



Inter-agency
Network for Education
in Emergencies

Psychosocial Support through Education in Emergencies

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Introduction

This module outlines 3 hours (180 minutes) of training activities and materials related to psychosocial support (PSS) and social and emotional learning (SEL) in emergency contexts. It includes supplementary activities to further understanding of PSS-SEL concepts, for an extended duration of 5 hours (270 minutes). This Facilitator Guide provides the materials, facilitator notes (including main ideas and activity instructions), and a suggested script for the accompanying presentation. Facilitators are encouraged to first review the Instructions prior to training, which provides guidance for contextualization of the training resources.

The training will encourage participants to apply suggested good practices for psychosocial support and to use the *INEE Guidance Note on Psychosocial Support* and *INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings* as their planning and implementation tools.

Note: Before this training, participants must participate in an online or in person orientation to the INEE Minimum Standards. Facilitators should encourage participants to also review the INEE Guidance Note on Psychosocial Support and the INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings.

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Training Materials

Resource	Instructions
PowerPoint Slide Deck (.ppt in various languages)	<ul style="list-style-type: none"> • The slide deck can be opened using Google Slides or downloaded as a PowerPoint presentation. <ul style="list-style-type: none"> ◦ To open with Google Slides, simply open the link and select the yellow option at the top of the screen entitled “Open with Google Slides”. ◦ To download as a PowerPoint presentation that can be used offline, open the link and select the download icon in the top right corner. Then open using PowerPoint. • Facilitator notes can be found in the presenter notes section in both Google Slides and PowerPoint. They include materials needed for each slide, activity instructions, and a suggested script.
Facilitator Guide (.doc and .pdf in various languages)	<ul style="list-style-type: none"> • The facilitator guide includes an outline of the workshop, key learning points, materials and handouts, further resources, facilitator materials and participant handouts. • To print the guide, including handouts, please use the pdf to ensure proper spacing. • If you would like to amend or contextualize the facilitator guide, please use the Word version. Open with Google Docs using the option at the top of the page.
Facilitator Feedback	<ul style="list-style-type: none"> • Please provide workshop information and feedback using the link above.
INEE Guidance Note on Psychosocial Support (.pdf in various languages)	<ul style="list-style-type: none"> • Please plan to download or order enough copies of the Guidance Note for each participant or, at a minimum, each small group. • Download free digital copies here. • To request free hard copies of the Guidance Note, please fill out the INEE Materials Request form.

Key Messages and Learning Points

When delivering or adapting the contents of this training module, the facilitator should aim to cover the following key points:

- Environmental disasters and armed conflicts can cause significant psychological and social suffering. Meeting psychosocial needs is as important as fulfilling needs for food, shelter, and medical care.
- In emergency situations, education is a major factor in the protection of children and a key psychosocial intervention. If properly delivered, education can offer a safe and stable environment and help to restore a sense of normality.
- The well-being and capacity of teachers and other education personnel is key to quality education. It is important to recognize that teachers are often personally affected by emergencies and may need support themselves to be able to engage with their duties.
- Education that supports the psychosocial well-being of children and youth affected by crises can enable them to learn more readily and participate fully in educational opportunities.
- Well designed and appropriate PSS and SEL can enhance resilience processes and mitigate the vulnerabilities children and youth face.
- Children and youth have diverse experiences, coping skills, and responses to disaster. Not everyone is traumatized – some are more resilient and can be effectively supported through basic physical and psychosocial care, while others may be highly distressed. Children's and youths' own resilience is a key factor in their ability to cope with crises.
- The majority of children and youth can cope with short-term disruptions, though they still benefit from PSS and SEL during their educational experiences.
- Effective PSS and SEL interventions in educational settings can be provided by teachers and caregivers with minimal, high-quality training.
- It is important to distinguish between group interventions that can be integrated into existing education activities and the need for separate systems for learners who require specialized services and medical care.
- Mental health professionals, like psychologists and school counselors, are important referral options for children and youth with specific needs and serious stress symptoms. Teachers and other education personnel should be trained to understand existing referral mechanisms and to recognize when a learner needs targeted support.
- It is important to develop referral mechanisms in the emergency preparedness phase. Well-communicated referral mechanisms require collaboration between education, child protection, and health services. Functioning collaboration guarantees special services when referrals are made.

Session Outline

Slides	Content	Approx. Time	Instructional Activity
1 – 4	Introduction	20 minutes	Group activity
Part A: Defining Key Concepts (105-175 mins)			
Section 1: Psychosocial well-being (15-35 minutes)			
6	What do you need to feel well?	10 minutes	Small group activity and discussion
7	How do humanitarian crises affect psychosocial well-being?	5 minutes	Presentation and discussion
8	Supplementary Activity 1: Well-being	20 minutes	Small group activity and discussion
Section 2: Stress (40-70 mins)			
10	Supplementary Activity 2: What is stress?	10 minutes	Small group activity and discussion
11-12	Stress symptoms	15 minutes	Presentation, small group discussion and activity
13	Positive, tolerable, and toxic stress	10 minutes	Presentation and small group discussion
14	Coping with stress	10 minutes	Small group discussion
15	Resilience	5 minutes	Presentation
16	Supplementary Activity 3: Stress in crisis contexts	20 minutes	Small group discussion
Section 3: Psychosocial support and social and emotional learning (50-70 minutes)			
18-21	Psychosocial Support (PSS)	30 minutes	Presentation and small group activity
22	Social and Emotional Learning (SEL)	20 minutes	Presentation and small group activity

23	Supplementary Activity 4: Practicing key terms	20 minutes	Whole class activity
Part B: Strategies for Promoting Psychosocial Well-being through Education (90-135 minutes)			
Section 4: PSS and SEL Interventions (45-60 mins)			
25-26	Intervention pyramid: Examples of PSS and SEL	15 minutes	Presentation and small group matching activity
27	Supplementary Activity 5: Examples from the field	15 minutes	Photo matching activity
28	Learning through case studies	30 minutes	Small group poster activity
Section 5: PSS and SEL strategies (45-75 mins)			
30	Promoting Psychosocial Well- being through Education	5 minutes	Presentation
31	Developing and improving PSS and SEL strategies	30 minutes	Small group activity
32	<i>Supplementary Activity 6: Developing an Action Plan</i>	30 minutes	<i>Small group activity</i>
33-34	Self reflection and training evaluation	10 minutes	Individual or pair reflection
	Total time	215 minutes	
	Total time with supplementary activities	330 minutes	

Preparation, Resources, and Support Materials

Slide	Material	Facilitator Notes
Participant Handouts		
6-7	Handout 1: What do we need to feel well?	Give handout to each participant. Encourage participants to work in pairs/small groups.
10-11	Handout 2: What is stress?	Give handout to each participant.
12	Handout 3: Symptoms of stress	After doing the matching activity on the board/flipchart, give handout to each participant.
13	Handout 4: Positive, tolerable, and toxic stress	Give handout to each participant. Encourage participants to work in pairs/small groups.
20	Handout 5: PSS Needs and Interventions	Give handout to each participant. Encourage participants to work in pairs/small groups.
22	Handout 6: SEL Competencies and Interventions	Give handout to each participant. Encourage participants to work in pairs/small groups.
25-26	Handout 7: PSS and SEL Intervention Pyramid	Give handout to each participant. Encourage participants to work in pairs/small groups.
28	Handout 8A: Case Study - Bikash in Earthquake-affected Nepal Handout 8B: Case Study - South Sudanese Amina in Uganda Handout 8C: Case Study - Syrian Refugees in Turkey	Give either Handout 8A, 8B, <u>OR</u> 8C to each small group. Make sure that all participants in a group have the same case study. Different groups should have different case studies.

30-31	Handout 9: PSS and SEL and the INEE Minimum Standards	Give handout to each participant. Encourage participants to work in pairs/small groups.
32	Handout 10: Action Plan	Give handout to each participant. Encourage participants to work in pairs/small groups.
33	Handout 11: Self-reflection	Give handout to each participant.
34	Handout 12: Training evaluation	Give handout to each participant. Collect handouts after participants have filled them out.
Facilitator Materials		
8	Appendix 1: Activity Photos (Supplemental Activity)	Cut out individual pictures.
8	Appendix 2: Facilitator's Notes on Activity Photos (Supplemental Activity)	Refer to this document when leading the discussion on the activity photos. You may print these notes for participants, but do not hand them out until after the activity.
12	Appendix 3: Symptoms of stress matching activity	Cut stress symptoms into paper slips. Shuffle before giving them to groups.
23	Appendix 4: Practicing key terms (Supplemental Activity)	Cut individual key terms into paper slips.
25-26	Appendix 5: Answer Sheet for PSS and SEL Intervention Pyramid	Refer to this answer sheet when checking/discussing answers from <u>Handout 7</u> .
27	Appendix 6: PSS and SEL in the Field (Supplemental Activity)	Cut out individual pictures.

28	Appendix 7: Facilitator's Notes on Case Studies	Refer to this document when leading the discussion on the case studies. You may print these notes for participants, but do not hand them out until after the activity.
N/A	Appendix 8: Facilitator Feedback Form	After facilitating the module, complete and return the feedback form or update the PSS-SEL Module Tracking document
Additional Recommended Materials		
<ul style="list-style-type: none"> • Flipchart paper and markers in various colors • Note paper and pencils • Hard copies of the following documents (one per participant as possible): <ul style="list-style-type: none"> • INEE Guidance Note on Psychosocial Support • INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings • INEE Minimum Standards for Education: Preparedness, Response, Recovery • INEE Psychosocial Support through Education in Emergencies presentation 		

Contextualization and Adaptation Guidance

As with all INEE trainings, tools, and resources, the slides and activities are meant to be contextualized to your specific setting and participants. Please consider the following two points and see suggestions for contextualization per each section of the module below.

- Review the PowerPoint Slides and script in the training module and adapt or modify it as needed to reflect the norms and challenges of the local context. Facilitators are encouraged to consider how PSS-SEL concepts may be interpreted in your context and insert your own photos, examples, case studies, and adjust the activities accordingly, etc, and.
- Please note that if PowerPoint is not available, the PowerPoint slides for the session can be written on flipchart paper instead.

PART A: Defining Key Concepts

Section 1: Psychosocial Well-being

- Slide 8, Appendix 1-2: Replace the activity photos with images that are appropriate to the context and accurately reflect the type of activities that stakeholders engage in to support their well-being. For example, popular sports or local religious practices. Adapt the Facilitator's Notes in Appendix 2 accordingly.

Section 2: Stress

- Slide 14: Adapt the role play activity so that it is relevant to participants' context. Invite participants to role play positive and negative coping mechanisms as themselves or the populations they work with.
- Slide 15: Replace the slide photo with image(s) that demonstrate resilience in your context.

Section 3: Psychosocial Support and Social and Emotional Learning

- Slides 19-22, Handouts 5-6: Adapt/generate examples of psychosocial support and social and emotional learning interventions that are appropriate and feasible in participants' contexts

PART B: Strategies for Promoting Psychosocial Well-being through Education

Section 4: PSS and SEL in practice

- Slide 25, Handout 7: Adapt/generate examples of psychosocial support and social and emotional learning interventions that are appropriate and feasible in participants' contexts
- Slide 26, Appendix 6: Replace the activity photos with images that are appropriate to the context and accurately reflect the type of activities that stakeholders engage in to support their well-being. For example, popular sports or local religious practices.

- Handout 8A, 8B, 8C, Appendix 7: Adapt the case studies to reflect the types of stakeholders (names, ages, genders) that participants will be working with. Make sure that the case studies are relevant to their contexts and reflect the challenges and support that their stakeholders are likely to experience. Ideally, substitute the case studies provided in Handouts 8A, 8B, and 8C for case studies from participants own contexts. Adapt the Facilitator's Notes in Appendix 7 accordingly.

Section 5: PSS and SEL strategies

- Handout 8A, 8B, 8C: Adapt the case studies to reflect the types of stakeholders (names, ages, genders) that participants will be working with. Make sure that the case studies are relevant to their contexts and reflect the challenges and support that their stakeholders are likely to experience. Ideally, substitute the case studies provided in Handouts 8A, 8B, and 8C for case studies from participants own contexts.
- Slide 33: Replace the slide photo with image(s) that demonstrate resilience in your context.

Photo Credits

Slide 3: INEE

Slide 8: (clockwise from upper left): Finn Church Aid (FCA), FCA, Johanna Kurki, Kimmo Kirves, FCA

Slides 11, 15, 26, 33: Johanna Kurki

Figure Credits

Slide 6: Lauren Gerken, 2019

Slide 13: Center on the Developing Child, Harvard University. 2017.

Slide 18-19: INEE

Slide 20: REPSSI, 2010. Possible Psychosocial Interventions., p. 40

Slide 22: INEE

Slide 25: GEM Report team based on IASC (2007), INEE (2016), and Frisoli et al. (2019)



Slide 29: INEE, 2010

Slide 25: GEM Report team based on IASC (2007), INEE (2016), and Frisoli et al. (2019)

Slide 29: INEE, 2010

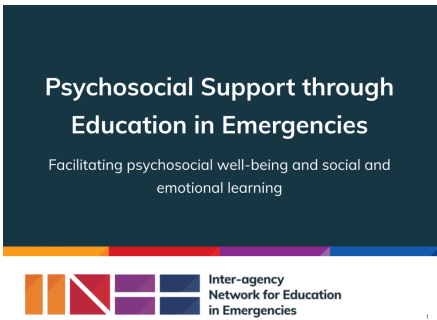

Facilitation Guide

Icons

	This icon indicates when you should ask a question to the whole group
	This icon indicates a slide, facilitator's material, or participant handout that should be adapted or contextualized. See the contextualization guidance on previous pages for how to contextualize the resource.

Introduction: Defining Learning Objectives

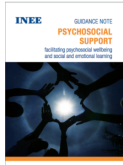
20 minutes

<p>Slide 1</p> 	<p>Slide 1</p> <p>Facilitator Notes: Welcome participants and introduce yourself.</p>
<p>Slide 2</p> <p>Training Objectives</p> <p>By the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> • Define key terms related to psychosocial well-being and support • Identify symptoms of stress • Explain the effects of stress on learning and development • Give examples of how emergencies can affect the psychosocial well-being of children and young people • Identify examples of psychosocial support (PSS) and social and emotional learning (SEL) interventions in education settings • Develop an action plan for improving PSS and SEL interventions in education settings 	<p>Slide 2</p> <p>Facilitator Notes: Review the learning objectives:</p> <ul style="list-style-type: none"> • Define key terms related to psychosocial well-being and support • Identify symptoms of stress • Explain the effects of stress on learning and development • Give examples of how emergencies can affect the psychosocial well-being of children and young people • Identify examples of psychosocial support (PSS) and social and emotional learning (SEL) interventions in education settings • Develop an action plan for improving PSS and SEL interventions in education settings

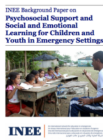
Slide 3

Training based on the following documents:

INEE Guidance Note on Psychosocial Support



INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings



Slide 3

Materials:

- INEE Guidance Note on Psychosocial Support
- INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings

Facilitator Notes:

- Introduce INEE's PSS-SEL tools.
- Encourage participants to use the tools throughout the day.

Script:

This module will reference the *INEE Guidance Note on Psychosocial Support* and the *INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings*. These are excellent tools to help with the work on psychosocial support.

Slide 4

Group Activity: Stand and Declare

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

NO ←

→ YES

1. Have you worked in a humanitarian context?
2. Have you worked as a teacher or learning facilitator?
3. Have you worked in education programme planning?
4. Have you attended a training on psychosocial support or social and emotional learning before?
5. Do you have experience providing psychosocial support in a humanitarian crisis?

Slide 4

Facilitator Notes:

- Facilitate the line activity as a brief needs assessment to gauge participants' prior knowledge on the topic.
 - Participants stand in the center of the room.
 - As you ask each question to the group, participants move to the side of the room that represents their answer. "Yes" is right, "no" is left.
 - If there is time, ask participants to briefly share their experiences.

Script:

"Please stand up and move to the center of the room. I am going to ask you some questions about your professional experience. If your answer to a question is "yes" please move to the right side of the room. If your answer to the question is "no" please move to the left side of the room. If your answer is "I don't know" you can stay in the center. Ready?"



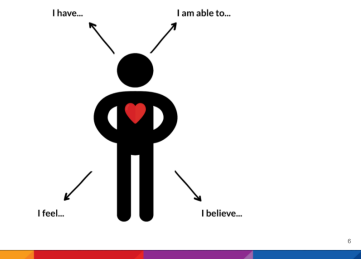
What are some of the skills and experience that we have in the room? Would anyone like to share?

Part A: Defining Key Concepts

Total time for Part A: 105 minutes (175 minutes with supplementary activities)

Section 1: Psychosocial well-being

Time: 15 minutes (35 minutes with supplementary activities)

<div><p>Slide 6</p><p>What do we need to feel well?</p></div>	<div><p>Slide 6 (10 minutes)</p><p>Materials:</p><ul style="list-style-type: none">• <u>Handout 1</u>: What do we need to feel well?• Flipchart/board and markers/chalk<p>Facilitator Notes:</p><ul style="list-style-type: none">• Draw the diagram (<u>Slide 6</u>) on the board/flipchart.• Ask participants “What do we need to feel well/happy/content/comfortable?”<ul style="list-style-type: none">◦ Elicit a few example answers.◦ Distribute <u>Handout 1</u>.• Option 1: Silent Brainstorm<ul style="list-style-type: none">◦ Give participants 5 minutes in small groups to brainstorm examples for each statement.◦ Pass out chalk/markers to each group. Encourage them to write at least 2-3 examples on the board/flipchart, grouping similar answers.◦ Briefly discuss the answers on the board/flipchart.• Option 2: Think-Pair-Share<ul style="list-style-type: none">◦ Give participants 2-3 minutes to brainstorm examples for each statement, by themselves.◦ Ask participants to turn to a partner and share/compare their answers.◦ Ask pairs to share some of their answers with the whole group. Write their answers on the board/flipchart<p>Script:</p><p>Today we’re going to start by talking about well-being.</p><p>? What do we need to feel well/happy/content/comfortable?</p><ul style="list-style-type: none">• Elicit a few examples from participants. If participants are quiet, it may be helpful to provide an example or two to get them started.</div>
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Option 1: Silent Brainstorm

Turn to your partner. Using Handout 1, you will have 5 minutes to think of some items, abilities, feelings, and beliefs we all need to feel well. Draw on your personal and professional experiences to think of examples.

(When time is up, hand out markers/chalk) Please come to the board/flipchart and write 2-3 examples in the correct area.

Option 2: Think-Pair-Share

Using Handout 1, you will have 3 minutes to think of some items, abilities, feelings, and beliefs we all need to feel well. Draw on your personal and professional experiences to think of examples.

(When time is up) Please turn to your partner and compare your answers. You'll have 2 minutes to discuss with your partner before we share as a whole group.

Example Answers:

- I have...food and water, shelter, medical services..
- I am able to...spend time with my family, go to school, play with my friends.
- I feel...safe, supported, engaged in my community.
- I believe...in my religious/spiritual/cultural beliefs, that I have a positive future.

As you can see by the examples on the board/flipchart, there are physical, social, and emotional aspects of well-being. In order to feel well, you must have your physical and biological needs met, such as: food and water, shelter, medical services. You must also have your social and emotional needs met, such as: feeling safe, having positive relationships with your family and community, and being able to practice your religious and cultural traditions.

In emergency situations, people's biological and material needs are often the most visible. Social, emotional, mental, cultural, and spiritual needs can sometimes be more difficult to identify.



Why might it be important to understand what makes a person feel well?

Example Answer: To be able to plan and provide effective support, we need to understand well-being and how various factors influence it.

Slide 7

How do humanitarian crises affect psychosocial well-being?

Environmental disasters often cause a direct threat to life, ongoing destruction of infrastructure, and high levels of stress and tension.

Human-made disasters often lead to prolonged conflict and chronic emergency. They do not necessarily cause acute life threats, but rather ongoing tension and persistent fear.

Both disrupt every aspect of daily living, including housing, health, sanitation, recreation, and education. They disrupt family relationships and social cohesion and create feelings of uncertainty, fear, anger and loss.

Slide 7 (5 minutes)

Materials:

- Handout 1: What do we need to feel well?

Facilitator Notes:

- Explain the information on the slide.
- Ask participants to refer back to Handout 1: underline the aspects of wellbeing that may be threatened by environmental disasters, draw a squiggly line under the aspects of wellbeing that may be threatened by human-made disasters, and circle aspects of wellbeing that may be affected by both.

Script:

Humanitarian crises are on the rise across the globe. There are an increasing number of climate change related environmental disasters that displace entire communities. Environmental disasters, such as hurricanes, earthquakes, tsunamis, droughts, cyclones, epidemics, floods, and landslides often destroy infrastructure and create direct threats to life.

Humanitarian disasters can also be human-made, caused by conflict and violence. Man-made disasters often lead to prolonged conflict, which may not necessarily cause acute threats to life, but rather ongoing tension and persistent fear.

Both environmental and human-made disasters disrupt every aspect of daily living, including housing, health, sanitation, recreation, and education. They disrupt family relationships and social cohesion and create feelings of uncertainty, fear, anger and loss.

Children are among the most vulnerable in crises. Even if children survive a crisis, their psychosocial well-being may be at serious risk.

Look back at Handout 1. With a partner, draw a straight line under the aspects of wellbeing that may be threatened by environmental disasters, draw a dotted line under the aspects of wellbeing that may be threatened by human-made disasters, and draw a circle around aspects of wellbeing that may be affected by both environmental and human-made disasters.



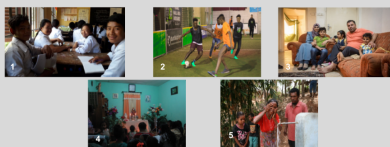
Would anyone like to share their answers?

Slide 8

Group Activity: Well-being

Discuss in your groups:

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



Slide 8: **Supplementary Activity** (20 minutes)

Purpose: To practice linking daily practices/activities to psychosocial well-being. In this activity, participants discuss how common activities, like playing sports or spending time with family, support psychosocial well-being.

Materials:

- Appendix 1: Activity Photos
- Appendix 2: Activity Photos - Facilitator's Notes

Facilitator Notes:

- Divide participants into small groups, and distribute one photo from Appendix 1 to each group.
- Ask small groups to discuss the activities in their photos, using the questions on Slide 8.
 - How do these activities support well-being?
 - How would people's well-being be affected if they could no longer do these activities?
- Encourage participants to share their discussions. Use the facilitator's notes in Appendix 2 to help structure the discussion.

Script:

Every group should now have a photo of an activity or a daily practice. In small groups, you'll have 10 minutes to discuss the questions on Slide 8:

- How does your activity support well-being?
- How would people's well-being be affected if they could no longer do your activity?

Make sure to think about how people of different ages, genders, abilities...etc. would be affected.

After 10 minutes, we'll share our discussions as a group.

Section 2: Stress

Time: 40 minutes (70 minutes with supplementary activities)

Slide 10

Slide 10: **Supplementary Activity** (10 minutes)

Purpose: To demonstrate that people experience stress differently and introduce participants to the different types of stress symptoms.

Group Discussion: What is stress?

1. What are some situations that you find stressful?
2. How do you feel physically when you are stressed?
3. How do you feel emotionally when you are stressed?
4. How do you act when you are stressed? (ex: Do you bite your nails?)

Materials

- Handout 2: What is stress?

Facilitator Notes:

- Distribute Handout 2: What is stress?
- Ask participants to take 2 minutes to answer the questions in the first column. Note: It may be helpful to model these questions as a class first.
 - What are some situations that you find stressful?
 - How do you feel physically when you are stressed?
 - How do you feel emotionally when you are stressed?
 - How do you act when you are stressed?
- Ask participants to find 2 new partners to interview. They will have 6 minutes to talk to their partners and take notes on their answers. Encourage participants to interview people that they have not worked with yet.

Script:



What is stress?

Handout 2 has a few questions about stress. Please take 2 minutes to reflect and answer the questions about yourself on Handout 2. Write a few notes in the “Me!” column to help you remember your answers.

- Participants will have 2 minutes to answer the questions.

Now that you have answered the questions for yourself, you’re going to find two new partners to interview. You will have 6 minutes to ask your partners the same questions and take notes on their answers. Please write the name of the person you talked to at the top (where it says “Name”). Please talk to people that you have not worked with yet.

- Participants will have 6 minutes to interview each other.



**Did everyone have the same answers to the questions? (No.)
Why do you think that is?**

Stress means different things to different people, and reactions to stress can be quite different. An event that causes stress in one person might not cause stress in another. Some stress can even be healthy, giving you energy and motivating you to complete tasks effectively.

Slide 11

Categorizing stress symptoms

Physical symptoms refer to reactions happening in your body. (example: headaches)

Emotional symptoms refer to your feelings and state of mind. (example: feeling overwhelmed)

Cognitive symptoms refer to your ability to think and process information. (example: difficulty focusing)

Behavioral symptoms refer to the way in which you act. (example: nail biting)

12

Slide 11 (5 minutes)

Facilitator Notes:

- Explain the difference between physical, emotional, cognitive, and behavioral symptoms of stress.
- Ask participants to identify examples of each type of stress

Script:

The stress associated with living/working in a humanitarian situation can have a direct impact on wellbeing. However, people process stress in different ways, so an event that may be stressful or even traumatic to one person may not be stressful to another.

Additionally, people react to stress in different ways, so their symptoms of stress may also be different. There are four types of stress symptoms:

- Physical symptoms refer to how your body feels. For example: having headaches.
- Emotional symptoms refer to your feelings and state of mind. For example: feeling overwhelmed.
- Cognitive symptoms refer to your ability to think and process information. For example: Having difficulty focusing.
- Behavioral symptoms refer to your actions. For example: Biting your nails.



Can you think of some examples of each type of stress symptom?

Slide 12

Categorizing stress symptoms

physical <small>how your body feels</small>	emotional <small>your feelings and state of mind</small>	cognitive <small>how you think and process information</small>	behavioral <small>your actions</small>

12

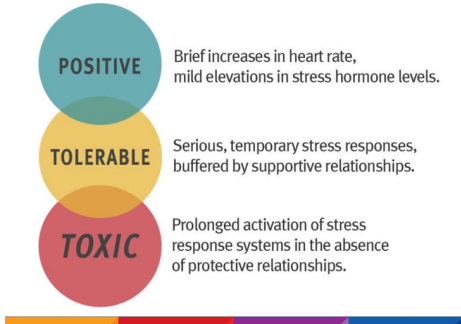
Slide 12: (10 minutes)

Materials:

- Appendix 3: Symptoms of stress matching activity
- Handout 3: Symptoms of stress
- Board and chalk or flipchart and marker
- Tape or sticky tack

Facilitator Notes:

- Draw the table on Slide 12 on the board or flipchart.
- Assign groups of 2-3 participants.
- Distribute 3-4 stress symptom slips from Appendix 3 per group.
- Pairs will have 3 minutes to decide the type of stress symptoms (physical, emotional, cognitive, or behavioral) that corresponds to each of the symptoms on the slips they have been assigned.
- When participants have decided, they should stick their slips in the correct column on the board/flipchart (using tape or

	<p>sticky tack)</p> <ul style="list-style-type: none"> • When everyone is finished, discuss the stress symptoms. • Distribute <u>Handout 3</u> with the completed stress symptoms table AFTER the activity so that participants have something to refer back to after the training. Ask participants to add any additional symptoms to the handout. <p>Script: Next, you and your partner will be given a few slips of paper. Each slip has one stress symptom on it. With a partner, decide whether each symptom is physical, emotional, cognitive, or behavioral. When you have decided, please place the symptoms in the correct column on the board/flip chart.</p> <p>? Are all of the symptoms in the right column? Were there any symptoms that surprised you? Are there other symptoms you would like to add?</p>
<p>Slide 13</p>  <p>POSITIVE Brief increases in heart rate, mild elevations in stress hormone levels.</p> <p>TOLERABLE Serious, temporary stress responses, buffered by supportive relationships.</p> <p>TOXIC Prolonged activation of stress response systems in the absence of protective relationships.</p>	<p>Slide 13 (10 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <u>Handout 4</u> - Positive, tolerable, and toxic stress <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Distribute <u>Handout 4</u>. • Explain the difference between positive, tolerable, and toxic stress. Ask participants concept checking questions to ensure that they have understood the difference between the different levels of stress. • Ask participants to brainstorm examples of positive, tolerable, and toxic stress on <u>Handout 4</u>. <p>Script: Now that we've learned about symptoms of stress, let's talk about levels of stress. When faced with risks, children have three levels of stress response: positive, tolerable, and toxic.</p> <p>? What are positive, tolerable, and toxic stress? Can anyone give a definition or an example?</p> <p>A positive stress response is a brief, fairly mild stress response. This type of stress is a normal part of life and is an essential part of healthy learning and development. An example of positive stress is feeling nervous on the first day at a new school.</p>

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



What is the difference between positive and tolerable stress?

Example Answer: Tolerable stress is caused by a more serious event.

A **toxic stress response** is the most serious kind of stress. It can occur when children experience strong, frequent, or prolonged stress without supportive relationships to help them cope. Events that can trigger a toxic stress response include child abuse, neglect, and exposure to violence.

Prolonged exposure to toxic stress can damage the brain and disrupt brain development, leading to impaired memory, decision-making, emotion-regulation, and learning.



What is the difference between tolerable and toxic stress?

Example Answer: Tolerable stress is shorter term stress. Toxic stress is a result of repeated or longer term stress. Toxic stress happens if a child doesn't have supportive relationships to help them cope.



Can you think of other examples of positive, tolerable, and toxic stress?

Slide 14

Coping with Stress

Imagine you are a refugee learner. You are in a new place without your family, attending a new school with new people and a new curriculum.

- What are some **positive** ways you can cope with that stress?
- What are some **negative** ways you can cope that stress?



Slide 14 (10 minutes)

Facilitator Notes:

- Ask participants to imagine that they are a refugee learner.
- Ask participants to brainstorm positive and negative coping mechanisms for dealing with the stress of being a refugee learner
 - Note: It may be helpful to brainstorm 1-2 answers as a whole group before going into small group discussions.

Script:

Let's do a quick role play. Imagine that you are a refugee learner.

You are all by yourself in a new country, far from friends and family. You are attending a new school with new people, a new curriculum, maybe in a new language. Your education was disrupted, so you may also be behind or struggling in school.



Are you stressed? What are some factors that are causing you stress?

Example Answers: You're experiencing uncertainty, removed from familiar supportive relationships, you may have experienced past trauma, you may not feel safe, you're starting school in an unfamiliar environment, the curriculum/language of education may be different, you may be struggling or behind in school..

Please turn to your partner and spend 4-5 minutes discussing the questions on Slide 14.

- What are some positive/productive ways you can cope with the stressors we've just discussed?
- What are some negative/potentially damaging ways you can cope with those stressors?

Once you have brainstormed a few answers to both questions, we'll share as a whole group.



What are some positive ways you can cope with that stress?

Example Answers: Taking deep breaths; practicing mindfulness; participating in activities (like sports, art, music) that make you happy; asking your peers and/or teachers for help; participating in community or religious activities; seeking our mental health care professionals..



What are some negative ways you can cope with that stress?

Example Answers: Expressing yourself through anger or violent behavior; participating in risky behaviors; dropping out of school, participating in child labor.

Slide 15

Resilience

Resilience is the capacity to cope with stress and adapt to challenges. Resilience happens when protective factors that support well-being are stronger than risk factors that cause harm.

What are some factors that increase resilience?



15



Slide 15 (5 minutes)

Facilitator Notes:

- Present the information on the slides.
- Ask participants for personal examples.

Script:

Children and youth have diverse experiences, coping skills, and responses to disaster. Some may only require attention to basic physical and psychosocial needs, while others may be highly distressed and traumatized.

A person's psychosocial well-being depends on the resources available and their capacity to respond to challenges. We call this **resilience**. Resilience happens when the protective factors that support well-being are stronger than risk factors that cause harm.



What are some factors that increase resilience? Encourage participants to draw from their experience as parents, community members, teachers, and EiE practitioners..

Example Answers: Supportive relationships, safe and open learning environments, routines.

If you're interested in learning more about resilience, you should read USAID's [white paper on education and resilience](#).

Slide 16

Stress in crisis contexts

Discuss with a partner:

1. How would you describe the disaster and crisis situations you have lived/worked in?
2. What kind of influences did the crisis have on people's lives and daily living?
3. What kind of stress symptoms did you observe in your surroundings?
4. What stress symptoms did you observe in your own behaviour?

16

Slide 16: Supplementary Activity (20 minutes)

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

Facilitator Notes:

- Ask participants discuss the questions on Slide 16 in small groups.
 - How would you describe the disaster and crisis situations you live/work in?
 - What kind of influences did the crisis have on people's lives and daily living?
 - What kind of stress symptoms did you observe in your surroundings?
 - What stress symptoms did you observe in your own behavior?

Script:

In small groups, please discuss the questions on Slide 16. You will have ten minutes to discuss, then we will share as a whole group.

Section 3: Psychosocial support and social and emotional learning

Time: 50 minutes (70 minutes with supplementary activities)

Slide 18



Slide 18 (5 minutes)

Facilitator Notes:

- Explain the concept of psychosocial well-being.

Script:

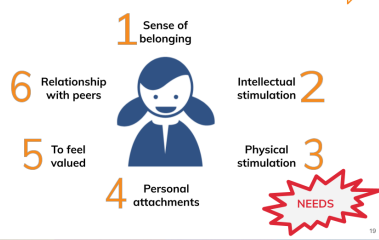
Psychosocial well-being is influenced by psychological strengths and positive social experiences.

- **Psychological strengths** include practices, beliefs, and rituals that give life meaning. These activities make us feel safe and secure and improve our mental health.
- **Positive social experiences**, such as our relationships with supportive family and community members, create a sense of belonging. Families and communities play an essential role in supporting psychosocial well-being.

Slide 19

Psychosocial Support (PSS)

Processes & actions that promote holistic well-being



Slide 19: (20 minutes)

Materials:

- Handout 5: PSS Needs and Interventions

Facilitator Notes:

- Present the information on the slide.
- Explain that participants will use Handout 5 to brainstorm examples of children's needs and possible PSS interventions in a school/classroom setting.
- Debrief by asking each team or group to share an answer. Go around the room until one intervention has been given for each need.
- *Note: If you are pressed for time, assign only one psychosocial need on Handout 5 to each group, then have groups present.*

Script:

Psychosocial support (PSS) is the process and actions that promote holistic wellbeing of a person in their social world and can facilitate resilience within individuals, families and communities.

For children in particular, there are several needs that must be met in order to ensure their psychosocial wellbeing through psychosocial support interventions. These include:

1. Sense of belonging
2. Intellectual stimulation
3. Physical stimulation
4. Personal attachments
5. To feel valued
6. Relationship with peers



Are there any needs that are missing from this list? What might be the needs of a child who is differently abled? (Take responses from the audience and add on board or flip chart).

With a partner or in a small group, use Handout 5 to brainstorm some examples of PSS from your own experience.

- What is a positive example of each need? (Examples where children's needs are being met)
- What is a negative example of each need? (Examples where children's needs are not being met)
- What is a possible (school- or classroom-based) intervention to improve children's well-being related to each need?



Would anyone like to share their examples of interventions?

Slide 20

Psychosocial Support Needs and Interventions

Children's Needs	Possible Psychosocial Interventions
A Sense of Belonging	Establish an educational structure where children feel included. Promote the restoration of cultural, traditional practices of childcare, whenever possible.
Relationships with Peers	Provide a dependable, interactive routine, through school or other organised educational activity. Offer group and team activities (i.e., sports, drama etc.) that requires cooperation and dependence on one another.
Personal Attachments	Enlist teachers that can form appropriate caring relationships with children. Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds.
Intellectual Stimulation	Enhance child development by providing a variety of educational experiences.
Physical Stimulation	Encourage recreational and creative activities, both traditional and new, through games, sports, music, dance etc.
To Feel Valued	Create opportunities for expression through individual/group discussions, drawing, writing, drama, music etc. which promote pride and self-confidence. Recognize, encourage and praise children.

20



Slide 20 (2.5 minutes)

Facilitator Notes:

- Share the slide with the answers once participants have given at least one example of a PSS intervention for each need.
- Answer any clarifying questions participants might have.

Slide 21

Psychosocial Support

Interventions can PROMOTE WELLBEING and can be...

PREVENTIVE

OR

CURATIVE

when they decrease the risk of developing mental health problems

when they help overcome and deal with psychosocial problems

21



Slide 21 (2.5 minutes)

Facilitator Notes:

- Present the information on the slide

Script:

Psychosocial support interventions promote wellbeing. Interventions can be preventative, meaning they decrease the risk that a child will develop mental health problems. Interventions can also be curative, meaning that they help children to cope with or overcome psychosocial problems.

Slide 22

Social and Emotional Learning (SEL)

Process that fosters the development of competencies



Slide 22 (20 minutes)

Materials:

- Handout 6: SEL Competencies and Interventions

Facilitator Notes:

- Present the information on the slide
- Explain that participants will use Handout 6 to frame a discussion on what SEL competencies are useful/important, and how they can be strengthened.
- Debrief by asking each team or group to share an answer.
- Note: If you are pressed for time, assign only one SEL competency on Handout 6 to each group, then have groups present.

Script:

Social and emotional learning (SEL) is an important component of psychosocial support. Usually, PSS programs pave the way for SEL. SEL refers to the processes and actions that foster self-awareness, emotional literacy, resilience, and self-confidence. These are essential for well-being and learning at school. Perhaps the most distinctive feature of SEL is that it is intentionally linked to academics. It is designed and implemented in learning spaces, and ideally is an integral component of school curriculum.

SEL can be seen as a pedagogical approach. Through social and emotional learning, children and young people will acquire competencies to recognize and manage their emotions. This can help them to make responsible decisions, establish positive relationships, and handle interpersonal challenges constructively.

With a partner or in a small group, discuss SEL competencies are useful/important, and how they can be strengthened. Use Handout 6 to take brief notes on your discussion.

- In the inner circle: Why is each competency important? How does it benefit children to have each competency?
- In the outer circle: How can you build or strengthen each competency? What kinds of interventions would be appropriate?



Would anyone like to share some takeaways from their discussions?

The SEL framework we've been discussing is [CASEL's framework](#), but there are several other SEL frameworks that are also used in education in emergencies.

Slide 23

Group Activity: Practicing Key Terms

- Find a partner.
- Describe the term on your paper. Your partner will guess which term you are describing.
- When both partners have described and guessed the terms on their papers, **exchange** papers.
- Find a NEW partner.
- Repeat.

Slide 23: **Supplementary Activity** (20 minutes)

Purpose: To reinforce the new concepts and terms introduced in Part A of the training. This activity will assess participants understanding of and ability to explain key terms.

Materials:

Appendix 4: Practicing Key Terms

Facilitator Notes:

- Distribute one key term slip from Appendix 4 to each participant. Tell participants to keep their slips secret. Depending on the number of participants, some terms may need to be repeated.
- Ask participants to stand and find a partner.
- Explain that in pairs, participants should take turns explaining their key term and guessing what the term is.
- Once both partners have explained and guessed correctly, they should switch key term slips and find a new partner to repeat the process with. *Note: It may be helpful to demonstrate this in front of the group to ensure that all participants have understood.*
- After 10-15 minutes, ask participants to return to their seats.
- Ask a few confident participants to describe their key terms and have the whole group guess the terms.

Script:

We've learned a lot of new terms today, so now we're going to practice them! Each of you should have a slip of paper with a key term on it. Don't show your paper to anyone! We are going to play a little quiz game.

Everyone should stand up and find a partner. One partner will describe the term on their paper. Their partner will try to guess what the term is. Then you'll switch roles and the second partner will explain and the first will guess. Once you have both guessed correctly, switch papers, find a new partner and repeat.



Would anyone like to explain their term to the whole group? We will guess what your term is.

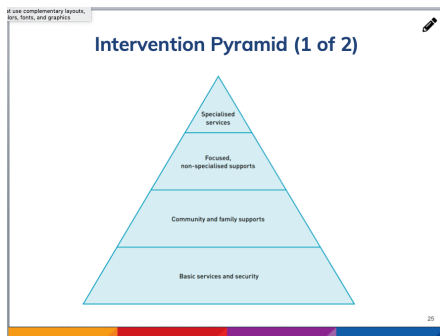
Part B: Strategies for Promoting Psychosocial Well-being through Education

Total time for Part B: 90 minutes (135 minutes with supplementary activities)

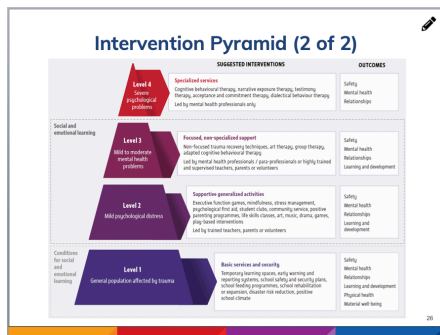
Section 4: PSS and SEL Interventions

45 minutes (60 minutes with supplementary activities)

Slide 25



Slide 26



Slide 25 and 26 (15 minutes)

Materials:

Handout 7: PSS and SEL Intervention Pyramid

Appendix 5: Answer sheet for PSS and SEL Intervention Pyramid

Facilitator Notes:

- Explain the different levels of the intervention pyramid
- Distribute Handout 7.
- Ask participants to work in groups of 2-3 to match the example interventions to the different levels in the pyramid on Handout 7. Note: It may be helpful to model this activity as a whole group before asking participants to work in pairs.
- Compare answers as a whole group. Use the answer key on Appendix 5 to check participant's answers.

Script:

Now that you're familiar with some key terms in PSS and SEL, we're going to look at some strategies for PSS and SEL interventions.

As you can see on the pyramid, there are four levels of PSS and SEL interventions: **basic services and security**, **community and family support**, **focused, non-specialized support**, and **specialized services**.

- The **basic services and security level** presents education as an essential service to create routine and normality following an emergency. Some examples of this level are: opening schools, child- and youth-friendly, and non-formal education spaces and training teachers.
- The **community and family support level** presents schools as a bridge between family and community support systems. Some examples of this level are: Parent-teacher associations and school councils.
- The **focused, non-specialized level** recognizes that some learners who need more support than others. For example: group counseling or peer-to-peer support in schools.
- The **specialized services level** recognizes that the most vulnerable learners may need additional support outside of a

school environment. For example: referral to mental health practitioners.

With a partner, please match the interventions on Handout 7, with the levels on the intervention pyramid.



Can you think of any additional PSS and SEL interventions? Have you implemented any of these interventions before? What worked well? What didn't work so well?

Slide 27

PSS and SEL the Field



1. Where is the activity taking place?
2. What is the activity?
3. Who is facilitating the activity?
4. Who is benefiting from the activity?
5. How does this activity support well-being?
6. What level of the pyramid does this activity address?



Slide 27 **Supplementary Activity** (15 minutes)

Purpose: This activity gives participants more practice identifying the different kinds of PSS and SEL interventions and where the fit on the intervention pyramid. This activity may be helpful for groups with little to no experience with PSS and SEL.

Materials:

- Appendix 6: PSS and SEL in the field

Facilitator Notes:

- Assign groups of 2-4
- Distribute 1 picture to each group.
- Ask participants to analyze their photo using the questions on Slide 6 and then briefly present their answers to the class.

Note: It may be helpful for the facilitator to model this activity with the whole class before moving into small group work.



- Where is the activity taking place?
- What is the activity?
- Who is facilitating the activity?
- Who is benefiting from the activity?
- How does this activity support well-being?
- What level of the pyramid does this activity address?

Script:

These photos each show examples Here, you can see pictures from different activities supporting psychosocial well-being. Can you match the pictures with the pyramid level?


Example answers:

- **Photo 1:** Learners in an IDP camp school in Rakhine State, Myanmar. This is a group-based PSS activity, facilitated by teachers trained on PSS. This is in the **focused, non-specialized support level**.
- **Photo 2:** Learners at a temporary learning space set up following the earthquake in Nepal outside of a temporary learning space. Learning spaces were equipped with

	<p>recreational materials, like jump ropes. This falls under basic services and security.</p> <ul style="list-style-type: none"> • Photo 3: A counseling session in a refugee reception center, in the unit providing support to unaccompanied minors. The counselor is talking with a boy who traveled by boat from Turkey to Athens. He was depressed and had difficulty sleeping and concentrating on his studies. He did not have any information about his family members. This case falls in specialized services. • Photo 4: Community members reading information on the Back to School campaign following the earthquake in Nepal. They discussed how the community could support teachers to re-establish school routines in the village. This activity falls in community and family supports.
<p>Slide 28</p> <p>Learning through case studies</p> <p>In your groups, read the case study assigned and discuss:</p> <ul style="list-style-type: none"> • What PSS/SEL interventions can you spot in this study? • What is the target group for the intervention? How do they benefit? • Who else could benefit from this intervention? How? • Which level of the PSS-SEL pyramid does the intervention fall within? 	 Slide 28 (30 minutes) <p>Materials:</p> <ul style="list-style-type: none"> • <u>Handout 8A, 8B, 8C</u>: Case studies (one case study per group) • <u>Appendix 7</u>: Facilitator notes on case studies • Flip chart paper and markers <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Participants read their case study and discuss the questions on <u>Slide 27</u>. <ul style="list-style-type: none"> ○ What PSS/SEL interventions can you spot in this study? ○ What is the target group for the intervention? How do they benefit? ○ Who else could benefit from this intervention? How? ○ Which level of the PSS-SEL pyramid does the intervention fall within? • Ask participants to use their flipchart to present their discussion, they can use words, visuals, or both . • Ask groups to share their case study using their flipchart. Use the facilitator notes in <u>Appendix 7</u> to help structure the discussion. <p>Script:</p> <p>Each group should have one case study. Please read your case study and discuss the questions on the slide. Use the flipchart paper to present your discussion about the case study. You can use words, visuals, or a combination of both. You have about 20 minutes to work together, then we will share our findings.</p>

Section 5: PSS and SEL strategies

Time: 45 minutes (75 minutes with supplementary activities)


<p>Slide 30</p> <p>Promoting Psychosocial Well-being through Education</p>  <p>INEE Minimum Standards</p> <p>Domain 1: Foundational standards</p> <p>Domain 2: Access and learning environment</p> <p>Domain 3: Teaching and learning</p> <p>Domain 4: Teachers and other education personnel</p> <p>Domain 5: Education policy</p> <p>27</p>	<p>Slide 30 (5 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • INEE Guidance Note on Psychosocial Support <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • The INEE Guidance Note on Psychosocial Support can be used as a tool to guide PSS-SEL interventions. • The INEE Guidance Note on Psychosocial Support is organized around the INEE Minimum Standards: <ul style="list-style-type: none"> ○ Foundational standards ○ Access and learning environment ○ Teaching and learning ○ Teachers and other educational personnel ○ Education policy • Note: Prior to this training, participants should partake in an online or in-person orientation to the INEE Minimum Standards. This activity assumes participants' knowledge of the INEE Minimum Standards. <p>Script:</p> <p>The INEE Guidance Note on Psychosocial Support can be used as a tools to plan for and implement PSS and SEL interventions. The Guidance Note also provides examples of PSS programs that have been implemented around the world. The Guidance Note is organized around the INEE Minimum Standards domains: foundational standards, access and learning environment, teaching and learning, teachers and other educational personnel, and education policy.</p>
<p>Slide 31</p> <p>Developing and improving PSS and SEL strategies</p> <p>Using the INEE Guidance Note on Psychosocial Support, discuss the following questions about your case study:</p> <ul style="list-style-type: none"> • How does your intervention address each of the INEE Minimum Standards Domains? • How does it fall short? • How can it be improved? <p>30</p>	<p>Slide 31 (30 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Handout 9: PSS and SEL and the INEE Minimum Standards • INEE Guidance Note on Psychosocial Support <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Using the same case studies, participants will analyze and suggest improvements to the interventions using the INEE Minimum Standards. • Note: If you are pressed for time, assign only one INEE Minimum Standards Domain on Handout 9 to each group, then

	<p>have groups present.</p> <p>Script: In this next activity, we will continue to work in the same groups, with the case studies. Using the <i>INEE Guidance Note on Psychosocial Support</i> analyze your case studies according to the five domains of the INEE Minimum Standards. Use <u>Handout 9</u> to capture:</p> <ul style="list-style-type: none"> • How does the intervention in your case study addresses each domain? • How does the intervention in your case study fall short? • How can the intervention in your case study be improved? <p>You will have 30 minutes to work in your small groups, and then we will discuss as a whole group.</p>
<p>Slide 32:</p> <div data-bbox="143 846 587 1176"> <p>Group Activity: Developing an Action Plan</p> <ul style="list-style-type: none"> • Choose a context that you have worked in or are currently working in. • Identify a target population. <ul style="list-style-type: none"> ◦ What are their PSS and SEL needs? ◦ What are some appropriate PSS and SEL interventions that address those needs? ◦ What are the anticipated outcomes of your interventions? ◦ What resources do you need to implement those interventions? ◦ What are some potential challenges to implementing your intervention? How will you address those challenges? </div>	<p>Slide 32: <i>Supplementary Activity</i> (30 minutes)</p> <p>Purpose: This supplementary activity can be used as a summative assessment, to determine whether participants have understood and can apply the information presented in this training. Participants will identify PSS and SEL needs in a target population that they are familiar with and plan for relevant PSS and SEL interventions.</p> <p>Materials:</p> <ul style="list-style-type: none"> • <u>Handout 10: Action Plan</u> <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Distribute <u>Handout 10: Action Plan</u>. • Explain that participants will have 30 minutes to work with a partner/small group to develop an action plan for a PSS and SEL intervention. <ul style="list-style-type: none"> ◦ Ask participants to choose a context that they have worked in or are currently working in. ◦ Participants should use the questions on <u>Handout 10</u> to guide their planning. <p>Script:</p> <p>? Have you ever worked in a context that you think would have benefited from a PSS and SEL intervention? Where and why?</p> <p>As a final activity today, we're going to practice applying some of the concepts that we've learned. Using <u>Handout 10</u> to guide you, you're going to develop an action plan for implementing a PSS and SEL intervention. Working in pairs or small groups, please choose a context that you have either worked in or are currently working in that you</p>

	<p>think might have benefitted from a PSS and SEL intervention.</p> <ul style="list-style-type: none"> • Identify a target population (example: adolescent girls) and the PSS and SEL needs of that population. • Then, develop a list of resources you will need to implement your intervention, thinking critically about what resources you already have and how to acquire any additional resources. • Finally, brainstorm some potential challenges to implementing your intervention and strategies for addressing those challenges. <p>Please refer back to previous handouts or the Guidance Note on Psychosocial Support to help frame your planning. And feel free to ask me any questions. (If we have time) you'll have the opportunity to present your action plan later.</p>
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Training Evaluation

Time: 10 minutes

<p>Slide 33</p> <p>Self-Reflection</p> <ul style="list-style-type: none"> • What are 3 things you learned today? • What are 2 new ideas/strategies you will use in your work? • What is 1 question that you still have? 	<p>Slide 33 (5 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • <u>Handout 11</u>: Self reflection <p>Facilitator Notes:</p> <ul style="list-style-type: none"> • Option 1: Ask participants to silently reflect on the training and fill out the self-reflection questions on <u>Handout 11</u>. • Option 2: Ask participants to discuss the questions on <u>Handout 11</u> in pairs or small groups. • For either option, reserve time to answer any lingering questions participants may have. Encourage participants to answer each other's questions. <p>Script:</p> <p>Please take a few moments to reflect on today's workshop. Consider the following questions:</p> <ul style="list-style-type: none"> • What are 3 things you learned today? • What are 2 new ideas/strategies you will use in your work? • What is 1 question that you still have? <p>? Does anyone have any reflections or questions that they'd like to share?</p>
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Slide 34



Training Evaluation

Thank you for participating!

Please help us improve this training by completing the training evaluation.

We welcome your feedback!

33



Slide 34 (5 minutes)

Materials:

- Handout 12: Evaluation form

Facilitator Notes:

- Allow 5 minutes for participants to complete the evaluation form.

Script:

Thank you all for attending the workshop today. Please complete the evaluation form to help us to further improve our training.

Facilitator Materials

Appendix 0: Online Resources

Appendix 1: Activity Photos

Appendix 2: Facilitator's Notes on Activity Photos

Appendix 3: Symptoms of stress matching activity

Appendix 4: Practicing key terms

Appendix 5: Answer Sheet for PSS and SEL Intervention Pyramid

Appendix 6: PSS and SEL in the Field

Appendix 7: Facilitator's Notes on Case Studies

Appendix 8: Facilitator Feedback Form

Appendix 0: Online Resources

Highlighted resource:

- INEE's Psychosocial Support and Social and Emotional Learning Resource Collection <https://inee.org/collections/psychosocial-support-and-social-and-emotional-learning>

General psychosocial support

- Inter-Agency Standing Committee IASC. 2007. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. https://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf
- ACT Alliance & Church of Sweden. 2015. Community-based psychosocial support training manual. https://actalliance.org/wp-content/uploads/2015/07/Community_Based_Psychosocial_Support_Training_Manual.pdf

Psychosocial support in education

- Finn Church Aid. 2018. Improving Well-being through Education: Integrating Community Based Psychosocial Support into Education in Emergencies. <https://inee.org/resources/improving-well-being-through-education>
- International Rescue Committee. 2011. Creating Healing Classrooms: Facilitator's Guide. <https://inee.org/resources/creating-healing-classrooms-multimedia-teacher-training-resource>

Social and emotional learning in education

- Global Education Monitoring Report Team. 2019. Education as healing: Addressing the trauma of displacement through social and emotional learning. <https://unesdoc.unesco.org/ark:/48223/pf0000367812>

Resilience in education

- USAID. 2019. Transforming Systems in Times of Adversity: Education and Resilience White Paper <https://www.eccnetwork.net/resources/transforming-systems-times-adversity-education-and-resilience-white-paper>



Appendix 1: Activity Photos









Appendix 2: Activity Photos Facilitator's Notes



Students in Cambodia.

Topic: Education opportunities

Message: Regular and quality education provide learning opportunities and supports well-being in many ways. Education offers stable routine and structure for the day, which supports emotional well-being. School is a place to meet peers and community members, which supports collaborative behavior and social well-being. If there is a possibility for free lunch at school, biological well-being is also supported. In the long run, education possibilities support material well-being by linking learning to earning and livelihood.

If disturbed by crisis: Daily routines related to schooling discontinue; children and young people lose opportunities to learn, develop their skills, and interact with their peers in a school environment; lack of learning and skill development puts the young people at risk of future unemployment, low wages, and different social and economic disadvantages.



Young people with refugee background playing in Peace United program.

Topic: Sports and play

Message: Sports and play support the development of healthy relationships and strengthen a sense of belonging in the community. Cooperative games like football can foster social cohesion and social well-being. Sports and play support the development of social and emotional skills. Playing time with peers helps children to relax and have fun by supporting emotional well-being. Other recreational activities like drawing, painting, singing, playing musical instruments, etc. are important activities to support the emotional well-being of children and young people.

If disturbed by crisis: Children and young people lose opportunities to play and come together in the community. They lose opportunities for self-expression and stress management.



Family from Syria.

Topic: Family members spending time together

Message: Family and friends create social structures, feelings of security, and a sense of belonging - all which support emotional, social, and mental well-being. Secure home environments with adequate food and items needed for daily living support biological and material well-being.

If disturbed by crisis: In humanitarian crises, family relationships can be disrupted in many ways – family members can become separated from one another, or, in serious cases, family members can lose their lives, become disabled or severely ill. This disturbs social cohesion and creates feelings of fear, loss and isolation. This impacts the development of children and young people – hard experiences especially in early childhood can cause lifelong damage to mental health.



Catholic ceremony at home in Timor-Leste.

Topic: Spiritual events in the community

Message: Addressing people's spiritual needs helps to maintain good mental health and a feeling of belonging or connectedness. It supports many aspects of well-being, for example spiritual, cultural, mental, and emotional.

If disturbed by crisis: In humanitarian crises, routines are disrupted, preventing people from practicing their normal religious disciplines. Faith leaders may be the victims of disaster. Some people may also feel that beliefs have failed, which can cause a crisis of faith and disruption of spiritual life.



Clean water from the well in Timor-Leste.

Topic: Access to clean water

Message: Clean water is a fundamental human need. Functioning WASH systems are essential for the survival, health and biological well-being of individuals, families, and communities. Clean drinking water improves the cognitive development of children – it increases the speed of cognitive responding and supports digestion.

If disturbed by crisis: Lack of clean water causes serious and life-threatening risks for health and survival. Dirty water causes serious sicknesses like diarrheal diseases and cholera. This can also impact cognitive well-being when sick children miss school. Children can lose education opportunities when clean water is not readily available – they need to be involved with time-consuming water collection processes of acquiring water.

Appendix 3: Symptoms of stress matching activity

Cut out each symptom and distribute equally between groups.

increased heart rate	feeling lonely
breathing quickens	inability to focus
tense muscles and muscle pain	being pessimistic and seeing only the negative side of things
high blood pressure	racing thoughts
headaches	forgetfulness
upset stomach	constant worrying
difficulty sleeping	poor judgment
cold or sweaty hands	nervous behavior

	like nail biting
frequent illness	increased risk of drug use
becoming easily frustrated	avoiding responsibilities
feeling overwhelmed	changes in appetite (eating too much or not eating enough)
having difficulty relaxing	avoiding others
feeling bad about yourself	

Appendix 4: Practicing Key Terms

Cut out the terms and give one to each participant. You may need to make more than one copy.

----- ✂

Well-being

----- ✂

Positive stress

----- ✂

Tolerable stress

----- ✂

Toxic stress

----- ✂

Resilience

----- ✂

Psychosocial support

----- ✂

Social and emotional learning

----- ✂

Appendix 5: Answer sheet for PSS and SEL Intervention Pyramid

Match the interventions with the correct level of the intervention pyramid.

A: Specialized services

B: Focused, non-specialized supports

C: Community and family supports

D: Basic services and security

1. C Hiring community members as teaching assistants
2. D Distributing toys and games for children
3. B Group-based PSS and SEL activities facilitated by teachers in temporary learning spaces
4. B Violence prevention programs in schools
5. C Organizing cultural activities in temporary learning spaces
6. D Recreational activities in learning spaces
7. C Collaborating with Parent-Teacher Associations and school councils
8. B Hiring school counselors to identify and support learners with particular needs within education settings
9. A Referring children and youth with severe trauma to mental health services
10. C Organizing collective community actions at schools, such as building & painting temporary learning spaces
11. B Peer-to-peer learning approaches that bring vulnerable children together with supportive peers
12. D Advocacy programs related to child protection



Appendix 6: PSS and SEL in the Field







Appendix 7: Facilitator Notes on Case Studies

	PSS/SEL intervention	Target group and benefits:	Who else can benefit:	Pyramid level:
CASE 1: Bikash in earthquake affected Nepal	Child-Friendly-Space (CFS) in the tent village	Children who were living in temporary shelters in the tent village	Parents benefit from this intervention – in CFS children have a chance to spend their time in a safe place, and in the meanwhile parents have time to run their daily activities (collecting water, food items etc.)	Basic service and security
CASE 2: South-Sudanese Amina in Uganda	Accelerated education program in the refugee settlement	South Sudanese out-of-school youth with refugee backgrounds; youth who had lost hope of going back to school have a chance to study. After the accelerated learning program, they can continue their studies in mainstream education. The intervention gives courage and increases hope for a better future.	Benefits can be seen even at the societal level – young South Sudanese generation gets equipped with education.	Can be both - community and family supports & focused, non-specialized supports
CASE 3: Syrian refugees in Turkey	Festival, Peer support in Arabic language studying	Turkish and Syrian students and families; increases communication and interaction, peer support increases Arabic skills of Turkish students, peer support increases self-confidence of Syrian students	Interventions can increase social cohesion at the community level	Focused, non-specialized supports (peer support) & basic services and security (temporary education centers which were mentioned in the beginning of the story)

Appendix 8: Facilitator Feedback Form

Please complete and return the following form or update the module usage on the PSS-SEL Module Tracking page.

[PSS-SEL Module Tracking Form](#)

(<https://drive.google.com/open?id=1y5O5qa7ACfKaa-SVNddedDDvOzqJlfMZDzBjn3ytHJE>)

Date	
Organization	
Facilitator	
Location	
Audience (ex: program staff, teachers)	
Reflection (feedback, suggestions for improvement)	

Participant Handbook

Key Terms

Handout 1: What do we need to feel well?

Handout 2: What is stress?

Handout 3: Symptoms of stress

Handout 4: Positive, tolerable, and toxic stress

Handout 5: PSS Needs and Interventions

Handout 6: SEL Competencies and Interventions

Handout 7: PSS and SEL Intervention Pyramid

Handout 8A: Case Study - Bikash in Earthquake-affected Nepal

Handout 8B: Case Study - South Sudanese Amina in Uganda

Handout 8C: Case Study - Syrian Refugees in Turkey

Handout 9: PSS and SEL and the INEE Minimum Standards

Handout 10: Action Plan

Handout 11: Self-reflection

Handout 12: Training evaluation

Key Terms:

Psychosocial support: Psychosocial support, or “PSS”, refers to the “processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends” (INEE, 2010a, p. 121). PSS can also be described as “a process of facilitating resilience within individuals, families and communities” (IFRC Reference Centre for Psychosocial Support, 2009, p. 11). PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events.

Resilience: Often referred to as an outcome, resilience refers to a process by which individuals in adverse contexts recover and even thrive. The PSS Guidance Note defines resilience as the capacity of a system, community, or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills, such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance, and resourcefulness (The Sphere Project, 2017). Resilience occurs when protective factors that support wellbeing are stronger than risk factors that cause harm. Activities that promote PSS and SEL can contribute to resilience by promoting the core competencies that support wellbeing and learning outcomes (i.e., skills, attitudes, behaviors, and relationships), and which in turn allow children and youth and the education systems they are part of to manage and overcome adversity. It is also important to note that individual resilience is often boosted by community support, including interactions with peers, family, teachers, community leaders, and so on (Diaz-Varela, Kelcey, Reyes et al., 2013).

Social and emotional learning: Social and emotional learning, or “SEL”, has been defined as the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively” (Elias, Zins, Weissberg et al., 1997). The qualities SEL aims to foster include self awareness, emotional literacy, cognitive flexibility, improved memory, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, listening skills, self esteem, self confidence, respect, and self regulation (INEE, 2016, pp. 10-11). SEL is an important component that sits under the PSS umbrella. INEE views SEL as an important component of PSS that educators can and should address, since it is a practice easily and often employed in educational settings and one that contributes to children’s and youths’ improved psychosocial wellbeing. It is a pedagogical practice and process that is especially fitting in both formal and non formal educational environments, since it promotes the skills and abilities that help children, young people, and adults learn.

Toxic stress: A toxic stress response for a child can occur when he/she experiences strong, frequent, and/or prolonged adversity - such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship - without adequate adult support. This kind of prolonged activation of the stress-response system can disrupt the development of brain architecture and

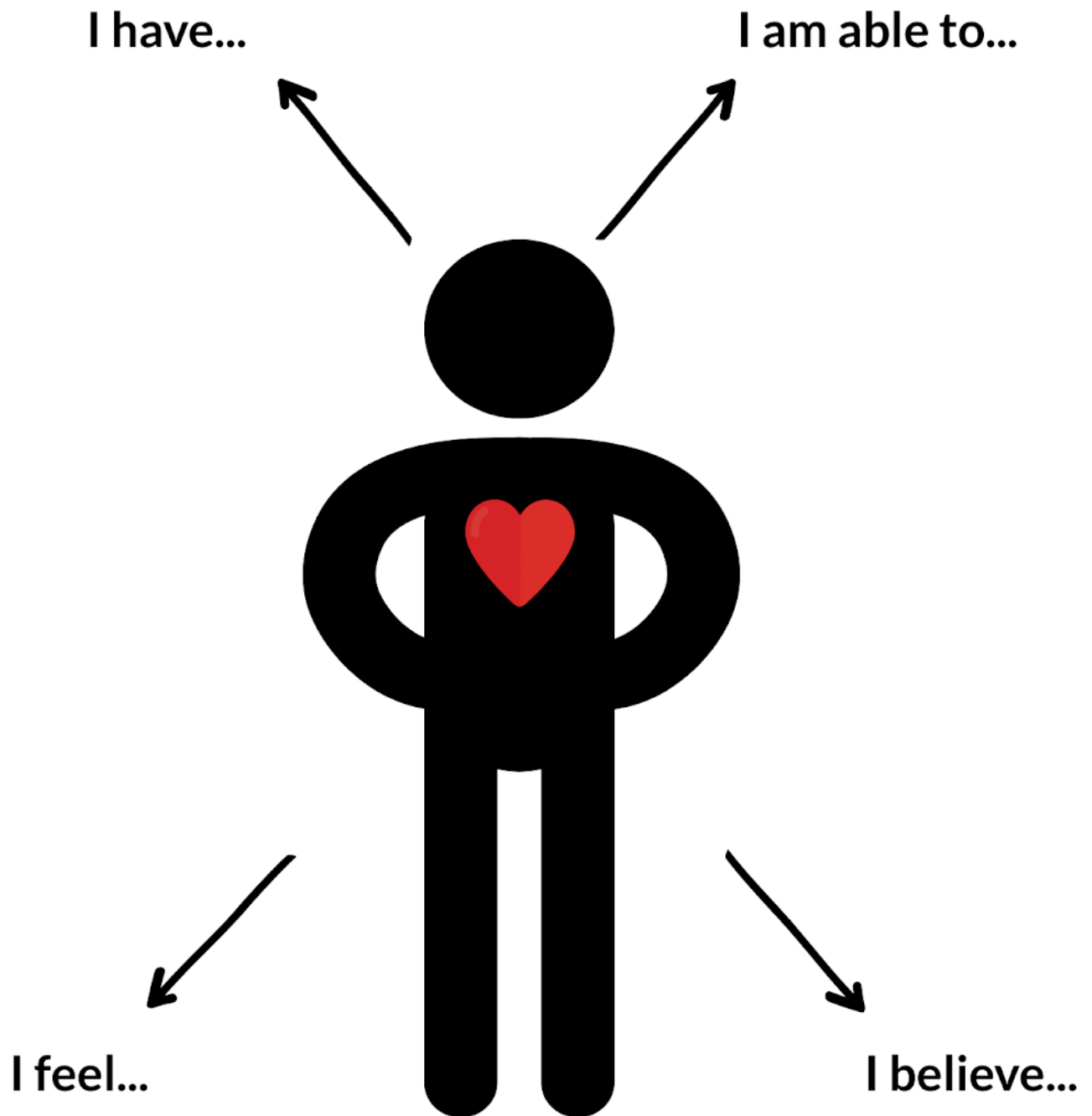
other organ systems and increase the risk for stress-related disease and cognitive impairment well into the adult years.

Well-being: Wellbeing is defined as a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social, and cognitive health. Wellbeing includes what is good for a person: having a meaningful social role; feeling happy and hopeful; living according to good values, as locally defined; having positive social relations and a supportive environment; coping with challenges through positive life skills; and having security, protection, and access to quality services. Aspects of wellbeing include: biological, material, social, spiritual, cultural, emotional, and mental (ACT Alliance & Church of Sweden, 2015, pp. 42-43).



Handout 1: What do we need to feel well?

Brainstorm some examples of things/people/experiences people need to feel well. Draw from your personal or professional experiences.





Handout 2: What is stress?

First, answer the questions about yourself. Then interview two new people. Record their answers in the table below:

	ME!	Name:	Name:
1. What are some situations that you find stressful?			
2. How do you feel physically when you are stressed?			
3. How do you feel emotionally when you are stressed?			
4. How do you act when you are stressed? (ex: Do you bite your nails?)			



Handout 3: Symptoms of Stress

Can you think of any other symptoms of stress that fit into each category?

Physical how your body feels	Emotional your feelings and state of mind	Cognitive how you think and process information	Behavioral your actions
increased heart rate	becoming easily frustrated	inability to focus	nervous behavior like nail biting
quick breathing	feeling overwhelmed	being pessimistic, seeing only the negative side of things	increased risk of drug use
tense muscles and muscle pain	having difficulty relaxing	racing thoughts	avoiding responsibilities
high blood pressure	feeling bad about yourself	forgetfulness	changes in appetite (eating too much or not eating enough)
headaches	feeling lonely	constant worrying	avoiding others
upset stomach		poor judgment	
difficulty sleeping			
cold or sweaty hands			
frequent illness			



Handout 4: Positive, Tolerable, and Toxic Stress

When faced with risks, children have three levels of stress response: positive, tolerable, and toxic.



Positive stress is a brief, fairly mild stress response. This type of stress is a normal part of life and is an essential part of healthy learning and development. An example of positive stress is feeling nervous on the first day at a new school.

Can you think of another example of positive stress?



Tolerable stress is short term, but more serious stress. It can be triggered by more severe experiences like the natural death of a family member. Supportive relationships with caregivers help children cope with tolerable stress and can significantly reduce the risk of permanent damage to health and learning.

Can you think of another example of tolerable stress?



Toxic stress is the most serious kind of stress. It can occur when children experience strong, frequent, or prolonged stress without supportive relationships to help them cope. Events that can trigger a toxic stress response include child abuse, neglect, and exposure to violence.

Prolonged exposure to toxic stress can damage the brain and disrupt brain development, leading to impaired memory, decision-making, emotion-regulation, and learning.

Can you think of another example of toxic stress?



Handout 5: PSS Needs and Interventions

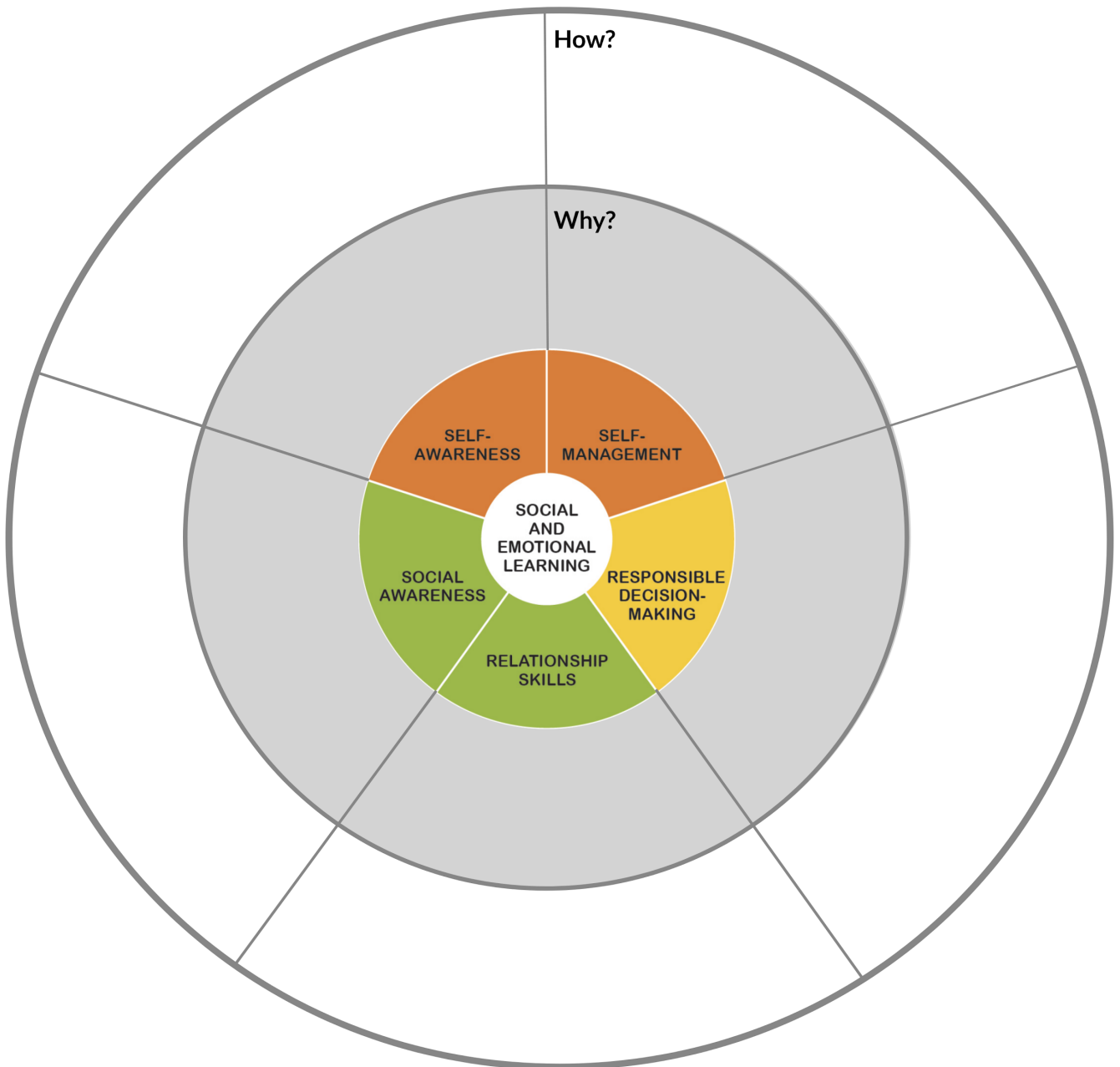
Children's needs	Positive examples	Negative examples	Possible interventions to improve children's well-being
Sense of Belonging			
Intellectual Stimulation			
Physical Stimulation			
Personal Attachments			
To feel Valued			
Relationships with Peers			



Handout 6: SEL Competencies and Interventions

In the inner circle: Why is each competency important? How does it benefit children to have each competency?

In the outer circle: How can you build or strengthen each competency? What kinds of interventions would be appropriate?





Handout 7: PSS and SEL Intervention Pyramid

Match the interventions with the correct level of the intervention pyramid.

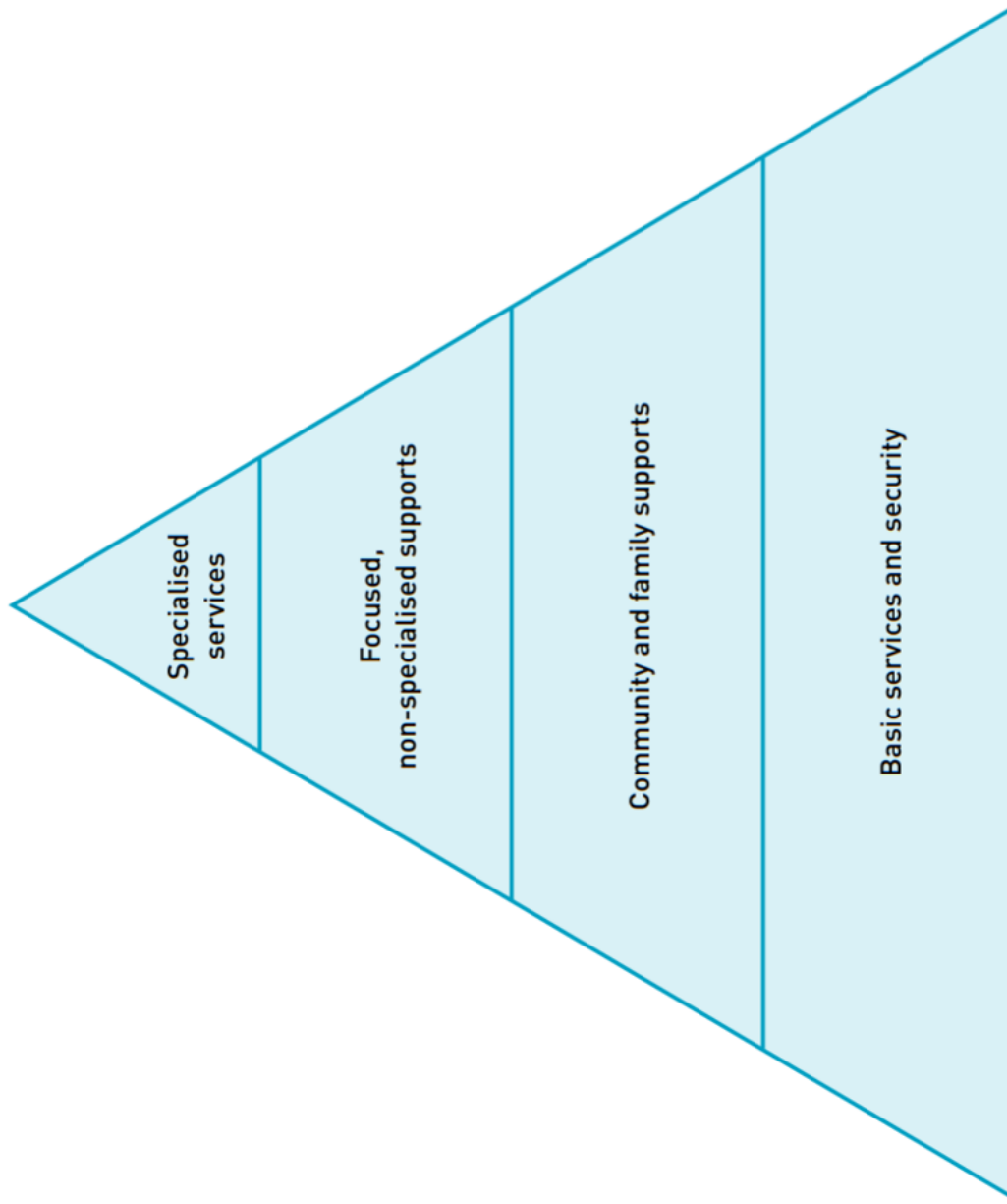
A: Specialized services

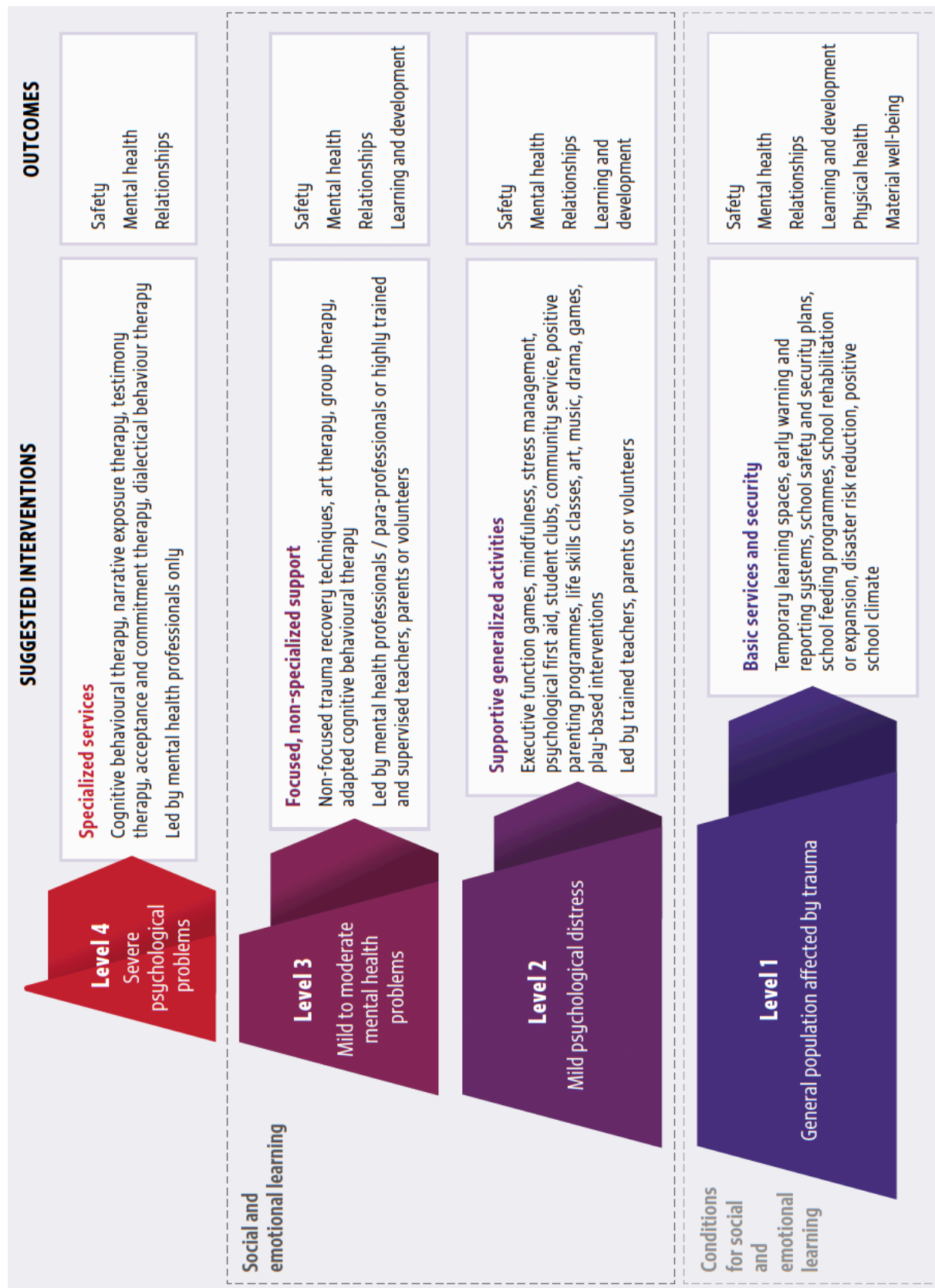
B: Focused, non-specialized supports

C: Community and family supports

D: Basic services and security

1. _____ Hiring community members as teaching assistants
2. _____ Distributing toys and games for children
3. _____ Group-based PSS and SEL activities facilitated by teachers in temporary learning spaces
4. _____ Violence prevention programs in schools
5. _____ Organizing cultural activities in temporary learning spaces
6. _____ Recreational activities in learning spaces
7. _____ Collaborating with Parent-Teacher Associations and school councils
8. _____ Hiring school counselors to identify and support learners with particular needs within education settings
9. _____ Referring children and youth with severe trauma to mental health services
10. _____ Organizing collective community actions at schools, such as building & painting temporary learning spaces
11. _____ Peer-to-peer learning approaches that bring vulnerable children together with supportive peers
12. _____ Advocacy programs related to child protection







Handout 8A: Case Study - Bikash in Earthquake-affected Nepal

Bikash was 9 years old when a massive earthquake hit his city - Kathmandu, Nepal - on Saturday, 25th April, 2015. Bikash's home and his family's business (a grocery store attached to their home) completely collapsed that day, but thankfully, he and his family were not hurt as they were all outside of the house at the time. Bikash and his family stayed in a family friend's house that first night and then moved to a tent with 20 others that a local NGO set up on a large football field. It was quite crowded and scary to hear everyone's horrible stories of lost loved ones and collapsed homes. He learned that his school had also been destroyed.

The next week, NGO workers came to visit the football field tents and asked Bikash some questions about his age, schooling, and what happened to him and his family when the earthquake hit. It was difficult to understand the questions as the interviewer didn't speak Nepalese and there was another person translating, and some words were hard to understand, and he felt shy about sharing in front of lots of people who were listening.

The week following, the same NGO put up a big tent and established a Child-Friendly-Space (CFS). Bikash and other children were invited to visit the tent. His mother and father were nervous about sending him to the tent because nobody had informed them about the purpose of the CFS but they took him anyway to see what it was all about. The CFS had jump ropes, footballs, volleyballs, crayons, drawing paper, and many different board games. The CFS was overcrowded with too many children, but there was a nice facilitator who organized play sessions. Bikash enjoyed his time at the CFS very much and learned that other children were in the same situation as him, some had even lost their family members. Bikash felt lucky to still have his mother, father and little brother.

Bikash reconnected with many friends at the CFS but Sunam, his friend from school, did not want to play with him at the CFS. Sunam didn't want to play with anyone. He was pale and looked very tired. He just wanted to sit in the corner of the tent, always looking at the same children's book. The CFS facilitator tried to encourage him to play, but he just kept sitting in the corner. Bikash was surprised and curious by Sunam's behavior - before the earthquake he always used to play with other children.



Handout 8B: Case Study - South Sudanese Amina in Uganda

Amina is a young mother from South Sudan, who arrived at Bidibidi refugee settlement in Uganda in September 2016, escaping the rise in the conflict at home. She arrived with her one year old son, four siblings, and her mother. Life was hard for Amina in the settlement due to the lack of clean facilities, livelihood opportunities, and lack of privacy – she was afraid to visit the toilet because there were often young men watching. She felt afraid to sleep sometimes because she heard about cases of rape in the settlement.

In late 2017, an NGO started implementing an Accelerated Education Program (AEP) for South Sudanese refugee children in Bidibidi. The AEP offered 1,500 young South Sudanese refugees who were out of school an opportunity to study. Amina had not attended school for more than two years and she was enthusiastic about the AEP opportunity. Amina registered as a Level 2 learner and hoped for the possibility to integrate into formal primary education in 2018.

Amina was very happy about the education provided through the AEP. Attending classes created a routine for her, and gave her hope for the future. Amina also liked the sanitary kits that were provided through the program. Still, she was worried about harassment – there were young men who came to AEP who were not interested in studying and only there to harass girls. There were often almost 60 children in the same class and it was difficult to find space to sit down comfortably and hear what the teacher was saying.

Amina really liked the friendly teachers who did not shout or beat the children, like her previous experience with school back home. Amina especially liked Ms. Koleta because she was also from South Sudan and a refugee herself - she understood Amina's challenges. She wished there were more South Sudanese teachers but understood that they had to volunteer for the job and weren't paid very well, so many South Sudanese people who were teachers back home could not afford to continue in that profession at the settlement. Collecting firewood paid more than being a teacher at Bibidi!



Handout 8C: Case Study - Syrian Refugees in Turkey

Since 2011, as a result of the war in Syria, over 3.6 million Syrians have fled to live under temporary protection in Turkey, including more than 1 million school-age children. As a way to bridge Syrian children into the formal education system in Turkey, Temporary Education Centers (TECs) were opened in 2015 and then closed in 2017 when all Syrian children entered formal Turkish schools.

Across the country, NGOs developed social cohesion programs facilitated by Education and Child Protection sectors. One such project in Istanbul centered around a joint festival for Syrian and Turkish families hosted by the Turkish schools to facilitate communication and build positive relationships.

The project began with a training for Turkish formal school teachers on the war in Syria to help teachers better understand Syrian children's background. A Festival Commission was established, involving Syrian and Turkish students, their families, and teachers. A box for suggestions was made available for ideas from all students, parents, and teachers concerning the festival program and planned activities. Short theatre plays, dance performances, poetry, choir and orchestral performances were practiced. A Facebook page about the festival was established and festival progress was continually updated. Meals and beverages were prepared. This increased communication between the students, parents, and teachers.

At the end of the process, the festival was held successfully and the three months of planning led to increased communication between Syrian and Turkish students, their parents, and teachers. The festival itself was a success and provided an opportunity for teachers to meet parents and relatives of the students. Together they brainstormed new ideas to increase collaboration and communication among the children.

One such idea was to start Arabic language classes at the schools for both Syrian and Turkish children, allowing them to connect and build peer support networks. The Arabic language class created many new friendships and had a positive effect on the self-esteem of Syrian students - they felt happy when they were able to provide support to their Turkish peers. However, there were still Syrian student who kept silent and were reluctant to join the program. Teachers felt uncertain about what to do with these students.

The NGOs that developed the program shared their learning from planning and hosting the festival and its outcomes with the provincial education directorates to encourage such good practices in other regions and to impact social cohesion policy.



Handout 9: PSS and SEL and the INEE Minimum Standards

Analyze the intervention in your case study.

INEE Minimum Standards Domain	How does the intervention address this domain?	How does the intervention fall short?	How can the intervention be improved?
Domain 1: Foundational Standards			
Domain 2: Access and learning environment			
Domain 3: Teaching and learning			
Domain 4: Teachers and other education personnel			
Domain 5: Education Policy			



Handout 10: Action Plan

Working with a partner or in a small group, choose a context that you have worked in or are currently working in. Identify the PSS and SEL needs in that context and develop an action plan to address those needs.

1. Who is your target population ?
2. What are the PSS and SEL needs of the target population? How do you know?
3. What are some appropriate PSS and SEL interventions for addressing those needs?
4. What are the anticipated outcomes of your interventions?
5. What human or material resources do you need to implement those interventions? Which resources do you already have? What additional resources do you need? How will you acquire those resources?

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6. What are some potential challenges to implementing your interventions?
--

--

7. How will you address those challenges ?

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Handout 11: Self-reflection

Reflect on the training and answer the questions below

What are **3** things you learned today?

What are **2** new ideas/strategies you will use in your work?

What is **1** question that you still have?



Handout 12: Evaluation Form

Put an **X** in the box that corresponds to your answer to each statement. Please explain your answers in the 'comments' column.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Comments
The information received before the training was relevant.					
The facilitator was well prepared.					
The facilitator was engaging.					
Instructions were clear and easy to understand.					
Materials provided were clear and easy to understand.					
Materials provided were relevant.					
I will be able to use what I learned in this training in my job.					

Any other feedback:

Suggestions for improvements:

Thank you for your feedback!