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A Teacher's Guide

to Psychosocial Support Activities for Students

**For the first weeks of students return
to schools following long breaks**







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Disclaimer: This Guide was developed to support teachers in providing psychosocial support to students affected by COVID-19 pandemic schools closure in Jordan. The Guide's activities can be carried out throughout the whole academic year and tailored to support teachers in addressing different students needs in different contexts.

Table of Abbreviations

IASC	Inter-agency Standing Committee
INEE	Inter-agency Network for Education in Emergencies
MHPSS	Mental Health and Psycho-Social Support
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations International Children's Emergency Fund
WHO	World Health Organization
BC CDC	British Columbia Centre for Disease Control

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Glossary

Daily School Routine	The set of daily activities and actions practised by students within the school that enhances their psychosocial stability. Those activities include going to school, watching the school morning assembly, playing during recess, and buying food from the canteen.
Referral	It is the process of directing students who suffer from psychosocial problems to the competent bodies to receive services that are not within the capabilities of the school. Those services include health, occupational therapy, and others.
Do-No-Harm Approach	A methodology or principle that guides teachers throughout the design and implementation process of activities in a manner that meets the needs of all students within a safe learning environment.
Psychosocial Well-being	The state of contentment and happiness felt by the student and the teacher that motivates them to work, progress, build positive relationships with others, and fulfil their physical, emotional, social, and professional needs.
Positive Discipline	An educational methodology for managing and guiding students' behaviour in the classroom and school, without resorting to punishment, or following any method that may negatively affect the student's psychosocial well-being.
Gender	It means the relationships, social roles, and values constructed by society for both sexes (males and females). These roles, relationships and values change according to the place and time as they overlap and intertwine with other social relationships such as religion, social class, race, and others.
Stigma	Using undesirable phrases, names, titles, or practices against a student or group of students due to a difference between them and the rest of school community. Such treatment prevents stigmatized students from integrating with the rest of their peers and makes them socially unacceptable, which affects their psychosocial balance.
Abreaction	A psycho-educational strategy for relieving psychological stress. It is performed by expressing pent-up feelings in a comfortable and safe manner; either by revealing these feelings, or by practising some physical activities such as; listening to music, practising hobbies or different sports.
Inclusive Education	Enrolling all students - regardless of any challenges they may face - in school classrooms appropriate for their age in their local area. Students should receive all supportive high-quality services and programmes that enable them to achieve success in the basic curricula. (The 10-Year Strategy for Inclusive Education 2019-2029)
PSS Psychosocial Support	A group of activities and events that enhance the Psychosocial well-being of students and raises the level of their adaptation to psychological stress.
Classroom rules	A group of positive behaviours developed by the teacher and students within the classroom. It aims at building a healthy, supporting, and caring classroom that is managed in an appropriate educational method, without resorting to violence or abuse against students.



General Objective of the Guide

Support the teacher's efforts in reducing the psychosocial impact students were exposed to during the COVID-19 pandemic.



Specific Objectives of the Guide

After getting acquainted with the content of the guide, teachers are expected to be able to:

- Determine the psychosocial effects of the COVID-19 pandemic on students.
- Employ appropriate tools to deal with the negative behaviours resulting from the pandemic conditions on students.
- Distinguish the indicators of students' exposure to psychological stress.
- Run the PSS activities with students.

Introduction

The humanitarian crises that deeply affect children and young people can cause the disintegration of families, deconstruction of social cohesion and create feelings of isolation, despair, fear, anger, loss, and sadness. Also, the long-term exposure to a catastrophe or conflict without the adoption of appropriate mitigating measures can negatively affect psychological and physical health, and may also lead to prolonged weakness in learning and behaviour issues, especially in the early childhood stage (INEE).

While exposure to stress in life is sometimes considered natural and necessary for development, as children need to experience some emotional stress to develop healthy coping mechanisms and problem-solving skills, the type of pressure that a child is exposed to during crises and emergencies might form a great danger if repeated frequently. This is because it may cause stress to the response system in the body, especially in the absence of a supportive adult capable of providing protection (INEE).

Safe schools are one of the most beneficial environments for students in emergency and crisis situations, and education is seen as an important element in protecting a child's mental and physical health. It can be considered an essential psychosocial intervention if provided appropriately. If the school is able to provide structured daily routines that provide opportunities for social interaction, forming friendships, play, stress relief, self-expression, and the promotion of cooperative behaviour, it improves the psychosocial well-being of students, and provides a safe and stable environment that helps restore a sense of normalcy and hope (UNESCO, 2020).

From this point of view, to mitigate the repercussions caused by the COVID-19 pandemic on the psychosocial health of students, and in preparation for the safe return to schools after a period of closures and the transition to a distance learning system; The German International Cooperation (GIZ), in cooperation with the Ministry of Education, has prepared **"A Teacher's Guide to Psychosocial Support Activities for Students"** for the first weeks of students return to schools following long breaks.

This Guide has been designed for the first weeks of return to face-to-face education to support teachers' efforts in promoting the psychosocial well-being of students as it provides interactive inclusive activities for the age group between (6) and (16). Those activities contribute to building positive relationships and attitudes, promoting students' self-esteem, encouraging them to express their feelings, communicate their emotions and deepen their relationship with the school. Furthermore, these activities reduce the impact of potential emotional stress and behavioural problems and prompt students to seek help when needed in a safe school environment.

The guide consists of two parts; the **first part** tackles the most important mental and social health concepts related to the COVID-19 pandemic, which may have an impact on students' academic achievement, life skills, and communication with peers and society. These concepts include: psychosocial well-being, PSS, positive discipline, referral, peer support, and inclusive education.

The **second part** of the guide includes inclusive interactive activities, and some strategies that attempt at alleviating the effects of the psychological pressures that students were exposed to during the period of closure.

The main pillars for the development of the guide

The guide is based on a number of basic principles and concepts of psychosocial support that help the teacher identify the psychosocial effects of the pandemic and mitigate its effects on students by providing a set of differentiated interactive activities for the different basic educational stages.

The following figure illustrates the basic principles and concepts included in the guide:

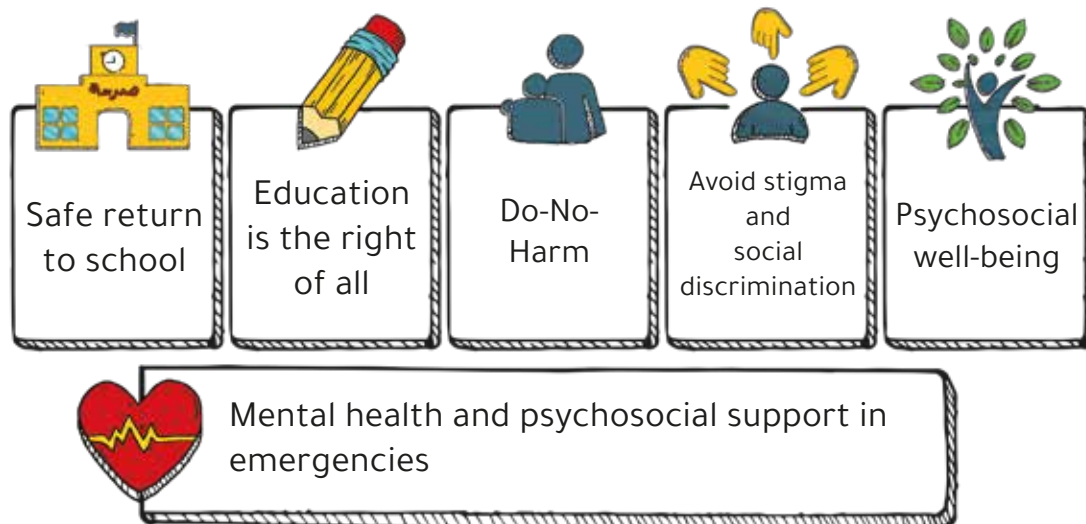


Figure (1): Main Pillars of the teacher's guide to psychosocial support activities for students

► What does the guide provide?

- The theoretical framework for COVID-19 pandemic
- Determining the psychological and social effects of the COVID-19 pandemic.
- Stress Indicators
- Strategies that assist in relieving the symptoms of stress
- Intervention Pyramid for mental health and psychosocial support in emergencies
- Differentiated interactive activities for the education.

► The theoretical framework for the COVID-19 pandemic

COVID-19: One of the seven families of coronaviruses known to contain strains that may cause deadly diseases in mammals and birds. In humans, they are typically spread via airborne droplets of fluid produced by infected individuals.

The virus is now known as "Severe Acute Respiratory Syndrome Virus 2" and is denoted as SARS-CoV-2. The resulting disease is called coronavirus disease 2019 (COVID-19). The first human cases of COVID-19 were reported by officials in Wuhan, China, in December 2019.

In March 2020, the World Health Organization (WHO) announced that it classified COVID-19 as a global pandemic, after it spread and killed more than 0.8 million people worldwide and raised a major global health concern.

COVID-19 spreads through respiratory droplets expelled from coughing, sneezing, or speaking. Individuals may become ill as a result of touching the eyes, mouth, or nose after touching a surface contaminated with the virus. The disease may also be transmitted through close contact with an infected person.

Signs and symptoms of COVID-19 may appear two to fourteen days after exposure, noting that this period after exposure to the virus and before symptoms appear is called the incubation period. Signs of disease may include one of the following symptoms: Fever, chest pain, shortness of breath or breath difficulty that may progress to acute respiratory distress syndrome, or organ failure about 1-2

It has been proven that vaccines protect children and adults from viruses. Therefore, the COVID-19 vaccine provides immunity against coronavirus disease. It also gives the body an immunity that the body acquires in the form of antibodies against the virus. Besides, it provides protection for the surrounding people, especially the group most vulnerable to disease and its complications, including the elderly, and those who have chronic diseases or suffer from lung problems or heart diseases. to ensure effective immunity; It is necessary to obtain two doses of the same vaccine, after which the person receiving the two doses of the vaccine can return to practicing many of the activities that were interrupted as a result of the pandemic, taking into account the general safety procedures and the recommended health requirements.

Determining the psychosocial effects of the COVID-19 pandemic.

COVID-19 has spread rapidly within and between countries in all parts of the world. Governments all over the world have implemented many measures to contain its spread, including school closures, quarantine in homes and hospitals, and locking down social life in its entirety. These measures aimed at reducing the number of cases and reducing the death rate did however have negative repercussions and secondary effects on children and their families.

Students are the group that is most affected by school closures. Indeed, school closure led to negative effects on the students' attachment to the school and an imbalance in their mental health. Attachment to the school increases the level of self-esteem and contentment and promotes positive mental health. Thus, the isolation of students from their peers and teachers had a negative effect on mental health.

The results of (63) studies of the BC CDC showed that school closures and physical and social distancing during the Covid-19 pandemic led to an increase in students' feelings of loneliness coupled with negative effects on their mental health, such as anxiety and depression.

Another survey conducted by the BC CDC on the impact of COVID-19 on families with school-age children (BC Covid-19 Speak survey) showed that (60.3%) of respondent families reported an increase in children's stress, while (79.2%) of them reported a decrease in children's relationships with friends as a result of school closures.

In a research study to find out the impact of the COVID-19 pandemic and the mitigating measures implemented on children's health, learning, well-being, protection, and identification of their needs and families' needs during these times, Save the Children conducted an extensive study in 2020 and published its results in its report. The report included children and families from 37 countries around the world, in which 17,565 parents and caregivers, and 8,069 children from the age group 11-17 participated. The study concluded that since the onset of the pandemic; About 83% of the children, and 89% of the parents expressed an increase in their negative feelings, such as: stress, depression, anxiety, anger, a lack of sense of safety, sadness, and distress.

On the other hand, the children participating in the study expressed that their absence from face-to-face education in school was one of the most important sources of stress they were exposed to. The study also demonstrated that the longer the period of school closure is, the higher the percentage of negative feelings recorded in children are. The percentage increased from 62% - when schools were closed for a period ranging from 1-4 weeks - to 96% when schools closed for a period ranging from 17-19 weeks.

The following figure illustrates this.

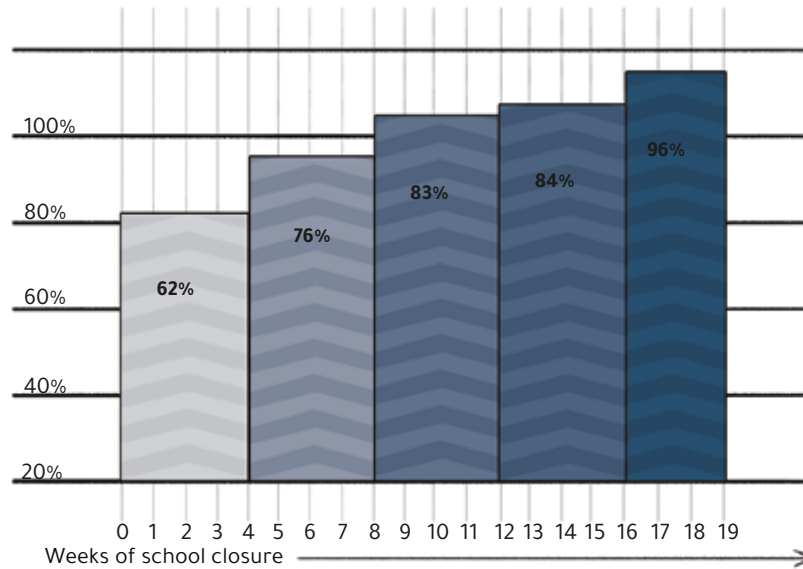


Figure (2) The impact of increased school closure periods on the negative feelings of children (Save the Children, 2020)

Furthermore 46% of children's parents reported that with the increase in the school closure period, they began to witness some negative changes in their children's behaviour, such as: changes in sleep, changes in appetite, changes in their ability to deal with their emotions, and more aggressive behaviour.

The study also highlighted another very important factor related to children's sadness and despair, and its impact on their relationships, communication and playing with others. More than half of the children covered by the study who were not in contact with their friends or did not play with them reported that they were less happy, more anxious, and less secure. As for children who saw their friends in person and interacted with them virtually, only 5% reported being less happy, 5% feeling more anxious, and 6% feeling less secure. (Save the Children, 2020)

In a UNICEF survey that included more than 17000 parents and 8000 children in 46 countries, 83% of children and 89% of parents reported an increase in their negative feelings, while 46% of caregivers said that they observed signs of psychological distress in their children. Also, children may worry about their caregivers or older family members contracting or dying from the disease. Some children are stressed about the economic wellbeing of their families. They may also feel anxious about when and if a return to a sense of normalcy will happen. (UNICEF, Responding to the Mental Health and Psychosocial Impact of Covid-19 on Children and Families, 2020)

We have yet to consider the full impact and long-term repercussions of COVID-19. In light of previous studies, it is clear that mobility restrictions, school closures, physical and social distancing, and fear of illness all affect the health and psychosocial well-being of students and caregivers alike. It is noted that stress is one of the most common signs of the repercussions, hence, to ensure that students receive appropriate psychosocial support services when they return to school in the new academic year; it is necessary to highlight the indicators of stress to help teachers provide appropriate support to students in order to mitigate the effects as much as possible.

► Stress Indicators

Stress was one of the most negative impacts on the mental health of students during the pandemic. As previous studies demonstrated, although being away from school is one of the most common causes of this stress, returning to school after a period of closures can be a major source of more stress and anxiety for many students (BC CDC,2020). This requires the teacher to be alert and attentive to stress indicators, as they can be easily observed in order to provide appropriate support to students. Although stress indicators may vary from one person to another and sometimes within the same person, there are general indicators of clear significance that cannot be ignored, the most prominent of which are the following:

Cognitive Indicators

- . Memory problems
- . Inability to focus
- . Negative thoughts
- . Constant worrying
- . Reluctance
- . confusion of mind (difficulty to think clearly)

Emotional indicators

- . Depression
- . Becoming easily agitated
- . Nervousness
- . Frustration
- . Feeling lonely and isolated
- . Impatience

Physical Indicators

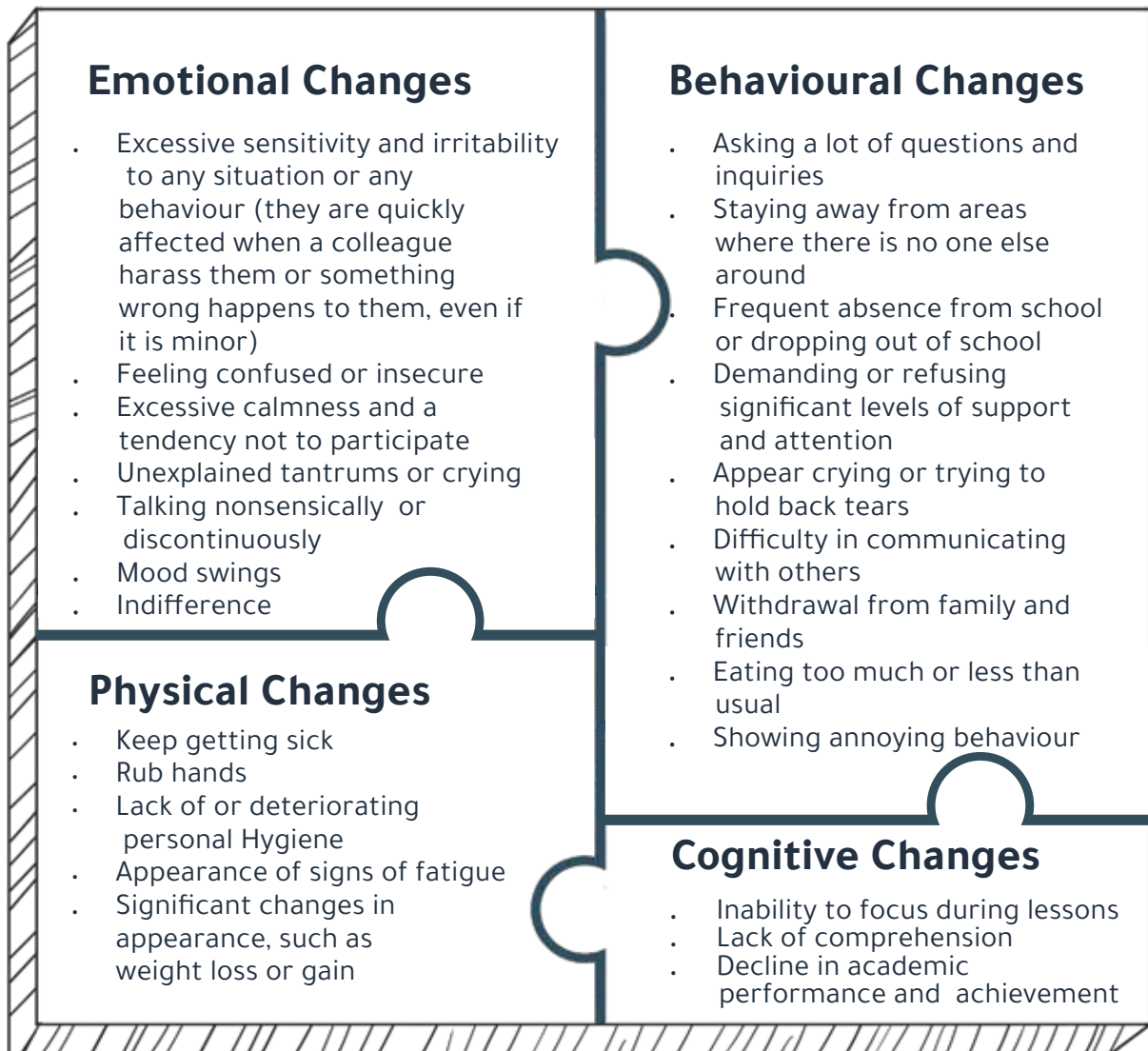
- . Headache and back pain
- . Muscle tension and stiffness
- . Diarrhoea or constipation
- . Nausea and dizziness
- . Chest pain and fast heart rates
- . Weight gain or loss
- . Skin rash (urticaria and eczema)

Behavioural indicators

- . Changes in appetite, either not eating or eating too much
- . Sleeping difficulties, either not sleeping or sleeping too much
- . Isolation from others
- . Procrastinating and avoiding responsibilities
- . Exhibiting more nervous behaviours, such as nail biting
- . Overreacting to problems or unexpected things
- . Stirring up fights with others

Indicators of students' stress may also differ according to the age group and previous experiences. They can be summarized as follows:

Some changes that indicate stress among students of the age group (6-10 years)



Some changes that indicate stress among students of the age group (11-16 years)

Emotional Changes

- Feeling frustrated
- Feeling lost
- Becoming easily agitated
- Negative reactions
- Taking things personally, showing sensitivity more than usual
- Becoming less tolerant or more judgmental than before
- Not responding to disturbing events (expressing feelings of worthlessness and apathy)
- Severe mood changes (anxiety, nervousness, hopelessness)

Cognitive Changes

- Distraction of thoughts and lack of presence of mind (absence)
- Demotivation
- Decline in academic performance and achievement

Behavioural Changes

- Being aloof/separated from others
- Offensive or acting more inappropriately than usual
- Lack of focus, short-term memory loss, neglect of studies and duties
- Absence from or running away from school
- Making trouble with teachers, family, and friends
- Demonstrate disruptive and aggressive behaviour
- Hasty reactions

Physical Changes

- Headache, stomachache, and other aches
- Change in sleep patterns (sleeping during classes or in the break)
- Lack of self-care and lack of attention to outward appearance
- Appearance of signs of sleeplessness
- Weight loss or gain

► Strategies that assist in relieving stress symptoms

In support of the efforts of MoE in the provision of PSS for all school communities to relieve the psychosocial implications resulting from the COVID-19 pandemic and based on the procedures approved by the Ministry and the activities included in the campaign for the safe return for the school community that achieve psychosocial adaptation (Safe Return to Schools Guide for the 2021/2022 academic year), some strategies will be presented during this chapter that contribute to relieving the effects of the stress caused by the pandemic among students and educational and administrative staff in schools during the first weeks of returning to school.

Relieving stress for the educational and administrative cadre

The exceptional circumstances that necessitated the sudden switch to the e-learning system during the pandemic and posed a great challenge for administrative and educational cadres was accompanied by a change in roles and responsibilities in order to meet the needs and requirements of this critical stage, burdened the cadres with excessive demands. These demands may become a source of concern for their psychosocial well-being, unless appropriate support strategies are provided to mitigate the negative psychological effects resulting from the pandemic. The following are some of

logical effects resulting from the pandemic. The following are some of the strategies that educators can be encouraged to apply:

First: Peer-support

A strategy that relies on mutual trust between administrative and educational cadres based on the exchange of knowledge and emotional, social, or practical experience to help each other. It contributes to building positive relationships, alleviating stress and the effects of pressure, and overcoming difficulties by providing emotional support, advice, guidance, showing respect and the feeling of attachment and reassurance to each other.

Second: Meditation and relaxation

Meditation activities help to relax, control stress, reduce anxiety, and improve cardiovascular health. It depends on the silent repetition of a word, sound, or phrase with a special meaning or significance while sitting quietly with good posture and with closed eyes for a period between 10 to 20 minutes. During this period, fears or disturbing thoughts should be ignored as much as possible. This could be achieved by focusing on the sound, word, or phrase. When the exercise is done, the eyes are opened and thoughts begin to return gradually to everyday reality.

Relieving stress for the students

First: Expression of feelings

As studies indicate, one of the successful strategies in relieving stress and improving the psychosocial well-being of students is teaching children and adolescents the correct ways to express their feelings. It contributes to:

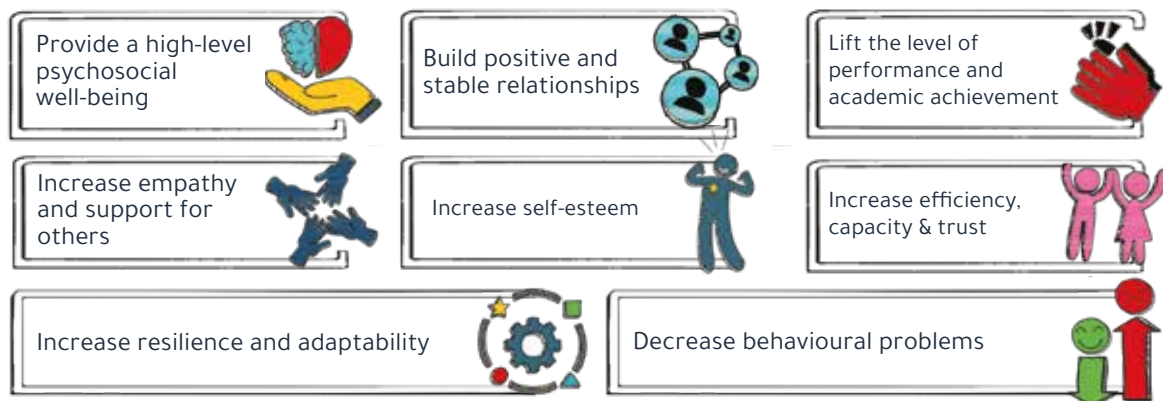


Figure (3): Effects of the healthy expression of feelings

The application of this strategy begins with identifying students who show one or more of the indicators of stress previously mentioned. Afterwards, they should be motivated to talk about their feelings and experiences. This is done by sending simple messages or presenting life experiences appropriate for their ages and encouraging them to participate. Students should be listened to and given enough time to talk while paying attention to what they say.

Second: Individual interventions versus group interventions

This strategy relies on making a positive change in behaviour by providing individual or group interventions to students who have minor problems that need to be adjusted (for instance, anxiety and distraction) based on their needs. Accordingly, the educational counsellor works in cooperation with the teacher to prepare plans that suit their needs and provides them with activities that enhance their psychosocial well-being and raise the level of their adaptive skills.

Third: Specialized Mental Health Therapy (Referral)

Despite the effectiveness of group activities in raising the level of confidence in the vast majority of students, the recurrence of aggressive or withdrawal behaviours among some students may indicate the presence of psychological problems that require referral to a specialized mental health service. The role of the teacher or the educational counsellor is to detect indicators that need specialized psychological interventions and referring students who need this type of support to a mental health specialist through appropriate referral mechanisms, ensuring that responses and referrals are provided in a confidential professional manner. In the cases in which teachers and educational counsellors are unable to deal with students' psychological or social pressure within the available resources, it is necessary to inform the school principal or case representative to obtain specialized support, according to the "Guide to the procedures of the Ministry of Education to deal with cases of domestic violence, child protection and school violence, 2020".

Fourth: Positive Discipline

Positive discipline is an educational methodology in managing and guiding students' behaviour in the classroom and school, without resorting to punishment, or following any method that may negatively affect the student's psychosocial well-being. The teacher can use several methods to reinforce the desired behaviour through positive discipline. These include: establishing classroom rules at the beginning of the academic year, promoting good behaviour, modelling positive behaviour, criticising the student's negative behaviour rather than criticising the person, and many other methods that help teachers secure a positive atmosphere and an inclusive learning environment based on equality in rights and respect for individual differences between students.

The use of positive discipline techniques help teachers to overcome many challenges in the classroom, help students learn and make better decisions in the future, increases students' respect for their teachers and increases student participation and involvement in tasks while decreases the need to resort to disciplinary measures, and increases the rate of student enrolment in the school(CJCP, 2012)

Fifth: Providing inclusive learning environment

An inclusive learning environment is an environment that is based on respect for the individual differences between students and on the principle of equality in rights. It is the cornerstone of positive discipline and promotes the psychosocial well-being of students.

In an inclusive educational environment, the focus is on individual students' needs, strengths, social skills and learning styles. This includes identifying and understanding learning challenges and adopting methods to ensure each student is taught effectively. Furthermore the learning environment is adapted to suit students' needs, abilities, and capabilities. All of this is observed to ensure the success of all students.

To achieve this, teachers should make sure to address and involve each student and diversify the use of learning resources and teaching aids. Thus, meeting different students' needs without neglecting any student. In addition to this, teachers should create opportunities to discuss, acknowledge and value differences between students, and encourage students to listen to and respect other points of view (CJCP, 2012).

Gender and disability are among the most important differences that the teacher should pay attention to in the classroom and take into account to provide an inclusive learning environment.

The following is a more detailed explanation of this:

A. Gender

It is important to take into account the individual needs of and differences between girls and boys, especially when designing and implementing activities. Girls and boys needs and interest differs, and it is unfair to classify students according to their gender. This can lead to a reinforcement of gender stereotypes or impose restrictions. An example would be “boys do not cry but girls do” or “education is important for and to boys but not girls” or “boys are generally better in maths and sciences than girls”.

Classifying students according to their gender can make us and others accept certain behaviours from some students that we would not accept from others. Moreover, we might expect some students to succeed in certain areas and others to fail. Teachers in their role as rolemodels should convey the message to their students that gender stereotypes should not be followed. In addition, the teacher should live his or her words by not accepting bullies to use stereotypes to justify their actions. (Liu, F. 2006)

For instance, the teacher can:

- Provide examples and pictures of girls, women, boys and men in different professions and roles within the family and society.
- Avoid stereotyping when providing examples.
- Speak positively about all genders/sexes.
- Present examples of success stories from all genders (who excelled in their field of work or challenged their disabilities) .
- Talk about the rights of both genders and make students feel in your classroom that they are equal in rights.
- Divide students into groups that contain where possible the equal numbers of boys and girls students in mixed classes.
- Use masculine and feminine pronouns in a balanced manner or talk in general and neutral language that does not refer to a specific gender in mixed classes.

Degree of disability

The presence of students with disabilities in the classroom side by side with their peers without disabilities gives all of them the opportunity to learn acceptable social behaviours and learn from each others and imitating good behaviours. It also increases the self-esteem of students without disabilities and makes them more accepting of differences and empathetic of others. If there are students with disabilities in the classroom, make sure to:

- Give students opportunities to interact with each other so they can build friendships and a sense of belonging.
- Help students develop their strengths. Remember that students with disabilities also have strengths so focus on progress no matter how small it is.
- Adapt the activities to suit the students' needs and abilities and provide appropriate alternatives.
- Show positive attitudes towards the presence of students with disabilities to build an inclusive culture.
- Show examples and success stories of people with disabilities.
- Use a peer support strategy in and out of the classroom.

Sixth: Mental health and psychosocial support

Being a provider of psychosocial support is one of the most important roles that a teacher and educational counsellor can play during the pandemic period. They must help students understand themselves, know their abilities, and overcome the difficulties they face in order to reach the psychosocial compatibility that builds normal personalities. The Intervention Pyramid for Mental Health and Psychosocial Support in Emergencies is a useful tool for providing psychosocial support services to students. This should be done within multi-level response activities (Figure 4) that are complementary to each other, to meet the needs of different affected groups to mitigate the psychological effects they have been exposed to due to the pandemic

These levels are aligned, as illustrated by the pyramid of interventions for mental health and psychosocial support in emergencies, with a range of health needs ranging from the inclusion of social and cultural contexts in basic psychological and psychosocial services, to the provision of specialized services for those with more severe cases. These services are based on basic principles, including: Do-No-Harm, promote human rights and equality, use a participatory approach, build on available resources and capacities, adopt multi-level interventions, and work to integrate support systems. (IASC, 2020)

▶ Intervention Pyramid for Mental Health and Psychosocial Support in Emergencies

The Intervention Pyramid consists of four levels that complement each other. Each level includes specific activities, and targets specific groups or people.

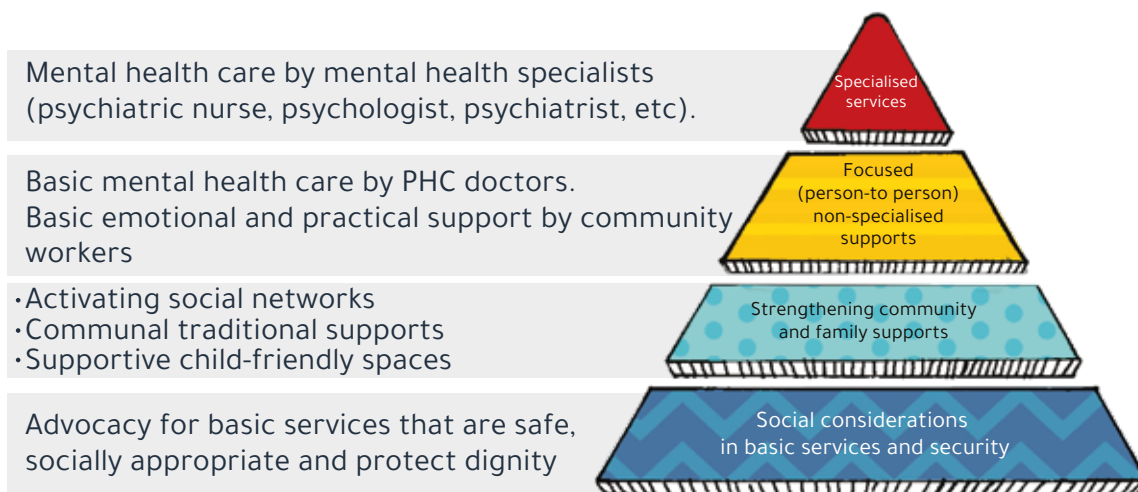


Figure (4): Intervention Pyramid for mental health and psychosocial support in emergencies (IASC,2020)

Level 1: Basic services and security

This level of the pyramid includes basic human actions aimed at meeting an individual's basic needs, such as: food, shelter, healthcare, and safety and security needs. The school's role at this level is to provide quality education, psychosocial support, referral services, and a safe and supportive school environment.

Level 2: Community and family support

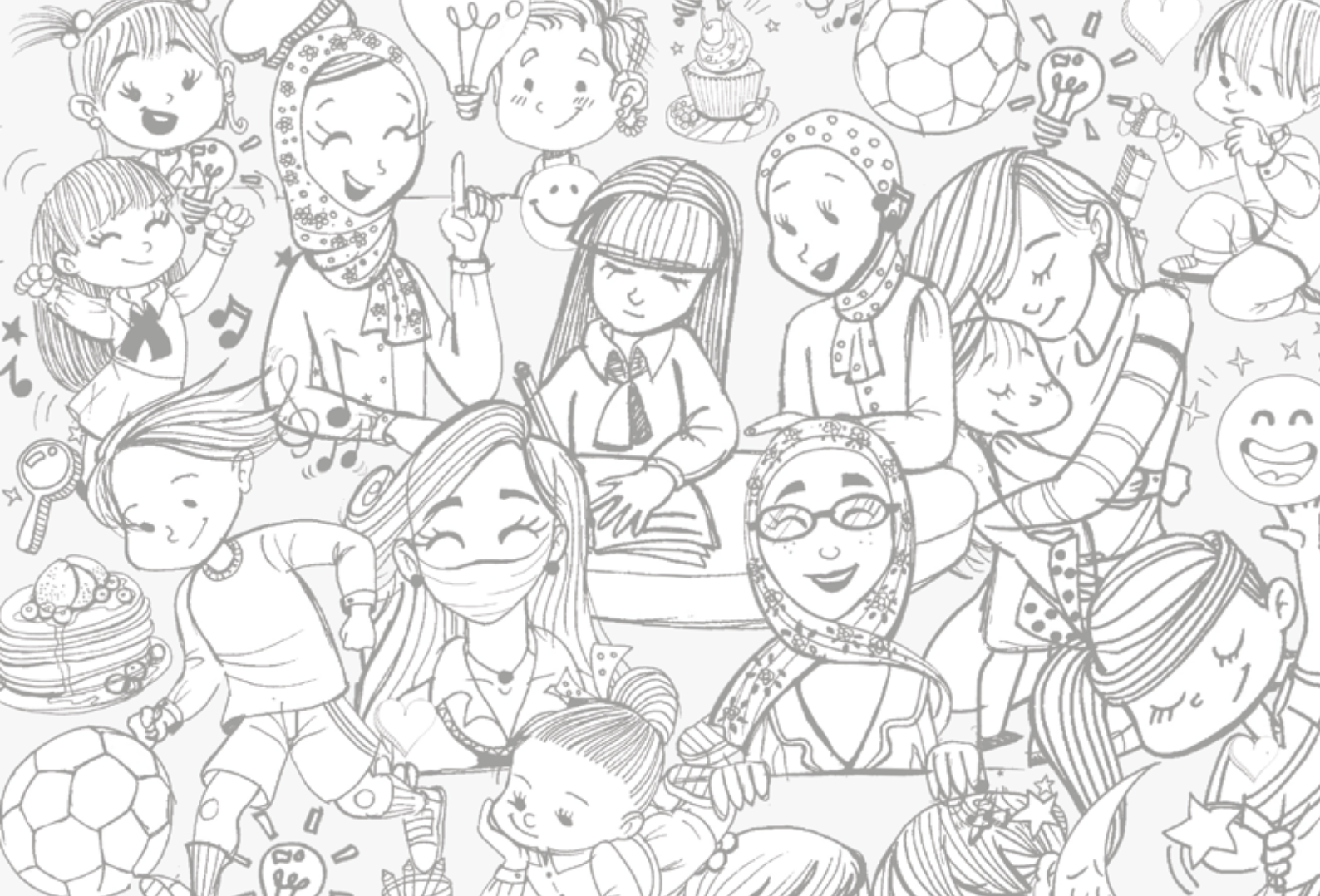
This level focuses on the role of the family and society in protecting students from the social and psychological effects of crises and emergencies, such as the COVID-19 pandemic. The role of the school at this level is to support parents and the local community to provide psychosocial support to students, provide awareness to parents and members of the local community, and provide non-formal education programmes for students who have dropped out or left school.

Level 3: Focused non-specialized support

This form of support is directed to a smaller number of people compared to the first and second levels. It requires non-specialized services provided by qualified and well-trained persons capable of providing these types of services. These might include: psychological first aid, case management, individual non-specialized sessions (individual counselling), or peer support. The school's role is to provide these services when qualified trained cadres (the educational counsellor) are available, or to refer the cases to service providers approved in the Ministry of Education's "Guide to the procedures of the Ministry of Education to deal with cases of domestic violence, child protection and school violence, 2020".

Level 4: Specialised services

This level focuses on providing services to people who need specialized services, such as medical services, psychological services, judicial services, rehabilitation centres, or specialised doctors etc. As for the target group for these services, they are people who suffer from a severe psychological crisis, or physical or mental disabilities. The role of the school is to simply identify students who suffer from these problems, and to refer them to the appropriate specialised institutions according to the procedures followed within the "Guide to procedures of the Ministry of Education to deal with cases of domestic violence, child protection and school violence, 2020".



**Differentiated interactive activities
for the basic education level.**



An Introduction to psychosocial support activities for students

This part of the guide includes a range of psychosocial support activities that will form the cornerstone of teachers' efforts towards excellence and creativity in providing the necessary continuous support and guidance to our students. This will be done by providing a safe and supportive learning environment for all students. Activities are designed to suit the different age groups and educational stages of students as follows:

- Activities for the age group 6-8 years (first grade - third grade)
- Activities for the age group 9-11 years (fourth grade - sixth grade)
- Activities for the age group 12-16 years (seventh grade - tenth grade)

A sustainability plan can be developed to make these activities part of the daily routine of the learning process and to give students enough time to express their feelings.

General Objective of the Activities

Promoting the psychosocial well-being of students by providing an inclusive learning environment that supports the learning of all.

Specific Objectives of the Activities

- Enhancing students' communication skills.
- Identifying a number of negative effects of social stigma on the individual and society.
- Formulating classroom rules as common behavioural controls within the classroom.
- Reducing the effects of psychological stress through abreaction.
- Applying some positive discipline strategies.

Guidelines for teachers when carrying out activities

To ensure the achievement of the desired objectives and to ensure the active participation of all students of different needs and abilities, be sure to observe the following:

A. General guidelines

- All students have equal opportunities to express their feelings and share their experiences with others.
- Consider the individual differences between students and provide appropriate support.
- Listen to students' answers with concentration and attention and make them feel listened to.
- Reinforce students' responses even if they are simple.
- Prepare the materials and supplies for the activity beforehand.
- Ensure that all students understand the activity before commencing.
- Stick to the time allotted for the implementation of the activity, giving students enough time to achieve the objectives of the activity.

B. Special Guidelines (for the inclusion of students with disabilities)

Motor disability

- Check physical challenges during the implementation of educational activities.
- Facilitate peer support if possible.



Partial visual impairment

- Read the written text out loud.
- Facilitate peer support if possible.
- Use a clear font when printing materials or writing them on the board.



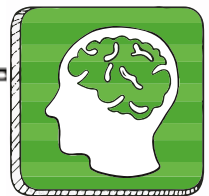
Hearing impairment

- Ask students about the best communication styles that suit them.
- Avoid places where there is a lot of noise, especially when performing activities.
- Ensure that everyone speaks in turn, and clearly.



Mental disabilities

- Simplify language, summarising information, and using various communication methods such as gestures and pictures.
- Communicate with students in a manner appropriate to their different age stages.



Speech impairments

- Allow enough time to listen to them, and do not interrupt them while they are talking.
- Paraphrase what the student said to make sure his/her speech is understood
- Adopt alternative methods of communication that suit the student.



Chapter One:

Psychosocial support activities per school level (from the first to the third grade)

Table No. (1): The timetable for the implementation of psychosocial support activities for the age group (6-8) years (from the first to the third grade)

Day	Session no.	Session topic/Activity	Time	
			Hours	Minutes
1	First session	Communication/ The smart researcher	-	20
2	Second session	Expression of feelings/ I'm offering you my feelings	-	20
3	Third session	Social Stigma/ My hand in your hand	-	20
4	Fourth session	Participation in decision-making / my behaviour is my responsibility	-	20
5	Fifth session	Identifying Psychological Stress Indicators/ The mirror	-	20

Material necessary for the training:

Markers, pencils, colour pencils, crayons, flipchart, sticky notes, tape, pinboard, pins, markers, headphones, computer, cardboard.

Main topic: PSS



Subtopic: Communication

Targeted age group: (6-8) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	The Smart Researcher	Session	1
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome students • Ask the following question: What do you miss the most in school? • Listen to the students' answers and give them time to express their feelings. • Tell the students that after a long absence from school, they will be able to learn new experiences and information about their classmates and their interests through this activity. 		
Objective of the activity	Sharing with the students their experiences during the lock-down period.	Pre-learning	None.
Activity tools	Pencil	Strategy applied	Active learning
Activity Requirements	Worksheet (1-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Give each student one copy of the worksheet (1-1) • Read the worksheet to the students and explain the graphics inside it. • Ask the students to search among their colleagues for the colleague who has the trait or status mentioned in the worksheet. • Ask the students to collect the signatures of their classmates who have the trait or status mentioned in the worksheet. • Instruct the students to conduct a dialogue with their colleagues about the traits or status that applied to them. For instance, when they are required to identify a person who played a new game, the other student can ask him the following questions: What is the name of this game? How did you learn about it? How do you play it? What did you learn from it? And so on • Ask the students to review their classmates' names, traits, or status, and share the additional information they have gathered with every one. • Encourage students to do the activity with their families and friends.
Summative Assessment (5 Minutes)	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How did you feel when you spoke to your colleagues and exchanged experiences with them? • Did you find common experiences or interests between you and other colleagues (one or more)? • What did you learn from the activity?

Find someone who..



_____ exercised regularly

Signature _____



_____ played a new game

Signature _____



_____ brothers / sisters helped him/her in his/her studies

Signature _____



_____ Helped others

Signature _____



_____ helped in preparing a delicious dish

Signature _____



_____ chanted and sang a beautiful song

Signature _____



_____ can keep secrets


Signature _____



_____ saw / heard a very funny thing in the previous weeks

Signature _____

Main topic: PSS

 **Subtopic: Expression of feelings**
Targeted age group: (6-8) Years

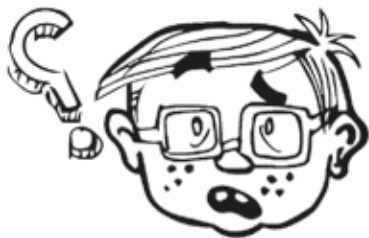
Activity No	1	Activity duration	20 Minutes
Name of Activity	I am offering you my feelings	Session	2
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and ask the following questions: Who shared the previous activity with a family member or a friend? What did you feel? And why? • Ask the students about their current feelings by asking the following question: How do you feel now? What caused this feeling? • Address students by saying: Let's think back to the lockdown period, how did you feel back then? What caused those feelings? • Listen to their answers attentively, without interruption. • Tell the students that expressing feelings of joy or sadness is a beautiful thing, and that it has a great effect on the psychological state. Tell them also that through this activity, they will learn about many different ways that will help them express their feelings clearly. 		
Objective of the activity	Students will express their feelings in different ways	Pre-learning	Communication
Activity tools	Pencil, crayons	Strategy applied	Learning through play
Activity Requirements	Worksheet (2-1-A), Worksheet (2-1-B)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Write the following rule on the board in a large font (Having people telling me about their feelings is a gift that I should handle carefully.) • Use expressive gestures when saying the rule, such as: Stretch your hands forward when saying the word "gift", then place them on your heart to indicate that it is a precious thing. • Ask the students to repeat the rule more than once to emphasise its importance. • Give each student one copy of the worksheet (2-1-A) • Explain the facial expressions on the worksheet (2-1-A) • Ask the students to work individually on their worksheet, giving them enough time to write.
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	<ul style="list-style-type: none"> • Ask the students to think of the face that represents how they felt during the lockdown period. Ask them to circle the face that represents their emotional state. • Encourage the students who want to stand up, to present their work sheet, and talk about their feelings briefly. • Give each student one copy of the worksheet (2-1-B). • Ask the students to choose their favourite hobbies from the work sheet. • Put the students into groups according to their favourite hobby. • Give the students some time to practise the activities they like from the worksheet. • Encourage students to share their thoughts and feelings. • Ask students to thank everyone who volunteered to present his/her worksheet and share his/her thoughts and feelings with the group. • Emphasise the importance of expressing different feelings (joy, pain, sadness, love...) at the right time and in the right way.
<p>Summative Assessment (5 Minutes)</p>	<p>Ask the following question:</p> <ul style="list-style-type: none"> • How was the activity? What did you like about it? • What do you expect to happen if we do not express our feelings and try to hide them? • What should we do when someone shares their feelings with us? <p>Ask each student to choose a family member and tell him/her that he/she loves him/her.</p>

How did you feel during the lockdown period?

Sometimes bad things happen, and it's okay to feel sad, angry, or afraid.
Adults also feel the same



How do you feel now?

Circle the face that expresses your current feeling. If there is no such as face, draw what you feel on the empty face.

Do something fun to help you feel better.

You can listen to music, tell a story, play games, read, draw, or paint.

You can play with your friends after taking the permission from your parents.



What do you like to do? Colour the picture of the activity that you like, if you do not see it, draw it!

Main topic: PSS

▶ Subtopic: Social Stigma Targeted age group: (6-8) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My hand in your hand	Session	3
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and ask the following questions: Who has told a family member that they love them? Who is this person? What was their reaction? • Listen carefully to the students' experiences and praise them • Show students Card No. (3-1), and ask them the following question: "What do you see in the picture?" • Listen to the students' answers. Then, tell them that through this activity they will learn about common mistakes people make in dealing with others that can have negative effects on their lives 		
Objective of the activity	Introduce to students a number of negative effects of social stigma on the individual and society.	Pre-learning	Expression of feelings
Activity tools	Pencil, crayons	Strategy applied	Think - pair share
Activity Requirements	Card No. (3-1), Worksheet (3-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Give each student one copy of the worksheet • Read the text on the worksheet to the students. • Ask students to work individually on the first part of the worksheet and to try to answer the question under 'Think'. • Read the question to the students in a clear and calm voice. • Ask students to think of an answer to the following question: What can students say to each other about these two students? • Ask each student to write some keywords on the worksheet, if possible, bearing in mind that some students are not able to write on the worksheet. • Instruct each student to join a classmate to work together on the second part of the worksheet under "pair". • Read the question to the students in a clear and calm voice. Ask them to agree on one acceptable answer for both. • Ask the pair to present their ideas and the answers they have
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	<p>concluded to the other students.</p> <ul style="list-style-type: none"> • Ask all students to respect each other's opinions and to accept differences of opinion, if any. • Ask the following question: Do you accept such a behaviour? Why? Write down students' answers on the board in two categories, as follows: Positive behaviours to avoid and overcome social stigma in the classroom, school, and community, such as: respect, love, friendship, compassion, empathy, cooperation, caring, acceptance, tolerance etc. Negative effects of social stigma, such as: isolation, depression, dropping out of school, bullying, nervousness, low achievement, exclusion, weakness etc. • Reinforce students on their good ideas and their awareness of the importance of love, respect, acceptance, and caring for a safe and supportive classroom environment. • Emphasise the importance of avoiding all forms of stigma and of having values and positive behaviours in interactions with others in the classroom or with members of the community. <p>A highlight: The teacher is not required to mention the term social stigma in front of students, but rather uses simple vocabulary close to their understanding, such as: ridicule, mockery, name-calling, and others.</p>
<p>Summative Assessment (5 Minutes)</p>	<p>Ask students the following question:</p> <ul style="list-style-type: none"> • How would you act if you were exposed to a similar situation, or if you see similar situation? • Choose someone from your family, then tell them about the negative effects of social stigma, and why we should avoid it.

OUR SCHOOL



Story: Two students in grade three, their father returned from a trip, and he was diagnosed with Corona virus. Although the father recovered from the disease, and no one else was infected, and the whole family was in good health, nevertheless, their classmates' behaviour changed with them since then.

Think

What can students say to each other about these two students?



Pair

Share the answer you concluded with your colleague. Agree on one answer.

Share

Share what you agreed upon with the students

Main topic: PSS

▶ Subtopic: Participation in decision making

Targeted age group: (6-8) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My behaviour is my responsibility	Session	4
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome students • Remind students of the previous exercise, ask the following question: Who has spoken with his family about the negative effects of social stigma? How did the parents react? • Listen to the students' interventions and praise them. • Ask students the following questions: <ol style="list-style-type: none"> 1. What do you wear when you leave your house during the pandemic? Why? 2. What happens to those who do not wear their facemasks when they leave their home? 3. What is the importance of wearing a mask outside the home in the markets and public places? • Listen to the students' answers and tell them that they will work together to establish safe and healthy rules of behaviour for all students. Also, they will establish a list of penalties for those who do not adhere to these rules, as is the result with those who do not wear a mask. 		
Objective of the activity	Preparing a set of classroom rules to secure a healthy and safe classroom environment	Pre-learning	Respecting others
Activity tools	Board, flip chart, pens (Marker), paper (A4), colouring pencils, cardboard.	Strategy applied	Cooperative learning
Activity Requirements	Support material for activity (4-1-A), worksheet (4-1)		

Procedures	<ul style="list-style-type: none"> • Divide students into four or five groups with a maximum of five students in each group. Ensure the application of physical distancing during group work. • Give each group one copy of the worksheet (4-1) • Read the worksheet to the students, then explain its items calmly and clearly. • Ask the groups to put a tick(✓)in front of the rule they agree with. • Facilitate a discussion with the students about the rules that have been agreed upon, and the importance of each rule to them. • Record the rules agreed upon by the groups on a flipchart, ignoring repetitions. • Re-read the classroom rules to the students in a clear and audible voice. • Once the students have agreed on these rules, tell the students about the
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	<p>importance of agreeing on the penalties that will be imposed on those who violate the rules or does not abide by them.</p> <ul style="list-style-type: none"> • Ask them to think for a short time, then write down the penalties every one agrees upon on the board. • Using drawings and illustrations, summarise the penalties on a cardboard and try to express the set of rules and penalties with a simple chant, to make it easier for students to remember them. Ask students to repeat it every morning if possible. • Write the chant on a separate piece of paper in clear handwriting, and send it with the students to practice it at home.
Summative Assessment	<ul style="list-style-type: none"> • Ask the students to sign the Code of Rules and Penalties (they can put their fingerprints or hands in bright colours) as a sign of their acknowledgment to commit to it. • Ask students to repeat the chant every day.

Support material for activity (4-1-A)

Classroom Rules Concept:

One of the methods of positive discipline, which aims to manage the classroom in a healthy and educational manner, without resorting to violence or abuse of students. It is a set of positive behaviours developed by the teacher and students within the classroom. It aims at ensuring a healthy and supportive classroom environment.

Instructions for the preparation of classroom rules:

In order to come up with a set of effective and fruitful classroom rules, explain some aspects related to them before starting the activity. These matters include the following:

- Involve students in the process of developing and formulating classroom rules from beginning to end.
- In order to have rules that meet the needs of the class, involve students in thinking about the items of class rules, by asking questions that help them think about the importance of each item, for example: Teacher asks students: What do you think of respecting others? Do you think this rule is important? What is the impact of respecting each other on our classroom environment?
- Firmness in the application of the classroom rules.
- Developing rules based on rights and duties, not just duties.
- Drafting the rule in a simple, understandable way, to suit the target age group of students.
- Formulating the rules in a positive, affirmative, non-negative form, such as: "I take care of school property." Not "don't destroy others' property."
- Do not put more than seven class rules. It is easier for students to remember and apply them.
- Constantly reminding students of the classroom rules and following up on their application without bias.

Penalties

Explain the penalties as a set of measures that will be applied if students do not adhere to the agreed-upon classroom rules. It is necessary that these penalties are clear to all, so that the student knows exactly what will happen to them if they do not abide by any of the rules that were agreed upon. Also, the teacher can increase the level of the penalty gradually without prejudice to any of the student's rights or basic needs. Examples of penalties could include:

- 1- If the student breaks a class rule for the first time, they receive a verbal warning. In addition, they should be reminded of the rules and what is expected of them.
- 2- If the student breaks a class rule for the second time, they receive a written warning.
- 3- If the student breaks a class rule for the third time, they lose an advantage granted to them, such as losing the opportunity to perform the duties of the class leader.
- 4- If the student breaks a class rule for the fourth time, a written notification is sent to their parents.



Number	Classroom rule	Put a Mark ✓
1	<p>I respect others</p> 	
2	<p>I listen carefully to what others are saying, and do not interrupt them</p> 	
3	<p>I cover my nose when I sneeze</p> 	
4	<p>I leave a safe space between me and my colleagues</p> 	

Number	Classroom rule	Put a Mark ✓
5	<p>I correctly wear my face mask</p> 	
6	<p>I bring all my stationery and supplies to my classroom</p> 	
7	<p>I make sure to help out my colleagues when needed</p> 	
8	<p>I maintain the cleanliness of my classroom</p> 	
9	<p>I maintain my personal hygiene</p> 	
10	<p>I maintain the classroom and school property</p> 	

Main topic: PSS

▶ Subtopic: Psychological Stress Indicators

Targeted age group: (6-8) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	The Mirror	Session	5
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students. Ask them to repeat the class rule chant “My Behaviour is My Responsibility” they made together in the previous activity. • Sing with the students. • Remind them to stick to the rules that have been agreed upon. • Using the link provided in bulletin (5-1-A); have the students listen to “If you are happy” and have them sing along to the recording. • If it is difficult to play the recording, perform the chant along with the melody. • Ask the following question: <ul style="list-style-type: none"> • How would you tell if the person in front of you (colleague, friend, brother, father, mother, teacher) is happy, sad, tired, or in pain? • How important is it to know the feelings of the person in front of you? • Listen to the students’ answers and tell them that they will be able to express their moods and psychological pressures they may be exposed to without embarrassment. • Have a look at bulletin (5-1-B) 		
Objective of the activity	Students freely express the psychological pressure that they may be exposed to	Pre-learning	Communication, expression of feelings, respecting others
Activity tools	Board, flipchart paper, sticky notes, pinboard, pins, pencils, computer, headphones.	Strategy applied	Exhibition
Activity Requirements	Bulletin No. (5-1-A), Bulletin No. (5-1-B), worksheet (5-1) in the form of a printed board or a large cardboard		

Procedures	<ul style="list-style-type: none"> • Board a copy of worksheet (5-1) and show to the students. Give appropriate explanation for each indicator. • Tell students that this tool will help them understand their mood and how to deal with it. • Ask each student to write their name on the back of a small piece of paper, and then paste it on the board next to the mood that expresses their current feelings. • Gather students around the big board and review with them the moods.
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	<ul style="list-style-type: none"> • Facilitate a discussion on how to lift the mood in light of the nature of that mood on the big board by asking general questions, such as: How can we help someone in a bad mood? or How can we overcome our sorrows? (When someone is feeling sad). And so on. • Listen to the students' answers and try to read the students' faces to discover their reactions. • Encourage the students to stick their notes on the mood indicator on daily bases before the start of the lesson, so you will have the time to collect and read them at the same time. • Tell students that you will watch the big board of the mood indicator repeatedly after each lesson.
<p>Summative Assessment (5 Minutes)</p>	<ul style="list-style-type: none"> • Ask the students to repeat the process of expressing the mood on the big board every day in order to be able to help them improve their mood if possible. • Gather the students around the big board and review the moods with them, then discuss ways to lift them.

Bulletin (5-1-A)

- Use the following link to access the chant "If you are happy": <https://bit.ly/2JBv8nB>
- If there is no internet connection, you can use the lyrics of "If you are happy" and sing it with the students, making the required movements written in parentheses:

If you're happy and you know it, clap your hands. (Clap-clap)
 If you're happy and you know it, clap your hands. (Clap-clap)
 If you're happy and you know it, then your face will surely show it.
 If you're happy and you know it, clap your hands. (Clap-clap)

If you're happy and you know it, stomp your feet. (Stomp stomp)
 If you're happy and you know it, stomp your feet. (Stomp stomp)
 If you're happy and you know it, then your face will surely show it.
 If you're happy and you know it, stomp your feet. (Stomp stomp)

If you're happy and you know it, shout "Hooray!" (Hoo-ray!)
 If you're happy and you know it, shout "Hooray!" (Hoo-ray!)
 If you're happy and you know it, then your face will surely show it.
 If you're happy and you know it, shout "Hooray!" (Hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
 If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)
 If you're happy and you know it, then your face will surely show it
 If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)


 **Bulletin (5-1-B)****Instructions for the teacher:**

- Remind the students of the importance of respecting the privacy of others and not reading the names written on the mood barometer.
- Place the big board of the mood indicator somewhere in the classroom, so that you can monitor it to prevent its misuse. You can put it next to your desk.
- Check the board and clear it after each lesson. If you do not do this, the students will not take the activity seriously.
- It is very important to keep the educational counsellor informed and consulted regarding the students' recurrent moods, especially the students who reflect a problem in their psychosocial health. This helps in providing appropriate interventions according to each case.
- If maintaining privacy and confidentiality is not possible in the classroom, you can replace the mood barometer with a cardboard box. Let students write their names and some simple information about their mood and put them in the box.

My Mood Barometer



I'm in a great mood



I'm in a good mood



I'm facing a difficulty

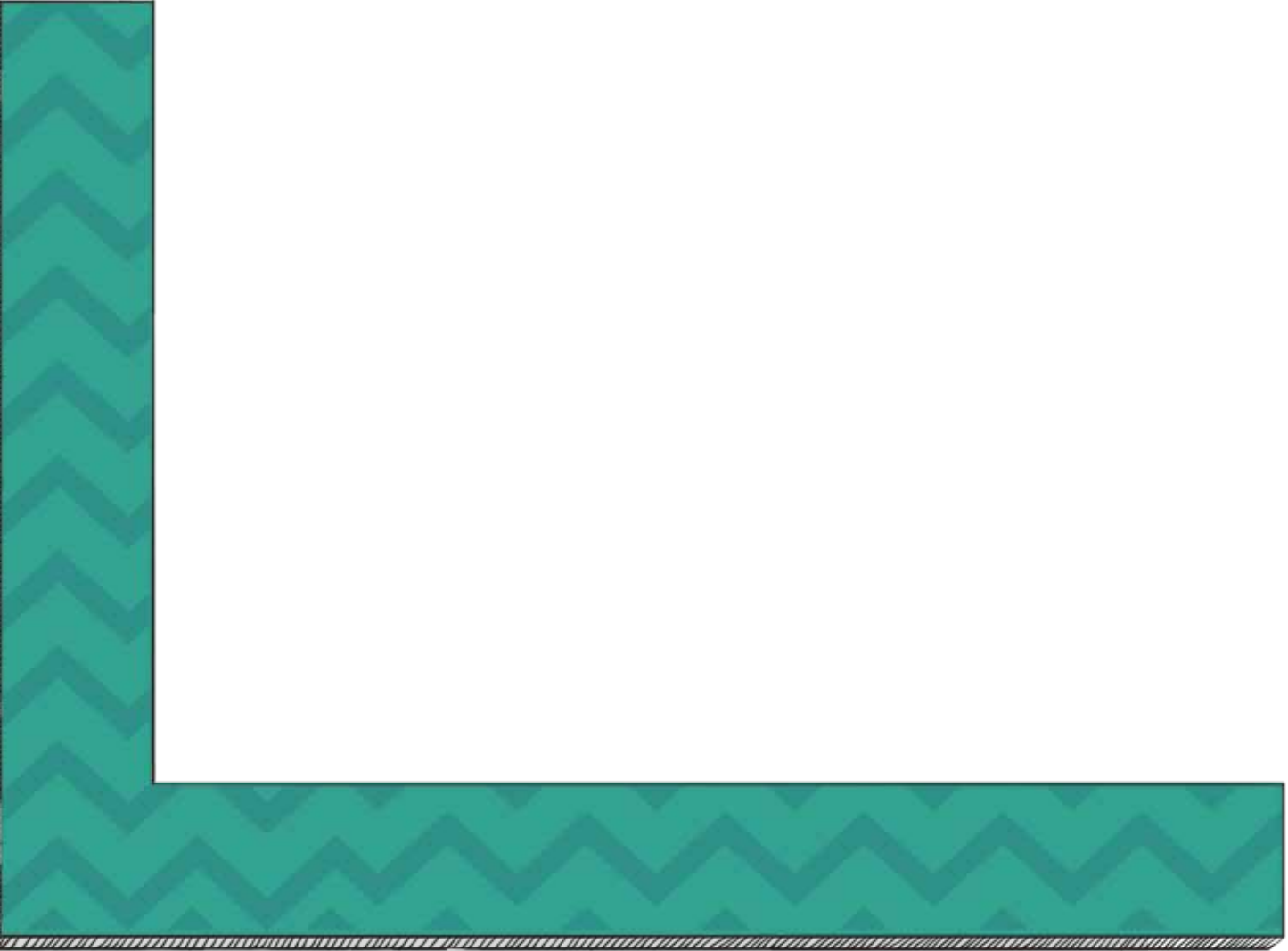


I'm passing through a very difficult time and I need help



I'm in in a very bad mood

Write your name on the back of a small sticky note, then paste it next to the face that matches your mood. Add a simple explanation about your condition if you want to say more.



Psychosocial support activities per school level (from the fourth to the sixth grade)

Table No.(2): The timetable for the implementation of psychosocial support activities for the age group (9-11) per school level (from the fourth to the sixth grade)

Day	Session no.	Session topic/Activity	Time	
			Hours	Minutes
1	First session	Communication/ The smart researcher	-	20
2	Second session	Expression of feelings/ I am offering you my feelings	-	20
3	Third session	Social Stigma/ My hand in your hand	-	20
4	Fourth session	Participation in decision-making / my behaviour is my responsibility	-	20
5	Fifth session	Identify Psychological Stress Indicators/ The mirror	-	20

Material Necessary for the Training:

Markers, pencils, colour pencils, crayons, flipchart, sticky notes, pinboard, pins.

Main topic: PSS

▶ Subtopic: Communication Targeted age group: (9-11) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	The Smart Researcher	Session	1
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome students • Ask the following question: What do you miss the most in school? • Listen to the students' answers and give them time to express their feelings. • Tell the students that after a long absence from school, they will be able to learn new experiences and information about their classmates and their interests through this activity. 		
Objective of the activity	Sharing with the students their experiences during the lock-down period.	Pre-learning	None.
Activity tools	Pencil	Strategy applied	Active learning
Activity Requirements	Worksheet (1-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Give each student one copy of the worksheet (1-1) • Read the worksheet to the students and explain the graphics inside it. • Ask the students to search among their colleagues for the colleague who has the trait or status mentioned in the worksheet. • Ask the students to collect the signatures of their classmates who have the trait or status mentioned in the worksheet. • Instruct the students to conduct a dialogue with their colleagues about the traits or status that applied to them. For instance, when they are required to identify a person who played a new game, the other student can ask him/her the following questions: What is the name of this game? How did you learn about it? How do you play it? What did you learn from it? And so on. • Ask the students to review their classmates' names, traits, or status, and share the additional information they have gathered with every one. • Encourage students to do the activity with their families and friends.
Summative Assessment (5 Minutes)	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How did you feel when you spoke to your colleagues and exchanged experiences with them? • Did you find common experiences or interests between you and other colleagues (one or more)? • What did you learn from the activity?

Find someone who..



_____ exercised regularly

Signature _____



_____ played a new game

Signature _____



_____ brothers / sisters helped him/her in his/her studies

Signature _____



_____ helped others

Signature _____



_____ helped in preparing a delicious dish

Signature _____



_____ chanted and sang a beautiful song

Signature _____



_____ can keep secrets

Signature _____



_____ saw / heard a very funny thing in the previous weeks

Signature _____

Main topic: PSS

▶ **Subtopic: Expression of feelings**
Targeted age group: (9-11) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	I am offering you my feelings	Session	2
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and ask the following questions: Who shared the previous activity with a family member or a friend? What did you feel? And why? • Ask the students about their current feelings by asking the following question: How do you feel now? What caused this feeling? • Address students by saying: Let's think back to the lockdown period, how did you feel back then? What caused those feelings? • Listen to their answers attentively, without interruption. • Tell the students that expressing feelings of joy or sadness is a beautiful thing, and that it has a great effect on the psychological state. Tell them also that through this activity, they will learn about many different ways that will help them express their feelings clearly. 		
Objective of the activity	Students will express their feelings in different ways	Pre-learning	Communication
Activity tools	Pencil, crayons	Strategy applied	Expressing emotions through drawing
Activity Requirements	Worksheet (2-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Write the following rule on the board in a large font (Having people telling me about their feelings is a gift that I should handle carefully) • Use expressive gestures when saying the rule, such as: Stretch your hands forward when saying the word "gift", then place them on your heart to indicate that it is a precious thing. • Ask the students to repeat the rule more than once to emphasise its importance. • Give each student one copy of the worksheet (2-1) • Explain the worksheet to the students during the set up of the activity and answer any questions or inquiries on it.
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	<ul style="list-style-type: none"> • Ask students to work individually on their worksheet, giving them enough time to express their emotions in writing or drawing. • Encourage students who are willing to stand up, present their work sheet, and talk about their drawing briefly. • Ask the students to thank everyone who volunteered and presented their worksheet and shared their thoughts and emotions with the group. • Emphasise the importance of expressing different emotions (joy, pain, sadness, or love...) using the appropriate time and method.
<p>Summative Assessment (5 Minutes)</p>	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How was the activity? What did you like about it? • What do you expect to happen if we do not express our emotions and try to hide them? • What should we do when someone shares their emotions with us? • Ask each student to choose a family member and tell them that he/she loves them.

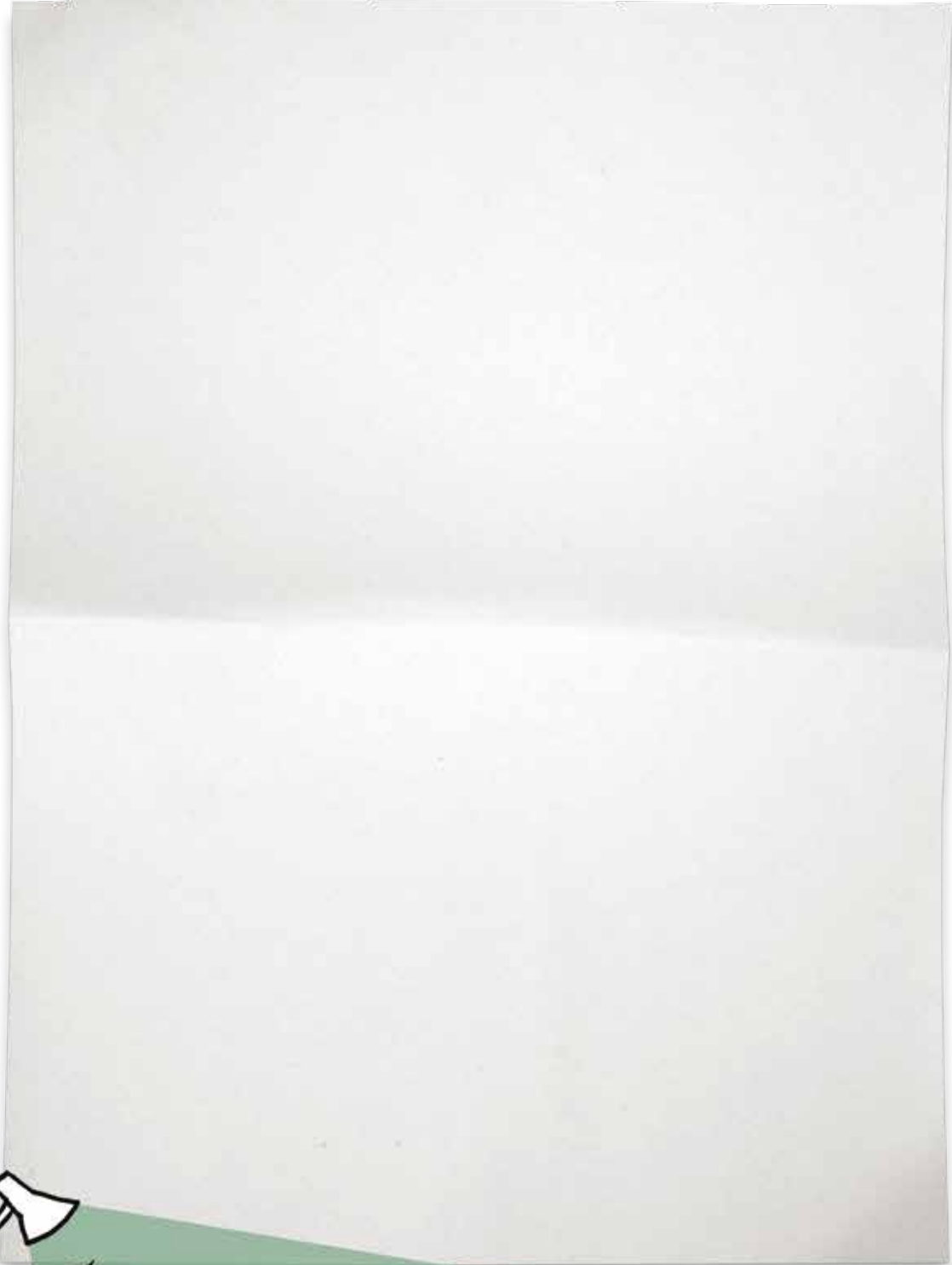
Spider Diagram

1. Think about the past few months when you had to stay home.
2. What did you feel when you thought about that period?
3. Using the following spider diagram, express your emotions (Whatever your emotions are, it's okay).

What were your emotions during the lockdown?



4. Review the words you've written in the spider diagram, then choose the colours that best reflect your feelings.
5. Now, draw a picture that conveys your emotions.



6. Think about your drawing, how do you feel now?

Main topic: PSS

▶ Subtopic: Social Stigma Targeted age group: (9-11) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My hand in your hand	Session	3
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and ask the following questions: Who has told a family member that they love them? Who is this person? What was their reaction? • Listen carefully to the students' experiences and praise them. • Show students the picture on Card No. (3-1-A) or card number (3-1-B) and ask them the following question: What do you see in the picture? • Listen to the students' answers. Then, tell them that through this activity they will learn about common mistakes people make in dealing with others that can have negative effects on their lives. 		
Objective of the activity	Introduce to students a number of negative effects of social stigma on the individual and society.	Pre-learning	Expression of feelings
Activity tools	Pencil, crayons	Strategy applied	Think - pair share
Activity Requirements	Card no. (3-1-A), worksheet (3-1-A)-Males. Or Card no. (3-1-B), worksheet (3-1-B)-Females.		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Give each student one copy of the worksheet • Read the text on the worksheet to the students. • Ask students to work individually on the first part of the worksheet and to try to answer the question under 'Think'. • Read the question to the students in a clear and calm voice. • Ask students to write three ideas that came to their minds when they saw the picture. • Ask each student to write some keywords on the worksheet if possible. • Instruct each student to join a classmate and work together on the second part of the worksheet under "pair". • Read the question to the students in a clear and calm voice. Ask them to agree on one acceptable answer for both. • Ask the pair to present their ideas and the answers to the other students.
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	<ul style="list-style-type: none"> • Ask all students to respect each other's opinions and to accept any differences of opinion. • Ask the following question: Do you accept such behaviour? Why? • Write down students' answers on the board under two categories, as follows: Positive behaviours to avoid and overcome social stigma in the classroom, school, and community, such as: respect, love, friendship, compassion, empathy, cooperation, caring, acceptance, tolerance etc. Negative effects of social stigma, such as: isolation, depression, dropping out of school, bullying, nervousness, low achievement, exclusion, weakness etc. • Praise students for their answers and their awareness of the importance of love, respect, acceptance, and attention for a safe and supportive classroom environment. • Emphasise the importance of avoiding all forms of stigma, and of having values and positive behaviours in the interactions with others, whether inside the classroom or with community members <p>A highlight: The teacher is not required to mention the term social stigma in front of students, but rather uses simple vocabulary closer to their mindset, such as: ridicule, mockery, name-calling, and others.</p>
<p>Summative Assessment (5 Minutes)</p>	<ul style="list-style-type: none"> • Ask students the following question: How would you act if you were exposed to a similar situation, or if you saw a similar situation? • Choose someone from your family, then tell them about the negative effects of social stigma, and why we should avoid it.

OUR SCHOOL



Story: A male student in grade six, his father returned from travel; he was diagnosed with Corona virus. Although the father recovered from the disease, and no one else was infected, and the whole family was in good health, nevertheless, his classmates' behaviour changed with him since then.

Think

What were the first three thoughts that came to you when you looked at the picture and read the story?



Pair

- Share your ideas with your colleague
- Express the emotions of both of you about this situation as follows:
A- If you were in the shoes of the student?
B- If you were in the shoes of the friends?

Share

Share what you agreed upon as a pair with the students

OUR SCHOOL



Story: A female student in grade six, her father returned from travel; he was diagnosed with Corona virus. Although the father recovered from the disease, and no one else was infected, and the whole family was in good health, nevertheless, her classmates' behaviour changed with them since then.

Think

What were the first three thoughts that came to you when you looked at the picture and read the story?



Pair

- Share your ideas with your colleague
- Express the emotions of both of you about this situation as follows:
A- If you were in the shoes of the student?
B- If you were in the shoes of the friends?

Share

Share what you agreed upon as a pair with the students

Main topic: PSS

▶ Subtopic: Participation in decision making

Targeted age group: (9-11) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My behaviour is my responsibility	Session	4
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome students • Remind students of the previous exercise. Ask the following question: Who has spoken with their family about the negative effects of social stigma? How did your parents react? • Listen to the students' interventions and praise them. • Ask students the following questions: <ol style="list-style-type: none"> 1. What do you wear when you leave your house during the pandemic? Why? 2. What happens to those who do not wear their facemasks when they leave their home? 3. What is the importance of wearing a mask outside the home in the markets, and public places? • Listen to the students' answers and tell them that they will work together to establish safe and healthy rules of behaviour for all students. Also, they will establish a list of penalties for those who do not adhere to these rules, as is the result with those who do not wear a facemask. 		
Objective of the activity	Students prepare a set of class-room rules to secure a healthy and safe classroom environment.	Pre-learning	Respecting others
Activity tools	Board, flipchart, pens (Marker), paper (A4), colouring pencils, cardboard.	Strategy applied	Think - pair share
Activity Requirements	Support material for activity (4-1-A), worksheet (4-1)		

Procedures	<ul style="list-style-type: none"> • Give each student one copy of the worksheet • Read the text on the worksheet to the students. • Ask students to work individually on the first part of the worksheet and to try to answer the question under 'Think'. • Ask each student to write down three suggestions for class rules that they find most important from their point of view. • Instruct each student to join a classmate to work together on the second part of the worksheet under "pair". • Ask each student to discuss with their colleague the class rules he / she wrote and to agree together on the rules that are most important in their view. • Ask the pairs to present the rules they have agreed upon to the class. • Ask all students to respect each other's opinions, and to accept any differences of opinion. • Facilitate a discussion with the students about the rules that have been
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	<p>agreed upon, and the importance of each rule to them.</p> <ul style="list-style-type: none"> • Write down the rules agreed by the groups on a flipchart, ignoring any repetitions. • Re-read the class rules aloud. • Once the students have agreed on the rules, tell the students about the importance of agreeing on the penalties that will be imposed on those who violate the rules or does not abide by them. • Ask them to think for a short time, then write down the penalties every one agrees upon on the board. • Using drawings and illustrations, summarise the penalties on a large piece of cardboard.
Summative Assessment	<p>Ask students to sign the Code of rules and Penalties (they can put their fingerprints or hands in different bright colours) This is an indication of their acknowledgment of their commitment to the rules.</p>

Support material for activity (4-1-A)

Classroom Rules Concept:

One of the methods of positive discipline that aims to manage the classroom in a healthy and educational manner without resorting to violence or abuse of students. It means a set of positive behaviours established by the teacher with the participation of the students in the classroom. It attempts at securing a healthy and supportive classroom environment.

Instructions for the preparation of classroom rules:

In order to come up with a set of effective and fruitful classroom rules, explain some aspects related to them before starting the activity. These aspects might include the following:

- Involve students in the process of developing and formulating classroom rules from beginning to end.
- In order to have rules that meet the needs of their grade, involve students in thinking about the items of class rules by asking questions that help them think about the importance of each item. For example, the teacher asks students: What do you think of respecting others? Do you think this rule is important? What is the impact of respecting each other on our classroom environment?
- Firmness in the application of the classroom rules.
- Developing rules based on rights and duties, not just duties.
- Drafting the rules in a simple, understandable way and in a manner that is commensurate with target age group of students.
- Formulating the rules in a positive, affirmative, non-negative form. Such as: "I take care of school property." Not, "don't destroy others' property."
- Do not put more than seven class rules. It is easier for students to remember and apply fewer.
- Consistently remind students of the classroom rules and following up on their application to everyone without bias.

Penalties

Explain the penalties as a set of measures that will be applied if students do not adhere to the agreed-upon classroom rules. It is necessary that these penalties are clear to all, so that the student knows exactly what the consequences are if they do not follow the rules. Also, the teacher can increase the level of the penalty gradually without infringing on any of the student's rights or basic needs. Examples of penalties may include:

1. If a student breaks a class rule for the first time, he / she receives a verbal warning. In addition, he / she should be reminded of the rules and what is expected of them.
2. If the student breaks a class rule for the second time, they receive a written warning.
3. If the student breaks a class rule for the third time, they lose a privilege granted to them, such as losing the opportunity to perform the duties of class leader.
4. If the student breaks a class rule for the fourth time, a written notification is sent to their parents.

Read the following question



How should we act so that we can all feel comfortable and learn well?

Think

Write by yourself three suggestions for Classroom Rules

Pair

Share your answer with your colleague, and agree together on an answer.

Share

Share what you agreed upon as a pair with the other students.

Main topic: PSS

▶ Subtopic: Psychological Stress Indicators

Targeted age group: (9-11) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	Mirror	Session	5
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and remind them of the need to adhere to the agreed-upon classroom rules. • Tell the students you will now mime/act out some short actions. The students should try to guess what the actions are <ul style="list-style-type: none"> • Smile with love • Put your hand on your cheek and think of an important issue • Bow your head in shame • Bite your nails with anxiety • Furrow your forehead with sadness • Ask students about the messages that you tried to convey. Discuss with them whether it is easy for them to read facial expressions and understand their meanings, and whether our faces reflect our true feelings or not? • Ask students the following question: What is the importance of understanding others' emotions? • Listen to the students' answers and tell them that in this activity they will be able to learn about their moods and psychological pressures they may be exposed to. • Have a look at bulletin (5-1-A) 		
Objective of the activity	Students freely express the psychological pressure that they are may be exposed to	Pre-learning	Communication, expression of feelings, respecting others
Activity tools	Board, flipchart paper, sticky notes, pinboard, pins, pencils.	Strategy applied	Exhibition
Activity Requirements	Bulletin No. (5-1-A), worksheet (5-1) in the form of a printed board or a large cardboard		

<p>Procedures (10 minutes)</p>	<ul style="list-style-type: none"> • Show the worksheet board (5-1) to the students and give appropriate explanation for each barometer. • Notify students that this exercise will help them continuously learn about and track their moods, so that assistance will be provided to them when needed. • Ask each student to write their name on the back of a small piece of paper, and then paste it on the board next to the mood that expresses their current feelings. • Gather students around the big board and review the moods with them. • Facilitate a discussion on how to improve the mood in relation to the moods on the big board by asking general questions. For example: How can we help someone who is in a bad mood? or How can we overcome our sorrows? (When someone is feeling sad). • Listen to the students' answers and try to read the students' faces to discover their reactions. • Encourage the students to stick their names on the mood barometer on daily bases before the start of the lesson, so you will have the time to collect and read them at the same time. • Tell the students that you will check the mood barometer regularly after each lesson.
<p>Summative Assessment (5 Minutes)</p>	<ul style="list-style-type: none"> • Ask the students to repeat the process of expressing the mood on the big board every day in order to be able to help them lift their mood where possible. • Gather the students around the big board and review the moods with them. Then if necessary discuss ways to lift their mood.

 **Bulletin (5-1-A)**

Instructions for the teacher:

- Remind the students of the importance of respecting the privacy of others and not reading the names written on the mood barometer.
- Place the big board of the mood barometer somewhere in the classroom, so that you can monitor it to prevent its misuse. You can put it next to your desk.
- Check the board and clear it after each lesson. If you do not do this, students may not take the activity seriously.
- It is very important to keep the educational counsellor informed and consulted regarding the students' recurrent moods, especially if students reflect a problem in their psychosocial health. This step will help provide appropriate interventions according to each case.
- If maintaining privacy and confidentiality is not possible in the classroom, you can replace the mood barometer with a cardboard box. Let students write their names and some simple information about their mood and put these in the box.

Mood
barometer



I'm in a great mood



I'm in a good mood



I'm facing a difficulty



I'm passing through a very
difficult time and I need help



I'm in a very bad mood

Write your name on the back of a small sticky note, then paste it next to the face that matches your mood. Add a simple explanation about your condition if you want to say more.

Chapter Three:

Psychosocial support activities per school level (from the seventh to the tenth grade)

Table No. (3): The timetable for the implementation of psychosocial support activities for the age group (12-16) per school level (from the seventh to the tenth grade)

Day	Session no.	Session topic/Activity	Time	
			Hours	Minutes
1	First session	Communication/ The smart researcher	-	20
2	Second session	Expression of feelings/ I am offering you my feelings	-	20
3	Third session	Social Stigma/ My hand in your hand	-	20
4	Fourth session	Participation in decision making / my behaviour is my responsibility	-	20
5	Fifth session	Identify Psychological Stress Indicators/ The mirror	-	20

Material Necessary for the Training:

Markers, pencils, colour pencils, crayons, flipchart, sticky notes, pinboard, pins.

Main topic: PSS

► Subtopic: Communication

Targeted age group: (12-16) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	The smart researcher	Session	1
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome students • Ask the following question: What do you miss most in school? • Listen to the students' answers and give them time to express their feelings. • Tell the students that after a long absence from school, they will be able to learn new experiences and information about their classmates and their interests through this activity. 		
Objective of the activity	Sharing with the students their experiences during the lockdown period.	Pre-learning	None.
Activity tools	Pencil	Strategy applied	Active learning
Activity Requirements	Worksheet (1-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Give each student one copy of the worksheet (1-1) • Read the worksheet to the students and explain the graphics inside it. • Ask the students to find a colleague who has the trait or mood mentioned in the worksheet. • Ask the students to collect the signatures from classmates who have the trait or mood mentioned in the worksheet. • Instruct the students to conduct a dialogue with their colleagues about the traits or status that applied to them. For instance, when they are required to identify a person who played a new game, the other student can ask him the following questions: What is the name of this game? How did you learn about it? How do you play it? How did you learn it? And so on. • Ask the students to review their classmates' names, traits, or status, and share the additional information they have gathered with everyone. • Encourage the students to do the activity with their families and friends.
Summative Assessment (5 Minutes)	<p>Ask students the following questions:</p> <ul style="list-style-type: none"> • How did you feel when you spoke to your colleagues and exchanged experiences with them? • Did you find common experiences or interests between you and other colleagues (one or more)? • What did you learn from the activity?

Find someone who..



_____ exercised regularly

Signature _____



_____ played a new game

Signature _____



_____ brothers / sisters helped him/her in his/her studies

Signature _____



_____ Helped others

Signature _____



_____ helped in preparing a delicious dish

Signature _____



_____ chanted and sang a beautiful song

Signature _____



_____ can keep secrets

Signature _____



_____ saw / heard a very funny thing in the previous weeks

Signature _____

Main topic: PSS

▶ Subtopic: Abreaction

Targeted age group: (12-16) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	I am offering you my feeling	Session	2
Priming and motivation (5 minutes)	<ul style="list-style-type: none"> • Welcome the students and ask the following questions: Who shared the previous activity with a family member or a friend? What did you feel? Why? • Ask students the following questions: <ol style="list-style-type: none"> 1. How do you feel now? What caused this feeling? 2. What are the most common techniques you apply to express your emotions? 3. Do you find it difficult to express your emotions? • Listen to students' interventions and show interest in their participation. • Tell the students that expressing feelings of joy or sadness is a beautiful thing, and that it has a great effect on the psychological state. Tell them also that in activity, they will learn about a creative technique that will help them to express their emotions clearly. 		
Objective of the activity	Students will express their emotions using creative techniques	Pre-learning	Communication
Activity tools	Pencil, A4 papers	Strategy applied	Story narration
Activity Requirements	Worksheet (2-1)		

Procedures (10 minutes)	<ul style="list-style-type: none"> • Ask students to close their eyes and remain silent for two minutes. • Ask students to recall the duration of the closure and reflect on the effects of the COVID-19 pandemic, whether on a personal, family, or societal level. • Give each student one copy of the worksheet (2-1), explaining the process of work as follows: <ol style="list-style-type: none"> 1. Tell the students that they will individually write a story that expresses their emotions related to the psychological effects of the closures during the pandemic. 2. Give students 5 minutes to construct their stories. 3. Encourage students to narrate their stories to all students. 4. Thank the students for their cooperation and their eagerness to express their emotions in a creative and harmonious manner. 5. Emphasise the importance of expressing different emotions (joy, pain, sadness, or love...) using the appropriate time and method.
Summative Assessment (5 Minutes)	<ul style="list-style-type: none"> • Ask students the following questions: <ol style="list-style-type: none"> 1. How did you feel while writing your story and sharing your feelings? 2. In your opinion, what is the importance of expressing your emotions? • Ask each student to choose a family member and tell them about their genuine emotions towards him.

Write a short story about your emotions during the COVID-19 pandemic, and its related implications:

My story

A large rectangular area containing 20 horizontal dotted lines for writing a story.

Main topic: PSS

▶ Subtopic: Social Stigma Targeted age group: (12-16) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My hand in your hand	Session	3
Priming and motivation	<ul style="list-style-type: none"> • Welcome students and ask the following questions: Who has told a family member that he/she loves them? Who was it? What was their reaction? • Listen attentively to students' experiences and praise them. • Show students the picture on Card No. (3-1), and ask them the following question: What do you see in the picture? • Listen to the students' answers. Then, tell them that, in this activity, they will learn about common mistakes people commit when they directly contact others on social media, which can have negative effects on their lives. 		
Objective of the activity	Students will be aware of the negative effects of social stigma on the individual and society.	Pre-learning	Expression of feelings
Activity tools	Pencil, crayons	Strategy applied	Think - pair share
Activity Requirements	Card No. (3-1), Worksheet (3-1)		

Procedures	<ul style="list-style-type: none"> • Give each student one copy of the worksheet (3-1) • Read the two paragraphs on the worksheet to the students. • Ask students to work individually on the first part of the worksheet and to write three ideas that came to them when they read the two paragraphs contained on the worksheet. • Instruct each student to join a classmate to work together on the second part of the worksheet under "pair". • Give students time to share and agree on their ideas. • Ask the pair to present their ideas and the answers they have concluded to the students • Ask all students to respect each other's opinions, and to accept any different viewpoints. • Ask the following question: In your opinion, which paragraph is better? Why? • Write down students' answers on the board in two categories, as follows: Positive behaviours to avoid and overcome social stigma in the class room, school, and community, such as: respect, love, friendship, compassion, empathy, cooperation, caring, acceptance, tolerance etc. Negative effects of social stigma, such as: isolation, depression, dropping out of school, bullying, nervousness, low achievement, exclusion weakness etc.
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	<ul style="list-style-type: none"> • Praise students to reinforce good ideas and their awareness of the importance of love, respect, acceptance, and paying attention to each other in order to create a safe and supportive classroom environment. • Emphasise the importance of avoiding all forms of stigma, and of having values and positive behaviours in the interactions with others, whether in the classroom or as community members. <p>A highlight: The teacher is not required to mention the term social stigma in front of students, but rather uses simple vocabulary closer to their mindset, such as, ridicule, mockery, name-calling, and others.</p>
<p>Summative Assessment:</p>	<p>Ask each student to write a letter to a family member telling them about the importance of avoiding the perpetuation of all forms of social stigma.</p>



Read the following two selected social media posts:

To all my dear friends and relatives, I would like to thank you for the continuous great support for me and my family. Especially in the past few weeks, after it was confirmed that my father was infected with Corona, and the whole family was obligated to home quarantine.

It was a very difficult time, and together we managed to get through it thanks to you, and fortunately; I was able to complete my lessons perfectly on **Darsak*** platform, and thanks to my dear teachers following up on my lessons over the phone.

By God's grace, I'm back at school and everything is going well. I'm really grateful for your kindness and understanding.

*The Jordanian Ministry of Education's official online platform

Hello friends, what is going on here? I stayed in home quarantine for fourteen days after a member of my family contracted Corona.

Fortunately, we are all healthy now, and we don't have any symptoms of the disease.

However, after all my family members and I tested negative, I've returned back to school and I've noticed that people treat me strangely.

Some of my classmates deliberately exclude me, and I hear them call me annoying nicknames like: (Corona-guy) ...etc.

I also noticed that some teachers treat me differently, what can I do? I'm really desperate, I didn't do anything wrong, and we know the virus can infect anyone.



Think

Write down three ideas that came to your mind when you read the two posts.





Pair

Discuss your ideas with your colleague, then write a common answer on one sheet.



Share

Share what you agreed upon as a pair with the rest of the class.

Main topic: PSS

▶ Subtopic: Participation in decision making

Targeted age group: (12-16) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	My behaviour is my responsibility	Session	4
Priming and motivation	<ul style="list-style-type: none"> • Welcome students • Remind students of the previous exercise. Ask the following question: Who has spoken with his family about the negative effects of social stigma? How did your parents react? • Listen attentively to students' experiences and praise them. Ask students the following questions: <ul style="list-style-type: none"> • What are you required to wear when you leave your house during the pandemic? Why? • What happens to those who do not wear their facemasks when they leave their home? • What is the importance of wearing a mask outside the home in the markets, and public places? • Listen to the students' answers and tell them that in this activity they will work together to establish safe and healthy rules of behaviour for all students. Also, they will establish a list of penalties for those who do not adhere to these rules, as is the result with those who do not wear a mask. 		
Objective of the activity	Students prepare a set of class-room rules to secure a healthy and safe classroom environment	Pre-learning	Respecting others
Activity tools	Board, flipchart, pens (Marker), paper (A4), colouring pencils, cardboard.	Strategy applied	Think - pair share
Activity Requirements	Support material for activity (4-1-A), bulletin (4-1-B), worksheet (4-1)		
Procedures	<ul style="list-style-type: none"> • Give each student one copy of the worksheet • Read the text on the worksheet to the students. • Ask students to work individually on the first part of the worksheet and to try to answer the question under 'Think'. • Ask each student to write down three suggestions for class rules that they find most important from their point of view. • Instruct each student to join a classmate to work together on the second part of the worksheet under "pair". • Ask each student to discuss with his colleague the class rules he wrote and to agree together on the rules that are most important in their view. • Ask the pairs to present the rules they have agreed upon to the class. • Ask all students to respect each other's opinions, and to accept any different viewpoints. 		

	<p>ent viewpoints.</p> <ul style="list-style-type: none"> • Facilitate a discussion with the students about the rules that have been agreed upon, and the importance of each rule to them. • Write down the rules agreed upon by the groups on a flipchart, ignoring any repetition. • Re-read the class rules loudly and clearly. • Once the rules have been agreed, tell the students - about the importance of agreeing on the penalties that will be imposed on anyone who violates these rules. • Ask them to think for a short time, then write down the penalties everyone agrees on on the board. • Using drawings and illustrations, summarise the penalties on a large card board.
Summative Assessment:	Ask each student to sign the written undertaking form attached to the Bulletin (4-1-B), and to undertake to comply with the agreed upon code of ethics.

Support material for activity (4-1-A)

Classroom Rules Concept:

One of the methods of positive discipline that aims to manage the classroom in a healthy and educational manner without resorting to violence or abuse of students. It means a set of positive behaviours is established by the teacher with the participation of the students. It attempts to secure a healthy and supportive classroom environment.

Instructions for the preparation of classroom rules:

In order to come up with a set of effective and fruitful classroom rules, explain the following aspects before the activity:

- Involve students in the process of developing and formulating classroom rules from beginning to end.
- In order to have rules that meet the needs of their grade, involve students in thinking about the items of class rules. This should be done by asking questions that help students to think about the importance of each item. For example, What do you think about respecting others? Do you think this rule is important? What is the impact of respecting others on our classroom environment?
- Firmness in the application of the classroom rules.
- Developing rules based on rights and duties, not just duties.
- Drafting the rule in a simple, understandable way that is commensurate with target age group of students.
- Formulating the rules in a positive, affirmative, non-negative form, such as: "I take care of school property." Not, "We don't want to destroy other people's property."
- Do not put more than seven class rules as it is easier for students to remember and apply.
- Consistently remind students of the classroom rules and follow up on their application to everyone without bias.

Penalties

Explain the penalties as a set of measures that will be applied if students do not adhere to the classroom rules. It is necessary that these penalties are clear to all, so that the student knows exactly the consequences if they do not abide by any of the rules that were agreed upon. Also, the teacher can increase the level of the penalty gradually without prejudice to any of the student's rights or basic needs. Examples of penalties might include:

- 1- If the student breaks a class rule for the first time, they receive a verbal warning. In addition, they should be reminded of the rules and what is expected of them.
- 2- If the student breaks a class rule for a second time, they receive a written warning.
- 3- If the student breaks a class rule for a third time, they lose any privileges granted to them, such as losing the opportunity to perform the duties of the class leader.
- 4- If the student breaks a class rule for a fourth time, a written notification is sent to his parents.

Written pledge

I, the undersigned, (student's name).....

grade acknowledge my acceptance of the

classroom code of conduct, and pledge to abide by it, and that my breach of any

provision of it will make me liable to one of the agreed-upon penalties.

Signature

Read the following question



Think

Write three suggestions for Classroom Rules, by yourself.

Pair

Share your answer with your colleague, and agree together on an answer.

Share

Share what you agreed upon as a pair with the students.

Main topic: PSS

▶ Subtopic: Psychological Stress Indicators Targeted age group: (12-16) years

Activity No	1	Activity duration	20 Minutes
Name of Activity	The Mirror	Session	5
Priming and motivation	<ul style="list-style-type: none"> • Welcome the students and remind them of the need to adhere to the agreed-upon classroom rules. • Tell the students that you will now tell the students you will now mime / act out some short actions. The students should try to guess what the actions are: <ul style="list-style-type: none"> • Smile with love • Put your hand on your cheek and think of an important issue • Bow your head in shame • Bite your nails with anxiety • Frown your forehead with sadness • Ask students about the messages that you tried to convey in previous situations. Discuss with them whether it is easy for them to read facial expressions and understand their meanings, and whether our faces reflect our true feelings or not? • Ask students the following question: How important is it to know the feelings of the person in front of you? • Listen to the students' answers and tell them that in this activity they will be able to learn about their moods and psychological pressures they may be exposed to. • Have a look at Bulletin (5-1-A) 		
Objective of the activity	Students freely express the psychological pressure that they are may be exposed to	Pre-learning	Communication, expression of feelings, respecting others
Activity tools	Board, flipchart paper, sticky notes, pinboard, pins, pencils.	Strategy applied	Exhibition
Activity Requirements	Bulletin No. (5-1-A), worksheet (5-1) in the form of a printed board or on a large piece of cardboard.		

<p>Procedures (10 minutes)</p>	<ul style="list-style-type: none"> • Show the worksheet board (5-1) to the students and give appropriate explanation for each barometer. • Notify students that this tool will help them regularly learn about and track their moods, so that assistance will be provided to them if needed. • Ask each student to write their name on the back of a small piece of paper, and then paste it on the board next to the mood that expresses their current feelings. • Gather students around the big board and review with them the moods. • Facilitate a discussion on how to lift people’s moods by asking general questions, such as: How can we help someone who is in a bad mood? or How can we overcome our sorrows? (When someone is feeling sad). And so on. • Listen to the students’ answers and try to read their faces to discover their reactions. • Encourage the students to stick their notes on the mood barometer on daily basis before the start of each lesson, so you will have the time to collect and read them at the same time. • Tell the students that you will check the mood barometer after each lesson.
<p>Summative Assessment (5 Minutes)</p>	<ul style="list-style-type: none"> • Ask the students to repeat the process of expressing the mood on the big board every day, in order to help them lift their mood if possible. • Gather the students around the big board and review the moods with them, then discuss different ways to lift people’s mood.

 **Bulletin (5-1-A)**

Instructions for the teacher:

- Remind the students of the importance of respecting the privacy of others and not seeing the names written on the mood barometer.
- Place the flipchart with the mood barometer somewhere in the classroom, so that you can monitor it to prevent its misuse. You could put it next to your desk.
- Check the board and clear it after each lesson. If you do not do this, students will not take the activity seriously.
- It is very important to keep the educational counsellor informed and consulted regarding the students’ recurrent moods, especially the students who reflect a problem in their psychosocial health. This step will help provide appropriate interventions according to each case.
- If maintaining privacy and confidentiality is not possible in the classroom, you can replace the mood barometer with a cardboard box. Let students write their names and some simple information about their mood and put them in the box.

**Mood
barometer**



I'm in a great mood



I'm in a good mood



I'm facing a difficulty



**I'm passing through a very
difficult time and I need help**



I'm in a very bad mood

Write your name on the back of a small sticky note, then paste it next to the face that matches your mood. Add a simple explanation about your condition if you want to elaborate.

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