

Teaching English to refugees and displaced learners

Workbook

Your reflective journal
and additional learning
resources



This is a
TeachingEnglish
resource

Forward

We're delighted you've chosen to continue your professional development with TeachingEnglish training and look forward to learning with you over the coming weeks.

In this workbook you'll find additional learning materials to complement your course, places to note ideas of interest, encouragement and guidance in applying them within your teaching practice. Whether you prefer to save and update it on your device, to keep handwritten notes, or use it as a prompt for your on-the go reflection, do what works for you. We hope you and your learners find it beneficial.

Happy learning.

The British Council open learning team.

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Your learning goals

Your course

Make your classroom a trauma-sensitive learning environment. Help your learners to shine by positively managing challenging behaviour and working creatively with limited resources.

During this TeachingEnglish training, you'll engage with learning content in four modules, supported by a series of live online community events. You'll find practical support and encouragement from course tutors and other members of the [*British Council courses for teachers global learning community*](#) as you work to introduce new teaching ideas within your classroom.

Just as every classroom is unique, so is your learning journey. Ensure you're heading in the right direction by reflecting upon and noting your reasons for taking this course and learning goals. Keeping these in mind will help you focus on the most beneficial content and discussions for you.

Your goals and reasons for learning

Why are you taking this course? What do you want to be able to do?

Your learning tools

Online learning modules



After gaining confidence using your online learning platform and exploring effective learning strategies in the introductory Getting started module, you'll work through three further modules, each exploring a different area of teaching and learning. Involving an average of 12 hours of study, you will find a blend of theory, practical teaching suggestions and case studies that explore new ways of teaching. Repeat activities until you feel ready to move on. Return and review them as often as you like before the end of your course.

Learn how to access the online learning modules by visiting your course's page at <https://www.teachingenglish.org.uk/training>.

Courses for teachers community



Join course tutors and other educators working on their professional development in our supportive, Facebook-based learning community. You'll gain access to a wide selection of additional learning resources, you'll also have the opportunity to engage in developmental discussions while getting the support and encouragement you need to successfully bring ideas from the course into your classroom. Access all the discussions and content related to your specific course in [the Guides section](#).

Find the community at <https://www.facebook.com/groups/coursesforteachers>

Live events



Attend live community events and webinars led by expert educators. These sessions are focused on different aspects of your course and provide you with an opportunity to seek answers to your questions - and share your own expertise and insights with other community members. Recordings of all live sessions are available on-demand. For more details, check the Events section on your online course platform.

Workbook



Use this workbook to keep a record of useful course and community content, questions you'd like to ask in the community, links to resources, or to note ideas from any of the live events. You can save a version online or print the workbook - or both.

Module 1

An introduction to trauma and its effects on the class



Overview

This module introduces the effects of trauma on learning and behaviour in the classroom. You'll also explore strategies for supporting learners' physical and emotional safety during lessons. You will:

1. give a definition of trauma and list the main types of trauma which can affect learners in your classrooms
2. recognise the effects of certain types of trauma on learning and behaviour in your classrooms
3. create physical and emotional safety for learners in your classroom through practical teaching strategies.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
An article exploring how to recognise and address trauma, and the support that teachers need	Read
An article exploring Marie Delaney's RETHINK model	Read
A guide to executive function	Read
Downloadable guides to enhancing and practicing executive function skills with children	Read
SAMHSA's concept of trauma and guidance for a trauma-informed approach	Read
A downloadable series of teaching activities exploring themes of conflict and peace	Use
Center on the Developing Child, Harvard University website	Visit
The National Child Traumatic Stress Network website	Visit
A video by the Center on the Developing Child at Harvard University on executive function	Watch
Dr Daniel Siegel presenting a hand model of the brain	Watch
Getting started with trauma-informed practices (Edutopia video)	Watch
Marie Delaney's conference talk on the effects of loss and trauma on learning and behaviour	Watch
TEDMED talk by Dr Nadine Burke on how childhood trauma affects health across a lifetime	Watch
Three trauma-informed practices (Edutopia video)	Watch
2022 Facebook live discussion about teaching refugees and displaced learners #1	Watch

Your learning

This is a space to record ideas from the course. You may have lots to write in some sections, less in others. The important thing though is to note some ideas that may be useful for you and your learners.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 2

Teaching with minimal resources



Overview

This module explores ways of using learners as a teaching resource, through creativity, personalisation and learner-generated resources. You will:

1. identify the resources available in your classroom
2. use a variety of activities when teaching with limited resources
3. analyse the advantages and disadvantages of different activities
4. adapt an activity for your teaching context
5. be more resourceful when faced with a low-resource context.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
A British Council podcast episode exploring how to teach effectively in challenging contexts	Listen
BBC podcasts for young children, suitable for different ages and subjects	Listen
Bedtime FM – Stories for children (Includes links to download)	Listen
But why? A podcast for curious kids – adults answer questions submitted by children	Listen
Intermediate-level LearnEnglish podcasts for the English classroom	Listen
Six-minute English: Learn grammar with six-minute podcasts	Listen
An article exploring how to build confidence among low-level learners of English	Read
Downloadable publication: Teaching in low-resource classrooms: Voices of experience	Read
Classroom resource (printable) for making dice	Use
Free lesson plans and resources for a wide variety of subjects and ages (registration required)	Use
Free lesson plans for the primary English language classroom	Use
Free lesson plans for the secondary English language classroom	Use
Free lessons for reading and writing, science and maths (registration required)	Use
The English Hub for Refugees – lesson plans and resources for learning English	Use
Getting creative in low-resource contexts	Watch

Your learning

Which new ideas in Module 2 are most useful for you? Note them here together with any questions you'd like to ask in the [British Council courses for teachers](#) learning community.

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might arise when you try to make this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Module 3

Dealing with very challenging behaviour



Overview

This module provides practical trauma-informed classroom strategies to manage distressed behaviour. You will:

1. recognise that behaviour is a communication of need and that challenging behaviour can be viewed as distressed behaviour
2. explain the links between trauma and some types of behaviour
3. recognise the unconscious defence mechanisms of projection, transference, and negative patterns of classroom interaction
4. implement some practical trauma-informed classroom strategies to manage distressed behaviour.

Further reading, teaching, and learning resources

Resource description (tap/click to open)	Type
A British Council podcast episode exploring how to teach refugees, migrants and IDP's effectively	Listen
An article exploring child trauma and the challenge of inclusive education.	Read
An article exploring the connection between language learning and social cohesion in classrooms.	Read
An article on managing discussions with learners about challenging behaviour	Read
An article presenting a model for helping a distressed student calm down and remain in class	Read
Child Trauma Academy articles and resources on the topic of brain development and neuroscience	Read
Downloadable publication on the emotional health of teachers in tough environments.	Read
An Edutopia article exploring the impact of learner trauma on teachers.	Read
A downloadable homework challenge to help pupils find out about the lives of migrants and refugees.	Use
A community and resource bank to support those with adverse childhood experiences.	Watch
An introduction to concepts underpinning trauma-informed caregiving, education and therapy.	Watch
Conference talk on dealing with students with challenging behaviour	Watch
2022 Facebook live discussion about teaching refugees and displaced learners #2	Watch
Edutopia video: a multi-tiered system of support	Watch
Webinar about dealing with challenging learners	Watch

Your learning

Note any ideas you found particularly interesting and might like to bring into your classroom. Why not share them with other members of the [British Council courses for teachers](#) learning community?

Describe three things you learned from...

Your online module

Live community events

Discussions and learning resources shared here and in the course community

Plan it

Describe one thing you will change in your teaching. Why have you chosen it?

What challenges might you face when making this change?

What could you do to meet those challenges?

Teach it

Try it out and come back here to reflect on the experience. What did you learn?

Your action plan

Make an action plan focused on applying learning from this the course. Complete any sentences that help you do this. Come back and check your plan now and then.

In the next two weeks, I am going to...

Over the next two months, I'm going to...

Before the end of the school year, I'm going to...

Next school year, I want to...

What do you want to learn about next? Explore our [framework for teacher knowledge and skills](#) for inspiration, support and materials.



Well done - you've made it to the end of the course! We hope you've found it useful, and will join us on another very soon. Learn more about free teacher training courses with the British Council at:

https://www.teachingenglish.org.uk/training_

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