



PEAS' Psychosocial Training Part 2:

Psychosocial Support for Students

Session overview

Session objectives

- 1. Introduction:** Psychosocial challenges for students in Covid-19.
 - Psychosocial support: an Overview
 - Well-being, Self-care and mindfulness
 - Psychosocial challenges for students
- 2. Identification:** Recognizing psychosocial needs in students.
 - Identifying Psychosocial needs of students
- 3. Response:** Supporting students who are experiencing stress.

Session objectives

- 1. Leaders understand the psychosocial effects of Covid-19 for students and can empathetically respond to impacted children in school**
- 2. Leaders are able to identify psychosocial challenges in students and promote wellbeing in the classroom**
- 3. Leaders understand the psychosocial lesson plans and feel confident teaching them to students**

1: INTRODUCTION

Psychosocial Challenges for Students



Recap: what do we mean by psychosocial health?

- Psychosocial health is defined as a **state of mental, emotional, social, and spiritual well-being**
- It is important for all whether we are children, youths or adults
- Our psychosocial health is not only limited to our mental and emotional health, but also to our interpersonal relationships, socioeconomic status, living conditions and work environment
- Poor psychosocial health is associated with a wide range of factors including rapid social change, stressful working conditions, gender discrimination, social exclusion
- Good psychosocial health helps us be more resilient to problems that occur
- The covid-19 pandemic represents a threat to physical health, as well as psychosocial lives of individual. The impact is most severe for marginalised groups.

Young people's psychosocial challenges



Consider the following questions:

1. What are the challenges that students may be facing due to the Covid-19 pandemic?
2. How might psychosocial challenges be different for students than for staff?

Leave your answers in the chat box.

Young people's psychosocial challenges

1. What are the challenges that students may be facing due to the Covid-19 pandemic?

- loss of learning,
- anxiety about covid-19
- stress at home
- worrying about school & the future
- Isolation

2. How might psychosocial challenges be different for students than for staff?

- Students may be worried about their futures and exams
- Adolescence is a difficult time in general and Covid-19 can exacerbate this

2: IDENTIFICATION

Recognizing Psychosocial Needs in Students



Identification: Recognizing Psychosocial Needs in Students

What to look for:

- Looking very sad or withdrawn
- Disruptive behaviour
- Changes in appetite
- Extreme difficulty concentrating or staying still
- Severe mood swings

Identification: Scenarios

As you look at this scenario consider the following three questions:

- 1. Is this behaviour concerning?**
- 2. Why might this behaviour be occurring during Covid-19?**
- 3. How should I act?**

Scenario 1:

Last year in classes, Sarah was very talkative and lively. She always had a group of friends and they would eat lunch together every day. This year, you notice that Sarah doesn't raise her hand in class to answer questions. Her friends try to talk to her (while social distancing) but she just nods and returns to her work.

Identification: Scenarios

As you look at this scenario consider the following three questions:

- 1. Is this behaviour concerning?**
- 2. Why might this behaviour be occurring during Covid-19?**
- 3. How should I act?**

Scenario 2:

When you assign tasks in class, Christopher just taps his pencil repeatedly. He often stares out the window and will not finish simple worksheets. When you ask him why he is not working, he tells you that he is thinking about what will happen if his family catches coronavirus.

3: RESPONSE

Supporting Students



Reflection Activity

Real life experience sharing:

Instruction:-

- Take a minute to recall when your school had just re-opened in Feb 2021 and the school's program/calendar of events you designed.

Task:-

- In a minute, briefly share with colleagues how you managed the first 2 weeks of school re-opening.

Note: At least 1-2 participants can comment or ask questions to presenters.

Response: What to Do

- Talk to the student to understand what might be happening – reassure them and be sensitive to their concerns
- If there is a child protection concern report to the safeguarding focal points at schools, or anonymously through the reporting box or hotline.
- Always follow your school's safeguarding procedures
- If they are stressed about Covid-19 or their studies, encourage them to talk about this and share some tips on how they can manage stress – for example, exercise, spending time with family and friends, using the 'sphere of influence' tool we learned about in the last session.
- Follow up regularly to ensure they are ok.
- **Discuss:** what else could you do to support the student?

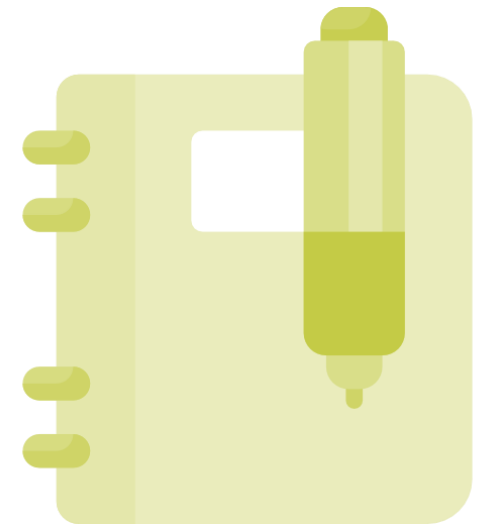
Supporting Students – Start the Conversation

- Many people worry that talking to young learners will lead to increased worries and anxieties. The opposite is the case. Bringing difficult topics into the conversation can help lessen worries in learners of all ages.
- 1. **Validate Emotions** - It is important to acknowledge how they are feeling and to let learners know all feelings are OK. Acknowledge it's okay to feel sad, angry, hurt, lonely, etc.
- 2. **Offer Reassurance** - Remember to provide reassurance and a sense of hope that the actions all of us are taking make a difference and that they have a support circle
- 3. **Plan and Prepare** - It is best to go in prepared for this conversation. Think of things you need to say and the exact language you will use to explain things

You can find a “Speaking with Learners” guide on our Open Learn Create website, and we will send a link out on WhatsApp after this session.

Supporting Students – Activity

- This activity is called the **Self-Appraisal Gratitude Journal**
- Everyone can participate in this activity. It is useful when students express that they are feeling stressed or having multiple negative thoughts.
 - Students need a paper and pencil, that's it!
 - Write down 5 great things you did today
 - Write down 3 people you appreciate and how they make you happy/helped you
- Expected Outcomes:
 - Gratitude reduces negative thoughts. For example, it reduces aggression and increases empathy
 - It can help build resilience and self-esteem with positivity



Supporting Students – Activity

- This activity is called **Circle of Compliments**
 - Anyone can do this activity whenever they feel, but especially when they are feeling low.
 - This activity can...
 - Bring a sense of belonging during a time of social distancing
 - Help each member of a family/community feel loved and appreciated
 - Bring on positive feelings and develop positive relationships
1. Have people from the family/ friend group sit in a circle, with their legs stretched out in front of them.
 2. Let one person start by picking someone else in the circle to give a compliment. Once you've received a compliment, you pull your legs in (crisscross) so that everyone knows that you've received one already.
 3. Keep going around the circle until everyone has received praise. You can do this virtually too using Zoom or Skype!

Psychosocial Resources and Guides

- After this session you can find all of the strategies and activities discussed today on our Open Learn Create webpage.
- We will send a link to this in the **I & I project WhatsApp groups.**

Reflection Activity: Action Plan

Think about and discuss the following questions:

- **What signs of poor psychosocial health will you look out for in students?**
- **How will you use what you've learned to support students in your school?**

Thanks!



Thank you for attending this virtual training session on Psychosocial health

Click to add text



We hope you learned something new and useful that you will implement into your work!



Please ask any further question you have now...

A close-up photograph of a young boy with dark skin and short hair, smiling broadly at the camera. His hands are raised, with fingers spread, framing his face. He is wearing a light-colored, possibly white, shirt. In the background, other people are partially visible, including one wearing a white shirt and a dark tie. A dark green rectangular banner is overlaid on the left side of the image, containing the text "Thank you!" in white.

Thank you!