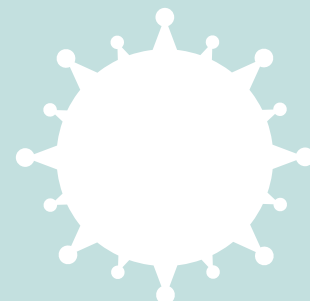


Ready to Come Back: Teacher Preparedness Training Package





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ABOUT THIS TEACHER PREPAREDNESS TRAINING PACKAGE

Global school closures in response to the COVID-19 pandemic present an unprecedented risk to children's education, protection and well-being. Teachers and other education staff are at the forefront ensuring children keep learning.

This ***Ready to Come Back: Teacher Preparedness Training Package*** aims to address the immediate emerging needs for health and safety measures, learning loss, and mental health and well-being in schools and classrooms. The information presented here is developed for educators, teachers and education staff across the Middle East and North Africa region in mind, but can be easily adapted to any context.

The modules are based on the ***Framework for Reopening Schools*** by UNESCO, UNICEF, the World Bank, the World Food Programme and UNHCR (April/June 2020).

This is the first edition of the Teacher Preparedness Training Package developed by UNICEF with the support of Aflatoun.



Forward

Global school closures in response to the COVID-19 pandemic affected more than 1.5 billion children of primary and secondary school age. National governments are commended for their quick response to provide alternative options through online platforms, televised lessons or by rapid distribution of print-based materials to those without access to the internet or TV. However, despite these great efforts, many children did not manage to keep up with their schoolwork due to unequal access to distance education modalities, and limited learning support from teachers and/or parents. The World Bank estimates that on average a child's education was set back about 6 months, translating to 10 trillion USD of lost earnings for the global economy. In addition, school closure meant missing out on life-saving interventions such as access to school meal schemes, health services and protection.

Although COVID-19 pandemic is far from over, in many countries, schools are now preparing for reopening. Necessary national measures to ensure schools operate safely- such as physical distancing and protocols for possible future lockdown- will affect teaching and learning in the future.

A key lesson learned from the past few months is the important role **you, teachers**, play in ensuring that learning continues. Once schools reopen, a lot will depend on teachers to ensure that children will be able to continue their education in a safe and healthy environment; and make up for knowledge and skills that may have been lost.

The *Ready to Come Back: Teacher Preparedness Training Package* will guide you through a reflection on the impact of COVID-19 on daily teaching practices and provide tips and suggestions you can apply in the classroom. The information provided here is merely an initial induction; and, we hope that you find it informative and useful, explore the topics more in depth, discuss this with your colleagues, and make use of available resources that enable you to make the long lasting change in the lives of your students.

I wish you success in the coming school year!

Ted Chaiban

ACKNOWLEDGEMENTS

The *Ready to Come Back: Teacher Preparedness Training Package* (TPTP) represents a collaborative effort, made possible thanks to the support and advice received from many individuals and organizations.

The UNICEF MENA Regional Office Education Team, Sara Yasan and Aferdita Spahiu under the lead of Jeannette Vogelaar, Regional Education Advisor, conceived, guided, coordinated, and reviewed the development of the package.

The publication benefits from substantial information drawn from numerous sources, particularly those of WHO, Save the Children and UNESCO. Valuable additional technical inputs were provided by other UNICEF colleagues, namely Neven Knezevic (Education), Stephanie Shanler, Carlos Javier Aguilar, Ann Willhoite and Zeinab Hijazi (Child Protection), Esmail Ibrahim (WASH), Tomomi Kitamura (Health) and many colleagues from Country Offices across the globe. Aflatoun International expanded the content to complete the modules and package.

UNICEF MENA extends a special thank you to our external reviewer of Module 2, Mental Health and Protection, Dr. John Amodeo.

Disclaimer

This Teacher Preparedness Training Package contains health information and suggestions based on the latest evidence and recommendations of the international authorities. As new evidence regarding safety measures emerges during the pandemic, UNICEF strongly recommends that you check with your national authorities regularly for updated information.

UNICEF MENARO

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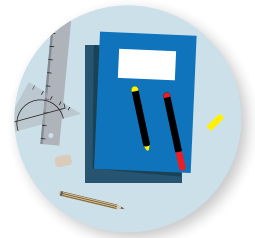
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INTRODUCTION

In the context of widespread school closures to slow the spread of COVID-19, many teachers used all means possible to reach out to their students and keep teaching. We acknowledge and celebrate the teachers who worked so hard and accomplished so much during this pandemic. Teachers are education’s first responders.

The purpose of the *Ready to Come Back: Teacher Preparedness Training Package* is to support teachers by providing practical information and tools to address the immediate challenges of preparing for the new school year, however that might look.

HOW TO USE

This package is designed to be a flexible, self-pace training tool that can be adapted to each context and updated as the situation changes. Although, each of the three modules can be used independently, the topics covered in the three modules are interconnected and complimentary.

The diagram illustrates the structure of a training module page. On the left, three callout boxes labeled 'OBJECTIVES', 'REFLECTION', and 'CONTENT' point to their respective sections in the central document image. On the right, two callout boxes labeled 'TO DO' and 'TAKEAWAY POINTS' point to their respective sections in the central document image. The central document image shows a page with a header '1.2.3. CLEANING, DISINFECTING AND SANITIZING', followed by 'OBJECTIVES', 'REFLECTION', and 'CONTENT' sections. The 'TO DO' section includes a 'TO DO' box with a play button icon and an 'ABILITY' box. The 'TAKEAWAY POINTS' section includes a 'TAKEAWAY POINTS' box with a list of points.



The first module, **Safe School Operations**, explores precautions and safety measures in the context of schools. It provides information and facts about COVID-19 that will help safe operation of the classrooms and schools.



The second module, **Well-being and Protection**, explores the relationship between well-being, teaching and learning. This module will help you recognize and address stress in yourself and your students, provide you with simple and practical tools to improve your well-being through self-care and caring for your students, with an eye towards protection.



Finally, the third module included in this package, **Back to Learning**, provides practical tips and tools for identifying and addressing missed and regressed learning in students. This module is developed with a focus on supporting the most vulnerable children, including those at risk of dropout.

The package also functions as a workbook with moments for reflection and templates for you to fill out and use. At the end of each module you can assess your learning through a quiz.

At the end of the teacher preparedness training package, there is a self-evaluation and planning tool to help you practically prepare for your return to school.

Note that Child/children and student/s are used in this document interchangeably.

Across these 3 modules, two teacher personas, Sara and Faris, will accompany you throughout the content and provide some tips and assistance to make some of the key points and examples come alive for you.

SARA

"Hi I'm Sara from Amman, Jordan. I teach in a large primary school just outside Amman, in Zarqa. I've been teaching for 15 years. I have a lot of experience, but have not had to deal with something like this. Currently what concerns me most about COVID-19 is that the children are hearing and coming across different information on how to stay safe. Most often, it is difficult for them to distinguish credible information from misinformation. I also studied biology and have a personal interest in health and science. Since the school closure, I have tried hard to remain in contact with my students and their caregivers by creating class chat groups. I share with them assignments but also government health advice. I am now preparing myself to go back to class. I want to make sure that my students can catch up and make sure they feel safe in school. This will reduce their anxiety and give them the peace of mind they need to be able to learn."



FARIS

"Hi I'm Faris from a small town Touggourt, in Algeria. I am a primary school teacher for 2 years now. Being a fairly new teacher, I am concerned about being able to cover the curriculum in less time than last year. What concerns me most about the COVID-19 situation is that some of my students have not been able to watch TV programs or do any online learning over the past months. I know that some children have really had a hard time studying at home. Throughout the school closure, I have visited some of my students, close to their homes keeping a safe distance. There was no way I could reach them digitally so I sent them messages with basic exercises to practice their math and writing, which they could do at home. I hope elder sisters and brothers helped their siblings in those tasks, when their parents or caregivers could not. I am now preparing to go back to class. I need to think about how to motivate them to re-engage with their schoolwork and prepare them for the next time schools close down."





Module

1

**Safe
School
Operations**



MODULE 1: Safe School Operations

Returning to school in the context of the COVID-19 pandemic introduces a new set of protocols and responsibilities. Ensuring the protection of children and educators is top priority. Parents, children and teachers need to be sure schools are safe places to be and necessary precautions have been taken to prevent the potential spread of COVID-19 in school settings. Such precautions include schools having adequate facilities for children and school staff to observe good hygiene and protocols in place for when students or staff are ill. The aim of this module is to provide clear and actionable guidance for safe operations through prevention and control of COVID-19 in schools.

Module 1 covers three main topics you will need to face to ensure that you are running a safe classroom and protecting children by the measures in place.

- 1. Overview:** This first submodule provides an overview of COVID-19. The overview includes key information about the virus, how it is spread and who is most at risk.
- 2. Classroom Protocols:** The second submodule moves on to cover important protocols for both inside and outside the classroom. Specifically, this submodule provides information on how to physically distance in the classroom, best practices for health and hand hygiene, and information on cleaning and disinfecting.
- 3. Reporting and Referral Mechanisms:** The third submodule focuses on action points to take in the event that one of your students appears to be sick. This submodule approaches how to identify symptoms and reporting. Further, it goes on to discuss the stigmas associated with COVID-19 and how to combat this in the classroom. Finally, adequate measures to controlling the virus must be

based on real, scientific evidence. As such, this submodule takes a critical look at some of the myths that have emerged during this pandemic and debunks them.



COVID-19 spreads primarily from person to person, such as close contact with someone who is infected.

KEY TERMS

CORONAVIRUSES (CoV): These are a large family of viruses that cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans.¹

ASYMPTOMATIC: This means a person who does not report or appear to have any symptoms or signs of illness.

PHYSICAL DISTANCING: This is a measure used to prevent the spread of COVID-19. This means keeping a distance of at least 1 meter from each other and avoid spending time in crowded places or in groups.

HAND HYGIENE: Refers to any action of hand cleaning including hand washing with soap and clean water (to mechanically remove dirt, organic material, and/ or microorganisms) and using alcohol hand rub (to reduce or inhibit the growth of microorganisms)

CLEANING: This is the first step required to physically remove dust, soil, impurities, and organic material including microorganisms from surfaces or objects. Cleaning alone does not kill germs. But by removing them, it lowers their number and risk of spreading infection. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process lowers the risk of spread of infection by physically removing them, but not necessarily kill germs.²

¹ Taken from <http://www.emro.who.int/health-topics/corona-virus/questions-and-answers.html>

² Taken from <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

DISINFECTING: This is a process to reduce/ kill the number of microorganism to a less harmful level by using chemicals. This further recudes the risk of spreading infection. Before disinfecting, the surface should be cleaned.

SOCIAL STIGMA: A social stigma is discrimination against a person’s social characteristics that distinguish them from other members of the community. In the context of COVID-19, social stigma has manifested in discrimination against people who are perceived to be linked with the virus.

MYTH: A widely held but false belief or idea. There are many myths about COVID-19, it is important to not spread any false information and debunk these myths in your classroom.

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SUBMODULE 1.1. OVERVIEW

This first submodule provides an overview of COVID-19. The overview includes key information about the virus, how it is spread and who is most at risk.

1.1.1. UNDERSTANDING COVID-19



OBJECTIVES

By the end of this session, you will be able to:

1. Recall essential facts and protocols in the context of COVID-19.



REFLECTION

Select the answer you think accurately describes the following statements. Correct answers are provided at the end of this module.

1. What are some ways to slow the spread of COVID-19?

2. Which groups are most at risk for contracting COVID-19?



CONTENT

Hand out with facts about COVID-19.³

WHAT IS COVID-19?

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses which causes Severe Acute Respiratory Syndrome (SARS) and some types of common cold.



WHAT ARE THE SYMPTOMS OF COVID-19?

Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.



HOW DOES COVID-19 SPREAD?

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Some people may be asymptomatic and therefore not exhibit obvious symptoms associated with COVID-19. While someone who never develops symptoms can also pass the virus to others, it is still not clear to what extent this occurs and more research is needed in this area.⁴ The COVID-19 virus may survive on surfaces for several hours, but good hygiene practices, including handwashing and disinfecting surfaces, can remove germs.



WHO IS MOST AT RISK?

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects children and other vulnerable groups. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical conditions.



WHAT IS THE TREATMENT FOR COVID-19?

There is currently no available vaccine for COVID-19. However, if you have symptoms of COVID-19 such as fever, a new continuous cough or difficulty in breathing, it is important to follow official guidance and information provided by the government and health agencies.⁵ There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

HOW CAN THE SPREAD OF COVID-19 BE SLOWED DOWN OR PREVENTED?

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- Self-quarantining when sick
- Covering mouth and nose with flexed elbow or tissue when coughing or sneezing
- Dispose of used tissue immediately
- Washing hands often with soap and water
- Cleaning frequently touched surfaces and objects



³ Taken from *Interim Guidance for COVID-19 Prevention and Control in Schools*, UNICEF, WHO, IFRC, March 2020.

⁴ Taken from <https://www.who.int/news-room/q-a-detail/q-a-how-is-covid-19-transmitted>

⁵ Taken from <https://www.rcpch.ac.uk/resources/covid-19-resources-parents-carers#key-messages>



TO DO

As teachers, it is important to stay updated on the most recent COVID-19 updates and advice from reputable organizations, such as UNICEF, IFRC, CDC and WHO, as well as the Ministry of Health. It is imperative to understand basic information about COVID-19, including its symptoms, complications, how it is spread and how to prevent transmission.

By monitoring the situation and following recommendations of public health experts, we can ensure our own wellbeing and that of those around us. More specifically for the education sector, it is important to look at advice and protocols provided at the national level in relation to school settings and the workplace to know the specific rules of your country in the context of COVID-19. Be aware of fake information and myths that may circulate by word-of-mouth or online.

Some of your students might be returning to school from households where they only heard false information about COVID-19. You will need to educate them on the facts. Come up with a way you will talk to your class about COVID-19 and the basic facts you will share with them:

Takeaway Points

- COVID-19 is a new virus linked to the same family of viruses as the Severe Acute Respiratory Syndrome (SARS) and some types of the common cold.
- It is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children.
- Always follow the advice from reputable organizations, such as UNICEF, the WHO, and the Ministry of Health in your country.

SUBMODULE 1.2. CLASSROOM PROTOCOLS

The second submodule covers important protocols for both inside and outside the classroom. It specifically provides information on how to physically distance in the classroom, best practices for health and hand hygiene, and information on cleaning and disinfecting.

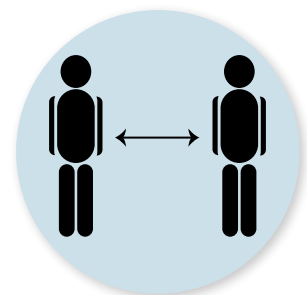
1.2.1. PHYSICAL DISTANCING



OBJECTIVES

By the end of this session, you will be able to:

1. Understanding what physical distancing is.
2. Identify how to apply physical distancing in your classroom.





REFLECTION

Answer the following questions:

1. What can you do to ensure your classroom is a safe place?

2. What can you do to ensure students practice safety outside of the classroom (i.e. during lunch breaks?)



CONTENT



Physical distancing at school. Taken from WHO considerations for school-related public health measures in the context of COVID-19.

- Maintain a distance of at least 1 meter between everyone present at school
- Increase desk spacing (at least 1 meter between desks), stagger recesses/breaks and lunchbreaks (if difficult, one alternative is to have lunch at desk)
- Limit mixing of classes for school and after-school activities. For example, students in a class will stay in one classroom throughout the day, while teachers move between classrooms; or classes could use different entrances, if available, or establish an order for each class to enter and leave the building/classroom
- Expand high-school timetable, with some students and teachers attending in the morning, others in the afternoon, others in the evening
- Consider increasing the number of teachers, if possible, to allow for fewer students per classroom (if space is available)
- Advise against crowding during school pick-up or day care, and if possible avoid pick up by older family or community members (i.e. grandparents). Arrange school pick up/drop off times differently (according to age group) to decrease any large gatherings of children at a given time
- Minimize shared break times, i.e. alternate when and where classes take lunch
- Discuss how to manage physical education and sports lessons
- Move lessons outdoors or ventilate rooms as much as possible
- Encourage students not gather and socialize in big groups upon leaving school grounds



TO DO

Using the chart below, start to note some of these down already.

CLASSROOM DOS 	CLASSROOM DONT'S 
<p><i>Wave at each other as a form of greeting</i></p> <hr/> <hr/>	<p><i>Don't come closer than 1 meter when doing pair or group work</i></p> <hr/> <hr/>



To get started, I started to think and note down some of the classroom Dos and Dont's in this chart. Why don't you try the same?

When it comes to physical distancing, it is important that you establish some classroom ground rules in accordance with the procedures established by your school's administration, as well as the protocols established by your respective country's Ministry of Health and/or local health bodies and authorities.



To ensure that your students adhere to the rules, it can be helpful to create a dos and dont's list with your students. If they are involved in the process, they will be more likely to follow the rules on physical distancing. Together, come up with a list of dos and dont's around how students will greet each other; how desks will be arranged; physical distancing measures during lunch breaks (who they will sit with, play with during breaks, how they can schedule time with all of their friends across the week).

Other physical distancing suggestions include:

- Staggering the school day. Staggering school schedules means that teachers can vary the start and end times to avoid having the entire class together at once. This could look like having half of the students arriving in the morning and the rest during the afternoon
- Maintain 1 meter physical distance in the entrance queue by all possible means (signs, ground markings, tape, barriers, etc.)
- Classes could use different entrances, if available, or establish an order for each class to enter and leave the building/classroom (*WHO school PH measures*)
- Cancelling assemblies, sports games and other events that create crowded conditions

 **EXTRA RESOURCE⁶**

CHECKLIST FOR SCHOOL ADMINISTRATIONS, TEACHERS AND STAFF

- | | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | <p>1. Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake. Ensure adequate, clean and separate toilets for girls and boys.</p> <ul style="list-style-type: none"> • Ensure soap and safe water is available at age-appropriate hand washing stations • Encourage frequent and thorough washing for at least 20 seconds, or if hands are visibly soiled, for 45-60 seconds • Place hand sanitizers in toilets, classrooms, halls and near exits where possible • Ensure adequate, clean and separate toilets or latrines for girls and boys |
| <input type="checkbox"/> | <p>2. Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.).</p> <ul style="list-style-type: none"> • Use sodium hypochlorite at 0,5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff |
| <input type="checkbox"/> | <p>3. Increase air flow and ventilation where climate allows (open windows, use air conditioning where available, etc).</p> |
| <input type="checkbox"/> | <p>4. Post signs encouraging good hand and respiratory hygiene practices.</p> |
| <input type="checkbox"/> | <p>5. Ensure trash is removed daily and disposed of safely.</p> |

Remember to keep in mind what protocols have already been established by your school and government, and try to ensure these are aligned. See the resources below for further information and guidance.

⁶ Taken from *Interim Guidance for COVID-19 Prevention and Control in Schools*, UNICEF, WHO, IFRC, March 2020.

1.2.2. HEALTH AND HAND HYGIENE

OBJECTIVES

By the end of this session, you will be able to:

1. Identify appropriate hygiene practices, especially around handwashing.
2. Identify how you will approach hand hygiene in your classroom.
3. Apply strategies for hygiene and hand washing with your students.

REFLECTION

Select the answer you think accurately describes the following statements. Correct answers are provided at the end of this module.

1. When washing your hands, make sure that you use _____ water:
 - b. Hot
 - c. Cold
 - d. Temperature doesn't matter
2. After washing your hands, you should:
 - a. Use hand sanitizer to ensure they are extra clean
 - b. Dry them using a single-use towel
 - c. Use a disinfectant hand wipe

CONTENT

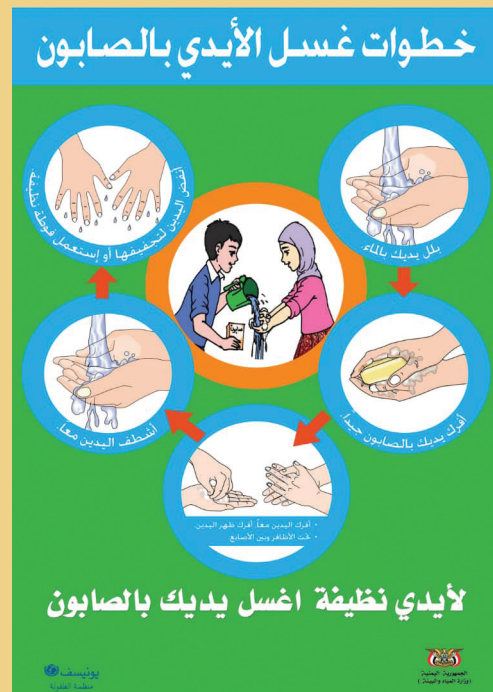
Handwashing is one of easiest, more cost efficient and effective way of combating the spread of germs and keeping students healthy.⁷

You play a vital role in teaching children and young people to wash their hands. It is important to lead by example with health and hand hygiene in the classroom.

Teach children the five steps for handwashing:

1. Wet hands with safe, running water.
2. Apply enough soap to cover wet hands.
3. Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds. You can encourage students to sing a quick song at this point to make it a fun habit.
4. Rinse thoroughly with running water.
5. Dry hands with a clean, dry cloth, single-use towel or hand drier as available.

What if there is limited access to a sink, running water or soap in the classroom/school? In that case, use an alcohol-based hand sanitizer.



⁷ Taken from <https://www.unicef.org/coronavirus/water-sanitation-one-of-best-defences-against-coronavirus>

When using hand sanitizer:

1. Liberally apply hand sanitizer (about a dime sized amount) to the palm of the hand.
2. Rub hands together, palm to palm.
3. Spread it across all surfaces of the hands – including backs of hands, between fingers and under nails until the solution has dried onto hands (about 20 seconds).



Encourage students to get into the practice of regularly washing their hands and/or applying hand sanitizers at key moments, such as entering and leaving the classroom; touching surfaces, learning materials, books; after using a tissue to blow their nose.

Students should *always* cough and/or sneeze into their elbow. However, if by accident they do so in/on their hands, instruct them to immediately wash their hands or apply hand sanitizer. If students sneeze or cough into a tissue, ensure that it is disposed of immediately and that they wash their hands. It is extremely important to normalize the idea of frequent and routine handwashing.



Even with clean hands, encourage students to avoid touching their eyes, nose and mouth. Germs can transfer from those areas on to their clean hands and spread around the classroom this way.



Reinforce frequent handwashing and sanitation and procure needed supplies. Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets.

TO DO

Activity; Identify some practical steps/activities you can take to demonstrate good hygiene practices to your students. Examples include:

- Creating a hand hygiene song to sing with your students
- Have students draw hygiene posters for the classroom
- Set a hand hygiene ritual. You can select a specific time during the day, such as before/after lunchtime for everyone to wash their hands/apply hand sanitizer
- Physically demonstrate how to wash your hands and apply sanitizer
- Keep a points system in your classroom, giving points to students each time they wash their hands or apply sanitizer
- Have students create a public service announcement on hand hygiene and place these posters/announcements throughout the classroom or school in highly visible places

Other:

MORE IDEAS OR SUPPORT

Go here to see an example of a handwashing song and video (AR):

<https://www.dropbox.com/s/5pskr2ikaq4rosv/Cholera%20Awareness%20Song.mp3?dl=0>

<https://www.dropbox.com/s/x197vipsf1g22q9/Handwashing%20song.mp4?dl=0>

1.2.3. CLEANING AND DISINFECTING



OBJECTIVES

By the end of this session, you will be able to:

1. Identify the difference between cleaning and disinfecting.
2. Understand what each method entails.



REFLECTION

Select the answer you believe is accurate. Correct answers are provided at the end of this module.

1. What are some examples of high-risk areas?

- a. Bathrooms
- b. Athletic areas
- c. Cafeterias
- d. Health room/nurses' office
- e. All of the above

2. Bleach intended for disinfection should have a sodium hypochlorite concentration of:

- a. 0.9%
- b. 0.5%
- c. 0.1%



CONTENT

The below advice provides information on how to maintain the cleanliness and sanitization of your classroom.⁸

- Daily cleaning and disinfecting of surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys
- Standard procedures often call for disinfecting specific areas of the school, like bathrooms (usually carried out by custodial staff)
- Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface

Use appropriate cleaning materials:

- Ensure you understand all instruction labels and understand safe and appropriate use
- Follow the instructions on the labels
- Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions
- **Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death**
- Diluted household bleach solutions may also be used if appropriate for the surface
- Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 0.5%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
- Unexpired household bleach will be effective against coronaviruses when properly diluted
- Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser
- Leave solution on the surface for at least 1 minute

⁸ Taken from <https://www.cdc.gov/flu/school/cleaning.htm>



TO DO

As an educator, you play an important role in ensuring your classroom is cleaned, sanitized and disinfected. It is important to do this in collaboration with the rest of the school staff (custodial staff and administrators).



During an art class I had students create fun reminders/posters that we hung in the hallways to remind others kindly to adhere to the sanitation rules

Activity: Come up with some fun and creative ideas and rules with your students for avoiding high-risk and high-touch areas in their school/classroom.

For example, perhaps they do not touch the railing while walking up and down the stairs, or keeping classroom doors open to avoid touching door-knobs.

Come up with some rules together as a group and write these down on a flipchart paper that you can later hang up in the classroom.

AVOIDING HIGH-RISK AREAS

- *Avoid touching stair banister*
- *Don't touch door handles*

Takeaway Points

- Understanding COVID-19, how it spreads and who is at risk is an important first step in establishing classroom procedures and protocols. Students need to understand what it is in order for them to follow the rules.
- Include and engage students when creating classroom ground rules around physical distancing. If they are made part of the process, they will be more likely to follow these rules.
- Demonstrate appropriate hand hygiene practices (either hand washing or using hand sanitizer).

SUBMODULE 1.3. REPORTING AND REFERRAL MECHANISMS

The third submodule focuses on action points to take in the event that one of your students appears to be sick. This submodule approaches how to identify symptoms and reporting. Further, it goes on to discuss the stigmas associated with COVID-19 and how to combat this in the classroom.

1.3.1. IDENTIFYING SYMPTOMS



OBJECTIVES

By the end of this session, you will be able to:

1. Identify a sick student and/or school staff as per official protocols.
2. Understand the appropriate course of action to take in case of an illness.



REFLECTION

Select the appropriate answer(s) to the questions below. Correct answers are provided at the end of this module.

1. If you believe one of your students has COVID-19, which of the following is the most appropriate course of action:
 - a. Take their temperature, determine if they exhibit any other symptoms, isolate them until a caregiver can pick them up and follow the protocols that have been set by local health authorities
 - b. Let them be. It's probably nothing serious and they will feel better soon
Isolate them in the corner of the classroom for the remainder of the day
2. Some people may have the virus but do not develop any symptoms. These people are called:
 - a. Atypical
 - b. False positive
 - c. Asymptomatic



CONTENT

Identifying symptoms of COVID-19

The following symptoms are common among coronavirus cases in both adults and children:⁹

- Fever
- Cough
- Nasal congestion or rhinorrhea
- Sore throat
- Shortness of breath
- Diarrhea
- Nausea or vomiting
- Fatigue
- Headache
- Myalgia
- Poor appetite



⁹ Taken from <https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>

Mild cases of COVID-19 will include symptoms such as coughing, fever, and fatigue.
 Moderate cases of COVID-19 include mild pneumonia and breathing difficulties.
 In severe cases, patients will experience symptoms such as severe pneumonia and other organ issues.

What do you do if one of your students displays any of the mentioned symptoms?

- Designate a specific area in the school (i.e. near the entrance) as a waiting room where children can wait. Ideally, this room should be well-ventilated. If there are school nurses available, it is recommended that they are designated staff in the waiting areas. If students feel ill and/or exhibit symptoms of COVID-19, they should wait in the designated room to be picked up by their parents. Afterwards, the room should be cleaned, disinfected and sanitized
- Provide the sick student with a medical mask if available
- Consider daily screening for body temperature, and history of fever or feeling feverish in the previous 24 hours, on entry into the building for all staff, students and visitors to identify persons who are sick (*WHO school PH measures*)
- Ensure a procedure for separating sick students and staff from those who are well – without creating stigma – and a process for informing parents, and consulting with health care providers/ health authorities wherever possible
- Students/ staff may need to be referred directly to a health facility, depending on the situation/ context, or sent home
- Encourage all students to stay home and self-isolate should they feel ill
- Develop a standard of operation if temperature screening is required
- Share procedures with parents and students ahead of time



TO DO

Create your own infection control plan. What actionable steps do you take if a student reports feeling ill during the school day? Consider all possible steps you can take from the moment they tell you.

Additionally, what steps would you take if a member of school staff report feeling sick?

INFECTION CONTROL PLAN	
SICKNESS PROTOCOLS FOR STUDENTS	SICKNESS PROTOCOLS FOR SCHOOL STAFF (INCLUDING YOURSELF)
<ul style="list-style-type: none"> • Separate (quarantine) them from the rest of the class • Take their temperature • Call their parents 	<ul style="list-style-type: none"> • Call in sick
<hr/> <hr/>	<hr/> <hr/>



I've created an Infection Control Plan.
 It really helps me to know what to do when a child is ill.



Tip: Recently, there have been several reports of children acquiring a multisystem inflammatory condition. It is likely that this syndrome is linked with COVID-19. If you notice any rash, hypertension, or acute gastrointestinal problems in your students, it could be an indication that they are experiencing multisystem inflammatory syndrome and should seek medical attention immediately.

1.3.2. OVERCOMING STIGMATIZATION



OBJECTIVES

By the end of this session, you will be able to:

1. Address stigmatization and discrimination with your classroom.
2. Use the appropriate terminology when discussing COVID-19.



REFLECTION

The way we talk and the words we use in the context of COVID-19 can promote negative perceptions and stigmatization. The following excerpt is taken from the UNICEF, IFRC, WHO guide on social stigma associated with COVID-19:

When talking about coronavirus disease, certain words (i.e. suspect case, isolation...) and language may have a negative meaning for people and fuel stigmatizing attitudes. They can perpetuate existing negative stereotypes or assumptions, strengthen false associations between the disease and other factors, create widespread fear, or dehumanize those who have the disease. This can drive people away from getting screened, tested and quarantined. We recommend a 'people first' language that respects and empowers people in all communication channels, including the media.

Examples of people first language include:¹⁰

- Talking about "people who have COVID-19", "people who are being treated for COVID-19", "people who are recovering from COVID-19" rather than "cases" or "victims"
- Talking about "people who may have COVID-19" rather than "COVID-19 suspects" or "suspected cases"
- Talking about "people acquiring" or "contracting" COVID-19, rather than "people infecting others"

Part of slowing the spread of the virus is overcoming this stigma and encouraging all people who notice symptoms to get tested.

It is important to think about the language and type of words you can use in your classroom when talking to your students about the virus.

Select the answer you think accurately describes the following statements. Correct answers are provided at the end of this module.

1. When referring to people who have COVID-19, which of the following phrases should you **not** use:
 - a. They have COVID-19
 - b. They are being treated for COVID-19
 - c. They are a COVID-19 suspected case

¹⁰ Taken from <https://www.unicef.org/documents/social-stigma-associated-coronavirus-disease-covid-19>

2. Why is there so much stigmatizations around COVID-19?

- It is a new virus and we are afraid of the unknown
- It is easy to associate fear with others
- All of the above



CONTENT

Since the outbreak of COVID-19, there have been an increase in social stigmas. This happens because the virus is new and unknown, which causes a lot of fear. However, such stigmatization is extremely dangerous. For example, pre-existing stigmas towards children living in poverty, refugee children and children with disabilities have been emphasized due to the COVID-19 pandemic. It is important to remind your students that COVID-19 affects all types of people regardless of your social status.

In order to make your classroom a safe space for all students, you must be mindful and sensitive when dealing with discussions around COVID-19. With your class, you can create a Dos and Dont's list on the terminology and language to use in the context of COVID-19.

It is important to also send home information with students on the appropriate wording to use in the classroom so that they can practice this behavior at home with their families.

Remind your students that people who are sick with COVID-19 have done nothing wrong, so let's not treat them differently. Having COVID-19 doesn't mean someone has less value than anyone else.





TO DO

You can create a chart like the one below and keep this in your classroom so that students can refer to it.



This is the chart I created. I paid special attention to the type of terminology used as that can work to overcome stigmatization, discrimination and bullying

DOS 	DONT'S 
<ul style="list-style-type: none">• Call it COVID-19 or Coronavirus• Emphasize the effectiveness of prevention and treatment measures• Explain that we are all in this together	<ul style="list-style-type: none">• Do not refer to it as the Wuhan virus• Don't dwell on the negative aspects• Don't blame any one group for the outbreak
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

1.3.3. DEBUNKING COVID-19 MYTHS

OBJECTIVES

By the end of this session, you will be able to:

1. **Debunk some myths and commonly held beliefs around COVID-19.**
2. **Know where to look for accurate information.**

REFLECTION

Select the answer you believe is accurate. Correct answers are provided at the end of this module.

1. **When researching information on COVID-19, one should refer to the following resources:**
 - a. Friends and neighbours
 - b. Information you receive on Facebook
 - c. Information you are forwarded on WhatsApp
 - d. Reputable sources (WHO, CDC) as well as national Ministry of Health
 2. **Think of some of the myths you have heard about COVID-19 in your community. How did you identify that they were myths?**
-
-

CONTENT

As an educator, knowing the facts will not only protect yourself but also your students. While knowing the facts is important, it is equally essential to debunk some of the potentially dangerous myths around COVID-19. Disproving false information on COVID-19 can also work to overcome stigmatizations around the virus.



In my classroom, I encourage students to research and find accurate and updated information that is specific to our community

Research should always be done with reputable resources – World Health Organization (WHO), Center for Disease Control (CDC) for example.

If you notice students repeating some misinformation they heard, use this as an opportunity to constructively correct them and challenge the myth.

Some of the most dangerous myths about COVID-19 surround the theme of eating/consuming certain foods and/or chemicals to fight the virus or disinfect your body (i.e. eating garlic will cure it, or drinking bleach will disinfect your body from the inside and prevent contracting the virus).

It is essential to go over this in your classroom and strongly advise students that this is a dangerous myth that should not be attempted under any circumstances.

Reinforce fact-checking by providing information that is in-line with the guidance provided by your local or national government on public health and safety.

It is also advised to include a technical expert, such as a health official, in a classroom visit. They can provide a presentation for the children about the virus, separating fact from fiction and answer some of the pressing the questions they have.

▶ TO DO

Can the new coronavirus (COVID-19) survive in hot and humid climates?

Yes, 2019-nCoV has spread to countries with both hot and humid climates, as well as cold and dry. Wherever you live, whatever the climate it is important to follow precautions. Wash your hands frequently and cover coughs and sneezes with a tissue or a bent elbow. Throw the tissue in the bin and wash your hands immediately afterwards.



 World Health Organization
Western Pacific Region

#COVID19
7 Feb 2020

An activity to carry out with your classroom is creating your own myth-buster campaigns or posters with your students. A myth-buster poster is included below as an example, taken from WHO.

Hang up their infographics/posters around the classroom to remind everyone of these important facts.

Ideally, you could begin the process by first researching some facts together as a class, using whatever reputable resources you have available to you (maybe your local newspaper if you don't have a computer/the internet in your classroom).



Takeaway Points

- Not everyone who has COVID-19 will have the typical symptoms. However, it is important to be aware of COVID-19 symptoms and know what to do if one of your students appears to have some of the symptoms.
- There has been an increase in stigmatization around COVID-19 due to misinformation and fear. Be aware of this in your classroom and teach your students to use the correct terminology when discussing the virus.
- Since the COVID-19 outbreak, there has been an increase of false information circulating, through the internet and word of mouth. It is important to only refer to reputable sources (WHO, IFRC, UNICEF, CDC) when researching information about COVID-19, as well as the national health authorities in your respective countries. If you or your students experience any COVID-19 symptoms, it is imperative that you seek medical attention and advice from medical experts as opposed to other sources on the internet.

QUIZ

1. Which three body parts should you avoid touching to minimize risks of contracting COVID-19?

2. True or false: Children are at a lower risk of contracting COVID-19 than adults.

3. True or false: Some people may contract COVID-19 and not exhibit any symptoms.

4. What is the most efficient hygiene practice for minimizing the spread of COVID-19?

5. How many seconds should you scrub your hands while washing them?

6. Name the five steps of handwashing:

7. If water and soap is not available, what is an alternative method for maintaining good hand hygiene?

8. True or false: Cleaning and disinfecting are the same thing.

9. True or false: When researching information about COVID-19, you should always refer to reputable sources and your respective country's Ministry of Health.

10. True or false: Social stigmas have declined since the COVID-19 outbreak.



Answer 1: Eyes, nose mouth
Answer 2: True, while children can still contract the virus, they appear to be at a lower risk of catching it and/or exhibiting symptoms as adults
Answer 3: True, Not everyone is affected by the virus the same way. People who do not exhibit symptoms are called 'asymptomatic'
Answer 4: Handwashing
Answer 5: at least 20 seconds
Answer 6: Wet hands with safe running water; Apply enough soap to cover wet hands; Scrub all surfaces of the hands – including backs of hands, between fingers and under nails – for at least 20 seconds; Rinse thoroughly with running water; Dry hands with a clean, dry cloth, single-use towel or hand drier as available
Answer 7: Using an alcohol-based hand rub/hand sanitizer
Answer 8: False, all three consist of different methods and require different resources/chemicals
Answer 9: True, always consult reputable health resources and advisories prescribed by your local/national health ministry
Answer 10: False, unfortunately, social stigmas have increased since the COVID-19 outbreak. The pandemic has also brought about some of pre-existing stigmas against vulnerable groups in society. Being mindful of this in your classroom is important for combating stigmatizations

ANSWER KEY

1.2.2. HEALTH AND HAND HYGIENE

- 1 (c) Temperature doesn't matter: The temperature of the water is actually irrelevant. Hot water is not necessarily more hygienic than lukewarm or cold water.
- 2 (b) You should always dry your hands thoroughly using a single-use towel after washing them because wet hands can hold bacteria.

1.2.3. CLEANING AND DISINFECTING

- 1 (e) All of the above: All of these areas are considered high-risk because. Because these areas are frequented more often, they are more prone to bacteria and germs. Therefore, cleaning and disinfecting should occur more often in these areas.
- 2 (b) 0.5%: Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 0.5%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.

1.3.1. IDENTIFYING SYMPTOMS

- 1 (a) Take their temperature, determine if they exhibit any other symptoms, isolate them until a caregiver can pick them up and follow the protocols that have been set by local health authorities: If a student in your classroom is ill, this is appropriate course of action to take. You should never ignore the situation or humiliate them by isolating them within the classroom. It is also important to follow the protocols and procedures established by your local and national health services.
- 2 (c) Asymptomatic: This means a person who does not report or appear to have any symptoms or signs of illness.

1.3.2. OVERCOMING STIGMATIZATION

- 1 (c) Suspected Cases: It is not appropriate to refer to people who might have COVID-19 as "suspected cases". That type of language has negative connotations, singles out people who might have the virus and encourages stigmas and shame.
- 2 (c) All of the above: The level of stigma associated with COVID-19 is based on three main factors: 1) it is a disease that's new and for which there are still many unknowns; 2) we are often afraid of the unknown; and 3) it is easy to associate that fear with 'others'. While fear might be a normal reaction among your students, it is not okay to be discriminatory against anyone. Use empathy and people first language in your classroom to overcome this with your students.

1.3.3. DEBUNKING COVID-19 MYTHS

- 1 (d) Reputable sources (WHO, CDC) as well as national Ministry of Health: A lot of false information has surfaced during this pandemic. When researching information on COVID-19, you should only consult reputable sources such as WHO, CDC, UNICEF and your Ministry of Health. Avoid gathering information through social media or word of mouth.

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Module

2

**Well-being
and Protection**



MODULE 2: Well-being and Protection

This challenging period has brought added stressors for both teachers and students. These stressors can affect our well-being and our ability to teach and learn at school. This module will provide specific activities to help you identify factors that affect the well-being of you and your students and offer strategies to support your own well-being and that of your students. Well-being for students in the context of school means having a safe and inclusive learning environment free from harm and abuse. This module explores the concept of child-friendly school environments that are conducive for learning and foster a sense of protection for students.

Module 2 covers three main topics around well-being and protection that will guide you in creating welcoming learning environments for all children upon returning to school.

- 1. Well-being and School:** This module will support you through developing your understanding of well-being and how it relates to teaching and learning. The sessions found within this submodule explore the effects of COVID-19 on well-being as well as how well-being relates to schooling. It provides classroom management tips and developing social and emotional skills to help improve the collective well-being of your class, with a strong focus on protection.
- 2. Teacher Well-being:** This submodule examines the stress that teachers all over the world are facing with the pandemic. Exercises are provided to help you recognize your stressors and how you and your fellow teachers are affected by them. Further, the concept of self-care is explored within this submodule.
- 3. Learner Well-being:** This submodule will help you develop strategies for supporting the well-being of your students during this pandemic and upon their return to school. This submodule will help you look out for stressors of your students and provide the necessary support to them.



Did you know that during times of stress and crisis, children will observe adults' behaviours and emotions for cues on how to manage their own emotions?

being of your students during this pandemic and upon their return to school. This submodule will help you look out for stressors of your students and provide the necessary support to them.

KEY TERMS

WELL-BEING: Well-being relates to how satisfied people are with their life circumstances. It can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.

SELF-CARE: An activity, exercise, routine or habit we do deliberately with the intention to care for our mental, emotional and physical health. Developing good self-care habits is important for improving the quality of our life and relationships with ourselves and others. It is not a selfish act, but actually necessary in order to keep going.

BURNOUT: A syndrome resulting from extreme exhaustion and chronic stress at the workplace.

SAFE LEARNING ENVIRONMENT: A safe learning environment is one where students' physical, emotional, and intellectual security is guaranteed. Safe learning environments engage students and encourage them to grow, develop positive self-images and foster their well-being by meeting their physical, emotional and intellectual needs.

COMMUNICATION: Refers to the transferring of a message or information from one person to another. Communication includes written, verbal and non-verbal cues such as body movements, hand gestures, posture and eye contact.

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SUBMODULE 2.1. WELL-BEING AND SCHOOL

This first submodule looks at well-being at school. It examines the impact that COVID-19 and school-based violence have on students' well-being.

2.1.1. WELL-BEING AND COVID-19



OBJECTIVES

By the end of this session, you will be able to:

1. Understand the different aspects of well-being.
2. Recognize some of the ways that COVID-19 has affected well-being.



REFLECTION

The COVID-19 pandemic has created several real stressors and hardships for people all around the world. This includes, but is not limited to:

1. Issues with your health, and of others in your family and community.
2. Loss of employment, implications to your livelihood and income, adding financial burdens.
3. Risking your health and/or putting others' health at risk.
4. Increased caregiving duties (i.e., taking care of elderly parents, caring for children with disabilities without community support services).
5. Scarcity of essential items and an inability to obtain them due to shortage.
6. Emotional, cognitive, and physical distress brought on by the disruption of normal routines and uncertainty of the future.
7. Concerns about the effects of measures put in place to limit the spread of disease, such as social distancing and stay-at-home orders.

Reflect on some of these stressors and how they have affected you.

When I'm feeling well, I am more confident in my abilities as a teacher. I am better able to create fun and engaging lesson plans for my students, which motivates them to do better in class.

When I am not feeling well, I bring low energy to the classroom, and my students are less likely to stay on task.



In the table below, write how you would describe yourself when you are feeling well (right) and when you are not feeling well (left):

WHEN I AM FEELING WELL, I AM:	WHEN I AM NOT FEELING WELL, I AM:
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

As a teacher, you might be experiencing fear, anger or anxiety when feeling pressured to return to class especially if the measures to prevent the spread (physical distancing, hand hygiene and health, etc.) are not fully implemented or feasible in your context.

You might feel pressured to choose between job and health and have to juggle between work and family requirements. You might also be concerned about making up for the learning losses in your classroom. Later in this module we will introduce some positive mechanisms and activities to reduce the impact of stressors on your health.

But first, let's review some important definitions. We will then learn more about different aspects of well-being.



CONTENT

WELL-BEING: This is more than just how we feel physically. The way we feel emotionally and mentally are also part of our overall well-being. Physical well-being affects emotional well-being and vice-versa.



Our bodies react to stress. You might have noticed that on a particularly stressful day you tend to develop a headache, stomach ache or perhaps pain in other parts of your body, lose attention more often, become more irritable or sensitive, and might lose your temper with others or lose interest in socializing.

People react to stress in different ways. Being aware of how you react to stress and the interaction between different aspects of well-being is an important step towards managing our well-being.

HEALTH: Health is more than the absence of disease;

it is the overall condition that allows you to realize your aspirations, satisfy your needs and cope with your environment in order to live a fruitful life. Health can be improved through the following means: physical activity, a healthy and balanced diet, meaningful social interactions, developing a positive attitude, and autonomy.

MENTAL HEALTH: This refers to a state of well-being in which you realize your own potential, can cope with the normal stresses of everyday life, can work effectively, and are able to make a contribution to your community.

STRESS: Stress is a normal response to a challenging physical or emotional situation. It can come from an event that makes you feel frustrated, angry or anxious. Toxic stress is your body's reaction when demands are greater than your resources for coping.

DISTRESS: State of being upset, anxious, in sorrow or pain. It can occur in response to difficult living conditions, such as poverty or exposure to threats to one's security or well-being.

SIGNS OF STRESS: This refers to physical, emotional, social, or cognitive reactions to stress. Physical reactions might include feeling tired, frequent headaches, or experiencing high blood pressure. Emotional reactions might include becoming angry, irritable, fearful, or sad more easily. Social reactions might include increased self-isolation or getting into arguments with others more easily. Cognitive reactions might include having difficulty concentrating, excessive worrying, and increased forgetfulness.

CHILD PROTECTION: Involves protecting a child from abuse, exploitation, neglect, and violence, including bullying, cyberbullying, and threats. Some children returning to school may have experienced or witnessed increased violence while under quarantine, such as emotional, physical, or sexual and gender-based violence and abuse. Teachers need to be aware that not all children have had a safe quarantine experience.

PSYCHOLOGICAL FIRST AID (PFA): Psychological First Aid is defined as a compassionate and supportive response to someone who is suffering and may need support. The purpose is not to diagnose or provide therapy. It is made up of three steps: look-listen-link. More specifically, it can be broken down as follows: looking for signs of distress, listening actively, and linking students to support services where appropriate and available. Like First Aid, this can be done by anyone who is trained to do it.

TO DO

Visualizing the Facets of Well-being

The following figure can help us think about four different but interconnected aspects of our well-being:

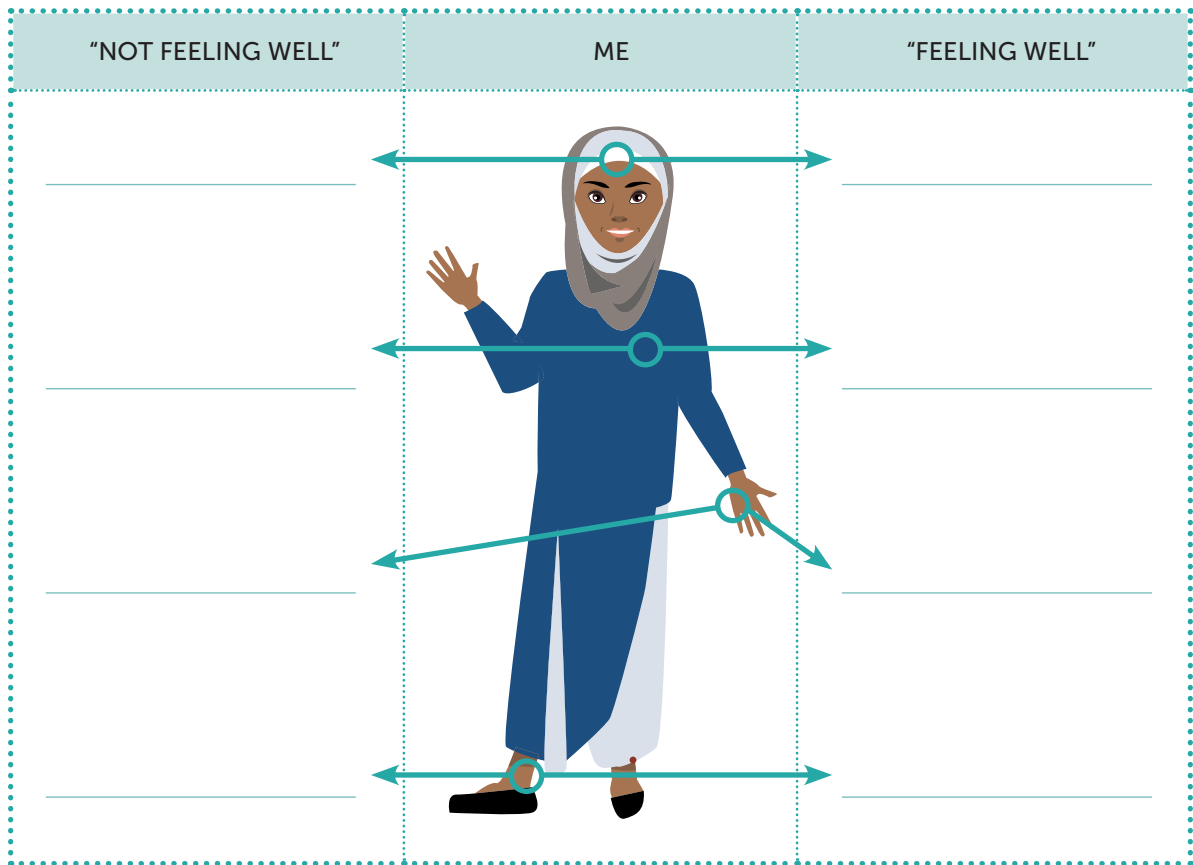
- cognitive (the head)
- emotional (the heart)
- social (the hands)
- physical (the feet)

Have a look at the answers you noted in the table above (Reflection). Then, using the figure template below, connect each of your answers using the arrows pointed at each body part/aspect of well-being cognitive (head), emotional (heart), social (hands), or physical (feet).

If any of the parts of well-being are empty, think about what you would put there for yourself. For more help, see the examples below.

Note that this is an activity you can incorporate into your classroom and conduct with your students to assess their well-being.





Examples

	WHEN NOT FEELING WELL I AM...	WHEN FEELING WELL I AM...
COGNITIVE (HEAD)	Unable to concentrate	More creative
EMOTIONAL (HEART)	Crying more	Smiling more
SOCIAL (HANDS)	Easily annoyed	More talkative
PHYSICAL (FEET)	Unable to eat normally	Able to sleep well

2.1.2. WELL-BEING AND LEARNING

🎯 OBJECTIVES

By the end of this session, you will be able to:

1. Understand the importance of well-being for learning.
2. Identify the ways in which the well-being of teachers and students affect each other.



REFLECTION

Select the answer(s) that apply. Correct answers are provided at the end of this module.

1. When I do not feel well, my students are more likely to:

- a. Disrupt the class more often
- b. Become scared and unresponsive
- c. Perform lower than average
- d. Have trouble focusing
- e. All of the above

2. When I feel well, I am:

- a. More patient
- b. Better at class management
- c. More creative
- d. Attentive to my students' needs
- e. All of the above



CONTENT

CREATING A SAFE LEARNING ENVIRONMENT

The process of teaching and learning is most effective when supported by a child-friendly school environment. A safe environment is where children are treated with respect and fairness and don't feel threatened, judged, or shamed.

An environment conducive for learning helps students develop effective ways to recognize, process and manage their feelings. To create this safe learning environment, you need to be able to recognize, process and manage your own emotions as well.

Here are some tips for creating a safe learning environment:

- Begin the year out right: The actions that you implement in the beginning of the year have an effect on student behaviour throughout the year. On the first day of school, introduce the concept of safety in class. You can ask children to share with you what makes them feel safe in the classroom. For example, children may feel safe if they trust their peers and if they feel that they are respected. It is best to have a specific plan for introducing students to classroom rules and procedures, and spend time making sure the students follow these
- **IF CHILDREN PARTICIPATE IN MAKING THE RULES, THEY ARE LESS LIKELY TO BREAK THEM!**
- Class rules should be few in number, make sense to students, be fair and be clearly explained. The rules need to be applied consistently. Once ground-rules have been agreed upon, write these on a sheet of paper and display them in the classroom so that you and the students can easily refer back to them

Answer 1: (E) All of the above: When you don't feel at your best, students are able to notice this. How you feel is then mirrored in the classroom. Students are therefore more likely to be disruptive, become scared or unresponsive in reaction, are not motivated to perform as well as they normally would, and are less likely to focus on the lesson.

Answer 2: (E) All of the above: On the other hand, when you are feeling well, the dynamic in the classroom is more positively enhanced. Therefore, you are more patient with your students, you manage the classroom better, you are able to exhibit more creativity in lesson plans, and you are better able to understand and address the needs of your students.

- With students, agree on fair and just consequences for those who do not comply (consequences should not include any type of violence- physical or emotional)
- Reflect on what needs to be improved in your classroom to have a safer learning environment
- Create a list of people who can support you (i.e. other teachers, school administrators, students and parents)
- With other teachers and school staff, discuss ways in which you can support each other

NOTE: Children who are neglected, not engaged in the classroom, or are bored may seek attention by disrupting the class. Recognize children’s achievements and encourage them to do better in order to motivate them. For instance: Mariam, I see that you are very focused on the task today! Well done!

TO DO

Role Modeling Social and Emotional Skills that Support Well-being

Children learn by observing adults. They learn more effectively from what you do, rather than what you say. By role modeling important social and emotional skills for your students you can create an environment that is more supportive of students’ learning and well-being during the pandemic. For each of the five social and emotional skills below, write down how you can model this for students. Definitions for each of the five skills are provided below.¹

- 1. Self-awareness:** The ability to accurately recognize your own emotions, thoughts and values and how they influence behavior. The ability to accurately assess your own strengths and limitations, with a well-grounded sense of confidence and optimism.
- 2. Self-management:** The ability to effectively regulate your own emotions, thoughts and values and subsequently your behavior.
- 3. Social awareness:** The ability to take the perspective of, and empathize with others, including those from diverse backgrounds and cultures.
- 4. Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.
- 5. Responsible decision-making:** The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. This requires a realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

SKILL AREA	HOW WILL I MODEL THIS IN MY CLASS?
SELF-AWARENESS	<ul style="list-style-type: none"> • Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations <hr/> <hr/>

¹ Adapted from the 2019 CASEL Guide to Schoolwide SEL: <https://schoolguide.casel.org/resource/modeling-sel-as-a-staff/>

<p>SELF-MANAGEMENT</p>	<ul style="list-style-type: none"> • Model respectful and restorative language when addressing challenges with students <hr/> <hr/>
<p>SOCIAL AWARENESS</p>	<ul style="list-style-type: none"> • Consider students' perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences <hr/> <hr/>
<p>RELATIONSHIP SKILLS</p>	<ul style="list-style-type: none"> • Greet students by name daily • Acknowledge the efforts of others with encouragement and affirmation <hr/> <hr/>
<p>RESPONSIBLE DECISION MAKING</p>	<ul style="list-style-type: none"> • Model problem-solving strategies, like gathering all relevant information before drawing a conclusion <hr/> <hr/>



2.1.3. ADDRESSING VIOLENCE AT SCHOOL

OBJECTIVES

By the end of this session, you will be able to:

1. Recognize and address violence in your classroom.

REFLECTION

Addressing violence at school:

Children and adolescents need a safe, nurturing, and inclusive learning environment in which to grow, thrive, and fulfill their potential. However, for many students, the presence or threat of violence at school compromises their ability to fully benefit from educational opportunities.² Unfortunately, the reality is that nearly half (48 per cent) of children aged 13-15 in the MENA region reported incidents of bullying and violence at school.³

² Taken from UNICEF profile of violence against children and adolescents in the Middle East and North Africa <https://www.unicef.org/mena/sites/unicef.org.mena/files/2018-09/VAC%20in%20MENA%20Booklet.pdf>

³ Ibid.

Violence in and around schools can happen in many ways:

- Violence can be perpetrated by teachers and other school staff, and include corporal punishment, cruel and humiliating forms of psychological punishment/treatment, sexual exploitation and abuse, and bullying
- Violence can take place between peers in and around schools, and include bullying. Violence amongst peers can take on other forms such as sexual and gender-based violence, physical violence and psychological violence. These forms of violence may also have an online dimension and take place in the form of cyberbullying

What are some ways you can respond to students' behaviour in the classroom without using violence?



CONTENT

It is important to recognize that while COVID-19 containment measures were put in place to keep communities and children safe, some households have not been a place of safety for every child. Some children and adolescents have been subject to violence, abuse, and neglect at home and for many, their mental health has been negatively impacted. Increased time online, especially unsupervised time for younger children, may have heightened the risk of children being exposed to harmful content, cyberbullying and online sexual abuse and exploitation. Students, including those belonging to certain vulnerable or marginalized groups or coming from areas with high rates of infection, may be suspected of being infected and become the target of stigmatization, discrimination, bullying and violence inside and outside of school. (See Module 1 for further information on COVID-19 related stigmatization, discrimination and bullying.)

Failure to address abuse, exploitation, and mental health issues can negatively impact a learner's education. For some vulnerable children, school may be the first time they are seeing trusted friends and adults. This may also be the first time someone outside the family can spot if something is wrong.

What you can do to address violence in your classroom:

- Firstly, it is essential to recognize that violence against children should never be tolerated. It is never justified. All forms of violence, regardless of the nature or severity of the act, are harmful and intolerable
- Every child has the right to attend school and be protected from violence. Beyond the immediate hurt and pain it causes, violence undermines a child's sense of self-worth and hinders their future development
- In some context, violence is often rationalized as an effective and positive means of disciplining children and students. This is embedded in social norms and collective cultural practices. A step in the right direction is addressing these social norms and practices. Demystifying the belief that physical discipline makes children grow up well behaved and strong is important. Changing our behaviours and understanding that violence only promotes further violence is a way to address this issue and ensure well-being for children in school
- Recognize why your students might be prone to violence in the first place. Children and adolescents who grow up in a violent household or community tend to internalize violence as a way to resolve disputes, sometimes repeating the pattern of violence and abuse
- As a teacher, displaying violence in your classroom will only continue to model this behaviour back to your students and encourage this cyclical pattern of violence. Exposure to violence (physical, verbal, and emotional) can cause lifelong damage to a child
- As a teacher, you are encouraged to use positive discipline in the management of your classroom

and deal with misbehavior using non-violent strategies that allow children to understand and learn from their mistakes. It is important to discuss the unwanted behavior and how it can be corrected. For instance: "Ramy, disrupting the class made everyone lose time, it is only fair that you stay in during play time to clean the classroom."

- For students who may experience violence at home, this is likely to have been exacerbated during the COVID-19 quarantine. Be mindful of how this might affect students as they return to school
- Be mindful of the fact that not all children who face violence act violently; some may become fearful and withdraw from social interaction



TO DO

If you know that one of your students is exposed to violence, rely on protective measures, including: prevention and identification, reporting, and referral.⁴

Can you identify what resources in your community are available to assist children who have been exposed to violence (elders, family groups, social groups)?

Takeaway Points

- Your well-being, as well as that of your students, affects the process of teaching and learning.
- A safe learning environment is a space where there is trust and respect between you and your students.
- All children have the right to be protected from violence in school. Violence against children is never justified.
- When children are engaged in developing classroom rules, they are less likely to break them.
- All behaviour is an indicator of what the child is internally processing. It is important to recognize what is driving the behaviour and practice responding in a safe, comforting way.
- Violence in and out of the classroom should never be tolerated.

SUBMODULE 2.2. TEACHER WELL-BEING

This second submodule looks specifically at your well-being as a teacher. You will learn how to identify stressors and explore the concept of self-care.

2.2.1. RECOGNIZING YOUR STRESSORS



OBJECTIVES

By the end of this session, you will be able to:

1. Identify how stressors related to returning to teaching in the next term are affecting you.
2. Consider how your well-being and that of your fellow teachers might be affected, and what you can do to support each other.

⁴ Taken from UNICEF Manual on Child-friendly Schools



REFLECTION

The COVID-19 pandemic may have introduced some new challenges and stressors to your life, your livelihood, your family and community (see Session 2.1.1. Well-being and COVID-19). On the other hand, it could have enhanced some pre-existing points of stress in your life. These issues and challenges are very real and may present tangible hardships.

As you plan to return to teaching in the next term, what are some of your sources of stressors that have emerged due to the COVID-19 pandemic? How do these stressors affect your health?



CONTENT

COPING:

While people react differently to stressful events, overall, people do better over the long-term if they:

- Feel safe, connected to others, calm and hopeful
- Have access to social, physical and emotional support
- Regain a sense of control by being able to help themselves

If you recognize signs of stress, and how they affect different aspects of your well-being, you can plan some simple changes that help your mental health and well-being. This can include connecting with people that support you, becoming more physically active, learning new things, and remembering the simple things that give you joy.

Becoming self-aware will help you better recognize the impact of stress in students and colleagues. Remember to observe and listen instead of judging and labeling their behavior. "How are you feeling?" or "Are you alright?" are examples of good questions to ask. Be mindful that children or colleagues may not want to discuss this and do not pressure them to talk.

Refer to the next session (2.2.2) for additional strategies to support your well-being.



TO DO

Scenarios for Considering Teacher Well-being

These scenarios are designed as a tool to help you think through the stressors you and your colleagues face and how you might address them to improve your well-being. Read through each of the scenarios below and for each scenario, reflect on the following questions:

1. **What may be affecting this teacher's well-being?**
2. **How do we know their well-being has been affected? What signs of stress are they showing?**
3. **In what ways could the teacher's well-being affect their teaching in the classroom? In what ways could it affect their students' well-being?**

SCENARIO 1: Faris has been a teacher for five years. The economic situation in his country has been unstable. With the COVID-19 pandemic, the economic crisis was worsened. As schools reopened, there was not enough financial support and funding to develop enough materials for the classroom. This has caused him a lot of stress as he struggles to manage a classroom with a lack of materials and resources.



SCENARIO 2: Sara has many students and struggles to stretch herself to meet all of their needs. She has asked the head teacher for help and advice on how to manage a large classroom, but the head teacher rarely has time to talk to her and never visits her classroom to see these challenges. Now after COVID-19, the head teacher has told her that there must be physical distance between the students, and students have to attend school in shifts. Sara's time teaching has increased, and she is now having to deal with the burden of extra hours, longer days, and more time away from her family. She feels frustrated and sometimes angry.



Return to the figure activity used in the previous submodule. Identify the signs of stress related to these worries. Remember the impact on the social, cognitive, emotional and physical aspects of well-being.

SIGNS OF STRESS	ME

How might you reduce the negative impact of these stressors?

2.2.2. LOOKING AFTER YOURSELF



OBJECTIVES

By the end of this session, you will be able to:

1. **Recognize the importance of self-care for your overall well-being.**
2. **Develop plans to reduce stress and support your well-being.**



REFLECTION

What is Self-care?

Let's review self-care. The World Health Organization defines self-care as "the ability of individuals, families and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a healthcare provider."

Self-care is any activity that we do intentionally in order to take care of our mental, emotional, and physical health. Although it's a simple concept in theory, it's something we very often overlook. Good self-care is key to an improved mood and reduced anxiety. It's also key to a good relationship with oneself and others.

A self-care activity can be as simple as taking the time to enjoy a cup of tea, listening to your favourite music, or going out for a walk. Think about some simple activities that re-energize you. You will be able to identify and implement more particular forms of self-care that work for you.

Self-care needs to be something you actively plan, rather than something that just happens. It is an active choice. Add certain activities to your calendar, announce your plans to others in order to increase your commitment, and actively look for opportunities to practice self-care. Be aware of what you do, why you do it, how it feels, and what the outcomes are.

Self-care is key to preventing burnouts!

Was there a time when you neglected self-care? What happened?

Was there a time in your life when you prioritized self-care? What was the outcome?



CONTENT

WHAT IS BURNOUT?

One of the negative consequences of accumulated stress is burnout. Burnout is a state of physical, emotional, and mental exhaustion that results from prolonged exposure to job stressors or work situations that are emotionally demanding. Essentially, it is emotional exhaustion, depersonalization, and a sense of reduced personal accomplishment.

WHAT DOES IT LOOK LIKE?

Burnout includes many symptoms that are both physical and emotional, such as:

- Exhaustion
- Sleep disorders
- Reduced performance
- Concentration and memory problems
- Inability to make decisions
- Muscle tension
- Respiratory problems
- Gastrointestinal complaints
- Restlessness
- Loss of empathy



If you relate to any of these symptoms, it could be a sign that you are either on the verge of burning out or burnt-out. If you know someone who exhibits these symptoms, you could talk to them about burnout and encourage them to focus on self-care practices. Here are some ways to help others who have burnout:

- Let them know you're there for them
- Listen to them without judgement
- Be patient with them
- Ask them how you can help
- Encourage them to practice self-care (see further below for self-care tips)

HOPE IS VITAL TO WELL-BEING

It is important to remind yourself and your students that you have control over different aspects of your life, and that you can bring about change. When you are facing challenging times, it might be difficult to have hope.

There are a number of reasons why hope is likely to underpin psychological well-being. First, research suggests that people with higher hope cope better with stressful life events. Second, hope has been found to predict successful outcomes across a range of domains. For instance, hope predicts greater academic success, and better mental and physical health.⁵

Hope is indispensable to our recovery. Hope can help us move away from the terror of defeat. It's not an abstract idea that makes no real difference in our recovery. Rather, it is the cornerstone upon which the entire recovery foundation is built. There can be no recovery without hope.

Hope offers the means by which a better future can be perceived; and therefore, achieved.

⁵ Ciarrochi, Joseph et al, "Hope and emotional well-being: A six-year study to distinguish antecedents, correlates, and consequences" *The Journal of Positive Psychology* (2015)



TO DO

Teaching is often recognized as a high-stress career. However, there are steps you can take to manage your stress levels. This is important for classroom management, especially in the context of reopening after COVID-19. We all handle stress in different ways.

Below are some best practices for making time for self-care as teachers:⁶

- Too many people work until they drop, or they view rest and sleep as taking place after work is done. It is important to view rest as an essential tool for productivity. Resting could be as simple as just turning off the lights in your classroom for a few minutes after dismissal. Or for many people, they find themselves checking their phones all day long, checking social media, checking email. If you can substitute one or two of those checking times with just silence and stillness, that can make a difference in your energy level and your ability to focus and concentrate
- Think about what you can let go of to create space for your self-care. This is where saying no becomes vital, and one of the best ways to get better at it is to try saying it just once. If you say no once, you'll find that people will stop asking you so many times as they start to respect your boundaries
- Make self-care a part of your daily routine. For example, as soon as the children leave the classroom at the end of the day, take 60 seconds for deep breathing to just clear your head and to energize yourself for the rest of the day's tasks
- New habits are really easy to skip because they're not well-established, so it's essential that you prioritize creating and sticking to a habit if you want your self-care to become a regular part of your life
- Eat well, get enough sleep, and exercise physically every day
- Do an activity you enjoy or find meaningful every day
- Take time out of your day to talk to a friend or family member about how you are feeling
- Talk to your colleagues about how you are feeling about teaching during the pandemic
- Create a routine for home and for school to help reduce unpredictability and the cognitive pressure to make new plans
- Avoid the overuse of substances that temporarily change your mood or energy level (such as caffeine or nicotine)
- At the end of each day, make a list of positive things that happened that day
- Remind yourself daily to let go of the things that are out of your control
- Take regular breaks throughout the day. During these breaks, you can use the relaxation techniques provided throughout Submodule 2.3. These techniques can be used by you and your students
- Limit how much time you spend on COVID-19 news to no more than 30 minutes each day from trusted sources such as the World Health Organization⁷

Make your own list of self-care practices you will use. What are some simple activities (enjoying a cup of tea, listening to your favourite music, or going out for a walk) that you can use in your self-care practice?

⁶ Taken and adapted from <https://www.cultofpedagogy.com/>

⁷ Adapted from "Looking after yourself" (p. 5) in the 2020 "Basic Psychosocial Skills: A Guide for COVID-19 Responders" by the Inter-Agency Standing Committee.

FINAL NOTE: YOU CANNOT POUR FROM AN EMPTY CUP

Developing self-care practices is not always easy. However, it is important to listen to your body and understand that taking time to care and look after yourself is not selfish. Prioritizing self-care is a necessity, not a luxury. When you have many obligations the need to take care of yourself is usually sacrificed. In order to ensure your well-being and avoid burnout, it is important to look after yourself. When you are at your best, you can better help those around you.

Takeaway Points

- Self-care consists of taking the time to do simple activities that relax you, re-energize you and improve your mood, routinely.
- Taking the time to care for yourself is not a selfish act. It is about knowing what we need to do in order to take care of ourselves, and therefore are subsequently able to take care of others as well.
- It is important to be mindful of how you feel, both physically and mentally.
- Developing a good self-care routine will help you cope with some of the stressors and challenges of teaching during the COVID-19 pandemic.

SUBMODULE 2.3. LEARNER WELL-BEING

This third submodule focuses on learner well-being. It will cover how you can identify stressors in students, how to offer supportive communication and explore referral pathways.

2.3.1. RECOGNIZING LEARNER STRESSORS (LOOK)



OBJECTIVES

By the end of this session, you will be able to:

1. Recognize the stressors and signs of distress in students.
2. Better support students' well-being.



REFLECTION

As your students return to school, you might be the first trusted adult they have encountered outside their home since containment measures started. Ensure you provide a safe environment for your students in your classes. Be aware that female students may prefer to speak to female teachers/staff and male students may prefer to speak with male teachers/staff.

Identifying signs of distress:

Children have different reactions to adverse events in their environment. Culture influences the ways in which we express emotions. In some cultures, for example, it is not appropriate to show strong emotions like crying loudly, while in others it is widely accepted. It is good to learn more about different cultural practices, especially those present in your country.

What are some signs of distress you can easily identify in children?

Some signs of distress may not be so obvious. The following chart highlights different signs of distress at different ages.



CONTENT

SIGNS OF DISTRESS AT DIFFERENT AGES⁸

This table helps you identify signs of stress and distress that might be visible in your students. It is organized by age group, as signs of stress often differ by age. Remember that this list is not exhaustive, so use the extra space to write down additional signs of stress that you have seen in your context.

AGE	SIGNS
COMMON REACTIONS TO STRESS IN CHILDREN AGED 0-3 YEARS	<ul style="list-style-type: none">• Clinging to their caregivers• Returning to their former (younger) behavior• Changes in sleeping and eating patterns• Higher irritability• Poorer concentration• Increased hyperactivity• Change in play• More easily afraid of things• More demanding• More frequent crying <hr/> <hr/>

⁸ All materials are adapted from two main sources: (1) World Health Organization, War Trauma Foundation, and World Vision International (2011). *Psychological first aid: guide for field workers*. WHO: Geneva – and (2) Save the Children (2013). *Psychological first aid training manual for child practitioners*. Save: UK.

AGE	SIGNS
<p>COMMON REACTIONS TO STRESS IN CHILDREN AGED 4-6 YEARS</p>	<ul style="list-style-type: none"> • Clinging to adults • Returning to their former (younger) behavior • Changes in sleeping and eating patterns • Higher irritability • Poorer concentration • Becoming more Inactive or more hyperactive • Stop playing • Take on adult roles • Easily confused • Stop talking • More anxious or worried <hr/> <hr/>
<p>COMMON REACTIONS TO STRESS IN CHILDREN AGED 7-12 YEAR</p>	<ul style="list-style-type: none"> • Becoming more withdrawn • Frequent concern about others affected • Changes in sleeping and eating patterns • Increasingly fearful • Higher irritability • Aggression • Restlessness • Poor memory and concentration • Physical symptoms • Feel confused • Frequently talks about the event • Feels guilty or blames themselves <hr/> <hr/>
<p>COMMON REACTIONS TO STRESS IN CHILDREN AGED 13-17 (TEENS)</p>	<ul style="list-style-type: none"> • Intense grief • Shows excessive concern for others • More self-conscious • Feelings of guilt and shame • More self-absorbed • Increasingly defiant of authority • Increased risk taking • Changes in relationships • Aggression • Self-destructive • Feeling hopeless • Relying more on peers <hr/> <hr/>

AGE	SIGNS
<p>COMMON REACTIONS TO STRESS FOR ALL AGE-GROUPS THAT IMPACT THE BODY (PSYCHOSOMATIC/ PHYSICAL REACTIONS)</p>	<ul style="list-style-type: none"> • Tiredness • Tight chest • Shortness of breath • Dry mouth • Muscle weakness • Stomachache • Dizziness • Shaking • Headaches • General aches <hr/> <hr/>
<p>VERY SERIOUS DISTRESS REACTIONS IN CHILDREN WHEN THEY OCCUR MOST OF THE TIME</p>	<ul style="list-style-type: none"> • Clinging to their caregivers • Withdrawn or very quiet with little or no movement • Hides or shies away from other people • Does not respond to others, does not speak • Scared, panicking, or hysterical • Extreme and constant worry • Physical symptoms of not feeling well; shaking, headaches, loss of appetite, aches, and pain • Cries often • Aggressive, trying to hurt others • Confused or disoriented <hr/> <hr/>

 **TO DO**

Ways to support students’ well-being

This session has provided guidance on *how* to identify students’ distress. You’ve now looked at some signs of stress and distress in students so that you can identify them. The next step is to adopt supportive mechanisms in your classroom to respond to learner distress. This is important for their well-being. More information on this follows in the upcoming sessions. Remember, you are not going to diagnose your students or carry out psychotherapy sessions with them.

Activities to Reduce Stress and Support Student Well-being

These activities can be done with students in order to help reduce their stress and provide them with positive coping strategies that support their well-being. These activities are also beneficial for you as well, and can be carried out with you and the students together. Try one or more of these activities during your first week back at school.

MY SPECIAL PLACE

Sometimes the world around us can be overwhelming. By taking a moment to imagine being somewhere else without stress, students can relieve their current stress. Below is an activity to help your students imagine such a place.

Instructions for students

- Sit or lie down in a comfortable position, close your eyes, and relax
- Take several deep slow breaths through your nose and into your belly
- Keep breathing slowly and softly. Gentle long inhales then gentle long exhales
- Listen and follow the story in your mind attempting to imagine being in the story:

“Imagine that you are standing on a white sandy beach. It’s early in the morning, and everything is quiet. The sun is rising slowly, and you can feel the warm light on your face and your body. You are feeling happy and peaceful. The sand beneath your bare feet is soft and warm. A light breeze strokes your face. The sky is blue and open, and birds are flying and singing above. This place is safe, and you can relax here.

This is a place you can always come back to, which is always there, inside your heart. You can visit whenever you want. Now, very gradually, begin to notice your breathing again – the gentle rhythm of inhales and exhales. Notice the feeling of the air on your skin. Very softly begin to wiggle your fingers and toes. Inhale and take a big stretch. Exhale deeply. When you are ready, open your eyes.”

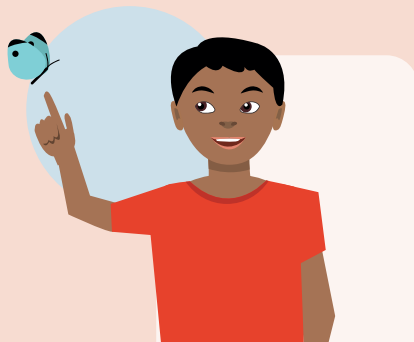


MINDFUL WALK

Another way to help your students relax and lower their stress levels is to take a walk around your school grounds.

Instructions

- Take your children to the school yard
- Ask them to begin to walk around the playground in total silence
- Instruct them to simply notice everything around them – all the tiny details: the colors, the textures, the smells, the sounds, the feeling of the sunshine or breeze
- Instruct them to re-enter the classroom in silence, sit down, and draw something beautiful that they noticed as they were walking – it can be anything, no matter how big or small
- They should try to keep it secret from their neighbors
- Afterwards, ask children to share what they have drawn

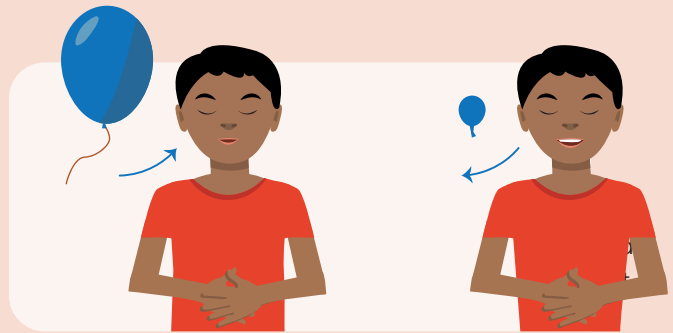


BELLY BREATHING

Often when we are stressed our breathing becomes shallow, high in our chests, and we forget to breathe deeply into our bellies. Abdominal breathing is very calming and helps us to draw oxygen deep into our lungs.

Instructions for students

- Place your hand on your stomach
- Take 5 deep breaths, spend 5 seconds breathing in and 5 seconds breathing out
- With children you can explain that when they inhale, they are blowing their tummy softly like a balloon, when they exhale, the air is going slowly of the balloon again



LETTER WRITING

Many of your students may have been unable to see some of the friends or family members during the pandemic. Writing a letter can help them celebrate the relationship with that person even if they are not present.



When I noticed Omar was experiencing some distress and sadness in class one day, I decided to use this activity. He had mentioned that he felt sad because he hadn't been able to see his cousin Anwar for a long time. I told him that we will write a letter for Anwar together. Because Omar has intellectual disabilities, I made sure to be patient with him. Literacy is one of the things he struggles with so I listened to him and worked with him to develop his letter. Instead of focusing on grammar, punctuation and spelling, I kept the bigger picture in mind – this is Omar's letter and his outlet to express his feelings. I gave him the instructions written here clearly and explicitly, but encouraged him to think as creatively as he needed in order to express himself. I encouraged Omar to use a mix of drawings and words to create his letter.

Instructions

- Ask children to write a letter or draw a picture for a loved one they have not seen in a long time
- What you would like to say to them if they were sitting with you today?
- What did you love about them?
- What did you appreciate?
- What memories about them make you smile?



These exercises can be completed by you and the students together, since student and teacher well-being are closely linked, and both impact student achievement and outcomes. Consider how you can apply either these two exercises when you notice distress in any of your students. Would you carry this out as an individual activity, a group activity or the whole class (yourself included)? Write down some notes on how and when you will apply these activities:

2.3.2. IMPROVING COMMUNICATION (LISTEN)

OBJECTIVES

By the end of this session, you will be able to:

1. **Identify characteristics of supportive communication.**
2. **Understand how to apply supportive communication with your students.**

REFLECTION

Think of an example of a teacher-or an adult- you felt comfortable communicating with when you were a child. Describe what you liked about how they spoke and listened:

1.

2.

3.

Think of examples of when you communicate like this with your students and consider how you can do so more often.

CONTENT

TIPS FOR SUPPORTIVE COMMUNICATION

These tips below can help you improve your communication with students as well as with your colleagues and family members.

When communicating, keep a calm tone of voice, friendly posture, and start by asking a caring question such as "Hi Zahra. I noticed that you are more quiet than usual today. How are you feeling?"



ACTIVE LISTENING

Use the three steps of active listening:⁹

1. Listen carefully, allowing the other person to speak without interruption or distraction.
2. Repeat an important part of what the person has been saying to show that you have been listening and to correct any misunderstanding.
3. Summarize the main points of the conversation at the end.



After Zahra told me about her worries, I summarized the main points of the conversation like this: "If I understand you correctly, Zahra, you are worried about your parents catching the virus; and you have not been able to sleep properly because of that. You must feel very tired."

TIPS FOR TALKING TO CHILDREN ABOUT ILLNESS AND DEATH

In addition to the use of supportive communication, there are strategies that can help you discuss the difficult topics of illness and death with your students and other children.

1. **Prepare yourself:** Children need honest information about what is happening around them. The most important thing is to be available to listen to them and help them understand what is happening. Children may ask you something that they do not want to talk to their parents about.
2. **Prepare information:** This module can help you with this. Think about the questions, concerns, and experiences that children may have before the conversation occurs and do your best to find information that can be helpful.
3. **Give children permission to talk about difficult topics:** It takes courage for children to ask questions, but they may not choose the most convenient time. Acknowledge the importance of the question and use your judgment whether to address the topic as a class or later individually. Reassure children that adults also feel worried and nervous about the pandemic but that it is better to speak about our feelings than to hide them.
4. **Commonly asked question:** Children may ask you if they or someone they care about will get sick or die. Focus on practical information and emphasize that whatever happens it is not their fault. Remind them that they have friends and adults who care about them and will support them if necessary. Do not worry if you do not know something. It is okay to say, "This is a new virus and there is still a lot we do not know yet."
5. **Answering questions about illness and death:** To avoid any confusion, you must be very clear that if a person has died they are not coming back. It is sometimes helpful to gently explore with children what they believe has happened so you can clarify any misunderstandings. Be aware that children's distress makes it more difficult for them to understand information. Below are some age-appropriate responses to explain death to children:

⁹ Taken from <https://interagencystandingcommittee.org/system/files/2020-05/Basic%20Psychosocial%20Skills-%20A%20Guide%20for%20COVID-19%20Responders.pdf>

CHILDREN UNDER 5	YOUNG CHILDREN	OLDER CHILDREN
<p>"They got more and more unwell and sadly, they have died."</p> <p>You may need to repeat that the person is not coming back.</p>	<p>"[Name] body became so weak that it stopped working. [Name] heart stopped, and she could not breathe any more. [Name] sadly, has died."</p>	<p>"[Name] had a really bad infection in their lungs. This meant they couldn't get enough oxygen in their body. And even with all the medicine and machines, [Name] unfortunately, could not be cured and died."</p>



- Emotional reactions:** Be honest about the emotional challenges of the pandemic without overwhelming children. It is okay to talk to children about how upsetting and sad illness and death are for everybody but concentrate on the child's individual emotional reactions. Sharing some of your own feelings can be helpful. Remember that children can quickly shift from emotional conversations to daily activities, but this does not mean they have not understood what was discussed.
- Finishing the conversation:** Reassure children that they are not alone during these difficult times. Remember that children might come back to this conversation multiple times as they slowly develop their understanding of the illness or death.
- Caring for yourself:** These conversations are very difficult for everyone and can be emotionally exhausting for you, especially if you have also experienced illness and loss. It is very important that you look after yourself; if possible, take 5 minutes to check how you are feeling before you start your next task. You can use some of the strategies for self-care from session 2.2.2.: Looking after yourself.



TO DO

Create a table similar to the example below with your students. Together, create a list of communication dos (i.e., active listening, asking questions, speaking respectfully to one another) and communication don'ts (i.e., interrupting one another/speaking over each other) that you should implement in the classroom.

Example:

COMMUNICATION DOS 	COMMUNICATION DON'TS 
Keep an open, relaxed posture	Don't cross your arms
Look at the person	Don't look at something distracting
Use culturally appropriate eye-contact	Don't stare
Maintain a calm tone of voice	Don't shout or speak too quickly



if you need to wear a mask, try to make one with a plastic screen to show your mouth	Don't mumble in a way that makes it difficult for them to understand you
Take time to ask how they understand what you are saying	Don't assume they understand and don't rely on simple yes or no answers
Take time to ask if they are comfortable speaking about the topic	Don't assume they are comfortable
Maintain physical distance to reduce the virus' spread	Don't put yourself or others at risk by ignoring physical distancing

Practice these listening and communication techniques with your family, friends, or fellow teachers before the semester. You can try role playing scenarios such as the following:

- Student's parent lost their job because of the pandemic
- Student's grandparent died due to the pandemic
- Student's parents have been fighting and they feel like it is their fault

2.3.3. LINKING STUDENTS TO RESOURCES (LINK)

OBJECTIVES

By the end of this session, you will be able to:

1. Identify types of professional support for students.
2. Determine how and when to use referral mechanisms.

REFLECTION

If you notice one of your students requires professional support, what are the steps you can take to address their needs?

CONTENT

With the reopening of schools, referral mechanisms will be key when taking into consideration child protection needs. You should report to school management, which should refer the case to existing service providers for dedicated and specialized mental health and psychosocial support services, if the student:¹⁰

- Has severe physical reactions
- Is very withdrawn and unable to return to daily activities
- Lacks orientation of time and place

¹⁰ Taken from UNICEF report on COVID-19: Integration of Child Protection in Return to School Tips for Teachers and School Management.

- Cannot remember events of the past 24 hours
- Gets overly aggressive and violent
- Speaks about or attempts suicide or self-harm
- Uses harmful coping mechanisms, such as alcohol or drugs, or adopts other harmful behaviours

It is important that you work with the school management to:¹¹

- Identify available service providers in the area that can provide mental health and psychosocial support services (PSS) for under-18 year olds and adults and put in place a referral mechanism. This should be done ahead of school reopening, if possible
- Where possible, learn more about Psychological First Aid
- Promote activities that enhance well-being at school. This is especially important in the first few weeks when your school reopens in order to support your students during the transition period. Allow time for all children and adults to adjust to being back at school before fully restarting academic lessons

Remember, it is important to protect the identity of the child as much as possible when seeking help. Only share their identity with people who need to know. Do not share sensitive information with colleagues or friends.

Be mindful of the fact that an abusive person may become more abusive if they are reported. Consider how to protect the child while seeking protective services.

STUDENT ACTIVITY TO IDENTIFY SAFE PLACES

You can use this exercise with your students to help them identify safe places and people they can go to.

My Neighborhood's Safe Places

1. Draw a picture of your neighborhood.
2. Put a check next to your favorite places.
3. Draw a circle around the places that you feel are the safest.
4. Draw an 'X' on the places that are not safe for students at your age.
5. Write down what makes some places safe for you and other students like you.
6. Write down the names of three people in your neighborhood that can help keep students like you be safe.
7. Discuss with your teacher and classmates your answers to #5 and #6.

Adapted from pages 47-48 in the "Child Friendly Spaces at Home Activity Cards" by World Vision International and IFRC Reference Centre for Psychosocial Support. Published Copenhagen, 2020.



TO DO

If a child is in need of psychological support, but is not in physical danger, who can you contact? Write the name of the organization, person, phone number and email below. This might be a social worker, school counselor, or local organization.

• Organization:

• Person's Name:

• Phone Number:

• Email:

¹¹ Ibid.

If a child is in need of protection from physical abuse or neglect, who can you contact?
Write the name of the organization, person, phone number and email below. This might be a social worker, local doctor, school counselor, child protection officer, a local organization, or the police.

- Organization:
- Person's Name:
- Phone Number:
- Email:

LOCAL REFERRAL CONTACTS

Using this worksheet, write down the phone numbers, locations, and how each of the following can support your students mental health and safety in your location.

	PHONE NUMBER	HOW TO USE TO SUPPORT STUDENTS
1. MENTAL HEALTH SERVICES		
2. EMERGENCY MEDICAL SERVICES		
3. SOCIAL SERVICES		
4. POLICE		
5. WOMEN'S SERVICES		
6. CHILD PROTECTION SERVICES		
7. CHILD HELPLINE		
8. LEGAL SERVICES		
9. COVID-19 MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT HELPLINE		
10. OTHER (DESCRIBE)		

Takeaway points

- Culturally, mental health disorders may not be talked about, but they are very common and affect one in four people in the world at some point in their life.
- Engaging with children and having open and supportive communication can help reduce their stress and improve their well-being.
- While keeping with the COVID-19 measures and restrictions, it is still important to schedule social and physical time in the classroom. This keeps students activated and stimulated.
- Listening carefully is the key to effective communication. Listening carefully lets students know they can trust you.
- Talking about death and illness is not easy. Be honest with children and tailor the way you communicate the information based on their age. Do not lie to children.
- If you are not sure how to discuss difficult topics, postpone discussing the topic so you can learn more about the subject matter and how to address it.

QUIZ

1. Name four aspects of well-being:

2. True or false: Your well-being as a teacher affects your students' learning outcomes.

3. What percentage of children aged 13-15 in the MENA region reported bullying at school?

4. What can you do at the beginning of the school year to create a safe learning environment?

5. What are some physical ways our bodies react to stress?

6. Name three things you can do to support your own well-being:

7. What are symptoms of burnout?

8. How can you help a friend who might have burnout?

9. How can you maintain some type of socialization in the classroom while respecting COVID-19 measures?

10. Name three things you can do to support your students' well-being:



Answer 1: Cognitive, Emotional, Social, Physical **Answer 2:** True, it can affect the quality of your teaching and can also affect their own well-being which then affects their learning] **Answer 3:** 48 per cent **Answer 4:** establish ground rules with your students and allow them to engage in the development of these rules **Example Answers 5:** Stomach ache, headache, dizziness, problems sleeping **Answer 6:** Any of the ideas from Submodule 2.2., including those that you developed **Answer 7:** Any of the symptoms provided in the Reflection in session 2.2.2. **Answer 8:** Let them know you are there for them, listen to them without judgement, be patient with them, ask them how you can help, encourage them to practice self-care **Answer 9:** Develop a routine time in the schedule of each day for students to do something with their peers while maintaining a safe physical distance. For example, this might include doing a traditional dance together or pairing students up to share with each other at a safe physical distance. Incorporate group work into your lessons. **Answer 10:** Any of the ideas from Submodule 2.3.

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**Module
3**

**Back to
Learning**



MODULE 3: Back to Learning

Over the past months, with most schools in the region (and many globally) closed, many children faced difficulties to engage in meaningful learning. Now that schools are reopening (either partially or fully), you will play an important role to make sure children can re-connect with their schoolwork and make up for lost time. The coming school year continues to be different than those before the COVID-19 pandemic as the pandemic is not over and measures are in place that require you to do things differently.

Module 3 covers three main topics you need to address to make sure your students catch up and continue their education.

- 1. Managing Lost School Learning:** This first submodule helps you determine why it's important to identify missing or regressed knowledge and skills, steps to take to learn what these gaps are, and identifying more specifically what knowledge and skills might have regressed during the closure by applying concrete strategies for identification and support for catching up. This submodule also helps you identify students who might be at increased risk of not returning, dropping out or of underperforming in the coming school year.
- 2. Implementing Hybrid Learning Strategies:** This second submodule helps you plan for adjustments to your teaching to keep yourself and students safe, to develop teaching and learning strategies to support student learning both during their return to school, *no matter what form that takes*, and during potential future school shutdowns. The sessions give practical tools that can be used for both in school and at home learning.
- 3. Building a Supporting Learning Environment:** As a teacher you are not alone in the learning process. You have and need the engagement of other teachers and parents. Reaching out

to search for solutions and individualized information about students will help you include all students in the return to school. Additionally, parents and student participation, including student-to-student learning, are crucial in staying motivated and included during remote learning.



Did you know that losses between academic years have been estimated to be the same as forgetting one month or more of instruction? School closures due to Covid-19 will be no exception.

KEY TERMS

MISSED LEARNING: Learning instruction on curricula which children didn't receive. It is sometimes referred to as lost learning.

REGRESSED LEARNING: Learning which has been (somewhat) forgotten due to school closure. Also referred to as lost learning at times.

LEARNING GAPS: Both missed learning and regressed learning may be referred to as learning gaps. Ultimately, learning which a student at a certain grade level should have received or should be able to demonstrate knowledge on but didn't receive/isn't able to.

IN-PERSON LEARNING: Learning that occurs when students are in the classroom.

REMOTE LEARNING: This is learning that students do when they are not in the school, classroom, or other learning center. For example, by learning through radio, television, online, and phone (or application) based instruction. This can also be through homework packs prepared by schools and delivered or picked up by caregivers or students to complete at home. Remote learning was used in most countries during the COVID-19 lockdown.

HYBRID LEARNING: A combination of in-person and remote learning during a given period of time. The remote learning can be online or offline. This is the term used throughout this guide.

BLENDED LEARNING: Another commonly used term to mean a mix of in-person and remote learning but often with a digital learning aspect.

FORMATIVE ASSESSMENT: An assessment process used by teachers and students during instruction in order to provide feedback to adjust ongoing teaching and learning with the goal of improving students' learning.

SUMMATIVE ASSESSMENT: An assessment (test) of the knowledge and skills of students, often at the end of an instructional unit.

LEARNING REGRESSION: The knowledge and skills that students previously learned but can no longer or only partially recall due to the break in learning.

PTA: Parent Teacher Associations are organizations of parents and teachers associated with a particular school. PTAs are sometimes involved in school management, extra-curricular planning, and neighborhood outreach.

SMC: School Management Committees are usually groups of parents and neighborhood members who have management authority over aspects of the school including, in some contexts, management of parts of the school's budget and hiring process.

REMIEDIATION: This refers to providing additional learning supports/resources and instructional time to help students that is added above and beyond what all students do. The goal of such remediation is to help students catch up and fill learning gaps.

COOPERATIVE LEARNING: This encompasses a wide range of strategies for promoting academic learning through student cooperation (student-to-student) and communication.

PROJECT-BASED LEARNING: is a form of group learning and a useful approach for hybrid learning, more specifically remote learning.

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SUBMODULE 3.1. MANAGING LOST SCHOOL LEARNING

Identifying and addressing individual student needs regarding missed and regressed learning.

3.1.1. ADAPTING CLASSROOM PRACTICES AND PREPARING STUDENTS FOR NEW POLICIES



OBJECTIVES

By the end of this session, you will be able to:

1. Describe your upcoming school year learning situation based on measures taken to respond to COVID-19 pandemic.
2. Identify students which are at risk of not returning/not progressing well.
3. Identify ways to organize your teaching approaches under the new circumstance.



REFLECTION

Before you begin to consider the learning which has been missed or which has regressed during school closure, you will need to think about what the return to school looks like and how to retain individual students in this return.



My students will return to school with only half coming each day. Meaning students will be one day on and one day off from the classroom. My face to face time with each student will be half what it normally is.




My school has increased teacher hours, and has hired additional teachers, in order to create double shifts during the day. My students will come to school every day, but for some that means coming in the later afternoon and they might have a different teacher. This means that at times, I will have to coordinate all my plans with another teacher and will only see half my students.

If you haven't already been informed, ask your head teacher / school administration for information on the new policies established by the Ministry of Education and your school for the upcoming term.

What do you think are the effects of those measures?

Effect on...

TIME WITH YOUR STUDENTS	YOUR STUDENTS' LEARNING	YOUR TEACHING
 <p><i>My face to face time with students will be broken and less than usual.</i></p>	<p><i>My students will have to do more self-directed learning at home.</i></p>	<p><i>I will have to think of more homework and tasks that they can do while not in class but which will continue the learning. I have to be very prepared.</i></p>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

It is important to identify students *now* who are at risk of not returning to school or at risk of dropping out while at school. What have you noticed in the past which presents a challenge to students to come to school or to access support from you or the school?

1. _____
2. _____
3. _____

Read on to understand what this means for your preparation leading up to the return to school and your day to day activities once the term begins.



CONTENT

Now that you have started to think about potential challenges upon returning to school, let's look at what you can do to prepare.

To adjust your classroom space and in-person learning activities for safety and hygiene policies, go back and review 1.2. from Module 1.

To see more on teaching strategies and activities to use based on different return to school scenarios and to help with catching your students up, you'll find this covered in Submodule 3.2. below.

This term will bring a lot of changes. So keep it simple! As a teacher you can't control everything, so just focus on what you can do!

Identify Students At-Risk of Not Returning

For example 88% of parents from Lebanon¹ reported they are nervous about sending their children back to school.

It is important to quickly identify the most disadvantaged students including:

- Children with disabilities
- Students from ethnic minority groups, especially those who do not have the official language as their mother-tongue
- Students who commute long distances to get to school
- Students who have experienced extreme illness or death in the family due to COVID-19 may not want to/be able to return
- Students from poor households
- Often, girls are more at risk of not returning to school than their male counterparts
- Other issues that you might identify:

Other reasons students may not return include the following: Parents' concern about the health implications of sending their children back to school.

WHAT YOU CAN DO:

Reflect on which students in your class may be at risk of not coming back. Draw up lists of students and contact parents to ensure their return to school. Consider what can be done to ensure greater involvement of these students.¹

Here are some tips:

- Encourage all children to return, regardless of gender or socioeconomic status
- Consistently follow hygiene standards and physical distancing protocols [see Module 1 and 3.2.1.]. Adjust teaching methods and activities to adhere to the updated protocols
- Create and encourage opportunities for other teachers and parents to meet to discuss issues and expectations on the transition back to school. Keeping in line with physical distancing protocols
- Communicate and assist with scheduling in the case of a half capacity return to school. Make sure that scheduling works for multiple children from the same households
- Show flexibility in the way children participate and in timelines for turning in work, especially with remote learning, in order to encourage students to continue to engage
- To the extent that you can, offer remedial solutions such as tutoring, individual performance plans for students, and extra-curricular learning [see 3.2.]
- Encourage any student to student interaction, especially in remote and hybrid learning [see 3.3.]
- Collaborate with Parent Teacher Associations to organize outreach activities to support return to school of children at risk of dropping out and ensure this outreach is inclusive of children from vulnerable groups, including children with disabilities [for more on reaching out to parents/caregivers [see 3.2.2.]

Risk of dropping out is increased for students with low access to remote learning in many countries¹

¹ UNESCO/Teacher Task Force/ILO, *Supporting Teachers in Back-to-School Efforts, 2020.*
https://teachertaskforce.org/sites/default/files/2020-06/TTF_BackToSchool_Toolkit%20for%20school%20leaders.pdf



TO DO

Write down a 3-step plan for what you will do if students do not come back to school:


1.

2.

3.

Once you have it, take your student roster for the upcoming term and consider filling it out such as Faris' example below. This will help to remind you what is needed to ensure all students can engage in learning based on the new policies. You may not have this information yet. See session 3.3.1 for advice on engaging with your fellow teachers. You can also fill it out as you learn more about your students in the first weeks of school.

Students Needs Assessment

Name of Student	At risk of not returning?	At risk of not participating in remote learning?	Access to tech?	Special physical accommodations need to be made for in-class activities?	Other accommodations which need to be made for in-class activities? What?
	Yes, father lost his job due to COVID-19	Yes	No	No	Yes, dyslexic

Keep reading to see how to manage learning loss once you do have your students back in your classroom.

3.1.2. REFLECTING ON MISSED AND REGRESSED LEARNING



OBJECTIVES

By the end of this session, you will be able to:

1. Summarize core aspects of identifying missed or regressed learning.
2. Identify the knowledge or skills that have most likely regressed during the prolonged break from formal in-person schooling.



REFLECTION

Reflect on your personal teaching situation with the school closure:

My school closed on _____ (date), and at that time _____ % of the year's curriculum was completed.



My school did not make any digital learning mandatory as many of our students didn't have access to devices. I kept in touch with my students through emails and phone call to their parents/caregivers with homework tasks, sharing of completed/revised homework, and checking in. I often had to schedule a meet up time where homework could be turned in or new tasks picked up. I unfortunately lost contact with many students.

1. How were your students supposed to continue learning during the school closure?

Check all that apply:

- Homework packs
- Television
- Radio
- Online: use of websites or learning platforms
- Smartphones/Tablets/Apps
- None
- Other: _____

2. How did you keep in touch with your students?

Check all that apply:

- Email
- Phone calls
- Messaging
- In-person (at a distance at school, at their home, or in a public space)
- I wasn't able to
- Other: _____

I think _____ (#) of my students were able to keep learning with the approach taken. Don't worry! This is just for your own reflection and not for your school or administration! It will be important later when you are to consider how to deal with future remote learning.



CONTENT

It is important to identify the areas of learning where your students might be weaker due to missed lessons or lessons that were harder to understand through remote learning. It is also important to recognize how learning can regress during prolonged breaks, including breaks of in-person schooling due to the pandemic.

Why is it important? Identifying "missed learning" skills will help you plan and develop strategies to reinforce regressed knowledge and skills as well as teach students at an appropriate level when they return to school. If missed or regressed learning is skipped, children will have difficulties to follow the new lessons, falling behind or dropping out.

There are simple steps you can take to identify the missed and regressed learning. You will learn about in this in the following session (3.1.2. Formative Assessment). **Remember: the majority of the world's teachers and students are struggling with this same challenge. Check where students left off, check what they still remember, prioritize what needs to be reviewed or learned, consider individual student needs, and make a plan to cover that missed/regressed learning based on the time and resources which you have available to you.** The more concrete your planning is, the better. It's ideal if you can start before the school year begins or immediately upon return from school closure.

Steps to Consider:

1. Did your students take a test or exam at the end of the previous school term? If yes, you can review those results to help guide you on learning that was not taken up as well. If no, what decision was used for passing the class? Can that help you to identify missed or regressed learning?
2. For incoming students who are new to your classroom (meaning they were not in your class before the school closure), contact the teachers who taught them during the previous term(s). Ask those teachers about end of terms tests, what material they did not cover and the top three learning gaps they expect students to have.
3. Do the same for fellow teachers as suggested in Step 1 and 2 above who will be receiving your former students.
4. Keep in mind, not all subjects and all students experience learning loss equally. It is likely that students would have had some exposure to foundational literacy skills (reading and spelling) while exposure to difficult numeracy concepts is unlikely. For example, you can already anticipate that there will need to be some catch-up and revisions in mathematics.
5. Use quizzes and questioning to gauge what students remember. Ideally, pose open-ended questions which cover a range of knowledge on a topic before instruction to find out what students already know or still remember. This will let you quickly determine where the whole class is. (See session 3.1.2. Formative Assessment for more information).
6. Apply inclusive strategies. It may be the case that marginalized children (such as children with disabilities, those from lower economic status, etc.) may have more learning loss than their counterparts. When measuring learning loss, look at your students as individuals so that you can meet the needs of all students. Varying your teaching methods and including more flexibility helps make a more inclusive classroom.
7. Make a plan, check in often and keep a record of progress in your student roster such as was described in the To Do section of 3.1.1.

You will be guided through strategies and examples for identifying what learning gaps exist and for catching up in 3.1.2. and 3.2.

TO DO

To get started, think back on your experiences with student learning loss over summer holidays or extended breaks (i.e. Eid celebrations). Fill in the table below with what areas of knowledge students forget most and what skills worsen most during breaks between terms.

KNOWLEDGE FORGOTTEN DURING SCHOOL BREAKS	SKILLS THAT WORSEN DURING SCHOOL BREAKS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Looking at the above lists, which two (skills or knowledge) will most affect your incoming students' ability to succeed in your class? 1) _____ 2) _____

Which chapters, sections or themes do you know were missed or covered only very basically?

These steps can already help you to identify where to begin when classes resume.

3.1.3. USING FORMATIVE ASSESSMENTS



OBJECTIVES

By the end of this session, you will be able to:

1. **Understand the purpose of formative assessments.**
2. **Determine when and how to apply them to identify missed or regressed learning upon return to school.**



REFLECTION

In the previous session, we examined the importance of identifying learning loss in the context of COVID-19 school closure and identified some steps you should consider beginning to identify those knowledge and skill gaps. In this session you'll learn how formative assessment is a critical part of that process and see examples which you can practically use.

When returning to school after long breaks, how do you normally check what students remember from the previous term?

During the school year, what strategies do you use to check that students have understood what was taught?

There is a process for developing a formative assessment. The steps of the process are written below, but not in order. In which order do you think you need to complete these steps? Place them in the correct order by labeling them 1-4. Correct answers provided below.

___ **INTERPRET:** Review evidence to determine students' progress toward learning goals and success criteria. Use evidence to identify the gap between where students are and where they need to be. Interpreting evidence is not a single event but part of an ongoing process throughout instruction.

___ **ACT:** Teachers determine and initiate appropriate next steps. These may not be the same for all students and must take into consideration each students' readiness, interest and learning preferences. Students receive feedback that is specific about what they need to do next in the learning process.

___ **ELICIT:** Engage in a learning event or activity that prompts and generates evidence of learning. Evidence should be tightly aligned to the learning goals and guided by success criteria. Consider individual student needs, interests, and learning styles when deciding how to elicit evidence so that students can demonstrate their understanding in different ways to meet the success criteria.

___ **CLARIFY:** Determine Learning Goals, or what students need to know by the end of the lesson.

Correct order: 1 Clarify, 2 Elicit, 3 Interpret, 4 Act

Goals describe “big ideas” or concepts and reflect academic standards. Learning goals are written in student-friendly language, beginning with, “I understand...” Establish Success Criteria, or the evidence teachers and students use to determine how students are progressing toward learning goals. They are also written in student-friendly language, beginning with, “I can...”

Read on to learn more.



CONTENT

When you return to teaching, you’re looking to immediately identify two things regarding learning: 1) What instruction or academic learning is missed? and 2) What learning is incomplete/regressed?

1. For the instruction that was missed, you will be looking at the parts of the curriculum that was not covered. As suggested in 3.1.1., you can ask previous classroom teachers for this information and review final tests (if available).
2. To understand what covered or partially covered curriculum children have forgotten, implement the formative assessment process in the beginning weeks of school for all subjects.

Tip: If a great deal of learning was missed, it may not be feasible or even recommended to try to cover all in the way you normally would. You will need to prioritize the most important parts that students need to know in order to continue with the next phase of their learning. You can use formative assessments to discover what students may know on the core aspects, and with that you can identify ways by mixing direct teaching and self-directed learning through remedial/complementary resources to assist students in catching up. More on those strategies are discussed in 3.2.

The Formative Assessment Process: **Clarify, Elicit, Interpret, and Act** as explained in the Reflection above, is a deliberate process used by teachers during instruction and provides actionable feedback that is used to adjust ongoing teaching and learning strategies. This keeps your students’ learning on track towards a learning goal and allows you to better individualize learning based on student need.

Formative assessments are part of the learning, and serve as practice for students, checking for understanding, and providing a benchmark for teachers to guide their decision making around future classroom instruction. They can be helpful during the initial needs assessment you conduct with your students upon re-entry.

What do formative assessments look like and how can you approach using them in order to identify missed or regressed learning at the beginning of the school year?

EXAMPLE:



Grade: 3 (age 9)

Subject: Science

Topic: Water Cycle

Status of the Topic: My students only received an introduction to the topic in person before school closure. I tried to continue learning on it with homework packs, but I can see from returned homework that not all students either completed it or fully understood. I need to check our progress and figure out where to begin.

How many students are in my class?: 60

We’re focusing on the beginning of the school year in this session, but formative assessments can and should be used throughout the year to keep up to date with children’s learning progress!

Formative Assessment Suggestion: The KWL Chart is particularly useful for seeing what students do and do not remember about subjects at the beginning of the school year. It works well for a large class size and can be done with a class with language minorities.

Do you notice that the same students always answer/you always call on the same students? Or do you have some students who struggle with the language spoken in the classroom? Ask all students to write down their answer on a paper and hand it in, then you read them out loud. Students struggle with writing? Allow flexibility so that some students are called on to simply state their idea out loud.

Do this activity with students a day or more BEFORE you plan to teach the lesson(s) on the topic. A KWL chart is great because it has a built-in way for also checking progress after the learning as well. The "L" part of the chart comes after you've taught.

KWL CHARTS²

Before a lesson on a certain topic, students write down / explain (for a specific topic):

- **K:** What they already **KNOW** about that topic
- **W:** What they **WANT** to learn about that topic

After the lesson, students write down / explain

- **L:** What new information they **LEARNED** today about that topic

For Faris's example, here is what his KWL chart would look like. He would let students state the answers for under each column:

WHAT DO YOU KNOW ABOUT WATER CYCLES?	WHAT DO YOU STILL WANT TO LEARN ABOUT WATER CYCLES?	WHAT DID YOU LEARN ABOUT WATER CYCLES?

As a teacher, it is important to understand where students are at any point in the unit/term. Everything students do, such as conversing in groups, completing assignments, asking and answering questions, working on projects, is a potential source of **evidence** about what they do and do not understand. Formative assessment is an ongoing, cyclical process that is a seamless part of the classroom learnings.

² Aflatoun International (2008). *Teacher Training Manual*.

Tips for Integrating Formative Assessment to Improve Teaching³

1. Make time to listen to and respond to students.
2. Give feedback to students to help them do better next time.
3. Use open ended questions that make students think, rather than just lecturing.
4. Use independent, pair-work, and group-work to give tailored feedback.
5. Give students challenging tasks but provide them with support and examples.
6. Ask students to apply what they learned in a new and creative way.

These classroom activities also enhance learning in life skills and citizenship education (LSCE) through: Decision-making, Problem solving, Teamwork, Participation and Creativity.

NOTE: MAKE SURE CHILDREN KEEP THEIR DISTANCE!

Here are more formative assessment methods which you could use:

METHOD	DESCRIPTION
1. Four Corners	<p>A great way to get students out of their desks and moving is the four corners strategy. Some students learn better when they are moving so this strategy appeals to their learning preference. Controlled and calm movement during class can really engage your students. In each corner of the room, provide a label. Label one corner, "Strongly Agree," one corner, "Agree," the third corner, "Disagree," and the final corner, "Strongly Disagree." Call out a fact or statement about the current topic. Students go and stand in the corner that matches their response. Encourage students to share their reasons for choosing the response. Have one or two students from each corner share their answers with the rest of the class. By listening to the students as they discuss their reasons and share them with the class, you are provided with information that can guide future lessons. This is great for subjects like geography or citizenship.</p> <p>DO YOU THINK YOUR CLASS SIZE IS TOO BIG OR MOVEMENT ISN'T GOOD FOR SOME STUDENTS? Then have each student make four signs for themselves (or use four different colors of paper per student), and for each statement they hold up their paper. You can ask all students with the same answer to then stand, going around hearing a few volunteers as already described above.</p>
2. Pair and compare	<p>Ask students to answer a question and then compare their answer with a fellow student. This can be done by writing or speaking. It can include movement if that works for your class size and students' capabilities. Pair work tends to be better than group work for language minority students. It helps with their confidence and allows them to participate better. In larger groups, they are more likely to stay quiet.</p>

³ Adapted from Bennett, R. E., Cizek, G. J., & Andrade, H. L. (2019). *Handbook of Formative Assessment in the Disciplines*. Milton, UK: Taylor & Francis Group.

METHOD	DESCRIPTION
3. Correct the example	Provide students with an example that has an error or is incomplete and ask them how to correct it. This is great for technical subjects like math and scientific processes. It can also work well with writing. Individual or pair work which requires thinking and responding helps those students who need more time to think and formulate answers.
4. Exit ticket	Ask students to write their answers to a question about the topic or what the primary learning of the class was. Have them share this with you on their way out of class for you to review. Make sure you give students long enough to think and write.
5. Fist of five	<p>Ask students to close their eyes and then show their understanding of a topic by raising one hand as a closed fist. Then ask them to lift the number of fingers that shows their understanding, with zero fingers meaning no understanding and five fingers meaning complete and perfect understanding.</p> <p>Note: For this method to be effective, you will need to ensure that your students trust each other. Remind them not to look at each other's answer and that this is to help you to teach, not to point out who doesn't understand the topic yet.</p>
6. Poems/ songs/ stories/ drawings	Students write/draw about a topic you are wanting to cover. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles. Remember to give students enough time to complete this task. It takes time to write and draw.

Note: Remind students that this is not a test but that this will help you teach better. Keep record of the progress either per student in the roster introduced in 3.1.1. or as part of your classroom planning. You need to be able to keep track of what you still need to cover or review based on these outcomes and plan out how to do that. The below sessions will help you with that planning.



TO DO

Based on what you've read so far, list two things you can do to improve your approach for checking students learning comprehension?

1.

2.

Just like Faris above, select a subject and topic which you want to check students' learning progress on at the very start of your school year. Consider your individual student needs and then select the most appropriate formative assessment activity from the 6 examples you've seen above.

Identifying Regressed Learning:

Grade: _____

Subject: _____

Topic: _____

Status of the Topic: _____

How many students are in my class?: _____

Special student needs to consider?: _____

Formative Assessment to be Used: _____

Tip: the weekly planning template provided in 3.2.2. can help you make this transition from identification to actually implementing your remedial strategy.

Takeaway points

- Once schools reopen, the upcoming term will look different and present some challenges. As a first step, it is important that you think about what the return to school looks like (policies and restrictions in place) and how to retain individual students in this return.
- In your return to school, it will be very important to begin with identifying the areas of learning where your students might be weaker due to school closures. Identifying "missed learning" skills will be an important part of how you conduct your lesson plans with the classroom. Be sure to apply strategies to reinforce regressed knowledge and skills.
- Formative assessments are a practical tool you can use through out the school year. They can be helpful during the initial needs assessment you conduct with your students upon re-entry.

SUBMODULE 3.2. IMPLEMENTING HYBRID LEARNING STRATEGIES

Planning for adjustments to your teaching and learning strategies to support student learning during their return to school, *no matter what form that takes*.

3.2.1. INTRODUCTION TO PRACTICES FOR CATCHING-UP ON LEARNING



OBJECTIVES

By the end of this session, you will be able to:

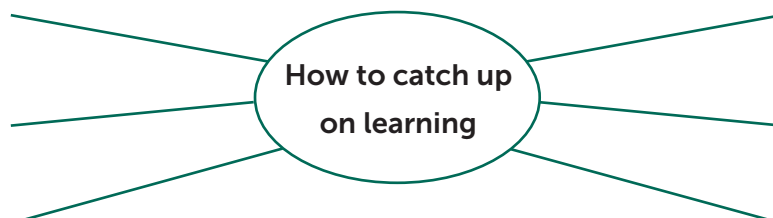
1. Define hybrid learning.
2. Determine what type of knowledge and skills need to be covered in face-to-face learning and what can be done by students independently.



REFLECTION

How to catch up on missed or regressed student learning and, at the same time, not fall behind with the regular school year curricula? Sounds like an impossible task? We have ideas for you! Identifying (multiple) strategies to cover lost learning will be especially necessary if students are not spending as much time attending in-person schooling this coming year (or not at all due to schools not reopening or opening but then closing again).

You have probably already started to formulate some ideas about how you will catch students up in this new term, and how you might deal with less face-to-face time with students. Do a freestyle brainstorming below:



If this applies to you: Perhaps your school has already set plans in motion to help avoid further marginalizing of vulnerable children returning to school. Write in any plans or policies which you know of for assisting students:

Remedial programs: _____

Tutoring programs: _____

Revised curricular or testing requirements: _____

Extracurricular activities: _____

Other: _____



CONTENT

This sub-module focuses on the concept of hybrid learning as a best practice to respond to the current situation for teaching and learning. You might also hear the term blended learning being used. A combination of in-person and remote learning (does not even have to require any digital or technology-based learning elements) will be key for helping your students to catch up outside of school/regular school hours. Regardless of whether you or your school has a formal plan in place for addressing catching up or (partial) remote learning, the practical tips and strategies introduced in the next few sessions can help you to make the most of this school year. Other strategies for working with families, other teachers, and student groups to maximize the possibilities to support students are covered in sub-module 3.3.

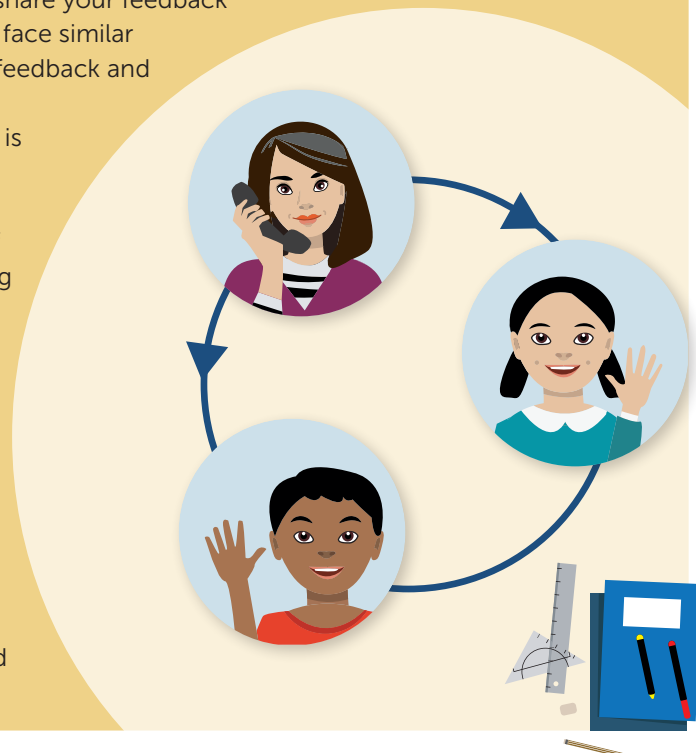
In the previous submodule, you looked at identifying lost learning. Addressing skill gaps, incomplete learning, and misconceptions is a necessary and natural part of the teaching and learning process. Unfinished learning can lead to remediation or pull-out interventions that serve to further isolate students from accessing their grade-level content—this is how unfinished learning sometimes leads to opportunity gaps.

Addressing missed and regressed learning in a constructive manner is therefore essential in response to COVID-19 school closures. Keeping in mind the techniques of identifying learning gaps (session 3.1.2.) and applying formative assessments (3.1.3.), you will need to adapt your classroom to make up for the lost time and ensure your students catch-up on core and foundational skills, especially around numeracy and literacy, which are likely to be the most difficult subjects for returning students.

It is important to recognize that it will be difficult to catch-up on all learning material while keeping students engaged and motivated. Therefore, prioritize what missing knowledge and skills are most important to catch up on, without overwhelming yourself and them. It is important that you do not merely skip ahead to where you should be in the curriculum at the point of re-entry.

Five key ingredients of hybrid learning:

1. **Instruction:** Your role as a teacher who facilitates the hybrid learning is equally important. Make sure to allocate time to support the students which require it the most, even if it is on the phone or with physical distancing. Make sure to share your feedback as general comments to all, as many may face similar questions or issues. Organize supporting feedback and provide as a handout.
2. **Remote content:** Ensure that the content is accessible to all your students and that it allows new learning (so is levelled slightly above the current knowledge and skills of students) and ties to the curricular learning objectives. It may be delivered via the internet, mobile phones, television, or radio. If students do not have access, provide them with a hard copy.
3. **Collaboration:** Create ways for students to collaborate with each other remotely or to engage with members of their household. Working with others can help students learn and stay motivated. (See more on engaging with parents and collaborative student learning in 3.3.2. and 3.3.2.).



4. **Reference materials:** As far as possible, provide students with supplementary reference materials either through the content itself or through additional learning materials (such as take-home learning packets, homework assignments: related to TV/radio programs, games, projects).
5. **Assessment:** Ensure there is a way to conduct both formative and summative assessments (see Key Terms at beginning of Module 3). Ensure that such assessment includes open ended questions for students to show their reasoning.



TO DO

Consider what content should be learned at school (which is difficult to address through remote learning) and what content or exercises could be done by students at home or in extracurricular activities.

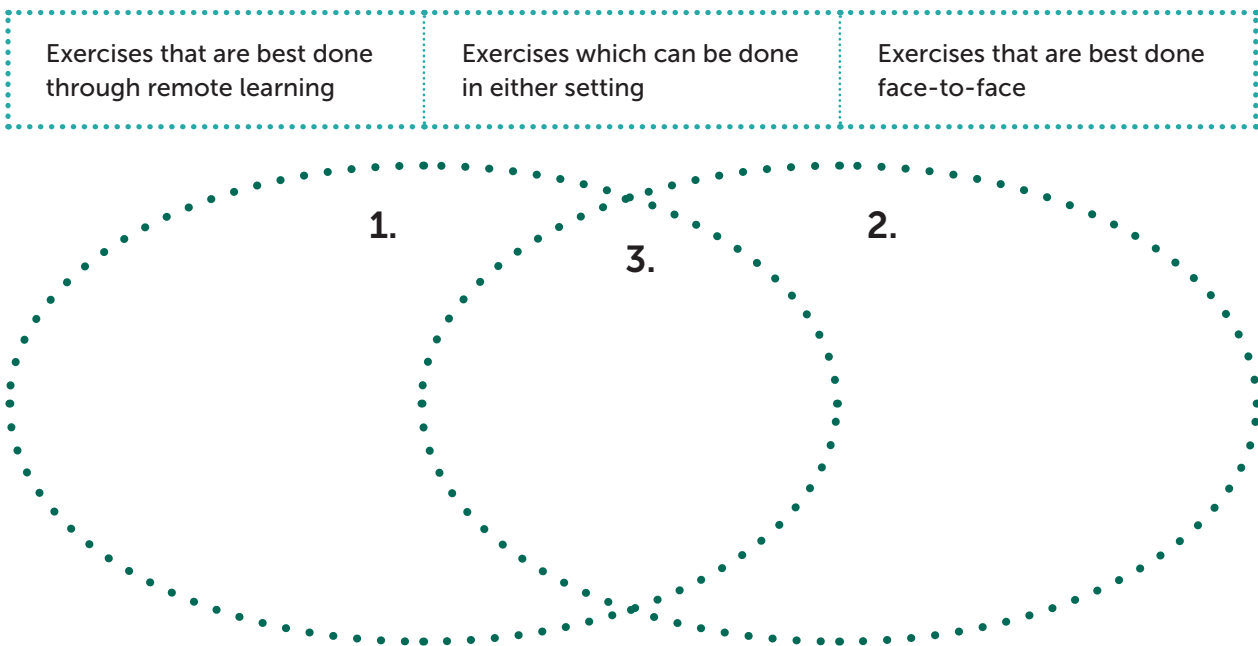
All remote learning should also be linked to the classroom learning. Remote learning also needs to be monitored and students need to receive feedback on it.

To help you visualize this, fill out the Venn Diagram below:

Step One: List the type of activities which students are best able to do at home. What are best practices of homework you have experienced?

Step Two: List the types of content and exercises which students can best complete face-to-face (through in-school learning) What support is necessary from you for students to continue learning from home?

Step Three: List the types of exercises which could be done in either setting.



Consider the following while making the lists:

- What competencies do I want to develop through this exercise? Is it rather social competencies or knowledge-based competencies?
- How much face-to-face time will you have with students?
- How much workload can students take home per week?
- Ask students which activities they feel comfortable to do alone?
- Will students have ways to ask for help when they feel stuck during this exercise?
- Can this exercise be completed without needing additional help/ access to resources?

You will most likely need to come back to this exercise once students are back at school and you've had more of a chance to assess their lost learning. At that time, you should consider the following:

- Do students have sufficient knowledge to tackle this exercise if it's a remote learning assignment?
- Incorporate student choice into assignments and classroom activities
- Enable students to make suggestions about what and how to learn
- Include formative assessment activities to check on each topic's learning progress throughout the year

Tip: Include students in this process of moving towards a hybrid learning model. When students are given a voice, they will feel included and more intrinsically motivated to complete a task, and they will feel more responsible to overcome difficulties along the way.

We will look at more planning for hybrid learning with concrete activity suggestions in the following sessions.

3.2.2. WHAT COULD MY HYBRID LEARNING PLAN LOOK LIKE?



OBJECTIVES

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

1. Identify the critical steps in the back-to-learning planning process.
2. Determine how to plan hybrid learning effectively.



REFLECTION

Consider your usual day-to-day teaching practices:

Do you create your own lesson plans? Yes / No

If yes, how far in advance of a lesson do you do this? _____

If no, how far in advance of a lesson do you review/prepare?

Do you assign homework? Every day / Every week / Occasionally / Rarely

Do you encourage/monitor any student learning groups/extracurricular learning activities? Yes / No

If yes, then list some examples

What does your content review process look like? For example, do you review prior learning at the beginning of each day? Of each week? At the end of a unit before moving on to the next lesson? How do you do that review?



CONTENT

Remote learning can be technology-based (with high or low levels of technology). For example, by learning through radio, television, online, and phone (or application) based instruction. However, it can also be no-tech, as through homework packages prepared by schools, and delivered or picked up by parents or students to complete at home. Remote learning was used in most countries during the COVID-19 lockdown.

Hybrid Learning Approach

The hybrid learning approach is often considered more effective than one method alone. The role of the teacher is crucial in this process. You need to plan ahead, to divide tasks as face-to-face or remote. You need to think about what facilities students have at home.

To prepare for effective learning by combining in-person and remote learning you need to ensure: 1) engaging content, 2) opportunities for interaction with teachers and peers, and 3) support for students. In the previous session you began to think how to divide learning and exercises between in-person and remote approaches. An additional step to take in the design of your Hybrid Learning approach is to consider the Cues and Prompts in the template below:

Pedagogical Practices - Think about:

- Who is "in charge" of the learning?
- Learning that reflects the needs, interests and abilities of all students
- Learning opportunities that are authentic and based on real world issues
- Learning intentions and success criteria that are clear and understood by all
- Using a variety of assessment strategies and opportunities

NOTES:

Learning Partnerships - Think about:

- Student "voice and choice" in selecting ways to learn and/or present learning
- Clear strategies for students, teachers and families to work in partnerships
- Learning Partnerships that move beyond the school, addressing significant challenges
- Student voice, agency and contribution as elements of the learning opportunity
- Clear collaborative processes and measures to ensure all partners know and communicate success

NOTES:

Learning Environments - Think about:

- Examples of how the physical and socio emotional environments support students and learning.
- Interactivity between the environment and the students.
- A positive climate and culture for learning

- The level of student engagement
- Environments that incorporate authentic, real world and virtual elements

NOTES:

We know that student interaction and real feedback from the teacher is important for learning (see more on this in sessions 3.3.1. and 3.3.3.). Connectedness and belonging, can be supported through check-ins built into face-to-face learning by means of formative assessments and personal feedback or through phone calls, SMS or WhatsApp and collaborative learning groups outside of class. It is critical to stay connected with your students to make sure they remain engaged in and out-side the classroom, once back in school or in the event of future potential school closures.

Bringing the Hybrid Learning Plan Together

Let's summarize the steps you should take to build an inclusive hybrid learning plan. This can be used for catching up but also for your normal progress through the curriculum, keeping in mind what could be done at home vs. what needs to be done in the classroom:

1. Identify what learning was missed by subject.
2. Identify the subjects and topics which need to be assessed for regressed learning and choose formative assessments to carry out for those topics.
3. List the "catch up needs" focusing on required learning competencies (as opposed to completing missed lessons). The above determines your class's "catch up needs". This list shows what you need to cover before or alongside the regular school curriculum.
4. Determine, per subject and topic, what can be done alongside the usual pace of the curriculum through short reviews or remote learning tasks and what needs to be fully covered before moving on with the regularly scheduled curriculum.
5. Consider how much face-to-face time you will have with students and how that will be scheduled.
6. Consider how much time you can reasonably expect students to carry out remote learning tasks.
7. Consider students' individual needs, including access to technology if that plays a role in your plans.
8. Put it into writing. You can make a weekly plan that shows, by subject and topic, when you will do formative assessments, when to make time for catch up on certain skills or topics, how you will divide up learning between in school and at home, and when you will be introducing new content.

Tip: Remember that certain skills where children may fall behind such as reading and writing can be practiced with any subject. For example, during a science lesson you can use tactics like reading aloud and reflection writing prompts to give students support and feedback on both the literacy skill as well as the topic knowledge.



TO DO

HYBRID LEARNING PLAN TEMPLATE

Create a weekly plan for your students, before the beginning of each week. You may not yet be ready to fill this out. You might need to see more activity, lesson plan and homework ideas (found in the following two sub-sessions) before beginning. This template is found on its own page so that you can make several copies and continue to use it with each week of the school year.



Alongside this plan, you might also want to consider daily habits you will integrate into the classroom such as beginning with a reading task, sharing a historical fact, looking at the weather forecast, or doing a wellbeing check activity (see Module 2: Well-being and Protection).

Tip: You can share this weekly plan with students on the board at the beginning of each week or send it home to parents. This helps everyone feel responsible for the learning and to remain a part of the process.

The plan details the date, the exercises/tasks to be completed by students that week, and deadline by which the task is expected to be handed in/completed.



See examples of lessons, projects and planning templates in the following sessions.

Weekly Plan – [insert subjects to be covered this week] and [class/age group/level]

Time frame: [date] to [date]

Special Theme (useful if wanting to do ongoing projects):

	DATE	FORMATIVE ASSESSMENT	FACE-TO-FACE EXERCISE	REMOTE LEARNING EXERCISE (IF ANY)	DEADLINE FOR REMOTE LEARNING EXERCISE (IF ANY)
DAY 1: [INSERT KICK-OFF TASK HABIT]	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	

DAY 2: [INSERT KICK-OFF TASK/HABIT]	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
DAY 3: [INSERT KICK-OFF TASK/HABIT]	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
DAY 4: [INSERT KICK-OFF TASK/HABIT]	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
DAY 5: [INSERT KICK-OFF TASK/HABIT]	Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	



3.2.2.1. ROLE OF HOMEWORK



OBJECTIVES

By the end of this session, you will be able to:

1. **Recognize the importance and role of relevant homework assignments.**
2. **Identify several homework tasks and other complementary learning resources/events which could be assigned to students.**
3. **Understand the importance of considering individual student needs with homework tasks and why feedback is important.**



REFLECTION

What type of homework activities have you used in the past that are most effective in terms of strengthening learning outcomes and keeping students motivated?

1. _____

2. _____

3. _____

Reflect on the differences between homework during a normal school term and work students do at home during a prolonged school shutdown, such as what happened during the pandemic. Consider the role of parents as well in these differences. It is different for students to do homework after school, then doing assignments throughout the whole day instead of going to school. Parents may not be available to support as you normally would do.



CONTENT

Remote learning takes a good deal of planning and effort, and is not easy to implement without preparation as may have been the case during the school closure. From our reflection in module 3.1., we know that children may not have benefitted in the same way from alternative options offered.

Children who have no access or limited access to alternative options for learning and couldn't participate (fully) in remote learning are more at risk of learning regression.

Homework exercises and encouragement of complementary learning resources will be key in the success of remote learning and the hybrid learning model. Homework can be effective for students to catch up. The ability of parents to support the student for remote learning plays an important role here. There is more on the parent role in 3.3.2.

Regarding the reflection questions above, one difference you might have noticed about pre- and during COVID-19 homework is the frequency with which you could review students' work and provide feedback. There are suggestions for improving that feedback loop on remote learning tasks in these sessions, but it is also important to encourage students to communicate about their learning with their parents and other students (see 3.3.2. and 3.3.3. for more on this).

The following are examples of homework/remote learning tasks. Homework can be used to help students to catch-up on learning and practice skills, but may also be the way forward to continue learning if there is another period of school closure.

Activities to Support Reading and Writing Skills

- Set-up reading groups among students.
- Ask students to keep a daily journal which you occasionally feedback on
- Ask students to keep a list of words they learn while studying or just in day-to-day experiences
- Encourage students to read aloud with a caregiver or older sibling
- Assign students to interview an older relative or neighbor about a significant historical event and to record their answers



Activities to Support Mathematics and Numeracy

- Ask students to find as many math problems during their daily life as possible and make a list to bring to class after break
- Encourage students to play games that use mathematics with their friends and family. Examples are, counting the objects in one room, subtracting all blue objects from the green objects or add the age of each of your family members and answer the question: how old is your family altogether?
- Ask students to go to the supermarket with a parent (if it can be done safely) and write down the price of each item purchased. Add it up and check it against the parents' receipt once home to see if they calculated correctly
- Encourage students to ask to help their family with other household finances to practice their mathematics skills



Complementary Resources

This could take many forms. If there are any tutoring or other remedial, in-person services offered at your school, help your students to access these.

Additionally, you could work with other teachers and administrators to organize an occasional weekend day event at the school (pending safety guidelines), such as a trivia game, a math competition, a spelling competition, a science fair, or an arts/theater presentation.

Lastly, if students have access to technology, encourage them to (safely) use online and mobile learning resources. Depending on your hybrid learning plan and the access your students have, you could consider including some of this in-person as well or having a reflection or presentation of what was learned from these resources.

1. <https://3asafeer.com/>
2. <http://www.alnayzak.org/lobs/>
3. <https://arabic.oercommons.org/AR/>
4. <https://www.yallaneqra.ps/>
5. <https://www.Nayzak-deal.net>
6. <https://madrassa.org/>





TO DO

Review the sample lesson plan below on Migration as Part of Our Shared History⁴ for ages 10-12 years old. Notice the pre-lesson homework task. Students need to interview neighbors or family members in advance of the lesson. Once in class, they then also work together in groups to make maps and discuss what they have learned. This is a very learner-centered approach to a lesson, and you might notice that beyond good planning, the teacher does not need to generate much content.

Choose one of your own topics for this term and using the Lesson Plan Template in the Annex of this booklet, consider what kind of homework or complementary resource/event you could introduce to it. Remember, even if the homework tasks take place after the lesson, you need to monitor the progress and provide feedback to students. This means there needs to be a clear moment when students turn in or present their homework for your review.

Find in Annex

Lesson Plan Template

Migration is Part of Our Shared History| P6

Migration as part of our shared history

(30 MIN + Homework time)

Learning objective : To understand that migration affects everyone and to empathise with the concerns and needs of others.

This exercise requires a **pre-assigned homework task:**

"We are going to explore our own family histories to see if there are examples of migration or flight in the past. You need to look as far back in history as you can and be aware that any permanent movement from one place to another is migration and that it might not have been caused by a crisis. Speak to as many family members as possible, including grandparents and even great grandparents if you have them. Find out where they came from and how they travelled to where they are now.

Ask how and who supported them when they first arrived? Were they welcome everywhere or were they rejected?"

- ▶ At the start of the lesson ask the students who have discovered stories of migration in their own families to **describe** the journeys briefly to the class.
- ▶ Ask them to track the journeys on a larger **map** on the wall or a white board so you can see the movement of people all together. (10 minutes)
- ▶ **Ask students to get together in small groups and discuss the following questions:** *"What was the experience of flight or migration of the families in the class? Is there more than you expected? Did you or you classmates know about this migration before? What was the experience of those family members? How did it affect their lives? How old were they? Did they go to school or did they work? What did they do? What, if anything, is the difference between this migration and the migration that is happening now? Does this change the way you think about people who are migrating now?"* (10 minutes)
- ▶ **Bring the class together again, ask students to share their answers to this last question. Ask students what they know about forced migration happening now, and share some of the information in teacher's introduction to build on their knowledge.** (10 minutes)

The aim of this exercise is to understand that migration is not a new phenomenon and that people have been migrating throughout history. Many families have experienced migration in the past or recently and it is important that students see this as part of everyone's history. For example, migration across Europe was extensive before, during and after the second world war and in the 1950's and 1960's migration from the Caribbean islands to Europe became significant.

- ▶ **Alternative:** Students could invite family members to come and speak to the class and explain their family or personal experience of migration.



4 Adapted from <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Migration-as-part-of-our-shared-history-.pdf>

3.2.2.2. PROJECT-BASED LEARNING



OBJECTIVES

By the end of this session, you will be able to

1. Define project-based learning.
2. Design a simple project for students to do in the classroom and at home.



REFLECTION

Project-based learning is an extension of the above topics on homework, engaging students both in-person and during remote learning, and catching-up on learning.

What kind of themes do you have throughout the year in your classroom? Or perhaps your school has special theme weeks?

How do you integrate learning from your regular curriculum with those themes?



CONTENT

With project-based learning, the content is part of a long-term project, a real-world problem that students need to solve in a creative and authentic way. In the process of solving the problem, it requires critical thinking, problem solving, collaboration, and various forms of communication skills and learn to work as a team.⁵

THEME-BASED PROJECTS

Looking at your overall term or year calendar is the best place to start when considering a project. What are any already existing themes that you could build a project around? You can also consider relevant topics your students face in their daily life for a project. For example, the topic of diversity and inclusion if you have a multi-cultural classroom (see example project below). Alternatively, given the current COVID-19 pandemic, maybe you would like to explore a larger theme around health and wellbeing?

When you're ready to design a project for your classroom, it's helpful to have a framework to capture your ideas and organize your plans. You'll need to identify your goals for student learning, your entry event/lesson (this can also be the subject), a driving question, major product(s) students will create, daily lessons, and more.

A Project Planner has seven parts:⁶

- Project Description: Key points of your project
- Leading Question: The question that is the guidance for the learning of the whole project
- Time Required: Consider both total hours as well as across how many days you will do the project
- Supplies Required: What materials do you need for the project? Try to keep it simple

⁵ Taken from <https://iite.unesco.org/publications/guidance-on-active-learning-at-home-during-educational-disruption/>

⁶ Buck Institute for Education, PBL Works, <https://my.pblworks.org/planner>.

- Learning Outcomes: Your learning goals. What do you want students to be able to do after the project; this also helps you to measure progress
- Previous Learning: What are one or two relevant items which students already have prior knowledge on?
- Lesson Planner: Daily lesson plans which show activities to be carried out to meet the needs of all students; this will show your project milestones

There is a template for this Project Planner in the Annex of this booklet.

See Faris's example⁷ of an overview of a project for his class, ages 8-10, on the topic of "our changing bodies" and one lesson plan for Day 3 (using the lesson plan template from 3.2.2.1.) of his project:

GROWING UP (LEVEL 2)

Description	Learners will explore the human body including movements of the skeletal structure, organs, exploring the five senses, doing some physical activity and observing some of our magical bodily functions
Leading Question	How do we change as we grow?
Total Time Required	~5 hours over 5 days
Supplies Required	Paper and Pen, cloth or water and flour, toothpick or straw, small glass object, balloon (optional)
Learning Outcomes	<ul style="list-style-type: none"> • Understanding the role of bones in protecting, moving and supporting the body • Label a human skeleton with some of its major bones (e.g. Skull, ribs, knee caps, and pelvis). • Examine how exercise affects heart rate and pulse. • Identifying different body parts and human anatomy • Sensing the differences in the body due to exercise and stress • Human growth and development
Previous Learning	<ul style="list-style-type: none"> • Knowledge of the body parts including knee cap, shoulder girdle, pelvic girdle, elbow joint, spine etc.



LESSON PLAN TEMPLATE

Lesson Topic: The body beats

Date: Day 3 of project

Theme/Project Name: Growing Body

Grade Level: 2

⁷ Education for All, Growing Up Project, <https://resources.educationaboveall.org/sites/default/files/resources/attachments/2020-07/Growing%20Up%20project%208-10%20Level%202.pdf>



LESSON OBJECTIVES

(Key Knowledge and/or Skills students should have made progress on in the lesson):

Students continue learning about their body. They will be able to visualize the connection between the heart beating and breathing as related to their pulse. They will implement addition, multiplication and division calculations to compare and contrast changes in heartbeat.

LESSON STRUCTURE:

TIME	STEPS (INCLUDING STEPS FOR ANY ASSESSMENT)	MATERIALS NEEDED
20 mins	1. Think of the protection offered by the skeleton by designing your own heart made of glass, your own brain made with dough and or lungs made by balloons or inflated water or air filled plastic bags. You can paint a small glass object or wrap it with red paper as the heart, you can make a brain using dough and blow up 2 plastic bags with air as lungs.	Per student: Dough, small glass marble, two balloons, red paper
5 mins	2. Think about how to protect these organs given how delicate glass, dough or plastic is? You will need to design the protective bone structure i.e. a helmet that represents the skull to protect the brain, a storage box or a bottle that represents the rib cage within which the lungs and heart are safe.	Storage box
10 mins	3. Write about and draw the skeleton and how it protects the different organs including: - The skull protecting the brain - The vertebrae protecting the spinal cord - The ribcage, spine and sternum protecting the lungs and heart.	Paper and pens/ markers
5 mins	4. Breathing: you will first take notice of your breathing. Close your eyes and count your breaths within a minute. Notice your stomach and chest rising and falling by placing your hand on your stomach.	

5 mins	5. Pulse: You will place your thumb on your wrist until you can feel your pulse. Count the number of times your pulse beats in a minute.	
5 mins	6. Now do some exercise and think about the reactions that your body has after 50 jumps or jogging on the spot.	
5 mins	7. Think about the reactions that your body has when it is under stress or exercising. E.g. breathing, pace of the pulse rate, sweat, etc.	
15 mins	<p>Numeracy extension:</p> <p>8. Compare the number of breaths you took within a minute in a resting state and after exercise. If you took 55 breaths per minute before exercise and 80 breaths per minute after the exercise, how many breaths did you take per second pre and post exercise? What is the percentage difference in the number of breaths post and pre exercise?</p> <p>9. Compare the number of pulse beats in a resting state and after exercise. Calculate the number of pulse beats per second pre and post exercise. Calculate the percentage difference in their pulse rate.</p> <p>10. Calculate the number of jumping jacks per 1 minutes and then calculate the number of jumping jacks per second i.e. if you can do 50 jumping jacks per minute, how many jumping jacks can you do every second?</p>	Paper and pencil

Accommodations to make for individual students

Noor has limited mobility and will need extra assistance from me in making her art project of the body. Ten additional students are still struggling with skill gaps in calculating percentages. I will carry out an example of the Numeracy Extension calculation steps for the whole class before they work individually to help those needing it review the process.

You don't need to be intimidated by project-based learning. We're providing you with formal planning templates and well-developed examples, but you can keep it simple! Project-based learning is simply a learner-centered approach to teaching which can better engage and motivate your students both in class and at home. With projects, you only need a clear learning goal, a relevant connection to your daily lesson plans and curriculum, achievable tasks with clear deadlines that work for all your students, and time for you to evaluate and provide feedback on their work.

Tips for Improved Teaching⁸

1. Ask, listen to, recognize and build on the knowledge students already have.
2. Expose and discuss common misconceptions and surprises of concepts/themes/topics tackled through in-school learning by means of formative assessment techniques (see session 3.1.2.).
3. Use questions to synthesize rather than only explanations to memorize.
4. Make use of opportunities for interaction during class time.
5. Create connections between topics both within and across subjects.
6. Encourages students to explain their reasoning and not only provide answers.
7. Uses collaborative tasks during in-person class time.
8. Confront difficulties rather than trying to avoid them.
9. Encourage students to speak about the topic to develop their subject-specific communication skills both in class and at home.
10. Blend in-person learning with home-learning and the use of complementary resources or technology where available.



TO DO

Access this mathematics and financial education project plan for ages 11-14 (in Arabic) to see a full project learning example: <https://resources.educationaboveall.org/ar/resources/ages-11-14>

Using the Project Planner, the lesson plan template, and the needs and themes of your class, develop one project-based learning unit for the upcoming term.

Find in Annex

Project Planner

Takeaway points

- With schools reopening, it will be difficult to catch-up on all learning material. Therefore, prioritize what missing knowledge and skills are most important to catch up on. It is important that you do not merely skip ahead to where you should be in the curriculum at the point of re-entry.
- Numeracy and literacy are likely to be the most difficult subjects for returning students. You will need to adapt your classroom to ensure your students catch-up on these core and foundational skills.
- As schools may not reopen as usual, it is likely that you need to combine in-person and remote learning, or in other words: a hybrid approach to teaching and learning
- Implementing a hybrid learning approach will be helpful in addressing both learning gaps and coping with measures that have been taken once schools reopen to ensure physical distancing or in case of intermittent school closure
- To prepare for effective learning by combining in-person and remote learning you need to ensure that the content is engaging, there are opportunities for interaction with teachers and peers, and support for students and all students are reached.
- Project-based learning is a useful tool for getting students caughtup. With projects, you only need a clear learning goal, a connection to your daily lesson plans, tasks with clear deadlines, and time for you to evaluate their work.

⁸ Adapted from Bennett, R. E., Cizek, G. J., & Andrade, H. L. (2019). *Handbook of Formative Assessment in the Disciplines*. Milton, UK: Taylor & Francis Group.

SUBMODULE 3.3. BUILDING A SUPPORTING LEARNING ENVIRONMENT

Identifying key elements of the surrounding learning environment which can help teachers and students to succeed upon the return to school: peer support for teachers, the role of and engaging parents/caregivers, and student-to-student learning strategies.

3.3.1. TEACHER LEARNING CIRCLES: PEER SUPPORT

OBJECTIVES

By the end of this session, you will be able to:

1. Identify how to start a teaching circle.
2. Describe the benefits of having teacher peer support.

REFLECTION

In what ways do you collaborate with your fellow teachers? Do you already have a co-teacher, mentor teacher, buddy teacher or other grade level teaching group which frequently meets for support?

CONTENT

Loss of learning during breaks is a common struggle of teachers globally, you are not alone and it is not your fault.

What are teacher learning circles?

1. Teacher circles are small groups of teachers who commit to working together over a period of at least a semester. They can be informal.
2. In their groups, teachers address questions, concerns and challenges of their teaching and their students' needs.
3. These circles can be cross-disciplinary or departmental.
4. They are working groups in which colleagues generate and share ideas related to teaching, offer resolutions to problems, and advise one another.

In the context of COVID-19 and the challenges that the education system will face with learning loss and other issues mentioned throughout this module, teachers might find great benefit in developing teacher learning circles.

Why create teacher learning circles?

Teaching circles provide peer support for teachers. It is expected that teachers themselves will have faced many mental health challenges and their own distress. It is also worth noting that forming Teacher Learning Circles can also be used to pre-emptively prepare to tackle learning challenges should a second school closure occur.



TEACHER LEARNING CIRCLES (TLC) GUIDELINES⁹

Creating engaging Teachers Learning Circles

1. All members should agree on a major theme for the group (i.e., teaching in large classes, teaching portfolios, problem-based learning, constructing good writing assignments).
2. Having a clearly stated, overall goal for the circle including a final written product is important as well as specific objectives for each meeting.
3. Assigning specific tasks to each member (i.e., logistics, resource locator, moderator, recorder) provides a sense of shared ownership for the performance of the teaching circle.
4. Review what you discussed during the previous Teachers Learning Circle. If goals were set, keep each other accountable.
5. Encourage all teachers to share challenges from their classrooms since the last meeting.
6. When each teacher shares their challenges, practice supportive communication by listening actively to each other without judging. Make sure to listen carefully and ask why the experience was challenging.
7. After each teacher is done speaking, ask if they would like your suggestions for how to handle the challenge. If they say yes, then share suggested strategies to overcome the challenge.
8. Encourage everyone to use specific examples.
9. Have each person share one example of a success they experienced in their class since last meeting.
10. Ask each teacher to set goals for the next meeting and write them down in a goal tracking sheet.



TO DO

Below are two examples of topics for your first few Teacher Learning Circle meetings:

1. **Using a group call or a group text with other teachers at your school, work together to collectively create a list of some of the challenges you are facing with school reopening (as previously identified in earlier parts of this module, namely catching up on learning loss and identifying students' needs). What strategies have you discussed to mitigate these issues?**

1. _____
2. _____
3. _____

Note: You can refer to submodule 3.2 for additional ideas.

Organize yourselves so that two teachers work together to develop a template for each of the strategies you generated and share back with the rest of the group.

⁹ Adapted from INEE. (2018). *Peer Coaching for Teachers in Crisis Contexts: Toolkit Level 1*. New York, NY: INEE. https://s3.amazonaws.com/inee-assets/resources/TICC_Peer_Coaching_Pack_-_Toolkit_Level1.pdf

2. With your Teacher Learning Circle (based on the reflection from 3.1.1.), fill out this Problem Tree. In the trunk you have the problem of “Students not returning to school after the COVID-19 pandemic”, and in the roots you should write some of the causes for this and in the branches write what solutions you can identify for getting students to return.

Students not returning to school after the COVID-19 pandemic

Once you have identified some solutions, discuss personal experiences with successful strategies for supporting vulnerable students in your Learning Circle:

- 1.
- 2.
- 3.

3.3.2. HOW TO ENGAGE WITH PARENTS/CAREGIVERS

OBJECTIVES

By the end of this session, you will be able to:

1. **Develop outreach strategies to facilitate students return and continued attendance.**
2. **Demonstrate ways to effectively communicate and engage with parents during remote learning.**

REFLECTION

In a normal school year, how often, and in what ways, do you interact with the parents of your students? How much contact have you had with parents/caregivers during the school closure? How?



CONTENT

We've given many examples in the previous sessions on remote learning activities which will only work well with parent/caregiver support. Communication with, and involvement of, parents/caregivers is critical for both getting students back into the classroom and helping students getting caught up on missed work through remedial solutions and homework. This is even more critical for vulnerable children, such as refugees, children with disabilities, migrants, children living far distances from the school and those who have been disproportionately affected by the COVID-19 pandemic.

Sending a series of SMS reminders (or other form of communication) to parents/caregivers can be an effective way to encourage students to return to school. Below are three message topics you could send out in the weeks before school re-opens:

1. **Welcome back message:** Include the student's name, and say that you are looking forward to seeing them. Provide the date for school registration, and the school re-start date.
2. **Safety message(s):** Explain to students and their parents/caregivers the safe operating procedures of the school and explain the safety (and risk) involved in coming back to school.
Note: This may require more than one message. Follow the guidance of your school and the Ministry of Education and the Ministry of Health.
3. **Re-assurance message:** Encourage students and their parents/caregivers that even if they feel like they are behind in their learning they are not alone and that all the teachers and students will work with them help them succeed.

Beyond the above, communicating with parents/caregivers is critical when talking about primary school students, and it's important to communicate in an honest and empathetic way. When reaching out to parents, you could say:

- Students learn better when they are at school than when they study from home
- It is safe to bring students back (the school has implemented health and safety measures and has a recognized protocol in place)
- It should be easier for parents/caregivers to return to work with a return to school
- We still need your support to make sure your children catch up by supporting them to do their homework

GENERAL TIPS

Parent/Caregiver/Family Involvement¹⁰

1. **Communication:** Ensure regular communication with parents about students learning. Encourage parents to speak regularly to their children about their learning, even if they do not know the topic.
2. **Volunteerism:** Encourage family members to volunteer in order to provide support to students in their household, neighborhood, and school (while following appropriate physical distancing, safety, and hygiene rules). Volunteers can host physically distanced learning groups, help distribute materials, discuss learning with students, and provide teachers feedback.
3. **Home Environment:** Encourage parents to create a home environment that is supporting of students' learning as far as possible. This can include creating a routine so that learning happens at a consistent time (even during school closures); creating a study space that is quiet and illuminated; ensuring students take regular breaks from studying; and providing encouragement.
4. **School Management:** Encourage parents/caregivers to be involved in Parent Teacher Associations and School Management Committees even during the pandemic to ensure policies reflect students' needs.
5. **Parent Involvement in School Management:** For example, through Parent Teacher Associations (if they are able to meet safely) can help address inequalities in the school.

You can also reference useful communication tips from Module 2.3.2.

¹⁰ Adapted from Reem. (2016). *Teachers' strategies for using technology to enhance parent engagement*. University of Delaware (Dissertation).



TO DO

Even if it's via phone calls, talk to some parents/caregivers from the Parent Teacher Association or School Management Committee and ask them what back-to-school strategies have worked in the past and how they can help to make sure all students come back. Take notes below:

Talk with students and their parents/caregivers and ask them what type of support they will need upon returning to school. You can use this to fill in your student roster from session 3.1.1.

3.3.3. STUDENT PARTICIPATORY LEARNING



OBJECTIVES

By the end of this session, you will be able to:

1. Identify different types of student-to-student learning support.
2. Apply student-to-student learning strategies.



REFLECTION

Note: For all the following learning strategies, ensure that you follow the safe operating procedures of your school. For more details about safety and hygiene see Module 1.

How often do you organize your students in groups to learn and work together? What kind of student-to-student learning strategies have you implemented in the past?



CONTENT

There are many benefits of creating student-to-student learning opportunities. Students are often more likely to ask each other questions about their learning than to ask the teacher. They speak at the same level and can often find ways to both explain and understand more quickly. This direct interaction of your students also promotes more active participation and learning.

You will need to remain involved and be aware of the dynamics between students. Return to ideas from Module 2 where you build class rules together with your students. Build class rules for working with each other to avoid negative, sometimes even violent, interactions that could actually result in a withdrawal from learning by some students. These rules could include: be respectful to one another, listen to each other, let both/all students participate in idea creation or decision making, use positive language even if you disagree, focus on the tasks of the classroom. Can you think of others?

All students have strengths and weaknesses. In your student roster from 3.1.1, you could add notes as to certain strengths and weakness of your students so you know in what area they need support the most or they can support others. For new students, you could ask for this assessment from the former teacher. If you're not able to do this before the school year begins, you can do this in the first weeks and then change seating arrangements, pair-work, and group-work so that students can learn from those who are strong in areas they are weaker in. *The "stronger" student also reinforces learning by explaining it to someone else.*

Cautionary Note: It is crucial not to stigmatize a student based on previous behavior or negative assessment from others. Make up your own mind about a student's performance while being alert to identified academic weaknesses and strengths.

Examples of student-to-student learning strategies:

1. Assign group work during class that mixes students of different levels of knowledge and skill for the topic of the group work.
2. Create structured opportunities for students to constructively review each other's work and provide feedback.
3. Ask students to sign-up as tutors for different subjects and topics throughout the school year and encourage each student to pick at least one topic where they can help others.
4. Encourage students with older siblings to ask for help on their homework tasks or other remote learning assignments.
5. Introduce cooperative learning.

As the term "cooperative learning" implies, students help each other learn, share ideas and resources, and plan cooperatively what and how to study. The teacher does not dictate specific instructions but rather allows students varying degrees of choice as to the substance and goals of their learning activities, thus making students active participants in the process of acquiring knowledge. This is also visible by means of project-based learning and enrichment clusters (see 3.2.2.2.).



A form of cooperative learning could also be student clubs. For example, you could help students to form small groups which would meet over a period of time. The students can vote for their own leadership structure (for example, who is president, who is recorder, etc.) and can also vote for their own club goal. You can introduce an overall theme, such as financial education or being a change-maker. From this, and under your general guidance, they can determine a goal to achieve, or a problem to find a solution for, and work to implement this solution.



TO DO

Using the table below, write down the subjects and the teaching methods/strategies that student-to-student learning could be effective for.

SUBJECTS	TEACHING METHODS/STRATEGIES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Takeaway points

- Once school reopens, there will be high expectations on teachers to ensure children catch up and resume their education. Forming Teacher Learning Circles can be a good way to provide support for one another. These circles can also be used to prepare to tackle learning challenges should a second school closure occur.
- Reopening schools safely and effectively, will only work well with the support of students' parents and caregivers. Communicating with the parents, and keeping them involved, is critical for both getting students back into the classroom and helping students getting caught up on missed work through remedial solutions and homework. This is even more critical for vulnerable children.
- Student-to-student learning opportunities will be an effective learning approach to catch up and re-engage children with their school work. This approach is useful because students are more likely to ask each other questions about their learning and they tend to speak at the same level which helps them to explain and understand more quickly. Student-to-student learning also promotes more active participation.

QUIZ

1. True or False: Only digital learning platforms can provide the best remote learning during school closure or with hybrid teaching.

2. True or False: Learning regressions which have occurred due to school closures cannot be compared to regressions from school breaks.

3. The recommended type of assessment to check for student learning gaps is:

4. True or False: With project-based learning, several daily lessons and activities are used over several days or weeks to complete the learning.

5. Which of the following actions WOULD NOT make your classroom more inclusive?
 - a. Give a few alternatives for learning activities to ensure all students can participate (i.e. not only offering online learning options or considering giving some students more time to complete assignments)
 - b. Treat all students equally- they can all jump back in, follow along, and progress at the same speed
 - c. Contact and encourage all caregivers and students to return to the classroom, especially those who are more at risk for dropping out
 - d. Do what you can to make sure any remedial support services are still available to students who need it when returning to school



Answer 1: False: there are many offline strategies you can take, such as project-based learning, practical assignments, homework, etc. which will keep your students going

Answer 2: False: as a teacher, you deal with learning regressions due to long holiday or seasonal breaks on a regular basis. The learning regressions might be more extreme due to Covid-19 because the closure is more extended, students might be dealing with other hardships and psychological issues, but it is still an occurrence which is recognizable to you **Answer 3:** Formative- meaning open-ended questions and activities are presented to the students to check prior and current knowledge

Answer 4: True **Answer 5:** b. This is not an action that would be recommended. Inclusive teaching requires you to not just challenge your own bias of student behavior and performance but also to respond proactively by adjusting your teaching methods and delivery to ensure all students have a way to learn and demonstrate their knowledge

ANNEX



LESSON PLAN TEMPLATE

Lesson Topic: _____

Date: _____

Theme/Project Name: _____

Grade Level: _____



LESSON OBJECTIVES

(Key Knowledge and/or Skills students should have made progress on in the lesson):

LESSON STRUCTURE:

TIME	STEPS (INCLUDING STEPS FOR ANY ASSESSMENT)	MATERIALS NEEDED

Accommodations to make for individual students



PROJECT PLANNER FROM 3.2.2.2.

Project Planner Template

Overview Sheet

PROJECT TITLE (GRADE LEVEL:)	
Description	
Leading Question	
Total Time Required	
Supplies Required	
Learning Outcomes	
Previous Learning	

Project Calendar

PROJECT CALENDAR				
Driving Question:				
Week:		Project Milestone:		
Key Student Question(s):				
Day 1:	Day 2	Day 3:	Day 4:	Day 5:
Notes:				

Lesson Planner (Supporting Resource)

How to use the document: This planner offers guidance on how you might plan your daily lessons in the project calendar. Pick and choose what feels necessary to achieve the learning outcome and advance product development for all students.

- 1. CHECKING PRIOR KNOWLEDGE** Identify how you will inventory student knowledge ahead of the task, lesson, or activity. (i.e., previous day's exit tickets, warm-up activity, need to know list review, quiz, class discussion, etc.)
- 2. LEARNING OUTCOME** These can be related to success skills or standards. If your district uses a graduate profile or career pathway outcomes, include relevant outcomes here as well.
- 3. KEY VOCABULARY** Note which terms or academic vocabulary will be essential to this lesson. If you serve English language learners, consider what additional vocabulary might be necessary for them to access the content/skills during the instructional activities.
- 4. FORMATIVE ASSESSMENT** For each lesson, consider which assessment type best measures the learning outcome. For example, a quiz may be the best way to check for understanding of key terms while an annotated sketch might be best for determining student understanding of how the key terms fit together. In some cases, your assessment may be informal, such as an exit ticket, or more formal, as in a rough draft. Finally, when planning your formative assessment, diversify who is doing the assessment. Include self, peer, and teacher assessment opportunities, as appropriate for the age group. When possible, have external partners or end users provide feedback to improve or guide the work.
- 5. MAJOR INSTRUCTIONAL ACTIVITIES** This can include lessons, tasks, activities, or learning experiences. Choose the instructional method that will best help students achieve the learning outcome. For example, a direct instruction lesson may be appropriate for introducing the key players in World War II while an artifact inquiry activity during which students examine primary source documents would be better suited for them to understand the impact of those key players on the pivotal events during the war. This would also be the space to include teaching and learning related to classroom culture, student collaboration, and/or project management tools or skills, as appropriate for students or project milestone needs. Included links show examples of such activities.
- 6. SCAFFOLDS** Scaffolds are intended to be temporary supports that are removed when students no longer need them. These scaffolds can be used to support either content or the project process (i.e., need to know questions). Leverage "checking prior knowledge" to ensure you are offering the right scaffolds to the students who need them. Be sure to consider a wide range of needs, such as literacy skills, language acquisition levels, auditory/visual processing, building schema, learning style preferences, academic performance levels, etc.
- 7. REFLECTION** How will students reflect on their thinking, process, or learning?
- 8. STUDENT NEED TO KNOW QUESTIONS ADDRESSED** Which student questions will be answered, or are you aiming to answer, during this instructional activity?
- 9. TOOLS/RESOURCES** Student-facing tools, human resources such as experts or community members, teacher tools, equipment, etc.

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University of Delaware

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SELF-EVALUATION AND PREPARATION CHECKLIST

SELF-EVALUATION

Instructions: The below is a self-evaluation¹ to help you identify your current level of knowledge and abilities surrounding the learning in this package. For each statement, select the competency level you feel is an accurate representation of your understanding, based on the following competency levels:

BEGINNING: This is not something I do confidently yet

DEVELOPING: I am quite good at this, but need to be more consistent or improve further

PROFICIENT: I do this consistently well

ADVANCED: I am very proficient and could share my experience with others

Note: The goal is not necessarily to become Advanced for all these points. You can use these to check your current level and set goals for yourself should you want to improve your competency level.

1. I understand the nature and implications of COVID-19 for teachers (including myself) and students.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I can explain there is a virus that is causing a crisis and resulting in schools being shut and certain activities being stopped. However, I can't explain the specific nature of the virus and the implications, risks, or causes.	I can explain the nature of COVID-19 and aspects of its risk or results/ impacts but this is not comprehensive.	I can clearly explain the nature of COVID-19 and its risks and implications for myself and others. I can do this without errors, based on the most recent information.	I can clearly explain the nature of COVID-19 and help/ support others to do the same. I can clearly and accurately explain the risks and implications of the virus and help others to do the same.

¹ Adapted from Save The Children, *Enabling Teacher Professional Development Module: COVID-19 for Teachers (I)* (2020)

2. I understand how to protect myself and others from the COVID-19 and encourage others to do the same.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I can list some activities/strategies to use to keep myself safe and protected through COVID-19 but this is not comprehensive and may have some mistakes.	I can list activities/strategies to use to keep myself and students safe and protected through COVID-19 but is not comprehensive and may have some mistakes.	I can comprehensively, accurately and clearly list the activities/strategies they being put in place to keep myself and my students safe and protected through COVID-19.	I can help others learn and understand the activities/strategies needed to put in place to keep myself and my students safe and protected through COVID-19. I can coach and support others to implement these strategies to ensure they are done correctly/effectively.

3. I understand how stress and protection issues can affect the well-being of myself as a teacher and students.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I know that my students and I experience stress and protection risks related to COVID-19 but I have a limited ability to identify signs of stress and methods to support well-being.	I have some ability to identify signs of stress and protection risks along with identifying methods to support the well-being of students and teachers during the pandemic.	I can confidently identify signs of stress and protection risks along with identifying methods to support the well-being of students and teachers during the pandemic.	I'm able to train others in identifying signs of stress and protection risks along with identifying methods to support the well-being of students and teachers during the pandemic.

4. I understand how to support better stress management, well-being, and ensure child protection.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I'm just beginning to see the connections between my own well-being, the pandemic, and the well-being of students.	I'm developing an understanding between my own well-being, the pandemic, and the well-being of students.	I'm able to confidently explain the importance using pro-active strategies to support teacher and student well-being during the pandemic.	I'm able to train others in pro-active strategies to support teacher and student well-being during the pandemic.

5. I understand how to identify lost/regressed learning and apply strategies to support catching up.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I am able to see the connection that school closures will have resulted in learning loss or regression in my students.	I'm developing an understanding that learning loss or regression has occurred, and that I will need to implement strategies that support catching up.	I can accurately identify learning loss or regressed learning in my students and am aware of strategies that can support catching up.	I'm able to identify any learning gap in each student and apply techniques in my classroom that meet the learning needs of each individual student.

6. I understand how to implement hybrid learning effectively through practical planning tools.

BEGINNING ()	DEVELOPING ()	PROFICIENT ()	ADVANCED ()
I am just beginning to see how a hybrid learning approach can be more effective than one approach alone.	I'm developing an understanding of how to potentially implement a hybrid learning approach.	I can confidently explain what a hybrid learning approach is and identify how I can implement this with my students.	I'm able to plan ahead, divide tasks as face-to-face or remote and design my own inclusive catch-up hybrid learning plan.

Look at your answers to see what your most common competency level is.


My current average competency level is: _____

By the end of this current/upcoming school term I want to be at level: _____

Specific ways I want to improve my competency are:

TEACHER PREPARATION CHECKLIST²

Returning to school presents a change in the way that teaching and learning will take place. In order for teachers to adapt to this change, while maintaining an inclusive and safe learning environment for all students, you will need to be well prepared to return to the classroom. The modules in this package provided several example templates and planning tools. This checklist below will guide you with your back to school preparations.

HAVE YOU CONSIDERED/DONE THE FOLLOWING:	
Reorganized the classroom to allow delivery of individual instruction while maintaining safety protocols (i.e. physical distancing)	
Identified how you will implement hand hygiene practices in your classroom	
Determined how you will address COVID-19 related stigmatization, discrimination or bullying amongst your students	
Developed effective classroom management skills to cope with new classroom organization and teaching routines	
Identified how you will address and manage stress in your students	
Identified how you will address and manage your own stress	
Developed your own self-care routine	
Determined how you will address trauma, and support vulnerable or “at-risk” learners in the classroom	
Understand how you will organize students with specific learning needs to provide them extra assistance	
Reviewed changes to the curriculum and syllabus in response to the COVID-19 crisis made by local or central authorities and/or the ministry of education	
Identified complementary learning resources for those students who have larger learning gaps, especially disadvantaged learners or those who suffered more significant learning disruption	
Determined how you will apply meaningful formative assessments	
Designed your own inclusive hybrid learning weekly plan to support students’ catch-up	
Developed a project-based learning unit that addresses the needs and themes of your classroom, using the project planner	

² Adapted from UNESCO, *International Task force on Teachers for Education, ILO, Supporting teachers in back-to-school efforts: A toolkit for school leaders (2020)*

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