

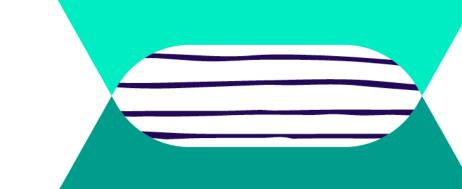


Implementing Trauma - Informed Strategies to support Refugee Learners

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Describe the photos in one word:







Who is a refugee?





"A refugee is not an object of pity, but a person with the same needs, fears, and dreams as anyone else, deserving compassion and support."

Antonio Guterres,

UN Secretary – General



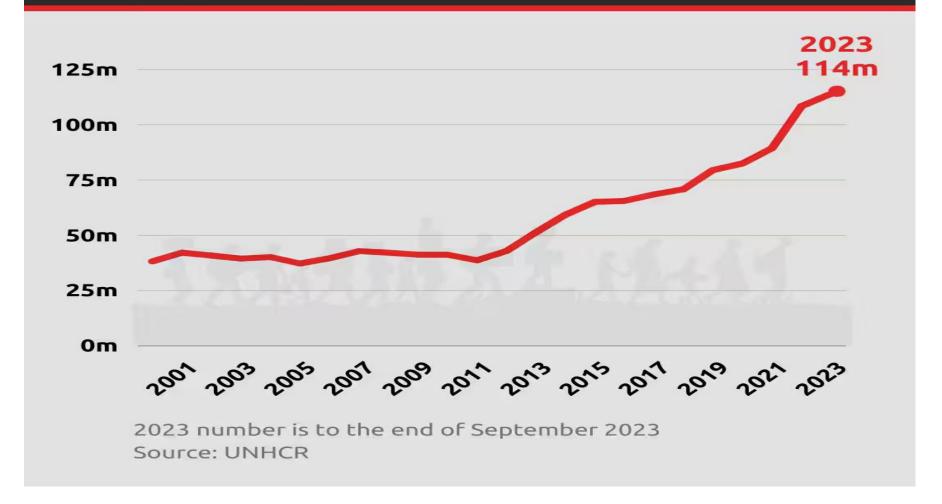
- Have you welcomed refugee learners in your classes before?
- If we start from the classroom, how can we make the world a better place for them?





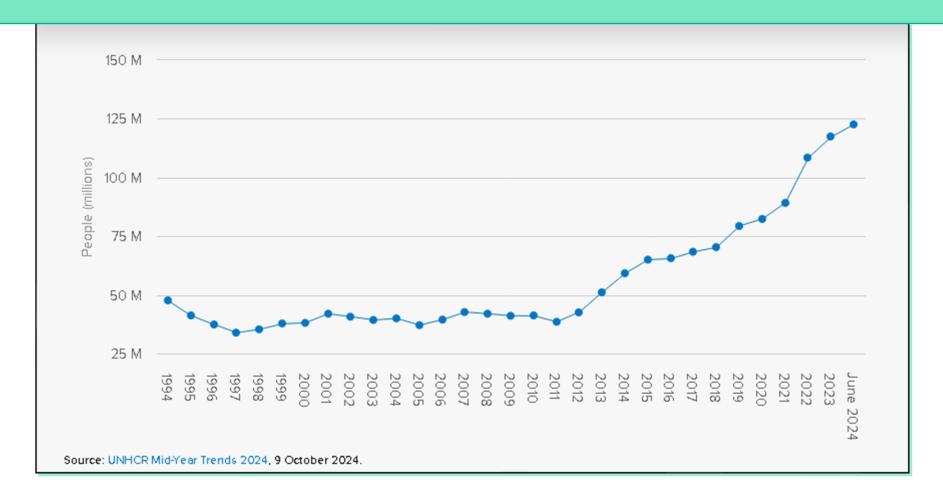


Over 114 million displaced by war, violence worldwide





By the end of <u>June 2024, 122.6</u> million people worldwide were forcibly displaced.





What is trauma?





The effects of trauma on physical development

Poor immune system functioning
Constant state of stress (tense muscles, hyperventilation)
Smaller brain structures
Fewer brain cells
Sleep disorders
Eating disorders
Cardiovascular disease



The effects of trauma on emotional development

Trouble recognizing and controlling emotions
Difficulty understanding social cues
Trouble building and maintaining relationships
Decreased impulse control
Low self-image
Excessive worry



The effects of trauma on learning

Language delays
Difficulty problem-solving
Difficulty maintaining attention
Difficulty encoding memories
Lower working memory
Impaired executive function
(task initiation, organization,
attention, prioritization,
planning, etc.)





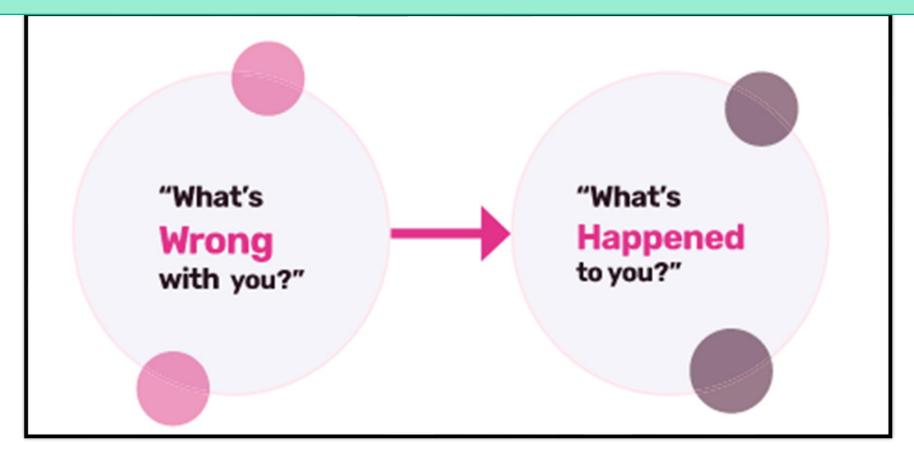


What is the mission of a trauma-sensitive classroom?

- 1- Realize the impact of trauma on students.
- 2- Understand and recognize trauma symptoms.
- 3- Respond to trauma while keeping students safe.
- 4- Empower students to participate fully in all the school has to offer.



To recognize resilience in your students and continue to build on it. To ask instead, how can I help you?





It is a process, not a destination





Trauma-Informed Teaching Strategies

Helping teachers create positive classroom experiences so students can flourish.



1- <u>Create safe, predictable, and transparent</u> classroom environments:

- ➤ Promote physical and emotional safety.
- >Build trust by being patient, caring, and understanding.
- ➤ Create consistent schedules and predictable routines.







> Create "calm down corner"



How could we learn about the well being of our learners?



4- Incorporating social emotional learning

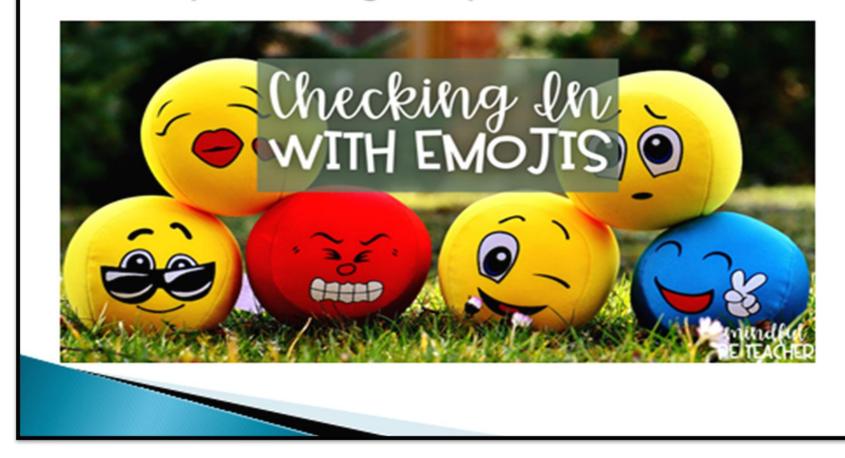








Let's take a moment to check in. How is everyone feeling today?





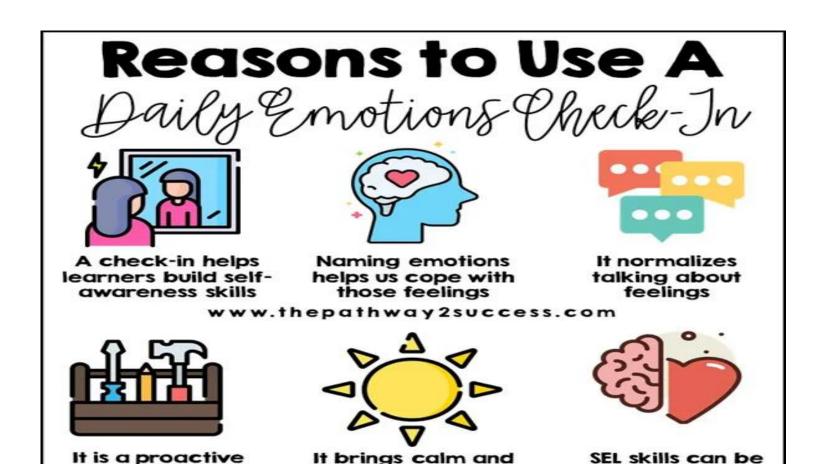


What is Emotional Literacy?

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.







mindfulness to the

day

integrated into a

daily check-in

problem-

solving tool

3- Encouraging Mindfulness and Self- Regulation:

Why I need

Mindfulness



Increases self awareness and self love





Improves health and body image



Develops emotional regulation





Improves concentration





Improves social skills and connection







Better decision making and thinking



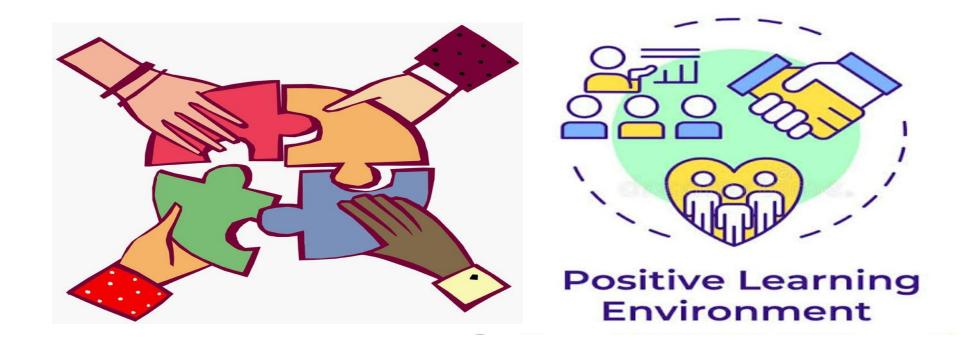


Daily journals: (expressive writing)





5- Foster a supportive and inclusive environment





collaborative activities

Safe and welcoming atmosphere

> Supportive environment

> > Social

Positive

relationships

Cultural exchange

Inclusive classroom

integration.

> Establishing community partnership to develop more inclusive environment for refugee learners.



6- Break down language barriers:

How can we help bridge the gap?

7- Tailor instruction to meet diverse needs:

Differentiated instructions that help address varying levels of academic preparation, learning styles, and diverse linguistic backgrounds.



Work in pairs:

There are two voices in Brian Bilston's poem "Refugees"

First, read it from the beginning to end, then read it backwards from the last line to the firs, (start at the bottom from left to right)

Your reflections?



Refugees by Brian Bilston

They have no need of our help So do not tell me These haggard faces could belong to you or me Should life have dealt a different hand We need to see them for who they really are Chancers and scroungers Layabouts and loungers With bombs up their sleeves Cut-throats and thieves They are not Welcome here We should make them Go back to where they came from

They cannot Share our food Share our homes Share our countries Instead let us Build a wall to keep them out It is not okay to say These are people just like us A place should only belong to those who are born there Do not be so stupid to think that The world can be looked at another way







Thank you

