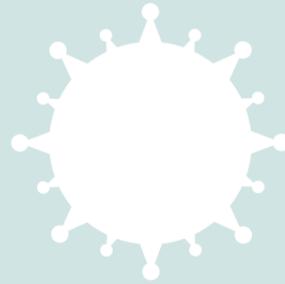


# Ready to Come Back: Teacher Preparedness Training Package



Not for sale



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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

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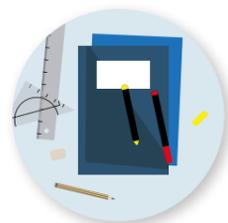
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The UNICEF MENA Regional Office Education Team, Sara Yasan and Aferdita Spahiu under the lead of Jeannette Vogelaar, Regional Education Advisor, conceived, guided, coordinated, and reviewed the development of the package.

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. The initial drafting of the Module 4 was done DED - Disability, Education and Development - Lda. lead by Paula Frederica Hunt and with technical expertise of colleagues Wongani Grace Taulo, Senior Adviser Education and Asma Maladwala, Programme Specialist, Children with Disability. 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.

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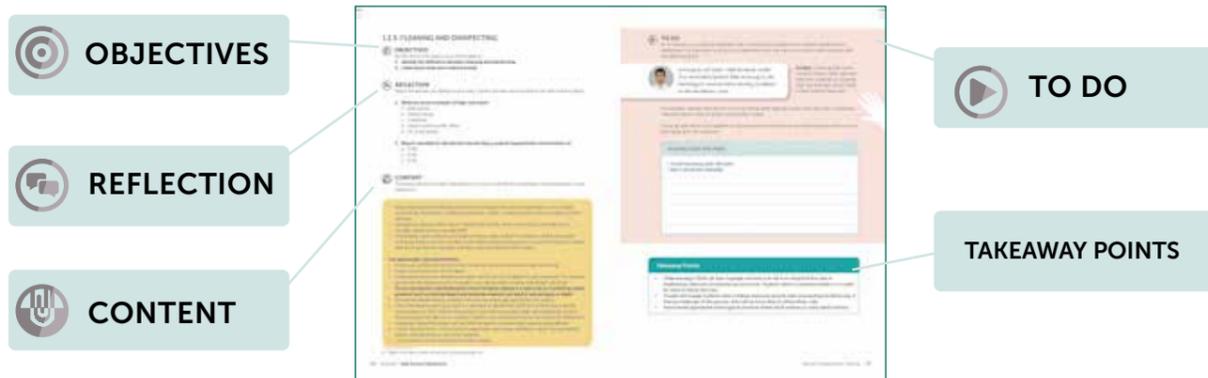
## INTRODUCTION

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-paced 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 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.



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 fourth module, **Everyone Learning**, provides teachers with guidance on inclusive learning in the classroom, both online and offline. Every child has unique learning needs and this module focuses on ensuring that all students, including children with disabilities, have the opportunity to participate in quality inclusive education.

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 closures, 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 called 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 control 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.<sup>1</sup>

**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 avoiding 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 kills germs.<sup>2</sup>

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

<sup>2</sup> 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 reduces 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?

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2. In your country, what are the national institutions (in addition to the Ministry of Health) to follow for reputable advice and guidance?

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## CONTENT

Hand out with facts about COVID-19.<sup>3</sup>

### 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 other types of the common cold.

### WHAT ARE THE SYMPTOMS OF COVID-19?

Symptoms often include fever, cough, shortness of breath, tightness of chest, tiredness and fatigue, headache and temporary loss of taste or smell. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. This is why frequent testing is important, and being the only way to confirm if someone has COVID-19.

### HOW DOES COVID-19 SPREAD?

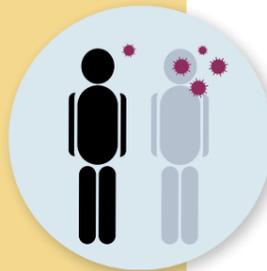
The principal mode by which the virus is transmitted is through direct contact with respiratory droplets of an infected person. Respiratory droplets are produced during exhalation (i.e. breathing, speaking, coughing, and sneezing). Transmission through respiratory droplets is likely to occur when someone is close to a person who has COVID-19, generally within 1 meter. While airborne transmission of COVID-19 is still being researched, it is advised to take airborne precautions.<sup>4</sup> This includes keeping patients in well-vented isolation, wearing masks, and limiting movement when ill.

Some people may be asymptomatic and therefore not exhibit obvious symptoms associated with COVID-19. However, these people can still spread the virus to others. Additionally, the virus can be spread even before a person starts to develop symptoms. Therefore, maintaining a routine of physical distancing, good hygiene practices and frequent cleaning of surfaces is important in lowering your chances of contracting COVID-19.

### WHO IS MOST AT RISK?

Older people and younger people can both be infected by the COVID-19 virus. However, the risk<sup>5</sup> for severe illness increases with age, with older adults at the highest risk. Older people, particularly those over the age of 65 and people with pre-existing medical conditions such as asthma, diabetes, obesity and heart disease appear to be more vulnerable to becoming severely ill with the virus. However, young people can also be impacted by the virus, and people with pre-existing medical conditions, regardless of age, are considered to be vulnerable. WHO advises people of all ages to take steps to protect themselves from the virus, for example by following good hand hygiene and good respiratory hygiene.

The COVID-19 pandemic has also put children's health at risk indirectly. During school closures, many children, particularly the most vulnerable, lost access to adequate health resources and support that assist in their learning and development. Without the school platform, issues such as nutritional deficiencies were exacerbated for many children and their families, leaving them more susceptible to poor cognitive and physical development and hindering their ability to learn and thrive.<sup>6</sup> In the following modules, this package will look more closely at supporting children in the return to school and learning.



### WHAT IS THE TREATMENT FOR COVID-19?

You should always follow official guidance and information provided by the governments and health agencies.<sup>7</sup> Hydroxychloroquine or chloroquine, a treatment for malaria, lupus erythematosus, and rheumatoid arthritis, has been under study as a possible treatment for COVID-19.<sup>8</sup> Health care providers are continuing to learn how to treat COVID-19 more effectively. The WHO has developed guidelines on the clinical management of COVID-19, highlighting how to treat cases from mild to severe. The care pathways offered by the WHO range from isolation, to antipyretics for fever and pain to more complex interventions, such as the administration of supplemental oxygen therapy.<sup>9</sup> The guidelines are dependent on the severity of the infection. Healthcare providers and public health experts are continuously learning how to treat COVID-19 more effectively. If you or one of your students feels ill, it is important to follow instructions provided by your doctor.

As of early 2021, a COVID-19 vaccine has been made available. Each country is rolling out the vaccination process differently. You should check with your local public health bodies, your doctor and the Ministry of Health in your country to find out more about how it is being administered, and when and how you can register to get your vaccine.

### 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 for at least 20 seconds
- Cleaning frequently touched surfaces and objects
- Wearing a mask in public places



### 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. The Ministry of Education is also a reputable source for teachers to go to for update information on school closures and educational protocols in the context of COVID-19. 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.

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

<sup>4</sup> Taken from <https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

<sup>5</sup> Taken from <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/older-adults.html>

<sup>6</sup> WFP. *A chance for every school child: partnering to scale up school health and nutrition in the COVID era*. June 2020

<sup>7</sup> <https://www.rcpch.ac.uk/resources/covid-19-resources-parents-carers#key-messages>

<sup>8</sup> Carlos M. de Barros, MD et al

<sup>9</sup> <https://www.who.int/publications/i/item/clinical-management-of-covid-19>

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:

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### 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; however, older populations and those with underlying health issues are more vulnerable.
- Always follow the advice from reputable organizations, such as UNICEF, the WHO, and the Ministry of Health and the Ministry of Education in your country.
- Apply classroom strategies that are advised by your national Ministry of Health that has been developed based on global guidelines and health standards. If in doubt, ask your national Ministry of Health for clarification.
- Staying updated on the COVID-19 situation as it continues to evolve is a good starting point. The following sessions in this module will elaborate on what else you can do in the classroom in response to the pandemic.

## SUBMODULE 1.2. CLASSROOM PROTOCOLS

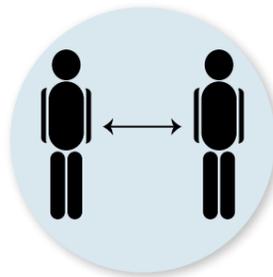
The second submodule covers important protocols for both inside and outside the classroom. It specifically provides information on how to physically distance in the classroom, best practices for health and hand hygiene, and information on cleaning and disinfecting.

### 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 students practice safety outside of the classroom (i.e. during lunch breaks?)

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### 2. What other alternatives are feasible if classrooms are over-populated and cannot meet the physical distancing measures?

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#### CONTENT

Advice for 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 students eat lunch at their 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).
- 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 (i.e. refresh the inside air with fresh air from the outdoors several times a day. You can do this by keeping the window open).
- Encourage students not gather and socialize in big groups upon leaving school grounds.

#### Some additional solutions include:

- Encouraging a combination of physical distancing and mask wearing at school.
- Avoid crowding during school or day care pick-up/drop-off times. If possible avoid pick up by older family or community members (e.g. grandparents). Arrange school pick up/drop off times according to age group to decrease any large gatherings of children at a given time.
- Limit mixing of classes for school and after-school activities. For example, half of the 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. Establish an order for each class to enter and leave the building/classroom.
- In addition to physical distancing solutions in the classroom, schools should address and plan for implementing measures in communal areas, such as the school cafeteria and canteen. The school administration, in accordance with national health advice, should: develop protocols for food preparation and consumption (e.g. distancing and seating), conduct regular checks on kitchens and canteens, and plan training sessions for school feeding committees, cooks, school staff, parents, students and others who manage food in the school setting.<sup>10</sup>
- Even if school feeding programmes, as well as kitchen and canteen measures are not necessarily within your scope of responsibilities, it will be helpful for you to know how this is being handled at your school so you can inform parents and students in case they have any concerns. If your school is applying on-site monitoring checklists for school kitchens and canteens, share this with parents.

<sup>10</sup> UNESCO, UNICEF, WFP, *Guidance Notes on reopening schools in the context of COVID-19 for school administrators and principals in Latin America and the Caribbean, July 2020*

**TO DO**

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

CLASSROOM DOS 	CLASSROOM DON'TS 
Wave at each other as a form of greeting	Don't come closer than 1 meter when doing pair or group work
_____	_____
_____	_____



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.
- Keeping canteens open with a flexible schedule to avoid large gatherings, while ensuring excellent compliance with hygiene and physical distancing guidelines.

In addition to the physical distancing measures noted in this module, it is also necessary that governments and school staff work together to ensure the continuity of school feeding and nutrition services. Not only did COVID-19 affect children's wellbeing and learning (more on this in modules 2 and 3), access to adequate nutrition through school feeding services was severely disrupted.<sup>11</sup> As such, creating resilient school environments will include safeguarding schoolchildren's food security and nutrition. Below is a checklist of nutrition considerations for the reopening of schools.<sup>12</sup> Check it off once you've completed the action!

WHEN:	ACTIONS :	
PRIOR TO OPENING	Identify how your school plans to resume school feeding services and programmes. Once this has been identified, communicate with parents using whichever method of communication you have been using during the school closures. Prior to opening, ensure that parents and families are fully aware of how school feeding will resume at their child's school.	
	Communicate with students' families to determine if there are any health concerns with your students that may have developed during the school closures (e.g. low iron and anemia).	
	Once you've identified potential nutrition concerns, determine where you can implement nutrition education in your lesson plans, learning goals or classroom activities. The focus should be on active living and healthy eating behaviours and on enhancing the home diet. Provide students with worksheets, handouts and resources on nutrition, such as the food pyramid, that they can take home and share with their parents and encourage their families to adopt a healthier lifestyle. You can embed family diet activities into homework tasks or project based learning (see more on project based learning in module 3).	
	Determine what the rules will be for distancing and seating in the canteen (or dining room/classrooms/kitchen) so you know how to stagger your students' lunchtime.	
	Identify what on-site monitoring will look like at your school's kitchen or canteen. If this includes a checklist in accordance with COVID-19 measures, share the checklist with parents so they are aware of the steps being taken.	
	Revise existing school health and food safety protocols and guidance in line with recommendations for preventing the spread of COVID-19.	
	If schools are organizing home-deliveries of food baskets/kits/packages, make sure that all your students, particularly the most vulnerable ones, can be reached.	
	For children who have not returned to school or are most at risk of not returning, or in the case that schools go into another round of closures, identify what, if any, contingency plans have been developed to continue the provision of food to children.	

<sup>11</sup> WFP, FAO, UNICEF, *Mitigating the effects of the COVID-19 pandemic on food and nutrition of schoolchildren*, April 2020

<sup>12</sup> UNICEF, WFP, *Multisectoral checklist for school re-openings and school-based nutrition in the context of COVID-19*, July 2020

WHEN:	ACTIONS :	✓
AFTER OPENING	Take the time to explain the new measures that will be implemented and the importance of complying with them to your students.	
	Provide information on hygiene measures such as hand washing before and after food consumption (for more on health and hand hygiene, see session 1.2.2.)	
	Promote initiatives that strengthen the link between school nutrition/health and learning. Reinforce food and nutrition education learning plans, focusing on healthy eating behaviors and on enhancing home diet, targeting both students and families.	
	Implement approaches that reduce the spread of COVID-19, such as staggered school breaks, no sharing of utensils, maintaining a safe distance between students as they queue for and eat food.	
	Ensure an operational referral system to healthcare experts and facilities is in place.	
	Reinforce curriculum content and learning plans on healthy diets and good nutrition. These need to be age appropriate and inspire students to choose healthier lifestyle options and avoid unhealthy foods and beverages. Ensure that materials and messages on healthy diets and good nutrition also reach parents.	
	Promote physical activity in your lesson plans.	
Verify that each student receiving and consuming food ration does so while adequately wearing a mask and maintaining the suggested physical distance of at least one meter.		

### ★ EXTRA RESOURCE<sup>13</sup>

#### CHECKLIST FOR SCHOOL ADMINISTRATIONS, TEACHERS AND STAFF ✓

- Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake. Ensure adequate, clean and separate toilets for girls and boys.
  - 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
- 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.).
  - 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
- Increase airflow and ventilation where climate allows (open windows, use air conditioning where available, etc.
- Post signs encouraging good hand and respiratory hygiene practices.
- Ensure trash is removed daily and disposed of safely.

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.

## 1.2.2. HEALTH AND HAND HYGIENE

### 🎯 OBJECTIVES

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

- Identify appropriate hygiene practices, especially around handwashing.
- Identify how you will approach hand hygiene in your classroom.
- 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.

- When washing your hands, make sure that you use \_\_\_\_\_ water:
  - Hot
  - Cold
  - Temperature doesn't matter

<sup>13</sup> Taken from Interim Guidance for COVID-19 Prevention and Control in Schools, UNICEF, WHO, IFRC, March 2020.

## 2. After washing your hands, you should:

- Use hand sanitizer to ensure they are extra clean
- Dry them using a single-use towel
- Use a disinfectant hand wipe

## 3. If handwashing is not available in your classroom, what alternatives are possible? (Hand sanitizer? Disinfectant wipes?)

### CONTENT

Handwashing is one of easiest, more cost efficient and effective way of combating the spread of germs and keeping students healthy.<sup>14</sup>

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:

- 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. You can encourage students to sing a quick song at this point to make it a fun habit.
- Rinse thoroughly with running water.
- Dry hands with a clean, dry cloth, single-use towel or hand drier as available.

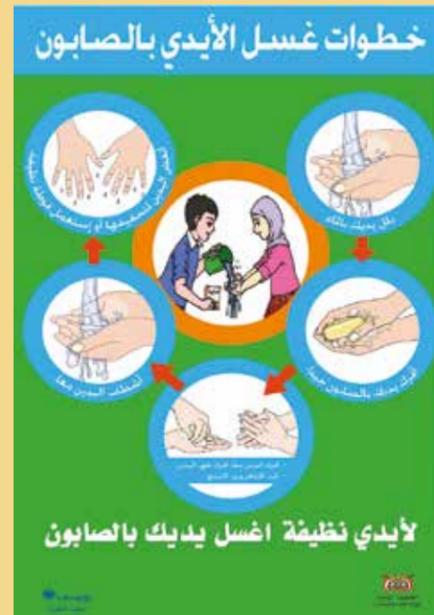
What if there is limited access to a sink, running water or soap in the classroom/school? In that case, use an alcohol-based hand sanitizer.

#### When using hand sanitizer:

- Liberal apply hand sanitizer to the palm of the hand.
- Rub hands together, palm to palm.
- 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.



<sup>14</sup> Taken from <https://www.unicef.org/coronavirus/water-sanitation-one-of-best-defences-against-coronavirus>

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.



Establish at least one easily accessible handwashing station at the entrance to all eating areas, such as cafeterias, canteens or school dining areas. Make sure those stations are provided with soap for effective handwashing and clean single-use towels if possible.

Adequate hand and hygiene measures are not only necessary for students, but also for teachers and school staff. The following rules are important reminders for all school staff.

Make sure that all staff members in charge of handling food receive information on hand hygiene and the importance of preventing COVID-19. Teachers and school staff in charge of food preparation and distributions should always wash their hands when:

- When they arrive at the school (main entrance of the building).
- Before they start work.
- Before and after taking off their mask.
- Before preparing food, eating or helping children eat.
- After using the bathroom and assisting a child to use the toilet.
- After blowing their nose or helping a child blow his/her nose.
- After contact with anybody secretions (tears, nasal secretions, saliva, blood).
- After school.

### 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.
- Before children wash their hands, apply a 'germ stamp' on the backs of their hands. Instruct them to make sure they wash off the stamp. This will also allow you to know how thoroughly children washed their hands while giving them a task to accomplish.
- Another interactive way of demonstrating the importance of good hand hygiene can be to conduct the pepper experiment with them. For this, you need a bowl of water. Sprinkle some black pepper into the bowl. The black pepper represents a virus, bacteria or other impurities. Place a finger in the bowl and show students how not much happens. Then, apply soap liberally to your hands. Once again, place a finger in the bowl. This time, the black pepper (or "virus") moves away – the soap repels it. To see this in action, you can watch YouTube videos of this experiment: <https://www.youtube.com/watch?v=TXZ1d70YZJ8>



- Identify some alternative ways of incorporating hand hygiene routines in the classroom:

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.<sup>15</sup>

- 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.

<sup>15</sup> Taken from <https://www.cdc.gov/flu/school/cleaning.htm>

- As explained in sessions 1.2.1. and 1.2.2., schools will have to ensure that all feeding areas are cleaned and disinfected as well. Canteens, cafeterias and dining areas should follow stringent protocols to allow for safe and healthy nutrition services.

#### 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.

### ▶️ 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

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## 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
  - c. 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:<sup>16</sup>

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



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 and disinfected
- 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

***If a student is displaying any of the related COVID-19 symptoms, it is important to maintain their dignity while following the steps mentioned above. It is likely that they will be scared or nervous if they have any symptoms of COVID-19. Be mindful of what you say and how it can affect their mental health. More on this will follow in the next session, 1.3.2. Overcoming Stigmatization.***

<sup>16</sup> Taken from <https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>



## TO DO

Create your own infection control plan. What actionable steps do you take if a student reports feeling ill during the school day? How can you ensure these steps are child-friendly (i.e. take into consideration the dignity of the child)

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"> <li>• Separate (quarantine) them from the rest of the class</li> <li>• Take their temperature</li> <li>• Call their parents</li> </ul>	<ul style="list-style-type: none"> <li>• Call in sick</li> </ul>



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

**Multisystem Tip:** Multisystem inflammatory syndrome in children (MIS-C) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. Children with MIS-C may have a fever and various symptoms, including abdominal (gut) pain, vomiting, diarrhea, neck pain, rash, bloodshot eyes, or feeling extra tired. We do not yet know what causes MIS-C. However, many children with MIS-C had the virus that causes COVID-19, or had been around someone with COVID-19<sup>17</sup>. 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.

<sup>17</sup> Taken from <https://www.cdc.gov/mis-c/>

## 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:<sup>18</sup>

- 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
2. Why is there so much stigmatization around COVID-19?
  - a. It is a new virus and we are afraid of the unknown
  - b. It is easy to associate fear with others
  - c. All of the above

<sup>18</sup> Taken from <https://www.unicef.org/documents/social-stigma-associated-coronavirus-disease-covid-19>

## 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.

It might be uncomfortable having these discussions, but it is essential that you do. Some students might have these ideas without realizing that they do. It is important to bring forth these conversations in an empathetic way. We are not blaming anyone or judging anyone, but just making it clear that we cannot treat our peers differently in the case that they might have acquired COVID-19.

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. Be sure to expand on the list provided below. Add relevant examples that suit your classroom's culture and circumstances. Use empathetic terminology as much as possible.



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

## 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.

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

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



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). As misinformation and conspiracy theories continue to spread, take note of which ones are most common in your community and in your classroom, especially those relating to transmission/spread, cures and remedies. Be prepared to speak specifically about these myths with your students, and provide the correct information.

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. This is especially helpful to do if there is resistance from the community. By having a health authority speak on this, it will provide you with

some support, and will reassure students and their parents that the information they are learning in school is accurate and coming from a reputable source. Reinforce fact-checking by providing information that is aligned 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 questions they have.

## 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.



#COVID19  
7 Feb 2020

### TO DO

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 temperate 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 the 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 the 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 supports the development of 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?*

## 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 may have affected you, your family and those in your community in very real and stressful ways. All around the world, people and communities are being severely impacted, directly or indirectly, by the pandemic. The following are some examples:

- 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.**

The stressors mentioned above are just some of the ways people have been impacted by COVID-19. Whatever your circumstance is, this time has brought about some challenges to our well-being, and mental health. Feeling stressed is a common reaction, not an exaggeration or a sign of weakness. It is important that you understand that, both for yourself and for your students.



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.

Reflect on the stressors listed above. 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:
_____	_____
_____	_____
_____	_____

As a teacher, you might be afraid, nervous or anxious with the return to class, especially if the measures to prevent the spread (physical distancing, hand hygiene and health, etc.) are not fully implemented in your school.

You might feel pressured to choose between your job and your health, and the health of your family, and have to juggle between work and family obligations. 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 ease anxiety and 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.

**GENDER-BASED VIOLENCE:** Physical, sexual, mental or economic harm inflicted on a person because of their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Violence against women and girls is one of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries. Worldwide, an estimated one in three women will experience physical or sexual abuse in her lifetime.<sup>1</sup>

**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. Psychological first aid is an approach to helping people affected by an emergency, disaster or traumatic event. It includes basic principles of support to promote natural recovery through three steps: look-listen-link. More specifically, 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:

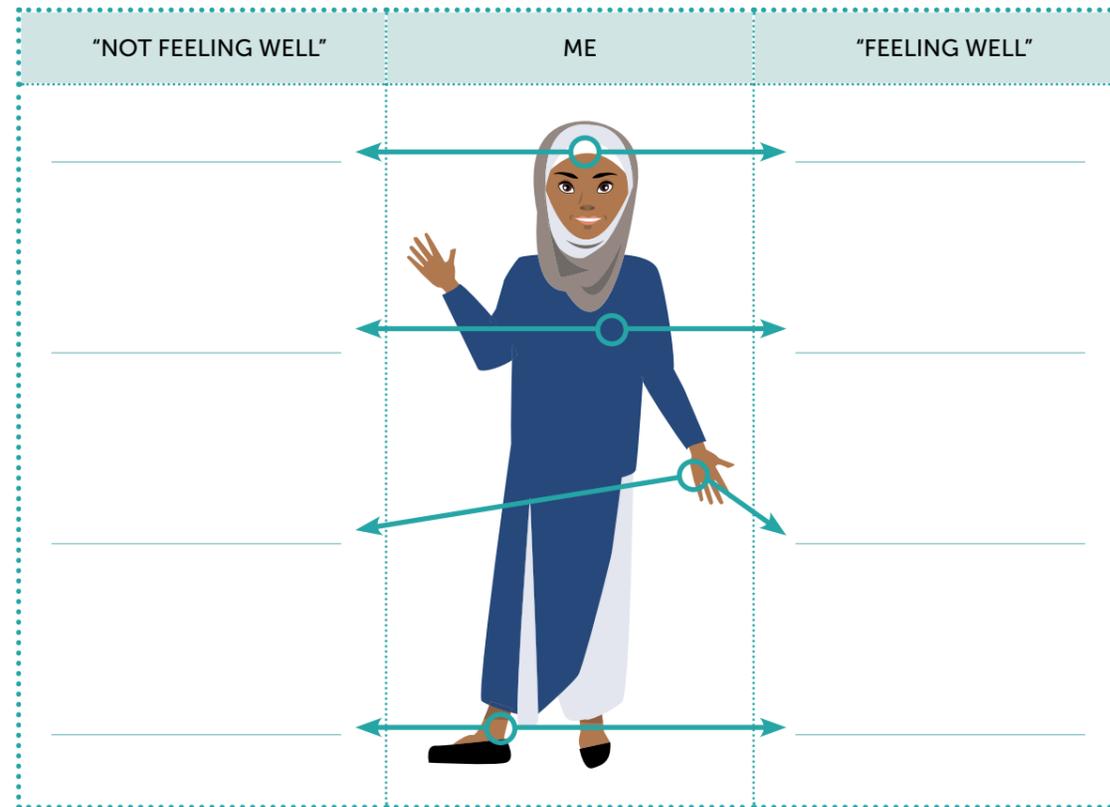
- cognitive (the head)
- emotional (the heart)
- social (the hands)
- physical (the feet)

<sup>1</sup> <https://www.unfpa.org/gender-based-violence>

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 bottom of the page.

**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. When discussing safety at school, think about what safety means to you and your students. How do children feel when they feel safe? How about when they feel unsafe? What are some reasons your students might not feel safe? This could be applied to a range of sources, from mental health, the physical environment, physical violence. Take some time to identify what kind of safety concerns exist. 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.

**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.

- **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.
- 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).
- Use language that is simple, clear and easy for children to understand when creating the classroom rules.
- 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!

#### Well-being and Protection Online:

When learning from a distance, the need to create a safe learning environment still exists, even if the learning environment is virtual. In fact, in cyberspace children are at risk of harassment, bullying and exploitation.<sup>2</sup> They can be exposed to inappropriate and harmful content. Keeping children and their families informed and engaged and empowering them with the skills to use the internet safely is crucial in protecting them.

Take a moment to consider online safety: What concerns do you have about your students' use of internet? Some examples of online risks can include: ill-intended adults targeting children through social media, gaming or messaging platforms; exposure to inappropriate and harmful content; cyberbullying from peers and strangers.

See the checklist below for some items you might want to consider about child protection online.<sup>3</sup>

CHILD PROTECTION CONSIDERATIONS FOR DISTANCE LEARNING	✓
Communicate with students' families to keep them informed of which online services students are using. Encourage them to apply parental controls or privacy settings where applicable.	
Support parents to help students stay safe online. Parents can help their children access the online resources that are vital for learning, socializing and playing.	
Create "virtual" classroom rules as you would in an in-person classroom setting. Agree on a list of rules for appropriate online behaviour. Have students actively participate in the rule-making process. Be sure to share these rules with parents as well	

<sup>2</sup> [https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online?utm\\_campaign=coronavirus&utm\\_source=referral&utm\\_medium=media-](https://www.unicef.org/documents/covid-19-and-implications-protecting-children-online?utm_campaign=coronavirus&utm_source=referral&utm_medium=media-)

<sup>3</sup> <https://www.unicef.org/coronavirus/covid-19-parenting-tips#6>

Empower children online. Do this by teaching them that personal information about them should be kept private and not shared online. Encourage them to protect their online information by creating a password also ask themselves "If you wouldn't do it face to face - Don't do it online" For example, talking to strangers. Remind them that online is still the real world.<sup>4</sup>

Explain to students what reputable sources are and only use these. This means avoiding personal websites, blogs, Facebook articles or personal YouTube accounts. Instead, rely on information being provided from your Ministry of Education or internationally recognized institutions (e.g. UNICEF, UNESCO). Empower students to think critically about the sources of information. See more on credible sources below.

When using online platforms, ensure they password encrypted and only share the password with your students.

Tell your students that if they experience something online that makes them feel upset, uncomfortable, or scared, they can talk to you and you will not get mad or punish them. Explain to them how they can report bad behaviour, and encourage them to leave any uncomfortable or unpleasant situation.

Set up a mechanism for students to report anything harmful or offensive they see online, including behaviours of other students. You should keep this confidential.

Be available online/remotely for students, especially the most vulnerable, who need to talk to a trusted adult (more on this in submodule 2.3.) You should obtain consent from parents before carrying out one-on-one sessions, especially if they are to be recorded.<sup>5</sup>

Be alert to signs of distress (see submodule 2.3). Notice if your students are being withdrawn, upset, secretive, or obsessed with online activities. Be sure to discuss this with parents as well.

Agree on a method of communication you will use with your students. This way they can differentiate between real messages from you versus spam mail/messages or viruses. The agreed upon method of communication should not be private messages via social media. Use professional channels whenever possible, such as the official software/ platform or an official social media account if they exist.<sup>6</sup>

<sup>4</sup> United Nations Children's Fund, *Guidance for online child safeguarding for service providers*, UNICEF Jordan, April 2020

<sup>5</sup> *Ibid.*

<sup>6</sup> *Ibid.*

## Identifying Credible Sources

How do you determine if a source is credible? You can evaluate the reliability of information you find both online and in print by using these guidelines:<sup>7</sup>

**Authorship:** If the author is not identified be wary. When an article or website is authored anonymously it has little credibility. **It should be evident who created the content.** What are the author's credentials? Does he/she have expertise in this field? Is biographical information provided?

**Publisher:** This can help you determine the origin of the document, for example whether it is produced by an established publisher, a government agency, a nonprofit organization, or a commercial website. Consider the publisher's reputation and trustworthiness.

**The URL:** Just looking at the address of a website can give a lot of insight to how much value it has. The extension at the end of the website (example .com) indicates what category the website falls under.

**.org:** An advocacy website, such as a not-for-profit organization.

**.com:** A business or commercial site.

**.net:** A site from a network organization or an Internet service provider.;

**.edu:** A site affiliated with a higher education institution.

**.gov:** A government site.

**.uk (United Kingdom) :** A site originating in another country (as indicated by the 2 letter code)

**Accuracy and objectivity:** Can the facts presented on a website be substantiated elsewhere? Beware of information that can't be confirmed or that presents a biased view. Always check multiple sources to determine credibility.

**Timeliness:** Be aware of when the web page was created and how recently it's been updated. Is the information current? Outdated information and broken links indicate the page is not being maintained.

**Footnotes and bibliographies:** Legitimate references and links to other sources can add to a document's credibility and depth of scholarship.

**Sponsorship:** Some sites are officially approved by the parent organization to which they're linked. Others can be on a parent site but not officially sponsored by the organization. A personal homepage on a university's server does not automatically confer credibility.

**ASKING CHILDREN TO ALWAYS PRESENT THE SOURCE OF THE INFORMATION AND SHARE WHAT THEY THINK ABOUT THE CREDIBILITY IS A GOOD WAY OF PRACTICING AND DEVELOPING BETTER CRITICAL THINKING SKILLS.**

<sup>7</sup> Taken from Columbia University Library: [https://library.columbia.edu/libraries/undergraduate/evaluating\\_web.html](https://library.columbia.edu/libraries/undergraduate/evaluating_web.html)

## 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.<sup>8</sup>

- 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"> <li>• Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations</li> </ul>
SELF-MANAGEMENT	<ul style="list-style-type: none"> <li>• Model respectful and restorative language when addressing challenges with students</li> </ul>



<sup>8</sup> Adapted from the 2019 CASEL Guide to Schoolwide SEL: <https://schoolguide.casel.org/resource/modeling-sel-as-a-staff/>

SOCIAL AWARENESS	<ul style="list-style-type: none"> <li>Consider students' perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences</li> </ul> <hr/> <hr/>
RELATIONSHIP SKILLS	<ul style="list-style-type: none"> <li>Greet students by name daily</li> <li>Acknowledge the efforts of others with encouragement and affirmation</li> </ul> <hr/> <hr/>
RESPONSIBLE DECISION MAKING	<ul style="list-style-type: none"> <li>Model problem-solving strategies, like gathering all relevant information before drawing a conclusion</li> </ul> <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.<sup>9</sup> 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.<sup>10</sup>

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. Often, this kind of violence can be mistaken for "discipline" as a repercussion for behavior that is inappropriate or regarded as unacceptable.

<sup>9</sup> 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>

<sup>10</sup> Ibid.

**If a child acts out, what are some ways you can respond to students' behaviour in the classroom without using violence?**

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- 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 of the most prevalent forms of violence in schools?**

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#### 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, dignity 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, you were disturbing the class and made everyone lose time, it is only fair that you stay in during play time to clean the class."
- 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.

#### Addressing violence in your virtual classroom:

- As much of the school day will now transition to an online modality, students might become exposed to online violence, harassment or cyberbullying from their peers.
- Cyberbullying is a form of bullying that occurs online, through social media platforms, emails and games or other online platforms.
- Like bullying, cyberbullying is a repetitive behavior that aims to frighten, provoke, incite violence or target an individual.
- Cyberbullying can look like: Posting rumours, gossip, or lies about a person on social media; sending someone harmful messages or threats; pretending to be someone else online, and using their picture to post content or send messages on their behalf without their consent.
- Cyberbullying can take different forms. For example, if someone posts a picture of themselves in a classroom group chat, and others make jokes about the person's physical appearance, this can constitute cyberbullying, especially if the targeted person feels hurt by the remarks.
- It is important that as a teacher, you observe and moderate classroom chat groups, or WhatsApp groups. Maintain admin controls and make any online groups secured or password protected to ensure that these stay safe and inclusive spaces where all students can participate.
- If you notice any instances of cyberbullying occurring, address it early on. Explain to your students that this is bullying, even if it only feels like they are just joking or having fun.
- If a student approaches you because they are being cyberbullied, take the time to listen to them and avoid placing any blame on them for posting or sharing information online. Do not use this time to give them a lecture on online safety, instead focus on finding a solution to the issue, such as encouraging them not to respond or engage with the bully, and if needed, raise the issue with the parents of the involved children and the school administration.

**It may be harder to detect the physical signs and behaviours associated with online violence or cyberbullying. Below are some signs that could indicate a child is being exposed to cyberbullying.**

#### These are signs that you or their parents might notice:<sup>11</sup>

- Drastic change in the use of devices (sudden increase or decrease).
- Begins to avoid several social situations.
- Displays extreme sadness, loss of interest and isolation of people and activities.
- Starts to become secretive by hiding screens when others are near.
- Sudden deactivation of social media accounts or the creation of new ones.

<sup>11</sup> Taken from: <https://www.unicef.org/egypt/protecting-children-cyberbullying>

#### 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.<sup>12</sup>

**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.

#### 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.

<sup>12</sup> Taken from UNICEF Manual on Child-friendly Schools

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?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 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 has 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.

How might you reduce the negative impact of these stressors?

SIGNS OF STRESS	ME
_____	
_____	
_____	
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_____	
_____	

## 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?

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

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### 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.<sup>13</sup>

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.

<sup>13</sup> 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:<sup>14</sup>

- 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 Organization<sup>15</sup>

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?

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<sup>14</sup> Taken and adapted from <https://www.cultofpedagogy.com/>

<sup>15</sup> 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?

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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 AGES<sup>16</sup>**

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"> <li>• Clinging to their caregivers</li> <li>• Returning to their former (younger) behavior</li> <li>• Changes in sleeping and eating patterns</li> <li>• Higher irritability</li> <li>• Poorer concentration</li> <li>• Increased hyperactivity</li> <li>• Change in play</li> <li>• More easily afraid of things</li> <li>• More demanding</li> <li>• More frequent crying</li> </ul> <hr/> <hr/>

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

<sup>16</sup> 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
COMMON REACTIONS TO STRESS FOR ALL AGE-GROUPS THAT IMPACT THE BODY (PSYCHOSOMATIC/ PHYSICAL REACTIONS)	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Tight chest</li> <li>• Shortness of breath</li> <li>• Dry mouth</li> <li>• Muscle weakness</li> <li>• Stomachache</li> <li>• Dizziness</li> <li>• Shaking</li> <li>• Headaches</li> <li>• General aches</li> </ul> <hr/> <hr/>
VERY SERIOUS DISTRESS REACTIONS IN CHILDREN WHEN THEY OCCUR MOST OF THE TIME	<ul style="list-style-type: none"> <li>• Clinging to their caregivers</li> <li>• Withdrawn or very quiet with little or no movement</li> <li>• Hides or shies away from other people</li> <li>• Does not respond to others, does not speak</li> <li>• Scared, panicking, or hysterical</li> <li>• Extreme and constant worry</li> <li>• Physical symptoms of not feeling well; shaking, headaches, loss of appetite, aches, and pain</li> <li>• Cries often</li> <li>• Aggressive, trying to hurt others</li> <li>• Confused or disoriented</li> </ul> <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. These are applicable to all age groups, but the Letter Writing activity requires reading and writing comprehension. 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.

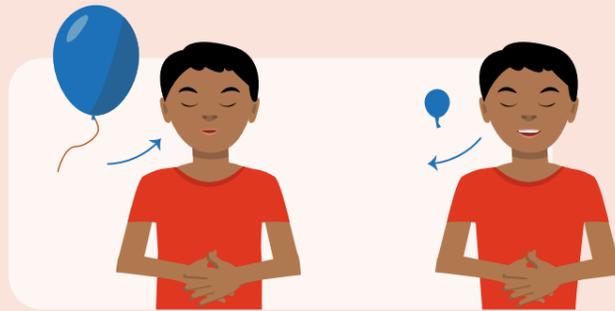


### BELLY BREATHING

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 second breathing out
- With children you can explain that when they inhale, they are blowing up their tummy softly like a balloon, and when they exhale, the air is going slowly out 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)? How can you adapt these exercises so that they can be carried out in a remote or distance-learning format? Write down some notes below on how you can adapt these activities either for an in-person learning setting or for your virtual classroom. What other mindfulness activities are you familiar with that you can bring into your lesson plans?

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### EMOTIONAL CHECK-INS

This period will be an emotionally trying time for everyone, but children will be greatly impacted. Conduct routine emotional check-ins with your students. To check-in emotionally is to ask children "how they are" in a direct or indirect way. One check-in method to carry out is to ask children to draw a picture or paint. Ask them to tell you more about the picture and why they used the specific colour.

For an online or virtual activity, ask participants to share an emoji they feel represents their mood that day. It will likely be self-explanatory, but you can ask them to explain why they picked a specific emoji and what it represents to them.

## 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:<sup>17</sup>

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

It is important to have open conversations with children if the topic of illness and death arises. Be honest with students in an age-appropriate manner. Give children small portions of information that is easy to understand in order to let them process the information without overwhelming them. It might be appealing to avoid this conversation due to the uncomfortable nature of such topics culturally. However, being truthful with a child is in their best interest. Help them process the information and regulate their emotions. Like adults, not all children process information and emotions at the same pace.

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.

<sup>17</sup> Taken from <https://interagencystandingcommittee.org/system/files/2020-05/Basic%20Psychosocial%20Skills-%20A%20Guide%20for%20COVID-19%20Responders.pdf>

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:

CHILDREN UNDER 5	YOUNG CHILDREN	OLDER CHILDREN
“They got more and more unwell and sadly, they have died.”	“[Name] body became so weak that it stopped working. [Name] heart stopped, and she could not breathe any more. [Name] sadly, has died.”	“[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.”

6. **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.
7. **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.
8. **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’t’s (i.e., interrupting one another/speaking over each other) that you should implement in the classroom.



Example:

COMMUNICATION DOS 	COMMUNICATION DONT'S 
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?

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What are some sources of support in your community? (e.g. community leaders, social support workers, community-based networks, religious figures, respected elders etc.). Make a list of the available support services below.

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#### 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:<sup>18</sup>

- Has severe physical reactions
- Is very withdrawn and unable to return to daily activities
- Lacks orientation of time and place
- 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:<sup>19</sup>

- 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.

<sup>18</sup> Taken from UNICEF report on COVID-19: Integration of Child Protection in Return to School Tips for Teachers and School Management.

<sup>19</sup> Ibid.

### 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.*

	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)		

### 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: \_\_\_\_\_

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, or a local organization. Protect the dignity and identity of the child by keeping it confidential.

- 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.

### 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**

**Continuing  
Learning**



# MODULE 3: Continuing Learning

Many children missed many days of schooling due to the pandemic during the past year. 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. As the pandemic is not over, the coming school year continues to be different than those before the COVID-19 pandemic. There are still measures 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.  
**Regressed Learning:** Learning which has been (somewhat) forgotten due to school closure. This may also be referred to as lost learning.  
**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 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.  
**SYNCHRONOUS LEARNING:** This refers to the "live" learning in which students and teacher are in the same place at the same time. This can include in-person interaction or live, online meetings.  
**ASYNCHRONOUS LEARNING:** Independent, offline learning. Learning requirements do not occur in real time. Students can satisfy these requirements on their own schedule, so long as they meet the expected deadlines.  
**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 education.  
**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.  
**SCHOOL MANAGEMENT COMMITTEES (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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### MODULE 3: CONTINUING 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.

Which new policies have been introduced by the Ministry of Education, Ministry of Health, and your own school administration that will impact your teaching?

Do you know where to find out more information about these measures? If you do not yet know what these measures are, how can you find out more? Make note of this and follow up with the responsible people at your school. If your school does not have a formal plan for classroom guidance in the context of the COVID-19 pandemic, you may need to develop your own control plan, particularly when it comes to implementing physical distancing and hygiene strategies. See Module 1 for further information on this.

If you haven't already, please start thinking about how new measures will affect you.  
Effect on...

TIME WITH YOUR STUDENTS	YOUR STUDENTS' LEARNING	YOUR TEACHING
 <p>My face to face time with students will be broken and less than usual.</p>	<p>My students will have to do more self-directed learning at home.</p>	<p>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.</p>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

It is important to identify students who are at risk of not returning to school or at risk of dropping out. 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, as the term begins, or after a prolonged break.

## 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 Lebanon<sup>1</sup> reported they are nervous about sending their children back to school.

- Students from ethnic minority groups, such as children from internally displaced, refugee, or asylum seeker families, especially those who do not have the official language as their mother-tongue. Already prior to the COVID-19 pandemic, minority children were twice as likely to be out of education<sup>1</sup>. These children, especially girls, are at the highest risk of not returning.
- Children with disabilities
- Students who commute long distances to get to school. The commute can be costly and/or unsafe.
- Students who have experienced extreme illness or death in the family due to COVID-19 may not want to/be able to return to financial difficulty or having to help in household duties.
- Children with no/or limited access to internet or technology options may not be able to return and learn if the return to school is taking an online approach.
- Students from poor households.
- Students whose parents' are concerned about the health and safety implications of sending their children back to school might not return to school
- Other issues that you might identify:

We know that children who do not have access to financial and community resources are at the highest risk of not returning to school. During the school closures, learning was severely disrupted for children living in poverty. During this time, many children were unable to follow online learning due to limited access to internet and electronic devices, as well as a lack of learning support at home. Reaching these children and ensuring they return will be difficult, but important to fulfill their right to education. Using the resources you identified in Module 2 on community support, determine if any of these local services can provide assistance for these vulnerable communities. Reaching these children and letting them know they belong is critical in ensuring their return to school.

There are difficulties that you cannot address by yourself. However, as a respected community member, there are things that you can do to ensure that all children access their right to education.

### 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 talk to parents to ensure their return to school. Consider what can be done to ensure greater involvement of these students.<sup>2</sup>

<sup>1</sup> UNHCR COVID-19 Emergency Education Response Update

<sup>2</sup> 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](https://teachertaskforce.org/sites/default/files/2020-06/TTF_BackToSchool_Toolkit%20for%20school%20leaders.pdf)

### Here are some tips:

- Create and encourage opportunities for other teachers and parents to meet, talk and to discuss issues and expectations on the transition back to school.
- Consistently follow hygiene standards and physical distancing protocols (see Module 1 and 3.2.1).
- Encourage parents to allow their children to return to school; if parents are concerned, listen carefully to understand what they are concerned about and what kind of challenge they face. Be mindful that some families might be hesitant to disclose their problems, especially in terms of financial difficulty or private family matters.
- After listening to the family and the child, check your understanding of the problem. You might want to say: "Thank you for talking about Yasmin's return to school. If I understand correctly, you are concerned about her coming back to a crowded classroom".
- Provide accurate information about measures that you will take to ensure your classroom is a safe place. Refer to Module 1 for more information on creating a safe classroom.
- Create a list of community resources, elders of the community who share your passion about education for all children. Talk to them about what can be done to address common challenges for returning to school.
- There are challenges that you cannot address. Don't lose hope. If possible, respectfully negotiate a flexible arrangement to accommodate the needs of the child and the family. For example, if the family cannot send their child to school full time, maybe it is possible to negotiate a solution that keeps the child connected to learning and the school at least partially. It is always more difficult to bring back a student that has completely dropped out.
- The challenges facing children and families are varied. As a teacher, you cannot solve all problems. You can, however, connect families to resources, brainstorm solutions and show flexibility and respect.
- Do not dismiss or underestimate the problems facing children and their families. Listen, understand and empathize. Ask parent what they need to allow their child to continue learning. Don't promise that you can solve the problem. Be clear about what you can or cannot do as a teacher.
- Show flexibility in the way children participate and in timelines for turning in work, especially with remote learning.
- To the extent that you can, offer remedial solutions such as tutoring, individual performance plans for students, and extra-curricular learning [see 3.2].
- 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.
- Encourage any student to student support, especially in remote and hybrid learning [see 3.3.]; in hybrid learning, you can group children with different abilities to support each other with the assignment.
- Collaborate with Parent Teacher Associations and community leaders to organize outreach activities to support return to school of children at risk of dropping out. Ensure this outreach is inclusive of children from vulnerable groups, including children with disabilities, girls and children from minority background [for more on reaching out to parents/ caregivers, [see 3.2.2.].
- For refugee children, engagement with families and communities will be crucial in incentivizing them to advocate for return to school. This will be challenging if the parents of these children do not speak the official language or regional dialect. In such case, you may need the support of community organizations working with local minority groups, or will need to rely on the help of the child themselves in relaying the information to their parents. Identify what resources are available to reach these children and their parents.

Risk of dropping out is increased for students with low access to remote learning in many countries<sup>1</sup>



### TO DO

Write down a 3-step plan for what you will do to mitigate the risk of children not returning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

After you have listened to families and children, create a Student Needs Assessment like the one below. Take your student roster for the upcoming term and fill it out like Faris' example below. This will allow you to identify the exact needs of each student, determine which students are most at risk of not-returning and allow you to think of how you can accommodate their circumstances or mitigate their learning loss. 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?
 Faris	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 calls 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. Some knowledge and skills are strongly linked; this means that if children forget or don’t learn one, they will not be able to learn the other. If children forget the alphabet, they cannot read simple words. Forgetting past lessons means that children will have difficulties following 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 this in the following session (3 to 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 returning to school, either at the start of the school year or immediately upon return from school closure or prolonged breaks

### 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. As students return to school, be in touch with their parents to discuss their child’s learning. If parents or older siblings were assisting them with their schoolwork, they may have noticed where their child has fallen behind. Don’t judge the amount or the quality of support at home. This is not to blame families for their child’s regressed learning, but rather to work together to identify key focus areas and the needs of their child.
6. Use quizzes and questioning to find out 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).
7. Apply inclusive strategies. It is likely that marginalized children, such as children with disabilities, those from lower economic status, children from refugee or minority families, will have experienced learning loss, due to the digital divide and lack of access or resources to learning. When measuring learning loss, look at the individual needs of each student and adapt your teaching methods to account for the learning discrepancies in your classroom. See more on this in Module 4.
8. 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 (national holidays). 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. 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 returning to school, either at the start of the year or after any prolonged breaks.

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 it. I need to check our progress and figure out where to begin.

How many students are in my class?: 60

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.

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!

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. Do 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 CHARTS<sup>3</sup>

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.

<sup>3</sup> Aflatoun International (2008). *Teacher Training Manual*.

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><b>DO YOU THINK YOUR CLASS SIZE IS TOO BIG OR MOVEMENT ISN'T GOOD FOR SOME STUDENTS?</b> 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. Correct the example	<p>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.</p>
4. Exit ticket	<p>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.</p>

METHOD	DESCRIPTION
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	<p>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.</p>

**Note: Remind students that this is not a test but that this will help you teach better. Keep a 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.**

The Formative Assessment examples provided above are best suited for an in-person classroom environment. If your return to school looks like a blended approach, you might be concerned about how you will implement formative assessments in distance learning. Formative assessment about a distance may seem challenging, but they are possible. Even if your classroom has transitioned to a blended modality, you still need to check for understanding and provide meaningful feedback. The practices you use will look and sound different than they do in the classroom. You may have to vary between applying them in synchronous learning moment (live, online or in-person instruction) or asynchronous moments (offline/individual work time). The next submodule goes further into implementing hybrid-learning strategies.

Tell children that it is ok to ask questions. Encourage them to speak up if they haven't understood the lesson.

Here are some different ways you can apply formative assessments at a distance:

METHOD	DESCRIPTION
1. Emojis	<p>At the start of a live online lesson, ask the students a question about the previous day's lesson, such as: Is everyone comfortable with what we learned about geometry yesterday? Ask the students to respond with by sharing a thumbs-up, thumbs-down, or an emoji that describes their comfort with the topic in the chat box, video window, or any kind of classroom group that you have chosen to use (i.e. a WhatsApp group call). If you are using a video conferencing modality that has limited functions (i.e. chat box is not available), ask the students to draw an "emoji" on a piece of paper and hold it up to the camera.</p> <p>Alternatively, they can instead rate their comfort/understanding with the topic on a scale of 1-5. They can hold up the appropriate number of fingers as signals during a live class online.</p> <p>As another alternative, they can show a colour – red (stop, I don't understand), yellow (proceed slowly to the next topic), green (ready to move ahead), like a stoplight, that depicts how they feel about the topic.</p>
2. Digital Journal	<p>You don't need to completely reinvent your traditional formative assessments. Instead, you can use the formative assessments given above, such as the KWL Chart, Correct the Example, or Exit Ticket, and adapt them to fit into an online modality. Assigning a KWL chart on a specific topic, or providing an example with errors to be corrected can serve as digital journal prompts. Have students work on this during offline time. They can then submit these electronically, via email or any type of platform you are using to collect homework assignments from students. Another option could be that students write out their journal entry by hand and send you a picture of it.</p>
3. Peer-to-peer evaluation	<p>This formative assessment also has the added benefit of encouraging peer collaboration, which might be lacking when teaching from a distance. Put students into partners (if you have any cases of bullying in your classroom, avoid putting any students together who do not get along). During a live or synchronous session, allow them to break-off in partners as they would during a traditional classroom setting, and evaluate each other's work. They should share the feedback with you. In order for you to see how peers are interacting with each other, instruct them to provide a recording (alternatively, a WhatsApp voice note could suffice). This activity could also be used during asynchronous, or offline instruction.</p>

METHOD	DESCRIPTION
4. Square, Triangle, Circle	<p>This is an activity where students choose a shape and its associated question prompt. A square means something that is now “squared away” in their thinking. Choosing a triangle gives students the task of coming up with 3 important ideas or concepts from the lesson they learned. A circle asks students to discuss something “circulating”—ideas that are not yet fully formed—in their minds.</p> <p>To apply this formative assessment to asynchronous learning, have students type their responses independently as a reflection exercise. In a synchronous lesson, you can make the exercise collaborative by asking students to pick a shape and then dividing them into groups based on the shape they chose. Students can briefly discuss their reflections with classmates in breakout rooms, WhatsApp chats, or any video conferencing app you have access to, and share back to the class to close out the lesson.</p>

Just like Faris above, select a subject and topic which you want to check students’ learning progress 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?: \_\_\_\_\_

Are there any 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.

**Tips for Integrating Formative Assessment to Improve Teaching<sup>4</sup>**

1. Make time to listen to and respond to students.
2. Give feedback to students to help them do better next time. If your classroom is now virtual, try to schedule one-on-one calls with students when possible.
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. Especially if your classroom has transitioned to a distance approach, varying their work will help to keep them stimulated and engaged. Working with peers that they haven’t seen in-person for some time can also provide some comfort.
5. Give students challenging tasks but provide them with support and examples. If providing challenging tasks online, ensure that instructions are thorough. You may need to also coordinate with their parents to ensure that instructions are understood.
6. Ask students to apply what they learned in a new and creative way.

**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, both in-person and online:

1. \_\_\_\_\_
2. \_\_\_\_\_

**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 in terms of policies and restrictions in place. It is crucial that you listen to children and their families who are hesitant to send their children to school, talk to other teachers and the school principal on how to advocate and pool necessary resources to make sure all students access education.
- In your return to school, it will be very important to begin with investigating and 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 throughout the school year. They can be helpful during the initial needs assessment you conduct with your students upon re-entry.

<sup>4</sup> 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 3.2. 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, keeping in mind what resources and options are available to you:



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.

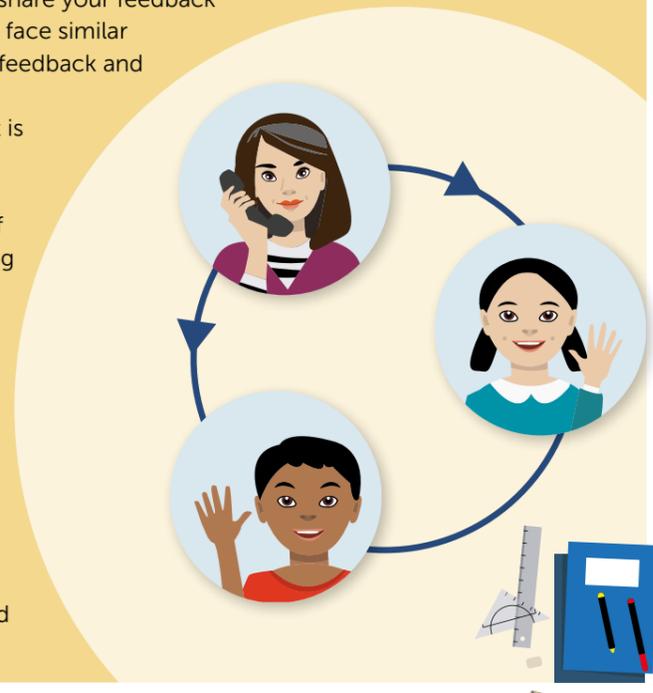
In the previous submodule, you looked at identifying lost learning. Addressing skill gaps, incomplete learning, and misconceptions is a necessary and natural part of the teaching and learning process. Unfinished learning can lead to remediation or pull-out interventions that serve to further isolate 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 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 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.

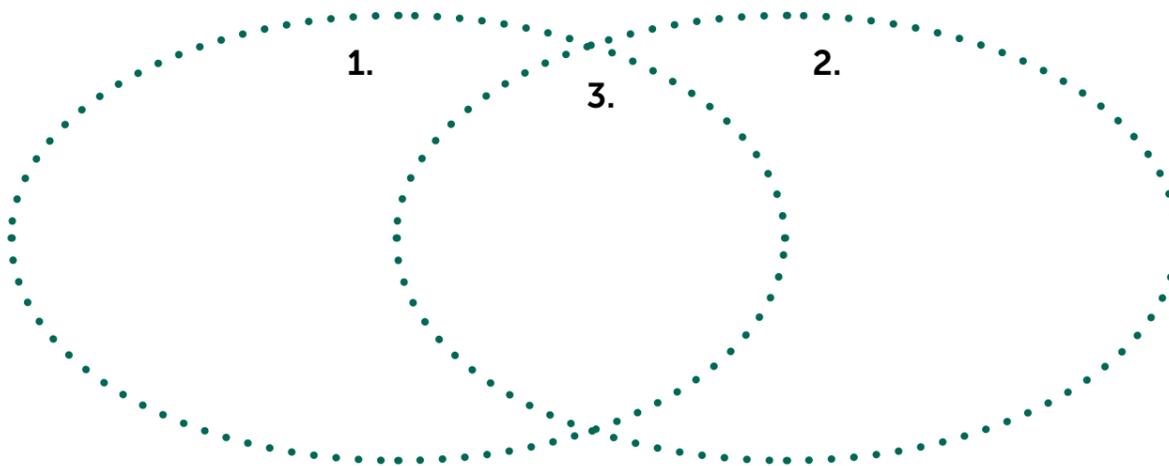
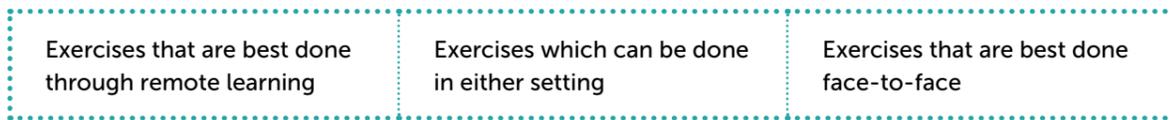
### ▶ TO DO

When developing your hybrid teaching approach, you will need to consider which content will be administered live -either in school or during synchronous, distance/online instruction-. Content that is difficult to address through remote learning will benefit the most from live instruction. You will need to determine which content or exercises can be completed by students at home or in extracurricular activities. It is best to introduce new concepts and information live. This will allow you to get a feeling of the student's understanding or if there is a need for repeating, simplifying instructions or providing more examples. How you choose to divide your content (live and remote instruction) will depend on the resources available to you and the ability of students to access these resources. Be mindful of that when planning your hybrid approach. More information on what your hybrid plan will look like is found in the following session (3.2.2. What Could My Hybrid Learning Plan Look Like?)

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?

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## 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.

Take a moment to consider how remote learning was handled (if at all) during the initial 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:

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#### *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:

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#### *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:

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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 outside 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. Communicate with students' parents. A hybrid learning plan that supports students' learning will depend on two-way communication between you and parents. You will need to inform parents of their child's learning plan. Likewise, parents will also want to communicate with you about their child's learning needs. Listen to them and incorporate what they say into the hybrid learning plan.

**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.**



9. 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. Share this plan with parents so that they know what role they need to play in supporting at home learning tasks and activities.
10. If your remote learning tasks depend on internet use, be sure to incorporate online safety measures. See Session 2.1.2. Well-being and Learning for a checklist for child protection considerations for online learning.

**TO DO**  
**HYBRID LEARNING PLAN TEMPLATE**

Create a weekly plan for your students before the beginning of each week and share it with them and their parents. You may not yet be ready to fill this out. You might need to see more activity, lesson plan and homework ideas (see the following two sub-sessions) before beginning. See below for the hybrid learning plan template.

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.



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

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

**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: LANGUAGE EDUCATION CLASS	Day 1: <i>Kick-off task: Poetry reading task</i>	<b>3-Way Summaries:</b>  <i>In response to poem, students write three different summaries:</i>  <i>10-15 words long</i>  <i>30-50 words long</i>  <i>75-100 words long</i>  <i>Time needed: 10 minutes</i>  <i>Materials needed: Paper and pencil. Or done on the computer if conducting lesson online.</i>	<b>Reading and comprehension exercise:</b>  <i>As a group, students will investigate and read an article from a newspaper, magazine, or other similar content and identify main ideas, highlight any new terminology, and summarize the information given.</i>  <i>Time needed: 45 minutes</i>  <i>Materials needed: Short, interesting article taken from a newspaper or magazine for each student in the classroom; paper and pencils. Newspaper articles can be displaced on screen online or shared with students before class if conducting lesson synchronously online.</i>	<b>Independent practice:</b>  <i>For remote learning, give each student another article without a headline. Assign them to read and write the main idea and create a creative headline.</i>  <i>The teacher will collect the completed pages. This will be used as an assessment.</i>  <i>Time needed: 30-45 minutes</i>  <i>Materials needed: Newspaper articles, paper and pencils.</i>	<i>To be submitted by the next meeting.</i>
	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:	

	DATE	FORMATIVE ASSESSMENT	FACE-TO-FACE EXERCISE	REMOTE LEARNING EXERCISE (IF ANY)	DEADLINE FOR REMOTE LEARNING EXERCISE (IF ANY)
DAY 2: [INSERT KICK-OFF TASK/HABIT]	Day 2: Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
DAY 3: [INSERT KICK-OFF TASK/HABIT]	Day 3: Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	
DAY 4: [INSERT KICK-OFF TASK/HABIT]	Day 4: Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	

	DATE	FORMATIVE ASSESSMENT	FACE-TO-FACE EXERCISE	REMOTE LEARNING EXERCISE (IF ANY)	DEADLINE FOR REMOTE LEARNING EXERCISE (IF ANY)
DAY 5: [INSERT KICK-OFF TASK/HABIT]	Day 5: Subject	Time needed: Materials needed:	Time needed: Materials needed:	Time needed: Materials needed:	

Understandably, following this Hybrid Learning Plan template may seem daunting at this stage, especially if you have several classes. The next two sub-sessions will be helpful in providing you with some insight and inspiration on potential homework tasks and opportunities for project-based learning. It is important to approach hybrid learning with a clear and actionable plan in order to successfully administer lessons and keep students on track. A plan that is well laid out and easy to follow will also help parents keep their children on track.

It is particularly helpful for parents to be aware of what is needed during offline instruction, when children are likely to rely on their parents for help. If parents know what their child is working on, they can provide assistance, as well as monitor their child's online activity to ensure they are only accessing resources, websites and platforms aligned with their assigned tasks.

If you are directing students to do research online, ensure that you provide reputable resources, such as links to Ministry of Education websites or other reputable and officially recognized websites. Avoid providing links to personal websites, blogs, Facebook articles or YouTube channels. Talk to students about internet safety and teach them what reputable sources means and how to differentiate between official and unofficial content. Encourage them to talk to you if they have concerns. For more on this, see Module 2, session 2.1.2.

### 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. Additionally, parents may not have the ability, time or digital literacy required to fully support their child in completing tasks online throughout the day.

\_\_\_\_\_

\_\_\_\_\_

#### 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. Which one of your students might have difficulty accessing devices or internet?

Homework exercises and 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. If providing students with online instruction, this can be a digital journal they keep.
- 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/>
7. <http://edraak.org>



## ▶ TO DO

Review the sample lesson plan below on Migration as Part of Our Shared History<sup>5</sup> 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 package, 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 your 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 1980'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.

<sup>5</sup> 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 learning to work as a team.<sup>6</sup> The projects can be done individually or with the support of family members.

#### 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:<sup>7</sup>

- 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

<sup>6</sup> Taken from <https://iite.unesco.org/publications/guidance-on-active-learning-at-home-during-educational-disruption/>

<sup>7</sup> Buck Institute for Education, PBL Works, <https://my.pblworks.org/planner>.

- Supplies Required: What materials do you need for the project? Try to keep it simple
- 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 example<sup>8</sup> 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:

<b>GROWING UP (LEVEL 2)</b>	
<b>Description</b>	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
<b>Leading Question</b>	How do we change as we grow?
<b>Total Time Required</b>	~5 hours over 5 days
<b>Supplies Required</b>	Paper and Pen, cloth or water and flour, toothpick or straw, small glass object, balloon (optional)
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding the role of bones in protecting, moving and supporting the body</li> <li>• Label a human skeleton with some of its major bones (e.g. Skull, ribs, knee caps, and pelvis).</li> <li>• Examine how exercise affects heart rate and pulse.</li> <li>• Identifying different body parts and human anatomy</li> <li>• Sensing the differences in the body due to exercise and stress</li> <li>• Human growth and development</li> </ul>
<b>Previous Learning</b>	<ul style="list-style-type: none"> <li>• Knowledge of the body parts including knee cap, shoulder girdle, pelvic girdle, elbow joint, spine etc.</li> </ul>



## ★ LESSON PLAN TEMPLATE

Lesson Topic: The body beats

Date: Day 3 of project

Theme/Project Name: Growing Body

Grade Level: 2

<sup>8</sup> 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 minute 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 to 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 Teaching<sup>9</sup>

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. If your upcoming term will be mostly conducted online, ensure that you develop the project-based learning unit for an online context. Keep in mind which platforms and online modalities you are going to be using.

### 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. Involving parents will be helpful for any remote learning tasks.
- Project-based learning is a useful tool for getting students caught up. 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.

<sup>9</sup> 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?

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#### 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) GUIDELINES<sup>10</sup>

##### 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.

<sup>10</sup> 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](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 did you communicate with them?

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#### 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.

It might be harder to communicate with parents of children who do not speak Arabic as their first language. You may need to rely on your student, or other family members who can translate, to mediate communication between you and your students’ parents. Additionally, enquire if there are any community services assisting minority groups that are able to provide support.

Sending a series of SMS reminders (or another 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.* Parents will likely be concerned about their child’s online safety when needing to access the internet for remote/distance learning. Provide information for parents, such as which platforms and websites you are using so that they can monitor their child’s online activity and ensure they are on track with their schoolwork instead of browsing the internet recreationally.

The checklist below will guide you in approaching safety concerns with parents. For a more comprehensive checklist, see module 2, session 2.1.2.

ONLINE SAFETY CONSIDERATION	
Are the websites you are using reputable sources? How do you know?	
Can strangers access the platform you are using with your students, or is it only accessible by your students?	
Have you shared the syllabus with students’ parents, including all the websites and platforms you are using so that parents can actively monitor their children?	
Have you spoken to students about online safety and that they can approach you if they are concerned?	

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 to 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:

- 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

You can also reference useful communication tips from Module 2.3.2.

#### GENERAL TIPS

Parent/Caregiver/Family Involvement <sup>11</sup>

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 supportive 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.

#### 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:

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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.

<sup>11</sup> Adapted from Reem. (2016). *Teachers' strategies for using technology to enhance parent engagement*. University of Delaware (Dissertation).

### 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. You should also add peer rules that are specific to an online context, such as everyone mutes their microphone when someone else is speaking.

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.

**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.

**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.

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 the president, who is the 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!

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Module  
**4**

**Everyone  
Learning**



# MODULE 4: Everyone Learning

The COVID-19 pandemic and subsequent school closures have transformed education in ways we did not anticipate. As schools and educators adapt to the new regulations and measures, different learning and teaching approaches are being explored. Schools, teachers and parents need to be sure that all students are able to return, and that learning modalities (whether these occur in-person, remotely or blended) are inclusive and accommodating to the learning needs, strengths and interests of all students. The COVID-19 pandemic has shed light on student equity and inclusion. It is now more important than ever to include everyone in learning, making sure all learners experience success.

The previous modules have already looked at safety, wellbeing and classroom strategies for learning loss and catch up. This module will focus on ensuring that all students, including children with disabilities, have the opportunity to participate in quality inclusive education. Different children learn differently, and this module will explore how to adjust your teaching strategies to keep students engaged and account for a variety of learning needs.

Module 4 covers three main topics to help you ensure all students access and participate in inclusive education:

- 1. Universal Design for Learning:** This first sub-module introduces Universal Design for Learning (UDL); a learner-centered educational approach that helps you diversify your teaching practices for all your students and reduce barriers to learning.
- 2. Support Measures:** Whereas sub-module 1 looks at measures to *how* a student learns, this sub-module examines measures, namely modifications, which changes to *what* a student learns. This sub-module will present different measures to implement in supporting students' learning and provides examples of the most common strategies.
- 3. Individual Education Plan:** The third sub-module presents the structure and process behind an Individual Education Plan. This is a vital tool for working with students who need more support or

additional measures for achieving their potential. You will learn when it is required, how to create, use and update it, and identify the team members that will help you with the process.



Did you know, at least 31% of schoolchildren worldwide cannot be reached by digital and broadcast remote learning programs enacted to counter school closures. It is important to understand how to reach all children, including those with disabilities.

## KEY TERMS

**CHILDREN WITH DISABILITIES:** children ages 0-18 including those who have long-term physical, sensory, intellectual or mental impairments, which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (CRPD, article 1).

**INCLUSIVE EDUCATION:** An education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools.<sup>1</sup>

<sup>1</sup> [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_summary\\_accessible\\_220917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_brief.pdf)

**DIFFERENTIATED INSTRUCTION:** A tailored teaching approach to match students needs and interests to maximize their learning styles. All the students have the same learning goal, but the teaching approach varies depending on how students prefer to learn.

**UNIVERSAL DESIGN FOR LEARNING (UDL):** Is the deliberate design of instruction to meet the needs of a diverse mix of learners. UDL consists of three principles: Multiple means of representation, multiple means of action and expression, and multiple means of engagement.

**UNIVERSAL MEASURES:** All educative measures your classroom has available to all students.

**LEARNING ACCOMMODATIONS:** Alterations in the way tasks are presented that allow children with learning disabilities or experiencing barriers to complete the same assignments as other students. Accommodations do not alter the content of assignments, give students an unfair advantage or in the case of assessments, change what a test measures.

**LEARNING MODIFICATIONS:** Whereas accommodations change how a student learns, modifications are changes to what a student learns. Modifications include changes to the lesson plan, curriculum or homework tasks that a student is taught or expected to do.

**MULTI-DISCIPLINARY TEAM:** a school- or district-based team of professionals responsible for the identification, assessment and planning of inclusive education support services.

**INDIVIDUALIZED EDUCATIONAL PLAN:** a written plan, developed by a multidisciplinary team (teachers, school personnel and students and their families) that outlines a student's key academic and non-academic competences, his/her yearly objectives, what will be done (accommodations, services) to reach those objectives and how to evaluate his/her progress.

## EXTRA RESOURCES

### EXTENDED READING/VIEWING

For extra resources on UDL and inclusive learning, see a full list of resources at the end of the module

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## SUBMODULE 4.1: UNIVERSAL DESIGN FOR LEARNING

This first submodule explores Universal Design for Learning (UDL), the deliberate design of instruction to meet the needs of a diverse mix of learners. UDL consists of three principles: **Multiple means of representation, multiple means of action and expression, and multiple means of engagement.** UDL is not designed for specific students or one particular group of students, but to address the learning needs of all students.<sup>2</sup> The concepts found in the sessions throughout this sub-module relate to the three principles of UDL, and can be applied universally to all students.<sup>3</sup>

### 4.1.1. DIFFERENT WAYS OF PRESENTING CONTENT

#### OBJECTIVES

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

1. Provide multiple options for engagement to meet the diverse needs of learners.
2. Understand how to diversify your teaching approach and use accommodations.

#### REFLECTION

Think about the strategies that you currently use in the classroom to support the learning of students. Are the strategies effective? How do you know the strategies are working? List some of the reasons you think that your strategies are effective:

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#### CONTENT<sup>4</sup>

Students learn in different ways, and UDL takes this into account. In order to ensure that children are provided with a diverse range of stimulation, lessons plans needs to include different delivery methods and accommodate these learning needs. For example, to introduce a new concept, you can explain the concept through games, teamwork, songs, videos and other means.

The foundation for creating an inclusive learning environment is student-centered pedagogy. This means that the learning begins with the needs of the students. Student-centered pedagogy provides learning opportunities across a variety of learning pathways that accommodate the various ways that students learn.

Further, using a diverse lesson plan encourages children to practice a broad range of skills. Inclusive classrooms allow for cooperative learning and learning settings that appeal to students' diverse needs and interests. Inclusive teaching strategies requires using a variety of teaching methods and resources, such as using video, audio, text and graphic presentation to deliver content across a variety of modalities. As each student has their own way of learning and taking in new knowledge, using a mix of different media can work to ensure all children access educational materials in ways that conducive for their learning. Now, let's take a look at multiple ways of presenting content.

<sup>2</sup> Brokop, F. (2008). *Accessibility to E-Learning for Persons with Disabilities: Strategies, Guidelines, and Standards.* eCampusAlberta and NorQuest College.

<sup>3</sup> Hayes, A., Hunt, P. & De Barbeyrac, J. (n.d.). *Universal Design for Learning.* Retrieved 29 Aug, 2020, from UNICEF Accessible textbooks for all: <https://www.accessibletextbooksforall.org/universal-design-learning>

<sup>4</sup> Ibid.

Using differentiated instruction and accommodations to present information allows students with sensory disabilities, learning disabilities, language or cultural differences to understand what you are teaching. It also helps every student cement their learning and transfer it outside of the classroom. Accommodations are changes in *how* a student accesses information and demonstrates learning. Accommodations do not substantially change the instructional level, content, or performance criteria. The changes are made in order to provide a student with equal access to learning and an equal opportunity to show what he or she knows and can do. Accommodations are about allowing adjustments in teaching practices or the classroom environment in order to overcome specific barriers individual students may face to learn the same material as their peers and will be able to perform equally.

Students with disabilities who use instructional accommodations are required to learn the same content at the same level of proficiency as their peers who do not use instructional accommodations. In other words, accommodations:<sup>5</sup>

- Do not change the content of instruction
- Do not change the expectations for learning
- Do not reduce the requirements of the task

Let's take a look at examples of accommodations to content instruction and learning environment.<sup>6</sup>

BARRIER RELATED TO:	ACCOMMODATION CATEGORY	EXAMPLES
The way information is presented (e.g., text, lecture, video)	<b>Presentation accommodations</b> <ul style="list-style-type: none"> <li>• Allow a student to access information in ways other than standard visual or auditory means</li> <li>• Change the way that instruction, directions, and information are presented</li> </ul>	<ul style="list-style-type: none"> <li>• Books and materials with large print</li> <li>• Visual cues (e.g., color-coded text)</li> <li>• Audio books</li> <li>• Close-captions on videos</li> </ul>
The way in which the student is required to respond (e.g., writing, speech)	<b>Response accommodations</b> <ul style="list-style-type: none"> <li>• Allow students to complete assignments or assessments through ways other than typical verbal or written responses</li> </ul>	<ul style="list-style-type: none"> <li>• Speech-to-text software</li> <li>• Orally dictate responses (using a scribe or digital recorder)</li> </ul>
The characteristics of the setting (e.g., noise level, lighting)	<b>Setting accommodations</b> <ul style="list-style-type: none"> <li>• Allow for a change in the environment or in how the environment is structured</li> </ul>	<ul style="list-style-type: none"> <li>• Preferential seating (e.g., near the teacher)</li> <li>• Testing in a separate location</li> </ul>
The timing and scheduling of the instruction (e.g., time of day, length of assignment)	<b>Timing and scheduling accommodations</b> <ul style="list-style-type: none"> <li>• Allow for changes to when and how long students have to complete assignments or assessments</li> <li>• Allow assignments to be broken down into smaller sections</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time to complete task</li> <li>• Frequent breaks</li> <li>• Shorter testing sessions</li> </ul>

<sup>5</sup> <https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/>

<sup>6</sup> <https://iris.peabody.vanderbilt.edu/module/acc/cresource/q2/p04/>

This is not an exhaustive list, and accommodations may differ for children with dyslexia, auditory processing disorder, nonverbal learning disabilities, ADHD, sensory processing issues and visual processing issues. Remember, you are not diagnosing your students, just identifying barriers and providing solutions. Including children with disabilities and special education needs in the classroom is important in mainstreaming their participation and preventing marginalization, labeling, and social stigmatization.<sup>7</sup>

**When using accommodations, keep learning goals ambitious. Accommodations are put in place to support and encourage meaningful learning experiences.** Additionally, students may not need to use an accommodation for every lesson or may vary in the amount of support they need. Some children may need accommodations in just one or two classes or subjects, while others might require it for all subjects.

If students are successful during a lesson, they may choose not to use their accommodations for that lesson. If your students' work is up to the same standards as their peers' work, you don't need to insist that they use accommodations. You just need to provide these supports as an option.<sup>8</sup>

Finally, multiplying the ways you present information helps you aim for an education process that values understanding, rather than memorization, and that sets the proper steps for your students to transform information into knowledge and skills.

**It is important that you also encourage different ways of engagement that might be uncomfortable for students in order to push them out of their comfort zone and challenge them!** While understanding that there are different ways of learning, you should still aim to use a method that works best for the specific material or task you are presenting.

## TO DO

Read the scenario below:<sup>9</sup>

Reem is a 6th-grade student with Attention-deficit/hyperactivity disorder (ADHD), as assessed by medical professionals. Because of this, Reem has difficulty organizing her time. Her social studies teacher assigns a long-term project that involves researching the history of their town. The assignment includes the following requirements: visit the local library to complete a demographic information sheet, interview three people who have lived in the town since childhood, and create a presentation using that information. Reem has difficulty completing long-term assignments by the due date.

If Reem was a student in your class, what kind of accommodations would you provide?

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<sup>7</sup> Muna S. Hadidi & Jamal M. Al Khateeb (2015) *Special Education in Arab Countries: Current challenges*, *International Journal of Disability, Development and Education*, 62:5, 518-530

<sup>8</sup> <https://www.understood.org/en/school-learning/for-educators/learning-and-attention-issues-basics/how-to-use-accommodations-and-modifications-in-the-classroom>

<sup>9</sup> <https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/>

## 4.1.2. DIFFERENT WAYS A LEARNER CAN EXPRESS WHAT THEY KNOW

### OBJECTIVES

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

1. Understand that different students express themselves differently and no one way is correct.
2. Understand that an inclusive classroom is one that considers various means of presentation and expression to accommodate to all students.

### REFLECTION

Think about your students. What are some ways that they express that they have grasped new learning? For example, how do you know when your students have understood a new concept or idea? Note it down below:

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### CONTENT<sup>10</sup>

As we discussed in the previous session, students have different ways in which they best learn, grasp new knowledge and communicate what they have learned. Keeping this in mind, it's also important to recognize that, although students have preferred ways of learning, it is incorrect to assume that they cannot learn in other ways. There is not one all-purpose pathway to learning that is correct or that indicates how well a student will do in school.<sup>11</sup> Exposing children to the same concepts in different ways will help them to discover their own way and will reinforce their learning experience.

Some students might have intuitive ways of absorbing new information, such as using mental associations like colours, word associations, creating rhymes or mnemonic devices. Acknowledging that students require different ways to learn, express and apply their knowledge, and that this may look like different for each student, will help you in ensuring that learning is understood.

Different tasks or course material require specific instruction. In such case, the task, coursework or homework assignment will dictate the learning style, and not the other way around. Creating an inclusive learning environment not only consists of attempting to accommodate multiple learning styles in a lesson, but also focusing on what the most effective methods to present the specific material are.

Some coursework, both in-person or online, may be best suited for a writing activity. Other coursework or tasks might benefit from connecting new knowledge to real-world contexts, e.g. applying mathematical knowledge to the prices of candy in the convenience shop. Therefore, while learning styles may be linked with a student's learning needs, they should ultimately be best suited for the task.

Just as with learning, expressing knowledge will also differ with each student. There are different ways that learners engage with their learning environment and express what they know. Using formative assessments will help you gauge your students' understanding on a topic, and is a way for them to

<sup>10</sup> Hayes, A., Hunt, P. & De Barbeyrac, J. (n.d.). *Universal Design for Learning*. Retrieved 29 Aug, 2020, from UNICEF Accessible textbooks for all: <https://www.accessibletextbooksforall.org/universal-design-learning>

<sup>11</sup> <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/different-learning-strengths-what-you-need-to-know>

communicate whether you can proceed with the course material or if there are any gaps or areas to address. 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. 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. For more information on formative assessments in your classroom (both in-person and online), see session 3.1.3. *Using Formative Assessments* in module 3.

Based on UDL, students should be able to demonstrate their understanding in a style that makes sense to them. In order to keep students engaged, provide them with multiple ways to express their understanding. This could look like:

- A student with cerebral palsy may not be able to do an in-class presentation orally, but can demonstrate their knowledge with the use of screen-reader software that converts text to an electronically generated voice.
- In an e-learning environment, a student with mobility impairment may have difficulty participating in an online discussion through a synchronous discussion board but may be able to participate using a microphone to provide input.
- A learner with barriers to mobility may be unable to participate in a synchronous chat without an aide, so instructors should consider offering a text log file or transcription of the discussion, which can be added to later. With this option available, not only is the learner with barriers to mobility accommodated, but so too are learners who may need additional time to formulate responses.

With learning and expressing new knowledge, it is important to allow for a diversity of options but still expose children to learning and practicing what they can improve. The intention is not to limit them only to the modalities that they prefer. Remember to consistently challenge and support children to learn and express themselves in different ways. During these formative years, encouraging students to express new learnings, ideas and concepts promotes growth and development.

**NOTE FOR TEACHER:**

Remember, different children learn in different ways and have different learning needs. If your teaching typically relies only on one way of learning (for example oral explanation) you may have some students who seem disengaged, struggle to keep up, cannot grasp new learning or act out. This does not necessarily indicate a learning disability or behavioural issues with the student. They may be reacting to their learning environment. The aim of this session is to help you understand that children are unique and have different learning needs, and UDL takes into consideration the need to diversify learning in order to reach all students.

**TO DO**

Reflect on your students and how they have been responding to their coursework, either in-person or remotely. Take an inventory of the students who have been struggling in class. Keeping in mind different learning needs and ways of expressing understanding, do you think that diversifying the type of learning you use in your lesson planning will help the identified students?

Use the chart below and see Sara's example:

STUDENT'S NAME:	DIFFICULTY STUDENT IS EXPERIENCING:	WHAT IS HINDERING THE STUDENT'S LEARNING?	HOW TO ADAPT TO PROMOTE LEARNING:
Najwa	Disengaged, withdrawn and distracted.	Najwa sits in the back of the class. During individual or silent work time, she tends to be disengaged and withdrawn from the classwork. Due to her vision impairment, Najwa says she prefers group work and physical-based activities.	I moved Najwa to the front row of the class so that she could see the blackboard better now. This helps her to stay engaged with the coursework. Now that her environment has been changed, she is able to actively participate and take on individual/silent work.

Because Najwa couldn't see the blackboard well from the back of the room, she would become very withdrawn during individual work. After moving her to the front row, where she could see the blackboard better, Najwa became more engaged with the coursework, even individual or silent work. By adapting her learning environment to suit her needs, I was able to support and encourage Najwa's learning.



**4.1.3. KEEPING STUDENTS MOTIVATED AND ENGAGED**

**OBJECTIVES**

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

1. Appreciate and recognize the diversity in your classroom and how it affects motivation levels.
2. Understand that motivation and engagement are the main drivers for learning to take place.

**REFLECTION**

We understand that all children are unique, have their own learning needs and an inclusive classroom needs to consider this diversity. Just as children's ways of learning are varied, so are their personal desires, interests and motivations. While some students may have a strong internal drive to succeed in the classroom, many do not.

Reflect on what strategies you use in your teaching (both in-person or remotely/online/hybrid approach) to engage and motivate students. Do these strategies work? How can you tell?

Note your answers down in the space provided below:

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### MOTIVATION AND ENGAGEMENT IN EDUCATION

Many parents and teachers want their children to succeed in school. To do well in school, a child needs to be motivated to actively engage in the learning process. Some children have an internal drive (intrinsic motivation) to do so, while others will need external energy, drive and rewards (external motivation).

An inclusive classroom shifts the mindset towards creating the optimal environment to support and encourage students to become motivated and be engaged to learn. In this section, we will look at motivation and engagement in education, and understand how to promote this in our classroom, whether that is face-to-face or remote.

Firstly, let's take a look at motivation.

Extrinsic or external motivation is characterized by factors that are external to the student themselves. This could look like a student performing well in school with the motivation to please their parents, maintain family expectations and achieve a high grade, rather than succeeding for personal interest. Intrinsic motivation is the desire to do well based on internal drive. Not all children will have this internal drive naturally or across all subjects. Some students may be intrinsically motivated to engage in certain tasks but will require external motivation to do other tasks. Some children may be intrinsically motivated to engage in a variety of activities such as completing crosswords, word searches or reading a book. An inclusive classroom focuses on how to create a safe environment that encourages growth and learning, and motivates students to find internal drive to complete tasks, to discover new things, to search for alternative information, among other things.

### HOW TO CREATE A MOTIVATING AND ENGAGING LEARNING ENVIRONMENT?

Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. Teachers who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course's learning objectives.<sup>13</sup> Using active learning activities in your classroom allows students to engage in deeper learning, rather than surface-level learning, keeping students at the center of their own learning. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Active learning is an approach that considers diverse student needs and addresses student and curricula challenges.<sup>14</sup> Active learning is the intentional opportunity for students to engage in the learning process. It connects learners to the content through movement, reflection, or discussion, making students the center of the learning process as they take the initiative to learn.

When learning is active, students do most of the work. They use their brains, study ideas, solve problems, and apply what they learn. Active learning is fast-paced, fun, supportive, and personally engaging. Hands-on interactive learning appeals to the senses and provides a reason to learn, promotes attention to task, and may lessen negative behaviors.<sup>15</sup> Creating an environment that fosters motivation through engagement can support all students' drive to learn.<sup>16</sup>

<sup>12</sup> Hayes, A., Hunt, P. & De Barbeyrac, J. (n.d.). *Universal Design for Learning*. Retrieved 29 Aug, 2020, from UNICEF Accessible textbooks for all: <https://www.accessibletextbooksforall.org/universal-design-learning>

<sup>13</sup> <https://teaching.washington.edu/topics/engaging-students-in-learning/>

<sup>14</sup> Casale-Giannola, D., & Green, L. S. (2012). *41 active learning strategies for the inclusive classroom, grades 6-12*. Thousand Oaks: Corwin Press.

<sup>15</sup> *Ibid.*

<sup>16</sup> <https://resilienteducator.com/classroom-resources/cultivating-student-motivation/>

The list below provides some inclusive suggestions to motivate all students in the classroom:<sup>17</sup>

- Give students control and ownership over their own learning: For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more.
- Provide clearly defined learning objectives: Make sure students know what is expected of them in order to keep them motivated and on task.
- Create a threat-free environment: While students should understand there are consequences for their actions, they should not complete school assignments from a place of fear. Rather, creating a safe, supportive environment for students where you affirm your belief in their abilities can motivate them.
- Offer varied experiences: As covered in the past two sessions, offer students experiences to learn and absorb information in the way that suits them. In order to keep all students motivated, vary your modalities/ methods of presenting learning content so that students with different needs will each get time focused on the things they like best. However, it is also important to challenge students to get out of their comfort zones. Be mindful if students are continuously choosing independent work because they are shy in group setting, or vice-versa. Keeping learning experiences varied means that sometimes students will have to take part in modalities of learning that they don't necessarily like but provides room for growth.
- Know your students: Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they feel knows and respects them as individuals.
- Give feedback and offer chances to improve: For students who are struggling, they may feel frustrated and want to give up. Use the formative assessments offered in session 3.1.3 *Using Formative Assessments* to track progress and offer feedback.



<sup>17</sup> <https://www.teachhub.com/classroom-management/2020/02/how-to-motivate-students-in-the-classroom/>

### MAKE LEARNING FUN

Finally, another source of motivation in the classroom is by learning through play. Games and play do not need to be incorporated in every lesson, but when children see school as a place where they can have fun, they are more likely to be engaged. Since children are intrinsically motivated to play, this works to foster learning and skill development. Playing allows children to take ownership and initiative, and provides opportunities for social interaction with their peers. In order for play to be learning, it should include the following 5 characteristics<sup>18</sup>:

1. Joy
2. Meaningful
3. Actively Engaging
4. Iterative
5. Socially Interactive

These elements of learning through play intersect with different ways of learning examined in the previous sessions. By creating a classroom environment that combines diverse ways of learning and motivational factors, it is not only inclusive but actively stimulates and support students' development and growth.

As with face-to-face learning, online or hybrid learning should also be engaging to keep students motivated. One way to make learning active in your online or hybrid class setting is by including discussions and an exchange of ideas. Discussions are beneficial for promoting student engagement and developing critical thinking skills.<sup>19</sup> You can create an atmosphere of active learning in hybrid or an online setting by utilizing online tools for interaction, such as break-out rooms in video conferencing platforms (like zoom), sharing your screen, creating online polls and questionnaires, and using emoji or reaction buttons to encourage active participation. Providing timely and relevant feedback for students is an important part of keeping children engaged with their learning when remote. If your remote learning does not include online activity, see sessions 3.2.2.1 and 3.2.2.2 for more information on how to make homework or project-based learning more active.

Lesson plan topic	What learning needs does this support?	How does this lesson encourage or motivate learners?	Changes needed in order to make lesson plan more inclusive?	How to reflect learning styles and support motivation in distance learning lesson plans?
				

### TO DO

Using the table below, assess your lesson plans, whether they are distance or in-person lesson plans. Look through your current lesson plans and identify how it accommodates different learning needs and styles, how does it support learner motivation and which changes, if any are needed in order to make it inclusive and motivating? For more on hybrid teaching, see module 3, submodule 3.2.: Implementing Hybrid Learning Strategies.



### Takeaway points

- UDL is based on three principles: multiple means of representation, multiple means of action and expression and multiple means of engagement.
- Each of your students will have different learning needs, strengths and interests. Multiplying the ways you present information (through various media, language and symbols) and apply accommodations, will enhance the learning of ALL students and ensure they can access knowledge and acquire skills.
- Your students' capacities of communicating what they learn will vary. To ensure your formative assessments accurately capture what your students know, use as many communication options as possible.
- Motivation and engagement are key factors for learning – especially when it comes to harder tasks or concepts. Find out what motivates your students to make your lessons more effective (and enjoyable).
- All of these concepts can be applied to in-person, hybrid or remote learning situations – they are universal!

<sup>18</sup> [https://www.legofoundation.com/media/1063/learning-through-play\\_web.pdf](https://www.legofoundation.com/media/1063/learning-through-play_web.pdf)

<sup>19</sup> Khan, Arshia & Egbue, Ona & Palkie, B. & Madden, J. (2017). Active learning: Engaging students to maximize learning in an online course. *Electronic Journal of e-Learning*. 15. 107-115.

## SUBMODULE 4.2: SUPPORT MEASURES

In the previous submodule, we examined inclusive approaches that can be universally applied to all students. In this second submodule, we will look at modifications – additional measures that are to be used for individual students with specific learning needs.

Modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with specific needs and disabilities to be successful learners and to actively participate with other students in the mainstream education classroom and in school-wide activities. In the previous sub-module, we explored making changes to *how* a student learns in order for them to participate in the classroom and engage with the curriculum. When UDL alone cannot satisfy a specific student's needs, modifications are the next level of measures. Modifications consist of changes to *what* a student learns. This requires adaptations to the curriculum for specific students. Modifications allow students with specific needs to remain in the classroom and study alongside their peers.

### 4.2.1. LEARNING MODIFICATIONS

A modification is a support measure that changes what a student learns. When UDL is not efficient in supporting a specific student's learning, modifications are next level of support you can take.

#### OBJECTIVES

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

1. Understand how modifications can support specific students learning.
2. Identify the most common modifications and how to use them.

#### REFLECTION

Read the following case study and identify what modification has been made:<sup>20</sup>

Massoud is a high school student and has an intellectual disability that has been assessed by professionals. He reads at a 4th-grade level. He faces difficulty with reading accurately and smoothly and understanding what's been read. Massoud's teacher has noticed that he typically understands and remembers the information that has been presented verbally. For individual reading time, his teacher allows him to use text-to-speech software so that text is read aloud to him. However, with assignments, additional support is needed. As such, Massoud's teacher provides him a lower-level text.

What is the accommodation based on UDL that has been applied to support Massoud?

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<sup>20</sup> <https://iris.peabody.vanderbilt.edu/micro-credential/micro-accommodations/p01/>

For additional support, what modification has the teacher implemented?

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Answer: The accommodation is the use of text-to-speech software so that Massoud hears the text. The modification is the use of a lower-level text for assignments.

#### CONTENT

##### WHAT ARE MODIFICATIONS?

Modifications to learning occur when changes to *what* a specific student is expected to learn or is taught is required in order for them to participate in the classroom.

Students who face certain difficulties with the lesson plans may need changes to the curriculum. Unlike accommodations, children who receive modifications have different learning expectations than their peers. These expectations can be adjusted upwards and downwards.

Modifications allow students to participate in the classroom environment at their own speed, whether this is lower or higher than that of the average student. For example, a student could be assigned shorter/longer or easier/more difficult reading assignments, or homework that's different from the rest of the class.<sup>21</sup>

There may be some resistance to implementing modifications. Some parents may feel that their child is learning less than their classmates, or not learning enough. It will be important that parents, students and teachers understand that some children may take longer to complete their education and obtain a diploma, or may not be eligible at all where standardized testing exists.<sup>22</sup> Other children may not be able to pass standardized tests at all.<sup>23</sup> This doesn't mean they are lesser, however, and they may very well excel in other tasks. It will be important to find the strength of these children and make sure they have an opportunity to excel in other areas (e.g. drawing, music, or physical education).

You should be critical about when and why you would apply modifications. For example, if a student is falling behind in reading because they are not a native speaker, modification measures need to focus on this and address this particular gap so that children can catch up and not delay their learning process.

Remember that you are not diagnosing your students. If you think one of your students requires modifications, you will need to communicate with your school administration and any learning experts at your school, and obtain consent from the child's parents as well. Remember modifications will need to be highlighted in a child's Individual Education Plan (IEP). The following sub-module will focus on IEPs.

In the case that this alternative is not feasible in your school or community, you may need to tailor your teaching strategies in combination with accommodations. This approach should be taken before modifications regardless.

<sup>21</sup> <https://iris.peabody.vanderbilt.edu/module/agc/cresource/q2/p12/>

<sup>22</sup> <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/modifications-what-you-need-to-know>

<sup>23</sup> <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/modifications-what-you-need-to-know>



## TO DO

Read the following scenario and come up with a list of modifications that you can adapt for this student:

Majid has dyscalculia, a math learning disability that impairs his ability to learn number-related concepts, perform accurate math calculations, reason and problem solve.<sup>24</sup> In his class, the students have been working on multiplying three digit numbers by two digit numbers.

What modifications would you create for Majid? Write these down in the space provided below:

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### Takeaway points

- Universal measures are the adaptations you already do or are able to think of within your classroom and without further resources. When UDL is not enough on its own to meet the needs of learners, modifications can be used.
- Modifications are changes to *what* a student learns.
- Modifications are tailored to specific needs of particular students, and require some extra planning – small curricular changes, pedagogical support or tutoring in small groups.

<sup>24</sup> American Psychiatric Association. (2018, November). *What is Specific Learning Disorder?*  
<https://www.psychiatry.org/patients-families/specific-learning-disorder/what-is-specific-learning-disorder>

## SUBMODULE 4.3: INDIVIDUAL EDUCATION PLAN

In this module we will explore how to create, implement and update an Individual Education Plan (IEP)<sup>25</sup>– a written plan, developed by a multidisciplinary team (teachers, school personnel and students and their families) that outlines a specific student’s competences, their yearly objectives, what will be done (accommodations, services) to reach those objectives and how to evaluate his/her progress.

### 4.3.1. SUPPORT MEASURES AND REFERRAL



#### OBJECTIVES

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

1. Understand that you will need to provide your student with support measures when accommodations (UDL) and modifications are not sufficient.
2. Identify resources and referrals in your community that you can share with parents, experts and school administrators about a child’s learning needs.



#### REFLECTION

Think of a student in your class that has been unsuccessful in learning or applying skills, even when varied teaching methods, accommodations and modifications have been implemented. What steps would you take next? Are there other teachers you can reach out to for support (recall session 3.3.1 *Teacher Learning Circles: Peer Support* from module 3)?

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#### CONTENT

In the previous sub-modules, we learned about Universal Design for Learning (UDL) and modifications. UDL are measures that are tailored to meet the learning needs of specific students in the classroom. Recall that accommodations are adaptations to how a student learns. This can include changes in the learning environment (e.g. preferential seating) or instructional support. Modifications on the other hand affect what a student learns. This requires a change in learning expectations and therefore affects the presentation of the curriculum and assignments for a particular student. However, if UDL and modification techniques are not sufficient, your student may need additional support measures that is out of the scope of what you can feasible implement in your classroom.

Family and student participation in the process is vital, and the decisions made about the student’s education always requires their consent and acceptance. As with modifications, there may be some resistance from parents and the community when referring a child for additional special education needs support. Parents may be apprehensive or afraid due to cultural attitudes, stigmas, and misconceptions around disabilities.

<sup>25</sup> The IRIS Center. (2019). *IEPs: Developing high-quality individualized education programs*. Retrieved 09 25, 2020, from The IRIS Center: <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/resources/p12/#content>

It is essential that you have discussions and meetings (in-person, if possible) with parents in order to minimize this stigma and discuss their child's learning needs. You can invite parents to the classroom to see what inclusion practices you have been implementing and using with their child to support their learning. You can inform them on what their child's next steps can be and which resources are available in the community to support their learning through additional measures or specialized/ supplemental programs.

Additional measures should, whenever possible, be done in and with the student's class, using the resources available in the school. Some examples of additional measures include receiving specialized instruction (special education) at school, large curricular adaptations, the development and application of structured learning strategies. This may also include formalized instructional interventions that take place outside of the mainstream education classroom for weeks or months. This will be dependent on your student's needs and the availability of resources in your community<sup>26</sup>.

Any additional measures will need to be reflected in an Individual Education Plans (IEP), a tool to assist with support and referral. The following sessions will explore how an IEP works.

### TO DO

Identify resources in your community that can assist with additional support measures. If you do not already know these, take some time to investigate about support and referral for special educational needs and disabilities. Write these down below. You may want to come back and revisit this when developing an IEP. It might also be helpful to discuss this topic during your Teacher Learning Circle meetings (see session 3.3.1 *Teacher Learning Circles: Peer Support* in submodule 3).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 4.3.2. CREATING AN IEP

The creation of an IEP is a well-defined process, which steps may be legislated by your government or district/municipality. Regardless of the level of oversight, the overall process remains similar and, therefore, the general outline of the process is presented in this section.

### OBJECTIVES

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

1. **Identify the steps to developing and writing an IEP.**
2. **Understand the importance of evaluation for the IEP process.**
3. **Reflect on how to set appropriate goals for an IEP.**

<sup>26</sup> <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/instructional-intervention-what-you-need-to-know>

### REFLECTION

Think about who would be an important member of an IEP team. After reading the module, come back to this exercise and see if you missed someone.

MEMBER OF AN IEP TEAM		

### CONTENT<sup>27</sup>

An Individual Education Plan (see Annex 1) is a necessary tool for the insurance of a quality inclusive education when additional measures are in place for a student (see Sections 4.3.3 and 4.3.4.). Once agreed upon by both school personnel and the student/student's family, as well as members of the multidisciplinary team for inclusive education, if there is one at your school, this document presents the accommodations, services or aids the student will require, the timing of these measures, who will support the student and the who/how/when of the monitoring process. Typically, an IEP is created following the evaluation process by a team of experts. If the evaluation has determined that additional support measures are necessary for a student, an IEP is developed. If it is not feasible for a team of experts to carry out an evaluation for your student, you can still develop a version of IEP for your student. Be mindful that you are not diagnosing your student. Rather, you are creating an inclusive learning plan tailored to your students' individual needs. An IEP must still have ambitious goals to help the child make progress towards the standard grade level<sup>28</sup>. The IEP should be a continuous and collaborative process and must maintain the best interest and dignity of the child.

With the strengths and needs of the student identified, you, or the team if that is an option in your school, must now create annual (or shorter) goals that are measurable, challenging and achievable. The plan must include the professional(s) who will provide services, when and where they will be provided (the student should spend as much time as possible in the class with his/her peers), how progress will be measured, how/when communication with the team and family will occur and when the IEP is expected to be updated.

An IEP is an accountability tool for teachers. It should be seen as a living document which needs consistent review and updates as the child's learning and development (e.g. behavioural or self-management) progresses. The student should also be involved with the development of their objectives and goals, and made aware of their progress through continuous feedback and assessment. If the student is too young to be involved with the decision-making, parents should be consulted. It is also a tool that allows students and their families to clearly see the progress being made over time. In the case that school closures should occur again, the IEP should be maintained and take into consideration potential disruptions to learning. There should also be a plan in place for communication on the IEP with all involved members. In order to maintain inclusivity and the dignity of the child, the IEP should not be used to stigmatize or differentiate the learner from their peers. Rather the IEP is a confidential document and the student should not have to share the details of it with their classmates.

<sup>27</sup> The World Bank. (2020). *Pivoting to inclusion: Leveraging lessons from the COVID-19 crisis for learners with disabilities*.

<sup>28</sup> <https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/modifications-what-you-need-to-know>

## TO DO

Use the table and example below<sup>29</sup> to develop specific objectives for one of the students in your classroom, as an exercise that could be used when developing an IEP.

CONDITION	TARGET BEHAVIOR	PERFORMANCE CRITERION	TIMEFRAME
Given a third-grade level reading passage	Karim will read aloud	at the rate of 115 words correct per minute	by the end of the school year

### 4.3.3. IMPLEMENTING AN IEP

#### OBJECTIVES

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

1. Reflect on who can support and collaborate with you to develop an IEP.
2. Follow progress on an IEP and identify how to act if progress is different than expected.

#### REFLECTION

Based on your experience and the school you work in, consider who you might collaborate with in order to implement an IEP. It may be the case that the school you work in does not have a technical team of experts. Reflect on the teacher learning circles from module 3. Are there other teachers who are going through what you are experiencing who you can reach out to for support? List the professionals who work close to you and those who might be needed but you do not usually collaborate with.

IN YOUR SCHOOL	OUTSIDE OF SCHOOL

<sup>29</sup> The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved 09 25, 2020, from The IRIS Center: <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/resources/p12/#content>

## CONTENT<sup>30</sup>

As seen in the previous section (see Section 4.3.2.), an IEP requires the work and cooperation of a team of people. This is also true for its implementation – as a teacher, you will still be responsible for your student’s education, but your team members will provide support and/or develop activities to ensure the IEP goals are fulfilled. Keep in mind that your team may just consist of a few fellow teachers who have experience with developing an IEP. That is fine. If the school you work in doesn’t have access to technical teams of experts, work with what you have in order to develop the IEP on your own. Remember that the student’s family is an equal part of the team, and that their consent is vital for IEP implementation.

During the development process, each team member will be informed of its part in the education process of the student. It is important that both the team and other support staff have access to the IEP for the student and, in the case of support staff, a list of accommodations or aids that should be provided during the school day.

Team members with responsibilities in education or service provision must:

- Have access to the IEP;
- Understand the information contained in the document;
- Understand their role in implementing the IEP;
- Work as a team to help the student achieve his/her goals;
- Frequently monitor progress and report it to the team.

The multidisciplinary team for inclusive education should meet regularly to review the team’s progress reports and inform the family. If your school doesn’t have a multidisciplinary team, you will need to regularly meet and discuss your student’s progress with their parents. Should the student progress as intended, the IEP must be reviewed and renewed once a year or in the time initially decided in the IEP document (see Section 4.3.4.). However, if progress monitoring shows that the student’s progress is not as expected (either because the student is progressing slower or faster, or because the goals and objectives were not adequate), a meeting should be held to determine:

- If the IEP is being followed;
- If supports and services are in place and being used properly;
- Any reasons for the student’s difference in progress and how to adjust to it;
- If changes are needed to the monitoring process, to the communication with team members or to the overall IEP.

In the event of a school closure, remote or blended learning, teachers and school staff must be prepared to adapt the educational process to blended or remote learning, including for students that have an IEP. This process will look differently for each school/student, but the mindset<sup>31</sup> behind it should be the same:

- Be collaborative: maintain connection with all team members and plan as a team;
- Remain calm and clear: minimize the chaos the student and/or the family are feeling;
- Be flexible: maintaining the goals set in the IEP, creatively use different methods, materials or service delivery systems;
- Be consistent: in the timeframes you set and in the communication you maintain with your students;
- Be student-focused: find ways to maintain learning accessibility - for students to access learning opportunities and progress towards their goals.

<sup>30</sup> The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved 09 25, 2020, from The IRIS Center: <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/resources/p12/#content>

<sup>31</sup> Diverse Learners Cooperative (n.d.) Guide to delivering high quality IEP services during school closures. Retrieved 27 Jul, 2020, from: [https://drive.google.com/file/d/1vkX13qSUh8PxobAEXsthUOaMCqxAk\\_q/view](https://drive.google.com/file/d/1vkX13qSUh8PxobAEXsthUOaMCqxAk_q/view)

Within this mindset, you and the team must then plan in accordance with the student's access to technology and availability of support at home. Don't forget to draw on your student's strengths to incentivize them to progress on their difficulties!

When remote learning needs to be the method of education delivery, it is important for the team to: respect the family's dynamic, using online and off-line interaction methods in a flexible manner; consider the family's workload, being careful not to create measures that overburden the family; consider the learning rhythm of every student; provide counselling on ways to solve any problems arising from the use of remote learning methods<sup>32</sup>.

### ▶ TO DO

Go back to the weekly plan you prepared for section's 3.2.2. 'To Do' exercise. This blended learning plan template can be adapted for usage with students who have an IEP! Review your plan focusing on one particular student, and on the support measures he or she might need. In each section, mention not only the time and material needed, but also the team member responsible for implementation and the support measures in place.

	DATE	FORMATIVE ASSESSMENT	FACE-TO-FACE EXERCISE	REMOTE LEARNING EXERCISE (IF ANY)	DEADLINE FOR REMOTE LEARNING EXERCISE (IF ANY)	STUDENT (NAME) SPECIFIC NEEDS	PERSONNEL RESPONSIBLE FOR STUDENT (NAME) SUPPORT
DAY 1: (INSERT KICK-OFF TASK/HABIT)	Subject	Time needed:	Time needed:	Time needed:			
		Materials needed:	Materials needed:	Materials needed:			
	Subject	Time needed:	Time needed:	Time needed:			
		Materials needed:	Materials needed:	Materials needed:			

<sup>32</sup> República Portuguesa - Educação. (n.d.). Orientações para o trabalho das Equipas Multidisciplinares de Apoio à Educação Inclusiva na modalidade E@D. Retrieved 11 Jul, 2020, from: [https://apoioescolas.dge.mec.pt/sites/default/files/2020-04/Orientações\\_para\\_o\\_trabalho\\_das\\_Equipas\\_Multidisciplinares\\_de\\_Apoio\\_àEducação\\_Inclusiva\\_na\\_modalidade\\_E@d.pdf](https://apoioescolas.dge.mec.pt/sites/default/files/2020-04/Orientações_para_o_trabalho_das_Equipas_Multidisciplinares_de_Apoio_àEducação_Inclusiva_na_modalidade_E@d.pdf)

## 4.3.4. UPDATING/REVIEWING AN IEP

### 🎯 OBJECTIVES

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

1. Identify the need to renew an IEP
2. Reflect on the continuity of the process.

### 🗨️ REFLECTION

Most IEPs will have a pre-defined time limit. However, there will be occasions when a revision is warranted. Think back to your previous experience and identify a time when an IEP review might be needed.

### 🗣️ CONTENT<sup>33</sup>

The learning process is a continuously changing one, and this is also true for students who have an IEP. In this document, the expected length of the goals set is typically of one year (unless agreed upon by the team) – this is also the 'expiration date' of the document (see Section 4.3.2). Should the student progress slower or faster than originally expected, the IEP may need to be rewritten (see Section 4.3.3.), updating one or more areas before the originally defined date.

During the updating process, the procedures are similar to those of creating an IEP, with the exception of the referral phase. The evaluation you will consider for the update will be, in great part, generated during the implementation on the IEP – the team will need to compare the progress of the student against the goals set for him/her. If any further evaluations are considered important by the team, they should be done in time for the revision process.

With the evaluation information, a new discussion will now begin. The first step must always be to reflect on past successes and goals met to decide whether the student will still require additional measures. Should that be the case, new goals must be set, responsibilities defined, and timelines developed (see Section 4.3.3). If the old goals were not met by the identified date, the IEP should be reviewed and reconsidered. You should determine whether the teaching and support interventions that were put in place suit the student's learning needs and update the plan accordingly. The aim is not to either pass or fail the student based on the IEP, but rather to create a meaningful document that achieves the intention of supporting learning. When done correctly, two consecutive IEPs should not have the same goals or objectives. Remember that the student or his/her parents are an equal part of the team, and written consent must be obtained before implementing an IEP.

The need to organize school- and home-based learning methods may create the need to make temporary updates or changes to a student's IEP. Taking into consideration the mindset presented in the previous section (see Section 4.3.3.), team members can use a checklist like the one presented in Annex 3 to keep track of which services were suspended (and when), what adaptations were made to ensure the continuation of learning, which goals were set for the closure period, how communication with the student and family will occur, how evaluation will be done, etc.

Having a checklist prepared will ensure team members feel supported in this transition, help them design alternative service provision, facilitate (and speed-up) the transition between contexts and help bring a small sense of normality into the remote learning process.

<sup>33</sup> The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved 09 25, 2020, from The IRIS Center: <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/resources/p12/#content>



### TO DO

Take the checklist started the 'To Do' exercise of Section 3.1.1 and create an updated roster of students to include those with IEPs and that require modified or additional measures during hybrid or remote learning. List also the professionals you will be collaborating closely with to ensure continuity of services.

NAME OF STUDENT	STUDENT 1	STUDENT 2
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?		
Does student have an IEP that requires modified or additional measures?		
What modifications or additional measures are necessary?		
What professionals will ensure continuity of services?		

### Takeaway points

- The IEP process is, whether you are designing, implementing or updating it, a team effort. The student and his/her family are vital partners of this team.
- The IEP document is not 'fixed in stone' – it should be adapted according to the changing strengths, difficulties and needs of the student, varying resources or learning setting (in-person, hybrid or remote).
- When adapting to a remote learning setting, consider maintaining a document with the adaptations made and their duration, to assist you in transferring your work between settings.
- Rely on your team when difficulties arise and keep a positive and calm mindset. As far as possible, support students and families in maintaining routines (without excessive workload for the family) and a sense of normality.

## QUIZ

1. True or False: Universal Design for Learning is instructional design for a special group of students.  
\_\_\_\_\_
2. Which type of learning approach is effective in keeping students motivated and engaged?  
\_\_\_\_\_
3. True or False: It's more efficient to have one standard way to check for new learning.  
\_\_\_\_\_
4. True or False: You should always use the learning accommodations that children prefer.  
\_\_\_\_\_
5. True or False: Learning goals should be ambitious.  
\_\_\_\_\_
6. Fill in the blank: An accommodation changes \_\_\_\_\_ a student learns while a modification change \_\_\_\_\_ a student learns.
7. Mahmoud is deaf. A sign language interpreter accompanies him to his classes and relays all the information that the teacher presents. Is this an accommodation or modification?  
\_\_\_\_\_
8. Farah loves to tell stories but has a hard time putting her words on paper. When her teacher assigns a two-page paper, she allows Farah to write one or two paragraphs instead. Is this an accommodation or modification?  
\_\_\_\_\_
9. True or False: Once an IEP is created, it cannot be changed.  
\_\_\_\_\_
10. How can you ensure continuity of the IEP if another school lockdown/closure occurs?  
\_\_\_\_\_



**Answer 1:** False. As the name suggests, UDL can be applied universally to all students in a classroom. **Answer 2:** Active-learning. **Answer 3:** False. One of the principles of UDL is Multiple Means of Expression. There is not one means of action and expression that will work for all learners; providing options for expression can greatly improve learning in your class. **Answer 4:** False. Accommodations should be applied based on a student's unique needs and what the task or course material is best suited for. **Answer 5:** True. Support measures are intended to assist students in their development and learning, not to hinder or limit them. **Answer 6:** how, what **Answer 7:** Accommodation. **Answer 8:** Modification. **Answer 9:** False, an IEP is a living document and should be adapted according to the changing strengths, difficulties and needs of the student. **Answer 10:** create a plan or checklist with the IEP team to track goals remotely.

## EXTRA RESOURCES

### ON CHILDREN'S RIGHTS

- Watch the video on the Convention on the Rights of the Child:  
<https://www.youtube.com/watch?v=S25L4jllAng>
- Watch the video on the Convention on the Rights of Persons with Disabilities:  
[https://www.youtube.com/watch?v=sZCa2\\_sMKW4](https://www.youtube.com/watch?v=sZCa2_sMKW4)
- Watch the video on the Sustainable Development Goals:  
<https://www.youtube.com/watch?v=V24JzUPIR44>
- Read the report on Inclusive Education: Understanding Article 24 of the Rights of Persons with Disabilities:  
[https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_summary\\_accessible\\_220917\\_0.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_0.pdf)

### ON INCLUSIVE EDUCATION

- Read the Booklet "Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission"  
**Arabic:** <https://www.unicef.org/eca/sites/unicef.org/eca/files/Booklet%201%20-%20Arabic.pdf>  
**English:** [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_Webinar\\_Booklet\\_1\\_0.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_Webinar_Booklet_1_0.pdf)  
**French:** <https://www.unicef.org/eca/sites/unicef.org/eca/files/LIVRET%201%20-%20FINAL.pdf>
- Read the Booklet "Legislation and Policies for Inclusive Education"  
**Arabic:** <https://www.unicef.org/eca/sites/unicef.org/eca/files/Booklet%203%20-%20Arabic.pdf>  
**English:** [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_Webinar\\_Booklet\\_3.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_Webinar_Booklet_3.pdf)  
**French:** <https://www.unicef.org/eca/sites/unicef.org/eca/files/LIVRET%203%20-%20FINAL.pdf>
- Stay up to date with UNICEF's work on Inclusive Education:  
<https://www.unicef.org/education/inclusive-education>
- Get involved in the Inclusive Education Initiative:  
<https://www.worldbank.org/en/topic/socialsustainability/brief/inclusive-education-initiative-transforming-education-for-children-with-disabilities>
- Learn about the 2020 Global Education Monitoring Report:  
<https://en.unesco.org/gem-report/report/2020/inclusion>
- Free online course (based on American Legislation) on making schools more inclusive, for school administrators:  
<https://iris.peabody.vanderbilt.edu/module/inc/challenge/#content>
- Read UNICEF's practical guide to Blended/Remote Learning and Children with Disabilities:  
<https://www.unicef.org/reports/practical-guide>

### ON UDL

- Read the booklet "Access to School and the Learning Environment 2 – Universal Design for Learning"  
**Arabic:** [https://www.unicef.org/eca/sites/unicef.org/eca/files/Booklet%2011%20-%20Arabic\\_0.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/Booklet%2011%20-%20Arabic_0.pdf)  
**English:** [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_Webinar\\_Booklet\\_11.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_Webinar_Booklet_11.pdf)  
**French:** [https://www.unicef.org/eca/sites/unicef.org/eca/files/LIVRET%2011%20-%20FINAL\\_0.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/LIVRET%2011%20-%20FINAL_0.pdf)
- Read about UNICEF's contribution to Universal Design for learning:  
<https://www.accessibletextbooksforall.org/universal-design-learning>
- Explore the resources offered by the Learning Designed website:  
<https://www.learningdesigned.org/resources>
- Watch this video on UDL:  
<https://www.youtube.com/watch?v=bDvKnY0g6e4>

## LESSON PLANNING TOOLS

- BrainPop and BrainPop Educator's version (with lesson planning tools): explains basic concepts with multiple resources and ways of assessment.  
<https://www.brainpop.com/>  
<https://educators.brainpop.com/>
- Child to Child resource book can be adapted or used as a guide for a wide range of children-related topics (education, health, nutrition...)  
<http://www.childtochild.org.uk/news/the-child-to-child-resource-book-activity-sheets/>
- Rumie LearnCloud allows teachers to organize and upload content into playlists, which can be downloaded for offline access. Includes a wide range of topics and languages.  
<https://learncloud.rumie.org/search>
- Aga Khan Foundation (contents may be searched by topic and/or language)  
<https://akfblendedlearning.akdn.net/>
- Discovery Education with the Egyptian Knowledge Bank (Access to Egyptian students with ID and open access with an Egyptian IP for students without ID)  
<https://en.discoveryeducation.ekb.eg/>
- UNICEF Jamaica's compilation of educational resources for at-home learning  
<https://www.unicef.org/jamaica/stories/educational-resources-help-home-learning-children>

## TO KNOW MORE ABOUT INDIVIDUALIZED EDUCATION PLANS (IEP):

- <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/#content>

## COMMUNICATION EXAMPLE:

- For an initial phone call with the family:  
<https://drive.google.com/file/d/1Ho1alOIMt5IGeAA4Hd3VBCMdkeSWaKD/view>

## POSITIVE HOME-BASED PRACTICES TO SHARE WITH PARENTS:

- UNICEF Macedonia's platform for promoting emotional wellbeing in students and families  
<https://www.unicef.org/northmacedonia/emotional-wellbeing-time-covid-19>
- UNICEF Jamaica's list of at-home activities for children with disabilities  
<https://www.unicef.org/jamaica/stories/home-learning-activities-children-disabilities>
- Leonard Cheshire's resource pack for supporting children with disabilities at home  
<https://www.leonardcheshire.org/sites/default/files/2020-05/supporting-children-disabilities-home-covid-19.pdf>
- UNICEF Parenting's Mini Parenting Master Class  
<https://www.unicef.org/parenting/child-development/children-with-disabilities-class>
- A parental guide for Early Learning and Development at home  
[https://www.skipforeyeducators.co.uk/booklet/covid19\\_familybooklet.pdf](https://www.skipforeyeducators.co.uk/booklet/covid19_familybooklet.pdf)
- UNICEF's indoor play activities for young children  
<https://www.unicef.org/parenting/coronavirus-covid-19-guide-parents/indoor-play-ideas-stimulate-young-children-home>
- To talk to children about COVID-19: IASC storybook on how kids can fight COVID-19 (translations may be available)  
<https://interagencystandingcommittee.org/system/files/2020-04/My%20Hero%20is%20You%2C%20Storybook%20for%20Children%20on%20COVID-19.pdf>

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# Annex



★ LESSON PLAN TEMPLATE FROM 3.2.2.1.

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:	Project Milestone:		Day 5:			
Week:			Day 4:			
Key Student Question(s):			Day 3:			
			Day 2:			
			Day 1:			
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, a 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.

★ **INDIVIDUAL EDUCATION PLAN (IEP) FROM 4.3.2.**

COMPONENT	CONTENT
Present levels of academic achievement and functional performance (PLAAFP)	These statements summarize the student's abilities in both academic and/or functional skill areas and include how the student's disability affects her involvement in the general education curriculum.
Challenging, ambitious, and measurable goals	These goals describe what the student is expected to accomplish, in academics and/or functional skills, in a 12-month period. The goals help IEP team personnel determine whether the student is making educational gains and whether the program is providing meaningful educational benefit.
Description of special education and related services and supplementary services	This is a statement of all of the educational services to be provided by the school in order to help the student meet her annual goals. These services should be based on peer-reviewed research to the greatest extent possible and be provided in the LRE.
Method of measuring and reporting progress	This is a description of how the student's progress toward the annual goals will be measured and how and when school personnel will inform parents about that progress (e.g. quarterly reports, concurrent with the timing of report cards).
Explanation of the extent the student will not be educated with nondisabled students in the general education setting	The "reverse phrasing" of this requirement is purposeful. IDEA requires the IEP team to justify any decision that removes the student from the general education setting.
Statement of students' participation in state and district-wide assessments	This not only includes the extent to which the student will participate but also any testing accommodations or modifications that she may require.
The date of service initiation, frequency, duration, location	Service initiation - the date that the special education and related services identified in the IEP begins - should start as soon as possible. The frequency (e.g., number of times per week) and duration (e.g., length of time for each session) specify the amount of services to be provided to the student, clarifying the level of resource commitment. The location where the services will be provided, or placement, cannot be determined until all the other IEP components have been determined.

★ **QUESTIONS FOR INCLUSIVE CRISIS RESPONSE, INFORMED BY UNIVERSAL DESIGN FOR LEARNING (THE WORLD BANK, 2020)**

ACTION STEPS AND UDL PRINCIPLES	SOME QUESTIONS FOR REFLECTION TO BE INCLUDED IN MODULE 4
<b>CHOOSING A REMOTE EDUCATION PROGRAM</b>	
Can students meaningfully respond to the information they have been provided?	
Is there any way for children to engage with material in an out-of- school setting (with caregivers, siblings, or safely with nearby children)?	
<b>COMMUNITY ACCESSIBILITY</b>	
Do caregivers have capacity to act as educational providers?	
<b>EDUCATIONAL ACCESSIBILITY AND UDL</b>	
Can ALL children receive material the way it is delivered?	
Can ALL children meaningfully respond to material?	
Are children's communication needs considered so ALL children can engage with lessons/material?	
Is there flexibility in timing in how students can engage with material?	
<b>INDIVIDUALIZATION</b>	
Can the curriculum be modified for an individual's specific access and learning needs of students?	
Can the curriculum be modified in difficulty level to allow for access of a greater number of children with disabilities?	

★ **INDIVIDUAL EDUCATION PLAN (IEP) SAMPLE (DED, 2000) FROM 4.3.2.**

**Student Profile**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Date of Last IEP: \_\_\_\_\_ Date of IEP: \_\_\_\_\_ Date of Revision: \_\_\_\_\_

**Assessment Data**

List relevant assessments below.

INFORMATION SOURCE	DATE	SUMMARY OF RESULTS

**Student's Strengths and Needs**

AREAS OF STRENGTH	AREAS OF NEED

**Accommodations**

INSTRUCTIONAL ACCOMMODATIONS	ENVIRONMENTAL ACCOMMODATIONS	ASSESSMENT ACCOMMODATIONS

Does the student need individualized equipment? \_\_\_\_\_ If yes, list below.

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## Inclusive Education Support Plan

To be completed for each subject with modified expectations

**SUBJECT:** \_\_\_\_\_

**BASELINE LEVEL OF ACHIEVEMENT:** \_\_\_\_\_

**ANNUAL PROGRAM GOAL(S):** \_\_\_\_\_

**First goal:** \_\_\_\_\_

Short-term objective 1: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS
List modified expectations outlining knowledge or skills to be assessed, by reporting period.	List only those that are particular to the students and specific to the learning expectations.	Identify the assessment method to be used for each learning expectation

Short-term objective 2: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS

Short-term objective 3: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS

**Second goal:** \_\_\_\_\_

Short-term objective 1: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS

Short-term objective 2: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS

Short-term objective 3: \_\_\_\_\_

LEARNING EXPECTATIONS	TEACHING STRATEGIES	ASSESSMENT METHODS

## Transition Plan

ACTIONS REQUIRED AT THIS TIME:  YES  NO

GOAL(S)

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ACTIONS REQUIRED	PERSON(S) RESPONSIBLE FOR ACTIONS	TIMELINES

## Human Resources (teaching/non-teaching)

TYPE OF SERVICE	INITIATION DATE	FREQUENCY OR INTENSITY	LOCATION

## IEP Development Team

STAFF MEMBER	ROLE

Frequency/Schedule of meetings/reviews: \_\_\_\_\_

**Sources consulted in the development of the IEP**

- Previous report card  
  Head teacher  
  Parents/Guardians  
  Student  
  Other (list below)

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**The principal/school director is responsible for each student’s IEP and must ensure that it is implemented according to the government’s guidelines.**

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Principal’s Signature Date

**INVOLVEMENT OF PARENT/GUARDIAN AND STUDENT**

I was involved in the development of this IEP  Parent/Guardian  Student

I declined the opportunity to be consulted in the development of this IEP  Parent/Guardian  Student

I have received a copy of this IEP  Parent/Guardian  Student

Parent/Guardian and Student Comments:

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Parent/Guardian Signature Date

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Student’s Signature Date



**INCLUSIVE EDUCATION SUPPORT PLAN FOR SCHOOL CLOSURE FROM 4.3.4**

**PURPOSE:** This optional template is to support individualized student planning for the delivery of inclusive education support services through continuous learning instruction during school facility closure. This plan is not intended to replace a student’s IEP, but rather to document individual decisions during school facility closure.

Student Name: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone/email: \_\_\_\_\_

School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Head Teacher: \_\_\_\_\_

Evaluation Date: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Meeting Date: \_\_\_\_\_ Meeting Method:  email  phone  video  other

Interpreter needed?  Yes  No      Language/modality: \_\_\_\_\_

Interpreter provided?  Yes  No

**DATE(S) OF SCHOOL FACILITY CLOSURE**

DATE(S) SCHOOL WAS CLOSED FOR ALL STUDENTS (I.E., NO EDUCATIONAL SERVICES WERE PROVIDED TO ANY STUDENT)			
From:	To	# of School Days:	
DATE(S) EDUCATIONAL SERVICES WERE PROVIDED TO STUDENTS, BUT THIS STUDENT DID NOT RECEIVE SERVICES:			
From:	To	# of School Days:	
DATE(S) SERVICES WILL BE PROVIDED TO THIS STUDENT THROUGH CONTINUOUS LEARNING INSTRUCTION:			
From:	To	# of School Days:	

**PARTICIPANTS**

ENTER THE NAMES AND ROLES OF IEP TEAM MEMBERS PARTICIPATING IN THIS PLAN DEVELOPMENT:

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AGENDA FOR CONTINUOUS LEARNING PLAN DEVELOPMENT:

- Family communication preferences – tool/modality, frequency, times of day/week, etc.
- Family supports needed – technology devices, internet access, materials, etc.
- Prioritize continuous learning activities based on student and family needs.
- Determine continuous learning services through school facility closure.
- Begin planning for services and supports once school resumes.

INCLUSIVE EDUCATION SERVICES TIMELINES

Date evaluation is due: Due during facility closure?  
 Yes  No

If yes, what is the plan for completion of the evaluation (initial or reevaluation), including parent participation?

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Date IEP is due: Due during facility closure?  
 Yes  No

If yes, what is the plan for completion of the IEP, including the participation of all IEP team members, including the parent (and student if appropriate)?

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PRESENT LEVELS AND PRIORITIES: Describe the student's strengths, present levels, and anticipated needs for accessing continuous learning instruction.

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PARENT INPUT ON CONTINUOUS LEARNING PRIORITIES FOR THE STUDENT DURING THE SCHOOL FACILITY CLOSURE:

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CONTINUOUS LEARNING GOALS: Describe the learning goals for the duration of the school facility closure, including when and how progress toward those goals will be measured.

Area of focus:	Goal:	When & How Measured?

ACCOMMODATIONS/MODIFICATIONS FOR CONTINUOUS LEARNING: Describe the supports needed by the student in the continuous learning setting, and how and when they will be provided.

Accommodation/modification needed:	How and when will it be provided?

**SUPPORTS FOR PROVIDERS AND FAMILY DURING CONTINUOUS LEARNING INSTRUCTION:** Identify the supports needed for the staff working with the student and those needed for the family.

Supports needed for staff:

Supports needed for family:


**INCLUSIVE EDUCATION SERVICES TO BE PROVIDED THROUGH CONTINUOUS LEARNING INSTRUCTION:**

Service	Initiation Date	Frequency	Modality (e.g., worksheet, platform, program, etc.)	Duration	Staff Delivering Service

**DESCRIPTION OF SERVICES:** Use the space below to document/describe additional information regarding the services delivered through continuous learning instruction during school facility closure.

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**SECONDARY TRANSITION AND GRADUATION PLANNING:** Describe the priorities for transition and graduation planning during the school facility closure.

Priority:

How will it be addressed?


**PLANNING FOR WHEN SCHOOL RESUMES:** Describe the plan for determining supports and actions once school resumes, including considerations for compensatory services and extended school year.

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**OTHER INFORMATION:** Use the space below to document any additional relevant information.

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## SELF-EVALUATION AND PREPARATION CHECKLIST

### SELF-EVALUATION

Instructions: The below is a self-evaluation<sup>1</sup> 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.

#### 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 me 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 me 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.

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

**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 meets 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:

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**TEACHER PREPARATION CHECKLIST<sup>2</sup>**

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. The checklist below will guide you with your back to school preparations.

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

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





**Not for sale**