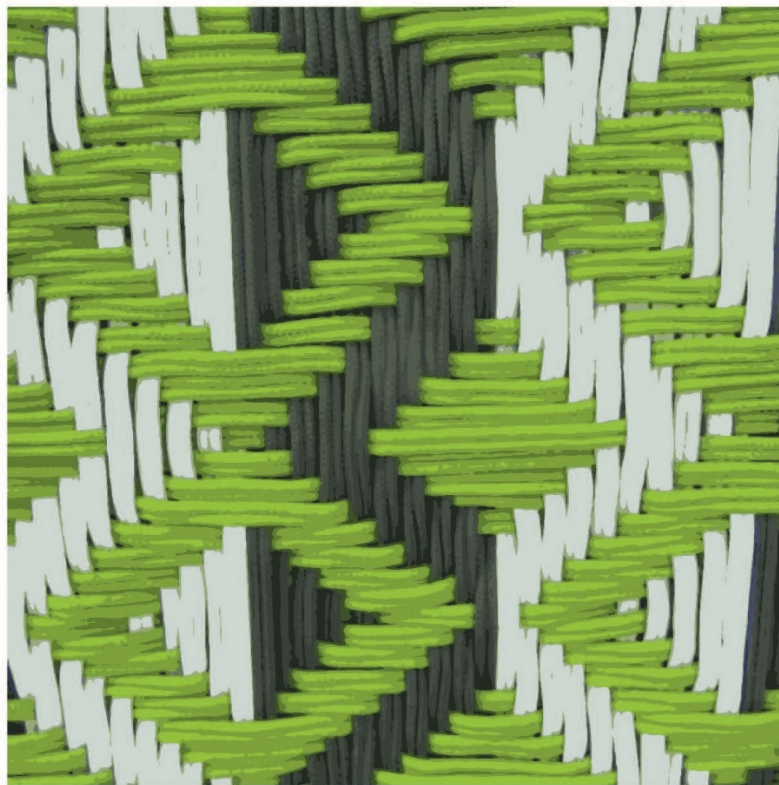


ISITHEBE Social Connectedness Intervention MANUAL

**Developed in collaboration with the:
IMBUMBA YABEFUNDISINTSAPHO-team**

Social connectedness as pathway to teacher resilience in school communities in
challenged education settings



ISITHEBE

Funded by The Synergos Institute

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Centre for the Study of Resilience
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Table of contents

| | |
|--|----|
| Teacher resilience: being a quality educator during challenging times..... | 3 |
| Social Connectedness and social isolation..... | 4 |
| Isithebe-intervention training..... | 6 |
| Isithebe kit..... | 6 |
| Standard Isithebe procedures..... | 9 |
| Relationship voucher box (April)..... | 10 |
| Growing together (May)..... | 11 |
| Educator recipe book (June)..... | 12 |
| Educator journey bracelets (July)..... | 14 |
| Framing Important Educator Relationships (August)..... | 15 |
| Full circle Social connectedness (September)..... | 16 |
| Appendix A: Intervention outline April – August 2019..... | 18 |
| Appendix B – Arts-activity instructions in Isithebe kit..... | 19 |
| Appendix C: Intervention training 15 March 2019..... | 21 |
| Appendix D: Powerpoint presentation for intervention training..... | 22 |
| Appendix E: Training arts-activity (clay modelling)..... | 25 |

Isithebe

Nokele (2006) note the value of the *eating mat, or wooden tray* (isithebe) for both IsiXhosa and isiZulu South Africans. For example, amaXhosa sometimes put the dish or meat on a large woven mat in front of the people to help themselves. They do not use a tray to serve food, a dish of food or a beaker of amarhewu is just brought by hand and put in front of the people and they eat or drink from it.

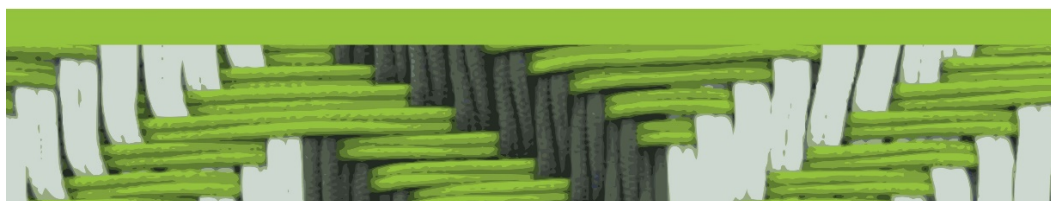
Isithebe is therefore a symbol of bringing family together. Of connecting people. Of preventing isolation. Isithebe shows nurturing, trust, comfort, care and support, as well as deep interest in one another.

The Isithebe intervention is co-developed within the Imbumba Yabefundisintsapho-team¹. The importance of social connectedness and having positive relationships with those around us is established. Yet, often social connectedness is not intentionally practiced as a supportive pathway. Therefore, the aim of this intervention is to explore how strengthening social connectedness between educators may help educators to experience job fulfillment, remain on in the profession and provide quality education (teacher resilience).

Over six months Isithebe deliberately provides spaces that bring educators together to share and connect with each other. We know that educators are extremely busy. Through Isithebe we want to make it easy for you to connect with other educators over enjoyable arts-activities. We know that such social connection (rather than isolation) is extremely important to be able to be a good teacher, enjoy being a teacher, and continue in the profession.

The purpose of this intervention is to explore *social connectedness as pathway to teacher resilience using the Isithebe-intervention*

ISITHEBE



¹ Participating school: Garrett Primary School, Ntyatyambo Primary School, John Masiza Primary School, Walmer Primary School, Charles Duna Primary School and Seyisi Primary School.

Come sit here with me²

come sit here with me and tell
me about your day. of your
joy your sadness your crying your
plans your laughing.

then I'll tell you about that
curry I ate today, and
you tell me about the book you read, and
I tell you about the angel in my home, and you
tell me about the visit with family you're planning.

and as the sun sets I'll
light a candle for us,
with my feet up while you sit
with outstretched legs. And
while we brew that tea - with the bags
we bought last week - I'll
add milk, and you'll say people don't drink tea
with milk. And we'll go quiet
and be happy in the
shade. While the sun sets.

and you'll say we're going to make
a fire now, just because we can,
and I'll take out the last
chicken from December. And while I'm in the
kitchen I'll bring out more candles, to
add to the dim, flicker of the streetlamp reflecting
in the yard

we'll each empty all our telling
and start our laughter generators, and
fill our hearts.

and I'll sit there and feel
like a rich woman, and think this is
exactly how each day must end
for me. More real than
my work, or my budget, or
transport problems, or clothes, or my
sore feet that don't want to stop hurting.

because it's natural.
and easy.
and together.
and good.
and real.

² Adapted by Liesel Ebersöhn from © Hekelwoorde van my hart.

Teacher resilience: being a quality educator during challenging times

Educators in South Africa face many challenges. It is natural to expect that educators may experience burnout, want to drop out of the profession and could struggle to provide quality education. Educators may be too tired to work, feel too hopeless to think that things will change and that they can receive more resources and support, and feel such fatigue that they do not know how they can teach good lessons to learners.

These are the **expected (negative) outcomes (results)** that one can **predict for educators** because of the **extreme challenges** we face because of inequality:

- educator burnout and distress,
- educator attrition, and
- low quality education.

Resilience is the process of adapting well in the face of adversity. **Teacher resilience**, however, means that there can be **‘better than expected’ outcomes for educators – despite continued hardship**. Teacher resilience mean that there is support for educators so that the following **unpredicted, positive outcomes** are possible for educators:

- educator job satisfaction and wellbeing,
- educator retention, and
- high quality education.

The importance of a social connectedness for teacher resilience

One pathway in which to support teacher resilience is social connectedness (a web of relationships and connections with other people). **Social connectedness reflect the indigenous knowledge inherent to Ubuntu.**

What makes us happiest and content in life? Some people may point to fame and fortune. Yet, when people reach the end of their lives, they report that good relationships and connections with friends and family are the real prize that makes life worth living. Most people rate moments of connection and shared enjoyment with others as their most important life experiences.

One can expect that when the lives are people are characterised with social connectedness they can expect to give and receive **social support** to each other. Social support from relationships to which people belong enable resilience.

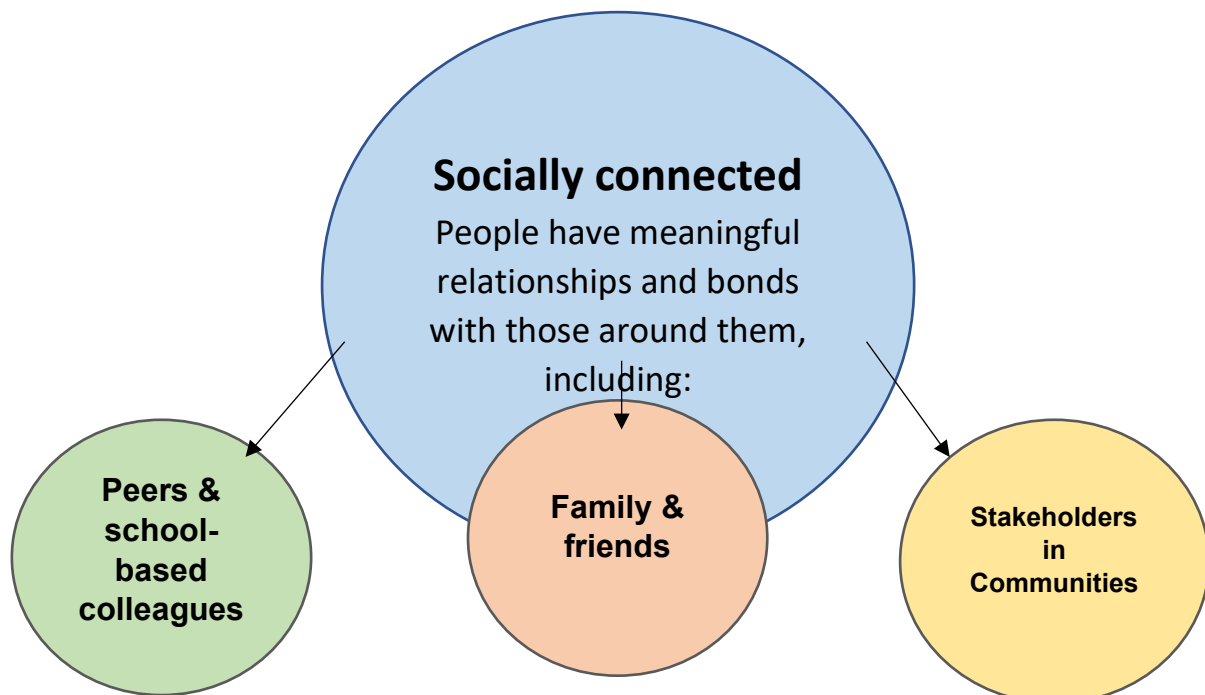
Social connectedness refers to our sense of belonging. Having a sense of community all contribute to our happiness. This sense of community include meaningful relationships that make up our identity (such as work, family, leisure, religion and community groups): family and personal friends, wider groups and communities we belong to, work colleagues, neighbours and the various groups. In the work-life of an educator, significant relationships include those with peers, learners and their families, school leadership, district officials, as well as community stakeholders.

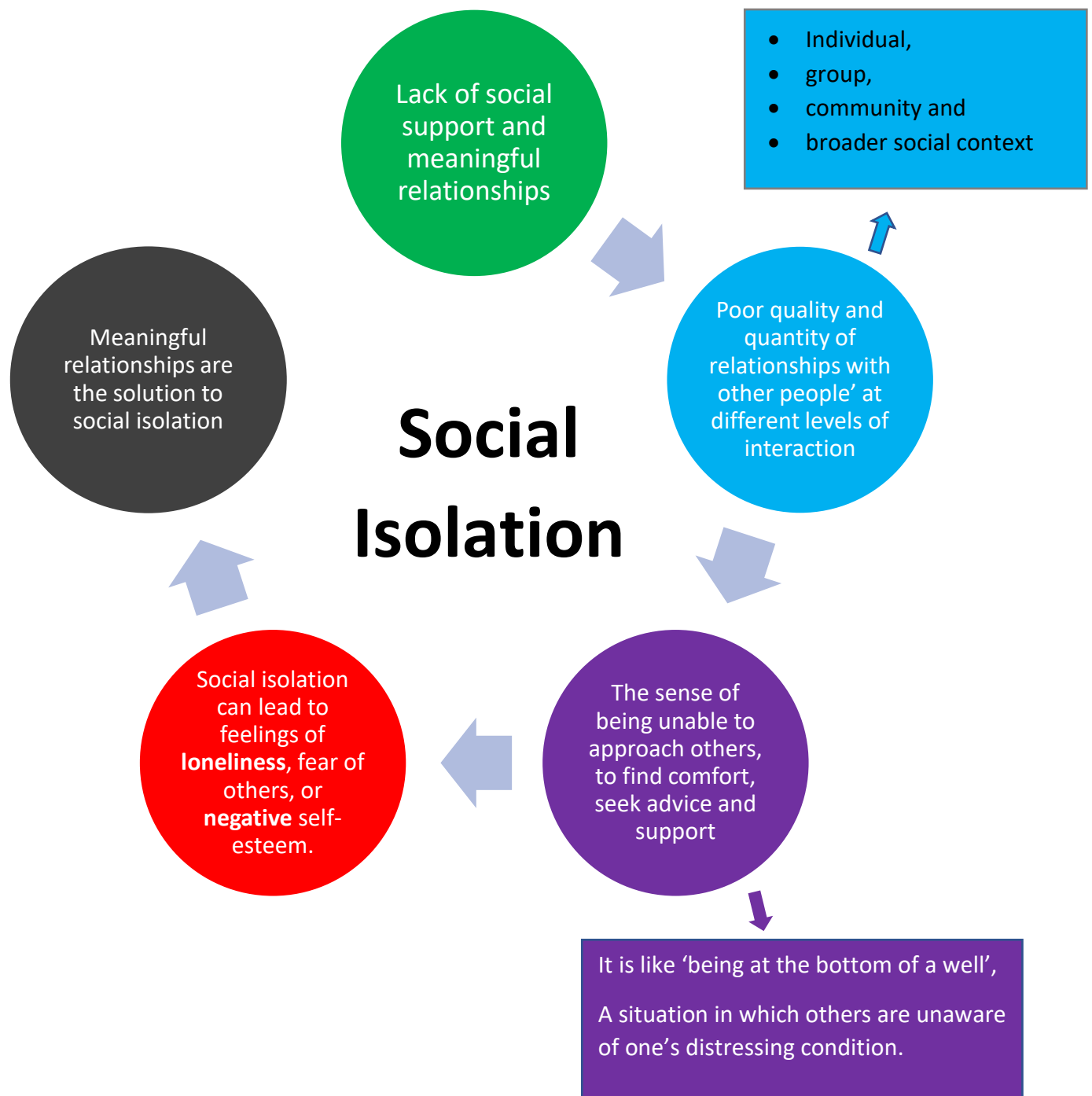
The opposite of social connection is social isolation and loneliness. This is when we feel alone and disconnected from other people. Being lonely is when we feel that we do not have genuine relationships with others where we feel understood and accepted. Some people who are surrounded by others throughout the day, or even in a lifelong marriage, can still experience a deep sense of loneliness. Feelings of isolation and loneliness can have serious negative effects on one's mental and physical health (Loneliness can be a contributing factor to heart disease, diabetes, arthritis, Alzheimer's and other critical diseases).

Why is it important to build social connectedness?

- Relationships are an important part of life
- Relationships help us stay healthy and happy
- Good relationships provide people with a sense of belonging and meaning in life
- Relationships provide us with networks that create access to resources
- People who have good relationships with those around them tend to contribute more towards their communities
- When we feel that we are appreciated and cared for in the spaces we live and work it reduces the chance for burn-out (Feelings of physical and emotional exhaustion due to stress from working with people under demanding conditions)
- To counter burnout, having a sense of purpose is highly important and this is often achieved through relationships with others
- Relationships help us cope with stressful experiences by reminding us of what is positive in our lives despite difficulties

Social Connectedness and Social Isolation





ISITHEBE-INTERVENTION TRAINING

Educators from six schools in the Eastern Cape participate in the development of Isithebe. The co-generators of Isithebe (Imbumba Yabefundisintsapho) are on a What's app group that is used as a communication platform throughout the intervention to send photos and reminders. At **baseline** all the educators completed measures on teacher resilience and social connectedness in September 2018.

³These same measures will be completed **post-intervention** in September 2019.

Isithebe intervention training consists of a half-day (6 hour) Isithebe-training session (March 2019) with educators from all six schools (refer to Appendix A for the training schedule). Following the Isithebe training, educators then organise three monthly Isithebe gatherings with peers in their school (Apr, June, August), and also have joint Isithebe gatherings with educators from other schools and researchers during alternate months (May, July, September) (**refer to Appendix A**).

The training session covers the foci that the Isithebe intervention addresses. To frame each of intervention foci the training includes arts-based activities, brief power point presentations (**refer to Appendix D**), as well as educator-lead PRA-group presentations to demonstrate existing knowledge in each domain.

The Isithebe training foci include:

- the need for teacher resilience;
- social connectedness and social isolation;
- introduction to the Isithebe Kit; and
- modelling an Isithebe gathering.

ISITHEBE KIT

During the Isithebe intervention training every school receives an '**Isithebe Kit**' for Isithebe meetings. The Isithebe Kits are premised on the therapeutic value of arts-based activities to mindfully bring people together to relax, connect and experience well-being.

Objectives of the Isithebe arts-activities gatherings are to:

- Intentionally establish and/or enhance social connectedness between educators within and across schools, as well as in other areas of teacher's lives
- Establish a routine of deliberate social connection amongst educators in their varied circles;
- Include social activities to extend to building relationships with others outside of work colleagues; and
- Encourage building relationships outside of school-group meetings.

The **aim of the joint bi-monthly Isithebe gatherings** are to intentionally create a space for joint reflections between educators from different schools and researchers on previous monthly Isithebe gatherings per school. Following an introductory icebreaker educators participate in school-based Participatory and Reflection Action

³ Demographic questionnaire, Social Connectedness and Teacher Resilience scale, ENTRÉE scale, PRA discussions and posters

sessions to address the three questions they answered after their previous monthly Isithebe gathering.

Each Isithebe Kit contains:

ISITHEBE ORGANISATIONAL ISITHEBE ELEMENTS:

- The **Isithebe Manual** (each educator will also receive their own manual – this is an additional manual for the school);
- **Laminated sheet with dates** for monthly Isithebe gatherings (second last Monday of the month. April, June and August educators meet per school. May, July and September all six schools and researchers have a joint Isithebe gathering at the DBE District Offices) – **refer to Appendix A;**
- 3 x **Checkers R200.00 vouchers** (total value of R600.00 per school). Thus R200.00 per Isithebe gathering to buy refreshments and snacks for the monthly Isithebe gatherings;
- Instructions attached to each activity package (**please refer to Appendix B**)
- A **laminated sheet with three questions** to be discussed during each Isithebe gathering:
How do these gatherings help you to be a teacher?
How do these gatherings help you with school projects?
How do these gatherings help you to be involved with other role-players in the school-community?
- A **school-journal** to write down each teacher's answers to the three respective questions (this is used during very Isithebe gathering)

ISITHEBE ACTIVITY ELEMENTS

- **Four arts-activity packages** for every second upcoming month meeting where educators meet as teachers within their particular school (March-model, April, June, August)



- Instructions that will be attached to the activity packages (**please refer to Appendix B**)
- **Reusable craft materials** for the duration of the Isithebe gatherings (to be used and re-used for activities throughout the intervention)



Stickers



Glitter



Feathers and stones



Kokies and pencils



Paint and brushes



Craft variety pack



All together in "Chest of Care"



Standard Isithebe intervention procedures

Procedure for bi-monthly Isithebe gatherings per school⁴:

Before the session:

- decide on a time and place to gather bi-monthly;
- use the Checkers voucher to buy refreshments and snacks for the school-based Isithebe gathering.

During the session:

- take the particular art-activity⁵ for that month from the isithebe Kit,
- read the instructions, and
- do the activity;
- take turns to ask and answer the three questions on the laminated document⁶;
- write the answers in your school journal; and
- take a photograph of your school's Isithebe gathering to share with educators from other schools on the Imbumba Yabefundisintsahpo whatsapp group.

After the session:

- educators take photographs of their school's Isithebe gathering and post on whatsapp; and
- educators bring the completed arts-activity products and school journals with answers from each educator to the three questions to the next month's joint Isithebe gathering.

Procedure for joint bi-monthly Isithebe gatherings of teachers from all schools with researchers:

Before the session:

- educators and researchers decide on a time and place to gather bi-monthly (probably DBE District offices);
- researchers buy refreshments and snacks for the joint Isithebe gathering; and
- educators bring their completed arts-activity products, as well as school journal with answers from each educator to the three questions to the next month's joint Isithebe gathering.

During the session:

- researchers provide materials and give instructions for an arts-activity⁷ as ice breaker to the joint session,
- following the completion of the ice breaker teachers from each school answer and present the three questions in Participatory Reflection and Action sessions (educators can refer back to and expand on what they wrote in their school journals).

⁴ Modelled with educators in a session during the Isithebe training.

⁵ Art-activities include: clay modelling, relationship box, sharing of recipes, making bracelets and decorating photo frames

⁶ Three questions to ask and answer during every Isithebe gathering:

How do these gatherings help you to be a teacher?

How do these gatherings help you with school projects?

How do these gatherings help you to be involved with other role-players in the school-community?

⁷ Art-activities include: clay modelling, relationship box, sharing of recipes, making bracelets and decorating photo frames

Relationship Voucher Box

FIRST Isithebe gathering of educators *per school* (April)

- Educators meet per school at an agreed time in an agreed venue. Suggested date: 15 April 2019.⁸
- Nominated educator(-s) from school-group use supplied vouchers to buy drinks and snacks for the Isithebe gathering.
- This session is planned for 1 hour 30 min to 2 hours.
- **APRIL** packaged arts-activities included in the large “Isithebe Kit” - distributed at the intervention training.

Instructions: Relationship Voucher Box activity (approximately 45 min)

- As part of the Isithebe Kit per school each educator receives a small box and craft materials to decorate the outside of the box (letters, beads, glitter, feathers, etc) and glue.



- Educators use craft materials and glue to decorate the box in any way they chose.
- Along with the box to be decorated, the April bag also contains an envelope with ideas on how to build and maintain relationships: e.g: message a friend you haven't spoken to in a long time, do something nice and unexpected for a family member, go for coffee with a friend, etc.
- There will also be blank pieces of paper in the envelope for educators to write down any of their own ideas on strengthening relationships.
- After educators finish decorating their boxes, educators each select six vouchers to put in their relationship box.
- Over the next month educators are encouraged to select three of the vouchers and do one relationship-building idea in a week.

Discussion after the Relationship Voucher Box activity (approx. 45 min)

- Take turns to ask and answer the three questions on the laminated document⁹;
- Write the answers in your school journal;
- Take a photograph of your school's Isithebe gathering and post on whatsapp; and

⁸ Laminated sheet with suggested dates for Isithebe gatherings are included in the Isithebe Kit.

⁹ Three questions to ask and answer during every Isithebe gathering:

How do these gatherings help you to be a teacher?

How do these gatherings help you with school projects?

How do these gatherings help you to be involved with other role-players in the school-community?

- Bring the school-journal, as well as Relationship Voucher Boxes to the joint meeting next month.
-

Growing together

FIRST JOINT Isithebe gathering: teachers of six schools and researchers (May)

- Educators and researchers meet jointly at an agreed upon venue – probably DBE District Offices.
- This session is planned for 1 hour 30 min to 2 hours.
- **Educators each bring their Relationship Voucher Box (created during the previous Isithebe gathering) to present and discuss at joint meeting.**
- **Each school brings Isithebe kits to use art materials for activity**
- Researchers bring May materials for icebreaker (pot plants, soil and succulents to plant), three posters per school, markers, and also organise drinks and snacks.

Growing together (approximately 45 min)

- Each educator is given an empty pot and craft materials (letters, beads, glitter, feathers, glue) to decorate the pot. Teachers are asked to use symbols of unity, togetherness, friendship in their designs.



- After the educators have decorated the pots, they are each given a succulent plant and potting-soil to plant in their decorated pot.

Succulent plant symbolism

- Succulent plants are specialists at absorbing, retaining and efficiently using water. This particular characteristic has allowed them to survive in even the most desolate and water-deprived corners of the earth.
- These resilient plants are reminders that even the most difficult situations can be endured when planted in space of connectedness with others.

Group discussion

- Teachers to discuss in groups the symbols of connectedness they used to decorate their pots and the symbolism of perseverance through unity in their own lives
- Acts as a reaffirming experience for teachers to acknowledge the organic and dynamic nature of social connectedness to support resilience
- Optional: educators can keep the pot plant, or give it to one of their close friends or colleagues.

PRA discussions per group after the Growing together icebreaker (approx. 45 min)

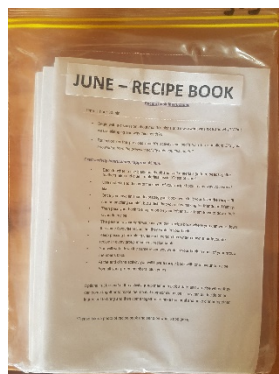
- Teachers divide into school-specific groups.
- Each group receives three blank posters and markers to answer each of the following questions in turn:
 - How do these gatherings help you to be a teacher?
 - How do these gatherings help you with school projects?
 - How do these gatherings help you to be involved with other role-players in the school-community?
- Each school presents their answer to educators from all schools.

Educator Circle Recipe Book SECOND Isithebe gathering of educators *per school* (June)

- Educators meet per school at an agreed time in an agreed venue. Suggested date: 10 June 2019.¹⁰
- Nominated educator(-s) from school-group use supplied vouchers to buy drinks and snacks for the Isithebe gathering.
- This session is planned for 1 hour 30 min to 2 hours.
- **JUNE** packaged arts-activities included in the large “Isithebe Kit” - distributed at the intervention training
- This session is planned for 1 hour 30 min to 2 hours

Instructions: Educator Circle Recipe Book activity (approximately 45 min)

- As part of the Isithebe Kit per school each educator receives a blank notebook and craft materials to decorate the outside of the book (letters, beads, glitter, feathers, etc).



¹⁰ Laminated sheet with suggested dates for Isithebe gatherings are included in the Isithebe Kit.

- Follow the page of instructions attached to June package:
 - Use the letters provided to title your book "RECIPE BOOK"
 - Use other materials to decorate the cover of your book in any way you would like
 - Once you have finished decorating your book, write in it your favourite recipe (it can be anything simple), but a dish that you enjoy making for friends and family.
 - Then pass your book to the person on your left and ask them to write down their favourite recipe
 - The person to your right will pass you their recipe book where you can write down the same favourite recipe that they wrote in your book
 - Keep passing book along until each person has written down their favourite recipe in every group member's recipe book
 - You will write down the same recipe you wrote in your book in each of your group member's book
 - At the end of the activity you will have a recipe book with one favourite recipe from all your group members, plus yours.
- Optional: at the end of the activity group members pick a date and a recipe where they can come together to make the meal at someone's house. They can all decide on an ingredient to bring and then come together to make the meal and have dinner together

Discussion after the Educator Circle Recipe Book activity (approx. 45 min)

- Take turns to ask and answer the three questions on the laminated document¹¹;
- Write the answers in the school journal;
- Take a photograph of the school's Isithebe gathering and post on whatsapp; and
- Bring the school-journal, as well as Educator Circle Recipe Book to the joint meeting next month;
- Throughout the upcoming month each teacher can share which recipes they enjoyed making on whatsapp; and
- Each educator whatsapp a researcher (or to the whatsapp group) photographs that symbolise their important relationships – researchers need to have enough time to print these photographs and hand back to educators during the July gathering so that educators can use the photographs in the Framing Important Educator Relationships (August) arts-activity.

Educator Journey Bracelets

SECOND JOINT Isithebe gathering: teachers of six schools and researchers (July)

¹¹ Three questions to ask and answer during every Isithebe gathering:

How do these gatherings help you to be a teacher?

How do these gatherings help you with school projects?

How do these gatherings help you to be involved with other role-players in the school-community?

- Educators and researchers meet jointly at an agreed upon venue – probably DBE District Offices. Suggested date: 29 July 2019.¹²
- This session is planned for 1 hour 30 min to 2 hours.
- **Educators each bring their Educator Circle Recipe Book (created during the previous Isithebe gathering) to present and discuss at joint meeting.**
- Researchers bring July materials for icebreaker, three posters per school, markers, and also organise drinks and snacks.
- Researchers bring and handout to educators the printed photographs symbolising important relationships.

Instructions: Educator Journey Bracelets icebreaker (approximately 45 min)

- Each educator receives a bag that contains an assortment of beads, string, pair of scissors, and a small piece of cardboard.



- The facilitator gives the following instructions:
 - Use the materials to make a bracelet that represents your journey of becoming a teacher (include highs and lows – success and disappointments);
 - Please write a brief description of your teacher journey on the piece of cardboard provided.
- Optional: educators can swop bracelets with a group member who they feel they had a similar journey to, or a journey that inspired them.

PRA discussions per group after the Friendship Survival Kit icebreaker (approx. 45 min)

- Teachers divide into school-specific groups.
- Each group receives three blank posters and markers to answer each of the following questions in turn:
 - How do these gatherings help you to be a teacher?
 - How do these gatherings help you with school projects?
 - How do these gatherings help you to be involved with other role-players in the school-community?
- Each school presents their answer to educators from all schools.
- Each educator receives the printed photographs symbolising important relationships for the Framing Important Educator Relationships (August) arts-activity.

¹² Laminated sheet with suggested dates for Isithebe gatherings are included in the Isithebe Kit.

Framing Important Educator Relationships

THIRD Isithebe gathering of educators *per school* (August)

- Educators meet per school at an agreed time in an agreed venue. Suggested date: 19 August 2019¹³
- Nominated educator(-s) from school-group use supplied vouchers to buy drinks and snacks for the Isithebe gathering.
- This session is planned for 1 hour 30 min to 2 hours.
- **AUGUST** packaged arts-activities included in the large “Isithebe Kit” - distributed at the intervention training
- This session is planned for 1 hour 30 min to 2 hours

Instructions: Framing Important Educator Relationships activity (approximately 45 min)

- As part of the Isithebe Kit each educator receives a blank photo frame and craft materials to decorate the outside of the box (letters, beads, glitter, feathers, etc) and glue – materials inside “Isithebe Kit”.



Follow the page of instructions attached to June package

- Each teacher to use blank photo frame and craft materials (letters, beads, glitter, feathers, etc) and glue – materials inside “Isithebe Kit”.
- Use materials and glue to decorate your photo frame in any way you would like
- After frame is decorated, place the photo of your important relationship in the frame (printed photos to be handed out at July meeting)

After activity, teachers to share in group:

- How this relationship developed?
- What are the highs and lows of this relationship?
- What are the challenges they have overcome?
- Why does this person help them be a good teacher?

*Teachers reminded to take a photo of photo frame and send on what's app group

*Optional – place the photo frame on your desk at work or somewhere at home

¹³ Laminated sheet with suggested dates for Isithebe gatherings are included in the Isithebe Kit.

Discussion after the Framing Important Educator Relationships activity (approx. 45 min)

- Take turns to ask and answer the three questions on the laminated document¹⁴;
- Write the answers in the school journal;
- Take a photograph of the school's Isithebe gathering and post on whatsapp; and
- Bring the school-journal, as well as ALL the Isithebe products to the joint meeting next month.

Full circle social connectedness THIRD JOINT Isithebe gathering: teachers of six schools and researchers (September)

- Educators and researchers meet jointly at an agreed upon venue – probably DBE District Offices. Suggested date: 20 September 2019¹⁵
- This session is planned for 1 hour 30 min to 2 hours.
- **Educators each bring ALL the products from previous Isithebe gatherings to present and discuss at joint meeting.**
- Researchers bring September materials for icebreaker, three posters per school, markers, teacher resilience and social connectedness measures, and organise drinks and snacks.

Instructions: Full circle social connectedness icebreaker (approximately 45 min)

- Teachers divide into school-specific groups.
- Each educator picks one Isithebe product as a symbol to explain to their school-group how social connectedness supports them to be happy as teachers, remain in the profession, and provide quality education.

PRA discussions per group after the Full Circle Social Connectedness icebreaker (approx. 45 min)

- Teachers divide into school-specific groups.
- Each group receives three blank posters and markers to answer each of the following questions in turn:
 - How do these gatherings help you to be a teacher?
 - How do these gatherings help you with school projects?
 - How do these gatherings help you to be involved with other role-players in the school-community?
- Each school presents their answer to educators from all schools.
- Post-test of social connectedness and teacher resilience measures.

¹⁴ Three questions to ask and answer during every Isithebe gathering:

How do these gatherings help you to be a teacher?

How do these gatherings help you with school projects?

How do these gatherings help you to be involved with other role-players in the school-community?

¹⁵ Laminated sheet with suggested dates for Isithebe gatherings are included in the Isithebe Kit.

APPENDIX A: INTERVENTION OUTLINE APRIL – AUGUST 2019

| Isithebe Gatherings: timeframe April – August 2019 | | |
|---|-----------------|---|
| 15 April 2019 | Meet per school | <ul style="list-style-type: none"> • April-labelled package with instructions in Isithebe Kit – Relationship Voucher Box • Round robin discussion on questions and write answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? |
| 27 May 2019 | Joint meeting | <ul style="list-style-type: none"> • Start with Friendship Survival Kit ice-breaker • PRA groups/school on questions and written answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? |
| 10 June 2019 | Meet per school | <ul style="list-style-type: none"> • June-labelled package with instructions in Isithebe Kit – Educator Circle Recipe book • Round robin discussion on questions and write answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? |
| 29 July 2019 | Joint meeting | <ul style="list-style-type: none"> • Start with Educator Journey Bracelets craft activity and ice-breaker • PRA groups/school on questions and written answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? |
| 19 August 2019 | Meet per school | <ul style="list-style-type: none"> • August-labelled package with instructions in Isithebe Kit – Framing Important Educator Relationships • Educators reminded to bring photos given to them at July meeting • Round robin discussion on questions and write answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? |
| September | Joint meeting | <ul style="list-style-type: none"> • Bring all Isithebe products for sharing • PRA groups/school on questions and written answers in journal: <ul style="list-style-type: none"> ○ How do these gatherings help you to be a teacher? ○ How do these gatherings help you with school projects? ○ How do these gatherings help you to be involved with other role-players in the school-community? • Post-test: teacher resilience & social connectedness |

APPENDIX B – ARTS-ACTIVITY INSTRUCTIONS IN ISITHEBE KIT

Relationship Voucher Box Instructions

Time: 1 hour 30 min

- Begin with a discussion about month's highs and lows (what was nice and why? What was challenging and why this month?).
- Reflection on the previous month's activity and begin with the question: *Did your knowledge from the previous activity help you this month?*

Craft activity instructions

- Each teacher to use small box and craft materials (letters, beads, glitter, feathers, etc) and glue – materials inside "Isithebe Kit".
- Use materials and glue to decorate your box in any way you would like
- Open envelope with relationship vouchers inside
- There are blank pieces of cardboard for you to write your own ideas on how to build relationships
- After you have finished decorating your boxes, please select 6 vouchers to put in their relationship box
- Take part in 4 week challenge – every week select a voucher from the box to do

*Teachers reminded to take a photo of relationship box and send on what's app group

Recipe Book Instructions

Time: 1 hour 30 min

- Begin with a discussion about month's highs and lows (what was nice and why? What was challenging and why this month?).
- Reflection on the previous month's activity and begin with the question: *Did your knowledge from the previous activity help you this month?*

Craft activity instructions: (approx. 45 min)

- Each teacher to use blank notebook and craft materials (letters, beads, glitter, feathers, etc) and glue – materials inside "Isithebe Kit".
- Use materials to decorate the cover of your recipe book in any way you would like
- Once you have finished decorating your book, write in it your favourite recipe (it can be anything simple), but a dish that you enjoy making for friends and family.
- Then pass your book to the person on your left and ask them to write down their favourite recipe
- The person to your right will pass you their recipe book where you can write down the same favourite recipe that they wrote in your book
- Keep passing book along until each person has written down their favourite recipe in every group member's recipe book
- You will write down the same recipe you wrote in your book in each of your group member's book
- At the end of the activity you will have a recipe book with one favourite recipe from all your group members, plus yours.

Optional: at the end of the activity group members pick a date and a recipe where they can come together to make the meal at someone's house. They can all decide on an ingredient to bring and then come together to make the meal and have dinner together

*Please take a photo of recipe book and send on what's app group

Photo Frame Instructions

Time: 1 hour 30 min

- Begin with a discussion about month's highs and lows (what was nice and why? What was challenging and why this month?).
- Reflection on the previous month's activity and begin with the question: *Did your knowledge from the previous activity help you this month?*

Craft activity instructions

- Each teacher to use blank photoframe and craft materials (letters, beads, glitter, feathers, etc) and glue – materials inside "Isithebe Kit".
- Use materials and glue to decorate your photo frame in any way you would like
- After frame is decorated, teachers can place the photo of their important relationship in the frame (printed photos to be given to teachers at July meeting)
- After activity, teachers to share in group:
How this relationship developed?
What are the highs and lows of this relationship?
What are the challenges they have overcome?
Why does this person help them be a good teacher?

*Teachers reminded to take a photo of photo frame and send on what's app group

APPENDIX C: INTERVENTION TRAINING 15 MARCH 2019

Intervention training session

- Educators sit in groups with colleagues from their school.
- Provide each group with stationary necessary per activity (e.g. a piece of cardboard and coloured pens for the 'Picture the value of a relationships' session).
- Following every group-based arts-activity additional knowledge is presented during a brief power point information session (**refer to appendix D**).
- **The following materials are required:**
 - Card board and posters
 - Kokies and pencils for drawing in first session
 - PPT
 - Isithebe kits per school
 - Attendance register
 - Name labels
 - Isithebe Intervention manuals per attendee
 - Thank you gifts
 - Participation certificates

| Isithebe intervention training: 15 March 2019 | | | |
|---|---|--|--------------------------------------|
| 8:00-8:30 | Registration, arrival coffee & tea | | |
| 8:30-9:00 | Welcoming Introductions Overview of purpose (Isithebe manual: pp2 & 3) | Ms Joy Sishi Liesel Ebersöhn & Ronél Ferreira | 5 min 15 min 10 min |
| 9:00-10:00 | SESSION 1: Your best self as a teacher Body-sculpting to frame teacher resilience experiences: (a) <i>use your BODY to create a statue of your best self as a teacher – show the legacy you want to leave when you pass;</i> (b) discuss in your group why this body-sculpture represents your best self as a teacher; and (c) each group selects and presents two body-sculpture representations with the larger group. | Jessica Versfeld Liesel Ebersöhn Ronél Ferreira Zahné Bosch | 10 min 20 min 30 min |
| 10:00-10:15 | PPT-information session & Isithebe manual, p4. | | 15 min |
| 10:15-10:45 | Tea and coffee, comfort break | | |
| 10:45-11:45 | SESSION 2: Picture the value of a relationship Drawing to frame social connectedness: (a) educators draw a picture / image to show what they appreciate about the person to their left; (b) discuss in your group how your drawing shows what you appreciate about the person to your left; and (c) each group selects and presents two drawings with the larger group. | Jessica Versfeld Liesel Ebersöhn Ronél Ferreira Zahné Bosch | 10 min 20 min 30 min |
| 11:45-12:00 | PPT-information session & Isithebe manual, p4-6. | | 15 min |
| 12:00-13:00 | SESSION 3: Introduction to Isithebe gatherings (a) Distribute the Isithebe Kits per school; (b) Explain the Isithebe Kit & timeframe (pp7-10); (c) Model the use of the Isithebe Kit (Appendix E): <ul style="list-style-type: none"> • use the March-labelled package in the Isithebe Kit (clay modelling); • demonstrate the procedure with three questions; (d) revisit the before, during and after procedure. | Jessica Versfeld Liesel Ebersöhn Ronél Ferreira Zahné Bosch | 10 min 10 min 30 min 10 min |
| 13:00-13:15 | Closing and way forward | Liesel Ebersöhn Ronél Ferreira | 15 min |
| 13:15 | Lunch | --- | --- |

APPENDIX D: POWERPOINT PRESENTATION FOR INTERVENTION TRAINING



Teacher resilience: being a quality educator during challenging times

- ▶ Educators in South Africa face many challenges
 - ▶ Educators may feel hopeless, feel as if they need more support and resources
- Expected (negative) outcomes (results) that one can predict for educators because of the **extreme challenges** we face because of inequality:
- ▶ educator burnout and distress,
 - ▶ educator attrition, and
 - ▶ low quality education



Teacher resilience: being a quality educator during challenging times

- ▶ **Resilience** - adapting well in the face of adversity
- ▶ Teacher resilience - 'better than expected' outcomes for educators - despite continued hardship

Teacher resilience means the following **unpredicted, positive** outcomes are possible for educators:

- ▶ educator job satisfaction and wellbeing,
- ▶ educator retention, and
- ▶ high quality education



SOCIAL CONNECTEDNESS

- ▶ What makes us happiest in life? *Discussion*
- ▶ Social connection refers to our sense of belonging
- ▶ Includes not only family and friends, but also the wider groups and communities we belong to
- ▶ The relationships and various groups we belong to make up our identity
- ▶ We draw strength from relationships and connections in times of difficulties



WHY RELATIONSHIPS ARE IMPORTANT

- ▶ Relationships help us stay healthy and happy
- ▶ Provide people with a sense meaning in life
- ▶ Relationships provide us with networks that create access to resources
- ▶ When we feel appreciated and cared for - reduces burn-out rates



LONELINESS

- ▶ The opposite of social connection is social isolation and loneliness
- ▶ Lack of genuine relationships
- ▶ Feel misunderstood and excluded
- ▶ Subjective - can be surrounded by others and still feel lonely
- ▶ Loneliness can be a contributing factor to heart disease, diabetes, arthritis, Alzheimer's and other critical diseases



FOSTERING SOCIAL CONNECTEDNESS

- ▶ Isithebe intervention aims to bring you together as teachers to spend time with each other bonding over arts, crafts and discussions
- ▶ Isithebe intervention aims to facilitate closeness with each other, as well as with other people in your life
- ▶ Teachers are busy - therefore create intentional space to connect



RELATIONSHIPS MATTER IN ALL SPACES

- ▶ People who have good relationships tend to contribute more towards their communities
- ▶ Social connectedness is associated with the economic performance of a community
- ▶ Relationships create networks and access to resources
- ▶ Enabling environments create “safe spaces” to foster good relationships



RELATIONSHIPS MATTER IN ALL SPACES

- ▶ Schools and teachers are associated with positive ways in building relationships
- ▶ For children, relationships with caring teachers is an important pathway to social connectedness
- ▶ Meaningful interactions are a way out of isolation
- ▶ Relationships give teachers and the children they work with the courage to overcome painful situations



APPENDIX E: TRAINING ARTS-ACTIVITY (CLAY MODELLING)

- Educators meet jointly during the training.
- Group members use MARCH labelled packet which includes:



Craft materials and clay

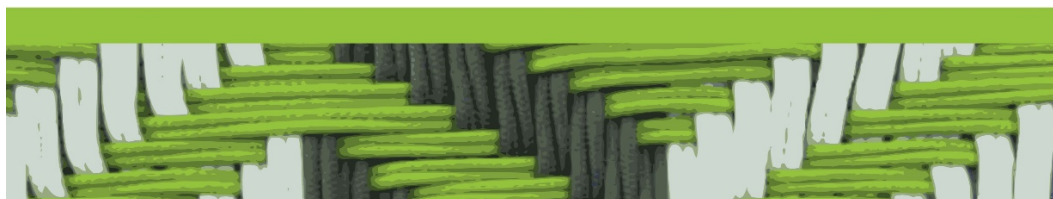
Instructions: Clay Modelling activity (approximately 45 min)

- The instruction is given as follows:
- Use the clay and materials to make a visual display of **what relationships mean to you as a teacher**
- Please write the description of what relationships mean to you as a teacher on the piece of cardboard
- Please take a picture of your clay model and cardboard description and post it on the Imbumba Yabefundisintsapho what's app group
- Put materials from craft variety pack back into 'Isithebe Kit' to be used for subsequent craft activities

Discussion after the Clay Modelling activity (approx. 45 min)

- After completion of clay models, groups display their visual representation of what relationships mean to them as a teacher and answer the following questions:
- Take turns to ask and answer the three questions on the laminated document¹⁶;
- Write the answers in your school journal.

ISITHEBE



¹⁶ Three questions to ask and answer during every Isithebe gathering:

How do these gatherings help you to be a teacher?

How do these gatherings help you with school projects?

How do these gatherings help you to be involved with other role-players in the school-community?

