

Inclusive Teaching Practice

Facilitator's Guide



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Module 9: Supporting students' emotional and social wellbeing

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Overview

This is the **ninth of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

Module number	Module title
1	What is an Inclusive School, Classroom and Teacher?
2	Knowing your learners
3	Planning learning outcomes for all
4	Participating through learner centred approaches
5	Creating a positive learning environment
6	Effective questioning and feedback
7	Active participation
8	Peer, cooperative and collaborative learning
9	Supporting students' emotional and social wellbeing
10	Legal framework and policies around Inclusion in Myanmar
11	Supporting all students through differentiation
12	Identifying specific learning difficulties
13	Supporting all learners with differences or disabilities
14	Positive behaviour management
15	Assessment for student achievement

Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

Implemented by:



Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21st century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

The modules look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices support gender equity and encourage, develop and use the 21st century skills of critical thinking, communication, collaboration and creativity.

Each module is made up of a series of activities participants can work through at their own pace. Once they have completed the module, they will have a multiple-choice quiz to complete.

Learning outcomes for Module 9

By working through this module, you will be able to:

- 1. Explain the effect emotional and social stress has on learning**
- 2. Outline a range of emotional and social situations that can cause stress.**
- 3. Explain the effect adverse childhood experiences (ACEs), and trauma have on learning and healthy development**
- 4. Explain the key areas of social and emotional support**
- 5. Identify your own need for social and emotional support and recognise strategies to support themselves**
- 6. Select appropriate social and/or emotional support tools to help students socially and emotionally**

In this **ninth module**, continue to encourage the participants to think about what inclusion means to **them, why** we need inclusion and **what** the features are of an inclusive **educational institution** and **teacher**. The activities in the module will take them approximately 8 hours to complete. It introduces why coping well with anxiety and stress, even in difficult situations, can enable students to develop healthier, better balanced, more motivated and happier lives and, by doing so, help others. Inclusive resources can inform you to help support their individual needs.

Extra instructions for the activities in module 9

Activity	Additional points to consider
Prior knowledge assessment	The first task is a recap assessment of module 8. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest the learners refer to the first module to check their answers. Discuss any ways that the learning from Module 8 has been used to enable students to be more active in their learning. What impact has this had on teaching and learning?
Introduction	Ask participants what they understand by 'supporting students emotional wellbeing'. What would they like to find out? Ask participants to get into small groups and write any questions they would like answered about this topic. Remind them that this may be a new topic for them, and so no question is wrong or silly. Encourage participants to think of other questions about this topic throughout the module.
1 st Self- assessment	Some participants may need encouragement to be honest in their self-assessment. The results from this self-assessment will be compared to another self-assessment allowing participants to make comparisons and reflect on their learning. Remind them this is a tool to increase their reflective practice.
Section 2 – Learning outcomes for module 9	Recap the learning outcomes for module 9. Ask participants to reflect individually on how they engage with student wellbeing and their own need for wellbeing support. This is a vast topic that can be applied outside of the classroom, but it will help them build a theoretical and applicable understanding of emotional and social wellbeing.
2.0 What is social and emotional wellbeing?	Ask participants what is social and emotional wellbeing? This is a vast topic and one which can often be oversimplified. However, we all know that smiling and a positive attitude is not a clear indicator of how someone feels on the inside. Social and emotional wellbeing can also be referred to as personal development, character development or life skills and refers to the students' development and their ability to cope with normal and abnormal situations. Fortunately, it is a skill that students can develop and as educators we can play an important role in shaping this for students. Ask participants to look at the image and how social and emotional learning can help students There are 13 reasons outlined. Explain to participants that whilst academia is important, educators need to also spend time promoting resilience and how to build successful relationships. Remind participants that we have covered getting to know your learners and recognising external factors outside of school that might impact their wellbeing. Ask participants to share factors that might impact the wellbeing of their students.
Activity 9.1 – Reflection	This activity asks participants to reflect on personal and professional factors. Ask them to explore the social and emotional skills they used and then moving onto the questions connected to their role as an educator. This can be done in pairs, and encourage people to share feedback from both elements of the exercise. If participants do not wish to share personal examples, start by you giving an example of

	<p>managing emotions or supporting people from your experience. Remind participants of the importance of sharing practice and often there may be shared experience. Ask participants to note in their learning journal some of the ways in which social and emotional wellbeing and encourage questions if something is unclear.</p>
3 – Factors that can affect social and emotional wellbeing	<p>Organise participants into groups and ask them in their learning journals to list some of the factors that might impact the wellbeing of learners. Remind them that there are not right or wrong answers as we cannot say exactly how an event might impact a learner. As a group share any factors they have thought of and to note down any new ones. It is impossible for this to be an exhaustive list (remember COVID-19 was unexpected!) but it will give participants a chance to reflect on the magnitude of factors that might be impacting upon their students.</p>
Activity 9.2 – factors that affect social and emotional wellbeing	<p>Organise participants into pairs. This activity will involve role playing and so remind them to not be embarrassed as they embody Thet and Aung. Ask participants to read the situation for these children and how their behaviour changed. Ask the other person in the pair to engage in a conversation as an educator and notice the behaviour of the 'child'. Swap roles. Once they have spent a few minutes in the character of Thet and Aung, ask participants to complete the table and think about specific students they have taught. Remind participants throughout that we do not all respond in the same way to events as adults and this is especially true for children. Draw attention to the different types of abuse (Physical, emotional, sexual) and other factors discussed in further reading.</p>
4 0 How social and emotional wellbeing affects teaching and learning	<p>Remind participants that if a student is struggling with emotional and social wellbeing there may be changes in their behaviour. As an educator, to the extent possible, we should know our students and recognise any changes in behaviour. Review the list of potential behaviours which signal that something might be wrong. Watch the video (https://www.youtube.com/watch?v=KogaUANGvpA) about Understanding Trauma: Learning Brain vs Survival Brain. Participants should make notes in their learning journals. Explore the ideas of the video in a group, especially whether they found the different types of brains and the elephant example as useful to understand how trauma impacts upon learning. Now draw attention to the image of the two types of brain. Ask the group to read through the additional information, highlighting that we have already explored Maslow's Hierarchy of Needs. Ask participants to reflect on the global experience of COVID-19 lockdowns and the impact that this had on the brains of students. Did they notice any change in behaviour?</p>
Activity 9.4 – Emotional needs or academic needs. What is the priority?	<p>Look at the visual representation of Malow's model. Ask participants to reflect on the needs of learners (they can review notes from Module 5) and how they as educators can provide a sense of security and ensure their basic needs are met? Participants should draw the table in their learning journals and complete the columns of physiological, safety and love needs. Ask the group of participants to give examples of how they</p>

	strive to meet the needs of children and review the answers to activity 9.4. Remind participants that this is not a complete list and they may have other techniques they use in the classroom.
5 – Understanding anxiety and stress	Participants should think about to a time when they felt feelings of anxiety or stress. If there is a sharing culture amongst the group and participants feel comfortable, ask for personal examples. Review the definitions provided for stress and anxiety. Ensure that participants understand there is a difference between stress and anxiety, although they often to overlap. Ask participants to complete activity 9.5. Review the answers as a group.
5.1 – Anxiety	Ask participants to review the information about anxiety. Emphasise the thoughts - feelings – behaviour diagram but also that there is not set behaviour pattern with anxiety and that some people with anxiety put on a positive mask.
5.2 Stress	Ask participants to review the information about stress. Recognise that stress can be healthy and can help us to accomplish our goals but that there can be toxic stress (as well as positive and tolerable stress). Ask participants to review the specific information about toxic stress, especially how it can manifest in adult life. Participants should make notes of any definitions in their learning journal.
Activity 9.6 and 9.7	These two activities help participants to apply the knowledge they now have about stress and where it comes from in activity 9.6 (15 minutes). Participants can work in pairs or alone on completing this activity Review the correct answers. Move onto activity 9 and complete the summary and revision activity. Remind participants to record ideas in their learning journal.
6 - Recognising Stress	Participants should review the information and images about how to recognise stress in themselves and in their students. This is information that builds on information in Module 2. In a group, discuss when stress can be harmful and Adverse Childhood Experiences.
7 – Areas of social and emotional support	Remind participants that social and emotional support are linked together and when you support one area, you help develop skills in the other area. Ask participants to look at Activity 9.9 and complete this activity in small groups. There might be disagreement or definitions which are not clear so ensure that you recap the answers with all participants. Encourage use of the learning journal.
8 – Strategies and activities	This section is about how to develop strategies and activities to deal with stress. Ask participants to share what they do to help with anxiety and stress. Explore the common strategies as a group but acknowledge that there are individual techniques developed which might be tied to culture or location. There is not a universal 'correct' way to handle anxiety. Ask participants to note down in their learning journals any techniques that are new to them and which they might try in the future. Look at the concept of colours and zones of regulation. Review as a group and explain that this is a tool to talk about emotions. Show the video https://www.youtube.com/watch?v=Ih0iu80u04Y . Ask for reflections about the video and their thoughts on colours linked to

	emotions. Bring in the concept of self-management and strategies that can be used. Read the information provided. If you feel comfortable, you can lead the group in mindful breathing exercise. Review the other mindful techniques. You can review this as a group, or invite participants to explore the techniques and then ask them to present a small participatory masterclass. If educators already use a technique in their classroom, ask for feedback. Remind participants that the techniques might not work perfectly straightaway but might take time. Participants should complete Activity 9.10.
9- Systems, programmes and interventions	This section explores the social and emotional skills. Participants should fill in the missing gaps activity 9.11 and review the answers. The next activity 9.12 is a scenario involves teacher May Zin and students Naing Win and Aye Su. Review the scenario and complete the table. Reflection should be encouraged as to how to ensure that students have a chance to speak about social and emotional issues, and how educators can support. Give participants 40 minutes to allow for discussion and completion. Brainstorm solutions and actions that May Zin can take. Review the answers given.
10 – Looking after our own social and emotional wellbeing	Remind participants that educators juggle a multitude of tasks and demands and that to ensure that educators support pupils, that we look after emotional and social wellbeing. Put the groups into pairs and complete activity 9.13 which involves chatting to a friend about wellbeing. Explore the questions and share coping strategies. This activity should take an hour so conversation should be deep and varied.
11 – Sense of control	A sense of control is a basic human need and remind participants of some of the positive actions that can help provide a sense of control. Review the flower image and participants should copy this and any new definitions should be put into the learning journal.
12 – Wrap up	Review what was covered in the module and congratulate the cohort of their openness and honesty about stress and anxiety. Remind participants that students look to their educators, and that we have a role to play in emotional and social wellbeing. Review the reflection questions and participants should use their learning journal.
13 – Quiz	Review the below quiz and ensure that participants return to the quiz until they receive 100%.
14 – Improving teaching and learning	Reflect on activity 9.14. (15 minutes) as a group and ask participants to note down what they have learnt from this module.
2 nd Self-assessment	The self-assessment duplicates the first self-assessment. Ask participants to reflect on their confidence and discuss comparisons between scores.
The 9 th promise	Ask participants to think of one thing they will take away from module 9 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further. Participants are encouraged to make a section in their learning journal entitled 'Promises'. There will be a total of 15 promises.

End of module 9 quiz - Answers

Participants can attempt the questions as many times as they like to reach 100% pass. This allows them the opportunity to become confident. **(Answers in bold)**

Q1 – If students have a well-balanced social and emotional wellbeing, they are more likely to; (Choose 2 answers)

- a) **participate in learning**
- b) **achieve well academically**
- c) find themselves in conflicts
- d) need support to control their emotions

Q2 – Which statements are signs of a 'Learning Brain'? (Choose 2 answers)

- a) **Feels calm, peaceful and curious**
- b) Feels threatened by new learning experiences
- c) Fearful of making mistakes
- d) **Not frightened of making mistakes**

Q3 – Which of the following defines anxiety (Choose 1 answer)

- a) To experience mental and physical symptoms, such as irritability, anger, fatigue, muscle pain, digestive troubles, and difficulty sleeping.
- b) To have feelings that are easily excited and openly displayed.
- c) **To experience persistent, excessive worries that don't go away, even in the absence of a stressor.**

Q4 - Choose the correct definition of mild stress (Choose 1 answer)

- a) **Can be helpful. It can focus our attention. It can teach us how to cope with things and how to be resilient.**
- b) Can change the way our brain works and can stop us from being able to use higher thinking skills.
- c) Stress from one event or happening. It comes from just one time
- d) Stress from something that is happening over a long period of time – it is ongoing.

Q5 – What can educational institutions do to support students' emotional and social wellbeing? (Choose 2)

- a) Tell the parents that it is their responsibility to develop these skills at home.
- b) **Provide regular opportunities to come together as a community**
- c) **Establish routines to help students feel safe in the learning environment.**