

# How Can School Staff Reinforce the Concept of Protection in the School Environment

## 1.1 Welcome



**Child Protection**  
**Part 2**

*Click the Start button to begin this course.*

**Start**



## ***1.2 What have we learned in the first part of the course?***

**Part 1 Sum Up**

### **What have we learned in the **first** part of the course?**

- 01** Pillars of Student Protection in the school environment
- 02** Establishing a nonviolent educational culture for a safe and peaceful school environment
- 03** Fundamentals of student protection in school environment
- 04** Categories of student under protection in the school environment

## ***1.3 What will we learn in the second part of the course?***

**Part 2 Course Content**

### **What will we learn in the **second** part of the course?**

- 01** How can school staff reinforce the concept of protection at the school environment?
- 02** Positive communication with others
- 03** Positive listening

## 1.4 Key Concepts: Resilience



## 1.5 Resilience

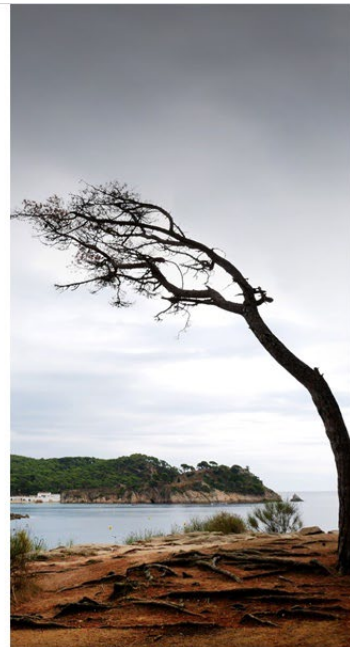
### Resilience

- The ability to overcome adversity and positively adapt after challenging or difficult experiences.

---

- Children's resilience relates not only to their innate strengths and coping capacities, but also to the pattern of risk and protective factors in their social and cultural environments

---

## 1.6 Pillars of Resilience in Children



## 1.7 Child Development



## 1.8 Child Development

### Child Development

Child Development refers to the process of growth and maturity of a human being, from birth to adulthood.

Development is the process of acquiring skills in various aspects of a child's life.

Development is often divided into three categories:

- 01 **Physical development**
- 02 **Social and emotional development**
- 03 **Cognitive or intellectual development**

## 1.9 Physical Development

### Physical Development

Increasing the skills and capabilities of the body.



Gross motor skills (use of major muscles) for example, legs and arms



Fine motor skills (specific use of muscles), for example hands and fingers.



## 1.10 Social and Emotional Development

### Social and Emotional Development



Growth of the child's identity and self-image, the development of relationships and feelings, and the acquisition of skills required to live as part of a community .



## 1.11 Cognitive or Intellectual Development

### Cognitive or Intellectual Development



Learning the skills related to comprehension, memorization and concentration.



Communication and the development of verbal articulation.



Learning the necessary skills to communicate with friends, family and others.



## 1.12 Basic Developmental Stages

### Basic Developmental Stages

- 1 Early childhood (from birth to 5-6)
- 2 Middle childhood (6-7 to 11)
- 3 Teenage years (12-18)



**1.14 How can school staff support the development and build resilience at early years stage?**



**How can school staff support the development and build resilience at early years stage?**

- 1. Providing opportunities for learning by experimentation and play**
- 2. Providing opportunities for learning through repetition and routine**
- 3. Encouraging children to want to learn new things and experiences**
- 4. Supporting children in developing positive feelings about themselves and others**
- 5. Explaining to children that their emotions and fears are normal**
- 6. Supporting the development of resilience by teaching them how to seek help**
- 7. Making children feel loved and safe**

**Notes:**



**1.16 How can school staff support the development and build resilience at middle years stage?**



**How can school staff support the development and build resilience at middle years stage?**

1. Depicting learning and school achievements as an opportunity to develop new and interesting skills and talents, including problem-solving and interactive critical thinking
2. Providing opportunities for children to explore and test their own ideas, skills and talents
3. Directing children to use their abilities in positive ways
4. Providing structured opportunities for cooperation and conflict resolution
5. Developing children's positive feelings about themselves, others and the world
6. Introducing them to sensitive topics that show other children dealing with social justice or difficult issues such as death, anger, abuse and disability in different ways

**Notes:**

**1.18 How can school staff support the development and build resilience at teen years stage?**



**How can school staff support the development and build resilience at teen years stage?**

- 1. Depicting learning and school achievements as an opportunity to develop new and interesting skills and talents, including problem-solving and interactive critical thinking**
- 2. Providing opportunities for children to explore and test their own ideas, skills and talents**
- 3. Directing children to use their abilities in positive ways**
- 4. Providing structured opportunities for cooperation and conflict resolution**
- 5. Developing children's positive feelings about themselves, others and the world**
- 6. Introducing them to sensitive topics that show other children dealing with social justice or difficult issues such as death, anger, abuse and disability in different ways**

## 1.19 Session End

