Suggested School Re-entry "Teachable Moment" Lesson
COVID 19 Pandemic; School/Community Changes in Life;
Physical, Social, Emotional, and Educational

This document was created as a school resource by:

Dr. Scott Poland, Professor, College of Psychology and Director of Suicide and Violence Prevention at NSU, Fort Lauderdale, Florida National Crisis Responder and Prevention Trainer

Dr. Donna Poland, Former Teacher, Curriculum Director, School Principal, and Public and Private Schools Consultant

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Objective	Suggested Activities	Resources	Teacher Notes
1. Students will develop an understanding of the facts regarding the "critical incident" (COVID 19 pandemic) upon re-entry into the school setting.	Teacher will share facts that have been provided by administration that answer: **"Who, what, when, where?"** "What is the school doing to ensure each student's physical, social, emotional wellbeing and academic success?"	• Fact Sheet • *Tip Sheet	The fact and tip sheets to be provided by school/district administration. *NOTE: In the case of the pandemic, teacher will avoid voicing opinions about political or administrative decisions.*
2. Students will express reactions and	**Question:** ***"What happened to you personally during this time***	Whole group: • Any light object that can be passed or tossed from student to student. • Student- Scribe	

concerns regarding the results they observed of the "critical incident" (those who have been affected by COVID 19 restrictions: home quarantine, lost or modified jobs of caretakers, health of family and friends, lost or modified instruction).	*of COVID 19?"* Whole group activities: Popcorn Bean Bag Toss Community Circle Write a letter to the principal: "How I Feel About What Happened." Small group activities: Pair Share Cooperative group activity	• Teacher- Facilitator Small group processing no larger than a classroom: • Guidelines and task assignments for each group member; scribe, time keeper, reporters #1,#2,#3, etc.	
3. Students will explore alternative responses for managing fear, anxiety and frustration.	**Question: *"We have passed the decision making process for dealing with the worst of COVID 19's spread and you were not in control of the decisions and consequences of your community's response. However, you can be in control of your emotions and actions as we re-enter the school and get out into our community. What do you think each of us should do to make this a successful re-entry into school and community life?"*** • Small group activity questions: Brainstorm: What are you feeling anxious	• model for anger management or conflict resolution • video clips of sample altercations (these should be screened for educational appropriateness) • role play scenarios • post-its from each student for each category of concern placed in "parking lot" on board/wall. Teacher consolidates and shares common concerns with class so as a group they can problem solve OR advance concern to higher administration. Example of parking lot: | Safety/wellness suggestions	Social/Emotional suggestions	Economic suggestions	Educational suggestions
				  Students place post-its here	

	or frustrated about as we begin the school year? • Safety/wellness? • Social/Emotional? • Economical? • Educational? How will you deal with it? What is an appropriate way to respond to others who are frustrated or anxious about the challenges they are dealing with? • Teacher led instruction on anxiety, frustration management of emotions.		
4. Students will be provided an opportunity to express fears and concerns of their own safety.	**Questions:** **"*As we begin returning to normal activities in our community and at school, what are your concerns?*"** **"*What would make you feel safer right now?*"**	• scribe • Post-it notes for students to write on and place in "parking lot" for comparison and further discussion. | I need this at school to feel safe and to stay well…	I need this from my teachers, friends, and other students to help me feel good in my social world…	I need this to feel that my mom, dad, other caregivers will be able to take care of my needs…	I need this to make sure I am successful with my learning in school… | **Students place post-its here**	
5. Students will understand	**Question: "*What is the school and community doing to make sure you***	• Review school re-entry plan and task force recommendations. • Review local government and/or local law enforcement structures and share any information specific to the COVID 19 pandemic that has been provided by those	NOTE: Always share information in

that a structure designed to assure **safety and well-being is in place** in their own school and community.	*are safe and successful in our own school /community?"* Discuss: new measures in wellness approaches and safety around school, encourage practicing if you are emotionally or academically overwhelmed tell an adult. Activity: Young students can draw a picture of what they want their school, classroom, or people around them to look like that would make them feel happy and safe. Activity: Older students can write a letter to the principal with ideas about how to make their school safer and how to help them be more successful academically. Activity: Older students can write a letter to local government or law enforcement agency with their ideas about how to make their community safer.	agencies. • In schools where the classroom instruction is divided by subject and teacher, it is important to conduct the exercise of "concerns" so the specific teacher will be able to address and adapt to the needs of the student upon re-entry. This may include addressing instructional gaps, organizational skills, and procedural skills due to loss of instruction in the previous year. NOTE: For very young students who have experienced disruption to routine, this may also include regression in bathroom skills, separation anxiety, distractibility, and decreased focus behaviors.	developmentally appropriate terms. The needs and level of understanding for age of the student is very different!
6. Students will be able to communicate effective and appropriate ways to respond to re-entry into school (following directions of an adult, safest ways to stay well, best ways	**Questions:** *"What can we do to assure student wellness and academic success as we re-enter school? "What can you do when you or someone you know becomes anxious or frustrated?" "What should you do when you observe someone experiencing significant stress as a result of COVID-19?"*	• Review the school's established guidelines for wellness behaviors. • Review school creeds and student pledges that address the actions necessary to support wellness and prevent escalation of social/emotional/academic frustration or anger become apparent. • Review community resources and their assurances and actions to promote safety for all students.	

to assure academic success, etc.) **and to recognize when they or fellow student(s) are experiencing escalating anxiety or frustration.**			
7. Students will be able to express empathy for victims.	**Question: "In the context of the COVID 19 pandemic, who is a victim?"** *"What can we do to express our sympathy?"* Student choices: • letters, notes of sympathy to the families who had a loved one die • letters to editor • letters of appreciation to medical personnel, own parents, teachers • gather supplies, donations • fund raisers • involvement in planning appropriate memorials	• Students should be able to identify who the term "victim" applies to as being anyone who has suffered a major change or a loss in their lives. The list may be long, as each child could identify self as a victim. Encourage them to think of those who have had long-term changes; their caretakers' economic/job losses and the consequences that followed, illness or death of family or friends. • Teacher should have previously reviewed school and district policies to make sure any student suggestions considered are permissible. • Provide adequate and appropriate resources and time to accomplish student proposed activities. (Confirm that the requested activity meets the district/school criteria.)	

* Tip Sheet is a customized list of talking points that is provided by administration to each teacher facilitating this lesson. It <u>must</u> establish the focus of the discussion with clearly established boundaries in order to ensure a productive, positive, and helpful discussion. Setting up a "do allow" and "don't allow-redirect" list is very helpful to teachers. This document is most effective when it is constructed by a team of educators selected to reflect expertise about the type of incident and methods for facilitating discussion; teacher, counselor, resource officer, administrator, clergy, etc.

NOTE: The best return for the time devoted to this activity will be realized if school staff has been properly prepared to facilitate the lesson through preparatory meetings with debriefing sessions provided. Reflecting as a group will allow for emotional support of the

facilitators/teachers and valuable information for administrators about school climate and the needs of their students. Realize that instruction cannot be productive if students have not had their emotional needs met.