with participants prior to, their beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using these criteria in the plenary.

Teaching Technique 3.1: Whole Class Questioning and Cold Calling

MODULE 3

PRACTICE ACTIVITY: MICRO-TEACHING SESSION (continued)

While watching each teacher lead the role play, use the following questions to guide your assessment:

In cold calling:

- Did the teacher call on each student by name?
- When a student answered the question incorrectly, did the teacher correct the student in a way that was not embarrassing?
- Did the teacher call on all students randomly, and not seem to favor certain students?
- Did the teacher move at a quick pace, and target a significant number of students?

In whole class questioning:

- Did the questions require both physical and oral responses?
- When a student answered the question incorrectly, did the teacher correct the student in a way that was not embarrassing?
- Did the teacher ask questions that have only one right answer for oral response, and required a short answer for both oral and physical response?
- Did the teacher move at a quick pace?

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their questioning on what they learned from the video and discussion.

ASK the participants who acted as students:

- How did you feel as students during this activity?
- What did you notice and appreciate about the different teachers' approaches?

ASK the participants who acted as teachers:

- How did you feel as the teacher during this activity?
- What was easier and what was more challenging to do?

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

Purpose: To reflect on to use the techniques of whole class questioning and cold calling in participants' own classrooms.

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

MODULE 3

TIME: 45 MINUTES

PLENARY ACTIVITY: GALLERY WALK AND BRAINSTORM

Purpose: To brainstorm roles students could play in taking care of their school and class environment.

PRE-PREPARATION > Write each of the following questions on a sheet of paper (one question per sheet), and hang these on the wall around the room:

- What roles/responsibilities do you have at home?
- What roles/responsibilities do you have in your community?
- Besides roles/teaching, what responsibilities do you have at your school?

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants count off to form groups of 3-4.
2. In these groups, participants should go stand by one of these questions on the wall. They have 7 minutes to discuss this question.
3. When participants hear you clap twice, they should move as a group to another question.
4. This will repeat until all groups have discussed all three questions.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

Ask for a few volunteers to share some of the responses from their group.

ASK > What are some tasks that need to be done in your school and classroom on a daily or weekly basis?

Suggested answers:

- Putting away materials.
- Erasing the board.
- Sweeping the floor.
- Leading a song.
- Checking correct answers from an exercise.
- Taking attendance.

ASK >

- Who fulfills these tasks? How are these tasks assigned?
- What are some roles and responsibilities that students have in your class?
- What are some additional roles and responsibilities they can take on?

KEY MESSAGES

- When teachers provide students with equitable, non-exploitive, appropriate opportunities to partake in tasks that allow them to contribute to, and take care of, their class and school, students feel a sense of responsibility and connection to their school and class.
- This helps students feel pride in being a student and feel a sense of belonging.

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

MODULE 3

TIME: 45 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of establishing routines in the classroom.

TIP

Tell participants that they will follow the same structure for watching the video as they did for the previous one. Present instructions and walk them through the steps only as needed.



GIVE HANDOUT

3B

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?

What techniques did the teacher use to help students feel a sense of belonging?

How do these techniques help students feel a sense of belonging?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students feel a sense of belonging. Think about the strategies we have been discussing as you are watching. We will watch the video twice.

TURN AND TALK > Participants form pairs, discuss, and write down their predictions for what they might see the teacher do in the video.



PLAY VIDEO

3.2

TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.



RE-PLAY VIDEO

3.2

TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques the teacher used in the video promote a sense of belonging.

SAY > Let's discuss what you saw the teacher doing and talk about why it was valuable.

ASK >

- What did you see the teacher do to promote a sense of belonging?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students feel a sense of belonging?

How do these techniques help students feel a sense of belonging?

OVERARCHING:

The teacher provided opportunities for students to take care of their classroom and school.

By providing students with opportunities to care for their school, students may feel more connected to the school, have a strong sense of their student identity, and feel pride in being a student.

The teacher assigned the tasks randomly by having students choose from a box.

By assigning students to tasks randomly, all students feel included and that they have equal opportunities to contribute.

By assigning students to tasks randomly, the teacher avoids discriminating by gender, ethnic group or age, and promotes a sense of inclusion in the classroom.

The teacher used circle time to bring everyone together, and contribute their thoughts.

Circle time or an end of the day activity where students share their thoughts, and come together as a class is a way for them to feel that they belong to a specific class and group of students, in addition to being part of a school.

The students were involved in beautification projects.

Feeling part of a clean and organized learning environment that students had a role in creating contributes to students feeling proud to be a student, and to belong to their school community.

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

MODULE 3

PLENARY DISCUSSION (continued)

SAY > It is important that teachers create opportunities for students to participate in ways that are not harmful to children and youth. These include not giving students tasks that:

- Are inequitably assigned to students (i.e., if certain tasks are always assigned to girls).
- Make students miss too much learning time to complete.
- Are physically dangerous.
- Require them to leave the school grounds where they are unsupervised or interacting with an adult who may/may not have the best intentions.

ASK > How did the teacher in the video ensure that tasks assigned were not physically or emotionally harmful to the students?

Suggested answers:

- Girls and boys were engaged in activities that did not reinforce gender stereotypes.
- The tasks related to improving the learning environment were performed at the end of the class, and thus did not take time away from learning.
- The tasks were not physically too difficult for the students.
- The activities were on school grounds.

ASK >

- Why do you think involving students in classroom tasks promotes student learning?
- Why do you think involving students in classroom tasks promotes students' good behavior?

KEY MESSAGES

- When students participate in creating a clean and organized learning environment, they also create an environment that is conducive to learning. This provides a nice learning environment that minimizes the chance of their being distracted by things, such as a messy classroom, garbage, or dangerous objects.
- When students feel pride in being a student, and feel connected to their community, they may:
 - Be more likely to attend school regularly.
 - Show more respect for their peers and teachers.
 - Feel a sense of ownership over their school, and therefore continue to take care of it, and not destroy or damage school property.

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

MODULE 3

TIME: 60 MINUTES

PRACTICE ACTIVITY: MAPPING ACTIVITY

Purpose: To practice the teaching technique of assigning students roles to contribute to, and take care of, their classroom and school.

Give participants a sheet of plain white paper.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should work individually for 15 minutes to draw a general map of their school, and a detailed map of their classrooms.
2. After their maps are complete, they should:
 - Highlight areas and aspects of the classroom for which students can be assigned appropriate tasks, and clearly indicate types of tasks that students can do to positively contribute to, and take care of, the classroom environment.
 - Highlight areas and aspects of the school for which students can be assigned appropriate tasks, and clearly indicate types of tasks that students can do to positively contribute to, and take care of, the school environment.
3. When the maps are complete, participants should post them on the wall.
4. Participants do a gallery walk to review their peers' ideas. During the walk, they should look for one task that occurs on more than three maps, and one task that occurs on only one map.

ASSESS > Join participants during the gallery walk, and use the following questions to guide your assessment. Share the criteria with participants, prior to their beginning the activity. Tell participants that you will be providing feedback, and asking them to provide feedback to each other using these criteria in the plenary.

- Could a gender bias be associated with a particular task, thereby risking that boys and girls be inequitably assigned this task?
- Could the tasks make students miss too much learning time to complete?
- Could the tasks be physically dangerous?
- Do any of the tasks require students to leave the school grounds?

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their maps on what they learned from the video and discussion.

ASK > How would you assign students to these opportunities in ways that promote equal and inclusive student involvement?

Suggested answers:

- Assign students randomly for weekly or daily tasks, such as by drawing names out of a box.
- Ask students to volunteer for what tasks they would like on a weekly basis, while ensuring that the same students do not always volunteer to do the same tasks.

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

MODULE 3

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

Purpose: To reflect on how to use the technique of creating and assigning meaningful classroom tasks in participants' learning environment.

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- Were there any new ideas you saw from other groups that you will take back with you? How will you do these?
- What are some challenges you might face? How could you overcome them?

Conclusion

TIME: 15 MINUTES

ADDITIONAL TEACHING TECHNIQUES

Purpose: To review additional teaching techniques that promote students' sense of belonging.

TIP

If time allows, you could have participants take one or more of these new strategies and do the following:

- Practice the strategy (as a role play, in pairs or small groups).
- Discuss the strategy (providing guiding questions).
- Create part of a lesson plan that incorporates this strategy.

ELICIT ANSWERS > Tell participants to write answers on their student well-being chart. Provide the following examples if needed:

- Have a school uniform or school bag to help strengthen student identity.
- Sing a class or school song at a regular time during the day.
- Call attendance every day and follow up with students that are absent.
- Display students' work on the wall.
- Give each student a designated place to sit.
- Use familiar songs and stories in the classroom.

TIME: 15 MINUTES

REVIEW

Purpose: To review the concepts learned during today's session and assess participants' understanding.

TIP

Use the key messages as a reference during the review.

SAY > Let's review what we discussed today.

ASK > What were the teaching techniques we explored today?

ELICIT ANSWERS > Tell participants to write these down on their student well-being chart.

ASK participants to:

- Describe how feeling a sense of belonging contribute to students' well-being.
- Name two teaching practices that contribute to students feeling a sense of belonging, and explain the reason why.
- Explain how these teaching practices also contribute to learning and positive student behavior?
- Name one technique we discussed today and explain how this may promote students' positive learning.
- Name one additional technique we discussed today and explain how this may promote students' positive behavior.
- Explain how to do cold calling in detail.

REFLECTION > Tell participants to write on a piece of paper two things they liked about the day's session one two suggestions for improving the workshop. They should hand these to you as they leave.

INTRODUCE MODULE 4 > Tell participants that tomorrow they will be discussing teaching practices to promote students' feelings of self worth.

Feelings of Self-worth

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will discuss what it means to help students feel self-worth, and how this impacts students' well-being. Through pair, group and plenary activities and discussions and the use of video, participants will observe, identify, discuss, and practice the techniques of using praise and connecting to students' lives and experiences.

MATERIALS

Module 4 handouts, handout 1D, flipchart, markers, pens, sticky pads, chalk (if blackboard is available), tape, soft ball/object.

OBJECTIVES

By the end of this module, participants will be able to:

- Describe what it means for students to have feelings of self-worth, and how this contributes to students' well-being.
- Identify and describe concrete teaching techniques that help students feel self-worth in their learning environments.
- Perform teaching techniques that promote students' feelings of self-worth.
- Explain why these teaching techniques contribute to students' feelings of self-worth, learning and positive student behavior in the classroom.

KEY MODULE MESSAGES

- When students have feelings of self-worth at school, they:
 - Feel capable and confident.
 - Feel able to succeed and achieve what they set out to do.
 - Like themselves and have good self esteem.
 - Feel proud of themselves and their abilities.
 - Feel hopeful about having and being able to contribute to a positive future.
- Promoting feelings of self-worth may be particularly important for children and youth who felt powerless during crises to change the course of events.
- Praising students can make them feel good about their intelligence and abilities, and show them that their teacher recognizes and values these attributes.
- Working with students to set and achieve goals can give them confidence in being a good student who learns well and succeeds at school.
- Students are more likely to feel they can positively contribute to their future if they are able to feel confident in their abilities to set goals and identify the steps for getting there.
- These techniques help students develop feelings of self-worth, learn better. and behave better.

Day 4 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
INTRODUCTION	Energizer: Response Circle	To become energized for the day's session while reviewing concepts learned in the previous sessions.	10 min	Soft ball or object
	Module Overview	To review the module's objectives and agenda.	5 min	Flipchart, markers, tape
	Warm up: Pair Discussion	To define what contributes to feelings of self-worth.	15 min	Handout 4A
TEACHING TECHNIQUE 4.1				
	Group Activity: Discussion	To identify ways to promote self-worth in students.	45 min	Flipchart paper, markers, tape
	Video	To watch a video of a teacher demonstrating the technique of using praise in the classroom.	30 min	Handout 4B, DVD, DVD player
	Plenary Discussion	To discuss how the techniques the teacher used in the video promote students' feelings of self-worth.	45 min	Flipchart and markers or board and chalk
	Practice Activity 1: Match Activity	To explore examples of using praise.	15 min	Handout 4C
	Practice Activity 2: Role Play	To practice using praise.	45 min	Handout 4D
TEACHING TECHNIQUE 4.2	Wrap up: Plenary Discussion	To reflect on how to use the technique of praise in participants' own classroom.	15 min	
	Group Activity: Discussion and Web Diagram	To discuss the process and rationale for setting goals.	45 min	Flipchart, markers or pens, tape
	Video	To recognize techniques to help students set goals.	30 min	Handout 4E, DVD, DVD player, flipchart, markers
	Plenary Discussion	To discuss how the techniques the teacher used in the video promote students' feelings of self-worth.	45 min	
	Practice Activity: Case Study and Micro-teaching Session	To practice the teaching practices of setting goals with students through a micro-teaching session.	60 min	Handout 4F, Handout 4G, flipchart, markers
CONCLUSION	Wrap up: Plenary Discussion	To reflect on how to use the techniques of setting goals with students in participants' own classroom.	15 min	
	Additional Teaching Techniques	To review additional teaching techniques that promote students' feelings of self-worth.	15 min	Handout 1D
	Review	To review the concepts learned during today's session and assess participants' understanding.	15 min	Sticky pads

Introduction

TIME: 10 MINUTES

ENERGIZER: RESPONSE CIRCLE

Purpose: To become energized for the day's session while reviewing concepts learned in previous sessions.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants stand up and form a circle.
2. In the circle, one person will start with a soft ball/object. This person will throw this ball/object to another participant.
3. When the participant catches the ball/object, he or she should share one new thing they've learned in the training or one new technique they will use in the classroom.
4. This participant will then throw the ball/soft object to someone else.
5. Repeat until all participants have received the ball/soft object at least once.

ASSESS > Stand outside the circle and observe as participants do the activity. Listen to ensure they are sharing new things that they have learned while not repeating each other's answers, and that they are mentioning a variety of techniques they will use in the classroom.

Praise a few things that participants did at the end of the activity. For example, say: "I like how you all participated in that activity and included everyone in the circle" or "I really appreciate how you all really seemed to remember and understand what we have learned so far."

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To review the module's objectives and agenda.

SAY > Today we will be discussing the element of student well-being known as a feelings of self-worth.

PRESENT THE MODULE OBJECTIVES > Write them on flipchart and ask a participant to read them aloud. Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA > Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

WARM UP: PAIR DISCUSSION

Purpose: To define what contributes to feelings of self-worth.

Tell participants to find a partner who they haven't yet worked with.



GIVE HANDOUT

4A

HANDOUT 4A (QUICK REFERENCE)

- What are two of your strengths as a teacher?
 - What has led you to feel that these are your strengths?
 - What role have other people played in helping you realize these strengths?
- What do you remember being particularly good at when you were at school?
 - How did you come to believe you were good at these?
 - How did knowing you were good at these make you feel at school?

Tell them they have 10 minutes to discuss the questions on the handout.

Circulate and observe as participants discuss in pairs.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

Ask for 2-3 volunteers to report to the whole class on what their partner answered.

SAY > As we will discuss in this module, helping students feel that they are good at certain things and have distinct strengths at school increases their feelings of self-worth, which impacts their well-being.

ASK > Why is it important to help your students develop feelings of self-worth?

KEY MESSAGES

- When students have feelings of self-worth at school, they:
 - Feel capable and confident.
 - Feel able to succeed and achieve what they set out to do.
 - Like themselves and have good self esteem.
 - Feel proud of themselves and their abilities.
 - Feel hopeful about having and being able to contribute to a positive future.
- Promoting feelings of self-worth may be particularly important for children and youth who felt powerless during crises to change the course of events.

Teaching Technique 4.1: Giving Praise

MODULE 4

TIME: 45 MINUTES

GROUP ACTIVITY: DISCUSSION

Purpose: To identify ways to promote self-worth in students.

Participants form small groups of 3-5. Tell them to discuss the following questions:

- What do you do in the classroom that contributes to your students' feelings of self-worth? What have you seen other teachers do that contribute to their students' feelings of self-worth?
- What have you seen other teachers do that might negatively impact their students' feelings of self-worth?

TIP

If the suggested answers provided below are not addressed, you can present them by giving an example from your own context. For example, you can say, "One thing I do as a teacher and facilitator, is make sure I never harshly criticize a student/participant."



Suggested answers:

To positively impact students' feelings of self-worth:

- Don't tease or embarrass a student.
- Treat all students fairly.
- Don't physically injure a student.
- Involve students in class activities.
- Don't harshly criticize a student.
- Show respect to students.
- Display work and names of students in class.
- Apply fair, consistent consequences.
- Encourage students to ask questions.
- Praise students.
- Make sure lessons and tasks are of appropriate level.

PLENARY DEBRIEF > Bring students back to plenary to share from their group discussions.

Ask for a few volunteers to share the answers from their group.

SAY > Praise is an important strategy teachers can use for promoting their students' feelings of self-worth. Praise means expressing approval, admiration and recognition for students.

ASK > Why do you think using praise promotes students' feelings of self-worth?

KEY MESSAGES

- Praising students can make them feel good about their intelligence and abilities, and show them that their teacher recognizes and values these attributes.

Teaching Technique 4.1: Giving Praise

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating the technique of using praise in the classroom.



GIVE HANDOUT

4B

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to develop feelings of self-worth?	How do these techniques help students develop feelings of self-worth?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students develop feelings of self-worth. Think about the strategies we have been discussing as you are watching. We will watch the video twice.

TIP

Use a guided practice to provide an example of a prediction as needed. One example could be: "I predict I will see a teacher telling the student he/she did something good in front of the whole class."

PRESENT ACTIVITY INSTRUCTIONS >

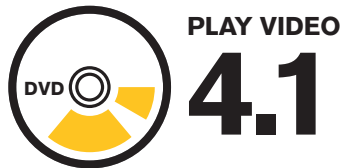
1. Before watching the video for the first time, participants work in pairs in a "turn and talk" activity to predict what they might see the teacher do to promote students' feelings of self-worth. Encourage them to think about the specific ways they might see the teacher use these techniques.
2. Participants write these predictions in column 1 on the handout.
3. After watching the video for the first time, students turn to their partner, discuss which of their predictions were correct, and put a check in the middle column next to any correct predictions.

Teaching Technique 4.1: Giving Praise

MODULE 4

VIDEO (continued)

TURN AND TALK > Participants form pairs, discuss and write down their predictions.



TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants should work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe.
3. Participants should compare what they wrote in column 2 in pairs.



TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 4.1: Giving Praise

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques the teacher used in the video promote students' feelings of self-worth.

ASK >

- What did you see the teacher do to promote students' feelings of self-worth?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

WRITE participants' answers on the chart written on the flipchart/blackboard.

TIP

You can also ask more specific questions such as "How did the teacher use praise even when correcting the student in the video?"

KEY MESSAGES

What techniques did the teacher use to help students develop feelings of self-worth?

How do these techniques help students develop feelings of self-worth?

OVERARCHING: The teacher used praise in the classroom.

Praising students makes them feel good about their intelligence and abilities, and shows them that their teacher recognizes and values these attributes.

The teacher praised the student by appreciating positive behavior, effort, hard work, and improvement.

Praising students for positive behavior, effort, hard work, and improvement allows teachers to promote students' self-worth even if students are struggling in class or do not have the right answer, by acknowledging what the student is doing well.

The teacher praised students while they were working individually.

This helps students know the teacher recognizes their good work even when they are working silently and by themselves.

The teacher recognized positive student behavior in front of the rest of the class.

By praising students in front of the class, the teacher helps students feel a sense of pride in front of his/her peers. Teachers should be careful to praise all students publicly an equal amount, so as not to embarrass the students being praised and make the others feel bad about themselves.

The teacher did not over praise and did not praise errors.

Over praising for insignificant actions and behaviors or praising errors in students' work can discredit teachers' praise and make it lose its value for students.

Teaching Technique 4.1: Giving Praise

MODULE 4

PLENARY DISCUSSION (continued)

KEY MESSAGES (continued)

What techniques did the teacher use to help students develop feelings of self-worth?

When a student gave the wrong answer, the teacher praised the student's effort even when correcting him.

The teacher corrected the student without negatively criticizing or teasing him.

The teacher didn't correct the student until the student sat back down.

The teacher used the incorrect answer as a teachable moment.

How do these techniques help students develop feelings of self-worth?

In correcting students by praising their effort, and by correcting in a way that doesn't embarrass students but rather uses this as a teaching opportunity, students can learn and understand what they did wrong without feeling embarrassed. This also encourages students to take risks in participating in class activities without fearing failure.

ASK >

- Why do you think using praise is an important strategy for promoting students' learning?
- Why do you think using praise is an important strategy for promoting students' good behavior?

KEY MESSAGES

- Praising can motivate students to attend and work hard in school.
- Praising a students' effort even when they give the wrong answer can reward students for trying, even when they risk making a mistake. Students will thus gain skills in participating and learning from their mistakes rather than not trying at all and being more passive in class.
- Praise is a form of positive reinforcement—it rewards students for behaving well in class, in order to encourage this behavior, and therefore reduce the need for discipline.

Teaching Technique 4.1: Giving Praise

TIME: 15 MINUTES

PRACTICE ACTIVITY 1: MATCH ACTIVITY

Purpose: To explore examples of using praise.



GIVE HANDOUT

4C

PRESENT ACTIVITY INSTRUCTIONS >

1. Individually, participants match the examples of praise on the left with the scenarios on the right.
2. Participants then find a partner sitting near them with whom to compare and check their answers.

HANDOUT 4C ANSWER KEY

1D, 2E, 3C, 4A, 5B

Teaching Technique 4.1: Giving Praise

MODULE 4

TIME: 45 MINUTES

PRACTICE ACTIVITY 2: ROLE PLAY

Purpose: To practice using praise.

Tell participants to continue to work with the same partner for the next activity.



GIVE HANDOUT

4D

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should choose and role play two scenarios from the handout. They should role play each scenario twice, switching who acts as the teacher and using praise in a different way.
2. Each pair should then choose one scenario to role play in front of the whole class.
3. One by one, pairs, role by their scenario in front of the class.

ASSESS > Use the following questions to guide your assessment of participants' role plays. Share the criteria with participants prior to, their beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using these criteria in the plenary.

- Is the teacher correcting behavior or results in a way that doesn't embarrass the student?
- Is the teacher making sure not to over praise, or praise errors?
- Is the teacher using nonverbal praise, as well as verbal expressions?
- Is the teacher praising for positive behavior, effort, hard work, and improvement?

TIP

If participants mention a critique of one of the role plays they saw, prompt them to share a suggestion for how one could have responded differently.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity. Remind them of the assessment criteria and ask them to provide feedback to the other groups, as well as reflect on how well they modeled their role play on what they learned from the teachers in the video.

ASK any of the following additional questions:

- How did you feel when you were acting as the teacher giving praise?
- How did you feel when you were acting as a teacher correcting a student?
- What, if anything, did you find challenging?
- How did you feel when you were acting as a student receiving praise or being corrected?

Teaching Technique 4.1: Giving Praise

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

Purpose: To reflect on how to use the technique of praise in participants' own classroom.

ASK >

- How do you think using the techniques we discussed today would benefit your students?
- How can you include this technique in your classroom?
- What challenges might you face, and how could you overcome them?

Teaching Technique 4.2: Encouraging Goal Setting

MODULE 4

TIME: 45 MINUTES

GROUP ACTIVITY: DISCUSSION AND WEB DIAGRAM

Purpose: To discuss the process and rationale for setting goals.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants form small groups by counting off from one to three.
2. In groups, they discuss a time when they set and achieved a goal for themselves either personally or professionally. Tell them to discuss what the goal was and the process for achieving it.

PLENARY DEBRIEF > Bring group back to plenary to discuss the activity.

Ask for a volunteer to share an example from the group discussion.

ASK >

- Do you set goals for your class?
- What are some examples?
- What are some smaller steps that you would take to achieve this goal?

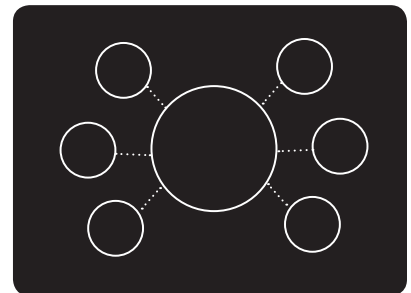
TIP

If participants are having trouble answering, you can prompt them by providing an example such as, "Last year, I set a goal for my students to start every sentence with a capital letter and end every sentence with a period when writing."

ON THE BOARD

Draw a web diagram.

Using participants' responses, write one example of a goal inside the big center circle. Write a few of the smaller steps in circles around the big circle connecting with lines.



Ask participants to come to the front of the room and add their additional answers in connecting circles on by one.

SAY > When you have a goal, you need to break this down into smaller steps to help you get there.

ASK > As a teacher, why do you think it is important to help students set goals?

KEY MESSAGES

- When students set goals, they identify what they want to learn and accomplish, and figure out how to get there.
- Working with students to set and achieve goals gives them confidence in being a good student who learns well and succeeds at school.
- Students are more likely to feel they can positively contribute to their future if they are able to feel confident in their abilities to set goals and identify the steps for getting there.

Teaching Technique 4.2: Encouraging Goal Setting

TIME: 30 MINUTES

VIDEO

Purpose: To recognize techniques to help students set goals.

SAY > We are now going to watch a video that shows a teacher demonstrating the technique of setting goals with students.



GIVE HANDOUT
4E

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to develop feelings of self-worth?	How do these techniques help students develop feelings of self-worth?

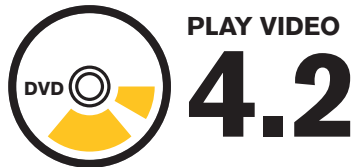
SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to help students develop a sense of self-worth. Think about the strategies we have been discussing as you are watching. We will watch the video twice and follow the same process as we did for the previous video.

Teaching Technique 4.2: Encouraging Goal Setting

MODULE 4

VIDEO (continued)

TURN AND TALK > Participants form pairs, discuss and write down their predictions for what they might see the teacher do in the video.



TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.



TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 4.2: Encouraging Goal Setting

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques the teacher used in the video promote students' feelings of self-worth.

ASK >

- What did you see the teacher do to promote their students' feelings of self-worth?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students develop feelings of self-worth?

How do these techniques help students develop feelings of self-worth?

OVERARCHING: The teachers helped the class set goals.

Working with students to set and achieve goals can give them confidence in being a good student who learns well and succeeds at school. If students see they can set and achieve goals, they will feel good about their ability to accomplish what they aim for.

The teacher worked one-on-one with individual students to set personal goals.

By providing one-on-one attention, the teacher helps students feel that he cares about them and their success.

The teacher used a goal setting chart to help students identify their personal goal; set and break down the goal into smaller steps; set deadlines for the steps; and think through the possible obstacles that could arise.

Research shows that self-efficacy, or belief in one's capability to achieve their goal, increases by a much larger degree when the students participate in setting their goals.

In breaking down a goal into specific steps, students can set goals that challenge them while still being attainable and realistic.

The teacher sets a goal with a deadline, so that students can see progress and feel a sense of accomplishment.

By identifying potential obstacles, students can think about challenges in advance and strategies to overcome them.

The teacher worked with the whole class to set a class goal.

Setting class goals helps promote a strong class community.

Teaching Technique 4.2: Encouraging Goal Setting

MODULE 4

PLENARY DISCUSSION (continued)

ASK >

- Why do you think goal setting is an important strategy for promoting students' learning?
- Why do you think goal setting is an important strategy for promoting students' good behavior?

KEY MESSAGES

- Setting a realistic goal and breaking it down into smaller steps makes a challenge seem achievable. If a student is presented with an achievable challenge, s/he is more likely to take it on and work hard to accomplish it.
- If a goal and its steps are too difficult or too easy, a student is more likely to go off-task and misbehave.

Teaching Technique 4.2: Encouraging Goal Setting

MODULE 4

TIME: 60 MINUTES

PRACTICE ACTIVITY: CASE STUDY AND MICRO-TEACHING SESSION

Purpose: To practice the teaching practices of setting goals with students through a micro-teaching session.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants form pairs.
2. Participants will receive a case study of a girl named Blessing who has a large goal for herself. They should read this case study on handout 4F together.
3. Each pair chooses one participant to act as the teacher and one to act as Blessing.
4. Each pair conducts a micro-teaching session as the teacher and Blessing working together to achieve Blessing's goal. Tell them to make sure to choose a realistic goal, and then use the goal setting chart on handout 4G to break down the steps needed to achieve the goal.
5. When they are finished, participants should hang their goal setting charts on the wall and do a gallery walk to review each other's charts. They should think of one additional step they would add to one chart they read.



GIVE HANDOUT

4F



GIVE HANDOUT

4G

ASSESS > Share the criteria with participants prior to them beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using this criteria in the plenary:

- Is the teacher helping the student think through and set his/her own goals and steps?
- Is the goal achievable and time-bound?
- Are the steps achievable and time-bound?
- Are the teacher and student identifying obstacles and ways to overcome them for each step?
- Are the student and teacher setting deadlines for each step?

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their work on what they learned from the teachers in the video.

Teaching Technique 4.2: Encouraging Goal Setting

MODULE 4

PRACTICE ACTIVITY: CASE STUDY AND MICRO-TEACHING SESSION (continued)

ASK the participants who acted as students:

- How did you feel as students during this activity?
- What did you notice and appreciate about the teacher's approach?

ASK the participants who acted as teachers:

- How did you feel as the teacher during this activity?
- What was easier and what was more challenging to do?

TIME: 15 MINUTES

WRAP UP

PURPOSE: To reflect on how to use the techniques of setting goals with students in participants' own classroom.

ASK >

- How do you think using a technique like this would benefit your students?
- How can you include this technique in your classroom?
- What are some challenges you might face, and how could you overcome them?

Conclusion

TIME: 15 MINUTES

ADDITIONAL TEACHING TECHNIQUES

Purpose: To review additional teaching practices that promote students' feelings of self-worth.

ASK > What are some other strategies that you could use in the classroom to help students gain feelings of self-worth?

TIP

If time allows, you could have participants take one or more of these new strategies and do the following:

- Practice the strategy (as a role play, in pairs or small groups).
- Discuss the strategy (providing guiding questions).
- Create part of a lesson plan that incorporates this strategy.

ELICIT ANSWERS > Tell participants to write answers on their student well-being chart. Provide the following examples if needed:

- Display the work of students.
- Tell parents about the students' good work.
- Promote peer learning.
- Help students identify where they might need more help or support to learn a specific subject.
- Provide students with opportunities to show case a wide variety of skills (i.e. athletic, artistic, or story telling abilities).

TIME: 15 MINUTES

REVIEW

Purpose: To review the concepts learned during today's session and assess participants' understanding.

TIP

Use the key messages as a reference during the review.

SAY > Let's review what we discussed today.

ASK > What were the teaching techniques we explored today?

ELICIT ANSWERS > Tell participants to write these down on their student well-being chart.

ASK participants to:

- Name three things to consider when praising students.
- What are the steps to take in helping students set goals?
- Explain how using praise promotes positive student behavior.
- Explain what it means for students to have feelings of self-worth.
- Name one technique we discussed today and explain how this may promote students' positive learning.

Ask other review questions as needed.

REFLECTION > Tell participants to write on sticky notes three things they learned today and three things they want to know more about.

WRITE on flipchart "what I learned" and "what I want to know more about." Invite participants to place their sticky notes on these sheets. Hang flipchart sheets on walls and invite participants to stand up and read them.

INTRODUCE MODULE 5 > Tell participants that tomorrow they will be discussing teaching practices to promote positive social relationships.

Promoting Positive Social Relationships

MODULE 5

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will discuss what it means to promote positive peer and student-teacher relationships in the classroom, and how this impacts students' well-being. Through pair, group and plenary activities and discussions, and the use of video, participants will observe, identify, discuss, and practice the teaching techniques of doing group work and connecting to students' lived experiences.

MATERIALS

Module 5 handouts, handout 1D, flipchart, markers, pens, sticky pads, chalk (if blackboard is available), multiple rolls of tape, stacks of plain paper.

OBJECTIVES

By the end of this module, participants will be able to:

- Explain what it means for students to have positive peer and teacher relationships, and how this contributes to students' well-being.
- Identify and discuss concrete teaching techniques that help students have positive peer and teacher relationships in their learning environments.
- Perform teaching techniques that promote positive peer and student-teacher relationships.
- Explain why these teaching techniques contribute to students' peer and teacher relationships, learning, and positive behavior in the classroom.

KEY MESSAGES

- When students have positive peer and teacher relationships, they:
 - Acquire positive social and communication skills.
 - Feel valued, listened to, cared for, loved, and appreciated.
 - Feel emotionally supported.
 - Have increased self-esteem and confidence.
 - Have feelings of trust.
- Having supportive relationships with peers and teachers may be particularly important for crisis-affected children.
 - In emergencies, relationships with caring adults are often disrupted or lost in children's families and communities. Restoring supportive relationships with caring adults is a critical building block for helping them regain feelings of trust, safety, and security.
 - Fostering positive peer relationships can help students regain healthy friendships in order to have strong social bonds and feel joy, as well as promote tolerance and empathy.
- Doing group work encourages positive socialization and friendship while discouraging prejudice, discrimination, and exclusion.
- Creating opportunities for students to play together allows students to laugh, feel happy, feel relief from anxiety with other children and youth.
- Connecting to students' lived experiences helps students feel that the teacher knows, understands, and cares about their lives.
- These techniques help students have positive relationships with peers and teachers, learn better, and behave better.

Day 5 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
INTRODUCTION	Energizer: Tower Building	To get energized participants for the day's session while previewing the module's first teaching technique.	10 min	Plain paper, rolls of tape
	Module Overview	To review the module's objectives and the daily schedule.	5 min	Flipchart, markers, tape
	Warm up: Speed Dating	To discuss the connection between positive relationships and well-being.	15 min	
TEACHING TECHNIQUE 5.1	Plenary and Independent Activity: Brainstorm	To introduce the rationale for promoting positive peer relationships in the classroom.	45 min	Flipchart paper, markers, tape, sticky pads
	Video	To watch a video of a teacher demonstrating techniques of using group work in the classroom.	30 min	Handout 5A, DVD, DVD player
	Plenary Discussion	To discuss how the techniques used in the video promote students' positive peer relationships.	45 min	Flipchart and markers or board and chalk
	Practice Activity 1: Developing Group Work Activities	To practice developing group work activities to meet certain lesson objectives.	40 min	Flipchart, markers
	Practice Activity 2: Creating Opportunities for Play	To practice developing learning-through-play activities to meet certain lesson objectives.	20 min	
	Wrap up	To reflect on how to use the technique of group work in participants' own classrooms.	15 min	
TEACHING TECHNIQUE 5.2				
	Plenary Activity: Role Play	To explore the characteristics and actions of an unsupportive versus supportive teacher, and the effect this can have on student well-being.	45 min	Handout 5B, flipchart and markers
	Video	To watch a video of a teacher demonstrating techniques of connecting to students' lived experiences.	30 min	DVD, DVD player, sticky pads
	Plenary Discussion	To discuss what techniques the teacher used in the video and why these promote positive student-teacher relationships.	45 min	
	Practice Activity: Micro-Read Aloud	To practice the technique of connecting to students' lived experiences through a micro-read aloud session.	60 min	Handout 5C, flipchart paper, markers, copies of reading text (handout 5D)
CONCLUSION	Wrap up	To reflect on how to use the techniques of connecting to students' lived experiences in participants' own classrooms.	15 min	
	Additional Teaching techniques	To review additional teaching practices that promote positive social relationships.	15 min	Student well-being chart
	Review	To review the concepts learned during today's session and assess participants' understanding.	15 min	Sticky notes

Introduction

TIME: 10 MINUTES

TIP

An alternative energizer that requires fewer resources but has the same objective is the "human knot." Have all participants stand in a circle, put their right hand into the circle, and grab the hand of someone else who is not standing next to them. They repeat with their left hand. Then, without letting go, participants need to "unknot" themselves.

ENERGIZER: TOWER BUILDING

Purpose: To get energized participants for the day's session while previewing the module's first teaching technique.

Participants count off to form small groups.

Give each group a roll of tape and between 5 and 7 sheets of paper, depending on available paper and number of groups.

PRESENT ACTIVITY INSTRUCTIONS >

1. The goal is for the whole class to build the highest tower they can using only tape and paper.
2. Each group has to build part of the tower. The groups then come together to put their parts together and form one tall tower.
3. Each group should designate one focal point, and the focal points should strategize about what each part could look like and how they could fit together.
4. Each group should think about other roles for group members such as the people to design the tower and the people to help build it.
5. Rules: Each group's part must be included, and each must be connected to another group's part in some way; all group members need to participate in some way in building the tower.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK >

- How did everyone in your group get along during this activity?
- How did everyone between groups get along during the activity?
- What were some challenges to working together within groups and between groups?
- What did you do to make sure that everyone felt included?

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To review the module's objectives and the daily schedule.

SAY > Today we will be discussing positive peer and student-teacher relationships as an element of student well-being.

PRESENT THE MODULE OBJECTIVES: > Write them on flipchart and ask a participant to read them aloud.

Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA > Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

WARM UP: “SPEED DATING”

Purpose: To discuss the connection between positive relationships and well-being.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants form two circles: an inside circle and an outside circle. Participants should position themselves so each person from the inside circle is paired with and facing one person from the outside circle.
2. With their pair, each participant should discuss one thing that contributes to a good relationship they have with their colleagues.
3. When participants hear a clap, they should all move one step to the right, so everyone is matched up with someone new.
4. With their new partner, they should discuss another thing that contributes to a good relationship with colleagues.
5. The third and fourth time they hear you clap and move to the right, they will discuss with their partner one thing that contributes to a good relationship with their students.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK >

- Do your students generally get along in class?
- What happens between the students who don't along?
- What contributes to your students getting along or not getting along?
- Do you generally get along with your students?
- What helps you to get along with your students?
- What contributes to your not getting along with your students?

SAY > As we will discuss in this module, having positive peer and teacher relationships helps students feel supported, which impacts their well-being.

WARM UP: “SPEED DATING” (continued)

ASK > Why is it important to help students have positive peer and teacher relationships in the classroom?

KEY MESSAGES

- When students have positive peer and teacher relationships, they:
 - Acquire positive social and communication skills.
 - Feel valued, listened to, cared for, loved, and appreciated.
 - Feel emotionally supported.
 - Have increased self-esteem and confidence.
 - Have feelings of trust.
- Having supportive relationships with peers and teachers may be particularly important for crisis-affected children.
 - In emergencies, relationships with caring adults are often disrupted or lost in children’s families and communities. Restoring supportive relationships with caring adults is a critical building block for helping them regain feelings of trust, safety, and security.
 - Fostering positive peer relationships can help students regain healthy friendships in order to have strong social bonds and feel joy, as well as promote tolerance and empathy.

Teaching Technique 5.1: Effective Group Work

TIME: 30 MINUTES

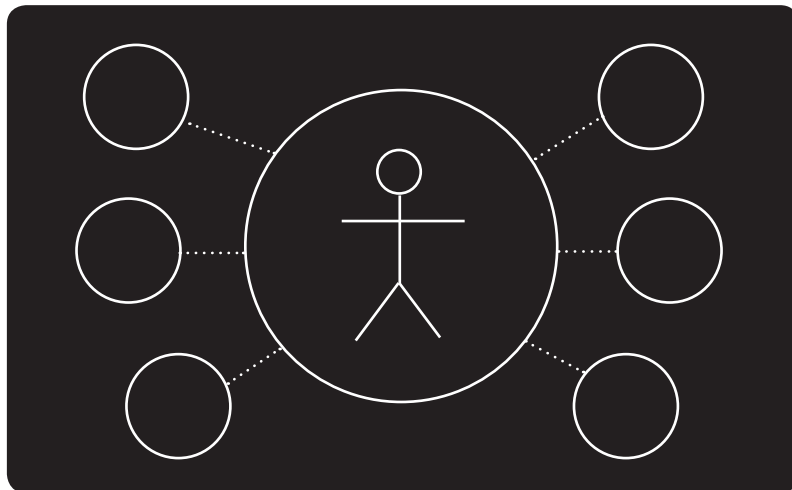
PLENARY AND INDEPENDENT ACTIVITY: BRAINSTORM

Purpose: To introduce the rationale for promoting positive peer relationships in the classroom.

ON THE BOARD

Draw the outline of a child.

Draw a large web diagram. Write participants' responses in smaller circles and connect these with lines to the child.



ASK > Who are all of the people with whom children have relationships?

TIP

Participants' answers will be different depending on context. The main point to elicit is that children have many different relationships at many different levels.

Suggested answers:

- Family members.
- Friends.
- Teachers.
- Neighbors, community members, and religious leaders.

Pass out sticky pads to participants.

TIP

If needed, provide the following example: "When I used to cry as a young child, my mother would respond. This helped me develop feelings of trust and security, and know that I was cared for."

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should reflect on their own childhood, and think of ways in which the people on the diagram helped them develop positive feelings such as trust, tolerance, empathy, and security.
2. Participants write these examples on individual pieces of sticky paper.
3. Participants then come to the board and place the sticky papers next to the corresponding person.

Teaching Technique 5.1: Effective Group Work

MODULE 5

PLENARY AND INDEPENDENT ACTIVITY: BRAINSTORM (continued)

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

Ask for a few volunteers to share what they wrote.

Review the answers related to peers by reading participants' responses or asking for a volunteer to share what he/she wrote.

SAY > As mentioned in the warm up, positive peer relationships are crucial for children and youth's well-being. It is therefore important for teachers to use practices in their classroom that help promote good relationships between students in order to promote friendship and reduce incidents of peer exclusion and violence.

ASK > What can a teacher do to promote positive peer relationships at school?

TIP

Make sure to say or elicit
"group work."



Suggested answers:

- Use group work.
- Make time for students to play together.
- Make sure there are class rules that regulate student behavior.
- Giving students opportunities to express themselves and get to know each other.
- Model respectful, caring behavior in relationships with students and other adults.

ASK > Can you give some examples of the ways we have used group work in this workshop?

Suggested answers:

- Group role plays.
- Group energizers.
- Group discussions.

ASK >

- How do you think doing group work in this workshop has influenced the relationships between participants?
- How do you think doing group work could promote positive peer relationships amongst your students?

KEY MESSAGES

- Doing group work encourages positive socialization and friendship while discouraging prejudice, discrimination, and exclusion.
- This helps students develop positive peer relationships, which is a critical factor in well-being.

Teaching Technique 5.1: Effective Group Work

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of using group work in the classroom.



GIVE HANDOUT

5A

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of belonging?	How do these techniques help students feel a sense of belonging?

SAY > We are now going to watch a video that shows a teacher demonstrating the technique of using group work to promote positive peer relationships. Think about the strategies we have been discussing as you are watching. We will watch the video twice.

TIP

Use a guided practice to provide an example of a prediction as needed. One example could be: "I predict I will see a teacher doing a group activity that requires all students to work together."

PRESENT ACTIVITY INSTRUCTIONS >

1. Before watching the video for the first time, participants should work in pairs to discuss predictions for what they might see and write these predictions in the left hand column on the handout.
2. After watching the video for the first time, participants turn to their partner and discuss in pairs which of their predictions were correct, and put a check in the middle column next to the correct predictions.

Teaching Technique 5.1: Effective Group Work

MODULE 5

VIDEO (continued)

TURN AND TALK > Participants form pairs, discuss and write down their predictions for what they might see the teacher do in the video.



Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants should work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe.
3. Participants should compare what they wrote in column 2 in pairs.



TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 5.1: Effective Group Work

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques used in the video promote students' positive peer relationships.

SAY > Let's discuss what you saw the teacher do and talk about why it was valuable.

ASK >

- What did you see the teacher do to promote positive peer relationships between their students?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

WRITE participants' answers on the chart written on the board/flipchart.

KEY MESSAGES

What techniques did the teacher use to help students develop positive peer relationships?

How do these techniques help students develop positive peer relationships?

OVERARCHING: The teacher used group work in class.

Using group work encourages positive socialization and friendship amongst students while discouraging prejudice, discrimination, and exclusion. It provides students with opportunities to exchange ideas with each other; feel pride in accomplishing a challenging task together; and work with students of different backgrounds, ages, and genders.

The teacher made sure that each group member had a particular role.

By assigning different roles within groups, the teacher made sure that each student participated and engaged in the group work.

The teacher set up clear guidelines and did a guided example before beginning the group work.

Establishing clear guidelines and doing a guided example ensures students understand the assignment, which serves to minimize frustration and ensures they work together better.

The teacher had students count off to form groups.

Forming groups using the counting off method gives students the opportunity to work and interact with different students from their class every time they do group work.

Teaching Technique 5.1: Effective Group Work

MODULE 5

PLENARY DISCUSSION (continued)

KEY MESSAGES (continued)

What techniques did the teacher use to help students develop positive peer relationships?

How do these techniques help students develop positive peer relationships?

The teacher assigned group work that promoted collaboration but not competition.

Group work that focuses on collaboration over competition promotes positive interactions within and between groups, instead of causing tension. This also helps students to learn they can achieve more by working together.

The teacher circulated and answered questions when needed, but let students work things out for themselves and learn from each other.

By being available for support while encouraging peer learning, students learn how to work together to problem-solve as part of a group effort.

The teacher invited groups to present their group work.

Presenting group work in plenary allows the class to celebrate and appreciate each other's work.

ASK >

- Why do you think using group work can promote students' learning?
- Why do you think using group work can promote students' positive behavior?

KEY MESSAGES

- Group work can enhance academic performance by providing each student more time to be on task in the lesson.
- Group work gives opportunities for weaker students to receive help and support from stronger students, as well as helps stronger students learn by explaining and teaching.
- Group work allows students to engage in more challenging tasks that can be accomplished through team effort.
- Group work may encourage students to take more risks than in front of the class.
- Teachers can monitor and assist students more easily when they are in small groups.
- Group work can help students develop other important social skills, such as communication, problem-solving, leadership, empathy, and conflict resolution.
- Group work can minimize discrimination, prejudice, violence, and peer fighting as students learn to work and collaborate together.

Teaching Technique 5.1: Effective Group Work

MODULE 5

TIME: 40 MINUTES

PRACTICE ACTIVITY 1: DEVELOPING GROUP WORK ACTIVITIES

Purpose: To practice developing group work activities to meet certain lesson objectives.

Participants count off to form groups of 4-5.

WRITE on board/flipchart >

- Multiplying decimal numbers.
- Using long division.
- Solving word problems.
- Adding fractions.
- Subtracting longer numbers.
- Basic addition.

Elicit 1-2 additional math class topics from participants and add them to the list.

PRESENT ACTIVITY INSTRUCTIONS >

1. Each group will review the list of math class topics, and choose one for which they will create a specific learning objective and a group work activity to meet this objective.
2. Groups will have 20 minutes to design the activity and to write it out step-by-step, as if it were part of a lesson plan.
3. Once all groups have finished, they will each come to the front of the class and lead the rest of the class in the group activity they developed.

ASSESS > Use the following questions to guide your assessment of participants' activities. Share the criteria with participants prior to them beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using these criteria in the plenary:

- Is the activity collaborative and not competitive?
- Does the activity result in a concrete output or product?
- Does the activity allow for students to interact with each other in a positive way?
- Is the task sufficiently challenging that it requires a group of students to achieve it?
- Are the roles and activity instructions clear?
- Did the group members have different roles (note taking, presentation, facilitator, etc)?
- Is the activity appropriate for the learning objective?

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their activity on what they learned from video and discussion.

Teaching Technique 5.1: Effective Group Work

MODULE 5

PRACTICE ACTIVITY 1: DEVELOPING GROUP WORK ACTIVITIES (continued)

TIP

Another option is to discuss and assess each group's activity immediately after they lead it. However, by doing the full assessment of all activities at the end, you can avoid putting a group on the spot.



ASK >

- Do you feel the majority of the activities met these criteria?
- What did you like best about the activities?
- Do you have any suggestions for ways to improve the activities?
- What did you find challenging about this activity?
- What did you enjoy?
- Have there been group activities you have enjoyed during our workshop so far? Which one(s)? Why did you enjoy these?
- Are there any group activities that we have done here as a group that you would modify and use in your own classrooms? Which one(s)?

Teaching Technique 5.1: Effective Group Work

MODULE 5

TIME: 20 MINUTES

PRACTICE ACTIVITY 2: CREATING OPPORTUNITIES FOR PLAY

Purpose: To practice developing learning-through-play activities to meet certain lesson objectives.

SAY > Games and activities that enable students to learn through play can also promote positive interactions amongst students where they have opportunities to work, learn, and have fun together.

ASK > Why do you think games and play are important for children and youth's well-being, learning, and positive behavior.

KEY MESSAGES

- Creating opportunities for students to learn through playing together allows students to laugh, feel happy, feel relief from anxiety, and express themselves and their feelings with other children and youth.
- Play helps promote student learning and good behavior:
 - Play and games can be used to teach or reinforce key lessons, and skills in a way that keeps students active, participatory, engaged and interested.
 - Play can help students enjoy school more and have fun, which may make them less likely to misbehave.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants go back to the same groups as from the previous activity.
2. Participants choose a different lesson from the same list as in the previous activity (pg. 116) and create a learning objective.
3. Each group should then design an activity that allows students to meet this learning objective through play. As a hint, tell them to consider the energizers they have done thus far in the workshop, and think about how those could be modified to include both play and learning.
4. If time allows, groups can lead the class in their activity as they did in the previous practice activity. If there is not enough time, ask for a few groups to just share their idea aloud.

ASSESS >

Circulate the room as participants work in pairs. While observing the participants planning their lesson, and either watching them lead it or hearing them share it, consider the assessment questions from the previous activity (pg. 116), as well as:

- Does the activity promote learning and fun?

Teaching Technique 5.1: Effective Group Work

MODULE 5

TIME: 15 MINUTES

WRAP-UP

Purpose: To reflect on how to use the technique of group work in participants' own classrooms.

ASK >

- How do you think using the techniques we discussed today would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

TIME: 45 MINUTES

PLENARY ACTIVITY: ROLE PLAY

Purpose: To explore the characteristics and actions of an unsupportive versus supportive teacher, and the effect this can have on student well-being.



Ask for two volunteers to act out a role play based on scenario cards you will give them.

PRE-PREPARATION > Create these cards by cutting handout 5B in half. The volunteers read these cards and act out the role play in front of the class.

ON THE BOARD

Draw a three column table that mirrors the illustration below.

Label each column:

- What does the unsupportive teacher do?
- What does the supportive teacher do?
- What does the video teacher do?

What does the unsupportive teacher do?	What does the supportive teacher do?	What does the video teacher do?

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

PLENARY ACTIVITY: ROLE PLAY (continued)

ASK > How would you describe the teacher in this role play? What did this teacher do and how was he/she behaving towards the student?

WRITE participants' responses on the chart, under the first column.

ASK > What effect do you think this had on students' learning, feelings about themselves and feelings towards the teacher?

Suggested answers:

- The student felt angry toward the teacher.
- The student felt bad and unconfident about his/herself as a student.

Call on two volunteers to reenact the scenario in front of the class demonstrating a supportive teacher.

ASK >

- What did the supportive teacher do differently in the scenario we just saw?
- What else could the supportive teacher have done to promote a positive relationship with the student?

WRITE participants' responses on the chart, under the second column.

SAY > One technique that a supportive teacher can use to promote positive student-teacher relationships is to design lessons and ask questions that connect to students' realities and lived experiences.

ASK > Why do you think this can promote student well-being?

KEY MESSAGES

- When a teacher makes sure to know each student's name, create lessons that are relevant to their realities, and ask them questions about their lives and experiences, students feel that the teacher knows, understands, and cares about their lives.
- This can help create a healthy personal attachment to teachers.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

TIME: 30 MINUTES

TIP

This is a different format for watching and engaging with the video than done in previous modules. Telling participants this ahead of time can help them know what to expect.

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of connecting to students' lived experiences.

SAY > We are now going to watch a video that shows a teacher demonstrating the technique of connecting to students' lives through questions and activities.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants will watch the video once through.
2. When watching this video for the first time, they should think about how this teacher's behavior compares with the unsupportive and supportive teacher demonstrates they saw in the previous activity.



PLAY VIDEO

5.2

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants will watch the video for a second time and on sheets of sticky pads, write down descriptions of what the teacher does (one action per sheet).
2. Participants should come up and place their sticky notes in column 3 of the table on board/flipchart.



RE-PLAY VIDEO

5.2

Give participants time to write on sticky pads and then paste these papers on the chart.

Teaching Technique 5.2: Connecting to Students’ Lived Experiences

MODULE 5

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss what techniques the teacher used in the video and why these promote positive student-teacher relationships.

SAY > Let’s discuss what you saw the teacher do and talk about why it was valuable.

ASK >

- What did you see the teacher do?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

Ask for a volunteer to read the sticky notes from the third column. Create a fourth column on chart or on a separate piece of paper with the heading “Why did the teacher use these techniques?”

KEY MESSAGES

What did the video teacher do?

How did these techniques promote positive peer-teacher relationships?

OVERARCHING: The teacher connected to students’ realities and lived experiences.

Connecting to students’ realities and lived experiences helps students feel that the teacher knows, understands, and cares about their lives.

The teacher helped students learn each others’ names, and learned the students’ names, by reciting students’ names, using activities, name tags, and posting names on the wall.

This helps students feel that their teacher knows them personally and values them as individuals. It also helps students feel a sense of community by learning each other’s names.

The teacher created lesson plans that were pertinent to students’ lives.

Creating lesson plans that are relevant to students’ lives and asking students questions about themselves and their experiences can help students feel like their teacher can relate to them, and cares about them.

The teacher showed an interest in students’ lives by asking questions about their lives and opinions, sharing a personal story, and relating their lives to the math lesson.

By asking questions about students’ lives and sharing stories about their own lives, a teacher can also increase teacher-student interactions and bonds which strengthens students’ attachment to their teacher.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

PLENARY DISCUSSION (continued)

SAY > It is important to note that teachers should avoid asking questions that might bring up traumatic events when this is not the objective of the lesson. It is also important to make sure that there are support mechanisms in place to properly address the deeper issues in students' lives, if and when these issues are brought up at school.

ASK >

- Why do you think showing interest in students' can promote student learning?
- Why do you think showing interest in students' can promote positive student behavior?

KEY MESSAGES

- Students can relate new concepts to what they already know through their lived experiences so that they can grasp the new concept more easily.
- Connecting to students' lived experiences can enable deeper analysis and critical thinking.
- Students may be more engaged and motivated in lessons if they think the lessons are relevant and meaningful to their lives.
- If students are more engaged in lessons, they are more likely to spend time on task and less likely to waste time misbehaving.
- If students feel their teacher cares about and values them, they may be less likely to disrespect the teacher and their peers in class, and may be more motivated to demonstrate good behavior.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

TIME: 60 MINUTES

PRACTICE ACTIVITY: MICRO-READ ALOUD

Purpose: To practice the technique of connecting to students' lived experiences through a micro-teaching read aloud session.

ASK > Does anyone use "read-alouds" in their classes?

Provide an overview explanation of what a read-aloud is, and how to do it.

SAY >

- In a read-aloud, the teacher reads to students while asking questions before, during, and after reading.
- A teacher can also pause and think aloud to help model how students can think about and engage with reading text.
- One strategy for connecting to students' lived experiences during a read aloud is to ask questions before, during, and after the reading about how a story connects to students' lives, thoughts, feelings, and experiences.
- It is important that a teacher not only asks questions that connect to students' lived experiences, but also listens, and shares his/her own lived experiences.



GIVE HANDOUT

5C

SAY > Read this handout and review the steps for doing a read-aloud. We will use this handout again in a later module and add other types of questions.

In plenary, develop a checklist for good strategies for connecting to students lived experiences. Make sure the following are included:

- Ask questions of all students equally (boys and girls, older and younger, shyer, and more outgoing, etc.)
- Ask questions about students' lives, families, feelings, thoughts, and opinions.
- Don't ask questions that would make a student bring up a traumatic event.
- Relate questions to the reading material.

MODEL THE PRACTICE > Take a short passage and read it aloud.

ASK participants 1-2 questions, such as:

- Has something like this ever happened to you?
- What do you have in common with this character?
- Have you ever felt similarly? Tell me about a time when you did.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

PRACTICE ACTIVITY: MICRO-READ ALOUD (continued)

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants will form small groups of 2-4. Each group will get a short reading text.

TIP

This handout provides an example reading text, but you can use another that may be more suitable as you see fit.



GIVE HANDOUT

5D

2. In small groups, participants will do a micro-read aloud session, alternating who acts as the teacher every paragraph or so while the rest of the group members act as participants. The teachers should focus on asking students questions about their lives.
3. When all groups have finished, a few groups should volunteer to demonstrate their role play to the rest of the group.

ASSESS > Use the class-generated checklist (pg. 125) to ensure that the participants acting as teachers are using all of the strategies. Tell participants that you will be providing feedback and asking them to provide feedback to each other using this criteria in the plenary.

PLENARY DEBRIEF > Bring the class back to plenary to discuss the activity.

ASK >

- How well did your group and the groups you observed adhere to the checklist of strategies for connecting to students' lived experience through a read aloud?
- As the teacher, what did you find challenging about this activity?
- As the teacher, what did you enjoy?
- How did you feel as a student in the read aloud?
- How do you think your students would respond to this activity in your classroom?

KEY MESSAGES

- Helping students develop personal attachment to teachers may be a long process, and goes beyond simply asking questions about students' lives and everyday realities, and connecting these to classroom lessons—this is simply one strategy that teachers can apply easily in the classroom.
- Forming strong student-teacher relationships also requires getting to know students and understanding them and their personal circumstances.
- Teachers should make one-on-one time with students to get to know them better and to try to understand the factors in their lives that may affect their behavior, engagement, and learning in school.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

MODULE 5

TIME: 15 MINUTES

WRAP UP

Purpose: To reflect on how to use the techniques of connecting to students' lived experiences in participants' own classrooms.

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Conclusion

TIME: 15 MINUTES

ADDITIONAL TEACHING PRACTICES

Purpose: To review additional teaching practices that promote positive social relationships.

ASK > What are some other strategies that you could use in the classroom to promote positive social relationships in your classroom?

ELICIT ANSWERS > Tell participants to write answers on their student well-being chart. Provide the following examples if needed:

- Provide students with opportunities to do pair work (which also provides students opportunities for more practice, peer learning, and help in completing a task that may have been difficult to do individually).
- Be available for listening to students' problems.
- Follow a code of conduct that includes non-abusive or exploitative relations with students.

TIME: 15 MINUTES

REVIEW

Purpose: To review the concepts learned during today's session and assess participants' understanding.

TIP

Use the key messages as a reference during the review.

SAY > Let's review what we discussed today.

ASK > What were the teaching techniques we explored today?

ELICIT ANSWERS > Tell participants to write these down on their student well-being chart.

ASK participants to:

- Explain why having positive peer relationships contributes to students' well-being.
- Name the teaching techniques we explored today that help promote positive relationships between teachers and students. Give one example of how to do this.
- Explain why group work can contribute to students' learning.
- Describe an example of a group work activity.

Ask other review questions as needed.

REFLECTION > Tell participants to write on sticky notes three things they will bring back to their classroom that they have learned in the workshop. Have them put these on a sheet of flipchart paper, and hang the flipchart paper on a wall. Invite participants to read this as they leave.

INTRODUCE MODULE 6 > Tell participants that tomorrow they will be discussing teaching practices to promote an intellectually stimulating environment.

An Intellectually Stimulating Learning Environment

MODULE 6

TOTAL TIME: 7.5 HOURS

MODULE SUMMARY

In this module, participants will discuss what it means to create an intellectually stimulating environment, and how this impacts students' well-being. Through pair, group and plenary activities and discussions, and the use of video, participants will observe, identify, discuss and practice the teaching techniques of differentiated learning activities and questioning.

MATERIALS

Module 6 handouts, handout 1D, flipchart, markers, pens, sticky pads, chalk (if blackboard is available), tape, small sheets of paper, list of review questions, workshop post-test, notecards.

OBJECTIVES

By the end of this module, participants will be able to:

- Describe what it means for students to have an intellectually stimulating environment, and how this contributes to student well-being
- Identify and describe concrete teaching techniques that help students feel like they have an intellectually stimulating learning environment
- Perform teaching techniques that create an intellectually stimulating environment
- Explain why these teaching techniques contribute to students' intellectual stimulation and positive student behavior in the classroom

KEY MESSAGES

- Students need to feel well in order to learn well; additionally, when students feel like they are learning well, they are more likely to feel well.
- When students feel they are learning well, and when they enjoy learning, they feel:
 - A sense of pride and self esteem.
 - Hope for their future.
 - That school is a constructive use of their time with a positive impact on their lives.
- Everyone learns best through participatory learning activities.
- Everyone is unique in their learning style, and therefore enjoys and learns best through different types of participatory classroom activities.
- Teachers need to plan and use a differentiated learning approach, which includes different kinds of activities each day to target all students' different learning styles and keep the class engaging and stimulating for all students.
- Asking different types of questions in different ways is an active learning technique that helps students be engaged and learn better.
- When students feel like they are learning and are actively engaged in class, this strengthens their well-being.

Day 6 at a Glance

	SESSION	PURPOSE	TIME	MATERIALS
INTRODUCTION	Energizer: Lifeboat	To become energized for the day's session while reviewing key concepts from previous modules.	10 min	Review questions
	Module Overview	To review the module's objectives and agenda.	5 min	Flipchart, markers, tape
	Warm up: Individual Writing Activity	To discuss what it means for students to have an intellectually stimulating environment and how it promotes their well-being.	15 min	Notecards
TEACHING TECHNIQUE 6.1	Group Activity: Gallery Walk and Plenary Discussion	To brainstorm and share strategies for helping students be active and engaged in class.	45 min	Flipchart paper, markers, tape, sticky pads
	Video	To watch a video of a teacher demonstrating techniques of using differentiated learning strategies in the classroom.	30 min	Handout 6A, DVD, DVD player
	Plenary Discussion	To discuss how the techniques used in the video promote students' intellectual stimulation.	45 min	Flipchart and markers or board and chalk
	Practice Activity: Developing a Lesson Plan	To practice creating a lesson plan that includes diverse learning strategies.	60 min	Handout 6B
	Wrap up: Plenary Discussion	To reflect on how to use the technique of planning for differentiated learning activities in participants' own classrooms.	15 min	
TEACHING TECHNIQUE 6.2	Pair Activity: Handout	To introduce different types of questioning techniques.	45 min	Handout 6C, flipchart and markers
	Video	To watch a video of a teacher demonstrating the technique of using different types of questions in the classroom.	30 min	Handout 6D, DVD, DVD player,
	Plenary Discussion	To discuss what techniques the teacher used in the video and why these promote a sense of control.	45 min	
	Practice Activity: Micro-Read Aloud	To have participants practice different questioning techniques that they saw in the video.	60 min	Handout 6E, Handout 6F, flipchart paper, markers
	Wrap up: Plenary Discussion	To reflect on how participants can use the techniques of co-creating rules and enforcing fair and consistent consequences in their own classroom.	15 min	
CONCLUSION	Additional Teaching Techniques	To review additional teaching techniques that promote an intellectually stimulating environment.	10 min	Student well-being chart
	Review	To review the concepts learned during today's session and assess participants' understanding.	10 min	
	Closing the workshop	To conclude the workshop and administer the workshop post-test.	10 min	Post-test

Introduction

TIME: 10 MINUTES

ENERGIZER: LIFE BOAT

Purpose: To become energized for the day's session while reviewing key concepts from previous modules.

PRE-PREPARATION > Develop a list of review questions that address content from all modules covered thus far.

Present activity instructions >

1. Participants should move around the room as if they are "swimming."
2. When they hear you call a number, they need to form themselves into groups of that exact number to form a "lifeboat." If anyone does not make it into a group, they are "out."
3. Participants will then hear you pose a review question to one of the groups.
4. If they answer correctly, they remain in. If they do not answer correctly, they are "out". One of the participants who is already "out" will have an opportunity to answer correctly and rejoin the game.
5. This will be repeated until only a few participants remain.

TIME: 5 MINUTES

MODULE OVERVIEW

Purpose: To review the module's objectives and the daily schedule.

SAY > Today we will be discussing the element of student well-being known as a sense of belonging.

PRESENT THE MODULE OBJECTIVES > Write them on flipchart and ask a participant to read them aloud. Hang flipchart paper on the wall so objectives are visible to participants throughout the training.

PRESENT THE DAILY AGENDA > Review the day's agenda with participants. Respond to questions or suggestions as needed.

Introduction

TIME: 15 MINUTES

WARM UP: INDIVIDUAL WRITING ACTIVITY

Purpose: To discuss what it means for students to have an intellectually stimulating environment and how it promotes their well-being.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants should take five minutes to write down a description of the ideal “engaged” student on notecards. Participants should not focus on how well the student does in class, but rather on the student’s behavior.
2. When they are finished, they should switch their notecards with someone else’s and read theirs. They should switch until they have read at least two other participants’ cards.

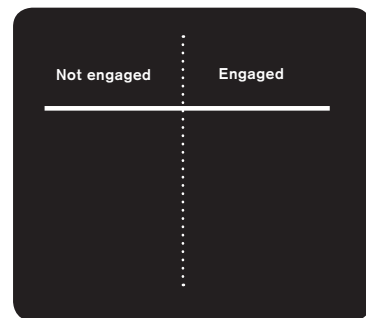
PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ON THE BOARD

Draw a t-chart.

At the top of one side, write: “Not engaged.”

At the top of the other side, write: “Engaged.”



ASK > What are some commonalities you saw between your description of the engaged student and the others that you read? Based on these commonalities, how would you describe an engaged student?

WRITE participants’ responses on t-chart under “engaged.” Elicit or include the suggested answers below.

Suggested answers:

An engaged student...

- Is enthusiastic about learning.
- Comes to school prepared.
- Helps others and works well with peers.
- Is willing to take risks by asking questions and trying experiments.
- Participates in class activities and completes his/her homework.
- Is Well-behaved and respectful.
- Pays attention and listens actively.

WARM UP: INDIVIDUAL WRITING ACTIVITY (continued)

ASK > How would you describe a student who is not engaged?

WRITE participants' responses on the board under "not engaged". Elicit or include the suggested answers below.

Suggested answers:

A student who is not engaged...

- Acts bored in class.
- Comes to school unprepared.
- Distracts or doesn't cooperate with peers.
- Doesn't participate in or disrupts class work.
- Misbehaves.
- Doesn't pay attention or listen in class.

ASK > Can you think of examples from the videos we have seen that show teachers helping students be active and engaged in class?

Suggested answers:

- Cold calling.
- Full class questioning.
- Group work.

SAY > So far, we have talked about how certain techniques promote both student well-being and learning.

ASK > Why do you think helping students learn can also be a factor in supporting their well-being?

KEY MESSAGES

- Students need to feel well in order to learn well; additionally, when students feel like they are learning well, they are more likely to feel well.
- When students feel they are learning well, and when they enjoy learning, they feel:
 - A sense of pride and self esteem.
 - Hope for their future.
 - That school is a constructive use of their time with a positive impact on their lives.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

TIME: 45 MINUTES

PLENARY ACTIVITY: GALLERY WALK AND PLENARY DISCUSSION

Purpose: To share and discuss strategies for helping students be active and engaged in class.

Hang three large sheets of white flipchart paper around the room.

WRITE “Math” on one, “Reading” on another, and “Other” on the third one.

Hand out one sticky pad to each participant.

PRESENT ACTIVITY INSTRUCTIONS >

1. On sheets of sticky pad paper, participants should write an activity they do in their class that helps students be active and engaged in math, reading, and another class of their choice. Participants can write as many activities as they want, but should only write one per piece of paper.
2. Participants should put each sticky note on the corresponding flipchart paper.
3. After 10 minutes, participants will circulate the room and read the sticky notes on each of the flipchart sheets. They should look for one activity that they haven't ever used but would consider using in their classroom.

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK > What did the activities you read have in common? How did they differ?

SAY > When students are active and engaged, they learn better. When students feel they are learning, their well-being is strengthened.

ASK >

- What is one key teaching point that you remember from yesterday?
- What is the activity that helped you to learn this?
- What did you like about this activity?

SAY > People tend to learn best through these kinds of active, participatory classroom techniques.

ASK > What did you notice about the answers? Did everyone answer the same way? Why?

KEY MESSAGES

- Everyone learns best through participatory learning activities.
- Everyone is unique in their learning style, and therefore enjoys and learns best through different types of participatory classroom activities.
- Teachers need to plan and use a differentiated learning approach, which includes different kinds of activities each day to target all students' different learning styles and keep the class engaging and stimulating for all students.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating techniques of using differentiated learning strategies in the classroom.



GIVE HANDOUT

6A

ON THE BOARD

Draw a three-column chart that mirrors the handout.

What do you predict the video teacher will do in the classroom?

What techniques did the teacher use to help students feel a sense of belonging?

How do these techniques help students feel a sense of belonging?

SAY > We are now going to watch a video that shows a teacher demonstrating some techniques to use differentiated learner-centered activities in the classroom. We will watch the video twice.

TIP

You can prompt participants by providing examples such as, "Some students might learn better through seeing things visually while others learn better through listening" or "Some students learn best through movement or working with their hands while others learn best through discussion". Use a guided practice to provide an example of a prediction as needed. One example could be: "I predict I will see a teacher doing an activity where all students stand up and learn a concept through a hands-on game."



PRESENT ACTIVITY INSTRUCTIONS >

1. Before watching the video for the first time, participants work in pairs in a "turn and talk" activity to predict what they might see the teacher do to promote students' sense of belonging. Encourage them to think about the specific ways they might see the teacher use these techniques.
2. Participants write these predictions in column 1 on the handout.
3. After watching the video for the first time, students turn to their partner, discuss which of their predictions were correct, and put a check in the middle column next to any correct predictions.

TURN AND TALK > Participants form pairs, discuss and write down their predictions for what they might see the teacher do in the video.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

VIDEO (continued)

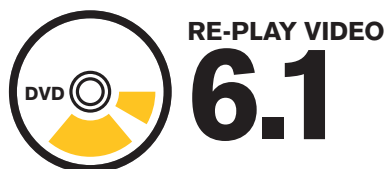


TURN AND TALK > Participants turn to their partner, discuss which of their predictions were correct, and put check marks as needed in column 2.

Tell participants they will now watch the video a second time.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants should work independently to fill out column 2 of the handout with the details of what they see the teacher do and what they hear the voiceover describe.
3. Afterwards, in the same pairs as the previous activity, participants should compare what they wrote in column 2.



TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

TIME: 45 MINUTES

PLENARY DISCUSSION

Purpose: To discuss how the techniques used in the video promote students' intellectual stimulation.

ASK >

- What did you see the teacher do to promote an intellectually stimulating environment?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

KEY MESSAGES

What techniques did the teacher use to help create an intellectually stimulating environment for all students?

How do these techniques help create an intellectually stimulating environment for all students?

OVERARCHING: The teacher used different activities for students who learn in different ways.

Using different activities ensures that students with different learning styles are stimulated and engaged in the lesson.

The teacher used an acting game for a lesson about verbs.

Physical learning activities such as an acting or ball-throwing game appeal to students who learn best by being active and moving, as well as those who learn best through social interaction.

The teacher used a ball-throwing game for a language lesson.

The teacher used a math activity that required students to calculate problems individually.

Individual calculation activities target students who learn best by working things out on their own.

The teacher used direct instruction for a lesson on reading.

Lectures appeal to students who learn best by observing and listening.

The teacher used a hands-on group activity for a math lesson.

Hands-on activities target students who learn best by touching things and using their hands.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

PLENARY DISCUSSION (continued)

ASK >

- Why do you think these are effective techniques to promote student learning?
- Why do you think this is a good technique to promote positive student behavior?

KEY MESSAGES

- If a lesson is targeted towards a student's style of learning, and if the lesson is varied and interesting, students will be actively involved and stay on task.
- When students are active in a task, they process information and learn at a deeper level with more genuine thought about the information being processed.
- Students who are engaged, and interested in a lesson are less likely to be bored, to fall off task and to misbehave.

ASK > Why do you think using these varied approaches to teaching is a good strategy to promote other elements of well-being we have discussed during this training?

Suggested answers:

- Sense of belonging: Students feel included in the class when there are lessons that are targeted towards their learning styles—they feel a part of the community and feel proud of being a student.
- Positive peer relationships: Students will have opportunities to work together and learn from their peers during hands-on, participatory activities.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

TIME: 60 MINUTES

PRACTICE ACTIVITY: CREATING A LESSON PLAN

Purpose: To practice creating a lesson plan that includes diverse learning strategies.

WRITE on board/flipchart > Learning objective: You want to teach your student ten new vocabulary words related to their school in their second language.

Participants form small groups.



PRESENT ACTIVITY INSTRUCTIONS >

1. In groups, participants read the snapshot description of a class on their handout.
2. Each group should develop a complete lesson plan to achieve the learning objective using a variety of activities that will target their students' different learning styles.
3. When they are finished, groups should exchange their lesson plan with another group.
4. Each group should review the other group's lesson plan to make sure a variety of learning styles are targeted through diverse techniques.

ASSESS >

Circulate while the groups are discussing the other group's lesson plan. Share the criteria below with participants prior to them beginning the activity. Use the following questions to guide your assessment while they prepare their lesson:

Does the lesson plan use activities that appeal to students who:

- Learn best by writing.
- Learn best by discussion and cooperative learning.
- Learn best by moving around.
- Learn best by working with their hands.
- Learn best by moving around.
- Learn better when working individually before sharing ideas with others.
- Learn best by seeing things visually.
- Learn best by listening.

PLENARY DEBRIEF > Bring participants back to plenary to discuss and provide feedback on the activity. Remind them of the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their lesson plan on what they learned from the video and discussion.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

PRACTICE ACTIVITY: CREATING A LESSON PLAN (continued)

ASK >

- Why do you feel like your lesson plan will create an environment in which all children will feel like they are learning?
- What did you find challenging about creating a diversified lesson plan?
- Do your students remind you of the students described in the activity? If so, how?
- Which activities that you designed in your lesson plan could you take back to your classroom?

SAY > Children learn at different rates, as well as through different styles. Any progress children make in their learning should be praised and encouraged. Children who struggle, however, should never be made to feel like a failure because they don't learn at the same rate or in the same way as other children. Rather, teachers should explore how their lessons might not be addressing the needs of these students, and should make sure their lesson plans are inclusive of all children's needs.

Teaching Technique 6.1: Using Differentiated Learning Activities

MODULE 6

TIME: 15 MINUTES

WRAP UP: PLENARY DISCUSSION

PURPOSE: To reflect on how to use the technique of planning for differentiated learning activities in participants' own classrooms.

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Teaching Technique 6.2: Questioning Techniques

TIME: 45 MINUTES

PAIR ACTIVITY: HANDOUT

Purpose: To introduce different types of questioning techniques.

ASK > What is the purpose of asking questions in class?

Suggested answers:

- To check students' comprehension.
- To help students think critically or analyze a concept.
- To encourage students to share their opinions.
- To review concepts.
- To help students understand concepts.
- To hear students' thinking process behind how they arrived at an answer.

SAY > There are different types of purposes to open-ended versus and closed questions.

WRITE ON BOARD > Do you like football? What do you like about football?

ASK these questions and elicit responses.

ASK > What were the differences in the responses we heard to these two different questions?

SAY > Questions that have a specific answer such as yes or no are called close-ended questions. Questions that do not have a specific answer and cannot be answered with yes or no are called open-ended questions.

TIP

Provide other examples of closed and open questions as needed until participants grasp the ways in which these questions produce different responses.



GIVE HANDOUT

6C

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants find a partner with whom they have not worked yet.
2. In pairs, participants should "interview" each other using the list of close-ended questions.
3. Afterwards, participants should rewrite the questions on the handout and turn them into open ended questions.

Suggested answers:

- Why do you like teaching?
- How do you use group work in your classroom?
- What did you learn in the workshop?
- How will you use a technique from the workshop in your classroom?

4. Participants then ask each other the open-ended questions they just created.

Teaching Technique 6.2: Questioning Techniques

MODULE 6

PAIR ACTIVITY: HANDOUT (continued)

PLENARY DEBRIEF > Bring participants back to plenary to discuss the activity.

ASK >

- What differences did you notice in the information received through the open and close-ended questions?
- What would be the advantages to asking close-ended questions in the classroom?
- What would be the advantages of asking open-ended questions in the classroom?

TIP

Remind participants that they already discussed some strategies for asking questions in module 3 and module 5 where they explored the techniques of whole class questioning, cold calling, and asking questions in a read aloud to connect to students' lived experiences.



Suggested answers:

- Open questions help a student think creatively and independently.
- Open questions can help you learn about a child's feelings, perceptions, concerns, questions, interests and thought processes, and promote critical and analytical thinking, problem solving, and expression.
- Closed questions can help you find out facts and check for students' understanding.

KEY MESSAGES

- Asking different types of questions in different ways is an active learning technique that helps students be engaged and learn better.
- When students feel like they are learning and are actively engaged in class, this strengthens their well-being.

Teaching Technique 6.2: Questioning Techniques

TIME: 30 MINUTES

VIDEO

Purpose: To watch a video of a teacher demonstrating the technique of using different types of questions in the classroom.

SAY > We are now going to watch a video that shows a teacher demonstrating the technique of using questions in the classroom. Think about the strategies we have been discussing as you are watching. We will watch the video twice.

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the first time, participants should watch to answer the question, "How many different ways did the teacher use questions?"
2. Afterwards, participants should turn to a partner and discuss their answer to this question.



TURN AND TALK > Participants form pairs, and discuss how many different ways they saw the teacher use questions.

Tell participants they will now watch the video a second time.



ON THE BOARD

Draw a two column chart that mirrors the handout.

What techniques did the teacher use to help create an intellectually stimulating environment for all students?

How do these techniques help create an intellectually stimulating environment for all students?

Teaching Technique 6.2: Questioning Techniques

MODULE 6

VIDEO (continued)

PRESENT ACTIVITY INSTRUCTIONS >

1. When watching the video for the second time, participants should focus on what the teacher does and how the teacher does it.
2. Participants should work independently to fill out column 1 of the handout with the details of what they see the teacher do and what they hear the voiceover describe.
3. After, in the same pairs as the previous activity, participants should compare what they wrote in column 1.



RE-PLAY VIDEO

6.2

TURN AND TALK > In pairs, participants share and discuss what they wrote in column 2.

Teaching Technique 6.2: Questioning Techniques

TIME: 60 MINUTES

PLENARY DISCUSSION

Purpose: To discuss what techniques the teacher used in the video and why these promote a sense of control.

ASK >

- What did you see the teacher do to promote an intellectually stimulating environment?
- How did the teacher do it?
- Why do you think the teacher used these strategies?

KEY MESSAGES

What techniques did the teacher use to help create an intellectually stimulating environment for all students?

How do these techniques help create an intellectually stimulating environment for all students?

OVERARCHING: The teacher asked varied types of questions.

Asking questions keeps students engaged and active in the class so they process and learn at a deeper level.

Asked whole class questions.

Asked questions that students can respond to with their hands and with actions.

Asking whole class questions involves all students so they all get the benefit of participating, thinking through and answering the question. It also can promote a sense of belonging.

Asked questions that students answer in pairs.

Having students answer a question in pairs also gives all students the benefit of participating, thinking through and answering the question. It also can promote positive peer relationships.

Asked close-ended questions.

This helps the teacher check students' comprehension and make sure they understand the material.

Asked open-ended, analytical questions that ask "how" or "why."

This helps students develop critical thinking and problem solving skills, which enable a deeper level of comprehension beyond recall and factual comprehension.

Teaching Technique 6.2: Questioning Techniques

MODULE 6

PLENARY DISCUSSION (continued)

ASK >

- Why do you think asking varied types of questions is a good strategy for promoting students' learning?
- Why do you think asking varied types of questions is a good strategy for promoting students' positive behavior?

KEY MESSAGES

- Research shows that active student response is the best predictor of student learning.
- By thinking through and answering questions, students may better absorb and understand information. They are learning by doing, which helps students learn better than by passively receiving information.
- When students are active and engaged through answering questions, and when they feel like they are learning, they may be more motivated to pay attention and less likely to fall off task and misbehave.

Teaching Technique 6.2: Questioning Techniques

TIME: 60 MINUTES

PRACTICE ACTIVITY: MICRO-READ ALOUD

Purpose: To have participants practice different questioning techniques that they saw in the video.

Remind participants that in yesterday's session they discussed how to do a read aloud.

SAY > In addition to asking questions about students' lives and experiences, a read aloud is a great opportunity to involve students in a reading activity and provide for intellectual stimulation by asking questions that promote their analytical and critical thinking skills.

Participants form small groups of 3 to 5.

PRESENT ACTIVITY INSTRUCTIONS >

1. Participants take out handout 5C from the previous day's activity.
2. Participants should fill out the blank lines on the handout based on other types of questions a teacher can ask before, during, and after reading during a read aloud.
3. They will then receive handout 6E. They should look at handout 6E and add to their handout as needed.

TIP

This list on this handout can also be written on the board to reduce the number of photocopied pages needed.



GIVE HANDOUT

6E

4. In their groups, participants will receive a short passage (handout 6F - optional). Participants do a micro-read-aloud that focuses on open-ended questions, alternating who acts as the teacher every paragraph or so while the rest of the group members act as participants.

TIP

This handout provides an example reading text, but you can use another than may be more suitable as you see fit.



GIVE HANDOUT

6F

5. When all groups have finished, a few groups should volunteer to demonstrate their role play to the rest of the group.

ASSESS > Use the following questions to guide your assessment of participants' micro-read alouds. Share the criteria with participants prior to them beginning the activity. Tell participants that you will be providing feedback and asking them to provide feedback to each other using these criteria in the plenary.

- Is the teacher asking varied types of questions that require students to use different thinking skills?
- Is the teacher asking questions before students read, during, and after?
- Is the teacher asking open-ended questions that promote critical thinking skills?

Teaching Technique 6.2: Questioning Techniques

MODULE 6

PRACTICE ACTIVITY 1: MICRO-READ ALOUD (continued)

PLENARY DEBRIEF > After each group has finished their role play, share again the assessment criteria you used while observing participants. Ask participants to provide feedback to the other groups, as well as reflect on how well they modeled their role play on what they learned from the teachers in the video.

ASK >

- What types of questions did you ask or hear the teachers in your group ask?
- As the teacher, what did you find challenging about this activity?
- As the teacher, what did you enjoy?
- How did you feel as a student in the read aloud?
- How do you think your students would respond to this activity in your classroom?

SAY > An important element of asking questions is also the teacher's response. It is important to use active listening skills.

ASK > Can anyone define active listening?

Suggested answers:

- Give your full attention when a child talks, validating his or her feelings.
- Show with your tone of voice and facial expression that you are listening and that you care about that child.
- Repeat back or paraphrase statements to show the child that you understood their thoughts and feelings.
- Avoid cutting them off before they have finished speaking.

TIME: 10 MINUTES

WRAP UP

Purpose: To reflect on how participants can use the techniques of co-creating rules and enforcing fair and consistent consequences in their own classroom

ASK >

- How do you think using the techniques we discussed would benefit your students?
- How can you include these techniques in your classroom?
- What are some challenges you might face? How could you overcome them?

Conclusion

TIME: 10 MINUTES

ADDITIONAL TEACHING PRACTICES

Purpose: To review additional teaching practices that promote an intellectually stimulating environment.

TIP

If time allows, you could have participants take one of more of these new strategies and do the following:

- Practice the strategy (as a role play, in pairs or small groups).
- Discuss the strategy (providing guiding questions).
- Create part of a lesson plan that incorporates this strategy.

▶ **ASK >** What are some other strategies that you could use in the classroom to help create an intellectually stimulating environment for your students?

ELICIT ANSWERS > Tell participants to write answers on their student well-being chart. Provide the following examples if needed:

- Develop and teach lesson plans that match the levels of the students in the classroom.
- Encourage older or higher level students in the classroom to help, mentor or 'teach' the younger or struggling students with classroom learning activities.
- Develop and/or use a variety of teaching aides that target different learning styles (such as pictures, real objects, music, books, magazines, student activity sheets that can also be replicated on the board).

TIME: 10 MINUTES

REVIEW

Purpose: To review the concepts learned during today's session and assess participants' understanding

SAY > Let's review what we discussed today.

ASK > What were the teaching techniques we explored today?

ELICIT ANSWERS > Tell participants to write these down on their student well-being chart.

TIP

Use the key messages as a reference during the review.

▶ **ASK** participants to:

- Describe what it means for students to have an intellectually stimulating environment, and how this contributes to student well-being.
- Explain how questioning helps students feel like they have an intellectually stimulating learning environment.
- Name one additional technique you learned today and how it promotes an intellectually stimulating learning environment.
- Explain why these teaching techniques contribute to positive student behavior in the classroom.

Conclusion

TIME: 10 MINUTES

CLOSING THE WORKSHOP

Purpose: To conclude the workshop and administer the workshop post-test.

Tell participants to review the student well-being matrix that they received on the first day and have been filling in at the end of each day.

ASK >

- Are there any teaching techniques for which they still have questions and want to discuss?
- Are there any remaining questions about how these techniques promote students' well-being within the specific domains of sense of control, sense of belonging, self-esteem, social relations, and intellectual stimulation?
- Are there any remaining questions about how these domains contribute to students' overall well-being?

Tell participants to stand in a circle and let them know that they will each be asked to talk about what they learned in the workshop and what they will do differently in their classroom teaching.

Close the workshop by thanking everyone for their participation, their hard work, and valuable exchange of ideas.



GIVE

POST-TEST

Give students the post-test workshop sheet (that is the same as the one given in the pre-test workshop worksheet) and tell participants to fill it out individually. When students are finished, collect them and use them to assess the knowledge participants obtained during the workshop.

Voiceover Script

VIDEO 1.1

Why is student well-being important?

In crisis and post-crisis environments, caring for, protecting, and nurturing children is increasingly complex. The displacement, multiple losses, and violence that children often face in these contexts can negatively impact them socially and emotionally. Nevertheless, research indicates that the majority of children are resilient and therefore able to bounce back and recover if their basic needs are met and structures are put in place to support their social, emotional, cognitive, and physical development.

What is the role of education in promoting student well-being?

When children and youth experience chaos, uncertainty, and disruption, education can promote their well-being in many crucial ways. Learning environments can be structured spaces where children and youth feel a sense of safety, security, and hope. For those whose lives have been disrupted by crises, coming back to school is often seen as an opportunity for bringing communities together and reestablishing positive relationships. School helps children and youth regain a sense of normalcy within a predictable and routine environment. Attending school at regular times on a regular basis can help children, youth and their communities think positively about their future.

What is the role of teachers in promoting student well-being?

As important caregivers outside the home, teachers help children and youth recover and develop by creating classrooms that help students heal. Teachers can communicate life saving messages and help students learn important academic and life skills. By creating opportunities for students to cooperatively work and play together, they can encourage positive peer relationships where students can thrive and learn from one another. By establishing stable routines, teachers can promote feelings of control and predictability in the classroom. Teachers have the potential to serve as supportive adult figures who help students regain trust.

What does student well-being look like as a result?

As a result of teachers creating these “Healing Classrooms,” students may feel a sense of safety, security, and control in their lives; a sense of belonging and connection to the school community; and a sense of self worth, or self-confidence. They may be able to constructively and peacefully deal with conflict as they form positive relationships with their teachers and peers. They feel good about themselves as students and about their ability to learn. Ultimately, when students’ social, emotional, and cognitive needs are met, they learn better and are more likely to succeed in school.

VIDEO 1.2

In emergency and post-crisis situations, teachers’ lives and personal experiences greatly affect their teaching, and therefore their students. Teachers have their own psychosocial needs and their own personal and family priorities for security and survival. When developing a teacher support package, it is important to take into account all of the factors that affect teachers’ personal and professional lives to ensure their well-being and their ability to positively influence the well-being of their students.

Voiceover Script

What influences teachers' ability to impact their students' well-being?

Teacher identity refers to who teachers are and what sort of experiences they bring to the classroom setting. Teachers who work in crisis and post-crisis contexts are diverse individuals who come to the classroom with a variety of different experiences. Teachers are men and women, young and old, and from different ethnic, cultural, and social backgrounds. Some may be teaching for the first time, while others have years of training and teaching experience. Each of these factors can affect positively and negatively how they interact with students.

Teacher well-being refers to the aspects of teachers' personal and social lives outside of the classroom that influence their work. In emergency and post-crisis situations, it is important to recognize that teachers have also been affected. Teachers may be coping with personal loss, loss of livelihood, poor health, and displacement from their homes. This can impact their ability to be present at school and focus on quality teaching.

Teacher motivation refers to the different professionally related factors that encourage teachers in their work. Teachers can be inspired by the environment in which they teach, the support they receive from other teachers and supervisors, opportunities for professional development, and feeling respected and recognized by their community. As a result, if teachers are happy at school, if they feel professionally stimulated and if they have the technical and moral support from colleagues and supervisors, then these feelings will be reflected in the quality of their teaching.

In summary, to effectively support teachers, we need to understand who the teachers are and how they view themselves; their lives outside of the classroom; and the factors within the school that impact their ability to promote student well-being and learning.

VIDEO 2.1

When students come to school, they have a clear idea of how to start the day. Notice how the teacher greets the students and immediately directs them to the "Do Now" activity that is written on the board. The teacher starts class at the same time each day. The teacher encourages students to take their assigned seats, which is another strategy that creates a sense of control in students because they know that they will have a place to sit each day. These are simple strategies that create a structured and predictable routine for students.

Watch how the day begins with a student chosen and led song. This is a technique that the teacher uses every day for students to know that they have some control over what goes on in the classroom. It signals to everyone to stop what they are doing, pay attention, sing, and then be ready to focus on the main lesson. The teacher uses this strategy so that students know what to expect as soon as the day begins.

The teacher presents the morning schedule and has a student read it at the board. Examine how the student presents exactly what they will be doing step-by-step. The teacher then explains in more detail what the lesson will entail, as well as what they will be able to do at the end of the lesson. This creates an ordered and structured road map that tells students what they can expect. It prepares them and also provides a routine.

Examine how the teacher reads the objectives. This indicates to the class what they are supposed to learn by the end of the lesson so they understand the

Voiceover Script

connections between the activities and the learning goals. This also helps students feel a sense of control over their learning because they can verify throughout the lesson if they are on the right track. Referring to the goals and objectives can also be used to help guide distracted students back on track.

Notice that at the end of the lesson the teacher follows a daily routine by convening a class meeting. Observe how the teacher sets the stage for the next day and also asks students what they liked about today's lesson. This approach helps students gain a sense of stability by being able to predict what types of classroom activities they will do in the future.

VIDEO 2.2

Watch how the teacher explains why classroom rules are good for everyone while also involving the students in the rule creation. The teacher then asks students how they should all treat one another, the teacher, and the classroom environment. Student responses are written down to become the class rules. The teacher reminds students that there are school rules that also need to be followed, and then compares the class rules to the school rules. As a result, when students help create the rules, they take better ownership over and are more likely to follow them.

Here by having everyone sign the rules, students are agreeing to take responsibility for ensuring that the rules are followed. The teacher hangs the rules up for everyone to see so that students can remind themselves of these rules.

Watch how the teacher clearly communicates a three step approach to handling discipline problems. These steps refrain from shaming and embarrassing students. It helps students control how much trouble they are getting into by providing them with an opportunity to correct their behavior. The first time a student forgets a rule, the teacher writes his or her name on the board and gives a non-verbal cue to get on task. When the teacher erases the name, this indicates to the student that he or she is being rewarded for improved behavior. In order for this system to work, the teacher does this consistently and fairly for everyone.

If a student continues to go against the rules, the teacher leaves the name on the board, which indicates that the student must have a discussion with the teacher at the end of the day. The teacher can hand out a consequence at this stage, but must be consistent and fair. Every time a rule is violated, the same consequence must be applied to all students with no exceptions. This reinforces students' sense of predictability, which helps them feel a sense of control. If a student does not make significant behavior changes, the teacher then places a check mark next to the student's name. This indicates that the student will have a meeting with the teacher, the principal, and possibly the student's family in order to come to a concrete behavior improvement action plan. Notice how this consequence helps teachers to discipline without publicly embarrassing the student.

VIDEO 3.1

Creating equal and fair opportunities for students to participate helps them feel like a part of the class and indicates to them that they belong there, regardless of their ability. Notice how the teacher begins the lesson with a whole class questioning activity. This is a technique that encourages participation from all students, including those who are typically shy or nervous about speaking up in class. This also maintains order by requiring non-verbal responses from all students—they can raise their fingers to show if they agree, disagree, or are

Voiceover Script

unsure about the equation the teacher has written on the board. Also observe how the teacher tells all students to participate in an individual activity. He then instructs them to show their answers. Whole group questioning activities let students know that their voice is valuable and that they can contribute to the class.

Watch how the teacher uses Cold-Calling, a technique that means every student will be called at any given time and in no predictable order. This requires every student in the classroom to pay attention and participate even if they are not called on. Notice that all the students stand up. This tells them that they need to anticipate what is coming so that they can react to questions in advance. The teacher asks real questions that are not meant to trick or intimidate students. It is more like these students are having a conversation with the teacher.

Watch how the teacher selects a wide variety of students to answer questions. Notice who answers: a student from the back, an older student who may not always participate, and a student who is usually quiet in class. This ensures that all students have an equal chance at participation and that the teacher does not discriminate and leave students out. The teacher not only calls on these students, but praises their efforts. In this example, the student gives an incorrect answer. Instead of shaming or signaling the student out in front of the class, the teacher moves on by asking another student to verify.

VIDEO 3.2

Watch how the teacher makes classroom clean-up a group team-building activity. By involving students in class tasks, they feel like they are contributing, which instills in them a sense of pride. This also reinforces a feeling of community and belonging. Here, the teacher assigns students randomly to tasks. When done in a class with both boys and girls, this approach prevents enforcing stereotypes (such as where girls and boys are commonly assigned to do certain gender specific jobs). Community involvement activities can also be applied at the school-wide level, such as working on a school garden, school clean up day, etc.

Notice how the teacher uses circle time as an effective technique to promote a sense of belonging by bringing the class together as a community at the end of the day. Observe how the teacher makes it a point to ensure that everyone is part of the circle. Teachers can use this time to involve all students to reflect on their day, respond to questions, and do a closing team building activity. After the closing song, watch the following interviews to get a better idea of what students do to be a part of their school communities.

VIDEO 4.1

A teacher must NEVER negatively criticize or tease a student when they give an incorrect answer. Observe how the teacher corrects this student's mistake. First, the teacher praises the student for his effort. The teacher also waits for the student to sit back down before pointing out the error. Thirdly, the teacher uses the mistake as a teachable moment. The teacher gives non-verbal hints in order to help students comprehend the difference between "nouns" and "verbs." Teachers must also be careful to NOT praise errors or the praise will not have as much worth for students. They may even discredit the teacher's abilities. Teachers should also refrain from praising too much as it can have a diminishing effect on students.

Voiceover Script

Watch here how the teacher praises students for their hard work, efforts and improvements. The teacher recognizes students by saying things such as “I like the way this student is working quietly” or “This student is very concentrated. Keep it up!” The teacher also encourages them and helps them believe they can succeed. Notice how these verbal praises are also accompanied by non-verbal signs of approval. These are examples of positive reinforcements of desirable behaviors.

VIDEO 4.2

Watch here how the teacher encourages students to see how many words they can read in one minute. After the activity, the teacher speaks to students individually to help them set a goal for improving this number by a certain date. Teachers use goal setting techniques to challenge students while helping them figure out how to meet the challenge and succeed so they feel capable.

Students' self-worth is linked to the sense that they can set goals and achieve them. Teachers help students learn how to work through this process so that they feel empowered and capable of contributing short and long term goals. Here, the teacher and student work together using the goal setting chart, they outline the goal, the needed steps for achievement, potential solutions to obstacles, and a final deadline. The teacher is a guide in this process.

Teachers can also establish class-wide goals for each student to strive towards. Watch how the teacher praises students for their math test results, but challenges them to do better next time. The teacher guides the class conversation around the goal setting chart. The teacher reinforces the ideas that students can do better if they help one another. Setting goals can be a collective process which also connects students to one another.

VIDEO 5.1

Prepared, organized, and purposeful group work activities are a great way to get students working with each other in order to establish friendships. Watch how the teacher presents a structured group work activity. The teacher clearly indicates group size, the role of each group member, what each group must work on, and the final product expectations.

See how the teacher directs students into their groups by using a counting-off method. Individuals who indicated “1” are in the same group, those who counted “2” in another, and so on and so forth. Using this technique consistently allows all students to interact with different members of their class each time they do a group activity, and prevents exclusion. The teacher then indicates where each group must work.

To reinforce the instructions, the teacher does a guided demonstration with 1 group. The teacher then clearly indicates when the groups need to start working to keep order. Notice how the teacher walks around to ask questions and to verify if students understand the instructions. The teacher guides groups back on the right track. To promote positive relationships amongst all students, the teacher emphasizes group work which focuses on collaboration and not competition. Note in this group the environment is not competitive or hostile. It is one where students are working together to succeed.

Voiceover Script

The teacher clearly announces when the group work is over and invites groups to come up and present their written stories. This is an opportunity for groups to showcase their final product so they can celebrate their work as a whole class.

VIDEO 5.2

Teachers need to create activities that help students feel connected to each other and to their teacher in order to strengthen their positive relationships. Watch in this name recall activity how each student learns the names of all the others. It's a simple game that helps students get to know each other.

Notice how the teacher also makes an effort to connect to students by reciting their names. The teacher informs students to return to their groups and write group members' names on a piece of paper. Once they have done so, the teacher then instructs a member from each group to post the names in the room. This activity indicates to students that they are all members of the classroom community.

Another way to connect to students' lives and promote positive relationships in class is by creating lesson plans that are pertinent to their shared every day realities. Observe that the teacher pulls in the concept of adding up the prices of "ordinary goods" while shopping to discuss how to add multiple numbers together. Students then use this example to do small group work.

Another element of connecting to students includes relating to and showing an interest in their lives. Watch how the teacher asks each student to indicate their opinions about shopping, which directly relates to the math lesson. The teacher also relays a personal story to students, which can help students feel like they can relate to their teacher. The teacher then asks students to relate their own lives to other types of math principles. These strategies help students feel connected to the lesson, as well as to their peers as they share their person experiences.

VIDEO 6.1

Using diverse learning activities in the classroom allows a teacher to appeal to the range of different learning styles that students bring to the classroom. In this reading lesson about verbs, the teacher uses a game to introduce concepts to students. Watch how the teacher makes this activity about acting and students playing together. Play is an important tool which helps students who learn best by moving around and being active. It also helps build peer relationships

Watch in this game how students in the circle say a letter from the alphabet each time one of their peers throws a ball. This game gets students moving while also promoting social interactions.

In this math lesson, a teacher instructs students to work individually on simple math calculations. Individual work is a method which favors students who learn best via doing things on their own.

In the reading lesson, teachers use direct instruction to transfer the concept of "actions" as verbs. This type of activity favors students who learn best via observation and listening.

In the math lesson, a teacher instructs students to work in groups with local materials. This activity favors students who learn best via touching objects and imitation.

Voiceover Script

VIDEO 6.2

How a teacher asks questions is an important skill to have. Note in this example that the teacher uses different techniques. First, he uses a whole class question technique that requires all students to respond using their hands. The teacher asks a question, provides students with three possible answers, and tells students to raise one, two or three fingers to indicate which answer they agree with. Students are then asked a series of questions that they must respond to in pairs. Questioning techniques take various forms that can require the participation of all students in class.

Asking varied types of questions in class helps create a stimulating environment where students are active and engaged. Notice that at the beginning of the lesson the teacher is asking for students to provide examples to clarify concepts. These types of questions help students make connections to what they already know. These questions can also lead to the introduction of new topics, such as here when the teacher asks, “If a verb is an action word, can you give me an example of a verb?”

In the middle of the lesson about verbs, the teacher uses close-ended questions to check for comprehension. Note how these questions require recall. This should also lead into more open-ended questions that ask “why” and “how” and promote critical thinking. Here, the teacher poses a question and tells the students to turn and talk to a partner, therefore promoting everyone’s participation. The teacher also asks students to make predictions, which is an important critical thinking strategy.

At the end of a lesson, the teacher asks practice questions in a cold calling format for students to apply their knowledge. The teacher coaches and gives hints to students who hesitate. The teacher also poses broadening questions to extend the scope of students’ answers.

Glossary

A

Assess: To circulate the room to observe and listen to what groups are reading and writing. This is for the facilitator to check that groups are on the right track and have a clear understanding of the task.

B

Brainstorm: A timed activity during which participants produce as many solutions/answers as they can to a problem/question. Brainstorming can promote creativity, participation, energy, and positive team dynamics.

C

Children: All boys and girls up to the age of 18.

Circle time: An activity involving the whole class sitting together to engage in a discussion or an activity. Circle time is a good way to promote peer and teacher interactions, encourage student participation, and strengthen a sense of class community.

Cognitive: A scientific term related to processes of the mind in terms of how we perceive, remember, learn, and think about information.

Cold calling: The practice of calling on students randomly on a non-voluntary basis. Each student has an equal probability of being called upon to answer a question.

Consequences: In this facilitator's guide, consequences refer to a teachers' responses to students' breaking of class rules or misbehaving in class. Non-violent consequences are responses that are not physically or psychologically abusive.

Corporal punishment: Physical punishment such as spanking, hitting, smacking, etc.

D

Differentiated learning activities: Various types of activities that accommodate different learning styles (i.e. auditory, visual, kinesthetic). Lessons geared towards multiple intelligences are more likely to reach a spectrum of students, allowing them to further develop their skills and feel emotionally and intellectually satisfied.

'Do now' activity: This is an activity that a teacher has ready for students to do as soon as they walk in the classroom in the morning.

Drop out: To quit or withdraw from school.

E

Enrolment: The number of persons in a class or in a school.

Energizer: This serves as a short break in the training to get participants active and energized. It can be used in the morning to increase the energy level, after long periods of sitting down, after emotionally intense sessions to ease emotion, or when the energy in the room is waning. These activities should encourage physical movement, interactions, laughter, and fun.

G

Gallery walk: This is an opportunity for participants to walk around the conference room to observe and review the work of other groups of participants. After some activities, participants will be asked to hang their work on the wall and a gallery walk will follow. This allows participants to see how others approached the activity, learn new ideas from their peers, and refine their own ideas based on the new information they see. It is also an opportunity for participants to display and be proud of their work.

Gender: The characteristics that a culture or society decides are either masculine or feminine; not necessarily based on biology alone.

Goal setting: Determining objectives you want to achieve and creating a plan for how to work towards and reach the objectives.

Group work: An opportunity for all persons to actively participate in an activity as part of a small group. The large group is provided with instructions for a task, and then divided into smaller groups of 3-5 people for group work.

Guided practice: A short session led by the facilitator to demonstrate how the participants should perform the upcoming activity.

Glossary

I

Intellectual stimulation: Something mentally engaging and interesting.

L

Learning environment: Any space in which individuals are engaged in protection and development activities. In this facilitator guide, learning environment and school are used interchangeably.

Lived experiences: The experiences that students go through and have had in their lives.

M

Micro-teaching: An opportunity for participants to practice a teaching technique in a small group. The goal is to give instructors confidence, support, and feedback by letting them try out among friends or colleagues a short slice of what they plan to do with their students.

N

Needs: What a person must have in order to grow, develop, and live a healthy and satisfying life. People have social, material, emotional, cognitive, and spiritual needs.

O

On-task: The amount of time students are engaged in learning activities.

Open fish bowl activity: An activity in which a group of learners is selected to discuss a topic while the remaining learners listen and observe. Observers can become participants by swapping places with those within the fishbowl.

P

Personal attachments: Feeling close to people; bonding.

Plenary: All members of the group are present. In a plenary discussion, all participants are in a single group. A plenary discussion allows the facilitator to determine the prior knowledge and general ideas that participants have about a given topic. It is a good way to introduce a new topic as it encourages active participation, thus engaging participants to think and learn about an issue.

Praise: To express approval or appreciation for a student's effort or work. This can be verbal or nonverbal.

Psychosocial: One's psychological self is one's inner person, comprised of one's thoughts, feelings, attitudes, values, and beliefs. Social refers to the person's external relationships with his/her environment. The psychological (internal) and the social (external) interact and influence each other. A person has both psychological and social needs.

R

Reflection: An opportunity for participants to think about and discuss what they learned and how they felt during an activity or session.

Relationship with peers: Relationships with children of about the same age and with similar backgrounds, usually from the same or nearby communities.

Resilience: The ability to cope and 'bounce back' after a stressful experience is called 'resilience.' Resilience comes partly from personal traits that are innate and part of a child's biology that they are born with. Resilience also comes from protective factors built over time by the child's and youth's family and his or her relationship with the larger community or environment.

Read-aloud: A planned oral reading of a book or print excerpt, usually related to a theme or topic of study. Read aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking. In a read-aloud, the teacher reads to students while asking questions before, during, and after reading that model reading comprehension strategies. A teacher can also pause and think aloud to help model how students can think about and engage with reading text.

Glossary

Role play: this is an opportunity for participants to practice and experience various teaching techniques while acting as either teachers or students. Participants who are acting in a role play can personally feel what it is like to be in a given situation. They also gain feedback from observers who can offer encouragement and advice for improvements. Observers also learn ideas from the actors and other participants during this exercise through seeing, listening, and speaking. Educators can use role plays to identify best practices as well as harmful actions by discussing the benefits and drawbacks.

Routine: This is a set structure and schedule of daily activities with which the teacher and students are familiar.

S

Self-efficacy: Feeling like one is able to identify and achieve one's goals

Self-worth: How a person thinks about himself or herself overall.

Sense of belonging: Feeling accepted and at ease in a group/community.

Sense of control: Feeling able and empowered in a given situation.

Sense of safety: Feeling free from harm, injury, danger or risk.

School: Any formal or non-formal learning space in which learners are engaged in development or protection activities.

Student: Any individual receiving instruction or training in a range of learning environments such as formal and non-formal schools, literacy and numeracy classes, vocational training and even apprenticeships.

T

Teacher: In Healing Classrooms, *teachers* refers to a diverse group of individuals facilitating learning, development and protection activities; this may include primary school teachers, child-friendly spaces facilitators, vocational trainers or a variety of other educators and facilitators in the full range of formal or non-formal education interventions.

Teacher Identity: How teachers describe themselves as far as innate and personal traits, and by the experiences they bring to the classroom.

Teacher motivation: This is influenced by elements of teachers' personal lives outside of the classroom that affect their happiness and their teaching.

Teacher well-being: This is influenced by aspects of teachers' working environment that positively or negatively affect their desire to teach.

W

Well-being: Child and youth well-being means being safe from abuse, exploitation, neglect and violence and being healthy or "well" psychologically, emotionally, socially, cognitively, physically and economically.

Whole class questioning: Calling on all students as a class to answer a question. This promotes inclusion by allowing all students, even those who are shy or less confident speaking up in class, to respond.

Y

Youth: Young women and men between the ages of 15 and 24.

Answer Key for Pre/Post-Test

The purpose of the pre- and post- test is to assess the extent to which participants have gained new knowledge and retained the key messages that are taught throughout the six day workshop. Facilitators will have the opportunity to assess whether teachers have developed new understanding of concepts of well-being and have learned how to perform the specific techniques taught in this workshop. The pre- and post- test should be given on the first and last day of the workshop, as indicated in the facilitator's guide.

When grading participants' pre- and post-test, the open-ended questions require you to give participants points for each answer they include. The participants do not need to have used the exact language listed below in their answers but rather have written the idea or concept described. In these open-ended questions, participants may give answers that are correct but not addressed in this workshop. Please do not give a point for a correct answer that is not taught in the workshop. As the facilitator, you are evaluating what participants knew of the specific content in this workshop prior to completing the six days and what they now have learned as a result of their participation in the workshop.

1. Children and youth have certain needs that must be met if they are to grow up to be healthy and successful adults. Beyond basic material needs such as food, shelter and clothing, during and after a crisis, name two of children's and youth's needs that should be addressed. (1 point per answer; 2 points total)

- to have friends.
- to interact with others.
- to have good relationships with one's family, community, and school personnel.
- to feel good about one's self, to feel competent.
- to have intellectual development, to be able to learn.
- to have hope.
- to feel life has meaning.

2. True or False: Most children need professional psychological interventions in order to heal. (2 points)

3. List two ways in which education can play a role in promoting students' recovery and well-being. (1 point per answer; 2 points total)

- Schools can offer a safe, secure, and structured environment.
- Schools can provide a sense of stability and normalcy for children.
- Schools can bring communities together and reestablish positive relationships.
- Schools can provide students a sense of hope and with positive feelings about their future.
- Schools can help students regain trust.
- Schools can teach students important life skills.
- Schools can help students have good self esteem and self confidence.
- Schools can help students learn and feel good about themselves as students.

4. List five teaching techniques that teachers can use in the classroom to promote student well-being. (1 point per answer, 5 points total)

- | | |
|--|---|
| • Establishing routines. | • Encouraging goal setting. |
| • Co-create class rules. | • Assigning effective group work. |
| • Whole class questioning. | • Connecting to students' lived experiences. |
| • Cold calling. | • Using differentiated and/or active learning strategies. |
| • Creating and assigning meaningful classroom tasks. | • Using different questioning techniques. |
| • Giving praise. | |

Answer Key for Pre/Post-Test

5. List two reasons why providing students with an ordered, predictable, and structured learning environment is important for student well-being. (1 point per answer; 2 points total)

- Students feel safe and secure.
- Students feel a sense of stability and normalcy.
- Students know and understand what to expect and what is expected from them.
- Students whose daily lives and sense of stability have been disrupted by displacement, chaos, and violence especially need to feel that they can predict and know what is expected from them and what will happen on a daily basis in school.
- Students feel a sense of control.

6. List three teaching techniques that teachers can use to promote students' feelings of order, predictability, and structure (sense of control). (1 point per answer; 3 points total)

- Start class on time.
- Start and end the day the same way (such as a 'do now' activity).
- Communicate the daily schedule and/or lesson plan activities.
- Tell students the objectives of the lesson.
- Co-create classroom rules with students.
- Create consequences that are non-violent and can be applied consistently and fairly.

7. True or False: The best way to ensure students will not misbehave in class is to prevent it by keeping them engaged, interested, and active (on task). (2 points)

8. List two non-violent ways of administering consequences to students who misbehave. (1 point per answer; 2 points total)

- Indicate to the student that you are aware they have broken a class rule using a non-verbal gesture or a technique that does not call a lot of attention to the student.
- Give a progression of consequences that allows students the chance to correct their behavior (such as starting with a warning, moving to a talk after class, then going to a meeting with parents).
- Talk individually to a student after class.
- Talk to students' parents.

9. How do students feel and/or how do they behave when they feel a sense of belonging to their school/class? Give two examples. (1 point per answer; 2 points total)

- Respect their peers, teachers and school community.
- Show care and compassion for their peers.
- Trust and feel attached to their teachers.
- Feel included, accepted and welcome at school.
- Feel like they are part of a group, and that they are not alone.
- May be more likely to attend school regularly.

Answer Key for Pre/Post-Test

10. Write one reason why helping children and youth affected by conflict or a natural disaster feel that they are part of or belong to their schools is important. (2 points)

- Feeling a sense of belonging at school can help students regain trust and/or positive connections to their social groups and communities that may have been lost through experiences of displacement, disruption of social structures, and violence.

11. List two teaching techniques that teachers can use to help students feel that they belong to their class. (1 point per answer; 2 points total)

- Ensure all students are participating in classroom activities.
- Use whole class questioning techniques.
- Use cold calling techniques.
- Display students' work on the wall.
- Know students name.
- Identify ways for students to contribute to a better learning environment.

12. Name one way to ensure all students are participating in answering questions and explain one reason why this technique enhances student learning.

(1 point for answering each part of the question; 2 points total)

- Whole class questioning.
- Cold calling (calling on individual students at random).
- Students are more likely to learn through active response than passive listening, and in cold calling and whole class questioning, all students have the opportunity to engage in active response by preparing for being called on, thinking through and answering each question, rather than just listening to other students answer.
- Whole class questioning and cold calling techniques allows teachers to immediately correct students so that students can understand their mistake and self-correct.
- Cold calling and whole class questioning allow teachers to check how well students understand the material, identify common mistakes, and use this to inform the direction of the lessons.

13. How do students feel and/or how do they behave when they have self-worth?

Give two examples. (1 point per answer; 2 points total)

- Feel capable and confident.
- Feel able to succeed and achieve what they set out to do.
- Like themselves and have good self esteem.
- Feel proud of themselves and their abilities.
- Feel hopeful about having and being able to contribute to a positive future.

14. List two techniques that teachers can use to promote students' feelings of self-worth.

(1 point per answer; 2 points total)

- Praise students.
- Correct students without embarrassing or negatively criticizing them.
- Help students identify and set achievable goals.

Answer Key for Pre/Post-Test

15. When praising students, which of the following statements is correct?

Circle the correct answer. (2 points)

- A. You can never over praise students or praise them too much.
- ☒ B. It is OK to praise students for their effort if their answer is wrong.
- C. Praising good behavior is not effective in preventing bad behavior.
- D. It is important to correct students in front of the class so that other students will not make the same mistake.

16. When helping students identify and set goals, which of the following statements is NOT correct? Circle the correct answer. (2 points)

- A. Break an overall goal into smaller steps that students can achieve.
- B. Helping students set goals in learning specific academic skills will help students know how to identify and realize large life goals.
- ☒ C. Everybody knows how to identify and set goals for themselves, it is not necessary to teach this skill in school.
- D. Small steps should be time-bound.

17. List two reasons why having positive peer and teacher relationships in school is important for students' well-being. (1 point per answer; 2 points total)

- Restoring supportive relationships with caring adults is a critical building block for helping them regain feelings of trust, safety and security.
- Fostering positive peer relationships can help students regain healthy friendships in order to have strong social bonds and feel joy, as well as promote tolerance and empathy.
- Children and youth acquire positive social and communication skills.
- Children and youth feel valued, listened to, cared for, loved and appreciated.
- Children and youth feel emotionally supported.
- Children and youth have increased self-esteem and confidence.

18. List two techniques for promoting positive peer and teacher relations.

(1 point per answer; 2 points total)

- Assign group work.
- Assign pair work.
- Develop 'learning through play' activities in your lesson plans.
- Connect lesson content to students' lives.
- Ask students questions about their ideas, life experiences, and facts about themselves and their life outside of school.
- Share your own (teachers') ideas and facts about yourself with students.
- Know students' names and make sure students know each other's names.

Answer Key for Pre/Post-Test

19. Which of the following is NOT correct in regards to helping students do group work?

Circle the correct answer. (2 points)

- ☒ A. Always let students form their own groups and pick who they want to work with.
- ☐ B. Assign specific roles to each group member.
- ☐ C. Demonstrate the group activity with one group before having all groups work independently.
- ☐ D. Circulate and answer questions while students are engaged in their group activity.

20. Which of the following is true about relating lessons to students' lives and student learning, and behavior? Circle all that apply. (1 point for each answer; 2 points total)

- ☒ A. Asking students questions about their lived experiences helps students relate new concepts to what they already know so that they can grasp the new concept more easily.
- ☒ B. Students may be more engaged and motivated in lessons if they think the lessons are relevant and meaningful to their lives.
- ☐ C. If teachers ask students to share something about their lives, they may lose valuable time needed to learn the subject material.
- ☐ D. If teachers ask students questions about their lives, students may feel that since the teachers knows more about their personal lives, they are less likely to be punished or corrected when making a mistake.

21. ☒ True or False: Students need to feel well in order to learn well and students need to learn in order to feel well. (2 points)

22. List two ways of teaching that will improve students' learning. (1 point per answer; 2 points total)

- Create varied lessons that target different styles of learning.
- Promote active learning.
- Provide students opportunities to work together and learn from their peers during hands-on, participatory activities.
- Any of the techniques discussed in the training.

23. Circle the correct answer. All students learn best by: (2 points)

- ☐ A. Seeing something.
- ☐ B. Hearing something.
- ☐ C. Discussing something.
- ☒ D. None of the above — every student has a different learning style.

24. Name two types of questions that teachers can ask students in a reading comprehension activity. (1 point per answer; 2 points total)

- | | |
|--|---|
| • Make predictions about what will happen next. | • Infer or interpret the author's opinion. |
| • Give opinions. | • Compare and contrast two things. |
| • Summarize text. | • Imagine themselves as one of the characters and discuss how they would feel or what they would do. |
| • Answer what they know, want to know (before reading), and learned (after reading). | • Provide a solution to a particular problem posed in the story or discuss alternative solutions to the one presented in the story. |
| • Infer or interpret the feelings/opinion of the character or what the character is feeling, thinking, about to do or did in the past. | |

TOTAL POINTS: 52 Participant's points: ____ Participant's grade: Participants's points/52= ____ %

HANDOUT

Agenda

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:30-9:30	Opening the Workshop* Introduction of workshop and participants Pretest *The workshop will start at 8:15 on Day 1	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up	Introduction Energizer Module Overview Warm Up
9:30-10:15	Introduction to Day 1 Energizer Module Overview Warm Up Teaching Technique 1.1 Plenary Activity	Teaching Technique 2.1 Activity Video	Teaching Technique 3.1 Activity Video	Teaching Technique 4.1 Activity Video	Teaching Technique 5.1 Activity Video	Teaching Technique 6.1 Activity Video
	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break
10:30-12:30	Teaching Technique 1.1 continued Plenary Activity cont. Pair Activity Video Group Activity	Teaching Technique 2.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 3.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 4.1 continued Plenary Discussion Practice Activity Wrap up	Teaching Technique 5.1 continued Plenary Discussion Practice Activity 1 Practice Activity 2 Wrap up	Teaching Technique 6.1 continued Plenary Discussion Practice Activity Wrap up
	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch	1-hour Lunch
1:30-3:30	Teaching Technique 1.1 continued Video Group Activity Individual Activity	Teaching Technique 2.2 Activity Video Plenary Discussion	Teaching Technique 3.2 Activity Video Plenary Discussion	Teaching Technique 4.2 Activity Video Plenary Discussion	Teaching Technique 5.2 Activity Video Plenary Discussion	Teaching Technique 6.2 Activity Video Plenary Discussion
	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break	15-minute Break
3:45-5:00	Teaching Technique 1.2 Video Group Activity Group Activity	Teaching Technique 2.2 continued Practice Activity Plenary Discussion	Teaching Technique 3.2 continued Practice Activity Wrap up	Teaching Technique 4.2 continued Practice Activity Wrap up	Teaching Technique 5.2 continued Practice Activity Wrap up	Teaching Technique 6.2 continued Practice Activity Wrap up
5:00-5:30	Teaching Technique 1.2 continued Group Activity Cont Conclusion Wrap up	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review	Conclusion Additional Practices Review Closing and Post-Test

HANDOUT

Pre/Post-Test

The purpose of the pre- and post- test is to assess the extent to which you have gained new knowledge and retained the key messages that are taught throughout the six day workshop. You will take this test twice, on the first and the last day of your workshop. The test contains open-ended, true/false, and multiple choice questions. Good luck!

- 1. Children and youth have certain needs that must be met if they are to grow up to be healthy and successful adults. Beyond basic material needs such as food, shelter and clothing, during and after a crisis, name two of children's and youth's needs that should be addressed.** (1 point per answer; 2 points total)

- 2. True or False: Most children need professional psychological interventions in order to heal.** (2 points)

- 3. List two ways in which education can play a role in promoting students' recovery and well-being.** (1 point per answer; 2 points total)

- 4. List five teaching techniques that teachers can use in the classroom to promote student well-being.** (1 point per answer, 5 points total)

- 5. List two reasons why providing students with an ordered, predictable, and structured learning environment is important for student well-being.** (1 point per answer; 2 points total)

- 6. List three teaching techniques that teachers can use to promote students' feelings of order, predictability, and structure (sense of control).** (1 point per answer; 3 points total)

HANDOUT

Pre/Post-Test

7. True or False: The best way to ensure students will not misbehave in class is to prevent it by keeping them engaged, interested, and active (on task). (2 points)

8. List two non-violent ways of administering consequences to students who misbehave.
(1 point per answer; 2 points total)

9. How do students feel and/or how do they behave when they feel a sense of belonging to their school/class? Give two examples. (1 point per answer; 2 points total)

10. Write one reason why helping children and youth affected by conflict or a natural disaster feel that they are part of or belong to their schools is important. (2 points)

11. List two teaching techniques that teachers can use to help students feel that they belong to their class. (1 point per answer; 2 points total)

12. Name one way to ensure all students are participating in answering questions and explain one reason why this technique enhances student learning.
(1 point for answering each part of the question; 2 points total)

HANDOUT

Pre/Post-Test

- 13. How do students feel and/or how do they behave when they have self-worth?
Give two examples.** (1 point per answer; 2 points total)

- 14. List two techniques that teachers can use to promote students' feelings of self-worth.**
(1 point per answer; 2 points total)

- 15. When praising students, which of the following statements is correct?**
Circle the correct answer. (2 points)
- A. You can never over praise students or praise them too much.
 - B. It is OK to praise students for their effort if their answer is wrong.
 - C. Praising good behavior is not effective in preventing bad behavior.
 - D. It is important to correct students in front of the class so that other students will not make the same mistake.

- 16. When helping students identify and set goals, which of the following statements is NOT correct?** Circle the correct answer. (2 points)
- A. Break an overall goal into smaller steps that students can achieve.
 - B. Helping students set goals in learning specific academic skills will help students know how to identify and realize large life goals.
 - C. Everybody knows how to identify and set goals for themselves, it is not necessary to teach this skill in school.
 - D. Small steps should be time-bound.

- 17. List two reasons why having positive peer and teacher relationships in school is important for students' well-being.** (1 point per answer; 2 points total)

HANDOUT

Pre/Post-Test

- 18. List two techniques for promoting positive peer and teacher relations.**
(1 point per answer; 2 points total)

- 19. Which of the following is NOT correct in regards to helping students do group work?**
Circle the correct answer. (2 points)

- A. Always let students form their own groups and pick who they want to work with.
- B. Assign specific roles to each group member.
- C. Demonstrate the group activity with one group before having all groups work independently.
- D. Circulate and answer questions while students are engaged in their group activity.

- 20. Which of the following is true about relating lessons to students' lives and student learning and behavior?** Circle all that apply. (1 point for each answer; 2 points total)

- A. Asking students questions about their lived experiences helps students relate new concepts to what they already know so that they can grasp the new concept more easily.
- B. Students may be more engaged and motivated in lessons if they think the lessons are relevant and meaningful to their lives.
- C. If teachers ask students to share something about their lives, they may lose valuable time needed to learn the subject material.
- D. If teachers ask students questions about their lives, students may feel that since the teachers know more about their personal lives, they are less likely to be punished or corrected when making a mistake.

- 21. True or False: Students need to feel well in order to learn well and students need to learn in order to feel well.** (2 points)

- 22. List two ways of teaching that will improve students' learning.** (1 point per answer; 2 points total)

- 23. All students learn best by:** Circle the correct answer. (2 points)

- A. Seeing something.
- B. Hearing something.
- C. Discussing something.
- D. None of the above — every student has a different learning style.

- 24. Name two types of questions that teachers can ask students in a reading comprehension activity.** (1 point per answer; 2 points total)

Part 1.1: Student Well-being

HANDOUT 1A

Directions: In considering what children experience in conflict, think about what the school can offer to counteract this problem and what element of well-being this fulfills. For numbers 1-6 in column 1, fill out column 2 by selecting the option from the list below which best corresponds with each issue. Then, fill out column 3 by selecting which element of well-being this addresses. For the last two rows, complete using your own example for what children experience in conflict or displacement.

Column 1: When Children Experience:	Column 2: The School Offers	Column 3: Which contributes to students' feeling/having [a]:
Chaos, uncertainty or disruption of their everyday life		
Loss of parents or other caring adults		
Loss of community, either through fleeing or destruction		
Loss of friends, playmates, or socialization with peers		
Severely distressing events, which may create a deep sense of helplessness and powerlessness		
Loss of formal education, opportunities for cognitive development, and the positive status as a school-going child		

Column 2:

- A. Opportunities to be part of a new community and to be actively engaged in rebuilding this new community
- B. Opportunities to make new friends and form new relationships
- C. Access to consistent schooling and the possibility to make up for the lost time
- D. A safer place to resume or maintain normal activities within a structured, predictable environment
- E. Teachers who are attentive to children's needs and listen to them
- F. Opportunities, encouragement and support for participation in decision-making, and mastery of new tasks

Column 3:

- Sense of control
- Sense of belonging
- Feelings of self worth
- Positive relationships
- Intellectual stimulation

Part 1.2: Teacher Well-being

HANDOUT

1B

Directions: Reflect on what is needed for teachers to feel well in your context and, considering the different elements of well-being, complete column B.

Element of well-being:	What could this look like for teachers in your school?
Sense of Belonging	Example: Equal participation in meetings
Sense of Control	
Positive Peer Relationships	
Self-esteem	
Intellectual Stimulation	

Part 1.2: Teacher Well-being

HANDOUT 1C

Directions: Read the scenario assigned to your group. Think about whether the issues facing the teacher relate to factors of teacher identity, teacher well-being, or teacher motivation.

Discuss in your group how some of these factors might affect teachers' performance in school and their students' learning and well-being. Then, on note cards, write on one side how this scenario may impact teachers' identity, motivation or well-being and on the other side, the effect this might have on students' well-being.

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 and is a little intimidated by the older students 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.

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 on his small plot of land and sell whatever he can at the market several days a week.

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 students in his class. He has asked his director for help and advice on how to manage a large classroom, but his director rarely has time to talk to him and never visits his classroom to see observe his challenges. He feels frustrated and sometimes angry.

Student Well-being Matrix

Directions: Bring this handout to the workshop each day and fill out the second column with the techniques discussed.

Student well-being	What are teaching techniques that contribute to this element of well-being?
Sense of Control	
Sense of Belonging	
Feelings of Self-worth	
Positive Social Relations	
Intellectual Stimulation	

Teaching Technique 2.1: Establishing Routines

HANDOUT

2A

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of control?	How do these techniques help students feel a sense of control?

Teaching Technique 2.2: Generating Class Rules

HANDOUT
2B

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of control?	How do these techniques help students feel a sense of control?

Teaching Technique 2.2: Generating Class Rules

HANDOUT 2C

WHISTLES FOR WHIPS: POSITIVE BEHAVIOR MANAGEMENT IN DARFUR

Dean Brooks, North Darfur, Sudan

Corporal punishment was the standard. Overcrowded classrooms, few supplies, inadequate school structures, a history steeped in violence and war, authoritarian teaching styles perpetuated by teacher training programs, and the need to find some sense of control in the midst of an environment where teachers had no control (food supply shortages, lack of shelter, non-payment of teacher salaries, non-recognition by the government of a teacher's status due to one's ethnicity, fear and reprisals being the norm by which military controlled IDP populations, etc.) resulted in the psychological principle of "hen-pecking" – teachers exerting violence upon the vulnerable children in their charge. In general, teachers sought a symbol of power to lead their classrooms and most often this symbol took the form of a whip (used to drive cattle and donkeys) or a large stick. On several occasions, when visiting IDP schools, I observed teachers wielding sticks and whips and striking out at children. When I would arrive on the school grounds and it happened to be break-time, the crowds of children would come running and swarm about me... teachers on duty would then come running out and yell while swinging whips and sticks to control the children and send them away. Usually, it was the smallest of children who was struck and unable to move away fast enough compared to the older students who had long since learned to move away as quick as possible. After just one of these experiences, I knew I had to think of something creative.

Talking with teachers and headmasters only led to the nodding of heads and me walking away with the thought that I was only being humored in the attempt to appease my own anger at what I had observed. Even mentioning that my funding was targeted for programs that cared for children rather than beat them was met with little interest or concern. I knew I had to find a new symbol that provided teachers with the sense of power they desperately felt was needed to do their jobs. It was then that I hit upon the idea of whistles – still not my favorite mode of classroom management due to its association with behavioral psychology principles, but at least it was a move towards something less violent. I began at that point to take whistles on a cord with me to all schools visited.

Each time I saw a stick or whip, I would take a teacher aside and show them the whistle, I also explained how a whistle could be used to send a message to students to quiet down and pay attention, and that through consistent use they would be able to control the large groups of children. The whistles would help the teacher have control over the classroom in a positive way that helped students themselves know how to regulate their behavior, rather than by the teacher controlling it through force and punishment. I showed them a game I used to play in my own classroom, which involved the children acting as if they were busy and talking with their friends, and then when the whistle blew, they had to freeze. I displayed this technique with groups of children, which was always met with enthusiasm by the children, as they pretended to talk and play with their peers until the whistle blew and then they would freeze and becoming silent awaiting the knowing compliment that came afterwards. I found that whistles needed to be of a high quality, and putting them on a colorful cord made it much easier to trade the whistles for whips and sticks. It was something of value and decorative, and teachers would ask for it when they saw me wearing one around my own neck. Soon, my office became something of an archive filled with varying types of whips and sticks as more and more teachers traded their former tools that, to me, represented continued lessons in violence.

**Teaching Technique 3.1:
Whole Class Questioning
and Cold Calling**

HANDOUT
3A

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of belonging?	How do these techniques help students feel a sense of belonging?

Teaching Technique 3.2: Creating and Assigning Meaningful Classroom Tasks

HANDOUT
3B

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students feel a sense of belonging?	How do these techniques help students feel a sense of belonging?

Teaching Technique 4.1: Giving Praise

HANDOUT 4A

What are two of your strengths as a teacher?

- What has led you to feel that these are your strengths?
- What role have other people played in helping you realize these strengths?

What do you remember being particularly good at when you were at school?

- How did you come to believe you were good at these?
- How did knowing you were good at these make you feel at school?

Teaching Technique 4.1: Giving Praise

HANDOUT

4B

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to develop feelings of self-worth?	How do these techniques help students develop feelings of self-worth?

Teaching Technique 4.1: Giving Praise

HANDOUT
4C

Directions: Match the examples of praise on the left with the corresponding scenarios on the right.

<div>1. "You are all working well together--keep up the good work!"</div> <div>2. "I am really proud of you for coming to the front of the class to answer – that took courage. But does everyone agree with this response?"</div> <div>3. "Great answer. You have come a long way in long division!"</div> <div>4. "Thank you for sharing your thoughts with us – I think you expressed yourself very clearly."</div> <div>5. "I noticed you all spent a lot of time on this task, and I really appreciate it. However, I think we still have some confusion about how to use commas. Raise your hand if you think a comma should go at the end of the sentence."</div>	<div>A. A student has responded to an opinion in an English class.</div> <div>B. A class has turned in a writing assignment for homework.</div> <div>C. A student has completed a problem in his copybook correctly.</div> <div>D. The whole class is working together in groups and collaborating well.</div> <div>E. A student has written an incorrect date on the board during a history lesson where students are filling out a time line.</div>
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Teaching Technique 4.1: Giving Praise

Directions: Choose and role play two scenarios in pairs. Then, prepare one role play to present to the whole class in plenary.

- You are a math teacher and a student. The student is working individually in his/her notebook and the teacher is observing the class. The teacher sees the student write out the correct equation for a math word problem, but the student does not come up with the right answer.
- You are a math teacher and a student. The teacher is leading an activity where students come to the board one by one to complete a math problem. The student has completed the problem correctly, but upon returning to his/her seat is giggling, not paying attention, and trying to distract the other students
- You are a reading teacher and a student. The teacher is observing the student completing a grammar assignment. The teacher has just seen the student helping his/her classmate, who is struggling with an assignment.
- You are a reading teacher and a student. The student, who has been having trouble understanding the grammar lesson all year and is very shy in class, raises his/her hand to answer a question and answers correctly.
- You are a history teacher and a student. The student has just finished giving a really good presentation that he/she prepared for homework.
- You are the school principal and a student. The principal is observing a class and the students are doing a group work activity. The student is working particularly well with her group.
- You are a kindergarten teacher and a student. The students are doing an art project. The student is sitting quietly and working on a very creative project.
- You are a science teacher and a student. The student raises his/her hand to answer a question and you call on him/her, but the student answers incorrectly.

Teaching Technique 4.2: Encouraging Goal Setting

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to develop feelings of self-worth?	How do these techniques help students develop feelings of self-worth?

Teaching Technique 4.2: Encouraging Goal Setting

HANDOUT 4F

Directions: Read the case study below. Use it to guide your micro-teaching session on setting goals.

Blessing is a 15 year old girl living in a small village in a West African country. She has five sisters, and is the only girl in her family to go to school. Blessing's larger goal is to be an electrician one day. In order to be an electrician, she would like to "be perfect in math." She tries to study every night, but she also has many responsibilities in her family, such as taking care of her baby sister, doing the shopping, and helping her mother and older sister with other household chores.

Teaching Technique 4.2: Encouraging Goal Setting

Directions: In your micro-teaching session, complete the goal-setting worksheet below.

Steps	Obstacles	Ways to meet obstacles	Timeline
1.			
2.			
3			

**Teaching Technique 5.1:
Effective Group Work**

HANDOUT
5A

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help students develop positive peer relationships?	How do these techniques help students develop positive peer relationships?

Teaching Technique 5.1: Effective Group Work

HANDOUT 5B

Directions: Using the scenarios below, act out a role play as the teacher and student.

STUDENT: You are on time every day, but this morning you are late to your math class. Your mother was sick, and you had to do extra household duties, and take care of your little brother and sister before coming to school. You start to explain why you were late and the teacher cuts you off. You take your seat when the teacher orders you to. The teacher then starts asking you questions in front of the whole class that you cannot answer because you missed the beginning part of the lesson.

TEACHER: You are angry and frustrated that your student has come in late. You cannot remember this student's name. You cut him/her off when he/she starts to explain the reason for being late and criticize him/her instead because you feel like the student interrupted your whole class, and now it will be hard to get the students' attention again. You tell the student to take a seat but immediately start asking him/her questions that you know cannot be answered because you want to prove that he/she should not have missed the beginning in class, where you introduced the concept of division.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

HANDOUT 5C

Directions: Read through the steps for doing a read aloud. Then, in a later activity, fill in the blank lines with examples of additional questions.

Steps for doing a read-aloud

1. Pre-reading strategies: The teacher presents the title, author, and illustrator. The teacher can ask students vocabulary questions using words in the title. The teacher can ask students questions about their lives that relates to the topic of the reading. The teacher can also ask prediction questions about what students think the story might be about, and who they think the characters are, and ask questions to connect these events, characters and relationships to students' own lives.

2. Reading strategies: The teacher reads the story slowly with expression. The teacher stops from time-to-time to think aloud and say things like, "I wonder what is going to happen next? Maybe..." "I wonder what the main character is feeling? It seems to me that the character is feeling.... because..." The teacher pauses throughout to ask students questions such as:

- How the story relates to students' lives.
- Similarities/differences between students' lives and the story.
- Similarities/differences between students' lives and the characters.
- How the students feel about something that is happening in the story.

3. Post-reading strategies: The teacher asks students questions that require them to reflect on the story they just read. These questions can be about:

- How the story relates to students' lives.
- Similarities/differences between students' lives and the story.
- Similarities/differences between students' lives and the characters.
- How the students feel about something that happened in the story.
- If the student liked the story, and why or why not.

Teaching Technique 5.2: Connecting to Students' Lived Experiences

HANDOUT 5D

“HOW STORIES CAME TO EARTH”

An Ashanti Legend

A long time ago in Africa, Anansi, the spider, went about in the world wherever he wanted to go. Sometimes, he looked like a spider, and sometimes he looked like a wise old man. In that time, there were no stories on earth. The Sky God kept all stories for himself, up high in the sky, and locked away in a wooden box. Anansi wanted to have the stories, so that he could know the beginnings and endings of things. So, Anansi climbed up his web to the Sky God to ask for the Sky God's stories. When the powerful Sky God saw the thin, spidery, old man crawling up to his throne, he laughed at him, “What makes you think that you, of all creatures, can pay the price I ask for my stories? Everyone else who wanted my stories has failed.” Spider asked him, “What is the price of your stories?”

“My stories have a great price, three fearsome, elusive animals: the python that swallows men whole; the leopard with teeth like spears; and the hornets that swarm and sting. Bring these to me.” Bowing, the spider quietly turned and crawled back down through the clouds. He decided to catch the three animals he needed to pay for the stories.

Anansi first asked his wife, Aso, how he might capture the python that swallows men whole. She told him, “Go and cut a branch from the palm tree and cut some string too. Take these to the stream where the python lives.” As Anansi went to the stream, carrying these things, he began arguing out loud: “This is longer than him.” “No! You lie!” “It is true - this branch is longer and he is shorter, much shorter.”

The python was listening, and asked, “What are you muttering, Anansi?”

Anansi answered, “I tell you that my wife, Aso, is a liar. She says that you are longer than this palm branch, and I say that you are not.” The python, said, “Come and place the branch next to me and we'll see if she is a liar.” So, Anansi put the palm branch next to the python's body, and the large snake stretched himself alongside it. Anansi tied the python to the branch with the string-creeper winding it around the snake's body until he came to the snake's head. Then the spider man said to the python, “Fool, I'm going to now take you to the Sky God.” Anansi spun a web around the snake and carried him back through the clouds to the sky kingdom. When he saw the gigantic snake, the Sky God said, “There remains what still remains.”

Spider came back to earth to find the next animal, the leopard with teeth like spears. His wife, Aso, told him, “Go dig a large hole.” Anansi said, “I understand, say no more.”

Anansi followed the tracks of the leopard, and then he dug a very deep pit. He covered it with branches and he went home. When he returned the next morning, he found a large leopard lying in the pit. “Leopard, is this how you act? You should not be prowling around at night. Look at where you are! Now put your paw here, and here, and I will help you out.” The leopard put his paws up on the sticks that Anansi placed over the pit and began to climb up. Quickly, Anansi hit him over the head with a big wooden club. Leopard fell back into the pit. Anansi tied the leopard to the sticks with his web string. “Fool, I am taking you to pay for the Sky God's stories.” But when the Sky God took the leopard he said, “What remains, still remains.”

Next the spider man went looking for the hornets that swarm and sting. Spider told his wife Aso what he was looking for and she said, “Look for an empty gourd.”

Anansi found an empty gourd, filled it with water, and then searched until he found a swarm of hornets hanging in a tree. He poured out some of the water from the gourd over the hornets' nest. He cut a big leaf from a banana tree and held it over his head. Then, he poured the rest of the water from the gourd over himself. He was dripping with water and he called out to the hornets, “The rain has come, do you see me standing here with a leaf to cover my head? Fly inside my empty gourd so that the rain will not wet your wings.” The hornets flew into the gourd, saying, “Thank you - hhhhuuummm - Anansi; thank you.” Anansi spun a thick web around the mouth of the gourd and said, “Fools, I'm taking you to the Sky God as the price for his stories.” The Sky God accepted the hornets.

The Sky God called together all his nobles. He told them that the spider man had done what no one else had been able to do. He said in a loud voice that rang in the sky, “From now and forever, my Sky God stories belong to you, Anansi - my blessing, my blessing, my blessing!”

And so, stories came to earth because of the great cunning of Anansi and his wife, Aso. When Anansi brought the wooden box of stories to his home, he and his wife eagerly learned each one of them. You can still see today that Anansi and Aso are keeping the stories safe. Everywhere, people tell “Anansi Stories,” for all to enjoy and to learn from.

**Teaching Technique 6.1:
Planning for Differentiated
Learning Activities**

**HANDOUT
6A**

What do you predict the video teacher will do in the classroom?	What techniques did the teacher use to help create an intellectually stimulating environment for all students?	How do these techniques help create an intellectually stimulating environment for all students?

Teaching Technique 6.1: Planning for Differentiated Learning Activities

HANDOUT 6B

Directions: Read the description of an example class below. Taking all of these different learning styles of the students described into account, create a short lesson plan on any topic with varied types of learning activities.

You have a class of 30 students, 12 of whom are girls. You have noticed that the students in your class learn differently. Some like learning by writing, whereas others prefer talking things out with their peers. Others seem to learn best by moving around and playing, or using their hands to manipulate objects. There are students who prefer working with other students because this helps them learn better, while there are others who like to do individual work before sharing their ideas with others. There are also a handful of students who seem to grasp concepts by reading materials and things written on the board, but others who respond more to drawings, graphs, pictures, and even videos. There are even students who learn by role play and acting concepts out themselves, and others who learn best by listening to other students or the teacher explaining concepts.

Teaching Technique 6.2: Questioning Techniques

HANDOUT 6C

Directions: Using the questions below, conduct an interview with your partner. Then, rewrite the questions as open-ended questions, and use these questions for another interview.

CLOSE ENDED

- Do you like teaching?
- Do you use group work in your classroom?
- Did you learn something in the workshop?
- Are you going to use a technique from the workshop in your classroom?

OPEN-ENDED

1. _____

2. _____

3. _____

4. _____

Teaching Technique 6.2: Questioning Techniques

What techniques did the teacher use to help create an intellectually stimulating environment for all students?	How do these techniques help create an intellectually stimulating environment for all students?

Teaching Technique 6.2: Questioning Techniques

HANDOUT 6E

In a read aloud, questions can be used to have students:

- Make predictions about what will happen next.
- Give opinions.
- Summarize text.
- Answer what they know, want to know (before reading), and learned (after reading).
- Infer or interpret the feelings/opinion of the character or character is feeling, thinking, about to do or did in the past.
- Infer or interpret the author's opinion.
- Compare and contrast two things.
- Imagine themselves as one of the characters and discuss how they would feel or what they would do.
- Provide a solution to a particular problem posed in the story or discuss alternative solutions to the one presented in the story.

Teaching Technique 6.2: Questioning Techniques

HANDOUT 6F

“NASRUDIN THE MULLAH”

A Dinner of Smells

Once, long ago, a very fine and expensive restaurant stood on a busy street in a bustling market town.

One day, a poor man passed by this restaurant. He was tired and hungry, for he had had nothing to eat all day. His nostrils caught the smell of the delicious food being cooked inside. He stopped and sniffed, smiled sadly, and began to walk away. But he did not get far. The owner of the restaurant came storming out into the street. “Come here!” he bellowed. “I saw that! You took the smell of my food, and you’ll have to pay for it!” The poor man did not know what to do. “I cannot pay!” he stammered. “I have no money!” “No money!” shouted the restaurant owner. “We’ll see about that! You’re coming with me to the Qadi! A Qadi is a judge in a Muslim court. Naturally, he is very powerful, and the poor man was frightened. “Hmm,” said the Qadi, when he had heard the story. “Well, this is an unusual case. Let me think. Come back tomorrow, and I’ll pronounce the sentence.” What could the poor man do? He knew whatever sum the Qadi demanded, payment would be impossible.

All night long he tossed and turned, unable to sleep for worry. When dawn came, he said his prayers and, tired and dejected, made his way to the Qadi’s court. As he passed the mosque, he spotted a familiar figure – Nasrudin the mullah. Suddenly, his heart lifted. For he knew that Nasrudin was a clever man, who was sure to be able to think of a way around the problem. He poured out his story, and Nasrudin agreed to come to the court and speak for him.

The rich restaurant owner was already at the court, chatting with the Qadi. The poor man saw that they were friends, and feared the judgment would go against him. He was right. The Qadi began heaping insults upon the poor man as soon as he saw him, and ordered him to pay a very large sum of money. At once, Nasrudin stepped forward. “My Lord,” he said to the Qadi. “This man is my brother. Allow me to pay in his place.” Then the mullah took a small bag of coins from his belt and held it next to the rich man’s ear. He shook the bag, so that the coins jingled. “Can you hear that?” asked Nasrudin.

“Of course,” the man replied, impatiently. “Well, that is your payment,” said the mullah. “My brother has smelled your food, and you have heard his money. The debt is paid.” And, in the face of such argument, the case was settled and the poor man went free.



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Child and Youth Protection and Development Unit

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