



TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

Teacher's Role and Well-being

MODULE 1

PARTICIPANT HANDBOOK

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Handout 1.0 - Skills and Strategies Worksheet

MODULE 1: *Teacher's Role and Well-being*

STEP 1: SELF-EVALUATION

Review the skills and strategies you can bring to your classroom that you learned in this module. For each session you will choose one skill or strategy you would like to develop and write it below. It is important to be honest with yourself and open to learning new things about yourself.

To rate yourself, think of yourself as a water cup, by shading the amount of water it contains:



Currently do *not* have this skill.
Need to learn or develop.



I use this skill a *little*. Need to develop more.



Have an *average* amount of this skill.



I use this skill in the *best* way possible.

Complete the rating for each category:

1. **Today:** how well do you currently use the skill?
2. **Goal:** how well would you like to use the skill in the next week?
3. **Action:** what will you do in the next week to use or practice the skill?
4. **Practice:** how well did you use the skill when you practiced it in your classroom? (to be completed AFTER you have practiced the skill in your classroom)

Skill/ Strategy	Today	Goal	Action: How will I achieve my goal?	Practice
Example: I will try different levels of collaboration to find what works best for me			<ul style="list-style-type: none"> I will have an informal conversation with another teacher about a lesson. I will discuss classroom management with a group of teachers at an upcoming staff meeting. 	
1.				
2.				
3.				
4.				

STEP 2: PLAN

Choose 1-2 of the skills/strategies from the sessions that you would like to develop. Write an action plan of the steps you will take to achieve your goal.

Area for Growth: _____

Action Plan:

Area for Growth: _____

Action Plan:

STEP 3: REFLECTION AND COLLABORATION

Instructions: Step 3 can be completed individually or in a group (TLC). Answer the questions below independently and discuss your answers in a group if you feel comfortable. Discussion can be used to identify common challenges and create possible solutions or share resources.

Reflect on how you used a new skill or strategy from the **goals that you listed above in your classroom.**

1. What did you do to try a new skill or strategy?
2. What successes and challenges did you have in the classroom?

Learn

3. Brainstorm possible solutions. Consider previously learned concepts.

Plan

4. What will you do again?
5. What will you change or do differently? Share your plan with a peer for feedback.

Take action in the classroom.

Handout 1.1A - Weekly Schedule

Weekly Schedule

Directions: Look at the weekly schedule below. These are just a few example activities, which you may do in your week. Sometimes it can help to plan in advance what you want to do during the week. After looking at the example week, fill out your own weekly schedule with the activities you will do.

Example Week:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Lesson plan</i> <i>Finish grading</i>	<i>Class</i> <i>Pass out graded papers</i> <i>Tutorial</i>	<i>Class</i>	<i>Class</i> <i>TLC Meeting</i>	<i>Class</i> <i>Staff Meeting</i> <i>Visit parent of struggling student</i>	<i>Class</i> <i>Assessment</i> <i>Collect Homework</i>	<i>Market Day</i> <i>Laundry</i>

Your Turn: Fill out this weekly schedule with your own important activities.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Handout 1.2A - Examples of Misconduct

Directions: Think about the examples of misconduct in your school or community. For each of the reasons below, indicate how serious an example of misconduct it is. Also identify if it is an example of misconduct in your community. This will help guide your discussion of the Code of Conduct. Please also specify additional examples if they are not listed below.

Example of misconduct	Very serious example of misconduct	Serious example of misconduct	Less serious example of misconduct	A problem in our community?
Abuses in human resource management				
Use of fake degrees or diplomas				
Absenteeism of staff				
Discrimination against some pupils (admission, promotion, exam)				
Favoritism or nepotism in favor of some pupils (admission, promotion, exam)				
Collection of illegal school fees				
Private tuition by teachers				
Physical or verbal violence				
Sexual harassment				
Use of drugs or alcohol				
Abuse of their role by school inspectors				
Mismanagement of school finances				
Abuses in purchases/use of school materials				
Sharing confidential information				
Poor relations between teachers and pupils				
Poor relations among school staff				
Poor relations between teacher and parents/the community				

Handout 1.3A - Signs of Stress

This short questionnaire will help you to evaluate your present stress level. Take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

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

Add up your total score:

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

Reference: UNRWA Stress Management and Managing Stress in the Field - International Federation of the Red Cross and Red Crescent Societies.

Handout 1.3B - Mindfulness Activities

Contract and Release- Heat

Take one minute to sit silently.

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

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

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

Focus on the Light

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

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

Sit for a few seconds in silence.

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

Sitting Silently

Before you begin this activity you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s “Daily Intention” mean to you?”

Now take one minute to sit silently.

Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.

Handout 1.3C - Conflict Resolution

Instructions:

STOP	THINK
ACT	

Reflect:

1. Describe the conflict.	2. How did you respond?
---------------------------	-------------------------

Action Plan:

STOP

THINK

ACT

Handout 1.3D - Well-being Activities

Instructions: Read through the list. For each of the five areas write down two examples of what you will do to support your well-being. For example, for ‘Take a break’, you might write “I will play football with my friends every Sunday”.

Relax

Take a deep breath.

Belly breathing.

Stretch.

Express Yourself

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

Find a hobby, such as music, exercise, cooking, journaling, drawing, etc.

Express your worries in prayer.

Think Positively

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

Your best is good enough.

Take a Break

Pause and reflect.

Enjoy the moment.

Enjoy your friends and family.

Count to 10.

Get Organized

Make a schedule.

Set goals.

Remember, don’t be afraid to ask for help. There are many services and support systems in place to support you.

Handout 1.4A - Peer Support Networking

Directions: Talk to your fellow participants. Find other teachers who have the skills and strategies in the table and write that individual's name in the correct box. You should have a different name for each box. Talk to as many people as you can. Remember, they will want to know your skills and strengths too.

A teacher who builds positive relationships with their students. Name.....	A teacher who is a specialist in your subject area. Name.....	A teacher who has experience working with students with special educational needs or disabilities. Name.....	A teacher who is good at teaching children who speak different languages. Name.....
A teacher who creates teaching aids using locally available resources. Name.....	A teacher who is very organized. Name.....	A teacher who uses music in the classroom. Name.....	A teacher who is good at engaging girls in their studies. Name.....
A teacher who uses active teaching strategies. Name.....	A teacher who gives students feedback effectively. Name.....	A teacher who has excellent classroom management strategies. Name.....	A teacher who is good at engaging boys in their studies. Name.....
A teacher who uses group work effectively. Name.....	A teacher who is experienced at lesson planning. Name.....	A teacher who uses differentiation in their classes. Name.....	A teacher who excels at positive discipline strategies. Name.....

Additional Reflection, Collaboration and TLC Activities

Here are additional ways to build on your skills within this module through an individual journal reflection or in a discussion with a supportive group of collaborative teachers (TLC).

Reflection & Collaboration Activity #1 - BEYOND THE CODE OF CONDUCT

The Code of Conduct is the minimum that you should do as teachers. However, there are other expectations, which may go beyond what the Code of Conduct says. With your TLC, brainstorm what other responsibilities you might have to your students.

Think about what other responsibilities you have to your students beyond the Code of Conduct?

Guiding Questions:

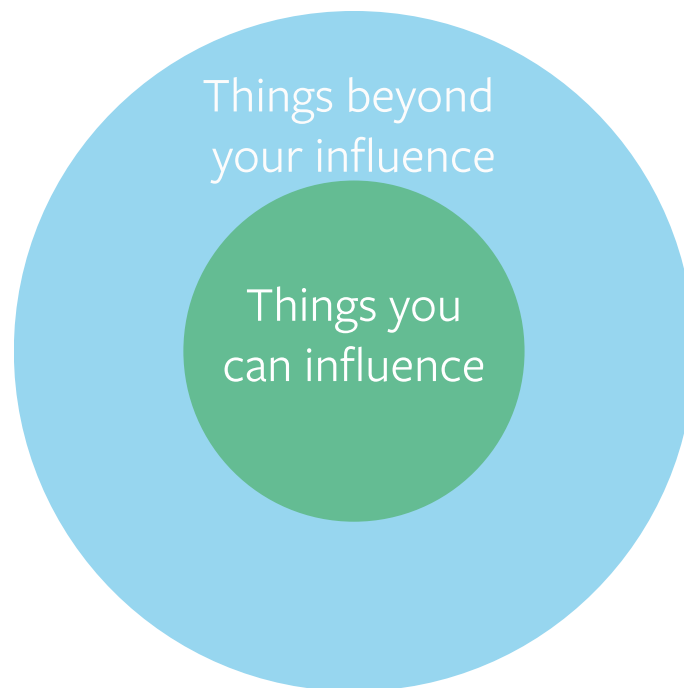
1. *Think about all the teacher's roles and activities in a day*
2. *Think about any challenges you may have faced recently in your classroom*

For example, in addition to following the rules and expectations of the Code of Conduct, teachers should treat their students with respect. Teachers should also include everyone regardless of age, gender, ability level, ethnicity, language and culture. Teachers should be inclusive to create the best possible learning environment.

On a blank sheet of paper take notes and write down any ideas you brainstorm as a group or individually.

Reflection & Collaboration Activity #2 - IDENTIFY WHAT YOU CAN'T CONTROL

As a teacher, you may have more influence than you think. The following activity will allow you to identify the things you can influence and those that are beyond your influence. For example, a large class size, limited textbooks, or the curriculum you teach may be beyond your influence, but the way you teach and make the materials relevant to your students' lives is within your influence. This will help you focus your time and energy on the things you can do to make a difference, rather than worrying about things beyond your control.



Once you are done, discuss:

- Do you think it is important to be aware of what you can and cannot influence? Why or why not?
- What are ways you can expand your circle of influence?
- How can you use your strengths as a teacher to expand your circle of influence?
- How can other teachers help you expand your circle of influence?
- What resources, people, or agencies in your community can help you with the things you cannot influence?

Often teachers become too concerned with things they cannot change, instead of focusing on what they can. As a teacher, it is important to spend your time and energy on things you think you can influence. This will help you manage your stress in a healthy way.

Reflection & Collaboration Activity #3 - COLLABORATION TREASURE HUNT

This activity is about improving your collaboration skills. Below is a list of people and resources for you to find and conversations for you to have when you do find them.

Directions: Find the resources on the list and record your findings. Look for the listed people and things in your group, or in your school or community.

1. Find any three teachers. Ask each of them what 3 things they think they do well in the classroom and what three things they think they could improve.

Teacher Name	Does Well	Want to Improve
Teacher 1:		
Teacher 2:		
Teacher 3:		

2. Find three teachers who teach the same subject as you. What topic do they like to teach the most and why? What topic do they feel they could use improvement teaching and why? What are some things that they do to help the students understand the topic?

Teacher Name	Like to Teach	Could Improve	Teaching Methods
Teacher 1:			
Teacher 2:			
Teacher 3:			

3. Find three teachers who have the same mother tongue as you. Ask them what benefits and challenges speaking your language presents in the classroom.

Teacher Name	Benefits in the Classroom	Challenges in the Classroom
Teacher 1:		
Teacher 2:		
Teacher 3:		

4. Find three teachers who are the same gender as you. Ask them what benefits and challenges are there from being your gender in their classroom and school.

Teacher Name	Benefits	Challenges
Teacher 1:		
Teacher 2:		
Teacher 3:		

5. Find three teachers who have a similar number of students in their class as you do. What classroom management strategies do they think work well and what are the challenges they have?

Teacher Name	Strategies that Work Well	Challenges They Have
Teacher 1:		
Teacher 2:		
Teacher 3:		

6. Find three people who have gone through a teacher training before. What trainings did they attend and what did they learn? What was the most useful skill they learned?

Teacher Name	Trainings Attended	What Was Learned	Useful Skills Learned
Teacher 1:			
Teacher 2:			
Teacher 3:			

7. Find three teachers and together make a list of places where there are books, material resources, and alternative learning resources or options (like computers, community lead classes, radio shows, teacher training materials) in your community including your school. What books and materials are available that could be used in your class? What resources could be used for your professional development?

Resources to Use in Class	Resources for Professional Development



For more information on TiCC:
Website: www.inee.org/collections/teachers
Email: teachers@inee.org