

4.1

ROLE OF THE TEACHER IN SUPPORTING WELLBEING, AN INTRODUCTION



30 minutes



Markers, pens, flipchart, Classroom Wellbeing Portfolios



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

- Describe how and why adult roles may change in crisis contexts
- List six ways in which teachers and the classroom can support student wellbeing
- Develop a plan to support wellbeing in their own classrooms.



Introduction




10 minutes



Paper, flipchart, markers



Pairs, whole group, individual, whole group

- ➔ Display the learning objectives for the session. Invite a participant to read them.
 - ➔ Explain that over the next few sessions, participants will learn different ways in which adults, and specifically teachers, can support children's wellbeing.
 - ➔ Remind participants what they learned in Module 3 about the effects of conflict on children's wellbeing and learning.
 - ➔ Explain that the roles adults play may change during conflict.
 - ➔ In pairs, invite participants to draw a child and then around the child draw the adults "normally" involved in a child's life (i.e., teacher, parent, aunts and uncles, friends' parents, neighbours, etc.).
-  Participants can do their drawings individually or discuss them in pairs in breakout rooms.

- ➔ Invite groups to share who they see as the adults a child would "normally" have in their life. Draw these on a flipchart around the child.
- ➔ Note that, due to conflict, some of these adults may no longer be in the child's life. Either ask participants to share examples of who might be missing from the child's life or give examples. As they or you mention an example, cover the picture of that adult. For example:
 - The child's aunt and/or uncle left the country/area, but the child had to stay behind.
 - The child left, but their father stayed behind to fight. Now, their mother is working extra hours and trying to find lodgings. She's therefore not around very often and, when she is, is very stressed.
 - A neighbour who the child was close to left or was killed.
 - The child had to move, so they have new teachers who speak a different language and find it difficult to communicate their feelings and needs.

Say, for example:

"As you can see, conflict can change the adults in a child's life and the roles of those adults who remain. As a teacher, you may be responsible for finding additional mental health support for a child or providing additional support in the absence of services, which we will discuss in a later session."



- ➔ From the perspective of students, ask participants to describe how the role of teachers and their relationships with their students have changed during the conflict.
- ➔ Invite them to share:
 - As a student, how did you perceive the role of a teacher as having changed? How has that affected the relationship?
 - As teachers, are there other ways in which your roles have changed, which students perhaps aren't aware of?
 - What other roles have you taken on since the conflict began?

Key Point



Due to the conflict, many of the adults in a child's life may no longer be present or available in the ways they used to be. As a result, those adults who are around, especially teachers, may need to provide additional support and serve in different roles than usual.



Module overview



10 minutes



Flipchart/cardstock, markers



Facilitator "lecture"

- ➔ Display the agenda for all six training sessions in Module 4, explaining that each session will focus on a way in which teachers can support children's wellbeing through a crisis.
- ➔ Explain that before discussing how they can support children's wellbeing, it's important to think about our own wellbeing as teachers, which can have a huge impact on students. We will have difficulty supporting students' wellbeing if we aren't taking care of ourselves. For example, if a teacher is stressed, it will be harder to teach and be patient with students. For the strategies in the next six sessions to be successful, teachers must therefore address their own wellbeing. Teachers are better able to teach effectively and grow professionally when they're well.
- ➔ All the strategies to support student wellbeing can be adapted to support our own wellbeing as teachers.

- ➔ Describe each of the six sessions in Module 4, and briefly explain what they will learn:
 - **4.2 Creating a Predictable and Playful Learning Environment:** how routines can help to create a sense of normality and how to develop a plan for creating predictability and structure
 - **4.3 Positive Behaviour Support:** how positive and negative behavioural support impacts children, how to develop a plan for rewarding positive behaviour, and how to redirect and address negative behaviours in the classroom
 - **4.4 Promoting Socially Interactive Learning Environments:** the importance of peer relationships to children's wellbeing, and strategies for building positive social interactions
 - **4.5 Building Coping and Social Emotional Skills Through Play:** how social and emotional learning (SEL) supports children's wellbeing and how to develop a plan for integrating SEL
 - **4.6 Talking about Crisis:** basic support strategies for talking to children about crisis
 - **4.7 Getting Additional Support:** existing MHPSS resources available in and around the school network and how to develop a referral plan.
- ➔ Explain that these will help them to best support their students.



Conclusion



10 minutes



Markers and pens, Classroom Wellbeing Portfolios



Whole group review, individual drawing/writing

➔ Recap what you've discussed (ask questions of the group or invite one or two participants to provide a recap).

- Ways in which adult roles change during conflict
- Six ways to support children's wellbeing

➔ Invite participants to take five minutes to add notes in their Classroom Wellbeing Portfolio.

- What strategies are they already using to support their students' wellbeing?

