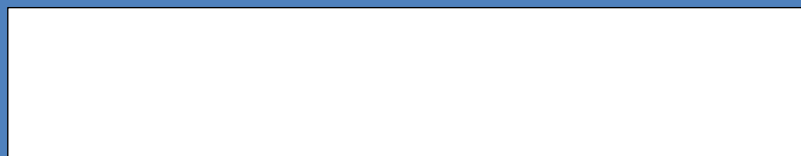


# **Training Manual on Psychosocial Support Skills and Managing Children in Emergencies**



## **Preface**

One of the purposes for initiating the Universal Basic Education (UBE) programme was to ensure that every child of school age has access to quality basic education notwithstanding their location and background. With the increase in insurgency and banditry in many States in Nigeria, many communities have been displaced thereby leading to the disruption of teaching and learning as schools were closed. This has negatively affected learners in these areas of crises and emergencies as many have been traumatized and disallowed from going to school. Many have also lost interest in education due to the traumatic experiences. This and many adverse effect of their environment will hamper the attainment of their dreams and expectations in life if the situation is not remedied.

Having realised the risk the situation poses on the future of the children as well as the communities, the Universal Basic Education Commission as part of fulfilling its objectives has put in place capacity building strategy to ensure that teachers in areas affected by crises and emergencies are equipped with skills that will enable them provide psychosocial support to learners for their emotional healing from the traumatic experiences. It is believed that this will help the children develop resilience, come over the bad experiences and liven up to resume school as peace returns to the areas. For this, building the skills of the teachers, a training manual has been developed.

The Training Manual is designed for training of teachers in crises and emergencies. The manual is to be used by Master Trainers to train the teachers, exposing them to hands- on psychosocial activities that will facilitate healing of learners, make them get over the effect of crises and emergencies as well as assist in stimulating their interest in education and life in general.

Participants in the development and critiquing included tested experts drawn from International Development Partners (IDPs) and Government Agencies working in areas of emergencies. The manual has also been trial tested to ensure its effectiveness in training of teachers in crises and emergencies.

It is the belief of the Commission that this strategic step will ensure no child is left out of having quality education and that every child in Nigeria notwithstanding whatever he/she might have gone through has the opportunity to reach his/her potential in life.

## **Abbreviations**

<b>IDPs</b>	-	International Development Partners
<b>SEL</b>	-	Social and Emotional Learning
<b>UBEC</b>	-	Universal Basic Education Commission
<b>PFA</b>	-	Psychosocial First Aid
<b>PSS</b>	-	Psychosocial Support Skills

**List of Contributors (Development Workshop)**

S/N	Name	Organization
1.	Professor Bridget Sokan	Lofty Minds Organization
2.	Dr. Chima Egbujoo	Nigerian Educational Research and Development Council
3.	Dr. Chikondi Mpokosa	UNICEF
4.	Ngozi Amanze	UNESCO
5.	Dr. Muritala Akanbi	Usman Dan Fodio University
6.	Dr. Ghali Saidu	Bayero University Kano
7.	Dr. Ayo Oladini	FHI 360
8.	Comfort Umahi	Plan International
9.	Sule Chogudo Aliyu	Federal Ministry of Humanitarian Affairs
10.	Badar Musa	Save the Children
11.	Odinakachi Ahanonu	Civil Society Action Coalition on Education for All
12.	Suleiman Abba	Borno SUBEB
13.	Damilola Apotieri	Playback Nigeria
14.	Maife Lincoln	Peace Front
15.	Iweanya Priscillia	Federal Ministry of Women Affairs

**List of Contributors (Critique Workshop)**

1.	Ben Okwesa	Federal Ministry of Women Affairs
2.	Dr. Bitrus Glawala	Borno State University Maiduguri
3.	Dr. Badewa Williams	Royal School of Education Therapy
4.	Dr. Myfriend Bulus	University of Maiduguri
5.	Abiola Sanusi	Rippleton Education Initiative
6.	E.O. Chime	Federal Ministry of Education
7.	Ben Okwesa	Federal Ministry of Women Affairs

**UBEC TEAM**

1. Aleshin Olumayowa Tolulope – Acting Director, Teacher Development
2. Ada Ogwuche
3. Patience Obasi
4. Chidi Okoro
5. Nneka Abalu
6. Usman Momohjimoh
7. Adebayo Oladapo
8. Idris Oladapo

# Table of Contents

<b>Preface</b> .....	i
<b>Abbreviations</b> .....	ii
<b>List of Contributors (Development and Critiquing)</b> .....	iii
<b>INTRODUCTION</b> .....	1
Justification for Psychosocial Support Skills for Teachers in Emergencies .....	1
Objectives of the Training .....	2
Guide to Users.....	2
<b>MODULE ONE</b> .....	5
<b>KEY CONCEPTS RELATING TO CRISES, EMERGENCIES AND PSYCHOSOCIAL SUPPORT SKILLS</b> .....	5
Session 1: Understanding the concept associated with crises and emergencies .....	5
Activity 1: Concepts of Crises and Emergencies .....	6
Session 2: Psychosocial Support Skills (PSS) .....	7
Activity 1: Meaning of Psychosocial Support Skills .....	8
Activity 2: Specific Psychosocial Support Skills.....	8
<b>MODULE TWO</b> .....	10
<b>EXPERIENCES OF CHILDREN AFFECTED BY CRISIS AND EMERGENCIES</b> .....	10
Session 1: Behaviours of children affected by crises and emergencies .....	10
Activity 1: Introduction to crises and emergencies.....	10
Activity 2: Behaviours of children affected by crises and emergencies .....	11
Session 2: Experiences of learners affected by crises and emergencies .....	12
Activity 1: Experiences of children affected by crises and emergencies .....	12
Activity 2: Impact of crises and emergencies on learners.....	13
Activity 3: Promoting healing of children who have experienced crises and emergencies .....	14
<b>MODULE THREE</b> .....	16
<b>CREATING LEARNING EXPERIENCES THAT MEET THE NEEDS OF CHILDREN AFFECTED BY CRISIS AND EMERGENCIES</b> .....	16
Session 1: Understanding the concept of learning experiences .....	16
Activity 1: Exploring the Meaning of Learning Experiences .....	17
Activity 2: Factors to consider when creating learning experiences for learners .....	18
Session 2: Learning Experience that Meets the Need of Children Affected by Crises and Emergencies .....	20

Activity 1: Identify specific teaching- learning strategies to make the learning experience meet the needs of children affected by crisis.....	21
Session 3: Learning activities that can be developed by teachers.....	23
Learning Activity: Integrating “ My Role Model” activity into the teaching learning process .....	24
<b>MODULE FOUR</b> .....	26
<b>EFFECTIVE CLASSROOM MANAGEMENT IN TEACHING LEARNERS AFFECTED BY CRISES AND EMERGENCIES</b> .....	26
Session 1: Classroom Management Strategies for Teaching Learners Affected by Crises and Emergencies.....	26
Activity 1: Identification of different kinds of unhealthy behaviours that learners affected by crises and emergencies could exhibit in the classroom.....	27
Activity 2: Classroom management strategies.....	28
Activity 3: Applying effective classroom management strategies.....	29
Session 2: Hands-on Classroom Activities for Effective Classroom Management.....	31
Activity 1: Establishment of shopping centres/ corners in the classroom.....	32
Activity 2: Use of games in teaching and learning .....	34
Activity 3: Use of Energizers.....	35
Activity 4: Use of Effective Questioning Strategy .....	35
<b>MODULE FIVE</b> .....	37
<b>BUILDING TRUST AND CONFIDENCE IN CHILDREN AFFECTED BY CRISES AND EMERGENCIES</b> .....	37
Session 1: Building Trust and Confidence in Learners Affected by Crises and Emergencies .....	37
Activity 1: Understanding learners’ wellbeing .....	38
Activity 2: Helping learners cope with difficult experiences .....	38
Activity 3: Characteristics of a teacher who can support learners to overcome difficult conditions..	39
Session 2: Developing Self-Esteem and Confidence.....	40
Activity 1: identifying learners with low self-esteem and confidence.....	40
<b>MODULE 6</b> .....	44
<b>SUPPORTING LEARNERS TO HEAL AND RECOVER AFTER A CRISIS AND EMERGENCY</b> .....	44
Session 1: Supporting Learners to Heal and recover after Crisis and Emergency.....	44
Activity 1: Meaning of stress and trauma .....	44
Activity 2: Major areas that stress and trauma affect children.....	45

Session 2: Psychological First Aid (PFA) and Activities for healing and recovering of children in crisis and emergency. ....	46
Activity 1: Importance of PFA.....	47
Activity 2: PFA Actions and Principles.....	48
Activity 3: Helping People Feel Calm .....	49
Session 3: Psychosocial Support Activities .....	50
Activity 1: Why Writing Your Name Matters .....	50
Activity 2: Colours Talk .....	52
Activity 3: Cooperative Squares .....	54
Activity 4: Balloon Game .....	56
Activity 5: Bounce Back.....	59
Activity 6: Art Space .....	60
Activity 7: Time Chairs.....	62
Activity 8: Elephant Ball.....	65
Activity 9: Willow in the wind .....	67
<b>APPENDICES</b> .....	70
Appendix 1: Supporting and Including Every Learner .....	70
<b>REFERENCES</b> .....	71

## **INTRODUCTION**

The prevalence of insurgency, terrorism, banditry, and other emergencies that resulted in the displacement of many communities in Nigeria has denied many children access to quality education. According to the United Nations High Commissioner for Refugees, over 3.4 million people have been displaced, including 2.7 million internally displaced persons (IDPs) in North East Nigeria. Cattle rustling and banditry in the North West, militancy in the Niger Delta, kidnapping and farmer/herders' clashes in the North Central, South East and South West are common evidence of crisis and emergencies across the country. These situations and other emerging issues like the outbreak of COVID-19 pandemic have further compounded the problems already militating against the right of children to education.

Crises and emergencies have huge potential to cause children traumatic experience that can hinder the actualization of their life goals and limit them in many fronts. To help the children overcome such situations, they need to be provided with psychosocial support as they return to school. Since teachers are central in the provision of all round education for such children, it is necessary that they should be given psychosocial skills that will enable them multi-task and perform in-locoparentis role in the classroom.

Psychosocial Support Skills, in this context, are skills to be utilized by the teachers to make learners comfortable and well-adjusted in learning environment. It aims at helping learners recover after going through crises or emergencies. This will enhance their ability to bounce back and return to normalcy in a short time. Some of the skills are observational, social emotional learning, problem-solving, empathy, referral, communication, self-awareness, self-expression, emotional regulation, relationship building, peace building, building resilience among others. It is important to note that education is an essential psychosocial intervention as it provides a safe and stable environment for learners and restores a sense of normalcy, dignity, recovery and supportive activities.

It is recognized by the Universal Basic Education Commission (UBEC) that in crises and emergencies, ensuring access to quality education is particularly important; given the crucial role that education plays in promoting learners' development as well as structure and sense of normalcy in a fluid environment. This can best be achieved through tooling and retooling teachers with psychosocial support skills. The above context underscores the effort of UBEC towards the development of this manual for the purpose of supporting teachers to build their skills on psychosocial support.

## **Justification for Psychosocial Support Skills for Teachers in Emergencies**

To prepare teachers as trainers, pseudo-parents, motivators, facilitators, mentors and professionals, they need Psychosocial support skills to support learners, parents and the entire community. It is



on this rationale that this manual is developed to provide such knowledge and skills to mitigate the effects of and protect learners from further stress and trauma.

## Objectives of the Training

The objectives of the manual are to:

- 1) enable teachers to acquire core competencies, skills, knowledge and basic tools for psychosocial support to learners, parents and their caregivers;
- 2) empower teachers to create a conducive and safe learning environment for children affected by crisis and emergencies;
- 3) expose teachers to creative ways of helping children to overcome stress and trauma while fostering resilience and coping mechanism;
- 4) establish supportive relationship between the teachers and learners and among learners themselves;
- 5) Empower and strengthen the teachers' role as facilitators and drivers of motivation in positive self-esteem .

## Guide to Users

The development of the manual adopted a modular approach. Each module has sessions and activities that focus on the contents. It is structured to include introduction, objectives, duration, materials, and activities. There is also an assessment or feedback section where the participants are expected to consolidate what they have been trained on.

**Introduction:** Approach to introduce the module should be learner-centred and activity based. As much as possible the facilitator should stimulate the participants to engage with the topics being presented.

**Objectives:** Objectives are what the participants will be able to do by the end of the module to demonstrate increased knowledge, improved skills, or attitudinal change. Participants are expected to apply Psychosocial Skills and reflect on their ability to provide support for healing.

**Duration:** The training will last for five days and under each module are sessions and activities. It is advisable that each session should not last more than 1 hour. This will help the participants to stay focused and active throughout the session.

**Materials:** Materials should be specific to each topic being taught. Some of the materials required for the training are marker, placard, flipchart, writing materials, real object, overhead project, etc.

**Methodology:** Methodology should be learner-centred and focus on stimulating the participants to engage with the training process. Facilitators may utilize flexible approaches such as discussion, brainstorming, question and answer, role play, simulation, narrative, case study, etc.

**Contents/Activities:** The contents are presented in sessions using steps which are full of activities. Sessions are designed to take the participants through experiencing, reflecting, generalizing and applying ideas, information, knowledge, skills and issues contained in the topic under the discussion.

**Assessment:** The manual recognizes the importance of assessment in any training and as such introduces a pre-test and post-test. The facilitators are encouraged to measure the knowledge of the participants on the topics offered in this training. The pre-test allows for the measure of the knowledge before the training intervention and provides a baseline against which the facilitators will measure the effectiveness of the intervention while the post-test measures the impact of the training. Pre and Post-test assessment tools will be used before and after the training. The assessment is meant to determine the efficacy of the intervention and not anything personal. Numbers will be assigned to participants for this purpose during the pre and posttest. This is to enable the correlation of the participants' performance before and after the training. The assessment tools are packaged in the appendix. The manual also introduces at the end of every session opportunities for the participants to reflect and give feedback on the issues raised and discussed in a session.

**Handbook:** This manual is accompanied with a handbook. The handbook is developed to provide deeper knowledge on all the issues treated in this manual. Precisely, the handbook is to serve as a reference material for the teachers and the facilitators. It is advised that the facilitators should use the two documents together.

## **Materials**

In order to ensure effective training of teachers using this manual, there is need to provide the following materials;

- i. Flip Charts and Stand
- ii. Masking Tapes
- iii. A4 Papers and Markers
- iv. Coloured Sticky Pads
- v. Pens and Jotters
- vi. Cardboard Papers
- vii. Small envelopes
- viii. Balloons and strings
- ix. Rubber rings
- x. Pencils and erasers

- xi. Crayons/Coloured Pencils
- xii. Medium sized balls/football
- xiii. Blindfolds
- xiv. Staplers and pins

**References:** The manual provides the references of materials consulted. This is to give the users the opportunity to interact with other related materials for more knowledge.

## MODULE ONE

### KEY CONCEPTS RELATING TO CRISES, EMERGENCIES AND PSYCHOSOCIAL SUPPORT SKILLS

#### Session 1: Understanding the concept associated with crises and emergencies

##### Introduction

This session introduces participants to the basic terms and definitions associated with crises and emergencies.

**Duration:** The session will last for 40 minutes

##### Session outline

S/N	Activity	Time
1	Welcome and introduction	10 minutes
2	Basic Concepts of Crises and Emergencies	25 minutes
3	Assessment and feedback	5 minutes

##### Objectives

By the end of the session, participants will be able to:

1. Identify the basic concepts associated with Crises and emergencies
2. Explain the terms associated with Crises and emergencies

**Materials:** Graphics depicting crises and emergencies, markers, flipcharts, newspaper cuttings, projector

##### Welcome and introduction:

- Welcome all participants
- Introduce yourself to the participants and ask them to introduce themselves.
- Use an energizer to get the participants active and ready for the session.
- Run through the objectives and procedures of the session.

## Activity 1: Concepts of Crises and Emergencies

### Mode: Group work

- Share participants into groups
- Ask them to imagine life in crises and emergencies and share experiences in their various groups.
- Each group to do a presentation of their findings
- Guide participants to draw out the terminologies related to crises and emergencies
- Explain the terminologies

### Expected Answers

An **Emergency** is a situation that requires immediate attention and can result to threats to health, life, property or environment. For example, flood, covid-19, cholera outbreak, lassa fever outbreak, etc

**Crises:** is an event or period that leads or may lead to an unstable and dangerous situation affecting an individual, group and society. Some examples of crises include communal crises, religious crises, farmers/headers crises, land dispute, etc.

**Conflict:** It is a serious disagreement or argument typically a lingered one. It is an active disagreement between people with opposing opinions or principles. Examples of effects of conflict include breakdown of law and order, destruction of properties, displacement, etc.

**Violence:** Violence is the use of physical force to injure, abuse, damage or destroy. Violence within school or home may include bullying, physical and humiliating punishments, exploitation, Gender-Based Violence and Peer Violence.

**Hazard:** includes substances, events, or circumstances that cause damage and can be a **potential source of harm** to health, life, properties or any other interest of values. Examples of hazards are fire accidents, road accidents, explosions, etc.

**Insurgency:** is a violent armed rebellion against the State or a constituted authority. The key example of insurgency in Nigeria is the Boko Haram which is prevalent in North East Nigeria.

**Banditry:** is a type of organized crime committed by outlaws, typically involving threat or use of violence. In Nigeria, bandits are usually involved in kidnapping, cattle rustling and abduction for ransom.

**Poverty:** is the state of not having enough material possession or income to meet a person's basic needs. For example, poverty is inability to meet the basic needs such as food, clothing, shelter etc.

### Assessment

Share the assessment worksheet and ask participants to complete it and submit to you. Take 2 minutes to share with the participants the responses of at least two submissions.

S/N	Question	True	False
1.	Violence can lead to emergencies situations		
2.	Drug abuse, eloping and bullying are concepts of emergencies		

## Session 2: Psychosocial Support Skills (PSS)

### Introduction

This session introduces the participants to the understanding and application of PSS in emergencies situations.

**Duration:** The session will last for 60 minutes

### Session outline

S/N	Activity	Time
1	Welcome and introduction	10 minutes
2	Activity 1: Meaning of Psychosocial Support Skills	20 minutes
3	Activity 2: Specific Psychosocial Support Skills	20 minutes
3	Assessment and feedback	10 minutes

### Objectives

At the end of the session, participants are expected to:

- define the term PSS;
- identify the skills needed for Psychosocial Support.
- explain skills needed for Psychosocial Support
- demonstrate the skills of Psychosocial Support

**Materials:** Graphics depicting Crises/ emergencies situations, markers, flipcharts, newspaper cuttings, projector

### Welcome and introduction:

- Welcome all participants.
- Introduce yourself to the participants and ask them to introduce themselves.
- Use an energizer to get the participants active and ready for the session.

- Run through the objectives and procedures of the session.

### **Activity 1: Meaning of Psychosocial Support Skills**

- Put participants into groups.
- Create a scenario where a humanitarian worker is giving support to a child injured in an emergency.
- Display a graphic of the scenario and then ask the participants to work in their groups to give their perceptions of the scenario.
- Ask each group to explain what the meaning of psychosocial skills based on the outcome of the group work.
- Ask each group to make a presentation on their perception.
- Summarise the key points from the presentations and make clarifications.

*Illustrate with a graphic, a humanitarian worker helping a boy injured during an emergencies situation*

### **Expected Answers**

**Psychosocial support skills:** are skills that are required to provide support, build resilience and aid healing within individuals, families and communities after crises and emergencies. These Skills are utilized by teachers to make learners comfortable and well-adjusted in a learning environment. It aims to help individuals recover after crises and emergencies.

### **Activity 2: Specific Psychosocial Support Skills**

1. The facilitator prompts participants to brainstorm on specific psychosocial support skills.
2. The facilitator collates participants' responses and guides them by listing the following important skills in PSS:-

### **Expected Answers**

- **Observational Skill:** refers to the ability of an individual to use all five senses to recognize, analyze and recall one's surroundings. This helps the individual to be alert, recognize and report any potential threat.
- **Self-awareness Skill:** This is the ability to recognize and understand one's moods, emotions and how they affect one's thoughts and behavior, as well as how they affect others. This skill helps individuals to conduct self-assessment in their interaction with others.

- **Communication skill:** This is the ability to share ideas and feelings effectively. It is expected that to heal from traumatic experiences, a PSS provider must be an active listener and be careful in the choice of words and expressions.
- **Referral Skill:** The ability to know when to refer an individual for other specialized services.
- **Counselling:** Counselling is a process of providing professional assistance and guidance in resolving personal or psychological problems. In the context of PSS, the teacher guides the learner to understand his/her problems and adjust accordingly.
- **Empathy Skill:** This is the ability to understand the emotions, needs, and concerns of other people. It enables one to pick up emotional cues and adapt accordingly. In providing PSS, it is expected that the provider will demonstrate that he/she feels the pains of learners by facial and body expression. The caregiver should use supportive phrases to show empathy. For example; “I understand what you are saying”, and acknowledge any losses or difficult feelings that the person shares “I am so sorry to hear that”, “That sounds like a tough situation”. Body language should also reflect ones’ feeling of empathy and may include facial expressions, eye contact, gestures and the way one sits or stands in relation to the other person.
- **Problem-solving skill:** This is the ability to determine why an issue is happening and how to quickly and effectively resolve it. For a teacher to give PSS to learners in crisis, he/she needs to understand the problems and determine the best ways to solve them.
- **Social and Emotional Learning (SEL)** is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, demonstrate empathy for others, maintain positive relationships, and make responsible decisions.
- **Emotional Intelligence:** is the ability of individuals to recognize their own emotions and those of others, discern between different feelings
- **Peer Support:** refers to a process through which people who share common experiences or face similar challenges come together as equals to give and receive help based on the knowledge that comes through shared experience
- **Classroom Management:** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive in class.

## Assessment

Ask Participants to:

- Explain the term PSS and any 3 skills related to it?
- Give at least one (1) scenario to depict how you can apply the skills related to Psychosocial Support in real time situation.



## MODULE TWO

### EXPERIENCES OF CHILDREN AFFECTED BY CRISIS AND EMERGENCIES

#### Session 1: Behaviours of children affected by crises and emergencies

##### Introduction

This session provides participants with an overview of crises and emergencies and the consequences on children.

**Duration:** The session will last for 60 minutes

##### Session outline

S/N	Activity	Time
1	Welcome and introduction	10 minutes
2	Crises and emergencies	20 minutes
3	Behaviours of children affected by crises and emergencies	25 minutes
4	Assessment and feedback	5 minutes

##### Objectives

By the end of the session, participants will be able to:

1. explain crises and emergencies;
2. describe the behaviours of children affected by crises and emergencies.

**Materials:** Graphics depicting crises/ emergencies, markers, flipchart, projector

##### Welcome and Introduction

- Welcome participants
- Introduce yourself to the participants and ask them to introduce themselves.
- Write the objectives of the session on the board/flipchart

##### Activity 1: Introduction to crises and emergencies

This activity will increase participants understanding of crises and emergencies through the use of a scenario.

### Activity mode: Scenario

1. Share a scenario about a community that was attacked by bandits in the middle of the night. The bandits burnt down houses, killed people and carted away their properties. The event led to the displacement of community members who sought safe haven.

*Illustrate the scenario with picture (s)*

2. Divide participants into groups.
3. Ask participants to identify crises or emergencies that may lead to individuals or communities seeking safe haven.
4. Allow participants to present their feedback.

*Expected answers maybe communal clashes, banditry,  
Boko Haram insurgency, breakdown in laws and order etc.*

### Activity 2: Behaviours of children affected by crises and emergencies

This activity will build on participants understanding of crises and emergencies by highlighting behaviours exhibited by affected children.

#### Activity mode : Group activity

1. Divide the participants into groups.
2. Ask the participants to list five possible behaviours of children affected by crises and emergencies.
3. Invite participants to present their group work.
4. Acknowledge the answers and remind participants that they may observe the following behaviours in learners: poor concentration, bed wetting, low self-esteem, drug use, depression, lack of sleep (insomnia), aggressiveness, arrogance, etc.
5. Close the session by stating that the experiences and behaviours of children affected by crises and emergencies may require psychosocial support

### Assessment

Engage the participants to obtain feedback on their knowledge of experiences of children affected by crises and emergencies. Use the questions in the table to engage the participants.

S/N	Questions
1.	Mention 5 reasons that may prompt individuals or communities to seek safe haven.
2.	State 5 behaviours that children affected by crises and emergencies may exhibit.

## Session 2: Experiences of learners affected by crises and emergencies

### Introduction

This session introduces the participants to the experiences of children affected by crises/emergencies and its impact on them.

**Duration:** The session will last for 60 minutes

### Session outline

S/N	Activity	Time
1	Welcome and introduction	5 minutes
2	Experiences of children affected crises and emergencies	15 minutes
3	Impact of crises and emergencies on children	15 minutes
4	Promoting healing of children who have experienced crises and emergencies	20 minutes
5	Assessment and feedback	5 minutes

### Session Objectives

At the end of the session, participants will be able to:

1. explain the experiences of children affected by crises and emergencies
2. identify the impact of crises and emergencies on children
3. role-play the positive role of healing in children affected by crisis and emergencies.

**Materials:** Graphics depicting crises/emergencies, maker, flipchart, newspaper cutting, projector

### Welcome and Introduction

- Welcome participants
- Write the objectives of the session on the board/flipchart

### Activity 1: Experiences of children affected by crises and emergencies

This activity will encourage participants to reflect on the experiences of affected children

**Activity mode :** Reflective exercise

The facilitator presents a case study about the experiences of a boy whose parents and relatives were killed in his presence by insurgents that evaded his community. After he was resettled, the boy was adamant about avenging the killing of his parents given the opportunity.

*Illustrate with picture*

1. Ask participants to reflect on the experience of the boy in the case study.
2. Ask them to share their thoughts.
3. Write out the key points on the flipchart as participants share their thoughts.
4. Make necessary inputs and clarifications when necessary.

*Possible responses may include his parents and relatives have been killed, he witnessed the murder of family members, bandits attacked his community, had to move away for safety, the boy is angry and is focused on killing those who murdered his parents.*

**Activity 2: Impact of crises and emergencies on learners**

Participants will work collaboratively to identify and explain impact of crises and emergencies on learners

**Activity mode:** Group discussion

1. Organise participants into groups. Each group should list and explain 5 impact of crises and emergencies on children
2. Draw the table on the board. Participants to complete their answers using the template

Impact	Explanation

3. Explain that each group is required to provide a short explanation for each identified impact of crises and emergencies on children
4. Take responses from the groups
5. Discuss each impact and explanation
6. Write down agreed responses on a flip chart and place in front of the group

**Possible answers**

*A boy's parents and relatives were killed in his presence by insurgents that invaded his community. After he was resettled, the boy was adamant about avenging the killing of his parents given the opportunity.*

<b>Impact</b>	<b>Explanation</b>
<b>Malnutrition</b>	<i>The lack of micronutrients from a diet may negatively affect the physical and mental development of the child</i>
<b>Sexual violence</b>	<i>This is often hidden. Both girls and boys are at risk of early marriage and child prostitution which affects them socially, physically, emotionally and spiritually</i>
<b>Displacement</b>	<i>This is moving away/fleeing from original settlement, community or region as a result of crises and emergencies which lead to disruption of properties, livelihood and basic social amenities.</i>
<b>Absence of adults in the family as caregivers</b>	<i>Children are dependent on adults and their absence due to death, injury or death may lead them feeling abandoned.</i>

**Activity 3: Promoting healing of children who have experienced crises and emergencies**

This activity will increase awareness about the positive role of healing for children affected by crises and emergencies

**Activity mode: Role play**

1. Nominate one of the participants to the below
2. Ask for some volunteers to participate in the role play.
3. Inform the volunteers that their task is to role-play how healing can aid in the recovery of the boy.
4. The volunteers present their role play.
5. Ask the whole group what they have learnt about the positive role of healing for children affected by crises and emergencies. Some of the expected responses are listed in box below:

*Healing can help children with skills to deal with crises solve problems, regulate their emotions, form and maintain relationships. Teachers can do this through peer-to- peer groups, extra-curricular activities, and sports.*

### **Assessment**

Use the questions in the table below to get feedback on the participants' understanding of impact of crises and emergencies on children including the positive role of PSS in healing:

<b>S/N</b>	<b>Questions</b>
1.	State 5 impact of crises and emergencies on children
2.	What ways can teachers promote healing in children affected by crises and emergencies?

## MODULE THREE

# CREATING LEARNING EXPERIENCES THAT MEET THE NEEDS OF CHILDREN AFFECTED BY CRISIS AND EMERGENCIES

## Session 1: Understanding the concept of learning experiences

### Introduction

Learning experiences denote any experience, interaction and activity in which learning occur. Therefore teachers understanding of the concept are an important step towards making teaching and learning meaningful to learners. It is the determiner for quality learning.

The purpose of this session therefore is to expose the participants to the concept of learning experience and thus empower them with skills for creating learning experiences that meet the needs of learners affected by crisis and emergencies situation. During the session, the participants will undertake some activities.

**Duration:** The session will last for 1hr 10 minutes

### Session outline

S/N	Activity	Time
1	Welcome and introduction	5 minutes
2	Session objectives	5 minutes
3	Activity 1: Exploring the meaning of learning experiences	25 minutes
4	Activity 2: Factors to be considered in creating learning experiences for learners .	30 minutes
5	Assessment	5 minutes

### Objectives of the session

By the end of the session, participants will be able to:

1. explain the meaning of learning experience;
2. identify the factors to be considered in creating learning experiences; and

3. outline the challenges teachers face in attempting to create learning experiences for learners with the aforementioned background.

### **Welcome and introduction:**

- Introduce yourself to the participants and ask them to do self-introduction.
- Use an energizer to get the participants active and ready for the session.
- Quickly go through the objectives and procedure of the session.

### **Activity 1: Exploring the Meaning of Learning Experiences (25 minutes)**

**Activity Mode:** Think-pair-share.

**Ask** participants to write on a sheet of paper:

- (i) what they understand by learning experiences;
- (ii) state varieties of settings for acquiring learning experiences; and
- (iii) explain the differences between learning experiences and teaching method .

**Duration:** 10 Mins, use 2 minutes to carry out the activity and share with a partner and 3mins for partners to agree and harmonize what they think is the meaning of learning experience. Each pair should write what they had agreed on a flipchart and paste on the wall. Ask participants to take turns to read what has been pasted. This should last for 5 minutes.

### **Brief Plenary**

Ask participants to agree on what they think is the meaning of learning experience based on what the different pairs have posted. Write on the flipchart what the participants have agreed as the consensus meaning of learning experience.

Show the slide on the meaning of learning experiences and the difference between learning experiences and teaching method.

### **Expected responses**

- Learning experiences are all the activities that the learners are to perform during a lesson.
- It involves the activities which may be planned by the learners or teacher but performed by the learners for the purpose of achieving some important learning objectives.
- Teaching method connotes the strategy the teacher adopts to present the lesson while learning experiences entails all that learners are expected to do for meaningful learning to take place.



## **Activity 2: Factors to consider when creating learning experiences for learners (35 minutes)**

This activity will help the participants to identify the factors that should guide the teacher in creating learning experiences for learners of different categories.

**Activity mode:** Group work

**Organize** participants into small groups. Give each group a flipchart sheet and a marker pen. Ask each group to select a leader and a recorder and then brainstorm on the question shown in the box below:

*What factors should a teacher consider while creating learning experience for the learners? Identify and explain at least 3 factors.*

This activity should last for 7 minutes.

Invite each group to make a presentation on what they have come up with. Give each group 3 minutes to make their presentation and allow comments and questions from other participants.

After each presentation, ask the group to paste their work on the wall.

Harmonize the presentations and then show the slide on factors to consider in creating learning experiences.

### **Expected Response**

- **Relevance:** Learning experiences must be developed in relation to the objectives of the lesson.
- **Learners' needs and interest:** The learning experiences that a teacher wants to create must interest the learners. Children who have been affected by crisis and emergency situation need love and healing so as to recover and bounce back. They need to restart schooling on a good note. This means that the learning experiences you are to develop should be ones that will encourage working together. Therefore, there is need to incorporate elements of Social Emotional Learning (SEL) to develop self-awareness, self-control, interpersonal and psychosocial skills etc.
- **Learnability:** This is about learners being able to make sense out of the learning activity. The activity should be easy and practical.
- **Variety:** There are different types of learners; those who learn easily through observation, some by exposure to hands-on activity and others by hearing. This means that the learning experiences designed for the learners will embrace all activities that will enable them to learn irrespective of their learning styles

- **Ability to bring about multiple learning:** The learning activities you design should be able to help learners acquire general knowledge, develop and build social and emotional skills.

### **Short Plenary (15 minutes)**

Guide a plenary session on the following:

1. *What challenges would teachers face in trying to create learning experiences for learners who have been affected by crises?*
2. *What should a teacher do in order to create engaging learning experiences for learners affected by crises?*

Write on the flipchart the comments and responses from the participants. Make sure participants agree on a response before writing it on the flipchart.

### **Expected response (what the teacher should do)**

- Examine your lesson objectives.
- Identify learning experiences/activities that meet the objectives.
- Make an outline of the context of your learners focusing on their background and environment.
- Ask yourself whether those activities will meet the needs of the learners.
- Check the suitability of the activities in terms of the age and class of the learners.
- Find out if the activities have met all the necessary conditions as discussed.
- Ensure the activities are properly sequenced and integrative.
- Outline the mode of engaging the learners in the activities taking note of their peculiar background.

### **Assessment**

Ask participants to explain learning experiences and give three factors to consider while creating learning experiences for learners who have been affected by crisis.

## Session 2: Learning Experience that Meets the Need of Children Affected by Crises and Emergencies

### Introduction

In a bid to help children affected by emergency and crisis to heal, recover, and develop a sense of hope for the future, it is critical to develop suitable learning experiences that respond to their peculiar needs. The teacher is expected to take into cognizance activities that will stimulate their interest and help them get through their traumatic and unpleasant experiences. The teaching-learning experience is expected to provide psychosocial support to these children to attain the most suitable healing and recover.

The purpose of this session, therefore, is to highlight specific teaching-learning strategies that can be adopted or adapted to reinforce the learning process that will adequately meet the varying needs of children affected by crisis.

**Duration:** The session will last for 40 minutes

### Session outline:

S/N	Activity	Time
1.	Welcome and Introduction	5 mins
2.	Activity 1: Identify and apply unique teaching- learning strategies to make learning experience meet the needs of children in emergency.	35 mins

### Objectives of the session:

By the end of the lesson, participants will be able to:

- Identify and apply unique teaching-learning strategies to make the learning experience meet the needs of children in emergency.
- Outline the probable challenges the teacher may encounter in applying the teaching-learning strategies to meet the needs of children in emergency.

**Materials:** Flipchart, masking tape, A4 paper, Marker, Notebook, pen or pencil for each participant.

### Welcome and introduction:

- Introduce yourself to the participants and ask them to introduce themselves.
- Apply some energizers to get the participants active and ready for the session.
- Quickly go through the objectives and procedure of the session.

**Activity 1: Identify specific teaching- learning strategies to make the learning experience meet the needs of children affected by crisis.**

This activity seeks to guide participants to come up with a list of teaching-learning strategies to make the learning experience meet the needs of children in emergency.

**Activity Mode:** Group work

**Organize** participants into small groups. Give each group a flipchart sheet and a marker pen. Ask each group to select a leader and one person to write on the flipchart recorder and discuss the question shown in the box below:

**What are the specific teaching-learning strategies that a teacher can adopt to make the learning experience meet the needs of children affected by crisis?**

**Duration:** 7 minutes.

Invite each group to make a presentation on what they have come up with. Give each group 3 minutes to make their presentation and allow comments and questions from other participants.

After each presentation, ask the group to paste their work on the wall.

Thereafter, harmonize the presentations and show the slide on the specific teaching-learning strategies that a teacher can adopt to make the learning experience meet the needs of children affected by crises and emergencies.

**Expected Response**

- **Brain writing:** Brainwriting is an alternative method to brainstorming. It is a technique adopted to generate ideas. It equally takes care of many weaknesses of brainstorming. Here, participants can break into groups and think about creative ideas, share with each other, harmonize their thoughts before communicating to the general class. It is a learner-centred approach that promotes participatory learning.
- **Jigsaw:** Jigsaw is a collaborative learning strategy that enables each participant in a group to specialize in one aspect of a lesson. For example, one group should study the needs of children affected by emergencies, and the other, the learning strategies that meet the needs of learners. Distribute the aspects of the lesson amongst the groups. Instruct those with same aspect to meet with others assigned with similar aspects. After mastering the material, return to the "home" group and teach the aspect to other group members. With this strategy, each learner in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

- **Sketch noting:** Instead of the usual note taking, the teacher will get learners to sketch a picture that represents what they've learned in class. Note that this is not about the quality of the art, it's about the effect of the drawing to enable learners understand and look at learning from a different perspective.
- **Peer Review:** This process is an age long practice in schools. Teachers swap drafts of learner's essays, proposals and then come up with comments and questions for each other which learners could identify compelling arguments, unanswered questions, and holes in logic.?

### Short Plenary (15 minutes)

Guide a plenary session on the following:

1. *What challenges would teachers face in trying to create learning experiences that meet the need of learners affected by crisis?*
2. *What strategies should a teacher adopt to create learning experiences that meet the need of children affected by crisis?*

Write the comments and responses from the participants on the Flipchart. Ensure that they agree on a response before writing it on the flipchart.

### Expected responses (what the teacher should do)

- Examine your lesson objectives.
- Identify learning experiences/activities that meet the objectives.
- Make an outline of the context of your learners focusing on their background and environment.
- Ask yourself whether those activities will meet the needs of the learners.
- Check the suitability of the activities in terms of the age and class level of the learners.
- Find out if the activities have met all the necessary conditions as discussed.
- Ensure the activities are properly sequenced.
- Outline the mode of engaging the learners in the activities, taking note of the peculiar background of learners affected by crises and emergencies.

### Assessment

Ask participants to reflect on the whole process for 10 mins and go through the notes taken. Ask participants to identify and describe how to apply three teaching-learning strategies that can address the needs of children affected by crisis.

## **Session 3: Learning activities that can be developed by teachers**

### **Introduction**

In crises and emergencies, children are the most affected, especially those of school-going-age. This situation may lead to a temporary or permanent end to their quest for education. Integrating these set of learners back into the society and the school system requires careful planning of instructional content that will serve as incentives to stimulate their interest and equally enable them enjoy school. These children require life-saving knowledge and skills. For example, with respect to prevention from a disease outbreak like Ebola or Covid-19 etc., self-protection and awareness of rights are key. For all children, whether they attended school before displacement or not, education during crises and emergencies can provide a stable, safe, and supervised routine relevant to their academic and psychosocial needs. Participation in educational programmes provides a sense of continuity.

To this regard, the purpose of this session is for teachers to be able to provide the needed psychosocial support and stimulating learning experiences to enable learners to quickly heal, recover and build resilience

In trying to provide support to children that are facing stress or trauma, there are possible interventions we expect the teachers to apply in the classroom. The activity below presents an idea on how teachers can teach unique but important values to children. The specific activity referenced can be infused into teaching values, national consciousness, and important virtues to children in civic education.

### **Session Outline**

S/N	Activity	Time
1.	Session objectives	5 minutes
2.	Activity 1: integrating “My Role Model” activity in the lesson plan	10 minutes
3.	Steps to applying the activity in the lesson plan	25 minutes

### **Objectives**

**By the end of the session, participants should be able to:**

- identify the strategies for infusing specific psychosocial activity into teaching and learning experience in a classroom situation.
- explain strategies to motivate the learners to develop a sense of hope for the future.
- identify how the activity can be used to teach important national values to students.

**Materials:** Paper, Pen, Marker, Sticky notes, Flip charts

**Learning Activity: Integrating “ My Role Model” activity into the teaching learning process**

This activity can be adapted to encourage learners to participate actively in classroom activities and promote their well-being. It can also be used to motivate participants and encourage them to have a role model. It is very important to inform participants of the objective of the exercise and guide them through the process for intended learning objectives to be achieved.

**Activity Mode:** Group work

**The role model activity:** Most people know one person they admire and respect who is either alive or dead. Sometimes these people are called heroes. We often seek to model our lives on their character traits, deeds and beliefs. Ones’ role model could be anyone – a relative, a friend, ones’ father, mother, sister, brother, child, aunt, uncle, colleague, religious leader, etc. They could also be national heroes like *Funmilayo Ransome Kuti, Obafemi Awolowo, Nelson Mandela, Ahmadu Bello, Nnamdi Azikwe, etc.* *Movie Stars: Ramsey Noah, Genevive Nnaji, Denzel Washington etc.* *Sports personalities: JJ Okocha, Kanu Nwankwo, Ahmed Musa, Messi, Ronaldo etc.* Highlight 10 values you admire about any of the selected personality; this could be personal or national values. Then, organize the values into personal and national attributes. You have to repeat these values and reflect on them to understand how important they are to our society.

- Divide participants into small groups.
- Ask participants to select a leader and one person to record for each group. Ask them brainstorm and come up with how they can integrate the role model activity (it could be any psychosocial activity) in their lesson plan to teach national values, to children affected by emergencies in a civic education class.
- Ask participants to state about 10 values or qualities they admire about the person each group has selected.
- Ask each group to segregate the qualities into national and personal attributes on the flipchart as shown below:

S/N	Personal Values	National Values
1.		
2.		
3.		
4.		

5.		
6.		
7.		
8.		
9.		
10.		

- Let each group explain how some of those values can motivate learners and help them develop a sense of hope for the future.
- Ask each group to select a representative to make the presentation and let them paste the flip charts on the wall or the board.
- Harmonize the presentations and present the content on your slide and ensure that you differentiate the personal values from the national values.

### **Expected responses**

- Teachers can effectively apply psychosocial activities into learning experiences in the classroom.
- Teachers can apply specific psychosocial activities to motivate learners and stimulate their interest to develop a sense of hope for the future
- Teachers can adapt the activity to teach important personal and national values to learners.

### **Assessment**

Remind participants of the objectives of the session and let them:

1. Describe the Role Model Game in 2 mins
2. Mention their role model and list 10 values they admire about the person
3. Differentiate the personal values from and national values.



## MODULE FOUR

### EFFECTIVE CLASSROOM MANAGEMENT IN TEACHING LEARNERS AFFECTED BY CRISES AND EMERGENCIES

#### Session 1: Classroom Management Strategies for Teaching Learners Affected by Crises and Emergencies

##### Introduction

Effective classroom management is critical for teachers to be able to deliver quality instructions that improve learners' wellbeing and learning outcomes in a safe and conducive environment. Children and youth affected by crises and emergencies go through various life experiences. Some of them have been traumatized while many others face different levels of difficult experiences, which may have affected their behaviours. There may be instances where such children exhibit aggression hyperactivity, indifference, stubbornness and disruptive behaviours. On school resumption, these negative behaviours manifest and disrupt the children's effective learning and well-being.

**Duration:** This session will last for 1hr 30 minutes

##### Session outline

S/N	Activity	Time
1	Session objectives	5 minutes
2	Activity 1: Identification of different kinds of unhealthy behaviours that can be exhibited by learners affected by crises and emergencies.	30 minutes
3	Activity 2: Strategies for effective classroom management	35 minutes
4	Activity 3: Application of effective classroom management strategies	30 minutes

##### Session objectives

At the end of this session, you should be able to:

1. identify different kinds of unhealthy behaviours that could be exhibited by learners affected by crises and emergencies;
2. explain different classroom management strategies
3. enumerate steps teachers can follow in putting the strategies into action

**Materials:** Flipchart, Cardboard, Marker, Sticker notepad, Rulers, Pencil, Cello-tape.

**Welcome and introduction:**

- Welcome all participants.
- Introduce yourself to the participants and ask them to introduce themselves.
- Use an energizer to get the participants active and ready for the Session.
- Quickly go through the objectives and procedure of the Session.

**Activity 1: Identification of different kinds of unhealthy behaviours that learners affected by crises and emergencies could exhibit in the classroom**

This activity will help participants identify various kinds of negative behaviours that learners may likely exhibit in the classroom.

**Activity mode: Group work (30 minutes)**

1. Organize participants into small groups of 10 persons taking gender sensitivity into consideration.
2. Ask each group to select a leader and a recorder.
3. Give each group a flipchart, a marker and ruler.
4. Inform the participants that they are to actively participate and come up with 10 types of unhealthy behaviours they may likely exhibit in the classroom. This activity is to last for 15 minutes.
5. Ask them to indicate the rate of manifestation of each unhealthy behavior as shown in the table:

S/N	Types of unhealthy behaviours	Rate of manifestation		
		Very often	Occasionally	Rarely
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

6. Let each group explain how these behaviours can affect teaching and learning.
7. Ask each group to select someone to present their work.  
Harmonize all the presentations and then present the content of your slide.

## 8. Expected Response:

- Aggressiveness
- Hyperactivity
- Inactiveness during class activity
- Indifference
- Stubbornness
- Low attention span
- Noisemaking
- Sleeping and dosing off in class
- Fears
- Inferiority complex
- Always fighting,
- Bullying, etc.

**Reiterate that** when learners exhibit some of these behaviours, learning can be disrupted.

### **Activity 2: Classroom management strategies** (35 minutes)

In doing this activity, participants will identify various classroom management strategies that can be used when teaching. Some of the strategies may not be entirely new to the participants but the application in different classroom situations may vary.

**Delivery mode:** Roleplay

#### **Instruction**

*To effectively carry out this activity, you need to make some prior arrangements with some participants. You are to select some participants and inform them that they will be playing various roles for 10 minutes after the start of the Session. Allow participants to choose a role that they can play from the following: aggressiveness, stubbornness, noisemaking, fighting, bullying, sleeping and dosing off while class is ongoing, etc. Act aggressive: at the time that these participants begin displaying these negative behaviours, do some shouting, attempt flogging some of them, call them names and show all manner of inappropriate ways of managing the classroom situation.*

**Before you** start the roleplay, inform participants that the first 7 minutes of the activity will be used to simulate what happens in the classroom.

**Tell** them to use their writing materials to jot down their observations during the roleplay.

**Display** key questions that should guide their observations.

**Inform** them that after the roleplay, there will be a whole-group discussion in which the participants will individually be expected to present what they have observed.

**Key questions**

1. What was the teacher's reaction to the situation?
2. Will such reactions help control the situation?
3. What effect will such negative reaction of a teacher have on a learner who has gone through crises and emergencies?
4. What action should the teacher have taken in managing the situation?

**Discussion** (20 minutes)

Conduct the session using the key questions as guide. Ensure that you take many responses on each of the key questions.

**Expected responses**

The teacher exhibited inappropriate reaction that incorporates aggression and harmful punishment.

Such reactions may seem to work in the interim, but it is not effective and may lead to escalation of such negative behaviours in the classroom.

Teachers who use such reactions will engender injury, humiliation, fear and aggressiveness in the learners. It could also lead to lack of trust between the teacher and the learners, loss of interest in schooling and the consequent dropout of many learners.

Appropriate reactions are those that help to prevent the occurrence of such negative behaviours. Strategies for effective classroom management include modeling ideal behaviours, building relationships with learners, using praise to arouse and sustain interest, experience success and build positive self-concept. Avoid the use of punishments, establish classroom rules with learners and create an environment that encourages respect and value for the dignity of each learner etc.

**Activity 3: Applying effective classroom management strategies**

**Activity mode:** group work (15 minutes)

Use 3 minutes to briefly remind the participants of various classroom management strategies. Some of the strategies are:

- Modeling ideal behaviours,

- Building relationships with the learners,
- Using praise to arouse and sustain learners' interest,
- Avoiding the use of punishments,
- Establishing classroom rules with the learners.

**Ask** participants to go into their various groups. You can regroup them for the purpose of effective mix and strengthening. Provide each group with a flipchart and marker. Each group is to choose a leader and a recorder.

**Instruction for each group** (2 minutes)

Give each group two effective classroom management strategies to discuss and come up with clear steps of what a teacher should do to practice the strategies. Record the outcome of your discussion and present to the whole group. This activity is to last for 10 minutes.

Harmonize all presentations and then present the slide showing the steps. This should last for 20 minutes.

**Expected response**

	Modeling ideal behaviours	Building relationship with learners	Using praise to arouse and sustain learners' interest	Avoiding the use of harmful punishments	establishing classroom rules with learners
Steps	<ul style="list-style-type: none"> <li>• Always use polite language in responding to your learners.</li> <li>• Avoid shouting at learners.</li> <li>• Avoid the use of words that hurt learners' ego.</li> <li>• Treat every learner with respect.</li> <li>• Show them how much you care.</li> <li>• Avoid blaming the learners when something goes wrong.</li> <li>• Avoid scolding learners. You can talk to them in a polite manner and achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>• Show every learner respect.</li> <li>• Get to know your learners by name.</li> <li>• Do not make them feel bad for asking questions.</li> <li>• Do not show them hostile attitude.</li> <li>• Encourage collaboration.</li> <li>• Teach with positive emotion</li> <li>• Encourage every learner to be friendly.</li> <li>• Discourage every attitude to create tension in the class.</li> <li>• Use kind words when talking to learners.</li> <li>• Demonstrate to them that you care about their wellbeing. This</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge every effort in behaviour change, no matter how little.</li> <li>• Offer praise on little achievement in class activity.</li> <li>• Encourage other learners to appreciate individual learners as they improve in their performance.</li> <li>• Identify learners who are making effort to be better and give them positive consequence such as thumb up, verbal praise, free time, be made teacher's helper etc. some task to do.</li> <li>• Use variety of methods to praise and acknowledge the positive efforts that the learners are making.</li> <li>• Use praise promptly and in a manner</li> </ul>	<ul style="list-style-type: none"> <li>• Go and stand near misbehaving learner)</li> <li>• Use positive narration to praise learners who are paying attention until the one misbehaving changes behaviour.</li> <li>• Give a gentle tap on the shoulder of the learner who is misbehaving. Be mindful of the sex of the learner.</li> <li>• Use sudden silence and a look at the learners who are misbehaving.</li> <li>• Learn to calm your emotions. This will help you control your anger.</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning of the school term, engage the learners to come up the class rules of conduct.</li> <li>• Get the learners recite the rules until they master it.</li> <li>• Before you start every lesson, take 2 minutes for them to recite the rules.</li> <li>• Constantly remind them of the rules if someone tries to violate any.</li> <li>• Do not use violation of the rules as a means for punishing any learner.</li> </ul>

you can do by asking about their welfare.

commensurate to the positive action.

## Assessment

Remind participants of the objectives of the session and ask them the following questions:

1. What are some of the unhealthy behaviours learners affected by crises **and emergencies** could exhibit in the classroom?
2. What effective strategies should teachers adopt in managing such behaviours?

## Session 2: Hands-on Classroom Activities for Effective Classroom Management

### Introduction:

Children and youth who have been affected by crises and emergencies face excessive risks and vulnerabilities. Well-designed and effective classroom management along with appropriate PSS can enhance resilience processes and mitigate the vulnerabilities they face.

Psychosocial Support (PSS) and Social Emotional Learning (SEL) approaches work best when integrated into different activities conducted in the classroom. When a teacher successfully applies PSS and SEL activities in classroom management, they create a supportive safe and conducive learning environment that promotes improved psychosocial wellbeing.

Duration: This session will last for 60 minutes

### Session outline

S/N	Activity	Time
1	Session objectives	5 minutes
2	Activity 1: Establishment of shopping centres/ corners in the classroom.	15 minutes
3	Activity 2: Use of games in teaching and learning	20 minutes
4	Activity 3: Use of Energizers	15 minutes
5	Assessment	5 minutes

### Session objectives:

By the end of this Session, participants should be able to:

1. Identify PSS and SEL activities for effective classroom management.

2. Integrate PSS and SEL activities in the teaching and learning process

**Materials:**

1. Empty milk cans, match box, pens, chalk, exercise books etc.
2. Flip chart
3. Card board papers
4. Markers
5. Scissors
6. Balls
7. Balloons
8. Pictures of people living in a peaceful environment,
9. Improvised naira notes

**Welcome and introduction:**

- Welcome all participants.
- Introduce yourself to the participants and ask them to introduce themselves.
- Use an energizer to get the participants active and ready for the Session.
- Quickly go through the objectives and procedure of the Session.

**Activity 1: Establishment of shopping centres/ corners in the classroom.**

This activity will help participants to keep learners engaged in the classroom and also get them to interact with their peers. You will need to emphasise to participants that the aim of this activity is to get learners busy without distraction and to help them forget about the traumatic experience.

In grouping participants, ensure gender equality and inclusion.

**Activity mode:** Role Play/Group work

1. Put a table at the corner of the class, place items such as empty cans of milk, tomato and match boxes, pencils, pens, chalk exercise books on a table. Do not forget to put price tag on the items.
2. Organize participants into groups of 15 persons per group.
3. Explain to them that the first group will be tagged Group 'A', Group 'B' etc,
4. Explain to the them that the items on the table will serve as purchasable goods readily available in the classroom
5. Give each group improvised Naira notes of different denomination.

6. Explain that the buyers should go to the 'market' and purchase items of their choice.
7. Those who buy should demand accurate change from those who sell and vice versa. This activity is to last for 10 minutes.
8. Call on some members of each group to explain how they felt when interacting with their peers in the 'market' and write these on the flipchart.
9. Ask participants to identify subjects and topics that they could use these activities to teach.
10. Present the content of your slide.

**Expected response:**

**How you felt when participating in the activity**

- Feel loved.
- Feel listened to.
- Feel understood.
- Feel appreciated.
- Feel physically safe.
- Feel emotionally safe.
- Have a sense of self-worth.
- Have a sense of meaning.
- Have a sense of hope.
- Trust and be trusted.
- Feel connected to a learning community.
- Have a sense of belonging to and being accepted by a group.
- Feel competent.
- Feel some control over the environment.
- Able to exercise self-control.

**Subjects that could be taught using this activity**

1. Mathematics- addition, subtraction, division and multiplication
2. Social Studies - Culture
3. Business Studies- Value for money

**Now explain** that when learners participate in such activities as above, they develop social skills, build trust and team work and they are not distracted in the classroom.



## **Activity 2: Use of games in teaching and learning**

This activity will help participants increase the overall motivation of learners. In doing this, participants will identify subjects that can be taught using games. Some of the games might not be new to the participants but the application in the teaching and learning process may vary.

**Activity mode:** Child centered method/Group work

1. Cut figures of different shapes by the use of cardboards papers and displayed on the table.
2. Write words and their opposite on the cardboards too and display on another table
3. Select some of the participants to put figures that are smaller together.
4. Call participants to also pick words on one table and get their matching opposite words
5. Check to ensure participants are getting it right.
6. Ask the participants to go back to their seats.
7. Organise participants in to 3 groups.
8. Ask participants to identify subjects that they could apply with this activity.
9. Harmonised the presentation of each group and read them aloud for everyone to hear.

### **Expected response:**

#### **Subjects that could be taught using matching games.**

1. Mathematics- shapes, addition of numbers especially in the lower classes
2. English Language- spelling, words and opposite
3. Social Studies-culture

**Explain** that it is important to supervise the learners during this activity to ensure that all of them are participating in set tasks. It is also important that you follow the COVID-19 guidelines such as the use of hand sanitizer at intervals and keep physical distance. Other psychosocial games include:

- Balloon game,
- Elephant ball,
- Bouncing back,
- Willow in the wind,
- Time chair
- Colours talk
- Cooperative squares

(Details of these games can be found in Modules 5 and 6)

### **Activity 3: Use of Energizers**

**Activity mode:** Group discussion/Singing

**Ask** participants to go into their various groups. You can regroup the participants for the purpose of effective mix and strengthening. Provide each group with flipchart and marker. Each group is to choose a leader and a recorder.

#### **Activity instruction for each group**

You are about to start a lesson, learners in your class appear lost in their own thoughts and seem not to be interested in the lesson. Discuss and come up in your various groups 2 energizers and 2 songs that you could use to motivate learners. You have 10 minutes for this activity.

- **Time the group and give** each group opportunity to make presentation of their work. Ask participants to listen to each group's presentation and note the meaning of the lyrics in the songs and why they think the group chose the song.

**Expected response:**

#### **Things to consider when choosing an energizer.**

1. Use inspirational songs that relate to the lesson
2. Be sure it does not take over the lesson
3. Songs and energizers must be peculiar to community and culture
4. Make appropriate use of energizers

**Explain** that energizers and songs could be used at the beginning of the lesson to arouse the interest of learners and get them set for the lesson or at the middle of the lesson when you notice that learners are losing concentration. Energizer excites learners and keeps them active during lessons.

### **Activity 4: Use of Effective Questioning Strategy**

This strategy can be used to find out whether participants have understood the lesson. You can also employ this strategy to make sure they are listening and to give variety to the lesson.

**Activity mode:** Group work

**Ask** participants to go into their various groups and provide each group with flipchart and marker. Each group is to choose a leader and a recorder.

#### **Activity instruction for each group**

Discuss in your various groups, ways you can use questioning strategy for effective classroom management. Each group will make a presentation afterward. This activity is to last for 10 minutes.

**Give** each group opportunity to make a presentation of their work. Allow for questions and comments from others. Harmonize their presentations and then present the slide showing ways to use questioning strategy for effective classroom management.

**Expected response:**

**Ways to use questioning strategy for effective classroom management.**

1. Ask the question first before calling on a learner to answer it;
2. Do not name a child first before asking a question.
3. Give learners time to think about the question before answering.
4. When you perceive learners are getting bored
5. Ask questions at the beginning, middle and at the end
6. Ask simple questions

Use questions to:

- get learners to assimilate and reflect on information.
- help them recall facts covered in a lesson.
- encourage thinking.
- encourage them to express their ideas and feelings about issues being discussed
- arouse interest and curiosity.

**Assessment**

Summarize the Session by reminding the participants about the objective of the Session and conclude by asking the following questions:

1. What are the benefits of integrating PSS and SEL activities in the teaching and learning process?
2. Mention some key PSS activities and how you plan to use them for effective classroom management.

## MODULE FIVE

### BUILDING TRUST AND CONFIDENCE IN CHILDREN AFFECTED BY CRISES AND EMERGENCIES

#### Session 1: Building Trust and Confidence in Learners Affected by Crises and Emergencies

##### Introduction

This session will expose participants to various skills on how to develop learners' wellbeing especially those who have passed through crisis or emergency.

**Duration:** This session will last for 60 minutes

##### Session outline

S/N	Activity	Time
1	Session objectives	5 minutes
2	Activity 1: Understanding learners' wellbeing	15 minutes
3	Activity 2: Helping learners cope with difficult experiences	20 minutes
4	Activity 3: characteristics of a teacher who can support learners to overcome difficult conditions	15 minutes
5	Assessment	5 minutes

##### Objectives

By end of this session the participants will be able to

- Describe a 'well-being child';
- Outline experiences children and youth endured on account of recent or past crises in their areas;
- Identify how crises affect children's social, emotional, material, and intellectual needs and how teachers can support them to recover;
- Mention at least two personal traits or characteristics of a person that helps children stay strong, function and/or even recover.

**Materials:** Flip chart and Markers

##### Welcome and introduction:

- Welcome all participants.
- Introduce yourself to the participants and ask them to introduce themselves.
- Use an energizer to get the participants active and ready for the Session.
- Quickly go through the objectives and procedure of the Session.

## **Activity 1: Understanding learners' wellbeing**

Divide the participants into groups and asks them to discuss their understanding to: -

- What well-being means to them and how they would describe a child that is 'well'? He asks them to think about their children or children they know in their class or community.
- What they feel and how they behave that signals to them that they are 'well'
- Let each group write their answers in a flip chart/board/cardboard paper and share with other groups.

### **Expected answers**

A child or youth that is 'well' shows:

- i. Trust and attachment to peers and adults in their lives.
- ii. Confidence in themselves.
- iii. Attention and concentration during intellectual tasks (i.e. conversations, problem solving, etc.).
- iv. Cooperation with peers.
- v. Respect and responsibility towards their family or other community members.
- vi. An ability to function in daily life.
- vii. Happiness and joy.
- viii. Freedom from fear and anxiety.

**As participants are still in their group**, ask the groups discuss on the following questions:

- What are some experiences that children and youth may have endured on account of recent or past crises where you work/teach?
- How might these experiences have affected children's social, emotional, material, and intellectual needs from being met?

**Allow** 2 to 3 group representative to share what they discussed.

## **Activity 2: Helping learners cope with difficult experiences**

**Activity mode:** Group

- Put participants into small groups and explain to them the purpose of the activity.
- Ask participants to think about how they or someone they know overcame a difficult experience in their life and how they did they this?
- Now ask them to discuss on the following questions:
- What should be the personal traits or characteristics of a person that helps children to stay strong, function and/or even recover?
- What are some external factors such as people, activities, or services that could help learners cope with the difficult experience?
- Let each group share the outcome of their discussion with the whole class.
- Summarise the presentations and make clarifications where necessary.

### Activity 3: Characteristics of a teacher who can support learners to overcome difficult conditions

**Mode of activity:** Group

- **As participants** are still in their groups, ask them to reflect back and think of someone in their life who was a teacher who supported their well-being and write down the characteristics of the person identified.
- **Now** form participants to harmonize what they wrote on the flip chart paper and then draw a picture or graphic that describes the role model who is good at supporting well-being.

#### Assessment

- Discuss in detail with participants on the questions in the table.

S/N	Exercise	Possible answers
1	List features of well-being known to you	
2.	Describe a child that is ‘well’ you think in your community.	
3.	How did a well child feel and how do they behave that signals to you that they are ‘well’	,
4.	How do they behave that signals to you that they are ‘well’	
5.	What are some experiences that children and youth may have endured on account of recent or past crises in your contexts?	
6.	How might these experiences have affected children’s social, emotional, material, and intellectual needs from being met?	
7.	Describe the personal traits or characteristics of that person that helped them to stay strong, function and/or even recover?	
8.	What were some external factors such as people, activities, or services that helped them cope with the difficult experience?	

## Session 2: Developing Self-Esteem and Confidence

### Introduction

This session focuses on helping participants understand the importance of helping learners develop self-esteem. Participants will also come to know that several learners need to build their confidence and improve their self-esteem.

**Duration:** This session will last for 45 minutes

### Objectives

By end of the presentation the participants will be able to: -

- Identify features of a child with low self-esteem and confidence in a school.
- Outline factors/issues that affects once self-esteem and confidence.
- Suggest how teachers develop self-esteem and confidence of learners.

**Materials:** Flip chart and Markers

### Activity 1: identifying learners with low self-esteem and confidence

**Activity Mode:** Group work

- Put participants into group.
- Ask participants to brainstorm and agree in their groups to features of a child with low self-esteem and confidence in a school by ticking the appropriate features.

Child with Low Self Esteem and Confidence	Tick
Makes choices on his own and owns up for consequences of their action	
They feel they are not as good as other kids	
Think of the times they fail rather than when they succeed	
Doubt they can do things well	
Always trying to answer a question not minding with the answer is correct or wrong	
Child avoids a task or challenge without even trying	
Communicates and interacts freely among his/her peer group	

She/he quits soon after beginning a game or a task, giving up at the first sign of frustration	
She/he cheats or lies when he believes he's going to lose a game or do poorly	
Always ready to accept position of responsible in the school	

- **Now ask each group** to explore and rank the factors/issues that affects self-esteem and confidence of learners.

<b>Factors/Issues</b>	<b>Ranking</b>
Over praising the learner	
Letting them escape responsibility	
Preventing them from making mistakes	
Protecting them from their emotions	
Being overprotective	
Expecting perfection	
Punishing, rather than disciplining	

- **Ask** participants to brainstorm in their groups what teachers can do to develop self-esteem and confidence of learners.
- **Let** each group make a presentation.
- **Make** clarifications as groups make presentation.

**Expected answers on what teachers can do develop self-confidence of learners.**

<ul style="list-style-type: none"> <li>• Stop pushing them</li> </ul>
<ul style="list-style-type: none"> <li>• Keep positive environment ( e.g. sit with your child, talk about how their day went, tell them about your day and try to build a rapport with them).</li> </ul>
<ul style="list-style-type: none"> <li>• Set a role model</li> </ul>
<ul style="list-style-type: none"> <li>• Stepping back (that is giving a child pace and stepping back, instead of heaping praises on them, you let the child take risks, make their own decisions, solve problems, and stick to whatever task they start).</li> </ul>
<ul style="list-style-type: none"> <li>• Give positive, accurate feedback.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify and redirect inaccurate beliefs.</li> </ul>
<ul style="list-style-type: none"> <li>• Avoid over praising learners (that is excessive praise and showering your child with compliments can do more harm than good since it will low bar for them and they won't see the need to push themselves).</li> </ul>



Let learners make their own choices (that is if learners make their own choices and decisions, they feel confident and start considering the consequences of their decisions).

### Assessment

Areas of Assessment	Details	Important	Not Important
<b>Sign of a child with Low Self Esteem and Confidence</b>	Are self-critical and hard on themselves		
	They feel there not as good as other kids		
	Think of the times they fail rather than when they succeed		
	Doubt they can do things well		
	Child avoids a task or challenge without even trying		
	She/he quits soon after beginning a game or a task, giving up at the first sign of frustration		
	She/he cheats or lies when he believes he's going to lose a game or do poorly		
<b>Factors/issues that affects once self-esteem and confidence.</b>	Over praising the learner		
	Letting them escape responsibility		
	Preventing them from making mistakes		
	Protecting them from their emotions		
	Being overprotective		
	Expecting perfection		
	Punishing, rather than disciplining		
<b>Teachers' roles in developing self-esteem and confidence of learners</b>	Identify and redirect inaccurate beliefs		
	Frequent communication with learner		
	Stop pushing them		
	Keep positive environment ( e.g., Sit with your child, talk about how their day went, tell them about your day and try to build a rapport with them).		
	Set a role model		
	Stepping back (that is giving a child pace and stepping back, instead of heaping praises on them, you let the child take risks, make their own decisions, solve problems, and stick to whatever task they start).		
	<b>Give positive, accurate feedback</b>		
<b>Identify and redirect inaccurate beliefs</b>			

Areas of Assessment	Details	Important	Not Important
	Avoid over praising learners (that is excessive praise and showering your child with compliments can do more harm than good since it will low bar for them and they won't see the need to push themselves).		
	Let student make their own choices (that is if learners make their own choices and decisions, they feel confident and start considering the consequences of their decisions)		

## MODULE 6

### SUPPORTING LEARNERS TO HEAL AND RECOVER AFTER A CRISIS AND EMERGENCY

#### Session 1: Supporting Learners to Heal and recover after Crisis and Emergency.

##### Introduction

The facilitator introduces the session by stating that any effort put in place to make children go back to school after crises or any emergency is fruitless until they are assisted and supported to heal from the post traumatic disorder by the teacher and parent/caregiver. To do this, a teacher requires healing and supporting skills.

**Duration:** This session will last for 60 minutes

##### Session outline

S/N	Activity	Time
1	Session objectives	5 minutes
2	Activity 1: Meaning of stress and trauma	25 minutes
3	Activity 2: Major areas that stress and trauma affect children.	30 minutes
5	Assessment	5 minutes

##### Objectives:

By end of the presentation the participants will be able to:

- Explain the concepts of stress and trauma.
- Identify signs of stress and trauma among learners and how to manage them.
- Provide psychosocial support for teachers and learners in period of emergency.

**Materials:** Flip chart, Markers

##### Activity 1: Meaning of stress and trauma

**Activity mode:** Group work

- Let participants be in groups.
- Ask each group to explain what they understand by stress and trauma.
- Ask them to identify signs of stress and trauma.
- Ask one or two groups to make presentations.
- Clarify issues as groups make presentations.

**Possible answer: -**

### **Meaning of stress and trauma**

Stress is a feeling of physical or emotional tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Trauma is an individuals' response to a deeply distressing or disturbing event that overwhelms his ability to cope, causing feelings of helplessness which diminishes their sense of self-confidence.

Trauma is a specific type of stress that reflects exposure to terrible events that are generally devastating to humans. It can result from human actions in the form of rape, insurgency, militancy, armed banditry, kidnapping, farmers-herders' clashes etc.

### **Signs of Stress and Trauma**

- Behavioral agitation
- Irritability
- Hostility
- Hyper-vigilance
- Self-destructive Behavior
- Self-isolation
- Flash-back
- Fear
- Severe anxiety
- Mistrust
- Loss of interest or pleasure in activities
- Guilt
- Loneliness
- Insomnia or nightmares

### **Activity 2: Major areas that stress and trauma affect children**

- Now guide the participants to identify major areas that stress, and trauma affect a child that had gone through crisis: -physical, social, emotional, Cognitive/mental and at varying ages.
- Assign each group one category and ask them to fill the category with signs and behaviors associated with it.
- Call on all the groups to make their presentation.
- Make clarifications as groups make presentations.

**Expected response**

Physical	Social	Emotional	Cognitive	Age	
				4-6	7-12
<ul style="list-style-type: none"> <li>• Paleness</li> <li>• Reduced Energy</li> <li>• Fatigue</li> <li>• Poor concentration</li> <li>• Abnormal heartbeat</li> <li>• Anxiety or panic attack</li> <li>• Unable to cope in certain circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of self-esteem</li> <li>• Loss of sense of belonging within a group.</li> <li>• Self-isolation</li> <li>• Not cooperative</li> <li>• Cooperation</li> <li>• Poor Communication</li> <li>• Lacks empathy.</li> <li>• Does not relate easily with others</li> </ul>	<ul style="list-style-type: none"> <li>• Denial</li> <li>• Anger</li> <li>• Sadness</li> <li>• Emotional outbursts</li> <li>• Frustration</li> <li>• Grief</li> <li>• Fear</li> <li>• Worry</li> <li>• Shame</li> <li>• Jealousy</li> <li>• Self-criticism</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty in concentration</li> <li>• Poor performance</li> <li>• Poor retention</li> <li>• Slow recall</li> <li>• Loss of memory</li> </ul>	<ul style="list-style-type: none"> <li>• Clinging to adults</li> <li>• Regress to younger behavior</li> <li>• Sleep disturbances</li> <li>• Changes in eating patterns</li> <li>• Take on adult roles.</li> <li>• Irritability</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Concerned about other affected.</li> <li>• Sleep disturbances</li> <li>• Changes in eating pattern</li> <li>• Feel / express fear.</li> <li>• Irritability</li> </ul>

Now summarise the session by saying that: -

- Stress and trauma are mental or emotional strain or tension resulting from difficult or demanding circumstances.
- Often, stress and trauma cause people to feel tense, uncomfortable and sometimes overwhelmed with feelings of not being able to cope.
- Stress and trauma are often experienced in body as well as in the mind.
- Stress and trauma happen when there is a sudden event that dramatically explodes into our lives and changes the way we perceive things.
- Teachers require skills to support learners who have passed through stress due to crisis, so they can heal and be fit mentally, physically, socially and emotionally.

### Assessment

Ask participants to write a short note on the skills teachers require to support learners who have passed through crisis or emergency. Let them paste their note on the flipchart provided.

## Session 2: Psychological First Aid (PFA) and Activities for healing and recovering of children in crisis and emergency.

### Introduction

Psychological First Aid (PFA) is like the immediate treatment given as first aid before taken for further treatment. PFA is a humane, supportive and practical assistance to fellow human beings who recently suffered exposure to serious stress. Learners who are absent from school due to their previous experience, repeated truancy and those who have shown fear, aggression or withdrawal are possible targets for teachers to apply for PFA. Storytelling and listening is one of the effective

activities for PFA. It is a form of communication therapy that is often used as the first step in healing from trauma and violence especially of things that are incredibly hard to deal with. Through stories, we can help ourselves, help each other, and help the world.

**Duration:** 60 Minutes

### Session outline

S/N	Activity	Time
1	Session objectives	5 minutes
2	Activity 1: Importance of PFA	20 minutes
3	Activity 2: PFA Actions and Principles	20 minutes
4	Activity 3: Helping People Feel Calm	10 minutes
5	Assessment	5 minutes

### Objectives

**At the end of the presentation, participants should be able to:**

- Explain what psychological first aid (PFA) means.
- Outline at least two importance of PFA.
- Ascertain situations where PFA should be applied.
- Identify strategies for applying PFA
- Provide psychosocial support (equipped with skills) for teachers and learners who had gone through crisis.

**Materials:** flipchart, markers,

### Activity 1: Importance of PFA

**Activity mode:** Plenary

- Briefly explain what PFA is about.
- Guide participants to list the **importance of PFA**.
- Write on the flipchart as the participants list the importance.

### Expected response

- Facilitates quick recovery.
- Enhances resilience.
- Hastens reconnection to reality.

- Help one to rediscover oneself.
- Improves healing.
- Facilitates re-integration into the community.

Now guide participants to identify learners that require PFA: learners that are obviously withdrawn, sad, aggressive, and frequently absent from school.

## **Activity 2: PFA Actions and Principles**

- share with participants the actions and principles for PFA
  - i. Prepare- to listen to his/her story.
  - ii. Look- look straight into the eyes.
  - iii. Listen- and never interrupt.
  - iv. Link –calm the victim down and link the story to any social support you can provide like water, food.
- Now ask participants to pair up and each tell his/her story for two minutes while the other listens with rapt attention and eye to eye contact without interrupting the partner. The other partner also tells his/her story without being interrupted.
- Ask participants to identify the tips for conducting PFA.
- Write their responses on the flipchart.
- Share with the participants the following PFA tips:
  - Assess the needs and concerns of the learner.
  - Help address basic needs like food, water etc.
  - Listen and do not pressurize learner to talk.
  - Comfort learners and help them to feel calm
  - Help learners connect to information, services and social supports
  - Protect learners from further harm.
- **Tips for Effective PFA**
  - Provide social support for recovery.
  - Keep families together & learners with caregivers.
  - Help people contact friends and loved ones.
  - Give access to religious support.
  - Bring affected people together as they may be able to help each other.
  - Make sure people know how to access services (especially vulnerable people such as learners with disabilities, girls and adolescents, teachers who are directly affected by the crisis)

### Activity 3: Helping People Feel Calm

Explain to participants that there are some techniques they can use to help very distressed adults and learners to feel calm. Demonstrate for participants how they could use the techniques.

- i. Use a soft, soothing tone of voice, asks participants to place and feel their feet on the floor, and have them place their hands on their thighs. Tell them to focus on their breath and to breathe slowly.
- ii. Ask participants to tap their hands gently on their thighs and ask them to notice non-distressing or positive things around them (things they can see, hear or feel), and to continue to focus on their breath.
- iii. Finally, ask participants how they experienced this demonstration and if they have any questions.

How to help people feel calm	Things not to say and do
<p>Give the person your undivided attention; maintain some eye contact (Listen with Eyes, Ears and Heart)</p> <ul style="list-style-type: none"> <li>▪ Maintain some eye contact.</li> <li>▪ Hearing carefully their concerns and with caring and showing respect</li> <li>▪ Keep your tone of voice soft and calm.</li> <li>▪ Reassure them they are safe and that you are there to help.</li> <li>▪ If someone feels “unreal,” help them to make contact with: Themselves (feel feet on the floor, tap hands on lap) Their surroundings (notice things around them and focus on breath &amp; breathe slowly)</li> <li>▪ Show that you are there to help and support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Don’t pressure someone to tell her/his story.</li> <li>▪ Don’t interrupt or rush someone’s story.</li> <li>▪ Don’t give your opinions of the person’s situation.</li> <li>▪ Don’t touch the person if you’re not sure it is appropriate to do so.</li> <li>▪ Don’t judge what they have or haven’t done, or how they are feeling. Don’t say... “<i>You shouldn’t feel that way.</i>” or “<i>You should feel lucky you survived.</i>”</li> </ul>

What is PFA?	What is <u>NOT</u> PFA?
<ul style="list-style-type: none"> <li>• Assessing needs and concerns</li> <li>• Helping people to address basic needs (food, water)</li> <li>• Listening, but not pressuring people to talk</li> <li>• Comforting people and helping them to feel calm.</li> </ul>	<ul style="list-style-type: none"> <li>• It is NOT something only professionals can do - It is NOT professional counseling.</li> <li>• It is NOT “psychological debriefing” (No detailed discussion of the distressing event)</li> </ul>



<ul style="list-style-type: none"> <li>• Helping people connect to information, services and social supports.</li> <li>• Protecting people from further harm</li> </ul>	<ul style="list-style-type: none"> <li>• It is NOT asking people to analyze what happened or put me and events in order.</li> </ul>
---	---

- Guide participants to make a list of situations where PFA should be applied.

These situations include the following:

- Absence from school as a result of prior experience of stress and trauma.
- Repeated delinquency
- Continued manifestation of truancy
- Fear
- Aggression
- Withdrawal

## **Session 3: Psychosocial Support Activities**

### **Introduction**

This session is designed to provide participants with various Psychosocial Support Activities. There are nine of such activities presented in this session. The facilitator is to take the participants through each of the activities. At the end of each activity, participants are expected to carry out self-reflection and then make recommendation on how the activity can be integrated into the daily classroom activities. There is no specific duration allocated the activities, but it is advised that this session be broken into three sub-sessions of 60 minutes each. In this wise, three PSS activities can be carried out in s sub-session.

### **Activity 1: Why Writing Your Name Matters**

The facilitator invites the participants/learners to form a circle and leads the evaluation of activity on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of PSS activity “Why Writing Your Name Matters”



- ✓ **Potential healing opportunities:** ask the participants “Is the first PSS activity (Why Writing Your Name Matters) likely to provide some healing to children? Why?”
- ✓ **Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (mathematics, language, arts and Social Studies)?” Ask participants to share their thoughts and suggestions. Using three examples, show the group how (in practice) to adapt this activity to a real context of subject teaching. If this is the first time the exercise is practiced, participants may find it hard in the beginning. Teachers should have one example ready for demonstration if participants do not propose any.
- ✓ **Challenges in the application/feasibilities:** ask teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom. In every emergency context, children with special needs are integrated in the classroom (displaced children, children associated with armed groups, children with disabilities, boys and girls with specific psychosocial needs).

**Resources** Notebook and a pen for each participant, Projector, Screen, CD, DVD, Powering equipment etc. Flipchart and Stand, masking tape, A4 papers and markers.

### **Instruction**

Ask participants to get seated and follow the instructions in silence. Instruct them to fold the A4 paper into three equal parts and write -in the middle part - their names in capital letters with the hand they do not normally use for writing: left-handed shall write with the right hand, and right-handed shall use their left hand (in silence).

### **Potential questions for the plenary discussion**

An open question such as “Tell me how you feel?” is usually enough to stimulate and open up sharing experiences and feelings.

- Tell me how you felt when the instructions were given to you
- Tell me how you felt during and after you finished the task
- Tell me how you would feel if you are asked to do the same task again

- Tell me why your name is part of your identity

What are some personal life experiences or global connections that you can make based on the metaphor of identity, change and challenge of the activity “Why Writing Your Name Matters”. The answers to these questions can direct naturally into the discussion of the key issues (self-awareness) that meet the objectives of the activity. The discussion will be focused on understanding of participants/learners’ own identity and their ability to cope with stress. It also focuses on preparing them to manage changes and challenges, develop ability to accommodate moments of self-doubt and temporary feelings of insecurity in their lives by exploring new patterns of interaction.

### **Individual reflection time**

Ask participants/learners to sit and reflect quietly for 10 minutes on the activity and on the questions and answers in their notebooks. Participants/learners should relate the activity to their personal experiences.

**Recommendation:** “What are some recommendations for this activity to be implemented in your classroom or school?”

## **Activity 2: Colours Talk**

### **Learning objectives (for the trainees):**

- To identify the participants by name and build group positive attitude about inclusion
- To demonstrate tolerance for diversity through PSS
- To encourage participants to be reflective in their thinking and practice
- To practice participatory approach of teaching and learning
- To practice the participatory approach to assessment and evaluation

The facilitator invites the participants/learners to form a circle and leads the evaluation of the activity on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity “Colours talk”



**Potential healing opportunities:** ask the participants, “is the PSS activity “Colours talk” likely to provide some healing to learners?” Why?

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, and Social Studies)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

### **Resources**

Five different colors of stickers (small dot shape), pen and paper for each participant and flipchart stand and flipcharts. An alternative to the stickers is making dots using the hand punch to punch it, or coloured tape, or simply use markers of different colours or chalk of different colours.

### **Instructions**

Invite participants/ learners to stand in a circle and with their eyes closed wait until the facilitators/ teachers has placed a sticker on their forehead or at their back. Carefully choose two participants- a male and a female, and put two different dots at their forehead.

Explain that everybody has the right not to participate. In that case, the non-participant is assigned the role of observer.

Ask participants to open their eyes without talking and without removing the sticker. Remind them about these 2 rules (silence/do not remove sticker), and ask them to find the group color that they belong to.

### **Potential questions for the plenary discussion**

- “How did you make your group?”
- “How did you feel before and after you joined your group?”
- “What are some personal life experiences that you can relate to the concepts of group identity, diversity and inclusiveness of the activity “Colours talk?”
- “What are the connections between PSS activities, “Why writing your name matters and

“Colours talk?”

The answers to these questions can naturally direct the discussion of the key issues (commonality, diversity, new perspective, and empathy) that meet the objectives of the activity. The discussion will be focused on understanding of participants’/ learners’ group identity, sense of belonging and their ability to empower themselves and their groups. Also, to be able to give and receive help as well as discouraging discrimination at personal and group levels.

### **Individual reflection time**

Invite participants to sit and reflect quietly for 10 minutes on the activity and on the questions and answers in their notebooks. “Participants should relate the activity to their personal experiences.” Refer to Appendix--? For suggested readings and evaluation of PSS Activities.

### **Conclusion of the day**

- The facilitator concludes the day’s activities and their evaluation by reinforcing the dynamics of diversity and acceptance as some of the most important aspects of PSS.
- The facilitator summarizes the most important point of the day (Awareness of cycle of change and challenge, promotion of self-awareness, acceptance of diversity and inclusivity).

### **Daily Training Evaluation**

At the end of each day of training, participants/learners are asked to give feedback on the content of the training material and the process of delivery.

**Recommendations:** “What are some recommendations for this activity to be implemented in your classroom or school?”

## **Activity 3: Cooperative Squares**

### **Learning Objectives (for the trainees):**

- To identify the psychosocial benefits of one activity for teachers
- To analyse what ‘co-operation’ means when solving a group task
- To identify the ways in which individual’s behaviour contributes to or hinders the group’s progress
- To experience non-verbal communication
- To practice ‘being reflective practitioners’
- To practice participatory teaching and learning

The facilitator invites the participants to form a circle and leads the evaluation of the Cooperative square on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #3 “Cooperative square”



**Potential healing opportunities:** ask the participants is the PSS activity “Cooperative square” likely to provide some healing to children? Why? Responses should be discussed in terms of cognitive, emotional, and social healing opportunities,

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, and Social Studies)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

### Resources

Cardboard or A4 paper cut in 5 squares, marker, 5 small envelopes, staples, ruler, notebook and pen for each group and flipcharts. A Big room or open space is needed. The school can improvise in a situation where any of the above resources is not available.

### Preparation

Cut out five cardboard squares, each 10cm (6 inches) x 10cm (6 inches) using plain cardboard or A4. To make one set of squares: should be clearly stated in the appendixes or within the content of the activity. Cut up each square as shown in the template, Using the details on the template put the same alphabetical pieces into five small envelopes (for example all A in one envelope, all B in another and so on). Put the five small envelopes into a big envelope. You now have one set of squares for one group of five people.

### Instructions

The teacher split participants/learners into groups of five. Any extra participants/learners will be given the job of observers. You need to plan how you will lay out the classroom so each group can stand or sit around a table. Each group will require one set of squares.

**Brainstorm:** Start by asking the group: “What do people need to do in order to co-operate successfully in any task?” When the important points are listed (probably after five minutes) explain that you are going to play a game to see how co-operation works in practice.

Invite groups of five to sit around tables, or on the floor. Place an observer at each table. Give a large envelope containing a set of squares to each group and ask one group member to give each member one small envelope. They must not open the envelopes yet. When every member has a small envelope, read out the following instructions and the rules you have displayed.

In the small envelopes, there are pieces of cardboard. Your group's task is to exchange pieces of cardboard with each other so that you can make squares. The group must end up with five squares all of the same size.

### **Rules of the Game**

During the game, everyone must follow these rules:

You may not ask for, or signal for any piece, held by another group member. If you want any piece, you must wait until it is freely given to you.

You may give any piece you have to any other member of your group at any time, but you may not ask for anything in return.

While groups are working, the tutor teacher and any observer must not intervene interfere other than making sure that the rules are being strictly observed.

At the same time, the observers can see how groups are progressing; noting what strategy, if any, a group is using; seeing if leadership is developing etc.

Try to allow time for all groups to finish. If a group gets hopelessly stuck, this can be useful in the second discussion during debriefing.

### **Potential Questions for Plenary Discussion**

#### **Questions and Answers Session**

An open question such as "What actually happened?" "What are your impressions, descriptions and insights about: feelings and actual behavior during and after you finished group task? Did everybody participate equally?" "What did the observers notice? The answers of these questions can lead into the discussion of the key issues (cooperation and equal participation) that meet the objectives of activity. The discussion will be focused on understanding of learner's ability to cooperate, ensuring the effective participation of all members of a group in the achievement of a group challenge.

#### **Individual Reflection Time**

Invite learners to sit and reflect quietly for 10 minutes on the activity and on the questions and answers in their notebooks. Learners should relate the activity with their personal experiences.

**Recommendation:** "What are some recommendations for this activity to be implemented in your classroom or school?"

## **Activity 4: Balloon Game**

### **Learning Objectives (for trainees)**

To identify the link between specific activities and psychosocial benefits for children

- To explain the protective role of schools and education in a crisis context.

- To become reflective practitioners
- To practice participatory teaching and learning

The facilitator invites the participants to form a circle and leads the evaluation of the activity #4 on a flipchart.



The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #4 “Balloon game”

**Potential healing opportunities:** ask the participants, is the PSS activity #4 “Balloon game” likely to provide some healing to children? Why?

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, and Social Studies)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

### **Resources**

Balloons, string – enough for one quarter of the participants, notebooks and pens for each participant Projector, laptop, internet connection, videos, powering equipment, and flipcharts. Activity can take place in an open space indoor or outdoor. Large space that is large enough for people to move around freely.

### **Instructions**

Count the number of participants/learners and divide that number by four, form 4 groups of people who will receive separate instructions:

- Ask group one to step out of the room.
- Follow the group outside and give one balloon and one string per person.



- Ask the group members to inflate their balloons and to tie them tightly to their wrists or ankles using the string provided.
- Tell the group to return to the training room.

**Provide Group two with the following instructions**

- Ask the group to step out of the room.
- Tell them, ‘when the game begins, they must each stand by one person with a balloon and protect that one person only’.
- They are not allowed to talk during the game.

**Provide Group three with the following instructions**

- Ask participants/learners to step out of the room.
- Explain that their task is to burst all the balloons as quickly as possible
- Let them strategize as they like.

**Provide Group four with the following instructions:**

- Ask participants in the group to act as silent bystanders or observers.
- Give instruction for the game to start.
- Tell them to do it with minimal body contact so that no one is injured.
- Stop once they hear a whistle sound
- Stop the game after one minute. Usually one minute is enough to burst most or all of the balloons. Continue for two minutes if necessary.

Accommodate all learners regardless of their disability. Where a learner is unwilling to participate, they can serve as observers.

**Potential Questions for Plenary Discussion**

An open question such as “How did/do you feel?” is usually enough to stimulate and open up a sharing experiences and feelings.

How did you feel before, during and after you finished your task?

If we change the instructions of this activity uniting group 3 (defenders) & 4 (silent bystanders/**observers**) together in one big group what do you think you would feel if you would be ask to do the same activity again?

In real situation, which group/position do you represent? After this activity did you change your position/representation? Why?

The answers of these questions can direct naturally into the discussion of the key issues (self-awareness about protection) that meets the objectives of activity. The discussion will be focused on understanding of participants/learners’ awareness of threats, protection and preparedness to protect themselves and support others.

**Individual Reflection Time**

Invite participants to sit and reflect quietly for 10 minutes on the activity and on the questions and answers in their notebooks. Make connections with other personal or professional experiences.

**Recommendation:** “What are some recommendations for this activity to be implemented in your classroom or school?”

## Activity 5: Bounce Back

### Learning Objectives (for trainees):

- To identify the link between specific activities and psychosocial benefits to the learners
- To analyse the meaning of ‘resilience’
- To encourage participants/learners to be reflective in their thinking and practice
- To practice participatory teaching, and learning

The facilitator invites the participants to form a circle and leads the evaluation of the activity #5 on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #5 “Bounce back”



**Potential healing opportunities:** ask the participants: “is the PSS activity #5 “Bounce back” likely to provide some healing to children? Why?”

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, History and Social Studies)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

**Resources**

A stick, a rubber band, a rubber ball, an eraser and/or any other everyday object that if bent, pulled or squeezed out of shape return to its original shape when released. Notebook and pen for each participant and flipcharts.

### **Instructions**

Activity can happen in an open space inside (indoor) or outside (outdoor).

The facilitator uses the stretchable/squeezable objects to demonstrate the capacity to ‘bounce back’ by bending them, stretching them and squeezing them and then passing them to the participants.

Invite participants to sit in pairs on the floor or on chairs, facing each other.

Ask them to sit quietly for a few moments thinking about times when they have ‘bounced back’ after experiencing some difficulty or setback. It may be, for example, after a sports defeat. It may be after someone has said something unkind. Ask them to think about the strategies they used in ‘bouncing back’.

Each pair is asked to nominate person ‘A’ and person ‘B’. Ask ‘B’ to describe to ‘A’ those personal ‘bouncing back’ stories they feel happy to share, with ‘A’ listening carefully to what is said. After two minutes ask the couples to swap (‘A’ tells ‘B’ their stories, with ‘B’ listening carefully).

Ask pairs to discuss the ‘bouncing back’ strategies revealed by their respective stories. Were they similar? Or were different strategies used in different circumstances?

Re-arrange the pairs to form a group of four to choose and prepare small dramas about their ‘bouncing back’ experiences and the groups of four each present their drama.

### **Group Presentation**

Each subject group is invited to perform group role-play. At the end of all performances, the class discusses whether there are lessons about community resilience in what was dramatized.

### **Potential Questions for Plenary Discussion**

An open question such as “How did you feel after sharing and listening to others’ stories?” is usually enough to stimulate and open up a sharing experiences and feelings.

- How did you feel when the instructions were given to you?
- How did you feel before, during and after sharing your story?
- What did you learn after you listened to others?
- Which role did you like the most, sharing your story or listening to others’ stories? Why?

The answers to these questions can direct naturally, the discussion of the key issues (self-awareness) that meet the objectives of the activity. The discussion will be focused on an understanding of participants/ learners’ resilience and endurance and their ability to bounce back from stress, adapt to changes in their lives, learn and move on, accepting sympathy and giving empathy.

**Recommendation:** “What are some recommendations for this activity to be implemented in your classroom or school?”

## **Activity 6: Art Space**

## Learning Objectives (for trainees)

- To Identify the link between specific activities and psychosocial benefits of giving them ownership to decorate their classroom
- To experience and understand the importance of art in PSS
- To learn the value of using different kinds of art to gradually help children who are distressed to express themselves
- To bring back some emotional strength in children, starting from memories of happy times
- To practice ‘being reflective practitioners’
- To practice participatory teaching and learning



## Resources

Color, pencil, drawing book and any kind of safe material that can be used for art.

## Instruction

Invite participants/learners to walk outside for 5 minutes to collect any safe object that they can use for their art work. When they return, ask learners to start free style drawing, first in silence and then with their eyes close.

Advise participants/learners to draw their favorite place or happy scenes from the times before the crisis. Then they can put as much details as they can, use words or any other material on their

## Art gallery

Ask participants/learners to display their pieces of art in the space available. Encourage participants/learners to hang their work – or display them on the floor in a circle.

Ask participants/learners to visit and enjoy the art gallery. As they do so, the facilitator/teacher could coach the learners to be aware of any strong feelings or emotions they might experience.

Encourage participants/learners to walk in pairs, even holding hands.

## Questions in plenary

- Are there stories you might want to tell each other about your art?
- Focus on the color and the quality of the lines... how do these make you feel?

- Can viewing art change or transform us?
- Can making art help us feel better?
- How did it make you feel when you were visualizing that experience?
- Did you experience one of the psychological benefits such as feeling relaxed, happy, or optimism?
- What colors attracted you and what textures? Why? Did they remind you anything else, or any other experience?
- Was it easier to draw with your eyes closed?

### **Group work**

When the participants/learners are writing/narrating their reflections, the facilitator/teacher makes use of this time to set up four corners within the room. Providing a flip chart in each of room's corners, the facilitator/teacher writes on each page a certain subject (music, dance, art, and storytelling).

### **Potential Questions for Plenary Discussion**

An open question such as “How did/do you feel?” is usually enough to stimulate and open up a sharing of experiences and feelings. How did you feel before, during and after you finished your drawing? Why?

The answers to these questions can direct naturally into the discussion of the key issues (positive image that meet the objectives of the activity. The discussion will be focused on the understanding of participants'/learners' preferences, issues, ability to relax, express themselves, create and imagine.

## **Activity 7: Time Chairs**

### **Learning Objectives (for trainees)**

- To Identify the link between specific activities and psychosocial benefits to the learners
- To experience and explain the concept of future education as integral part of the PSS
- To encourage participants to be reflective in their thinking and practice
- To practice participatory teaching and learning

The facilitator invites the participants to form a circle, leads the evaluation of the activity on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #7 “Time chairs”



The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity “Time chairs”

**Potential healing opportunities:** ask the participants is PSS activity #7 “Time chairs” likely to provide some healing to children? Why?

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, and Social Studies)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

**Resources**

A4 paper and marker, notebook and pen for each pair of participant and flipcharts. Big room or open space with chairs is needed.

**Instructions**

The Teacher/Facilitator has to set the room or the space with two or three chairs standing next to each other where the interview will take place.

Activity can happen indoor or outdoor. Ask participants/learners to find a partner.

Each chair represents a year time, the chair in the middle represents current year (2020) the chair behind the middle one represents last year (2019) (optional) and the chair ahead of the middle chair represents next year (2021).

In pairs, each person will have two roles, the interviewer and the interviewee.

The interviewer will ask the interviewee all the questions from the list of questions. (For example, what are your setbacks in the previous year 2019? What are your plans in this current year 2020? What are you planning to achieve next year 2021? The first chair to sit on is the middle one that represents 2020 then move to the chair behind 2019 and then to the last chair 2021. (However, in order to eliminate negative flashbacks, the teacher based on the class profile can decide to apply the activity with two chairs that represent the present and the future).

It is more important to allow (the) participants enough time to reflect and respond. It is also very important that trainers/teachers do not judge, interfere or manipulate participants' answers; even if answers are not grammatically correct, or seem irrational or unrealistic. It is more important that the participants/Learners get a chance for free expression. After the activity, the trainers/facilitators may wish to correct grammar, syntax, facilitate teachable moments on irrational fears (example extra-terrestrials, reassure that the teachers and school personnel are providing secure and safe environment).

It is recommended to facilitate all multiple groups simultaneously so that participants do not feel on the spot and have a sense of intimacy in smaller group (s) when sharing their fears and hopes. After the first interview participants will swap roles (who interviewed now answer the questions)

### **Potential Questions for Plenary Discussion**

An open question such as "How did/do you feel?" is usually enough to stimulate off and open up a sharing experiences and feelings.

- How did you feel before, during and after you finished your task?
- Which role did you like the best, the interviewer, the interviewee or the recorder? Why?
- What are some personal life experiences that you can relate to this activity?
- Why future education plays an important role on PSS?
- How useful do you see this activity in your classroom?
- What can you change to improve it?

The answers to these questions can direct into the discussion of the key issues (alternative futures and hopes) that meet the objectives of the activity. The discussion will be focused on understanding of participants/learners' own dreams and hopes for the future and their ability to contribute to realize their hopes, ability to take personal action to restore and maintain hopes and ability to think about future alternatives.

### **Quiet Reflection Time**

Ask individual participants to reflect upon how to adapt this activity to a real context of subject teaching. Ask to note on their notebook (s).

### **Group Work and Presentations**

If time permits, the facilitator sets up four corners within the room. Hanging a flip chart in each corner of the room the facilitator writes on each page a certain subject.

Invite participants to join in the corners and share their thoughts and suggestions based on their reflections in one corner of the room that represents a subject group (social studies, math, language, and history). Groups need to reflect upon how to adapt this activity to a real context of subject teaching and then present the ideas to the big group.

**Recommendations:** "What are some recommendations for this activity to be implemented in your classroom or school?" (Recommendations should be based on the Challenges Identified).

## Activity 8: Elephant Ball

### Learning Objectives (for trainees)

- To identify the link between specific activities and psychosocial relevance
- To identify and explain the importance of play and games in PSS
- To explain the value of using different games and play, to help children express themselves.
- To practice being reflective practitioners
- To practice participatory teaching and learning

The facilitator invites the participants to form a circle and leads the evaluation of the activity #8 on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #8 “Elephant ball.”



**Potential healing opportunities:** ask the participants, is PSS activity #8 “Elephant ball” likely to provide some healing to learners? Why?

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Physical Education, Civic Education, etc.)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

**Resources;** notebook and pen for each participant, 1 medium size ball (per 7-8 participants/learners). Note: This is an outdoor activity.

### Instructions

- Split participants into groups of 7-8 persons
- Ask each group to form a circle



- Tell each person to stand up with their legs spread apart.
- Ensure there is no space on the ground between each participant's feet and the feet of the other participants who stand on their left or on their right.
- Ask participants to clap their hands in front of them, as though their arms are an elephant's trunk.

Place a ball in the centre of each circle and explain, through demonstration that the goal of the game is not only to get the ball through the legs of the other participant – but also to protect the space between your own legs and stop the ball from going through.

### **Rules of the activity**

- ✓ Participants cannot move their legs but they can only use their “elephant trunk” to hit the ball and to protect their space.
- ✓ If the ball goes through a participant's legs then the player can only use one arm
- ✓ If the ball goes through the same participant for the second time, they go out of the circle and count 20 to the hearing of the facilitator/teacher before returning to join the group.
- ✓ Participants must swing their arms safely within their personal space.

### **Potential Questions for Plenary Discussion**

An open question such as: “How did/do you feel?” is usually enough to stimulate and open up a sharing experiences and feelings.

- How did you feel before, during and after you finished your game?
- What are some personal life experiences that you can relate to child protection in the activity “Elephant Ball?”

The answers of these questions can direct naturally into the discussion of the key issues (self-awareness about protection) that meets the objectives of activity. The discussion will be focused on understanding of participants/ learners' awareness of threats, protection and preparedness to protect themselves and support others.

### **Individual Reflection Time**

Invite participants to sit and reflect quietly for 10 minutes on the activity and on the questions and answers in their notebooks. Make connections with other personal or professional experiences.

**Recommendations:** “What are some recommendations for this activity to be implemented in your classroom or school?”

### **Group work**

If time permits, the facilitator should write selected subjects on flip charts for each group and ask the participants to reflect on the activity and simulate on how the activity can be infused in the subjects.

### **Conclusion of the day**

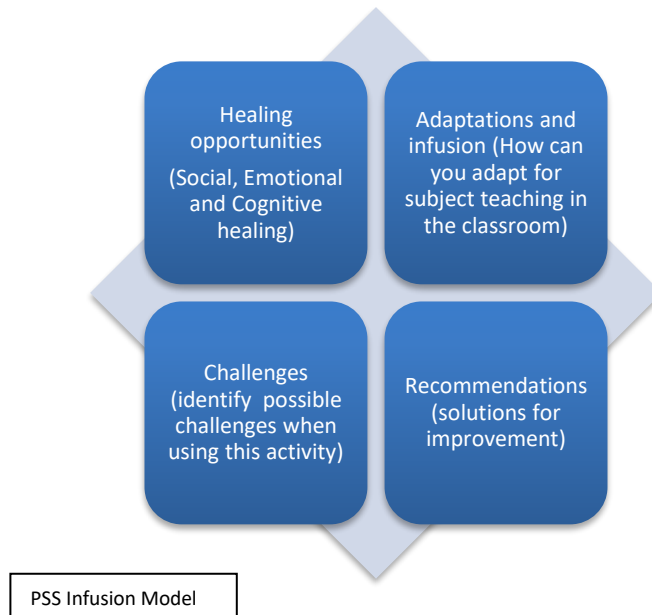
The facilitator concludes the activity and evaluate by reinforcing the dynamic of learning, healing opportunity, and enjoyment as some of the aspects of PSS.

## Activity 9: Willow in the wind

### Learning Objectives (for trainees)

- To explain the psychosocial benefits of specific activities for the children
- To experience and express the feeling of trust as one of the foundations of PSS
- To encourage participants to be reflective practitioners
- To practice participatory teaching and learning

The facilitator invites the participants to form a circle and leads the evaluation of the activity on a flipchart. The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity “Kite in the Sky”



Adapted from WCARO PSS Training Manual 2016

The focus of the participatory discussion with teachers is about exploring the following points of the PSS activity #9 “Kite in the Sky”

**Potential healing opportunities:** ask the participants, is PSS activity “Kite in the Sky” likely to provide some healing to children? Why?

**Potential adaptation/applications:** ask participants/teachers “How can you adapt or modify this activity to be used as PSS in the classroom for a specific subject (Mathematics, Language, Art, and Basic Science)?” Invite participants to share their thoughts and suggestions and show the group how – in practice - to adapt this activity to a real context of subject teaching. Take at least 3 examples. Encourage discussion among group members.

**Challenges in the application/feasibilities:** invite teachers to identify some challenges for applying or adapting the PSS techniques of each teaching subject in the classroom.

### Resources

Kites, projector, laptop, internet connection, videos, powering equipment, A4 paper and marker, notebook and pen for each participant and flipcharts, blindfolds. Big room or open space is needed.

### **Instructions**

Activity can happen indoor or outdoor:

- Ask participants/learners to find a partner.
- In pairs, one person is blindfolded.
- Without talking and holding hands all the time, the blindfolded person is led gradually from a slow walk up to moderate walk.
- Swap.

Facilitator announces that everybody has the right not to participate. In that case the participant that is not participating has the observer role.

Four pairs are invited to create a group. In groups of 8, a person in the middle closes his/her eyes, does a "trust lean" and is "passed around" the group members.

Please note – this activity requires good facilitation and a fairly mature group.

### **Quiet Reflection Time**

Ask individual participants to reflect on how to adapt this activity to a real context of subject teaching. Ask them to note on their notebooks.

### **Group Work**

When the participants are writing their reflections, the facilitator makes use of this time to set up four corners within the room. Using a flip chart, the facilitator writes on each page a certain subject (social studies, language, Basic Science, mathematics), for each of the corners.

Split participants into 4 groups, and request that they move to the 'subject corners' (social studies, language, Basic Science, mathematics).

Ask them to answer the following questions:

- How did you feel when the instructions were given to you?
- How did you feel before, during and after you finished your walk?
- How did you feel if you would be asked to do the same task again?
- Which role were you more comfortable with?
- What are some personal life experiences that you can relate to this activity?
- What are some connections with other PSS activities (1, 2, 3, 4 & 6)?

The answers of these questions can direct naturally into the discussion of the key issues (self-awareness) that meet the objectives of the activity. The discussion will be focused on understanding of participants/learners' trust and their ability to cope with challenges, and accommodate moments of self-doubt and temporary feelings of insecurity in their lives as well as ability to help and get help.

### **Quiet Reflection Time**

Ask individual participants to reflect on how to adapt this activity to a real context of subject teaching. Ask them to note on their notebooks.

**Recommendations:** “What are some recommendations for this activity to be implemented in your classroom or school?”

**Conclusion of the day**

The facilitator concludes activities and their evaluation by reinforcing the dynamic of resilience and cooperation as one of the aspects of PSS.

## APPENDICES

### Appendix 1: Supporting and Including Every Learner

**Instructions:** Fill in the charts below with potential obstacles and solutions for each student

1. A 10-year-old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school, she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher are male. The class also includes some boys that are older than the typical age for this standard.

Potential Obstacles	Potential Solutions

2. A 6-year-old boy struggles to walk. He has two crutches, and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class.

Potential Obstacles	Potential Solutions

3. An 8-year-old boy just arrived in the camp a few weeks ago. He does not speak the language of instruction well. He knows a few words but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do.

Potential Obstacles	Potential Solutions

## REFERENCES

- Southern Sudan Ministry of Education, Science and Technology (2013). *Life Skills and Psychosocial Support for Children in Emergencies*
- Department of Education (UNRWA) (2013). *Psychosocial support for education in emergencies- training and resource package for teachers and counsellors* retrieved from [www.unrwa.org](http://www.unrwa.org) on 15<sup>th</sup> December 2020.
- USAID (2020). Addressing Education in North-east Nigeria (AENN): Training Manual on Basic Literacy and Numeracy with SEL. Add-ons, A Facilitator guide
- USAID (2020). Addressing Education in North-east Nigeria (AENN): Positive School Climate and Comprehensive School Safety Planning
- International Federation of Red Cross and Red Crescent Societies [IFRC], Reference Centre for Psychosocial Support. (2014). *Strengthening resilience: A global selection of Psychosocial interventions*. Retrieved from <http://pscentre.org/resources/strengthening-resilience/>
- International Rescue Committee [IRC]. (n.d.). Technical Brief: Healing Classrooms Retrieved from <http://doc.iiep.unesco.org/wwwisis/repdoc/peic/2959.pdf>
- Save the Children. (1996). *Promoting psychosocial well-being among children affected by armed conflict and displacement: Principles and approaches*. Retrieved from <http://resourcecentre.savethechildren.se/library/promoting-psychosocial-well-being-amongchildren-affected-armed-conflict-and-displacement>.
- Save the Children. (2003). Education in Emergencies: A tool kit for starting and managing education in emergencies. Retrieved from <https://resourcecentre.savethechildren.net/library/education-emergencies-tool-kit-starting-and-managing-education-emergencies>
- Save the Children. (2016). Healing and Education through the Arts (HEART). Retrieved from [http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6292389/k.2A92/Healing\\_and\\_Education\\_Through\\_the\\_Arts\\_HEART.htm](http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6292389/k.2A92/Healing_and_Education_Through_the_Arts_HEART.htm)
- Sherman, R. F. (2011). *Social and Emotional Learning Action Network white paper: CGI annual meeting, September 21st, 2011*. Retrieved from <https://novofoundation.org/wpcontent/uploads/2012/09/1-CGI-SEL-Action-Network-White-Paper.pdf>
- Teachertaskforce.org/basicpssineducationtrainingmanualfor teachersandotherstateworkers.pdf

