



LISTEN, PROTECT, CONNECT - MODEL & TEACH

**Scripts adapted for the Mt. Lebanon School District
for re-engagement of learning in response to the 2020 Pandemic school closure.**

As educators, we are in a position to help our students after a disaster, infectious disease outbreak, school crisis or other emergency. Just as we engage in developmentally appropriate academic, social and emotional learning practices under typical circumstances, we can utilize these same skills to help students reduce stress and facilitate learning regardless of the platform or environment.

This 5-step framework of cognitive learning and behavior, supported by the U.S. Departments of Education, Health and Human Services, Justice, and the National Institute of Mental Health, helps students put their experiences and feelings into words, provides support and encouragement, encourages social problem solving, models calm and optimistic behavior and teaches healthy coping skills (Wong & NACTATR, 2020).

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DAY 1	
<p>Teacher: Let’s spend some time looking at pictures of school and how it may be different now. Do you feel happy or sad? All of our feelings are okay. I am always available to listen and help you with your feelings.</p> <p>(Q): How does this picture make you feel? (Show pictures of the school building, familiar teachers/staff, friends, principal, the school van/bus, the classroom, etc. and ask how each picture makes the student feel. Encourage the student to verbalize or choose a happy or sad feeling card to communicate.) All feelings are okay. Let’s listen to <i>The Feelings Song</i></p> <p style="text-align: right;"><i>Allow students the opportunity to share.</i></p>	LISTEN
<p><i>Core Elements:</i> Provide students with an opportunity to share their experiences and express feelings or other concerns. Establish rapport and trust. Convey interest and empathy. Acknowledge what has happened, letting students know that it is okay to share their experiences with an adult.</p>	
<p>Teacher: Doctors and scientists have worked very hard to tell us how to keep everyone healthy. Let’s watch and listen to this short story about wearing a mask to stay healthy.</p> <p>(Q): Let’s look at this video of other tools to be healthy and try to remember where they belong. (Review with students where they might wear their mask or gloves. Students can color some famous characters wearing their masks and staying 6 ft apart.)</p> <p>(Q): Which healthy habit makes you feel happy? Sad? All of these changes keep us healthy. Let’s end with a song about wearing our masks.</p> <p style="text-align: right;"><i>Answer any questions about the current school changes with facts. If you cannot answer the question, it is okay to explain that you do not know the answer but can find out and get back to that student at a later time. Reassure students that changes are in place to keep everyone healthy and safe.</i></p>	PROTECT
<p><i>Core Elements:</i> Reestablish feelings of both physical and emotional safety. Provide a calm routine and establish expectations. Offer developmentally appropriate information.</p>	

DAY 2

Teacher: Let's talk about how we can be healthy friends today. Let's [watch this video](#) about greeting our friends, then we can practice our favorites. (Also consider using student devices for greetings or posters that reinforce distant greetings.)

We can also be healthy friends with our hands. Let's [watch this video](#) about our healthy hands.

(Q): Now we will find pictures of healthy ways to use our hands to be friends and glue them on the paper (prepare pictures of what is clean and dirty i.e. washing hands vs dirty hands, hands in mouth vs not in mouth, putting toys in mouth vs playing with them, covering mouth while sneezing vs not covering your mouth.

(Q): How does being a healthy friend with your hands make you feel? How does your friend feel when you practice being a healthy friend? How do your teachers feel when you practice being a healthy friend? We are healthy friends together.

Empathize and validate students' responses. Create a list of activities and strategies that connect students with their school and community to be revisited throughout recovery.

CONNECT

Core Elements:

*Help students and peers re-establish their normal social relationships.
Promote and restore stability, recovery and predictability.*

DAY 3

Teacher: It's wonderful to see everyone again today! Let's watch our [healthy greetings video](#) and practice! (Practice greetings of student's choice). These changes might feel different, but practicing will help us feel more comfortable using them to be healthy friends. Catching the coronavirus can happen to anyone, it doesn't matter who you are or what you look like. We are a team of helpers working together to be healthy and kind friends!

(Q): Do you know these helpers (show pictures of community helpers and how students feel when community helpers are around). Let's [color](#) a picture of some superhero helpers and listen to this [story](#) about how we are all helpers no matter what we look like or where we come from.

MODEL

Acknowledge your own feelings and strategies of coping.

Core Elements:

*Acknowledge the disruption to school and many other aspects of daily life.
Convey a positive and optimistic approach. Demonstrate, practice and reinforce effective coping.*

DAY 4

Teacher: Let's practice our friendly greetings (allow time to model and practice). Do you see any of our greetings in this [song](#)? I am very proud of you for working hard and learning some different ways to be healthy helpers and friends. Sometimes when we learn something new it can be hard and we have to keep trying. We can tell ourselves, "I can do it." Let's practice (allow each student to take a turn.)

(Q): What is something you can do that makes you happy? (allow each student time to share). Help students complete the sentence 'I feel happy when _____' on a sheet of paper. Encourage students to color and listen to [There's So Much You Can Do song](#).

Let's use these pictures and words to help us when we aren't feeling happy or when something is hard. I can always help you with your feelings too.

TEACH

Core Elements:

*Reaffirm the normal range of reactions that we experience and will impact learning. Foster a sense of hope.
Identify, practice and reinforce healthy and adaptive coping, problem solving and goal setting strategies to include seeking adult supports.*

REFERENCES

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