



IRC Healing Classrooms
 Student Well-Being
 Children's Needs- with Examples

Children's Needs	Possible interventions on the part of the teacher that positively influence student well-being	Possible interventions on the part of the teacher that negatively influence student well-being
Sense of Belonging	<ul style="list-style-type: none"> • Educational structure where children and youth feel included • Restoration of family and community-based cultural, traditional practices of childcare, whenever possible • Opportunities for youth to engage in community and civic affairs 	<ul style="list-style-type: none"> • Failure to recognize individual children and youth and to help them feel a part of a "learning community" in the class or school
Sense of Control	<ul style="list-style-type: none"> • Opportunities for children and youth to complete regular and manageable assignments to promote a sense of accomplishment and give children and youth a sense of control over part of their lives • Offer students counseling and other forms of livelihoods support • Opportunities to apply knowledge and skills to real life situations 	<ul style="list-style-type: none"> • Unpredictable and erratic attendance, poor quality of lessons with no planning and continuity. • Unpredictable and erratic classroom management – with irregular disciplinary methods
Feelings of Self-Worth	<ul style="list-style-type: none"> • Opportunities for expression through discussions, drawing, writing, drama, music • Recognize, encourage, and praise children and youth 	<ul style="list-style-type: none"> • Derisive or discriminatory comments to individuals or to groups of children and youth • Low expectations of different children • Scorn and abuse of children and youth who have difficulties in their learning

Children's Needs	Possible interventions on the part of the teacher that positively influence student well-being	Possible interventions on the part of the teacher that negatively influence student well-being
Relationships with Peers	<ul style="list-style-type: none"> • Provide a dependable, interactive routine through school or other organized educational activity • Offer group and team activities (e.g. sports, drama) that require cooperation, interdependence and encourage collaborative learning 	<ul style="list-style-type: none"> • Lessons (e.g. lecture and question/ answer) that do not engage children and youth in active, collaborative learning • Teachers who focus only on subject content and ignore children or youth's need for life skills, including, for example, conflict resolution
Personal Attachment	<ul style="list-style-type: none"> • Recruit teachers who can form appropriate caring relationships with children and who, as leaders in their communities support families and others to care for children • Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds 	<ul style="list-style-type: none"> • Teachers who are cruel, detached and/or unbothered by the children's overall well-being • Teachers who teach only from the textbook with no attempts to contextualize or to relate the learning to the lives and culture of the children
Intellectual Stimulation	<ul style="list-style-type: none"> • Enhance child development by providing a variety of educational experiences 	<ul style="list-style-type: none"> • Repetitive lessons and never-changing teaching style which does not engage the students in active learning
Sense of Safety	<ul style="list-style-type: none"> • Sign and adhere to a Teacher Code of Conduct • Ensure that the physical space is free from weapons, landmines or other risks 	<ul style="list-style-type: none"> • Using corporal punishment