

Teaching English to refugees and displaced learners

Workbook

Your reflective journal
and additional resources



Foreword

Welcome to the workbook for Teaching English to refugees and displaced learners. Thank you for downloading it to continue your professional development with TeachingEnglish training.

In this workbook, you'll find learning resources, reflection prompts and practical support to apply new ideas from Teaching English to refugees and displaced learners:

In this course, you'll make your classroom a trauma-sensitive learning environment and help your learners to shine by working creatively with limited resources and managing challenging behaviour positively.

You can use this workbook to develop your skills at any time, whether you're enrolled on the course or not. This workbook supports learning with colleagues, connecting with educators online, or working independently.

We're looking forward to learning with you.

The TeachingEnglish training team

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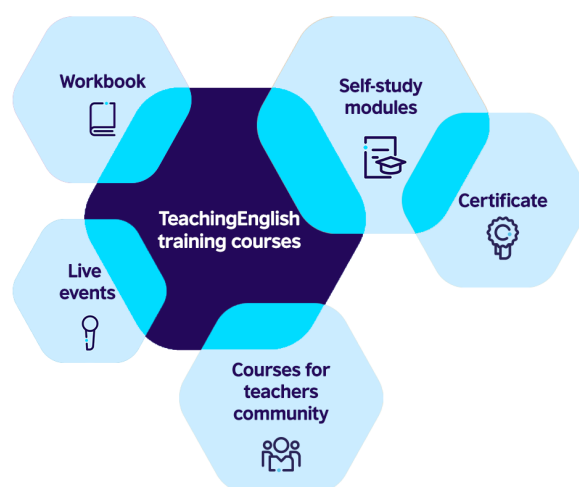
What are TeachingEnglish training courses?

TeachingEnglish training courses for teachers offer self-study modules, live events, resources and discussions with over 85,000 teachers in our Courses for teachers Facebook community – and this self-study workbook. Get practical support and advice from course tutors and other teachers as you try out new ideas in your classroom.

Self-study modules

Each online course takes around 12 hours to complete and includes:

- an introductory Getting started module
- three core modules exploring a different aspect of teaching
- downloadable resource documents for each module, containing extra materials and links
- a certificate of achievement on successful completion of all modules.



You can revisit activities as many times as you like before the course ends. Find out more about our free self-study modules, what they cover, when they're available and how to enrol.

Courses for teachers community

Get the support you need to apply course ideas in your classroom in our supportive Facebook community. Learn with course tutors and other educators following our courses, access extra learning resources, join live events and participate in discussions.

Live events

Attend live events led by course tutors and expert educators, or watch the recordings in our Facebook group or YouTube. These sessions offer teaching ideas and a chance to ask questions and share your own insights.

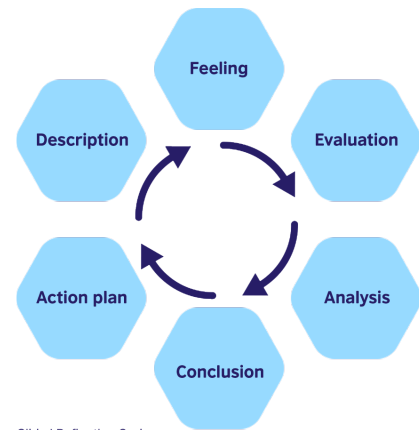
Workbook

Use this workbook to record key course content, questions for the community, links to resources and ideas from extra materials or live events. You can save it online, print it or do both.

How can you develop your teaching knowledge and skills?

This workbook provides guidance and prompts to help you reflect on your teaching, identify useful changes, plan how to apply them and learn from the process. We hope you'll use this reflective cycle as part of your ongoing professional development.

Using this reflective cycle during your course will help you learn from experience and improve your teaching. It can deepen your learning by guiding you to apply new ideas, assess their impact and adjust your approach. Use it after lessons, when trying new strategies or when facing challenges. By making reflection a habit, you'll continue to grow as a practitioner and better support your learners.



Use the following questions to guide you through the reflective cycle as you apply your learning from the course.

Description	<p>What did I expect to happen?</p> <p>What actually happened?</p> <p>What was the result?</p>	Description
Feeling	<p>How did I feel before, during and after?</p> <p>How did my learners feel about what happened?</p>	Feeling
Evaluation	<p>What went well and what didn't?</p> <p>How do I know what worked or didn't work?</p>	Evaluation
Analysis	<p>Why did things turn out this way?</p> <p>What could help me understand the situation better?</p>	Analysis
Conclusion	<p>What did I learn?</p> <p>What could I have done differently?</p> <p>What skills or knowledge do I need to improve?</p>	Conclusion
Action plan	<p>What will I do next time?</p> <p>What support or resources will I need?</p> <p>When will I take action?</p>	Action plan

Module one: An introduction to trauma and its effects on the classroom

Overview

The aim of this module is to introduce you to the effects of trauma on learning and behaviour in the classroom. It's aimed at providing you with a general introduction to and understanding of the topic, as well as some specific teaching strategies for creating physical and emotional safety for the learners in your classrooms.

Can you now ...?

- give a definition of trauma?
- list the main types of trauma which can affect learners in your classrooms?
- recognise the effects of certain types of trauma on learners?
- create physical and emotional safety for learners in your classroom through practical teaching strategies?

Show how confident you feel now about trauma-sensitive teaching by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider trauma-sensitive teaching. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? How can you make your classroom a safe space for learning? What skills or knowledge will you need?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
3	Watch	Video: Trauma-informed practices
6	Watch	Video: Executive function
15	Read	Article: Child trauma
15	Read	Article: Developing teachers of refugees
15	Read	Article: Teaching empathy
15	Use	Lesson plan (80 minutes): Welcoming refugees
20	Read	Article: Effects of trauma
30	Listen	Podcast: Teaching refugees, migrants and IDPs
30	Read	Article: A trauma-informed approach
30	Read	Article: Welcoming refugees into school
70	Watch	Video: Effects of trauma on learning and behaviour
180	Watch	Webinars: Inclusion in the classroom
180	Watch	Webinars: Understanding your learners

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you develop as a trauma-sensitive teacher.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module two: Teaching with minimal resources

Overview

The aim of this module is to help you teach in contexts where there are limited resources. You'll also get some ideas for teaching large classes and some tips on being resourceful.

Can you now ...?

- identify the resources available in your classroom?
- analyse the advantages and disadvantages of different activities?
- adapt an activity for your teaching context?

Show how confident you feel now about teaching with minimal resources by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider teaching with minimal resources. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What low-resource activities are useful for your learners?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
10	Read	Article: Teaching large classes
10	Use	Lesson plan (60 minutes): Multicultural Britain
15	Use	Podcasts for curious children
20	Use	Podcasts for children
30	Listen	Podcast: Teaching in challenging contexts
30	Use	Activities: Refugees and migration
60	Watch	Webinar: Accessibility in the multi-level classroom
60	Watch	Webinar: Improvise your teaching
60	Watch	Webinar: Low-resource contexts
120	Read	Article: Teaching in low-resource contexts
120	Use	Activities: For working with refugees
180	Watch	Webinar: Valuing multilingualism
180	Watch	Webinars: AI for inclusion
180	Watch	Webinars: Managing resources

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help teach with minimal resources.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

Module three: Dealing with very challenging behaviour

Overview

The aim of this module is to learn how to deal with behaviour which challenges you in the classroom and to understand the links between this challenging behaviour and a learner's experience of trauma.

Can you now ...?

- recognise that behaviour is a communication of need?
- explain the links between trauma and some types of behaviour?
- apply learning about the parts of the brain to choosing ways of responding to behaviour in class?
- recognise unconscious defence mechanisms?
- implement practical trauma-informed classroom strategies to manage distressed behaviour?

Show how confident you feel now dealing with very challenging behaviour by putting a mark on the cline. You can return to these objectives and move your mark as you learn and make changes to your teaching.

Not confident

Very confident

Consider very challenging behaviour. What happens where you teach? How does that affect you and your learners? How do you feel about it?

What would you like to happen? What trauma-informed classroom strategies are useful for your context?

Further reading, teaching and learning resources

You can access the following resources at any time, whether the course and self-study modules are open or not.

Time (mins)	Type	Resource description (tap/click to open)
5	Watch	Video: English to alleviate conflict
10	Read	Article: Calming disruptive behaviour
10	Use	Activity: Attitudes towards migration
10	Use	Activity: The challenges of being a migrant
15	Read	Article: Can learning languages help refugees cope?
15	Read	Article: Language learning and social cohesion
15	Read	Article: Storytelling to promote cultural diversity
15	Read	Article: The RETHINK model
20	Read	Article: Effects of trauma on teachers
30	Listen	Podcast: Inclusive education
60	Watch	Video: Challenging behaviour
60	Watch	Webinar: Anti-racism in the classroom
60	Watch	Webinar: Language and inclusion in a refugee setting
60	Watch	Webinar: Promoting intercultural learning

At TeachingEnglish, we're constantly updating and adding to the selection of free articles, publications, lesson plans, live sessions and webinars available for teachers. Check our TeachingEnglish website and TeachingEnglish YouTube for the latest resources.

Use this space to note ideas that may help you deal with very challenging behaviour.

Remember, you can get new teaching ideas from the self-study modules, further reading, teaching and learning resources, live events or the Courses for teachers community.

What are you going to change?

Now plan to change your teaching. Starting with a SMART goal will help you make the change and better understand the impact it makes.

A SMART goal is:

- **S**pecific (What exactly do you want to achieve?)
- **M**easurable (How will you know if it happened and the difference it made?)
- **A**chievable (Is it challenging but possible?)
- **R**elevant (Does it help you and your learners?)
- **T**imebound (When will you do it?)

Look back through this workbook and think about your learners. Choose one thing you'd like to be different about your teaching or classroom experience. Write it as a SMART goal.

Something I'd like to be different in my classroom or teaching is ...

A change I can make that will help achieve that is ...

I will need ...

Some challenges might be ...

To solve those challenges, I could ...

What have you learned from making a change?

Make the change you planned in the last section, then reflect upon it. Sharing your answers to the following questions will guide you through the reflective cycle on page four.

The change I made was ... When I made the change, my learners ...

After making the change, I felt ... My learners felt ...

Some good/bad things about the change were ... I know this because ...

I think things happened this way because ...

The main things I learned from making this change to my teaching are ...







In future I will ... I will develop the skills and knowledge I need by ...

What can you do next?

Well done, you've made it to the end of the course! We hope you've found it useful and you'll join us on another very soon.

By completing this workbook, you've also followed a reflective cycle (page four) – congratulations! You can use the reflective questions on page 12 to help you to reflect on and learn from other changes you make in your classroom. We hope you will continue to do this and share your experiences, insights and questions with other teachers in your school or community of practice (for example our Courses for teachers community).

Do you have any questions about the course contents? Share them with our Courses for teachers community and get advice and feedback from our tutors and 85,000+ members. You can also:

-  Join another free TeachingEnglish training course.
-  Connect with course tutors and 85,000+ teachers around the world in our Courses for teachers community on Facebook.
-  Explore our framework for teacher knowledge and skills for inspiration, support and materials.
-  Access TeachingEnglish webinars for teachers and teacher educators.
-  Listen to TeachingEnglish podcasts for teachers.
-  Find out what else is happening on TeachingEnglish.