



SAFE SCHOOLS
TEACHER PROFESSIONAL
DEVELOPMENT

MODULE 2: TEACHER WELL-BEING

– Understanding, identifying and responding to stress as influencer of teacher and student well-being

Module 2 Overview

This Module will cover the key concepts and the relationship between teacher and student well-being, brain science around stress, and practical ways to shape how teachers respond to stress.

There is 1 Workshop in this Module. The workshop is 5.5 – 6 hours long. If it cannot be delivered in one day it may be separated into 2 workshops (i.e., workshop 1 – intro to session 3, workshop 2 – session 4 & 5). It is recommended that the workshops be conducted with not more than 1 week between them, although should be planned based on the availability of teachers around their teaching commitments. It is recommended that each Workshop is followed by Self-directed Activities and Peer Learning Circles, as detailed in the Table below.

The activities and content in this Module are based on: Save the Children’s Learning & Well-Being in Emergencies, Positive Discipline and Child-Friendly Classroom Management, the Parenting without Violence Common Approach, and the pending Enabling Teachers Common Approach.

This Module contains 4 sections.

TEACHER LEARNING OBJECTIVES	Provides an overview of competencies and levels which teachers can use to assess themselves
A. WORKSHOP	Provides an agenda and activities with instructions and guidance for facilitators to run them.
B. SELF-DIRECTED ACTIVITIES	Provides instructions and examples for teachers to set themselves tasks to practice the new skills and knowledge they develop in the workshop
C. PEER LEARNING CIRCLE	Provides instructions, examples and potential extension activities for teachers to implement together in a Peer Learning Circle

MODULE 2 TEACHER LEARNING OBJECTIVES

Each module has a set of learning objectives which align with teacher competency areas within the Safe Schools domains. By the end of this module, teachers will:

- Identify and describe the inter-relationship between teacher and student stress and well-being
- Begin shaping how teachers can positively react to stress through personal strategies and support from others

Teachers can self-assess the level of proficiency they have reached for each of the module’s learning objectives, and what they need to do to progress to the next proficiency level.

At the start of each workshop included within this module, teachers should identify what level they are at, and what they need to do to get to the next competency level. The competency rubrics below should help them identify whether they are beginning, developing, proficient or advanced. It may be challenging and unfamiliar for teachers to conduct an accurate and honest self-assessment, guidance on how to address this is found on the Save the Children Teacher Professional Development (TPD) website Principle 2.

Each competency has a different level depending on experience and expertise. The levels are:

Beginning	This is not something the teacher does confidently yet
Developing	The teacher is quite good at this, but needs to be more consistent or improve further
Proficient	The teacher consistently does this well and is a good role model for others
Advanced	The teacher is very proficient, and could share their experience with others

Competency Standard 1: Teachers can define stress and well-being in relation to their work, and can explain how teacher well-being affects student well-being

Beginning	Developing	Proficient	Advanced
Is beginning to develop awareness of the relationship between	Is developing awareness of the relationship between their own stress and well-being and the	Can describe well-being holistically and sees interconnections between their own well-being	Is able to train other teachers to see their own well-being and stress as a critical factor in creating a

their own stress and well-being	well-being of their students	(inside & outside of school) and student well-being	safe and protective learning environment for their students
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Competency Standard 2. Teachers can identify signs of stress in themselves and others, and identify strategies to cope with stress

Beginning	Developing	Proficient	Advanced
Is beginning to develop awareness of how the brain reacts to stress	Is developing awareness of how the brain reacts to stress and can identify signs of stress in themselves	Can explain how the brain reacts to stress, identify signs of stress, and ways they can control, influence and receive support for their own well-being	Is able to train other teachers on how the brain reacts to stress (in adults and children), and can support other teachers to identify signs of stress and practical actions for improving their well-being

MODULE 2: WORKSHOP

Aim of Workshop

- Identify and describe the inter-relationship between teacher and student stress and well-being
- Begin shaping how teachers can positively react to stress through personal strategies and support from others

Learning outcomes:

At the end of this module participants will be able to:

- Identify the positive and negative factors affecting their ability to do their job well
- Define and explore well-being holistically
- Know how the brain and body react to stress
- Identify signs of stress in themselves and others
- Clarify the relationship between teacher well-being and student well-being
- Identify and differentiate between what teachers can control, can influence, and cannot control
- Apply knowledge of signs of stress, risk and protective factors, available supports, and coping mechanisms

Outline	Time
Introduction	45-60
Session 1: Teacher Well-Being & Work	40 min
Session 2: What is 'Stress'? How Does it Work?	40 min
Session 3: Are You Stressed? Identifying the Signs of Stress	35-40 min
Session 4: How Does Stress Affect Teacher and Student Well-being?	45-60 min
Session 5: Identifying, Managing, and Coping with Stress	145 min
Total time	5.5 - 6hrs

Relevant resources:

- Handout 1 – Signs of Stress
- Handout 2 – Mindfulness Activities
- Handout 3 - Identifying Signs of Stress Scenarios
- Handout 4 – Well-Being Strategies

Required materials:

- Flipchart paper/pen or Blackboard/chalk
- A4 paper (2x participant)
- Handouts
- Coloured markers/crayons
- Sticky notes (if available)

- Balloon or watermelon (optional)

Preparation:

- See instructions in each session
- Note a few sessions require facilitator to write out definitions/content on flip chart ahead of time

MODULE 2 - WORKSHOP 1: TEACHER WELL-BEING

Workshop Facilitation Notes (Day 1 – 5.5 to 6 hrs)

45 – 60 min

INTRODUCTION (45 - 60 min)

Facilitation steps:

- a. Welcome participants
- b. Quick round of introductions to re-acquaint participants & facilitator
- c. Set Workshop Ground Rules (based on participants' suggestions)
- d. Recap/review topics & learning from previous workshop

Facilitator Note

Request that participants sit with a new group so they are meeting, talking with, and working with different people. You could ask them to sit with 2-3 new people they did not sit next to last time. Staying close to someone familiar in the beginning is understandable, but participants need to practice their social skills and knowledge sharing with others.

SAY:

- Before we start with today's module, we should remind ourselves what was discussed in the last session
- Is there a volunteer who would like to summarize the previous session?

DO:

- Allow a volunteer to recap the previous session and fill in any gaps.
- Refer to the Expected Outcomes from Module 1 to ensure all are mentioned.

SAY:

- I hope you were all able to practice some of what you learned last time in your classrooms.
- Does anyone have a successful experience that you would like to share?
- Does anyone have a challenging experience that you would like to share?

Facilitator Note

If some participants did not apply anything from the first session in their classroom, initiate a discussion on why not (What are the barriers that prevented them from trying?).

Some participants will likely have had challenging experiences – be open to conversations about challenges and request advice from other participants on how such challenges can be addressed in the future. Do not attempt to respond to all challenges yourself; the other participants may have more concrete and context-appropriate advice.

- e. Present the Aim and the Learning Outcomes of the Workshop (prepare on a Slide if using a PPT or a Handout/Flipchart if not)

Aim of Workshop

- Identify and describe the inter-relationship between teacher and student stress and well-being
- Begin shaping how teachers can positively react to stress through personal strategies and support from others

Workshop Learning Outcomes:

Explain the objectives for the session:

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

- Identify the positive and negative factors affecting their ability to do their job well
- Define and explore well-being holistically
- Know how the brain and body react to stress
- Identify signs of stress in themselves and others
- Clarify the relationship between teacher well-being and student well-being
- Identify and differentiate between what teachers can control, can influence, and cannot control
- Apply knowledge to scenarios
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Discuss the rubric for this learning objectives (Competency Standard in Resource 1)

Allow teachers time to assess themselves on the competency areas and discuss with a partner; answering the following questions:

	<ul style="list-style-type: none"> ● What level would you place yourself at? Why? ● What more information, training, or practice would you need to get to the next level? ● What else would you want to learn along these topics?
MODLUE 2/SESSION 1: TEACHER WELL-BEING & WORK¹	
40 min	<p>2.1: TEACHER WELL-BEING</p> <ul style="list-style-type: none"> → Learning Objectives: <ul style="list-style-type: none"> → Identify the positive and negative factors in each teacher’s life, which affect their ability to do their job well → Identify the relationship between teacher’s work and their well-being → Facilitator Notes: <ul style="list-style-type: none"> → A key concept that teachers need to understand, both in relation to their students, and themselves, is the concept of Well-being. The definition provided is based on the definition in the <i>Positive Discipline and Child-Friendly Classroom Management</i> and <i>Learning & Well-being in Emergencies</i> packages. → The session lays the foundation for each participant to reflect on their own life and work. The aim is to build on this personal reflection throughout the module, in order to ultimately identify solutions and actions which each teacher can incorporate into their practice. → It is important to reinforce that the modules are safe spaces, and that reflection should be honest and personal, but that participants need only share with the group what they feel comfortable sharing. → Preparation: <ul style="list-style-type: none"> → Prepare a flipchart with the definition of ‘Well-being’ provided below → Have a blank A4 sheet of paper and pen/pencil for each participant

¹ Adapted from TPD Module 5 on Teacher Self-Regulation & Stress Management (Day 1, Activity 1); which draws upon Session 3 page. 42 INEE, Training for Primary School Teachers in Crisis Contexts – Teachers Role and Well Being -Interagency Network for Education in Emergencies (INEE), March 2016

Activities:

1. SAY (5 min)

- a. As discussed in Module 1, there are many qualities & skills needed in order to be 'good' teacher; which includes supporting a safe and protective learning environment
- b. Now, let's explore what factors can make it easier OR more difficult to be a 'good' teacher who supports a safe and protective learning environment
- c. Take a sheet of paper. Quietly, and on your own, draw a table with two columns - one for the **positive factors** that help you to be a good teacher and one for the **negative factors** that make it harder for you to be a good teacher (i.e., to do your job well). For example, a positive factor might be supportive friends or colleagues, a negative factor might be sickness in the family or having too many books to mark. You have **(10 min)**.

Positive Factors	Negative Factors
e.g. an achievement in studies	e.g. illness in the family

3. DO

- a. If participants are struggling to come up with ideas – here are a few suggestions you can provide - Compensation, basic needs, respect, support, continuous professional development, initial training, basic needs, safety, learning materials, facilities, sense of humour, etc.
- b. Ask participants to volunteer to share any examples they feel comfortable sharing with the group. Note down examples on a flip chart for reference later. **(10 min)**

4. SAY (5 min)

- a. As we can see, there are many factors that affect teachers' ability to do their job well. Some of these factors exist within the school setting, but others relate more to our personal lives. BUT all contribute to teacher **'WELL-BEING.'**

5. DO

- a. Read the definition² of 'Well-being' from the flipchart you prepared before the workshop

Definition -

Well-being does not only refer to our physical health. It also refers to our emotional, social, and mental health. Well-being includes what is good for a person in many different ways. For example, it might include participating in a meaningful social role, feeling happy and hopeful, living according to your values, having positive social relations and a supportive environment, and feeling capable of dealing with challenges.

Facilitator Note:

² Note: Well-being definition merges definition provided in the Positive Discipline and LWiE packages

Note that if the full definition feels too heavy for the participants, you can post a bulleted list of the aspects of Wellbeing instead (and read the full definition out loud to participants):

- **Physical, emotional, social, and brain health**
- **Meaningful participation in community**
- **Feeling happy and hopeful**
- **Positive relationships**
- **Supportive environment**
- **Feeling capable of dealing with challenges**

Throughout the workshop emphasize the interconnectedness of the different aspects of wellbeing.

6. SAY

- a. Do you agree with this definition?
- b. Is there anything you might add or change to the definition of 'well-being'?

7. DO

- a. Note down any additional points that the group agrees should be added to the definition of 'well-being'. Try to reference some of the points added by the group in examples used in the remainder of the session.
- b. Ask participants to return to their personal list of 'positive' and 'negative' factors affecting their ability to do their job well. Then ask them to look at the definition of well-being.
- c. Ask for volunteers to share a positive OR negative factor on their personal list, and the dimension (or dimensions) of well-being that it relates to. For example, if a positive factor in their life is having a colleague who they can approach with questions and solve challenges, that relationship supports emotional well-being (i.e., feeling supported) and social well-being (i.e., having friends at work). (5 – 10 min)
- d. NOTE: You may find that participants identify some positive/negative factors as overlapping with more than 1 element of the well-being definition. This is OK.
- e. Conclude by summarizing the key take-aways from this activity:
 - i. You experience things at work and at home which affect your ability to do your job well. Sometimes those things are positive, like

	<p>a supportive colleague or manager, and sometimes those things are negative, like conflict or violence in your community.</p> <p>ii. The positive and negative influences in your life affect your ability to do your job and ultimately your well-being. For example, when you are scared or worried about something happening at home (e.g., conflict with a family member, gang violence, etc.), it is difficult to then come to work and feel happy and focused. Equally, when you feel overwhelmed at work (e.g., with marking), it can be difficult to do things like engage meaningfully in your community or undertake physical exercise.</p> <p>iii. When your well-being is compromised it affects all aspects of your life, including your work.</p>
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MODULE 2/SESSION 2: What is 'stress' and how does it work?³

<p>40 min</p>	<p>2.2: STRESS</p> <ul style="list-style-type: none"> → Learning Objectives: <ul style="list-style-type: none"> → Know how the brain reacts to stress → Explain how stress impacts our body → Identify signs of stress → Facilitator Notes: <ul style="list-style-type: none"> → Consider if your participants would benefit from having the small group discussions in single sex or mixed sex groups. → Refer back to factors affecting well-being that participants raised in previous session. While this session includes group activities, continue to bring discussions back to the individual participant and reflections on their own life and practice. → Preparation:
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³ Adapted from Parenting without Violence, Positive Parenting Group Session 1.3 (can be found in section 6.1.A of the PwV Toolkit)

- Have on hand any of the following as a visual aid to support the session
 -
- A balloon & marker
- Flip chart paper & marker
- A fresh watermelon & knife

Main Message

We all experience stress. It is both a physiological and emotional response to circumstances in our lives.

Activities:

1. SAY

- a. Teacher stress levels affect the way you interact with and teach students, and can increase the chances of getting angry with students. It is important that you take care of yourself and find helpful ways to manage stress. Let's learn a bit more about how stress affects us.

2. DO

- b. Ask participants what they understand by the word stress. Once 2-3 participants have given their views, and you have noted them down on a flip chart, if they have described a full definition of stress, move onto the next question. If there is some uncertainty explain that –

Stress is difficult to define as it varies from person to person, but it is a reaction of the mind/ brain and body to a threat (e.g. a car driving towards us), a difficulty (e.g. learning something new), or change in one's life (e.g. becoming a parent). Stress can be a motivator for us to react quickly to protect ourselves or others (e.g., get out of a moving car's way), to focus and learn or to create the energy needed to be a teacher. Sometimes when there are too many stressful things going on, or the stress continues for a long time, we may feel unable to cope and it may affect our ability to do things.

- c. Then ask participants for 2-3 examples of what kinds of things make them feel stressed. As a prompt you may ask them to look at the 'negative' factors they identified in session 2 and ask if they are sources of stress.

3. SAY

In emergencies, or when life is challenging for other reasons (use the examples which participants raised in previous session), this frustration and stress will increase.

When we are stressed, it is difficult for us to stay in control of our emotions and we may do things that we did not intend to such as shouting at, or punishing, our students. However, it is important we understand that we can change this. We can change how we respond to our students by understanding how stress can affect us, and learning ways to cope with it.

4. DO (15 min)

- d. Divide participants into small groups (e.g., 4-6 people). Explain that they will work together to consider the questions below. You will read each question one at a time, and allow around 3 minutes for participant discussions in between the questions and ask them to note down response on a flipchart.

5. ASK

- e. Ask the following questions –
 - *What are the day to day things children may do (both actions and showing emotions) that cause teachers to feel stressed? E.g. child crying, child fighting with other children, leaving stuff on the floor, not doing homework, not asking or responding to questions, etc.*
 - *What happens to your body when those stressful things happen? E.g. heart rate increases, perspire, talk loudly and quickly etc.*
 - *What happens to your emotions or feelings? E.g. feel angry, nervous, frustrated etc.*
 - *What might you say or do to your students when you are stressed? E.g. shout, call child names, hit child.*
 - *Are there differences in the ways you may respond to girls and boys?*
 - *Are there differences in the ways in which female and male teachers respond?*
 - *If you could manage your stress and stay calm, what else could you do with your students? How do you think your students would respond to these actions?*
- f. Once the groups have finished their discussions, invite one person from each group to give a short presentation to share the results of their discussions.

6. SAY

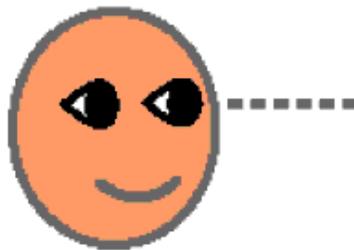
- a. Different parts of our brain are responsible for different things. Plus there is a physical reaction going on in our brain when we are stressed which influences how we react.
- b. *Show your open hand to the group, and fold your thumb over your palm.* If my hand were the brain, my thumb, or the amygdala, would be the emotional part

of my brain. This is the part of the brain responsible for feelings and emotions. It signals an emotional response which helps us to react to something quickly. When there is a threat, it sends a signal which triggers hormones which makes our blood pressure rise, heart beat increase and we react to something quickly on instinct.

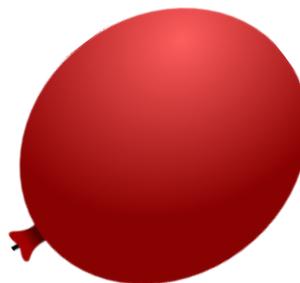
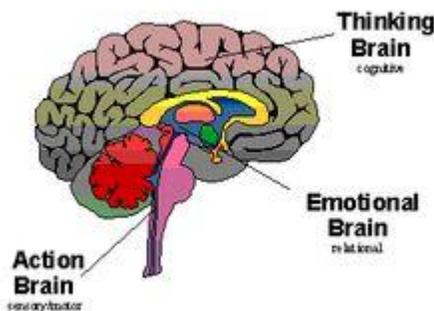
- c. The top part of my brain (point to your four fingers), or the frontal lobe would be my fingers. This is the thinking and reasoning part of your brain. This is the part that helps us to make decisions and think rationally. It helps us determine consequences for our actions. Scientific studies have found that this is the last part of our brain to develop and that it is not fully developed until we reach the age of 25.
- d. (Fold your fingers over your thumb) When we are stressed or upset, we often immediately stop using our thinking brain and use our emotional brain instead (pop your fingers up and expose the thumb underneath). While this helps us to act quickly, it can also result in us doing or saying something that we regret.

7. DO

- a. You may wish to use visual aids, like a photo, balloon or watermelon.
- b. Show a picture of the brain or use a cut watermelon or balloon. The right side of the picture is the front of the brain, so the person is “facing” toward the left. Stand in front of the picture, facing in the same direction, so participants can see how this brain would fit inside your head.
- c. If you use a balloon, draw on the three key parts of the brain involved in the stress response and keep this on the table to keep referring to in the positive parenting sessions. If you use a watermelon, you can do the same as with the balloon or picture, the ‘uncut’ side of the watermelon would be the back of the head. The thick white outer would be the Thinking Brain and the pink inner would be the Emotional Brain and the short stalk would be the Action Brain.



Facilitator facing forward the same direction as the brain visual aid





8. SAY

- a. The 'emotional' part of the brain makes us respond impulsively, aggressively, emotionally. These responses are not thought out, they are automatic reactions to stress.

9. ASK

- a. Ask participants if they can share an explain of when they recently acted with their 'emotional brain' rather than their 'thinking brain' when teaching. What were the circumstances around their actions?

10. SAY

- b. The emotional and acting reactions keep us alive in times of crisis. It is completely 'normal' to have these types of reactions. Our bodies are designed to have 'emotional' and 'acting' response to protect us, and in times of crisis to keep us alive.
- c. Now that we know more about how stress affects our brains, and therefore our actions, what is important to consider when thinking about how your students behave in and around school?

11. DO

- a. It may be helpful to ask participants to think about a particular child they teach who they feel 'misbehaves' or acts 'emotionally'. Ask them to consider if there is anything happening in the child's life, which may be causing stress. For example, a death in the family, conflict between family members, attacks by armed groups in their community, seasonal flooding, bullying at school, etc.
- d. Ask participants to also consider how the age of the child may affect their reactions. For example, adolescents and teenagers will likely be better able to reason and apply logic to situations than a child who is 6 or 7 years old.
- e. Ultimately, it is important for participants to remember, that it is more difficult for children and young people to manage their emotions, particularly in response to stress, simply because the 'rational' part of their brain is still developing. So it is important to be patient.

MODULE 2/SESSION 3: Are You Stressed? Identifying Signs of Stress⁴

⁴ Positive Discipline and Child- Friendly Classroom Management, Module 5, Day 1, Activity 3 – *What are signs of Stress?*

35 - 40 min

2.3: STRESS

→ **Learning Objectives:**

→ Identify signs of stress in yourself and others

→ **Facilitator Notes:**

→ It is important that participants leave this activity feeling like they know who and where to go to for support if they need it.

→ If participants are comfortable enough, prompt them to share their experiences with the identified 'supports' in their community. If something or someone is not helpful, what alternatives are available?

→ **Preparation:**

→ Make a copy of the 'Signs of Stress' Handout for each participant to fill in

Main Message

If teachers are experiencing extreme levels of stress they need to try to find additional support. Teachers do not need to handle stress on their own. Ask other teachers, speak to the Principal.

Activities:

1. SAY

- a. Teaching can be a stressful job, and stress can affect our well-being. Everyone reacts to stress differently, being able to recognize your own stress symptoms may help you manage stress better and improve your well-being. Remember feeling distressed or stressed is not a sign of personal weakness or lack of professionalism – it is our body's way of reacting to factors around us.

2. DO (25-30 min)

- b. Ask participants to refer to the **Handout - Signs of Stress**. Explain that the handout lists some common signs of stress, and asks participants to rate their levels of stress.
- c. Tell participants that they have 10 minutes to complete the handout. They should do so quietly and independently, and answer honestly.
- d. When participants are done, ask if anyone would like to share their reflections from this activity. You may prompt by asking questions like: *Are there any signs of stress in the handout that you were surprised by (i.e., you didn't realize were signs of stress)? Do you think the result accurately reflects how you feel?* (5-10 min)

	<p>e. Ask participants to brainstorm together who (e.g., coaches, principal, peers, family, counsellors) and where (e.g., health facilities, community centres, places of worship) teachers in their community can go to for support. Make sure participants document names and contact details in their handbook, for their own reference now or in the future. Also ask participants to share with each other, (if they can), how helpful these supports are in practice. (10 min)</p> <p>f. Note – if it seems like there are not very many supports available, you can note that by being part of this training program, hopefully, participants will feel like they can reach out to each other for support.</p> <p>3. SAY</p> <p>g. Our well-being is affected by stress. Stress is influenced by many factors and is not static. You may not feel stressed today, but then something happens and you feel stressed. It is important to regularly reflect on your own well-being and stress levels. Return to this activity every few months, and, when needed seek out support from the people and services we just discussed.</p>
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MODULE 2/SESSION 4: How does stress affect teacher and student well-being⁵⁵?

<p>45 – 60 min</p>	<p>2.4: TEACHER & STUDENT WELL-BEING</p> <ul style="list-style-type: none"> → Learning Objectives: <ul style="list-style-type: none"> → Identify how stress on teachers can affect the risk and protective factors in student’s lives → Draw clear connections between teacher well-being and student well-being → Facilitator Notes: <ul style="list-style-type: none"> → It is important to acknowledge that there are many stakeholders inside and outside of schools, who affect teacher and student well-being. → The focus of this activity is on the relationship between teachers and students specifically, and their respective well-being → Preparation: <ul style="list-style-type: none"> → Flip chart and markers
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⁵⁵ Activity 2.3 ‘The Wellbeing Tree’ from Learning and Well-Being in Emergencies Teacher Training Guide 2018

Main Message

As a teacher you are likely to feel some stress related to your work, and the behaviours your students are demonstrating. In addition, you and your family members may be directly affected by distressing events, and you may need some support to process your own experiences. Stress is a natural reaction in response to the physical and emotional challenges you encounter. **The stress you are feeling can have an impact on others, including your students.** Often it is possible to manage stress and take care of your own well-being. Other times, you may need to seek additional help from a professional.

Activities:

1. SAY (10 min)

- a. As discussed earlier in this module, as teachers, you have positive and negative factors in your lives that affect your ability to do your job well. Often the negative factors cause stress.
- b. In order for you to stay motivated and to be a positive influence on children and their learning, it is important that you build up the positive factors and address those, which are having a negative effect on your well-being.

2. DO

- c. Remind participants to look at their personal list of positive and negative factors affecting their ability to do their job well (session 2.1)

3. SAY

- d. Ensuring your well-being (*point to the well-being definition you wrote on a flipchart in session 2.1*), or in other words, your emotional, social, physical, and spiritual health, can help improve your sense of happiness and pride at work and at home.
- e. When you are happy and proud of what you do, you are more likely to be good, supportive teachers to your students.
- f. When you are suffering from stress, it can be difficult to think clearly and to be a positive and supportive influence on your students. Under such circumstances, you may be quicker to use anger or violence in the classroom (i.e., use your 'emotional' rather than your 'rational' brain), potentially putting children at risk

of harm. And/or making it harder for you to protect students from additional risks and hazards in their lives.

4. DO (20 – 30 min)

- a. Divide participants into groups of 4-5.
- b. Provide each group with a flipchart paper and some markers.
- c. Explain that this activity will look at the risks and protective factors for children, and while there are many stakeholders who contribute to these factors, the focus here will be on the relationship between teachers and students.
- d. Explain that this activity will include several steps. Instruct participants to listen to the instructions carefully – as you will proceed step-by-step together.

5. SAY:

- e. Step One is for you to draw a large, simple outline of a tree on your paper.

Facilitator Note

Display an example of a large, simple tree at the front of the room. As you read each step of the instructions, add an example to the sample tree so that participants can visualize what you are describing. Feel free to use an example of a tree that is contextualized to the local environment (for example, a palm tree).



6. SAY:

- f. Teachers can be both a source of risk and protection for children.
- g. This tree will include examples of risks and protective factors, and how they can both be present in any given situation.
- h. You will be drawing and labelling the stump/roots, the trunk, the branches/leaves of the tree, and the fruits.
- i. Imagine a challenge that your community has faced, or could face (e.g., displacement, a hurricane, an earthquake, gang violence, armed occupation,

harmful gender norms, sexual and gender-based violence, etc.). How has it/could it impact your community, and in particular, teachers?

- j. Step Two is to write the problem and its consequences for your community and teachers at the bottom of the tree – write these on the stump/roots.

[Pause to allow each group to complete the step]

- k. Step Three is to list the ways that the situation can impact teachers' priorities and responsibilities – write these on the trunk of the tree.

[Pause to allow each group to complete the step]

- l. Step Four is to write the types of harm and problems that teachers could do to children in such circumstances – write these on the branches/leaves of the tree.

[Pause to allow each group to complete the step]

- m. Step Five is to write the different ways teachers could protect children – draw these as small fruits coming off the tree.

[Pause to allow each group to complete the step]

Facilitator Note

Examples of roots/stump (problems and consequences):

- *Community has been hit by an earthquake, buildings destroyed, many killed*
- *There is ongoing fighting in the country and the community is directly affected – many people live in fear and there are tensions between community members*

Examples of trunk (teacher priorities and responsibilities):

- *Teachers lose loved ones*
- *Teachers are worried for the safety of their family*
- *Teachers' families have suffered losses and, as a result, they have additional financial worries*

Examples of branches/leaves (harm to children):

- *Teachers may use corporal punishment in class*
- *Teachers do not come to school*
- *Teachers are not properly trained*

Examples of fruits (protection for children):

- *A source of care and support*
- *Refer to professional care as needed*

7. DO (10-15 min)

- a. Ask one group to present their tree. Then just ask the rest of the participants if they have anything 'new' or different to add based on their group's discussion.
 - b. As participants are presenting and discussing ask the following to prompt deeper reflection;
 - i. Under what circumstances is a teacher harmful? When are they protectors?
 - ii. How do teacher priorities and responsibilities affect teacher behaviour towards students (harmful vs. protector)?
 - iii. When looking at the challenges/problems in the community, can you identify any that affect most or all of the community (i.e., not just teachers)?
8. SAY (5 min)
- c. When thinking about teacher and student well-being, it is important to take a step back and look at the whole picture (i.e., the roots, trunk, branches/leaves, and fruit). This helps us to see the interconnection between all the factors in teachers' and students' lives.
 - d. In some cases, we can see that teachers and students are experiencing similar stress; for example, after a natural disaster, armed conflict/attack on schools). When this is the case, everyone's well-being in the community is at risk.
 - e. However, we also know that this is when our brains, and children's brains, go into survival mode. Responses/actions become less rational and more emotional, and the potential for frustration, conflict and even harmful behaviour increases. This is also true when individual teachers are experiencing personal stress which others may not (i.e., loss of a family member, an unsupportive manager, sexual and gender-based violence).
 - f. Regardless, children must always be protected. Which means, student AS WELL AS teacher well-being should be a priority.
 - g. In the next session, we will discuss and brainstorm practical ways to manage your stress and improve your day-to-day well-being and work.

145 min

2.5: DEALING WITH STRESS

→ **Learning Objectives:**

- Identify and differentiate between what teachers can control, can influence, and cannot control
- Apply knowledge of signs of stress, risk and protective factors, available supports, and coping mechanisms

→ **Facilitator Notes:**

- This activity is meant to be positive and constructive. Participants should not dwell on the 'things they cannot control'. The intention is that by focusing on the things in their lives, which they can control, they are better equipped to shape their well-being. And, by acknowledging things that may sit outside their direct 'sphere of influence', they can begin to identify and access external support when needed.
- The skits should offer practical solutions and demonstrate knowledge gained across all sessions in Module 2. Ensure that all participants contribute to the skit and discussion, and address any negative gender norms if they arise.

→ **Preparation:**

- Flip chart, markers, 2 sticky notes per person
- A4 sheets of paper (1 per participant)
- Completed Signs of Stress Handout
- Handout 2 – Mindfulness Activities
- Handout 3 – Identifying Stress Scenarios
- Handout 4 – Well-being Strategies

Activities:

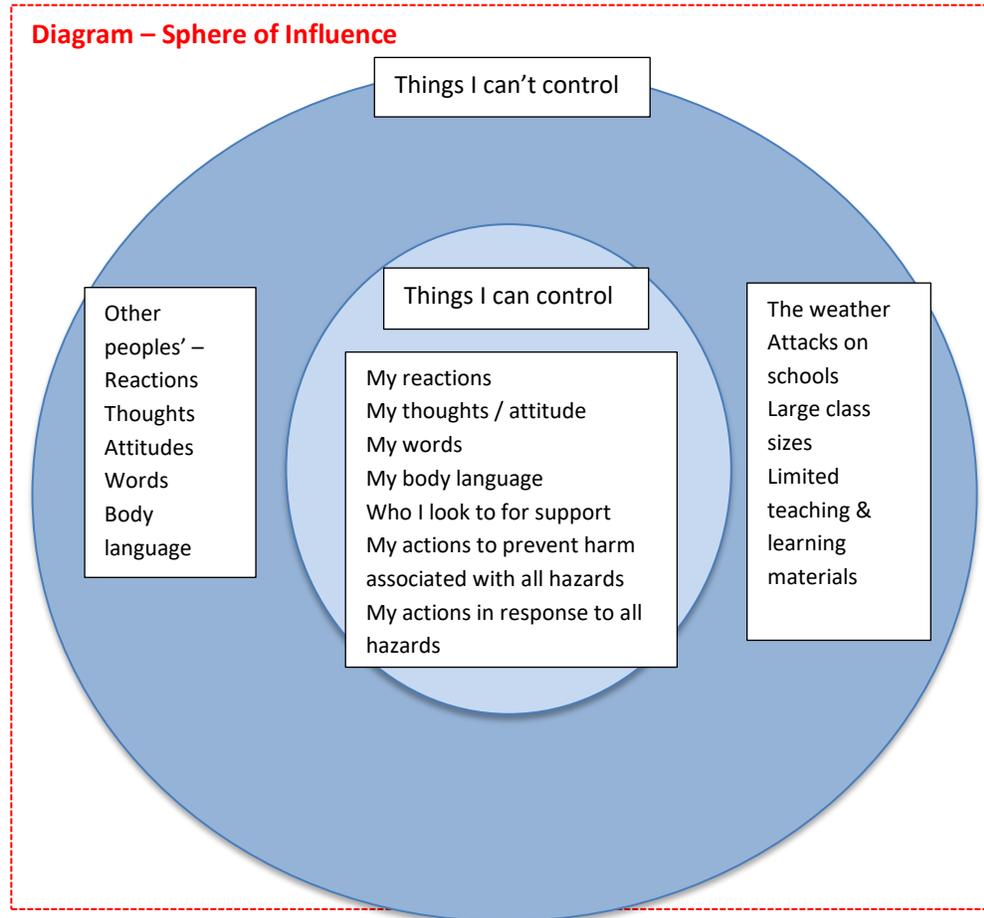
1. SAY (2 min)

- a. As discussed in earlier sessions - when we are stressed, things can happen to our body and our mind – our heart rate increases, we may perspire, talk loudly and quickly, can shout, and even punish students.

- b. Learning how to manage your stress, including taking care of your own well-being, can help you to prevent some stressful situations and help you to react more positively during others.
 - c. We are going to begin this session with two Mindfulness Activities, which you may wish to use in your day to day lives, and even with your students to help cope with stress.
2. DO (10 min)
- d. Take participants through the two Mindfulness Activities on **Handout 2**
3. SAY
- e. Hopefully we are all feeling a little more relaxed and present for this session. Now we are going to take a closer look at the sources of stress in our lives and our control and influence over them.
3. DO (20-25 min)
- f. Draw a large circle and a smaller circle inside of it on a flipchart paper. Label the larger circle 'What I can't control' and the smaller circle 'What I can control'.
 - g. If available, pass out 2 sticky notes to each participant.
 - h. Ask participants to refer back to the table they created during session 1. Ask participants to look at the negative and positive factors affecting their work. Ask them to reflect on their personal sense of control offer the factors they noted down.
 - i. Give participants (5 minutes) to write 1 example of something they can control as a teacher and 1 example of something they can't control as a teacher, which they will share with the group. Ask them to reflect and write their responses silently, and choose examples that relate most to their job as a teacher. *Note - If they are having a hard time coming up with ideas, see diagram below.*
 - j. Once participants have noted down their reflections, have participants stick their examples on the flip chart in the appropriate circle. (Note: if sticky notes are not available, ask them to reflect silently and then call upon volunteers to share their reflections and then you can note them down in the appropriate circle on the flip chart.)

- k. Ask participants if they agree or disagree with where items have been placed, and to explain why? Move as needed until the points are placed in similar ways to the provided diagram.
- l. Highlight any shared points.

Diagram – Sphere of Influence



3. SAY (5 min)

- a. A big part of coping with, and managing stress, is focusing on what you can do to prevent and respond to it.
- b. Hopefully, now it is clearer the types of things in your day to day life and work which you have control over. For example, your own thoughts, words, feelings and body language.

- c. We can also see examples of things that you may not be able to fully ‘control’ but that you may be able to influence or react more positively to. Can you give me some examples?

4. DO (10 min)

- d. Gather response from participants, and put a star beside the items where teachers may not have control but do have influence. Examples may include –
 - i. Earthquake damage to classrooms. Teachers cannot control the weather, but they can mitigate the risk of hazards associated with earthquakes, by providing input into construction plans, ensuring students and staff know safety drills and procedures, etc.
 - ii. Large class sizes. Teachers may not be able to control how many students they have in a class. But they can raise concerns with head teachers/principals, develop classroom management strategies, work with peers to manage large classes, etc.
 - iii. Peer to peer bullying. While teachers can’t fully control whether or not bullying happens, they can reduce instances of bullying by creating a positive and respectful learning environment, developing children’s social emotional learning skills, responding to bullying when it happens, etc.
- e. Ask participants to take 5 minutes and draw their own personal ‘Sphere of Influence’, taking into consideration the table they developed in session 1.

5. SAY (5 min)

- f. It is important to recognize the difference between CONTROL and INFLUENCE. While there are many things we cannot fully control, this should not be discouraging. As there are things that we have considerable influence over, and others, which we do directly, control. It is important to focus on these things and to seek support from others as needed (refer back to available support identified in session 3).
- g. While we know in stressful situations it can be difficult to tap into the ‘rational’ part of our brain and not let the ‘emotional’ part take over;

reflecting on the things you can influence versus control can be a helpful coping strategy. By doing so, you are tapping into the 'rational' part of your brain, and it is supporting you to make reasoned decisions about how you react to, and address, the stress you are facing.

- h. Ultimately, how you react to stress, i.e., how you access what you CAN control, is a very important to your well-being (refer back to well-being definition below).

Well-being does not only refer to our physical health. It also refers to our emotional, social, and mental health. Well-being includes what is good for a person in many different ways. For example, it might include participating in a meaningful social role, feeling happy and hopeful, living according to your values, having positive social relations and a supportive environment, **and feeling capable of dealing with challenges.**

6. DO (60 min)⁶

- i. Divide participants into 3 groups
- j. Explain that they are going to each look at a different teacher scenario. And explore how the teacher's well-being might impact on learning and student well-being in the classroom.
- k. Assign 1 scenario to each group (**Handout 3**), and have them read and discuss for (5 minutes). Ask them to answer the following questions -
 - 1. *What signs of stress the teachers are displaying.*
 - 2. *The impact of stress on the teacher's performance in the classroom.*
 - 3. *The impact of stress on the students' performance and well-being.*
- l. Now ask the participants to prepare a short skit. The 1st 'act' of the skit should present the current scenario as described in the handout. The 2nd 'act' should present how the teacher can cope with the stress they are experiencing and improve their well-being. This should also include how stakeholders outside of the individual teacher can support. Give participants (10 minutes) to each prepare a 5-minute skit.
- m. Each group presents their skit and receives feedback from the group (5 min skit + 5 min feedback x 3 = 30 min total)

7. SAY

⁶ From Positive Discipline and Child- Friendly Classroom Management, Module 5, Day 1, Activity 2 – *Why is Teacher Well-Being Important?*

	<ul style="list-style-type: none">n. We cannot control everything that causes us stress; however, we can control our reactions to stress. This is important for our own well-being, and for the well-being of those around us, especially our students. A happy teacher is more likely to have a happy classroom. <p>8. DO (12 minutes)</p> <ul style="list-style-type: none">o. Provide participants with Handout 4. Ask them to read the handout and think of specific examples of how and when they will incorporate these activities into your daily routines. For example, write the names of the people they will confide in, or the types of sports they will play. Give them 10 minutes to complete the handout individually. <p>9. SAY</p> <ul style="list-style-type: none">p. Continue to reflect on the positive and negative influences in your work and life, and as we move through these modules you will gain additional knowledge and skills to directly address them.q. This concludes Module 2.
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B. IDEAS FOR SELF-DIRECTED ACTIVITIES

- *The next time you are feeling stressed or you notice your students may be feeling stressed, try doing one of the mindfulness activities in Handout 2. You may even want to try integrating the activities into the daily routine (i.e., first thing in the morning before lessons, or immediately after lunch) for a few weeks. Then reflect on your own or with others on how practicing these activities has affected your mood and stress levels.*
- *If you feel you may be under severe stress (refer to Handout 1) take action now, and speak with your supervisor, a doctor or counsellor.*

C. PEER LEARNING CIRCLE

This is a discussion guide for a Peer Learning session, which is linked to Workshop 1 to provide an additional space for further discussion on violence against children in and around school.

General advice for a Peer Learning Circle is:

- All teachers should attend together or in small groups as geography allows.
- Keep the event informal.
- Try to get refreshments and a snack for everyone attending.
- Respect everyone's time by keeping the meeting short and fitting in with teachers' schedules (both work and home schedules).
- Every teacher should bring a copy of Resource 1 and (if they have one) a Teacher Competency Profile.
- Teachers should sit in a circle.

Specific guidance for this Peer Learning Circle is as follows:

1. Review the Safe Schools Domains and Subdomains table.
2. Each teacher may review their self-assessment on their prioritized domains and subdomains.
3. Discuss the successes.
4. Discuss challenges they've had and share ideas for how they can help each other to succeed.
5. If applicable, review the self-directed tasks and ask teachers to choose a new task.
6. Consider adding prompting questions related to a specific domain or subdomain.
7. Always link discussion back to knowledge and skills of the Action Pack.
8. Start the discussion with some Prompt Questions:

MODULE 2 RESOURCES AND HANDOUTS

(See next page)

Module 2/ Session 5: Handout 1 – SIGNS OF STRESS

	Never (Score 1)	Once a month (Score 2)	Often / once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pain				
3. I am always tired, physically and mentally				
4. I cannot tolerate noises				
5. My work no longer interests me				
6. I act impulsively				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty sleeping				
12. Doing even routine things is an effort				
13. I am cynical or very critical				
14. I have bad dreams or nightmares				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work than initially				
Total:				

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering from stress and should take it easy. Try to find ways of coping and reducing your stress.
- Above 36: You may be under severe stress. Ask for help from someone close to you. If possible, talk with your supervisor, a doctor or counsellor.

Module 2/ Session 5: Handout 2 – Mindfulness Activities⁷

Contract and Release- Heat

Take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Contract up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.

Sit silently for 30 seconds, or as long as they are comfortable.

Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly open them.

Focus on the Light

Sit silently and visualize. If you are comfortable feel free to close your eyes.

Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with love and good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, “The light is in me, I am the light. I shine light on everyone and everything around me.

Sit for a few seconds in silence.

Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.

⁷ INEE Teachers in Crisis Content Training Pack, Participant Handbook page 5

Module 2/ Session 5: Handout 3 – Identifying Stress Scenarios

Scenario 1: Fatima fled her country and has been living in a refugee camp for five years. She was nominated by the refugee leaders to be a grade 2 teacher as she is one of the few women in the camp to have completed her primary education. She was not a teacher in her country, is a little intimidated by the older students in the class and is only one of two female teachers in her school. She attends school management and parent teacher meetings, but rarely speaks.

Scenario 2: Patrick has been a teacher for five years. His country has had several decades of civil conflict. He has not been paid by the government for three years and is paid by parents sporadically. To supplement what parents pay, he tries to farm on his small plot of land and sell whatever he can at the market several days a week.

Scenario 3: Abraham had always wanted to be a teacher and he received his college degree in pedagogy. He wants to be a good teacher but often lacks textbooks and has over 100 students in his class. He has asked Principal for help and advice on how to manage a large classroom, but the school Principal rarely has time to talk to him and never visits his classroom to observe teaching and support the teachers. Abraham feels frustrated and sometimes angry.

Module 2/ Session 5: Handout 4 – Well-Being Strategies⁸

Instructions: Add to the list. What other strategies do you use to deal with your stress?

Relax

Take a deep breath.

Belly breathing.

Stretch.

Express Yourself

Don't hold everything in. Talk about how you feel with other teachers, family, friends.

Find a hobby- music, exercise, cooking, journaling, drawing, etc.

Express your worries in prayer.

Think Positively

Don't blame yourself if things don't work out perfectly.

Your best is good enough.

Take a Break

Pause and reflect.

Enjoy the moment.

Enjoy your friends and family.

Count to 10.

Get Organized

Make a schedule.

Set goals.

Don't be afraid to reach out for help. There are many services and support systems in place to help.

⁸ INEE Teachers in Crisis Content Training Pack, Facilitator Guide page 34 & Participant Handbook page 7