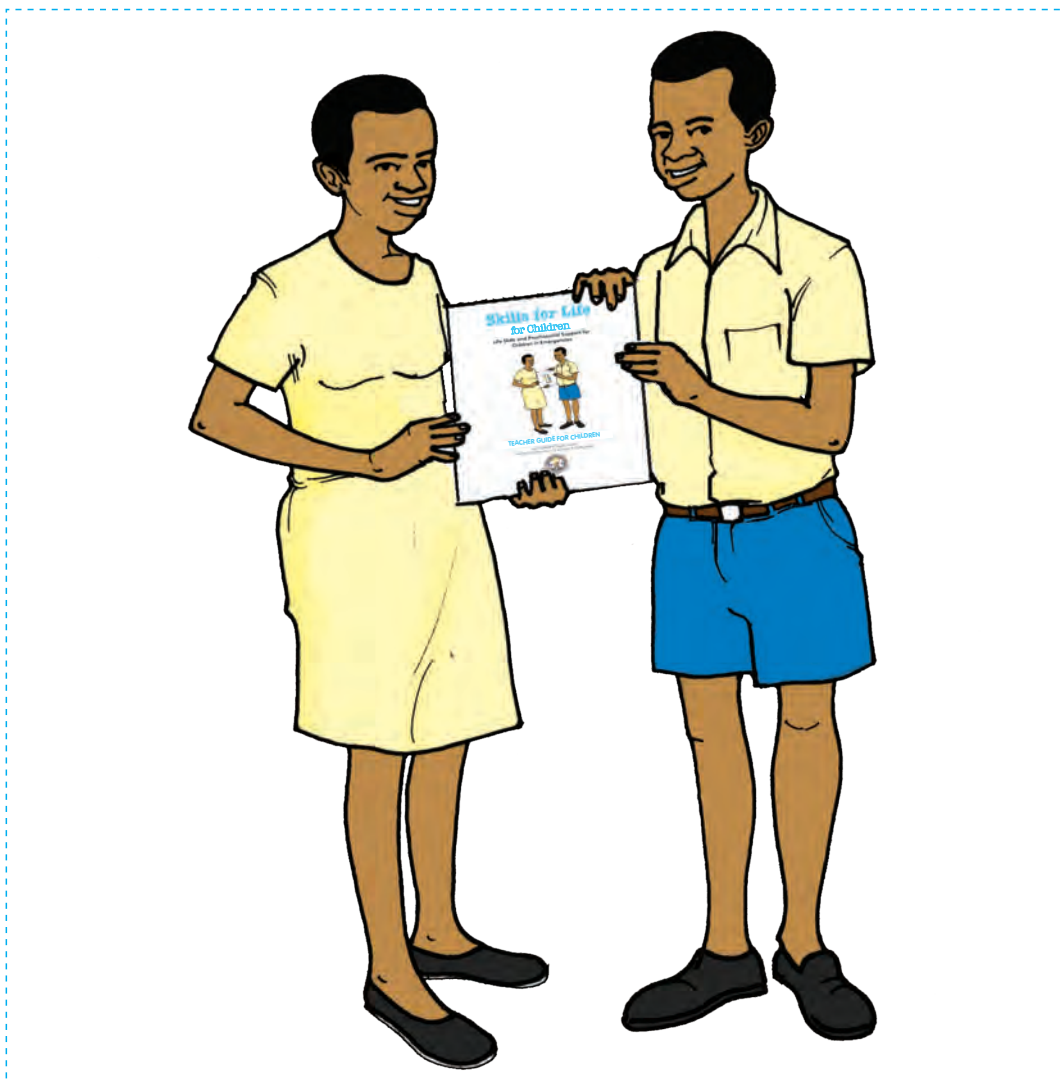


Skills for Life for Children

**Life Skills and Psychosocial Support for
Children in Emergencies**



TEACHER GUIDE FOR CHILDREN

Government of South Sudan,
Ministry of Education, Science and Technology



Acknowledgments

The Ministry of Education, Science and Technology (MoEST), the South Sudan Education Cluster and UNESCO would like to acknowledge all those who assisted in the design, development and piloting of the Skills for Life Toolkit, including the Ministry of Health and all Education Cluster and contributing partners. UNESCO also extends appreciation to Sue Nicholson, Hannah Snowden and Mango Tree for developing, managing and producing the Skills for Life materials and project.

In addition to input from field-based project staff, the ideas presented in these sessions are adapted from a variety of sources, including:

- The Handbook for Teachers, published by AVSI, funded by USAID
- Creating Healing Classrooms: Guide for Teachers and Teacher Educators, by International Rescue Committee, Child and Youth Protection and Development Unit
- HEAR Teacher Training Four-day Psychosocial Course, by Creative Associates International

Any misrepresentations of these sources are attributable solely to the author of this guide.

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Introduction

The Skills for Life Toolkit helps teachers give children and youth the information and skills they need before, during and after emergencies. The toolkit contains:

1. Skills for Life for Children: Teacher Guide
2. Picture Posters for Children
3. Stories in Pictures for Children
4. Skills for Life for Youth: Teacher Guide
5. Picture Posters for Youth
6. Stories in Pictures for Youth

The Skills for Life Toolkit was developed for teachers with limited English skills who may have to translate into a mother tongue or Arabic. The language has been kept simple.

Important Words:

- **life skills:** the skills and knowledge we need to live healthy lives
- **psychosocial support:** the help we need to live happy and healthy lives
- **emergency:** when something serious, dangerous and unexpected happens

Life Skills

What Are Life Skills and What is Psychosocial Support?

Life skills are the skills and knowledge we need to live healthy lives. This means being physically healthy, emotionally healthy and mentally healthy. Everyone needs help to live happy and healthy lives. This kind of help is called psychosocial support. It is especially important during an emergency. An emergency is when something serious, dangerous and unexpected happens like armed conflict or a natural disaster like flooding. During emergencies, children, youth and adults feel more vulnerable than normal and need help.

The Skills for Life Toolkit shows teachers how to give learners psychosocial support and how to teach them life skills.

How Do We Educate Young People During Emergencies?

Emergencies can be immediate, long lasting or seasonal. They can cause people to leave their homes and even their countries. South Sudan has experienced many emergencies in the past 20 years.

Children and youth who have experienced conflict or natural disasters have a right to education and protection. Education gives a sense of stability during emergencies. Education can save lives by providing physical protection from dangers and exploitation during emergencies. By teaching key survival messages and ways of self-protection, children and youth will cope better in an emergency and stay healthy and safe.

This guide is comprised of a series of activities to help young people to learn quickly and help schools to continue functioning during and after an emergency.

Why Is the Role of Teachers Important During Emergencies?

Teachers play an important role in young people's lives. They can listen to their problems, help them to make good choices and develop their communication skills. Teachers can help young people learn through fun activities. These activities reduce the stress young people feel during and after emergencies. Teachers can also be good role models for their learners during a difficult time in their lives.

Teachers' Code of Conduct for Emergency Situations

The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teachers' Code of Conduct for Emergency Situations (2008). In an emergency situation, teachers may not have been trained on the full Teacher Code of Conduct. The code helps teachers to understand how to behave and be good role models for their learners during an emergency. It concentrates on the child protection issues teachers need to be aware of.

Each topic in the Skills for Life Toolkit encourages teachers to follow the code and to demonstrate responsible and supportive behaviour. The full Teachers' Code of Conduct for Emergency Situations can also be found in the annex of this guide.

Psychosocial Checklist

One skill a teacher needs to develop is identifying students who are suffering from psychosocial issues. To help teachers, there is a psychosocial checklist in Appendix 2. This will help identify children and youth who may be suffering from psychosocial problems.

Many of the common psychosocial symptoms in young children are at the top of the checklist. The common symptoms for youth are at the bottom of the checklist. Many young children are unable to talk about their feelings, so we may mistake their psychosocial behaviour as disobedience. The Checklist should be used at the start of the Skills for Life course to identify any children who may suffer from psychosocial problems. The checklist should be used a second time either 2-4 weeks later or when the Skills for Life course is finished.

We use the Psychosocial Checklist twice to see if the learner is still suffering from psychosocial problems. The Skills for Life Programme has activities to help the learner cope with the situation.

How to Use the Toolkit

This Teacher Guide is written for teachers from all backgrounds and with all levels of experience. The teacher does not need to be an expert on the topics to teach children useful skills. This guide has four modules:

1. Psychosocial Well-being
2. Peace and Conflict Resolution
3. Protection
4. Health

The guide is written in English, but teachers can adapt it to the language understood by their learners, which may be English, Juba Arabic or another language. There is space on each page for notes and translation.

Before the Session

Being well organised and prepared is important. It helps you to feel confident. Read the pages you will teach in the Teacher Guide. Check that you understand what to do. Look at the picture and the story carefully and practice reading the story.

The important words on the side of the page help you to understand the vocabulary and explain the meanings to learners. The teaching ideas on the side provide you with some extra ideas for teaching the topic.

Beginning the Session

Greet the learners and ask questions about the last session. For example, you can ask:

- What did we learn in the last session?
- What did you tell your family about the session?
- Can you tell the class about it?

Follow the instructions in the Teacher Guide for teaching the session.

During the Session

Remember to speak slowly, be clear, and stop to allow time for the group to ask you questions.

If learners are not able to see the board or picture during an activity, explain what is shown.

Ending the Session

- Check what the class learnt using the questions in the assessment activity.
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?

- Ask some groups to share their answers with the class.
- Find 3 places on the floor and mark them: happy face, normal face and sad face.
- Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
- Thank learners for participating.
- Remind learners that they can ask you questions if they do not understand anything.

Teachers also need to think about the session and what went well. After each module, ask yourself the following questions and use the Assessment Booklet to write down your answers:

- What went well in the session? Why?
- What would I do differently next time?
- Which part of the session did the learners seem most interested in? Why?
- Which part of the session did the learners seem least interested in? Why?

Reflecting on each session will help you make changes to improve later sessions.

Flexibility in the Session

Each session contains 8-9 activities. Some activities take longer than others. As the teacher, you manage the time for the activities based on the ability of your learners. Different learners and different classes learn at different speeds. If you go too quickly, learners may be angry that they cannot finish. If you go too slowly, learners may become bored or disruptive. This Teacher Guide does not give timings for each session, as this is up to you. If you do not have enough time in one lesson to finish all the activities, continue in the next lesson. Remember to repeat the introduction and messages.

Tips for Managing Time

- Begin on time and finish on time. If the learners think they will miss something, they will make the effort to arrive on time.
- Make sure you have the learners' attention before you start. Ask questions and tell stories only when everyone is quiet.
- If learners like an activity, repeat it in later sessions.
- Keep the classroom tidy and put any materials back in their correct place so you can easily begin activities.
- Tell learners the instructions before making groups.

Methods in the Toolkit

Key Messages

Each session has a key message – this is a summary of the most important information for learners. It is important that learners understand this message. It will remind them of the skills they have learnt and the behaviour they should practice. Repeat the message as much as possible. Put the key message into a song to help learners remember it. You can also say the message in a low voice followed by a high voice, or a quiet voice followed by a loud voice.

Picture Posters

A picture poster is used in Activity 2 of each session. Hold the picture so all the learners can see it. Ask the questions in the Teacher Guide. Give learners time to look carefully at the picture and answer each question. If the learners do not know the name of something in the picture, teach them how to say it.

Picture Stories

Stories are used to explain ideas and bring the session to life. Practice reading the stories aloud before you use them in the session. Make sure the learners are quiet before you begin telling the story. Show the first picture so that all learners can see. Follow the directions in the Teacher Guide when telling the story.

Some stories do not have picture sets. Practice reading these stories aloud before using them in the lesson so you can tell these stories in a lively manner.

Working Together

We use pair work so that learners practice talking about their ideas before they are discussed in a large group. It helps learners become more confident speaking in front of others. Every learner can think about the answer to the question and share their ideas with their partner.

Role Plays

We let learners role play so they can act out stories using their own words. This helps them understand the topic they are learning. It also helps them make the link between this topic and their own lives. Most learners enjoy role plays. Make sure there is enough space to perform the role play or go outside.

Agree / Disagree

In this activity teachers read out a statement that relates to the topic. Learners must choose whether they agree or disagree based on what they have learnt in the session. (Agree means “yes” and Disagree means “no”.) We use this activity to check what learners have understood from the session. You need space for all the learners to stand and move to one side or the other side in the class or compound.

Every learner takes part and makes decisions. There can be a lot of discussion for choosing Agree or Disagree. Listen to the discussion and explain clearly the answer at the end. Do not rush this activity.

Songs

Songs include all learners and make everyone feel happy. Some songs are given in the Teacher Guide. Sing the words to a tune you know or make up a tune and clap along. You can use a favourite song to start or finish a session. Sing as much as possible during each session.

Demonstration

When we show learners how to do something, it is called a demonstration. When demonstrating, you are talking at the same time as showing what to do. Ask the learners what you are doing and listen to their answers.

Visualisation

A visualisation activity is when we close our eyes and create pictures in our heads. These may be memories or we may create new pictures and scenes. We use visualisation to help us understand our feelings and make decisions. Ask the learners to sit comfortably and close their eyes. Talk slowly and softly. Do not rush this activity. Give the learners the chance to create their pictures or memories.

Games

Games are a fun way for learners to practice what they have learnt. The instructions for the games are given in the Teacher Guide.

Drawing

Drawing is a fun activity for students. It can help them understand what they are learning in the same way as visualisation.

Assessment

The assessment activity at the end of each session checks what the class has learnt. You can use it to make sure they have not misunderstood any of the information during the session.

Group Management

Pair Work

Ask learners to turn to the person next to them. This person is their partner.

Forming Groups

Several activities in each session use small groups. Small groups of 4-6 learners are best because they give everyone a chance to talk.

For groups containing 6 learners, choose 6 learners sitting next to each other. If you have desks in your class, ask 3 learners to turn around and work with the 3 learners behind them.

How to Ask Questions

- Ask short, clear questions. (Most questions are provided for you in the instructions, but you can also ask your own.)
- Use language and vocabulary the learners can understand.
- Ask questions to the entire class. Pause for a few seconds before you choose a learner to answer. In this way, the whole class thinks about the answer in case the teacher chooses them.

- Ask several different learners the question to get different ideas.
- Use learners' names when asking them to answer questions.

Tips for Managing Discussions

- Praise learners for good ideas and behaviour.
- Help guide wrong ideas by asking questions.
- Make sure learners raise their hands to answer a question instead of shouting out.

Tips for Managing Conflict

When learners disagree, conflicts may arise. As a teacher, it is important to show learners you are fair.

- Set group rules together.
- Do not make fun of learners' comments.
- Do not tell learners their comments are wrong. Say, "I understand your opinion. Have you thought about...?"
- Use a game to reduce tension and build group harmony.
- Do not put learners who have conflicts in the same group.
- If a learner tries to disrupt the session, talk to them alone about the problem at the end of the session.

Important Learning Principles and Practices

- Know and use learners' names.
- Create a safe learning environment.
- Be friendly and encourage the learners to speak.
- Encourage all the learners to speak, ask questions and share ideas.
- Comment positively on what the learners say and listen carefully.
- Praise learners for their efforts.
- Do not stop a learner from speaking if they say something incorrect. Allow them to continue and thank them for sharing.
- Encourage all learners to give answers and take part in the discussion.
- Remember that young learners may not have experience with a topic. Role plays or stories can substitute for real-life experience.
- Encourage humour and use games so that sessions are participatory and fun.

Teacher Support

In an emergency, even experienced teachers have difficulty coping with new challenges. Remember that there are ways to address stress that help you to teach and support your learners.

- Many of the psychosocial problems we have like sadness, grief, anger and nightmares are all normal reactions to emergencies.
- Talking about our feelings can help us to recover.
- We each have different ways of coping and different levels of resilience.
- Teachers need psychosocial support too.

Teachers can benefit from communicating, making daily and weekly routines, and receiving support from family and friends.

- Ask your head teacher or supervisor to schedule regular staff meetings, if possible, where teachers can discuss their concerns.
- Ask your head teacher or supervisor to regularly rotate the responsibilities of teachers, if possible.
- Take breaks during the teaching day and relax.
- Remember that teachers cannot do everything to solve all learners' problems.
- Discuss challenges with other teachers and support each other.
- Ask your head teacher or supervisor to provide opportunities to improve your skills. Building your skills can increase your confidence.
- Look to parents and guardians, elders and community members to provide support.
- Take part in physical activities and exercise with the learners.

resilience: the ability to recover quickly from challenges

MODULE 1

Psychosocial Well-being



South Sudan Teachers' Code of Conduct for Emergency Situations:

The Code of Conduct for Emergency Situations emphasises the need for teachers to create a learning environment that is protective, positive and nurturing to provide learners with a sense of normality. This is combined with constructive activities that teach students life skills to handle the emergency.

It is important that teachers provide a learning environment where the learners feel safe; there is no physical punishment, shaming or humiliation. Teachers should try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem. Listen to and observe learners who have experienced stressful events and provide support. Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

Session 1: Understanding Our Feelings

Key Message | Remember the things that make you happy.

Important words:

feelings:
emotions like love, anger, or happiness

happy: feeling glad, pleased or good

psychosocial well-being:
feeling good and healthy in your mind and body

health: being free from sickness



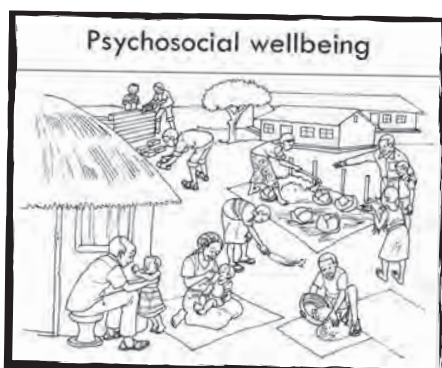
Activity 1: Introduction

1. Say:
 - Today we will talk about our feelings. What are feelings?
 - Everyone has feelings.
 - We can feel sad.
 - We can feel happy.
 - Understanding how we feel is good.
2. Ask:
 - How do you feel today?



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 1 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
Happy, sad, safe, loved.
3. Say:
 - To be happy, we must feel good.
 - We must feel good in our mind and our body.
4. Say:
 - We need basic things to feel good.
 - Basic things are food, water, sleep and a home.
 - We also need friends, family and a community.
 - We also need to have fun and play sports.
5. Say:
 - We all have many different feelings.
 - Sometimes we feel happy.
 - Sometimes we feel sad.
 - All of our feelings are normal.
 - When we are happy, we feel good in our mind and in our body.



Session 1 picture

6. Ask:
 - What makes you happy?
7. Read the key message:

Remember the things that make you happy.
8. Repeat with learners.
9. Make up a music beat using hands and feet.
10. Read the key message to the beat.
11. Repeat with learners.
12. Create a song using the key message with learners.
13. Repeat with learners.



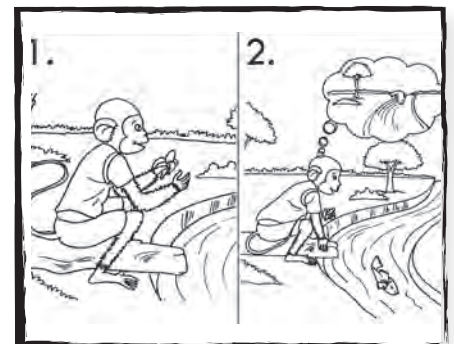
Activity 3: Story and Discussion

1. Use the **Monkey and Fish** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Now read the story while showing picture 1:

Monkey was sitting at the side of the river. He was eating a banana. He did not like going in the water. He did not like getting wet.

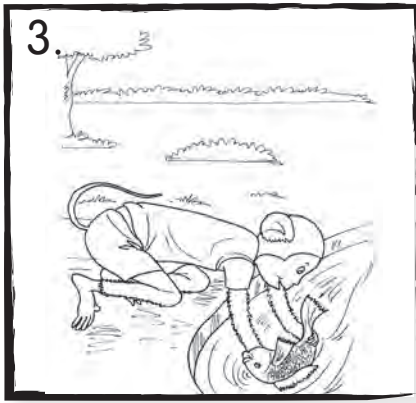
7. Read the story while showing picture 2:

Monkey looked in the river. He saw Fish. Fish was swimming. Monkey thought Fish had fallen in



Teaching Ideas for Activity 3:

- Write the title of the story Monkey and Fish on paper or the blackboard
- Ask learners to write or draw answers to: Monkey likes to... Fish likes to...



the river, Monkey did not know that Fish liked water.

8. Read the story while showing picture 3:

Monkey felt sorry for Fish,
Monkey took Fish out of the
water .



9. Read the story while showing picture 4:

Fish jumped and jumped.
Then Fish died. Monkey started
crying. He was trying to help.

10. Ask:

- What do you think Fish was feeling when he was swimming?
- What do we learn from this story?

11. Say:

- Our behaviour is how we act. It is linked to our needs and feelings.
- Different people have different needs and feelings.
- If we want to help someone, we need to understand their needs and feelings.
- Our needs are the things we must have to feel happy like food, sleep and love.
- We need to understand our own needs and feelings.
- We also need to understand others' needs and feelings.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 2.
2. Ask each learner to take a role from the story:
 - Monkey
 - Fish
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 6: Talk about a Happy Time

1. Put learners into groups of 2.
2. Ask learners to talk with their group about a happy time.
3. Ask some learners to tell the class.
4. Read the key message:
Remember the things that make you happy.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 6:

- Ask learners to draw a happy time.
- Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.

Teaching Ideas for Activity 7:

- Have learners write or draw the key message and a picture to go with it.

6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Friends make you feel happy. **(Agree)**
 - You need food, sleep and sport to feel healthy. **(Agree)**
 - Love and hope are not important to feel happy. **(Disagree)**
 - Feeling happy and healthy helps us in hard times. **(Agree)**
 - Everyone has the same feelings all of the time. **(Disagree)**
 - To help a friend we must understand their feelings and behaviour. **(Agree)**
 - Remembering the things that make us happy can help us when we feel sad. **(Agree)**
7. Read the key message:
Remember the things that make you happy.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.

Activity 8: **Song**

1. Sing: **If You Are Happy and You Know It.**
2. Sing the song 3 times. Do the body movements from the song.
3. Read the key message:
Remember the things that make you happy.
4. Say the key message to the music beat.
5. Repeat with learners.
6. Sing the key message.
7. Repeat with learners.



Verse 1

If you are happy and you know it clap your hands,
If you are happy and you know it clap your hands,
If you are happy and you know it and you really want to show it,
If you are happy and you know it clap your hands.

Verse 2

If you are happy and you know it click your fingers,
If you are happy and you know it click your fingers,
If you are happy and you know it and you really want to show it,
If you are happy and you know it click your fingers.

Verse 3

If you are happy and you know it stamp your feet,
If you are happy and you know it stamp your feet,
If you are happy and you know it and you really want to show it,
If you are happy and you know it stamp your feet.



Activity 9: Assessment

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face normal face sad face

Session 2: Sharing Our Feelings

Key Message | Talk about your feelings with people you trust.

Important words:

share: to talk with others about how we feel

sad: not happy

angry: a strong feeling caused by something or someone that is unfair

scared: a strong feeling when you expect danger or pain

trust: feeling safe and honest with someone or something

Activity 1: Introduction

1. Say:
 - Everyone has feelings.
 - It is good to talk about our feelings.
 - Talk to someone you trust.
2. Ask:
 - Who is someone you trust?



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 2 picture.
2. Point to one of the faces.
3. Ask:
 - How is this person feeling?
4. Show the feeling with your own face.
5. Ask learners to copy the feeling with their face and body
6. Repeat for all the faces.
7. Ask:
 - Why is it important to understand how a person is feeling?
8. Say:
 - We can understand how people feel by looking at their faces.
 - We can help people feel better.
 - It is good to share our feelings.
9. Read the key message:
Talk about your feelings with people you trust.
10. Repeat with learners.
11. Make up a music beat using hands and feet.
12. Read the key message to the beat.
13. Repeat with learners.



Session 2 picture

14. Create a song using the key message with learners.

15. Repeat with learners.



Activity 3: **Story and Discussion**

1. Tell the following story: **Mr. Sad and Mr. Happy Football.**

Mr. Sad was a football. He was big and round. The children liked kicking Mr. Sad. Mr. Sad did not like the kicks. He felt angry and scared.

Mr. Happy was an old football. Mr. Happy had a hole. When the children kicked Mr. Happy, the air came out. Mr. Happy did not like being kicked. The children could not play football with Mr. Happy anymore. This made Mr. Happy feel very happy.

The children had a football match. They kicked Mr. Sad. He got angrier and angrier and bigger and bigger.

A boy gave Mr. Sad a big kick. BOOM! Mr. Sad burst! Mr. Sad felt very sad. He cried.

Teaching Ideas for Activity 3:

- Write the story title Mr. Sad and Mr. Happy Football on paper or the blackboard.
- Use two balls to act out the story.
- Ask learners to draw the story.

3. Ask:
 - What do we learn from this story?
3. Say:
 - Mr. Sad Football kept his sad feelings inside him.
 - Then he burst.
 - It is good to share our feelings.
 - It can be hard to share our feelings.
 - We can share our feelings with people we trust.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Mr Sad Football
 - Mr Happy Football
 - Children (2)
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

- Ask learners to draw a picture of someone they talk to about their feelings.
- Ask learners to write or draw the key message.



Activity 6: Talk about Sharing our Feelings

1. Put learners into groups of 2.
2. Ask:
 - Who do you talk to when you have a problem?
3. Ask learners to talk with their partner about people they trust.
4. Ask some learners to tell the class.
5. Say:
 - Trust is when you feel safe talking to someone else.
 - It is good to talk about your feelings with other people when you feel sad.

- It helps you feel better.
 - You will feel less afraid and alone.
 - You can talk to your teacher, friend, mother, father, sister, brother, pastor or imam.
6. Read the key message:
Talk about your feelings with people you trust.
 7. Repeat with learners.
 8. Say the key message along with a music beat.
 9. Repeat with learners.
 10. Sing the key message.
 11. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Friends make you feel happy. (**Agree**)
 - Getting beaten makes you feel happy. (**Disagree**)
 - Fighting makes you feel afraid. (**Agree**)
 - Talking about your feelings helps you feel better. (**Agree**)
 - Keeping your feelings inside is good for you. (**Disagree**)
 - To help a friend we must understand their feelings. (**Agree**)
8. Read the key message:
Talk about your feelings with people you trust.

Teaching Ideas for Activity 7:

- Ask learners to write or draw the key message and a picture to go with it.

9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: **Game: Showing our Feelings**

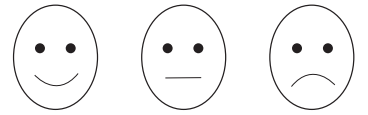
1. Say:
 - I will show a feeling.
 - Try to guess which feeling I am.
2. Show a feeling with your own face.
3. Ask learners to guess the feeling.
4. Ask a learner to show a feeling. The class can guess.
5. Repeat many times.
6. Ask:
 - Why is it important to understand how a person is feeling?
 - ✓ If we want to help people we must understand how they feel.
7. Repeat with learners.
Talk about your feelings with people you trust.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 9: **Assessment**

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.

4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face normal face sad face

Session 3: Good Communication

Key Message | Talk with your teachers when you feel upset.

Important words:

communicate:
to share ideas or information

talk: to
communicate by speaking

teacher: a
person whose
job is to share
ideas and
information

Teaching Idea:
Write the Rules
for Good
Communication
on the
blackboard



Activity 1: Introduction

1. Say:
 - Today we will talk about communication. What do you think we mean by good communication?
 - Communication is when we share our experiences and feelings.
 - It is good to talk about our feelings.
 - Our teachers can help us when we talk about our feelings.
2. Ask:
 - Do you know any other ways to communicate?



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 3 picture .
2. Ask:
 - What can you see in this picture?
 - Where are they?
 - How are they feeling?
✓ Happy, sad, safe, loved
3. Say:
 - It is good to talk about our feelings with people we trust and love.
 - Trust is feeling safe talking to someone else.
 - You can talk to your parents, teachers, friends or other people in the community you trust.
 - Good communication means talking AND listening.
 - Listening is when you keep quiet and let someone else talk.
4. Say:
 - We can all be good talkers and listeners.
 - We must follow some rules for good communication.
5. Say:
 - There are some rules for good communication.
 - Go to a quiet place to talk.



Session 3 picture

- Be patient. Let your friend talk at their own speed.
- Listen carefully.
- Be trustworthy. Keep what your friend says to yourself.

7. Read the key message:

Talk with your teachers when you feel upset.

8. Repeat with learners.

9. Make up a music beat using hands and feet.

10. Read the key message to the beat.

11. Repeat with learners.

12. Create a song using the key message with learners.

13. Repeat with learners.



Activity 3: Story and Discussion

1. Tell the following story: **Sarah Wants to Talk.**

Sarah was feeling sad. She missed her home and her friends.

She went to the kitchen. She wanted to talk with her mother. Her mother was cooking. Sarah was talking, but her mother was not listening.

Sarah went to her older brother, Dem. She started to tell Dem she was sad. Dem was not listening. When Sarah finished, Dem asked, “What did you say?”

Sarah was now very sad. Her mother and brother did not listen to her. The teacher, Madam Bol, saw Sarah. She asked Sarah to sit

Teaching Ideas for Activity 3:

- Write the story title Sarah Wants to Talk on paper or the blackboard.
- Ask learners to draw the story.

with her. She asked, “What is the matter?”

Madam Bol looked at Sarah and listened carefully to her words. She held her hand and nodded. After Sarah talked to Madam Bol, she felt better.

2. Ask:

- What do we learn from this story?

3. Say:

- Listening is something we can all do.
- Listening well is not easy.
- We can practice listening.
- We can talk to our teacher when we feel upset.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: **Role Play**

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Sarah
 - Sarah’s mother
 - Dem
 - Madam Bol
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.



Activity 6: **Simon Says**

1. Say:
 - Please stand up.

- We will play a game to see how well you listen.
 - In this game, I am the leader.
 - Only copy my actions if I say, "Simon says."
 - For example: "Simon says touch your nose." (Everyone should touch their nose.)
 - If I do not say, "Simon says" do not follow my instructions.
 - For example: "Touch your head". (No one should touch their head.)
 - If you have touched your head, you made a mistake. You are out of the game.
2. Play the game. :
 3. Say:
 - Simon says touch your nose.
 - Simon says touch your mouth.
 - Simon says touch your knee.
 - Simon says touch your hand.
 - Simon says touch your toes.
 - Touch your head.
 4. Let pupils laugh if they have made a mistake and start again.
 5. Repeat the game many times with more actions.
 6. Ask a pupil to be the leader of the game.
 7. Ask:
 - Why do some learners make mistakes?
 8. Say:
 - We make mistakes when we are not listening.
 - We followed the actions of the leader.
 - We did not listen to the words.
 - Our actions can give a different message than our words.
 9. Ask:
 - Which shows real feelings more? Words or actions?
 10. Say:
 - Both words and actions show feelings.
 - Our bodies communicate our feelings even when we do not speak.
 - We can show we are sad, angry or afraid through our bodies.
 11. Read the key message:

Talk with your teachers when you feel upset.
 12. Repeat with learners.
 13. Say the key message along with a music beat.
 14. Repeat with learners.
 15. Sing the key message.
 16. Repeat with learners.

Teaching Ideas for Activity 6:

- Ask learners to draw a picture about good communication.
- Ask learners to write or draw the key message and a picture to go with it.

Teaching Ideas for Activity 7:

- Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Talking about your feelings helps you feel better. (**Agree**)
 - Keeping your feelings inside is bad for you. (**Agree**)
 - Talk to your teacher in a noisy place. (**Disagree**)
 - Listen carefully to your friends when they talk about their feelings. (**Agree**)
 - When a friend tells you their feelings, tell all of your classmates. (**Disagree**)
8. Read the key message:
Talk with your teachers when you feel upset.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: Remembering the Message

1. Put learners into groups of 8.
2. Each group stands in a line.
3. Say:
 - The first learner in each group will think of a message.
 - They will secretly tell the learner behind them the message.

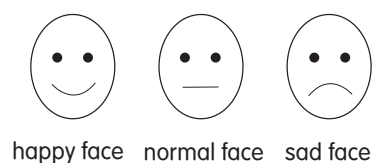
- This learner secretly tells the next learner the message and so on until the last learner.
 - The last learner says the message aloud.
 - The message may be different!
- In secret, tell the first learner in each group the following message:
 - Good communication means talking and listening.
 - Play the game.
 - Ask:
 - Was it easy to listen to the message? Why?
 - Say:
 - It is hard to listen carefully and remember the message.
 - The speaker may talk too fast.
 - The speaker may give too many details.
 - The speaker may not give enough details.
 - That is why some of the messages were different.
 - We can all be good listeners!
 - Read the key message:

Talk with your teachers when you feel upset.
 - Say the key message to the music beat.
 - Repeat with learners.
 - Sing the key message.
 - Repeat with learners.



Activity 9: Assessment

- Put learners into groups of 2.
- Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
- Ask some groups to share their answers with the class.
- Find 3 places on the floor and mark them: happy face, normal face and sad face.
- Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
- Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



Session 4: How Emergencies Affect Us

Key Message | It is normal to feel stressed or upset during sad and scary times.

Important words:

emergency: an unexpected and dangerous situation

stress: pressure on your mind or body that makes you feel bad

remember: to keep in your memory

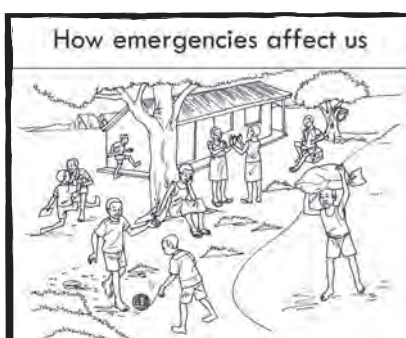
Activity 1: Introduction

1. Say:
 - An emergency is when something bad, sad, or scary happens to your family or community.
 - Stress is when we feel upset.
 - It is normal to feel upset during an emergency.
 - We can remember happy times to feel better.
2. Ask:
 - Can you think of any emergencies?



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 4 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do the children feel?
3. Say:
 - These children are showing stressful feelings.
4. Point to the children in the picture and say:
 - This is Anna. She is quiet and alone. She does not smile or play with friends. She does not feel hungry. She cannot think about her work.
 - This is Ruben. He feels tired. He cannot sleep because he has bad dreams. He feels afraid. He is sad and sometimes he cries. He has pain in his head and stomach. He misses his mother and he wants to go home.
 - This is Abraham. He saw something scary happen to his family. Now he is afraid that something bad will happen again. He does not trust anyone. He is angry. He shouts, kicks and hits things.
5. Say:
 - All of these stressful feelings are normal after an emergency.
 - Everyone can have these feelings — adults and children.



Session 4 picture

- These feelings can last for a few days, a few weeks or a few months.
6. Read the key message:
It is normal to feel stressed or upset during sad and scary times.
 7. Repeat with learners.
 8. Make up a music beat using hands and feet.
 9. Read the key message to the beat.
 10. Repeat with learners.
 11. Create a song using the key message with learners.
 12. Repeat with learners.



Activity 3: **Story and Discussion**

1. Use the **Tortoise and the Birds** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

Every day Tortoise and the birds play together. One day they go to a wedding. Tortoise and the birds are excited. They like weddings. At the wedding they eat a lot of good food. They are happy.

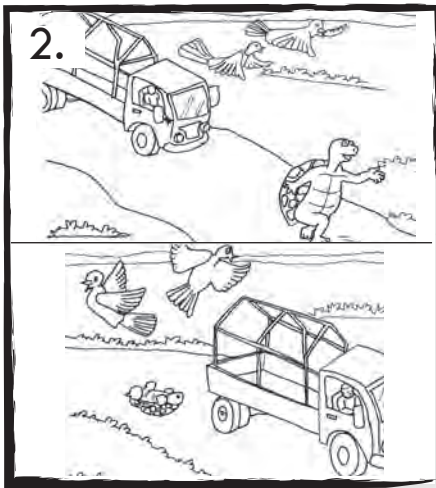
8. Read the story while showing picture 2:

After the wedding party, Tortoise and the birds are



Teaching Ideas for Activity 3:

- Write the story title Tortoise and the Birds on paper or the blackboard.
- Ask learners to write or draw answers to: Tortoise feels sad when... Tortoise feels happy when...

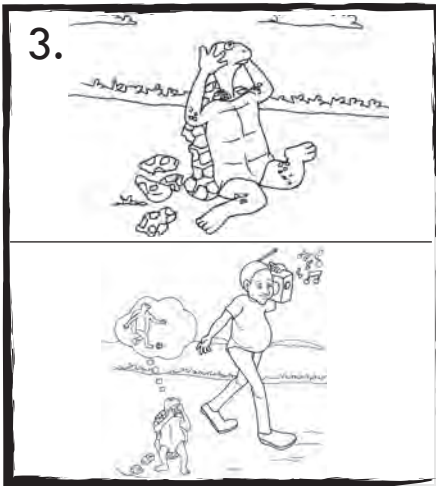


going home. Tortoise walks on the road. The birds fly in the sky.

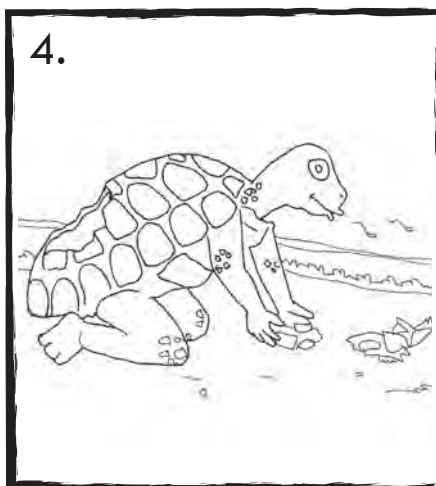
A truck is driving on the road. The truck hits Tortoise and breaks his shell. The birds see the accident. The birds are afraid so they fly away.

9. Read the story while showing picture 3:

Tortoise is sad. His shell is broken into pieces. He is afraid a truck will hit him again because he is alone.



After some time, Tortoise hears music. A man is carrying a radio playing music. Tortoise begins to sing. He remembers how happy he was at the party. He remembers playing with his friends. Tortoise wants to feel happy again.



10. Read the story while showing picture 4:

Tortoise picks up the broken pieces of his shell. He joins the pieces together. Tortoise is pleased he can mend his shell. It makes him feel better.

11. Read the story while showing picture 5:

Tortoise looks for his friends.
When he finds them, he tells
the birds about the
accident and how sad he
felt. The birds are sorry they
had left. They were afraid
that Tortoise was dead.



Tortoise and the birds feel
better after they talk. They play
a game of football and feel
happy again.

12. Ask:

- What do we learn from this story?

13. Say:

- Tortoise felt sad when something bad and scary happened to him.
- The birds felt sad and scared when they thought their friend was dead.
- It is normal to feel upset during sad or scary times.
- When Tortoise was sad, he remembered happy times to feel better.
- It is good to think of happy things and feel better.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: **Role Play**

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Tortoise

Teaching Ideas for Activity 5:

- If you are inside, move outside.

- Birds (2)
- Man with Radio
- Truck Driver

3. Instruct the groups to act out the story.

4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

- Ask learners to draw what makes them feel better.



Activity 6: Talk About a Sad or Scary Time

1. Say:
 - An emergency is when something sad or scary happens.
 - It is normal to feel upset or stressed during an emergency.
 - We can help each other feel better.
2. Put learners into groups of 6.
3. Ask learners to talk with their group about a sad or scary time.
4. Ask some learners to tell the class.
5. Ask learners to talk with their neighbour about what makes them feel better.
6. Ask some learners to tell the class.
7. Say:
 - Talk to your friends about your feelings
 - Pray
 - Read the Bible or Koran
 - Play a with friends in safe areas
 - Do a useful activity like sweep the compound
 - Play a sport like football or jump rope or volleyball
 - Sing or listen to music
 - Take part in community events
 - Take part in school clubs
8. Read the key message:

It is normal to feel stressed or upset during sad and scary times.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - When you feel sad, it can help to talk to your friends. **(Agree)**
 - It is normal to feel upset during an emergency. **(Agree)**
 - You need food, sleep and exercise to feel better. **(Agree)**
 - Kicking and beating will make you feel better. **(Disagree)**
 - Singing and music can make us feel better. **(Agree)**
 - Remembering happy times helps us when we feel sad. **(Agree)**
 - We can help each other feel better after an emergency. **(Agree)**
8. Read the key message:
It is normal to feel stressed or upset during sad and scary times.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: Visualisation

1. Ask learners to sit on the floor in the shape of a circle.
2. Say:
 - Close your eyes.
 - Slowly move your shoulders up and down.
 - Slowly move your neck in circles. First one way, then the other way.

Teaching Ideas for Activity 7:

- Ask learners to write or draw the key message and a picture to go with it.

Teaching Ideas for Activity 8:

- If you are inside, move outside.

- Move your shoulders front to back, up and down, front to back.
- Slowly move your neck in circles again.
- Move your toes up and down.
- Lift your heels up and down.
- Slowly stretch your legs forward.
- Move your hands in slow circles.
- Take a slow, deep breath. Do this 12 times. Breathe in through your nose. Breathe out through your mouth.
- Slowly open your eyes and take 2 slow deep breaths.

3. Ask:

- How do you feel?

4. Read the key message:

It is normal to feel stressed or upset during sad and scary times.

5. Say the key message to the music beat.

6. Repeat with learners.

7. Sing the key message.

8. Repeat with learners.



Activity 9: Assessment



happy face normal face sad face

1. Put learners into groups of 2.

2. Ask each group of 2 learners to talk about the following questions:

- What 2 things did you learn today?
- What did you like doing the best?
- What will you tell your family about today?

3. Ask some groups to share their answers with the class.

4. Find 3 places on the floor and mark them: happy face, normal face and sad face.

5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.

6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 5: Class Meeting

Key Message | Share your fears during class meetings.

i Activity 1: Introduction

1. Say:
 - Today we will talk about class meetings.
 - We have class meetings to talk about our feelings and problems.
 - A problem is something that makes us feel upset or worried.
 - It is good to talk about our feelings.
 - Our teachers can help us when we talk about our feelings.
2. Ask:
 - What can we talk about at a class meeting?

Important words:

meeting: a gathering of people for a specific reason

discussion: talking about something

problem: a question that is difficult to understand

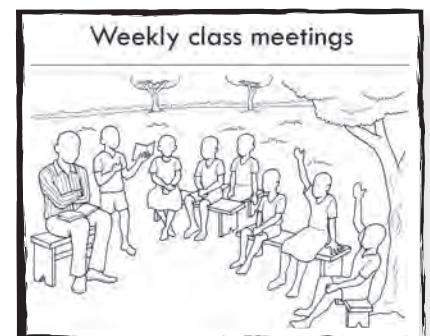
subject: a thing that is written or spoken about

solve: to find an answer or to fix



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 5 picture.
2. Ask:
 - What can you see in this picture?
 - Where are they?
 - How are they feeling?
 - What is their body language telling us?
3. Say:
 - It is good to talk about your feelings with people you trust
 - We can talk about our fears at class meetings.
 - A class meeting is when we talk about a topic with our teachers and friends.
 - We will have a class meeting every week.
 - We will practice talking and listening to each other.
4. Say:
 - Sometimes there is an unexpected event, like a flood or a conflict, which means we have to move from our homes.
 - When this happens we can hold an emergency class meeting.
 - We can talk about the emergency. If you are worried, it will help. You can begin learning again.



Session 5 picture

5. Read the key message:
Share your fears during class meetings.
6. Repeat with learners.
7. Make up a music beat using hands and feet.
8. Read the key message to the beat.
9. Repeat with learners.
10. Create a song using the key message with learners.
11. Repeat with learners.

Teaching Ideas for Activity 3:

- Write the story title A Class Meeting on paper or the blackboard.
- Ask learners to draw the story.



Activity 3: Story and Discussion

1. Tell the following story: **A Class Meeting.**

Mr. Deng, the teacher, greets the pupils. Today there will be a class meeting. Mr. Deng is the chairperson. He explains the subject and the problem. Today the subject is fighting in the school compound.

The class tells their ideas and feelings about the problem. Moses feels afraid when there is fighting. Nurain feels sad when people hurt each other.

Mr. Deng says he understands. He would like the fighting to stop so learners are not afraid or sad.

Abraham wants people to talk before they fight. Anne wants people to calm down by counting to 10 when they feel angry.

The learners agree to talk instead of fighting. They will also try to calm down when they are angry by counting to 10.

Mr. Deng writes down what the class has agreed to do. All of the learners sign the paper. Everyone feels happy. They have talked about the problem and their feelings. They have solved the problem and know what will happen next.

2. Ask:

- What do we learn from this story?

3. Say:

- A class meeting is a good place to talk about our fears and problems.
- We can help each other during class meetings.
- We can solve problems during class meetings.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Moses
 - Nurain
 - Abraham
 - Anne
 - Mr. Deng
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

Ask learners to draw a class meeting.



Activity 6: Talk About Problems

1. Put learners into groups of 4.
2. Ask learners to share a problem or fear they have with their group.
3. Ask some learners to tell the class.
4. Ask learners to talk with their neighbour about what makes them feel better.
5. Ask some learners to tell the class.
6. Read the key message:
Share your fears during class meetings.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.

4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - A class meeting needs rules. **(Agree)**
 - Everyone can give ideas or talk about their feelings in a class meeting. **(Agree)**
 - We do not interrupt, talk badly about or laugh at anyone in a class meeting. **(Agree)**
 - We must give correct information in a class meeting. **(Agree)**
 - We must take turns to talk. **(Agree)**
8. Read the key message:
Share your fears during class meetings.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: **Brainstorming Ideas for Class Meetings**

1. Put learners into groups of 2.
2. Say:
 - We can talk about anything we want at a class meeting.
 - We can talk about our fears or problems.
 - We can help each other solve problems at class meetings.
3. Ask learners to think about some ideas to talk about at class meetings.
4. Ask some learners to tell the class.
5. Repeat each idea aloud.
6. Read the key message:
Share your fears during class meetings.
7. Say the key message to the music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners

Teaching Ideas for Activity 8:

- Learners can write their ideas.
- Make a list of all ideas on the blackboard or on paper.



Activity 9: Assessment



happy face



normal face

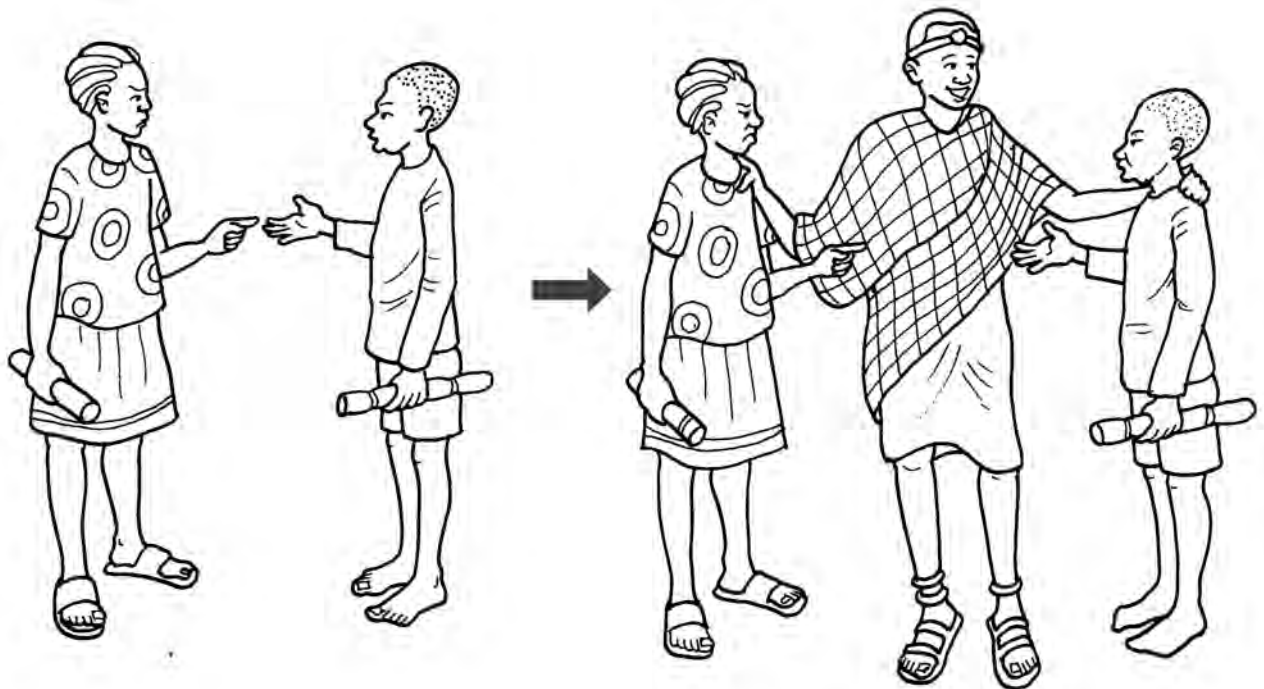


sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

MODULE 2

Peace and Conflict Resolution



South Sudan Teachers' Code of Conduct for Emergency Situations:

The Code of Conduct emphasises the need for an inclusive, tolerant, and accepting teaching-learning environment that promotes and celebrates differences, especially of more vulnerable children and youth.

It is important that teachers try to include children who might find it difficult to attend classes during emergencies — girls, children with disabilities or other vulnerable groups. Provide a learning environment where there is trust and where everyone is respected. Teachers should encourage both boys and girls to participate fully in all learning opportunities. It is also important that teachers maintain political neutrality and promote peace and social responsibility.

Session 1: Going to School

Key Message | All children and youth have the right to go to school.

Important words:

school: a place for teaching and learning

education: knowledge or learning

rights: things that you are allowed to do



Activity 1: Introduction

1. Say:
 - Today we will talk about going to school.
 - All children have the right to go to school.
 - Rights are things we all get when we are born.
 - We have the right to go to school.
 - We have the right to live in safety.
 - We have the right to food and shelter.
2. Ask:
 - Can you think of any other rights we have?
 - ✓ For example: right to food, shelter, medical care, freedom to say what we think and feel.



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 1 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
 - Tell me about the different children.
 - Which children are missing from this picture?
 - Why are the children in the picture not going to school?
3. Say:
 - All children have the right to go to school
 - Some children do not go to school.
 - Children who cannot pay school fees do not go to school.
 - Sick children do not go to school.
 - Children who live far away do not go to school.
 - Children who work at home do not go to school.
4. Read the key message:
All children have the right to go to school.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.



Session 1 picture

8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Activity 3: Story and Discussion

1. Use the **Esther Talks to the Chief** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

Esther is a girl who wants to go to school. She lives in a camp. Her parents want her to work at home.

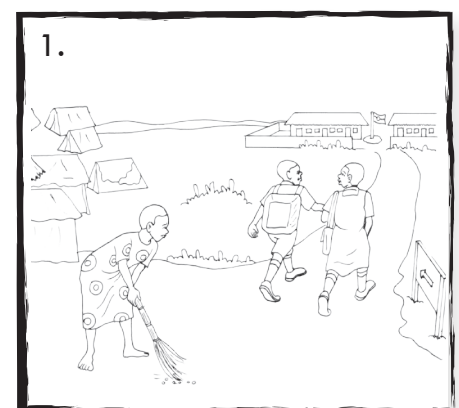
8. Read the story while showing picture 2:

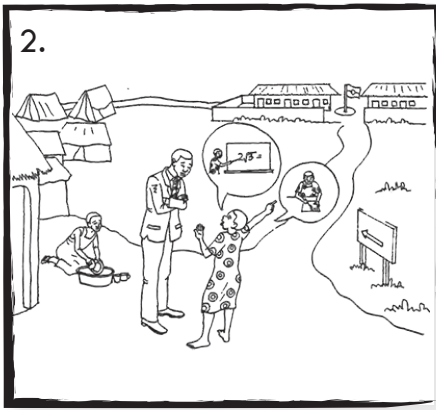
Esther goes to the chief. She tells the chief she wants to go to school. The school has a fence and teachers to look after the learners. It is a safe place for a girl to be.

She tells the chief that the school teaches learners how to stay healthy and safe. The lessons keep her mind busy and teach her to protect herself so she does not

Teaching Ideas for Activity 3:

- Write the story title Esther Talks to the Chief on paper or the blackboard.
- Ask learners to write or draw answers to: Esther feels...



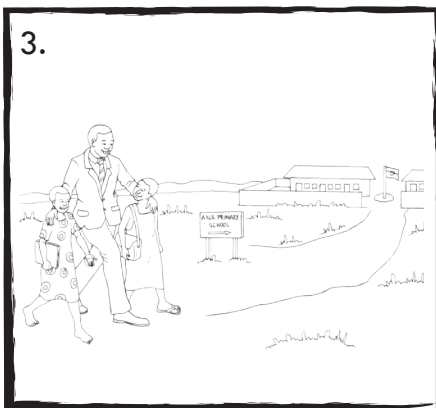


feel afraid. Esther can make new friends and feel like a normal girl again.

She says she can learn to read and write and do maths, which can help her family in a business.

She tells the chief they lost everything in the war. But if Esther is educated she can get a job and help her family. It gives her hope for the future.

9. Read the story while showing picture 3:



The chief listens carefully to Esther. He tells her parents to send Esther to school. He decides to send his daughter to school, too. Both girls are happy and go to school together.

10. Ask:

- Why did the chief send his daughter and Esther to school?

11. Read the key message:

All children have the right to go to school.

12. Repeat with learners.

13. Say the key message along with a music beat.

14. Repeat with learners.

16. Sing the key message.

17. Repeat with learners.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Esther
 - Chief
 - Esther's mother
 - Esther's father
 - Chief's daughter
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 6: Talk About Going to School

1. Put learners into groups of 4.
2. Say:
 - All children have the right to go to school.
 - Some children are not allowed to go to school.
 - School is a safe place.
 - Children get an education at school.
3. Ask learners to think about why it is important to go to school.
4. Ask some learners to tell the class.
5. Repeat each idea aloud.
6. Ask each group to think about the children in their community.
 - Which children are not attending school?
 - What are their names?
 - Why are they not attending school?
7. Ask some learners to tell the class.
8. Read the key message:
All children have the right to go to school.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.

Teaching Ideas for Activity 6:

- Ask learners to write their ideas about getting more children to come to school.
- Make a list of all ideas on the blackboard or on paper.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Friends make you feel happy. (**Agree**)
 - All girls should attend school. (**Agree**)
 - School is a dangerous place. (**Disagree**)
 - Children who have problems hearing or seeing should stay at home. (**Disagree**)
 - All children have the right to attend school. (**Agree**)
 - Lessons keep your minds busy and you learn new things to keep you healthy and safe. (**Agree**)
 - Children should stay at home and work. (**Disagree**)
 - Youth have the right to attend accelerated learning classes (Accelerated Learning Classes are offered to out-of-school learners who would like to catch-up on their education). (**Agree**)
8. Read the key message:
All children have the right to go to school.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.

Activity 8: Visualisation

1. Say:
 - We are going to use our imaginations.
 - Sit comfortably.
 - Close your eyes.

- Think about a good school.
 - The learners are happy. There are good teachers and books and games to play. How do the learners feel?
 - Now imagine you are outside the school.
 - You cannot attend class.
 - You are at home working. How do you feel?
 - I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
 - How do the learners feel at the good school?
 - How do you feel when you cannot go to school?
 3. Say:
 - Open your eyes.
 - Many children want to go to school but cannot.
 - The Government of the Republic of South Sudan wants everyone to go to school.
 - It says children have the right to education. This means that children should go to school and the government will provide enough teachers.
 4. Read the key message:

All children have the right to go to school.
 5. Say the key message to the music beat.
 6. Repeat with learners.
 7. Sing the key message.
 8. Repeat with learners.



Activity 9: Assessment

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 2: Peace

Key Message | Peace is everyone's responsibility.

Important words:

peace: a time when there is no war or fighting

responsibility: duty, something you must do

harmony: agreement, unity

freedom: being able to do what you want without fear

Activity 1: Introduction

1. Say:

- Today we will talk about peace. What do we mean by peace?
- Peace is about the way people act and feel towards each other.
- Peace comes from people.
- Peace is when everyone is calm and safe.
- Peace can be inside of a person, a community or a country.
- Peace means no one is hurt by war.
- Peace is a feeling of harmony.
- Peace is when everyone is free.
- We can all make peace happen by actively being nice to one another.
- Every child has a responsibility to make peace happen, at home, at school and in the community.
- Before, we were talking about feelings. When we are at peace, we feel happy and not scared.
- We can all learn to cope with our feelings so that even when we are upset or stressed, we still stay peaceful towards others.

2. Ask:

- What happens to your body when you feel peaceful?



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 2 picture.

2. Ask:

- What can you see in this picture?
- What are the children doing?
- How do you think the children feel?
- Do the children respect each other?

3. Say:

- Peace protects your rights and freedoms.
- Peace is friendship and respect between different people.
- We can help build peace by taking responsibility for our own actions.



Session 2 picture

4. Read the key message:
Peace is everyone's responsibility.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.

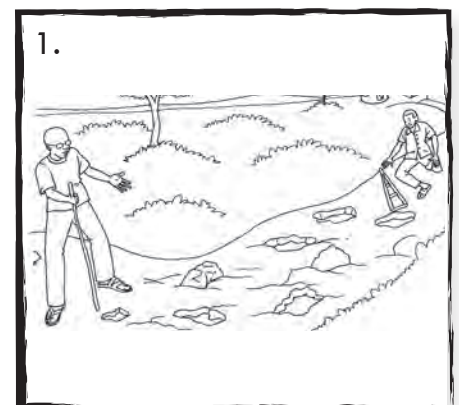


Activity 3: Story and Discussion

1. Use **The Blind Man and the Lame Man** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

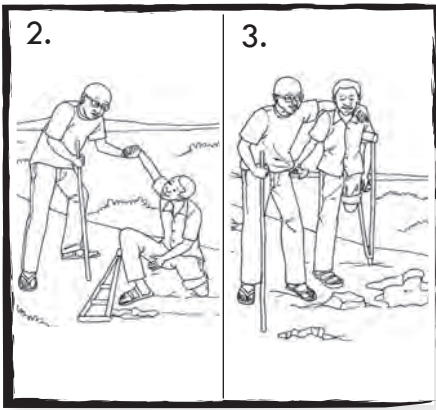
One day, a blind man was walking slowly down the road to the village. It was hard. There were many rocks and holes in the road.

8. Read the story while showing picture 2:
The blind man heard a voice call, "Please help me. I need to go down the road. I am lame. You can walk." The blind man asked, "Why do you ask me to help you? I am blind. I have



Teaching Ideas for Activity 3:

- Write the story title *The Blind Man and the Lame Man* on paper or the blackboard.
- Ask learners to write or draw answers to: *The blind man can...*
The lame man can...
Together the men can...



problems walking down the road without falling down.”

The lame man said, “We can help each other. I have good eyes and you have good legs. We can go down the road together.”

9. Read the story while showing picture 3:

So the blind man helped the lame man stand up. He put his arm around him as the lame man guided him. Together they got to the village.

10. Read the story while showing picture 4:

The blind man’s brother saw him and was surprised. “How did you get down the road?” he asked. The lame man’s son was surprised too. “How did you get down the road?” The two men just smiled.



11. Ask:

- What do we learn from this story?

12. Say:

- We are all good at some things.
- We all have trouble with other things.
- It is good to work together.
- It is good to respect each other’s differences.
- Even if we have a difficulty, we can succeed if we help each other.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Blind man
 - Lame man
 - Blind man's son
 - Lame man's son
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 6: Talk About Going to School

1. Put learners into groups of 4.
2. Ask learners to talk with their group about a place where they feel peaceful and calm. It should be a place where they feel safe and do not have to be scared.
3. Ask some learners to tell the class.
4. Ask learners to talk about how they can make the school more peaceful.
5. Read the key message:
Peace is everyone's responsibility.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.

Teaching Ideas for Activity 6:

Ask learners to draw a peaceful place.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).



Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Peace makes you feel happy. (**Agree**)
 - Peace is a feeling inside of you. (**Agree**)
 - Peace is when everyone is fighting. (**Disagree**)
 - We can make peace by being kind to one another. (**Agree**)
 - There can be peace in our school, community and country. (**Agree**)
 - We are not responsible for making peace. (**Disagree**)
 - Peace is a feeling of calm and harmony. (**Agree**)
 - We all have places where we feel peaceful. (**Agree**)
 - School is a peaceful place. (**Agree**)
8. Read the key message:
Peace is everyone's responsibility.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: Song



We can make things better,
We can make things right,
If we try our best,
To love, and not to fight.
Let's join together,
You and me,
Let's join together in harmony.

1. Sing the song 3 times with body movements from the song.
2. Read the key message:
Peace is everyone's responsibility.
3. Say the key message to the music beat.
4. Repeat with learners.
5. Sing the key message.
6. Repeat with learners.



Activity 9: Assessment

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 3: Conflict

Key Message | Do not fight to solve a problem.

Important words:

conflict: strong disagreement, fight

fight: a battle or dispute

solution: a way to fix a problem



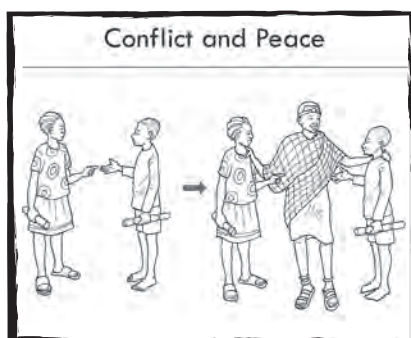
Activity 1: Introduction

1. Say:
 - Today we will talk about conflict. What do we mean by conflict?
 - Conflict is when we fight because we do not agree.
 - Conflict can be with people, communities or countries.
 - We can also be in conflict with ourselves when we are not at peace about something we have done or said.
 - It is hard to be at peace with others if we are not at peace with ourselves.
 - Solving conflict begins with ourselves.
2. Ask:
 - Have you ever had a conflict? What happened?



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 3 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
3. Say:
 - We can find a solution to conflict.
 - A solution is when we agree or when we are at peace, even if we disagree.
 - We do not need to fight to solve a conflict.
 - Instead, we should talk and try to understand each other.
4. Read the key message:
Do not fight to solve a problem.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 3 picture



Activity 3: **Story and Discussion**

1. Tell the following story: **The Cow and the Donkey.**

The farmer has a cow and donkey. He ties a rope to both of them to stop them from walking away. The farmer puts some food on one side for the cow and some food on the other side for the donkey.

The cow and donkey are both hungry. They both pull hard on the rope to reach their food. But they cannot eat.

They talk to each other. “I am hungry,” says the cow. “I am hungry,” says the donkey. But they cannot eat at the same time.

A clever bird tells the cow and donkey, “If you take it in turns to eat, you can both have your food.”

The cow and donkey agree. First, the cow eats, then the donkey eats. By taking turns, both eat their food.

Teaching Ideas for Activity 3:

- Write the story title *The Cow and the Donkey* on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to:
The cow...
The donkey...

2. Ask:
 - What do we learn from this story?
3. Say:
 - We can solve a problem by talking to each other.
 - We can solve a problem by asking others for help.
 - There are many ways to solve problems.
 - We do not need to fight to solve problems.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Farmer
 - Cow
 - Donkey
 - Bird
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

Ask learners to draw their ideas.



Activity 6: Talk About a Conflict

1. Put learners into groups of 4.
2. Ask learners to talk with their group about a conflict from their life and how they solved it.
3. Ask learners how the conflict made them feel.
4. Ask learners how they could have avoided the conflict.
5. Ask some learners to tell the class.
6. Read the key message:

Do not fight to solve a problem.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Conflict is a disagreement between people. (**Agree**)
 - Conflict always leads to a fight. (**Disagree**)
 - Many people solve conflicts without fighting. (**Agree**)
 - Sometimes another person can help solve your problem. (**Agree**)
 - If you do not talk to each other, you can solve the disagreement. (**Disagree**)
 - Talking with each other helps to solve the disagreement. (**Agree**)
8. Read the key message:
Do not fight to solve a problem.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

Activity 8: Game: Picking Mangoes

1. Choose 4 learners.
2. Ask learners to stand in a circle.
3. Learners face outwards with their backs to each other.
4. Learners link arms at the elbows.
5. Place a rock 1 metre in front of each learner.
6. Ask the learners to pick up the rocks as quickly as possible, without letting go of the other learners' elbows and without speaking.

Teaching Ideas for Activity 8:

- If you are inside, move outside.

7. When all of the learners have picked up their rocks, ask:
 - How long did it take everyone to get the rocks?
 - Did you work as a team or individuals?
 - Was there a conflict getting the rocks?
 - How did you solve conflicts?
 - What prevented a conflict?
8. Say:
 - Each learner was trying to reach their own rock.
 - But because their elbows were linked, nobody could move alone.
 - This can lead to a conflict.
 - But if the learners cooperate, they can solve the problem.
 - We can solve problems by talking.
9. Read the key message:

Do not fight to solve a problem.
10. Say the key message to the music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners



Activity 9: Assessment



happy face normal face sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 4: Communication During Disagreements

Key Message | Talk with others to solve a problem.

Activity 1: Introduction

1. Say:
 - Today we will talk about communication when we have a conflict.
 - Conflict is when we fight because we do not agree.
 - Conflict can be with yourself, family, friends, communities or countries.
2. Ask:
 - How do you solve conflicts?

Important words:

argue: to disagree or quarrel

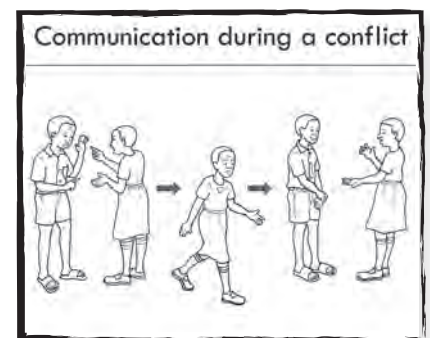
explain: to help someone understand

suggest: to tell someone what you think is a good idea



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 4 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
3. Say:
 - We can find a solution to conflict.
 - At first the children are arguing.
 - Then they take time to explain.
 - Explaining is when we talk about our feelings and behaviour.
 - We do not need to fight to solve a conflict.
4. Read the key message:
Talk with others to solve a problem.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 4 picture

Teaching Ideas for Activity 3:

- Write the story title Father and Son Solve a Conflict on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Mr. Deng felt... Garang felt...



Activity 3: Story and Discussion

1. Tell the following story: **Father and Son Solve a Conflict.**

Mr. Deng is angry with his son, Garang, because he never does his homework. Tonight, Garang is out with his friends. When Garang returns home, Mr. Deng and Garang have an argument. They are both feeling very angry. They shout at each other.

The next day, Mr. Deng asks the head teacher, Mr. Ibso, what he should do. The head teacher advises Mr. Deng to talk with Garang. He should be a good listener and look at both sides of the argument. When he talks with Garang he should explain how he feels and give reasons. He should also suggest a way to solve the problem.

Garang returns home late at night. His father is waiting for him. He says, "When you don't do your homework, I feel angry. I want you to succeed at school because I never went to school."

Garang looks surprised, “Oh, you want me to do well at school?” he asks.

“Yes, I want you to finish your homework before you see your friends so that you succeed at school,” his father replies.

“I understand, father. But it is easier to study with my friends. They help me when I don’t understand.”

“Okay,” says his father, “Let’s agree you can study with your friends. When you return you can show me your homework. Then I know you are studying.”

“I will show you my homework when I get home. Then you will be happy to see I am studying hard,” says Garang. Both the father and son are happy.

2. Ask:

- How did father and son solve their conflict?

3. Say:

- They talked to each other.
- They were both good listeners.
- They explained their feelings and behaviour.
- They suggested a solution to the problem.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 3.
2. Ask each learner to take a role from the story:
 - Mr. Deng
 - Garang
 - Head teacher, Mr. Ibsa
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

Ask learners to draw a chart to illustrate L2IBSA.



Activity 6: Talk About Good Communication During a Conflict

1. Put learners into groups of 4.
2. Ask learners to think about the story **Father and Son Solve a Conflict**.
3. Ask learners to talk about how Mr. Deng and Garang solved the problem. Who did they ask for help?
4. Ask some learners to tell the class.
5. Say:
 - They are good listeners and take turns.
 - They look at both sides of the argument.
 - Mr Deng says "I", not "You". He says "I feel angry" to explain how he feels without blaming Garang. Saying "you made me angry" can cause more conflict.
 - Mr Deng gives a reason for his anger. He makes the reason positive and does not blame Garang. For example, he says, "I want you to do well at school."
 - They suggest ways to solve the problem.
 - They agree on a solution.
6. To help us remember the steps to resolve an argument, remember **L2IBSA or listen to Ibsa**.
 - L = Listen: Be good listeners and take turns.
 - 2 = 2 sides: Look at both sides of the argument.
 - I = "I" not "You." Say, "I feel angry," not "YOU made me angry."
 - B = "Because..." Give a reason for your feelings.
 - S = Suggest ways to solve the problem.
 - A = Agree on a solution.
7. Read the key message:
Talk with others to solve a problem.

8. Repeat with learners.
9. Say the key message along with a music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 7: **Agree / Disagree**



1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
 - Conflict is a disagreement between people. (**Agree**)
 - Our behaviour in an argument can make it better or worse. (**Agree**)
 - If we blame others and do not listen, the argument can become worse. (**Agree**)
 - Giving reasons for how you feel is an important step in solving a conflict. (**Agree**)
 - Ignoring the other person in the argument solves the problem. (**Disagree**)
 - It is important to listen carefully to understand the other person in an argument. (**Agree**)
 - Only one person in an argument can make suggestions about how to solve the problem. (**Disagree**)
5. Read the key message:
Talk with others to solve a problem.
6. Say the key message to the music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

Teaching Ideas for Activity 8:

Write out L2IBSA on the blackboard or with pen and paper.

Activity 8: Practice: L2IBSA

1. Say:
 - There are steps to help us solve our problems.
 - We can remember the steps by saying L2IBSA or listen to lbsa.
 - To help us remember the steps to resolve an argument, remember L2IBSA
 - L is for Listen: Be good listeners and take turns.
 - 2 is for 2 sides: Look at both sides of the argument.
 - I is for "I" not "You": Say, "I feel angry," not, "YOU made me angry."
 - B is for "Because...": Give a reason for your feelings.
 - S is for Suggest ways to solve the problem.
 - A is for Agree on a solution.
2. Put learners into groups of 2.
3. Ask learners to pretend that one learner stole the other learner's shoe and they are having an argument.
4. Ask learners to solve their problem using L2IBSA.
5. After learners have solved their problem, ask:
 - What was easy about using L2IBSA?
 - What was hard about using L2IBSA?
6. Read the key message:
Talk with others to solve a problem.
7. Say the key message to the music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners



Activity 9: Assessment



happy face normal face sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 5: Peer Pressure

Key Message | Respect the choices of other people.

Activity 1: Introduction

1. Say:
 - Today we will talk about peer pressure.
 - Peer pressure is when someone else wants us to do something that we do not want to do.
 - We can always choose to do something or not to do something.
 - We are responsible for our choices.
2. Ask:
 - Can you think of any examples of peer pressure?



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 5 picture.
2. Ask:
 - What can you see in these pictures?
 - What are the children doing?
 - How do you think the children feel?
3. Say:
 - We all face peer pressure and we can all be vulnerable.
 - Peer pressure can be very strong.
 - It can change our feelings and our decisions.
 - Peer pressure can lead to risky behaviour.
 - Risky behaviour puts us in danger.
 - Risky behaviour can be stealing, using drugs, drinking alcohol or having sex.
 - We are responsible for our choices.
4. Read the key message:
Respect the choices of other people.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.

Important words:

respect: to treat someone with kindness, to honour someone

choice: a decision you make

vulnerable: when you are at risk

risky: involving chance or danger

peer: someone who is about your same age



Session 5 picture

Teaching Ideas for Activity 3:

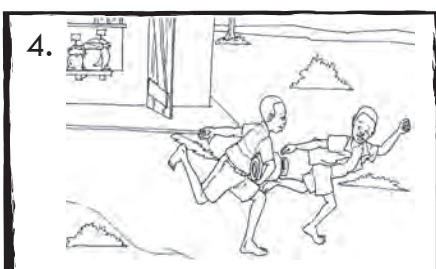
- Write the title of the story Dem Cannot Say No on paper or the blackboard.
- Ask learners to write or draw answers to: Dem can't say no because...



Activity 3: Story and Discussion

1. Use the **Dem Cannot Say No** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

These are 2 friends, Samuel and Dem. Dem likes to play football and read. Samuel also likes to play football. He is good at football. He also likes sweets.



8. Read the story while showing picture 2:

One day after school, the boys pass a shop. Some sweets are at the front. The shopkeeper is busy at the back of the shop.

9. Read the story while showing picture 3:

Samuel wants some sweets. He tells Dem to go and take some sweets. The shopkeeper would not see. The sweets would taste delicious. Dem hesitates.

10. Read the story while showing picture 4:

Samuel says that Dem cannot be his friend unless he takes the sweets. Dem takes the sweets.

11. Ask:

- What pressure did Dem face?
- Was Dem happy with his choice?
- What risk did Dem take?
- What might happen next?

Say:

12. Now tell the story **Susan Says No**.

Susan walks home after school by herself. Every day, she passes a small shop.

Every day the shopkeeper, Mr. Maker, looks at Susan and says she looks beautiful.

One day, Mr. Maker is outside the shop. He tells Susan she is beautiful. He says he wants her to come inside so he can give her a gift. Susan thinks carefully. She will be on her own with Mr. Maker and he keeps looking at her body. He may try to touch her.

Susan looks directly at Mr. Maker. In a strong voice she says, "No, I don't want to come inside." Mr. Maker comes closer and tries to touch Susan. Susan is calm. She says, "Mr. Maker I do not want to come inside. I do not like the way you look at me and I want you to stop."

Teaching Ideas for Activity 3:

- Write the story title Susan Says No on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Susan can say no because...

Mr. Maker is surprised. He is a rich man and many girls come inside the shop. Susan walks home. She feels proud that she said no to Mr. Maker.

12. Ask:

- What did Susan do to help her say no?

13. Say:

- She thought about what would happen if she agreed to go inside the shop.
- She used a strong voice.
- She looked directly at the person.
- She was calm and serious.
- She thought about what to say before she spoke.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 2.
2. Ask each learner to take a role from the story:
 - Susan
 - Mr. Maker
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

Ask learners to draw a time they faced peer pressure.



Activity 6: Talk About Peer Pressure

1. Put learners into groups of 4.
2. Ask learners to talk about a time when they faced peer pressure.
3. Ask some learners to tell the class.
4. Read the key message:

Respect the choices of other people.

5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Conflict is a disagreement between people. (**Agree**)
 - Peer pressure can make us do risky things. (**Agree**)
 - Learn to say no and make your own choices. (**Agree**)
 - Choose your friends carefully. (**Agree**)
 - It is better to steal than lose your friend. (**Disagree**)
 - A true friend will respect your choices. (**Agree**)
 - It is hard to say no to powerful people. (**Agree**)
 - It is important to make your own choices, even with powerful people. (**Agree**)
7. Read the key message:

Respect the choices of other people.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

Teaching Ideas for Activity 8:

Ask learners to draw their ideas about saying no to peer pressure.



Activity 8: Practice: Saying No to Peer Pressure

1. Say:
 - It is helpful to practice saying no to peer pressure.
2. Put learners into groups of 2.
3. Ask learners to pretend that one learner is pressuring the other learner to steal a sweet.
4. Ask learners to practice saying no.
5. Ask learners to switch roles.
7. Read the key message:
Respect the choices of other people.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 9: Assessment



happy face



normal face



sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

MODULE 3

PROTECTION



South Sudan Teachers' Code of Conduct for Emergency Situations:

The Code of Conduct emphasises how education can protect children and youth. By providing a protective learning environment, education can be both life-sustaining and life-saving.

Teachers must, wherever possible, try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety. Teachers must promote a protective and positive learning environment however possible, being aware of risks in the area and responding to or reporting security dangers.

Session 1: Protection When Going to School

Key Message | Stay together when you travel.

Important words:

safety: being free from danger

plan: action you are going to take

travel: to go from place to place

Activity 1: Introduction

1. Say:
 - Today we will talk about being safe when we go to school.
 - Safety is when we are protected.
 - Safety is when we do not feel scared.
 - We can practice being safe as we go to school.
2. Ask:
 - How do you feel when you go to school?



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 1 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
3. Say:
 - The children are walking in a line.
 - We walk in lines so landmines do not hurt us.
 - The path where people walk is safe but the sides of the path may not be safe.
 - The small child is in front and the older children are behind.
 - If something happens, the older children can see the small children in front and help them.
4. Say:
 - Walking in a line is one way to be safe.
 - Walking with older children behind smaller children is another way to be safe.
5. Ask:
 - Do you know any other ways to be safe?
6. Read the key message:
Stay together when you travel.



Session 1 picture

7. Repeat with learners.
8. Make up a music beat using hands and feet.
9. Read the key message to the beat.
10. Repeat with learners.
11. Create a song using the key message with learners.
12. Repeat with learners.



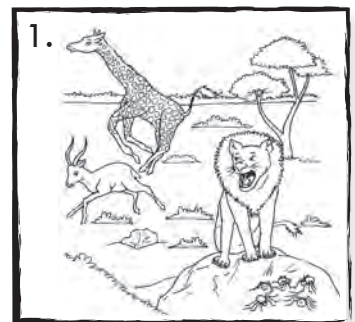
Activity 3: Story and Discussion

1. Use the **Spiders' Surprise** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

A lion was scaring the animals in the forest. He was angry and hurting the other animals. When the lion roared, all the animals were afraid. Even the fast giraffes were afraid.

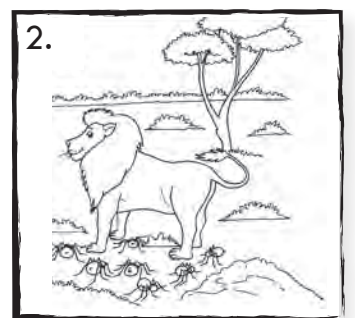
Teaching Ideas for Activity 3:

Write the story title Spiders' Surprise on paper or the blackboard.



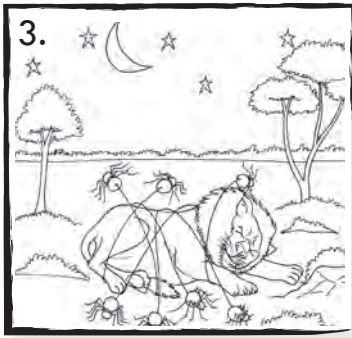
8. Read the story while showing picture 2:

But the very small spiders were not afraid. The lion was not interested in them. The spiders were worried about the other animals. They made a plan.



9. Read the story while showing picture 3:

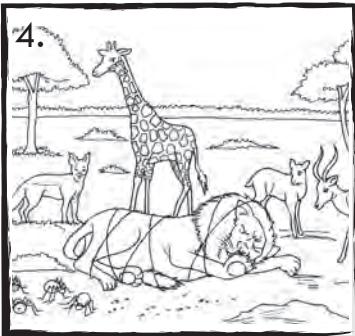
On the night of the crescent moon, all the spiders made a



circle around the lion. Then the spiders spun their webs and tied up the lion.

10. Read the story while showing picture 4:

When the lion woke up he could not move. The spiders called the other animals. The animals were surprised and happy. All the animals said, “Little spiders, thank you. Together you have done something that we big animals could not do.”



11. Ask:

- What do we learn from this story?

12. Say:

- Many small spiders can stop a lion when they work together.
- We can help each other be safe.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 8.
2. Ask each learner to take a role from the story:
 - Lion
 - Giraffe
 - Spider (5)
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.



Activity 6: Talk About Safety

1. Put learners into groups of 4.
2. Ask learners to talk with their group about how to travel safely.
3. Ask some learners to tell the class.
4. Read the key message:
Stay together when you travel.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 6:

Ask learners to draw safe ways to travel to school.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
 - Walk on your own to school. **(Disagree)**
 - Working together makes us stronger. **(Agree)**
 - Only walk on well-used paths. **(Agree)**
 - Walk carefully on overgrown paths. **(Disagree: Don't walk on over ground paths at all. There may be landmines. Even if you walk carefully you can touch one.)**
 - Do not walk on overgrown paths as there may be landmines. **(Agree)**
 - Older children should walk in front. **(Disagree)**
 - Small children should walk in front. **(Agree)**
 - If something happens, the older children can help small children. **(Agree)**
5. Read the key message:
Stay together when you travel.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

6. Say the key message to the music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Activity 8: **Song**



Verse 1

If you are happy and you know it clap your hands,
If you are happy and you know it clap your hands,
If you are happy and you know it and you really want to show it,
If you are happy and you know it clap your hands.

Verse 2

If you are happy and you know it click your fingers,
If you are happy and you know it click your fingers,
If you are happy and you know it and you really want to show it,
If you are happy and you know it click your fingers.

Verse 3

If you are happy and you know it stamp your feet,
If you are happy and you know it stamp your feet,
If you are happy and you know it and you really want to show it,
If you are happy and you know it stamp your feet.

1. Sing: **If You Are Happy and You Know It.**
2. Sing the song 3 times with the body movements from the song.
3. Read the key message:
Stay together when you travel.
4. Say the key message to the music beat.
5. Repeat with learners.
6. Sing the key message.
7. Repeat with learners.



Activity 9: **Assessment**

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 2: Protection at School

Key Message | Violence is not acceptable at school, home or in the community.

Important words:

violence: actions that cause pain or harm

rules: laws or directions that guide behaviour

physical: happening in your body

psychological: happening in your mind or heart

discipline: to punish or correct

Activity 1: Introduction

1. Say:
 - Today we will talk about being safe at school. What do we mean by safety?
 - Safety is when we are protected.
 - Safety is when we do not feel scared.
 - We can practice being safe at school.
2. Ask:
 - How do you feel at school?



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 2 picture.
2. Ask:
 - What can you see in this picture?
 - What are the children doing?
 - How do you think the children feel?
3. Say:
 - At all schools, there are rules that teachers have to follow. This is called a code of conduct.
 - These rules keep children safe.
 - One rule says that teachers must not treat learners badly.
 - Teachers are not allowed to hurt learners' minds or bodies.
 - If a teacher hurts you, report it to another adult.
4. Read the key message:
Violence is not acceptable at school, home or in the community.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 2 picture



Activity 3: Story and Discussion

1. Use the **John Feels Bad** picture story.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

John and his family had to leave their village because of fighting. They went far away. The family lived in one small room. John's father did not have a job. He had no money. He could not buy food.

8. Read the story while showing picture 2:

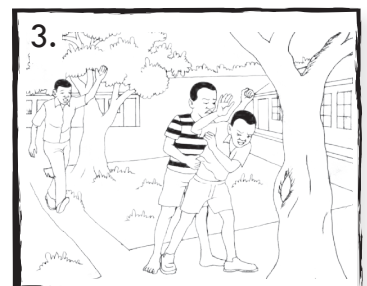
John's father was angry all the time. When John came back from school, his father would get angry and hit him. It happened many times.

9. Read the story while showing picture 3:

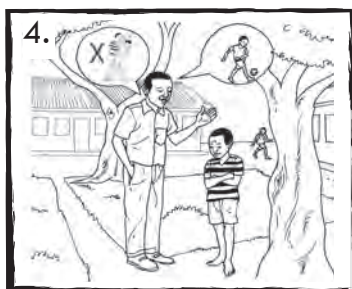
At school, John was sitting in the compound. A smaller boy came nearby. John hit him and told him to go away.

Teaching Ideas for Activity 3:

- Write the story title John Feels Bad on paper or the blackboard.
- Ask learners to write or draw answers to: I feel safe when my teacher...



10. Read the story while showing picture 4:



The teacher came to see John. He asked John how he was feeling. The teacher listened to John talk about his problems. The teacher understood John's problems. He said that if John felt angry, he should play football, not hit small children. John went to play football. At the end of the game, he felt better.

11. Ask:

- Why do you think John hit the boy?

12. Say:

- John was hungry.
- John had lost his home.
- John was feeling sad.
- He was feeling angry at his father for hitting him.
- Instead of talking about his feelings, he hit a small boy.

13. Ask:

- How can we help John?

14. Say:

- Listen to John.
- Help him to talk about his problems.
- Ask the teacher to help.
- Play sports with John.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - John
 - John's father
 - John's teacher
 - Smaller boy
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 6: Talk About Our School

1. Put learners into groups of 4.
2. Ask learners to talk with their group about their safety at school.
3. Ask some learners to tell the class what makes their school safe.
4. Ask some learners to tell the class what makes their school unsafe.
5. Read the key message:
Violence is not acceptable at school, home or in the community.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.

Teaching Ideas for Activity 6:

Ask learners to draw a safe school.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Teachers should physically punish you. (**Disagree**)
 - Teachers have a code of conduct that guides them on how to protect children. (**Agree**)
 - You feel happy when a teacher says you have done well. (**Agree**)
 - A teacher can be disciplined if they break the code of conduct. (**Agree**)
 - When someone hits a person for no reason, try to understand them and help them. (**Agree**)
 - Violence at school is okay. (**Disagree**)
 - All children should feel safe at school. (**Agree**)
8. Read the key message:
Violence is not acceptable at school, home or in the community.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: **Visualisation**

1. Ask learners to sit on the floor in the shape of a circle.
2. Say:
 - We are going to think about things that have happened to us.
 - Sit comfortably.
 - Close your eyes.
 - Think about a time when someone hit you or beat you.
 - Think about how you felt.
 - Keep your eyes closed.
 - Now think about a time your mother or father told you they love you.
 - Think about how you felt.
 - Think about a time your teacher said you did well.
 - Think about how you felt.
 - Take a deep breath in and out.
 - Slowly open your eyes.

3. Ask:
 - How did you feel when someone beat you?
 - How did you feel when your mother or father told you they love you?
 - How did you feel when your teacher said you did well?
4. Say:
 - If a person treats you badly, hits you or uses unkind language toward you, it makes you feel angry.
 - You may not want to be with that person or in that place.
 - If the person shows love and says nice things to you, it makes you feel happy and want to be with the person.
5. Read the key message:

Violence is not acceptable at school, home or in the community.
6. Say the key message to the music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 9: Assessment

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 3: Protection in an Emergency

Key Message | School is a safe place for children.

Important words:

emergency:
when something serious, dangerous and unexpected happens



Activity 1: Introduction

1. Say:
 - Today we will talk about being safe during an emergency. What is an emergency?
 - An emergency is when something bad, scary or sad happens.
 - School is a safe place for children.
 - We can help each other be safe during emergencies.
2. Ask:
 - How do you feel during an emergency?



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 3 picture.
2. Ask:
 - What can you see in this picture?
 - Is the school safe? Why?
3. Say:
 - It has a fence.
 - There is no fire nearby.
 - It is a healthy and safe place.
4. Read the key message:
School is a safe place for children.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 3 picture



Activity 3: **Story and Discussion**

1. Tell the following story: **The Fire.**

Mary, the food seller, is hot. She sits near the school in the shade. A dog runs past and knocks her fire. The fire spreads to the roof of the school.

Madam Mabor, the teacher, sees the fire. She tells the children to stay calm. She shouts, “Fire! Fire!” as loud as she can. She tells the children to walk to the football field in groups. Madam Mabor sends one boy to tell the head teacher. She picks up the attendance register and walks after the children.

At the football field, Madam Mabor checks everyone is present. She tells the learners they will stay there until the fire is put out. Everyone is safe.

2. Ask:

- What did Madam Mabor do to keep the learners safe?

3. Say:

- She told the learners to stay calm.
- They walked to a place where everyone can gather.
- She took the attendance register.
- She sent a message to the head teacher.
- Everyone stayed until it was safe.

Teaching Ideas for Activity 3:

- Write the story title *The Fire* on paper or the blackboard.
- Ask learners to draw the story.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 8.
2. Ask each learner to take a role from the story:
 - Mary
 - Madam Mabor
 - Dog
 - Learners (5)
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.
5. Say:
 - It is important to practice what to do in an emergency.
 - An emergency can happen any time and in any place.

Teaching Ideas for Activity 6:

Ask learners to draw a place they feel safe.



Activity 6: Talk About Safety in Emergencies

1. Put learners into groups of 4.
2. Ask learners to talk with their group about ways to be safe during an emergency.
3. Ask some learners to tell the class.
4. Read the key message:
School is a safe place for children.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - A safe school does not need a fence, latrine or clean compound. (**Disagree**)
 - Agree on a place to gather in an emergency. (**Agree**)
 - Stay calm in an emergency. (**Agree**)
 - If there is a fire, run. (**Disagree**)
 - In an emergency, listen to your teacher. (**Agree**)
8. Read the key message:
School is a safe place for children.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

Activity 8: Demonstration: Stop, Drop, Roll and Move

1. Say:
 - A fire can be very dangerous.
 - When there is a fire at school, home, or the bush, we must stay far away.
 - If you go close to the fire, your clothes may catch on fire.
 - Then you must stop, drop, roll and move away.

2. Say each word and show learners the action.
 - STOP: Stop what you are doing.
 - DROP: Drop to the ground and cover your face.
 - ROLL: Roll back and forth until the fire goes out.
 - MOVE: Move away from the fire.
3. Show the class how to stop, drop, roll and move again.
4. Put learners into groups of 2.
5. Ask them to practice stop, drop, roll and move together.
6. Say:
 - Do not run if your clothes are on fire.
 - Running will only make the fire burn faster.
 - Rolling in the dirt will stop the fire.
7. Read the key message:

School is a safe place for children.
8. Say the key message to the music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 9: Assessment



happy face normal face sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 4: Landmines

Key Message | Play in a safe place.

i Activity 1: Introduction

1. Say:
 - Today we will talk about landmines. Who knows what a landmine is?
 - Landmines are made by people and placed in the soil or in vegetation.
 - They can kill or injure people and animals.
 - Landmines are not safe.
 - We must learn how to stay away from landmines.
2. Ask:
 - Have you ever seen a landmine?

Important words:

landmine: an explosive device placed under the ground

explode: to suddenly break open

path: a narrow road or way

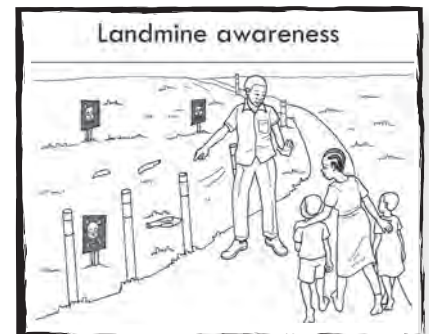
strange: not known

sign: a mark or symbol



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 4 picture.
2. Ask:
 - What can you see in this picture?
 - Where should the children walk?
3. Ask:
 - What does a white skull on a red background mean?
4. Say:
 - The red sign with white skull and cross bones means there are landmines.
 - Stay out of the area.
 - Never walk there, even if it is a short way to get home.
5. Ask:
 - What do the red and white stones mean?
6. Say:
 - White painted stones mean it is safe.
 - Red stones mean it is not safe.
 - Sometimes paths have stones painted half white and half red.
 - The red side is dangerous and the white side is safe.



Session 4 picture

7. Read the key message:
Play in a safe place.
8. Repeat with learners.
9. Make up a music beat using hands and feet.
10. Read the key message to the beat.
11. Repeat with learners.
12. Create a song using the key message with learners.
13. Repeat with learners.

Teaching Ideas for Activity 3:

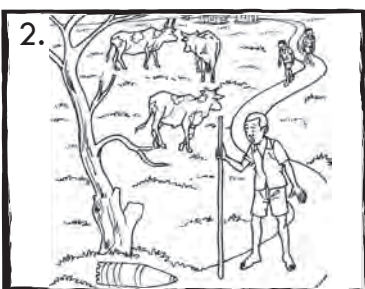
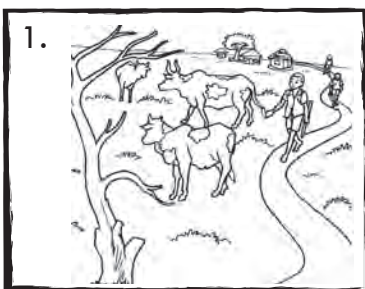
- Write the story title Francis and the Landmine on papers or the blackboard.
- Ask learners to write or draw answers to: I stay safe when I...



Activity 3: Story and Discussion

1. Use the **Francis and the Landmine** picture story.
2. Show the first picture.
3. Ask:
 - What is happening in the picture?
 - What will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Repeat with each picture.
7. Now read the story while showing picture 1:

Francis was looking after the
COWS.



8. Now read the story while showing picture 2:

He was walking toward some trees. He looked down and saw a strange object in the ground. He looked carefully. Francis remembered what his teacher said: "If you see a strange object, do not touch it. It might be a landmine."

9. Read the story while showing picture 3:

Francis was afraid. But again he remembered what his

teacher said. He raised both hands in a stop sign and shouted, “Landmine, landmine!” His friends saw his hands – they knew they should not go toward Francis. They went to the village to get help.



10. Read the story while showing picture 4:

Francis stood still. He knew there might be other landmines around. After some time, a man from the Mines Advisory Group arrived. He checked the area around Francis. He took Francis back on a path that was safe.



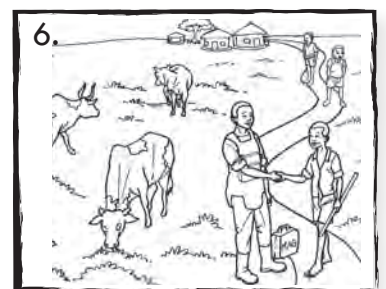
11. Read the story while showing picture 5:

Then the man made a small pile of stones near the place of the landmine. When he returned, he would put a red sign with skull and crossbones.



12. Read the story while showing picture 6:

The man told Francis he had been brave. He had done the correct thing when he found the landmine. Francis felt proud that he had learnt from his teacher.



13. Ask:

- What did Francis do after he saw the strange object?

14. Say:

- He did not touch it.
- He raised both hands in a stop sign and shouted "landmine!"
- He stood still and waited to be rescued.

15. Ask:

- What did the man do when he found the landmine?

16. Say:

- He marked the place with a pile of stones.
- He put a red sign with skull and crossbones.
- The international warning signs for landmines are a red sign with skull and crossbones, red stones or landmine tape.
- Local signs are piles of stones, crossed sticks, knotted grass or thorns or sticks pushed into trees.
- If you see any of these signs, it means there are landmines there.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Francis
 - Man
 - Friends (2)
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.



Activity 6: Talk About What to Do When There Is a Landmine

1. Put learners into groups of 4.
2. Ask learners to talk with their group about what to do if there is a landmine.
3. Ask some learners to tell the class what makes their school safe or unsafe.
4. Read the key message:
Play in a safe place.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 6:

Ask learners to draw a landmine warning sign.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Landmines can be buried in the soil. **(Agree)**
 - Landmines can be in trees or bushes. **(Agree)**
 - Landmines are safe to touch. **(Disagree)**
 - Never touch a landmine. **(Agree)**
 - Unexploded bombs and shells are safe to touch. **(Disagree)**
 - When you see a landmine, run and tell the village. **(Disagree: Stand still and shout for help.)**
 - When you see a landmine, make a stop sign and shout, "Landmine, landmine!" **(Agree)**

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

- When you see a landmine, stand still and wait until you are rescued. **(Agree)**
- It is safe to walk down unused paths. **(Disagree)**
- It is okay to take a shortcut though an area marked with red signs with skull and crossbones. **(Disagree)**

8. Read the key message:

Play in a safe place.

9. Say the key message to the music beat.

10. Repeat with learners.

11. Sing the key message.

12. Repeat with learners.



Activity 8: Assessment



happy face



normal face

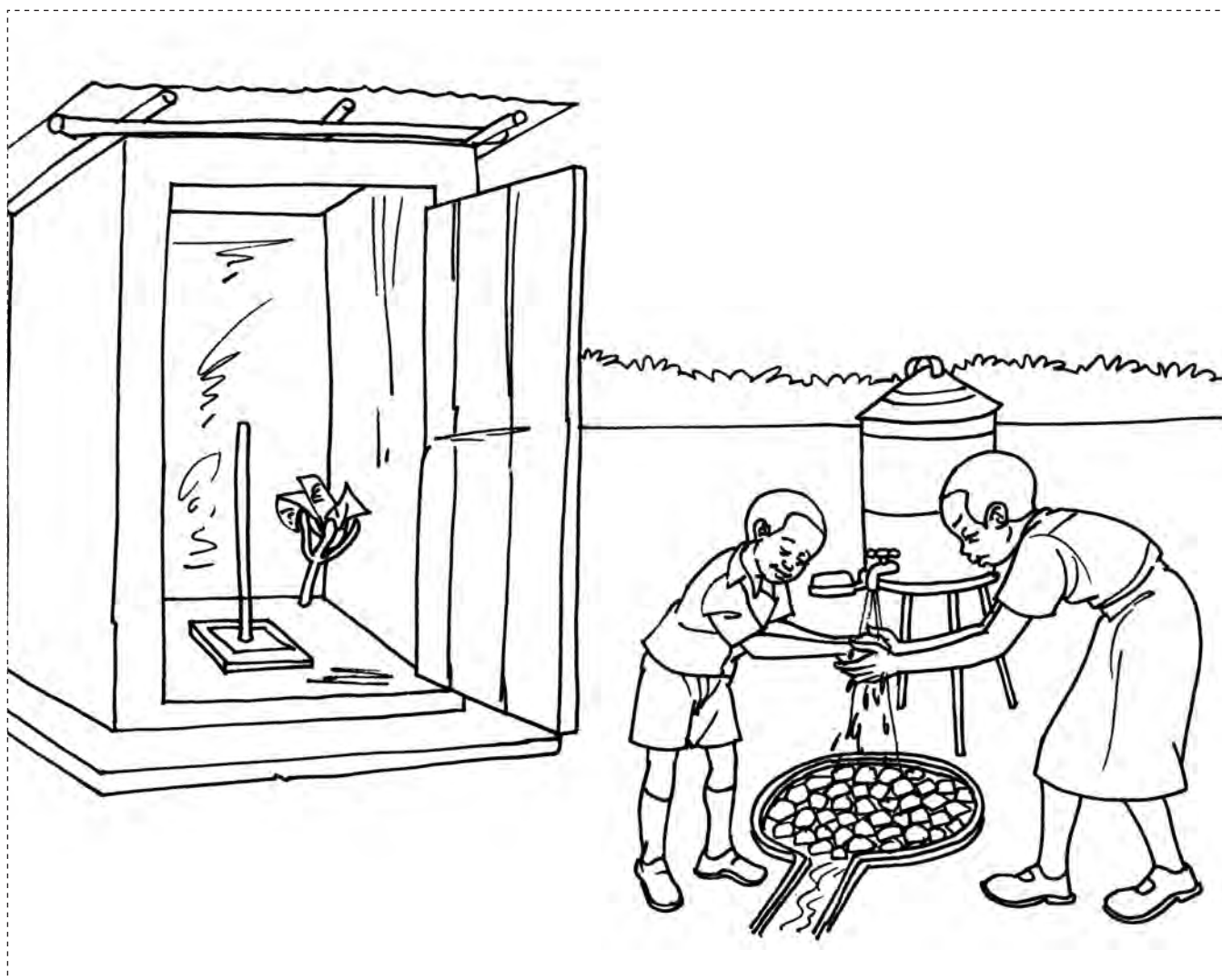


sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

MODULE 4

HEALTH



South Sudan Teachers' Code of Conduct for Emergency Situations:

The Code of Conduct emphasises how teachers play a key role in providing essential information through teaching children and youth health and hygiene practices that can reduce the risk of death, physical harm and disease, especially in times of emergencies.

It is important that the teacher is a role model and demonstrates healthy behaviours. Teachers must provide basic information about emergency health risks and life skills. Teachers must promote a protective and healthy learning environment however possible, being aware of risks in the area and responding to or reporting health dangers.

Session 1: Hand Washing

Key Message | Wash your hands with soap and clean water.

Important words:

wash: to make something clean with soap and water

germs: a very small living creature that cannot be seen by the naked eye that causes sickness

hygiene: keeping your body or the environment clean and healthy

clean: not dirty

Activity 1: Introduction

1. Say:
 - Today we will talk about hand washing.
 - We wash our hands to keep them clean.
 - When our hands are clean, we do not pass germs.
 - When our hands are clean, we do not get sick.
 - Let's learn about how to keep our hands clean.
2. Ask:
 - Are your hands clean right now?



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 1 picture.
2. Ask:
 - What can you see in this picture?
 - What is the girl doing?
 - What is the boy doing?
3. Read the key message:
Wash your hands with soap and clean water.
4. Repeat with learners.
5. Make up a music beat using hands and feet.
6. Read the key message to the beat.
7. Repeat with learners.
8. Create a song using the key message with learners.
9. Repeat with learners.



Session 1 picture



Activity 3: Story and Discussion

1. Use **The Boy Who Never Washed His Hands** picture story.
2. Show the first picture.
3. Ask:
 - What is happening in the picture?
 - What will happen next?
4. Show the next picture.

5. Ask the questions again.
6. Repeat with each picture.
7. Now read the story while showing picture 1:

Chol and Abdu are friends. They like to play outside. Chol likes to play with dirt near the river. Abdu likes to watch the birds in the water.

8. Read the story while showing picture 2:

Chol has a sister called Esther. Esther calls Chol and Abdu to eat. Chol is very hungry. He starts to eat. Abdu is hungry too, but before eating he washes his hands with soap. They all enjoy the food.

9. Read the story while showing picture 3:

Later, Chol is holding his stomach. He feels sick. He runs to the latrine many times.

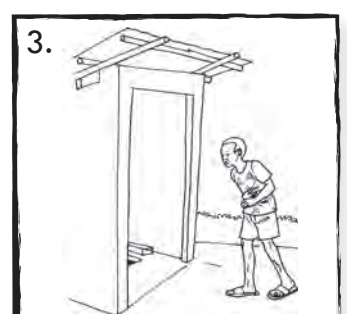
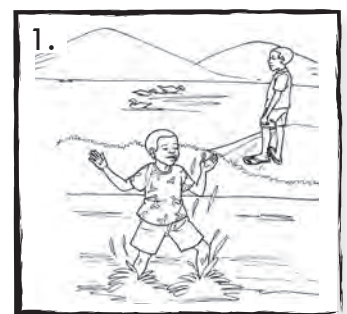
10. Read the story while showing picture 4:

Esther and Abdu help Chol. They wash his hands and face with soap and clean water. They clean all the dirt off. They give him clean water to drink.

Abdu tells Chol that he eats his food with dirty hands. The dirt

Teaching Ideas for Activity 3:

- Write the story title The Boy Who Never Washed His Hands on paper or the blackboard.
- Ask learners to write or draw answers to: I wash my hands before... I wash my hands after...





has germs and faeces in it. This made Chol sick.



11. Read the story while showing picture 5:

Abdu washes his hands with soap and clean water before he eats, so he does not get sick. Abdu also washes his hands with soap and water after going to the latrine.

Chol promises to wash his hands with soap and water before he eats any food.

10. Ask:

- Why did Chol get sick?

11. Say:

- Chol did not wash his hands with soap and clean water. When should we wash our hands?
- Wash your hands with soap and clean water.
- Wash them before and after eating.
- Wash them before and after using the latrine.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



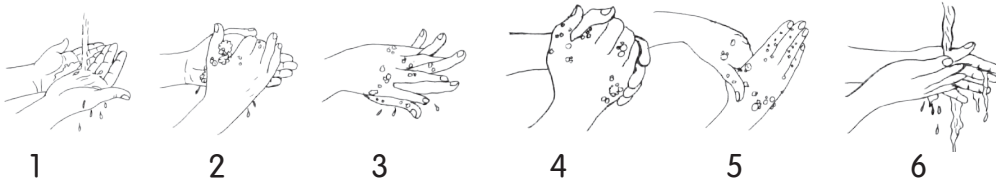
Activity 5: Role Play

1. Put learners into groups of 3.
2. Ask each learner to take a role from the story:
 - Abdu
 - Chol
 - Esther

3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Activity 6: Demonstration: Hand Washing

1. Use the pictures below to show learners how to wash their hands.



2. Repeat steps, asking the learners to copy your actions.

3. Ask:

- Why should everyone wash their hands with soap and water?

4. Say:

- During the day, we shake hands with people. We touch things. We go to the latrine and we pick up germs.
- Germs make us sick.
- The way to remove germs is to wash your hands with soap and clean water.
- If there is no soap, use ash or sand.
- Washing your hands is good hygiene.
- Wash hands before and after eating.
- Wash hands before and after using the latrine.
- Wash hands before preparing food.
- Wash hands after cleaning a baby's bottom.
- Hygiene is when we are healthy and do not have germs that can make us sick.

5. Read the key message:

Wash your hands with soap and clean water.

6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.

Steps:

- 1 Wet hands.
- 2 Soap (20 seconds.)
- 3 Wash backs of hands, fingers interlaced.
- 4 Wash palms and wrist.
- 5 Wash fingers, thumbs and under finger nails.
- 6 Rinse.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Dirty hands can make you sick. (**Agree**)
 - Washing your hands in the morning will keep you healthy. (**Disagree**)
 - It is important to wash your hands many times during the day, especially after going to the toilet or playing in dirt. (**Agree**)
 - Always wash your hands after going to the toilet. (**Agree**)
 - Dirt does not make you sick. (**Disagree**)
 - Dirt has many germs in it that can make you sick. (**Agree**)
 - Use soap when you wash your hands. (**Agree**)
 - Dirty nails cannot make you sick. (**Disagree**)
 - Having dirt under your nails can spread germs, which can make you sick. (**Agree**)
 - Always wash your hands before you eat. (**Agree**)
 - Always wash your hands before cleaning a baby's bottom. (**Agree/Disagree: It is also important to wash your hands after cleaning a baby's bottom**)
 - Always wash our hands before you feed a baby. (**Agree**)
8. Read the key message:
Wash your hands with soap and clean water.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Activity 8: Song

1. Sing: **The Hand Washing Song.**



Lather with soap,
Rub your palms together,
Now the backs
Of your hands,
Between your fingers,
Cleaning inside them,
Now the thumbs,
Clean your nails.



2. Sing the song with the learners 3 times.
3. Read the key message:
Wash your hands with soap and clean water.
4. Say the key message to the music beat.
5. Repeat with learners.
6. Sing the key message.
7. Repeat with learners.



Activity 9: Assessment

1. Put learners in groups of 2
2. Ask each group of 2 learners to talk about the following questions
 - What things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 2: Flies and Diarrhoea

Key Message | Practice healthy behaviour to prevent sickness.

Important words:

rubbish:
garbage, things you do not want

faeces: waste from the anus

wipe: to clean by rubbing

infection:
sickness caused by germs

trachoma:
sickness in the eye



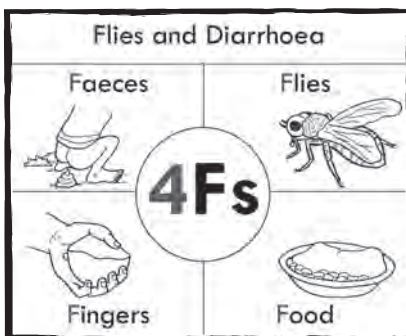
Activity 1: Introduction

1. Say:
 - Today we will talk about flies and diarrhoea.
 - Flies spread germs when they land on our food and our body.
 - Germs make us sick.
 - We will learn about how to practice healthy behaviour.
2. Ask:
 - Have you ever been sick? How did you feel?



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 2 picture.
2. Ask:
 - What can you see in this picture?
 - What is the child doing?
 - Where can we find flies?
 - How do flies pass on sickness?
3. Say:
 - Flies like to eat and walk in rubbish, animal dung and toilets.
 - Then they sit on people and our food.
 - The flies leave germs.
 - When we eat the food the germs make us sick.
4. Ask:
 - What sicknesses can you get from flies?
5. Say:
 - Diarrhoea
 - Skin infections
 - Eye infections
 - Typhoid
 - Cholera
6. Read the key message:
Practice healthy behaviour to prevent sickness.



Session 2 picture

7. Repeat with learners.
8. Make up a music beat using hands and feet.
9. Read the key message to the beat.
10. Repeat with learners.
11. Create a song using the key message with learners.
12. Repeat with learners.



Activity 3: Story and Discussion

1. Use **The Fly** picture story.
2. Show the first picture.
3. Ask:
 - What is happening in the picture?
 - What will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Repeat with each picture.
7. Now read the story while showing picture 1:

Fly was small and noisy. He caused a lot of trouble. Fly was sleeping on some dog faeces in the rubbish. He was very happy because he liked being dirty.

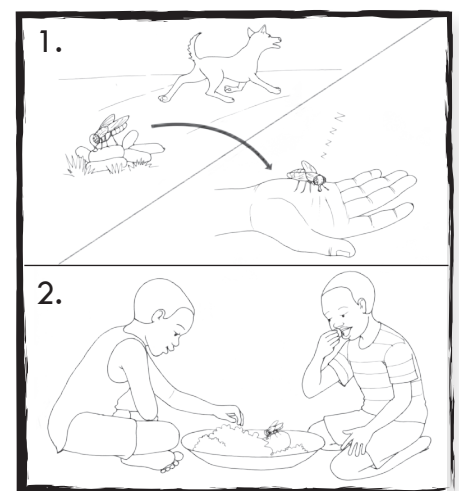
Fly was hungry. He flew to a man's hand. He walked around and looked but there was no food. He was angry and said, "ZZZ ZZZ ZZZ."

8. Read the story while showing picture 2:

Fly flew into a home. He saw some food. He walked on the rice. He ate a lot of rice. He

Teaching Ideas for Activity 3:

- Write the story The Fly on paper or the blackboard.



sat and defecated on the rice. Some friends joined Fly and ate some rice. Two boys sat down and started to eat the rice. Fly and the boys ate the rice together.

9. Read the story while showing picture 3:

Then Fly went in the field. He walked on some animal dung.



Fly felt thirsty. He saw a baby crying. Fly drank some of the baby's tears. Then Fly went home to the rubbish.

10. Read the story while showing picture 4:

Soon, the boys felt ill and had stomach pains and diarrhoea. The next day, the baby was crying. His eyes were red. He had an eye infection.

11. Ask:

- Why did the two boys get sick?

12. Say:

- Because Fly defecated on the rice they ate.
- We must cover our food to keep it clean.
- We must wash our hands with soap and clean water.
- We must wash our face to keep it clean.

13. Ask:

- Why did the baby get sick?
- Because Fly walked on the baby's eyes and mouth with germs on his feet.



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Fly
 - Boys (2)
 - Baby
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class

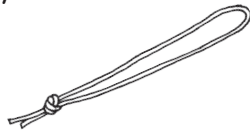
Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 6: Demonstration: How a Fly Spreads Germs

1. Make a knot in a small piece of cloth or plastic.
2. Hold up the knot and say:
 - This is a fly.



3. Choose a learner to come to the front of the class.
4. Put the knot in dirt.
5. Now put the knot on the learner.
6. Rub it on their arms, on their hands, and on their face so that they are dirty.



Activity 7: Question and Answer

1. Ask:
 - What did the fly do to the learner when it touched him or her?
2. Say:
 - The fly moved the dirt onto the arms, hands and face of the learner.
 - The fly brings germs and disease from dirty places.

3. What will happen if the fly touches our mouth?
4. Say:
 - We can get diarrhoea.
5. Ask:
 - What will happen if the fly touches our eyes?
6. Say:
 - We can get an eye infection or trachoma.
7. Ask:
 - What will happen if the fly touches our food?
8. Say:
 - We eat the food and can get diarrhoea.
9. Ask:
 - What can we do to stay healthy?
10. Say:
 - Wash our hands with soap and clean water before we eat.
 - Cover our food and water.
 - Use a toilet or latrine.
 - Clean latrines every day.
 - If there is no toilet or latrine, bury faeces away from the homestead.
 - Put rubbish in a rubbish pit.
 - Clean up old food.
 - Wash all fruits and vegetables before eating them.
 - Do not buy food in the market where flies have been sitting.
 - Brush flies away from our faces.
 - Wipe our noses.
 - Protect babies and younger brothers and sisters from flies.
 - Keep animals away from our living space.
 - Remove and bury dead animals.
 - Use fly swats and insecticides to kill flies.
11. Say:
 - Flies are very small insects but they can make us very sick.
 - We must take care of our environment and keep it clean.
12. Read the key message:
Practice healthy behaviour to prevent sickness.
13. Say the key message to the music beat.
14. Repeat with learners.
15. Sing the key message.
16. Repeat with learners.

Activity 8: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Flies spread disease. (**Agree**)
 - Fruit from the market is clean. (**Disagree**)
 - Flies may have walked on the fruit and left germs. (**Agree**)
 - Wash your face so that flies do not land and sit there. (**Agree**)
 - Flies like clean places. (**Disagree**)
 - Flies like dirty places. (**Agree**)
 - Cover your food to keep flies from it. (**Agree**)
 - Use a toilet or latrine for defecation. (**Agree**)
 - Rubbish does not have germs. (**Disagree**)
 - Rubbish has germs. Flies can carry them on their feet. Put all rubbish in a rubbish pit and burn it. (**Agree**)
 - Always wash your hands before you eat. (**Agree**)
8. Read the key message:
Practice healthy behaviour to prevent sickness.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Teaching Ideas for Activity 8:

Ask learners to write or draw the key message and a picture to go with it.



Activity 9: Assessment



happy face



normal face



sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 3: Blinding Trachoma

Key Message | Keep your face clean.

i Activity 1: Introduction

1. Say:
 - Today we will talk about blinding trachoma.
 - Trachoma is a bad disease.
 - Flies can spread germs to our eyes that bring trachoma.
 - We will learn how to prevent trachoma.



Activity 2: Picture Discussion

1. Hold up the module 4, session 3 picture
2. Ask:
 - What can you see in this picture?
 - Why are the flies on the boy's face?
 - What is the boy doing?
 - How can flies make us sick?
2. Say:
 - Flies like dirty faces.
 - They like the tears around our eyes and the mucus that runs from our nose.
 - The boy is washing his face with soap and clean water to clean away the dirt.
 - Now the boy's eyes and face are clean and flies are not attracted.
 - Flies carry germs and disease on their feet.
 - When they land on your face, hands or food, they transfer infections like diarrhoea, skin and eye infections.
4. Ask:
 - What sickness can you get from flies?
5. Say:
 - Diarrhoea
 - Skin infections
 - Eye infections
 - Typhoid
 - Cholera
6. Read the key message:
Keep your face clean.

Important words:

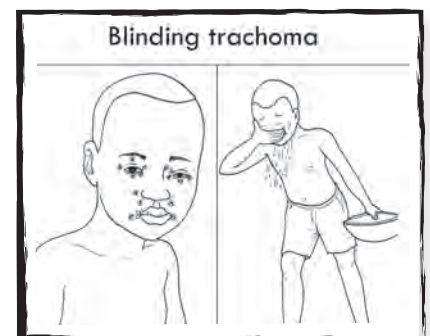
trachoma: sickness in the eye

transfer: to move from one place or person to another

mucus: a sticky fluid that comes out of the nose and mouth

tears: drops of liquid that come from the eye

scratch: to damage the surface with something sharp



Session 3 picture

7. Repeat with learners.
8. Make up a music beat using hands and feet.
9. Read the key message to the beat.
10. Repeat with learners.
11. Create a song using the key message with learners.
12. Repeat with learners.

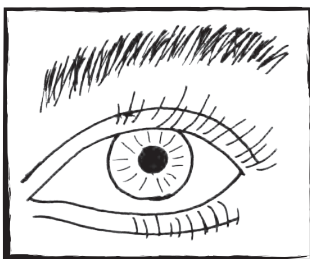
Teaching Ideas for Activity 3:

- Write the parts of the eye on the blackboard
- Ask learners to draw the parts of the eye.

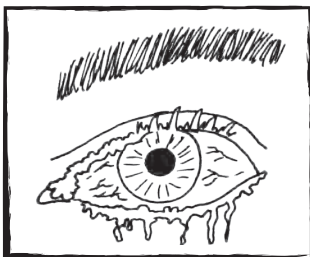


Activity 3: Talk About Different Kinds of Eyes

1. Put learners into groups of 2.
2. Ask each learner to look carefully at their partner's eyes.
3. Ask learners to say the parts that they know.
 - Eyebrow
 - Eyelids
 - Eyelashes
 - Eyeball
 - White part of eye (Sclera)
 - Black part of eye (pupil)
 - Coloured part of eye (iris)
 - Corner of eye near the nose — tear duct
4. Ask:
 - What colour can our eyes be?
5. Say:
 - Brown
 - Blue
 - Green
 - Grey
6. Ask:
 - Are the eyes the same?
 - What is different? Why?
 - What should you do if you see a child with the eyelashes touching the eyeball?
7. Draw two pairs of eyes on the chalkboard.
 - One with the eyelashes normal, the other with the eyelashes turned in and touching the eyeball, (add some redness if you have red chalk.)
8. Say:
 - One pair of eyes are normal with eyelashes pointing out.
 - One pair of eyes has the eyelashes touching their eyes.
 - If you know someone whose eyelashes touch their eyes, take them to the clinic.



Normal



Infected

Activity 4: **Visualisation: Itchy Eyes**

1. Say:
 - Sit comfortably.
 - Close your eyes.
 - Scratch your hands.
2. Ask:
 - How does it feel?
3. Say:
 - Scratch your arms.
 - Scratch your shoulders.
 - Scratch your neck.
 - Scratch your cheeks.
4. Ask:
 - How does it feel?
5. Say:
 - Open your eyes.
6. Ask:
 - How would it feel to scratch your eyes?
7. Say:
 - Trachoma makes your eyes red and itchy.
 - The eyes become watery.
 - This attracts flies who walk near the eyes and give new infections.
 - When you have many infections, your eyelashes turn in and scratch your eyeball again and again.
 - It is very painful and can cause blindness.
 - When someone is blind from trachoma, they will never see again.



Activity 5: **Working Together**

1. Put learners into groups of 2.
2. One learner is A and the other learner is B.
3. Ask learner A to close their eyes and pretend to be blind.
4. Ask learner B to help them walk around the school.
5. Change roles. B pretends to be blind. A helps B walk around the school.
6. Ask:
 - How did it feel to be blind?
 - What is easy for blind people to do?
 - What is hard for blind people to do?

Activity 6: Demonstration: Face Washing

1. Say:
 - Trachoma can be prevented by washing your face with soap and water.
 - Wash your face every morning and evening and after eating.
2. Show the learners how to wash their faces.
3. Have the learners copy your actions.
4. Read the key message:
Keep your face clean.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Flies spread disease. (**Agree**)
 - Wash your face so that flies do not visit. (**Agree**)
 - Trachoma is another name for diarrhoea. (**Disagree**)
 - Trachoma is the name of an eye infection. (**Agree**)
 - Wash your face once a week. (**Disagree**)
 - Wash your face every morning and evening. (**Agree**)
 - Do not share cloths that touch the face and eyes. (**Agree**)

- Cloths can also carry infection. (**Agree**)
- Wash cloths that touch the face and eyes often. (**Agree**)
- Ignore any child that has eyelashes touching their eyeball. (**Disagree**: Take them to the clinic.)

8. Read the key message:

Keep your face clean.

9. Say the key message to the music beat.

10. Repeat with learners.

11. Sing the key message.

12. Repeat with learners.



Activity 8: Assessment

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



Session 4: Safe Water

Key Message | Drink water from boreholes. Do not drink from the river.

Important words:

borehole: a deep hole in the ground from which water is taken out

river: a large stream of water

boil: to make hot

fetch: to go somewhere, get something, and bring it back



Activity 1: Introduction

1. Say:

- Today we will talk about clean water.
- Dirty water has germs that make us sick.
- Clean water does not have germs.
- Clean water is safe to drink.
- We will learn about how we use water, where we get water and how to keep water clean.

2. Ask:

- Where do you get your water?



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 4 picture.

2. Ask:

- What do you see?
- How is she getting the water?
- Is the water clean or dirty?

2. Say:

- We should not drink dirty water.
- We can make sure our water is clean.
- Before fetching water, clean out the jerry can.
- Then fetch water from the borehole.
- Water from a borehole is safe and clean for drinking.
- Water from a river is dirty.
- If you must fetch water from the river, boil it for 10 minutes before drinking.
- Always drink clean water.

3. Read the key message:

Drink water from boreholes. Do not drink from the river.

4. Repeat with learners.

5. Make up a music beat using hands and feet.

6. Read the key message to the beat.



Session 4 picture

7. Repeat with learners.
8. Create a song using the key message with learners.
9. Repeat with learners.



Activity 3: **Story and Discussion**

1. Tell the following story: **Sara and Mary Fetch Water.**

Mother asked Sara and Mary to fetch water from the borehole. The borehole was far away.

On the way to the borehole, Mary saw her friends. They were playing near the river. Mary wanted to play too. Sara wanted to walk to the borehole and fetch the water before dark. She did not want to play.

Mary played with her friends. Sara fetched water from the borehole. When Sara came back, Mary was still playing. Her container was still empty. Mary could not go to the borehole before it got dark. Mary filled her container with water from the river. The river water looked clean.

At the homestead, Sara and Mary put water in the pots. Sara filled the big pot. Mary filled the small pot.

Teaching Ideas for Activity 3:

- Write the story title Sara and Mary Fetch Water on paper or the blackboard.
- Ask learners to draw the story.

In the evening, Father drank water from the small pot. Mother drank water from the big pot. That night Father had stomach pains. He had a fever. Mother was fine. The next day Father went to the clinic.

2. Ask:

- Why was Father sick?
- Why was Mother okay?

3. Say:

- Father drank river water.
- It was not safe water.
- Mother drank water from the borehole.
- It was safe water.

4. Ask:

- What other sickness can you get from dirty water?

5. Say:

- Diarrhoea, cholera, worms, typhoid, guinea worm



Activity 4: Working Together

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Sara
 - Mary
 - Mother
 - Father
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.



Activity 6: Talk About How We Use Water

1. Put learners into groups of 4.
2. Ask learners to talk with their group about how we use water.
3. Ask some learners to tell the class.
4. Read the key message:
Drink water from boreholes. Do not drink from the river.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - We should use safe water to wash our face and hands. **(Agree)**
 - We should cover water pots so that flies do not visit. **(Agree)**
 - We should collect water from the river to drink. **(Disagree)**
 - We should collect water from a borehole to drink. **(Agree)**
 - If there is no borehole, we can take water from the river, boil it and let it bubble for 10 minutes. **(Agree: water is only safe after it has been boiling and bubbling for some time.)**
 - We should use safe water for bathing, cooking and washing dishes. **(Agree)**

Teaching Ideas for Activity 6:

Ask learners to draw uses for water. Possible uses for water:

- Wash our hands, faces and bodies
- Drink
- Wash fruits and vegetables
- Cook food
- Wash clothes
- Clean the homestead
- Carry things on boats
- Catch fish
- Give to our cattle

Teaching Ideas for Activity 7:

Ask learners to write or draw the key message and a picture to go with it.

- We should drink where animals drink. **(Disagree)**
- We should urinate in or near rivers. **(Disagree)**
- We should drink only safe water. **(Agree)**
- We should clean the jerry can before putting water inside. **(Agree)**
- We should put our hands in the water container when we carry it. **(Disagree: Our hands will make the water dirty)**
- We should use a cup or ladle to get water from the pot. **(Agree)**
- We should fence the borehole to stop animals. **(Agree)**
- We should put rubbish in a pit near the borehole. **(Disagree)**

8. Read the key message:

Drink water from boreholes. Do not drink from the river.

9. Say the key message to the music beat.

10. Repeat with learners.

11. Sing the key message.

12. Repeat with learners.



Activity 8: Assessment



happy face



normal face



sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.

Session 5: Sanitation

Key Message | Use a latrine or bury your stool.

i Activity 1: Introduction

1. Say:
 - Today we will talk about sanitation.
 - Sanitation is keeping ourselves, our things and our environment clean.
 - Sanitation keeps us healthy.
 - We will learn about how to keep ourselves, our things and our environment clean.
2. Ask:
 - How do you keep yourself clean?

Important words:

latrine: toilet

defecate: to remove faeces from the bowels

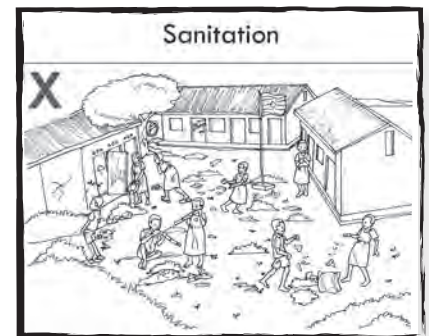
stool: faeces

bury: to cover in the ground with dirt



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 5 picture.
2. Ask:
 - What do you see?
 - What is the girl doing?
 - Do you like this school? Why?
 - What can you do to make this school better?
3. Say:
 - Sweep the compound.
 - Remove the rubbish to a rubbish pit.
 - Burn the rubbish or bury the rubbish.
 - Clean the latrine.
 - Keep animals away from the latrine.
 - Use the latrine correctly.
 - Teach learners to keep the compound clean.
4. Ask:
 - When there is no toilet or latrine, what should you do when you defecate?
5. Say:
 - When you defecate in the fields, bury your stool.
 - Flies cannot walk on a stool that is buried so they will not be able to spread germs.



Session 5 picture

6. Read the key message:
Use a latrine or bury your stool.
7. Repeat with learners.
8. Make up a music beat using hands and feet.
9. Read the key message to the beat.
10. Repeat with learners.
11. Create a song using the key message with learners.
12. Repeat with learners.

Teaching Ideas for Activity 3:

- Ask learners to write or draw their story.



Activity 3: Story and Discussion

1. Put learners into groups of 2.
2. Hold up the Module 4, Session 5 picture poster again.
3. Say:
 - With your partner, make up a story about the picture.
4. After some time, say:
 - Tell the story to the learners next to you.
5. Ask some learners to tell their story to the class.
6. Read the key message:
Use a latrine or bury your stool.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 4: Working Together

1. Put learners into new groups of 2.
2. Ask learners to tell their stories to their new partners.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside.



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from one of their stories.
3. Instruct the groups to act out the story.
4. Choose different groups to act out the story in front of the class.



Activity 6: Talk: A Clean Compound

1. Put learners into groups of 2.
2. Ask learners to talk with their group about how a clean compound looks.
3. Ask some learners to tell the class.
4. Read the key message:
Use a latrine or bury your stool.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas for Activity 6:

- Learners can draw a clean compound.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Use a toilet or latrine at school. (**Agree**)
 - In the fields, bury your stool. (**Agree**)
 - Only girls should clean the latrine. (**Disagree**)
 - Everyone should clean the latrine. (**Agree**)
 - A clean compound is a healthy compound. (**Agree**).
 - Keep animals close to the homestead. (**Disagree**)
 - Keep animals away from the homestead to keep the compound and latrine clean. (**Agree**)
 - Put rubbish in a pit and burn it. (**Agree**)

Teaching Ideas for Activity 7:

- Ask learners to write or draw the key message and a picture to go with it.

8. Read the key message:
Use a latrine or bury your stool.
9. Say the key message to the music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Teaching Ideas for Activity 8:

- You or learners can write rules on the blackboard or paper.



Activity 8: Discussion: Rules for Using the latrine

1. Put learners into groups of 2.
2. Say:
 - A visitor has come to the school and wants to use the latrine.
 - Talk with your group about rules for using the latrine.
3. Ask each group to say their rules.
4. Ask:
 - Which rules are most important?
5. Say:
 - Wear sandals in the latrine so feet do not touch the slab.
 - Pour a little water on the slab so that faeces do not stick to it.
 - Put your feet either side of the hole before you squat.
 - The hole is behind you.
 - After passing faeces, use paper, leaves or soap and water to clean the anus.
 - Pour a little water to clean the slab.
 - Then wash both hands with soap and clean water.
6. Read the key message:
Use a latrine or bury your stool.
7. Say the key message to the music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 9: **Assessment**

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



happy face



normal face



sad face

Session 6: Malaria

Key Message | Sleep under a mosquito net.

Important words:

malaria: sickness caused by a mosquito bite

mosquito: an insect with a thin body and two wings

net: a woven covering to keep mosquitoes out of bed

spread: to move from one person to another

body ache: pain in your body



Activity 1: Introduction

1. Say:
 - Today we will talk about malaria.
 - Malaria is a disease spread by mosquitoes.
 - Malaria can make us very sick.
 - We must sleep under a mosquito net so we do not get malaria.
 - We will learn about how to prevent malaria.
2. Ask:
 - Have you ever had malaria?



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 6 picture.
2. Ask:
 - What can you see in this picture?
 - Why are the mother and baby under the bed net?
3. Say:
 - The bed net stops mosquitoes from biting at night.
4. Ask:
 - What disease do mosquitoes carry?
5. Say:
 - Mosquitoes carry malaria.
6. Ask:
 - What does malaria feel like?
7. Say:
 - People who get malaria have a high fever every 2-3 days.
 - They might have headaches, dizziness, body aches, diarrhoea, feel cold and vomit.
 - After the fever, the person feels weak and dizzy.
8. Read the key message:
Sleep under a mosquito net.



Session 6 picture

9. Repeat with learners.
10. Make up a music beat using hands and feet.
11. Read the key message to the beat.
12. Repeat with learners.
13. Create a song using the key message with learners.
14. Repeat with learners.



Activity 3: **Story and Discussion**

1. Tell the following story: **Awol Has a Fever.**

Awol lives in a cattle camp. He sleeps outside at night. Many mosquitoes bite him at night.

One day Awol wakes up with a high fever. His body aches. He cannot go to school with his friends.

The next day the fever has gone but Awol feels dizzy and weak. On the third day, Awol has a fever again.

The teacher visits Awol. He takes Awol to the clinic. The doctor gives Awol a test. The test shows that Awol has malaria. The doctor gives Awol some drugs to treat his malaria.

The doctor tells Awol, “The malaria comes from infected mosquito bites. Sleep under a

Teaching Ideas for Activity 3:

- Write the story title Awol Has a Fever on paper or on the blackboard.

mosquito net. Next time you have a fever, visit the clinic immediately. Children and babies can die from malaria if they are not treated quickly.”

2. Ask:

- What did we learn from the story?

3. Say:

- Always sleep under a mosquito net.
- Visit a clinic when you feel sick.



Activity 4: **Working Together**

1. Put learners into groups of 2.
2. Ask learners to retell the story.
3. Help learners who cannot remember.

Teaching Ideas for Activity 5:

- If you are inside, move outside



Activity 5: **Role Play**

1. Put learners into groups of 3.
2. Ask each learner to take a role from the story:
 - Awol
 - Teacher
 - Doctor
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Teaching Ideas for Activity 6:

- Learners can draw ideas for preventing malaria.



Activity 6: **Talk About Preventing Malaria**

1. Put learners into groups of 4.
2. Ask learners to talk with their group about how to prevent malaria.
3. Ask some learners to tell the class how their family prevents malaria.

4. Say:
 - Sleep under a mosquito net.
 - Reduce mosquitoes. Remove still or stagnant water around the homestead.
 - Clear bushes around the homestead.
 - Use insecticides or mosquito coils where we sleep.
5. Read the key message:

Sleep under a mosquito net.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 7: Agree / Disagree

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

Tick (✓) means AGREE. Cross (X) means DISAGREE. Agree means YES. Disagree means NO.

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick ✓.
 - If you disagree, walk to the cross X.
4. Read the following sentences.
 - Flies can give you malaria. **(Disagree)**
 - Only infected mosquitoes can give you malaria. **(Agree)**
 - Malaria is a disease spread by infected mosquitoes. **(Agree)**
 - Mosquitoes lay eggs in rivers and fast water. **(Disagree)**
 - Mosquitoes lay eggs in still water. **(Agree)**
 - Malaria is not dangerous for children under 5 years old. **(Disagree)**
 - A high fever may mean that you have malaria. **(Agree)**
 - Visit a clinic, doctor or health worker within 24 hours if you have a high fever. **(Agree)**
 - Sleep under a mosquito net treated with insecticide. **(Agree)**
 - Pregnant women must visit the clinic to get treatment to prevent malaria. **(Agree)**

Teaching Ideas for Activity 7:

- Ask learners to write or draw the key message and a picture to go with it.

5. Read the key message:
Sleep under a mosquito net.
7. Say the key message to the music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 8: **Assessment**



happy face



normal face



sad face

1. Put learners into groups of 2.
2. Ask each group of 2 learners to talk about the following questions:
 - What 2 things did you learn today?
 - What did you like doing the best?
 - What will you tell your family about today?
3. Ask some groups to share their answers with the class.
4. Find 3 places on the floor and mark them: happy face, normal face and sad face.
5. Ask each learner to put a stone or stick next to the place that shows how they felt about the session.
6. Write down how many learners put a stone next to each face in order to keep track of which lessons work well and which lessons could be improved.



South Sudan Teachers' Code of Conduct for Emergency Situations

Introduction

This Teachers' Code of Conduct is designed to complement the *Southern Sudan Teachers' Professional Code of Conduct* (2008). It is intended for use in emergency situations, where teachers might not be trained on the full Teacher Code of Conduct and where there are particular protection and safety concerns that teachers must be aware of.

The *Teachers' Code of Conduct for Emergency Situations* is designed to lay out the responsibilities of teachers in emergency situations and the relationship between teachers, learners, and the community during times of crisis and beyond. It also describes how teachers can support each other during emergency situations so that they can cope and contribute to the post-emergency recovery.

In this document, 'teacher' refers to any adult who is supervising learning in a classroom or temporary learning space. Often in emergency situations this might include formally trained government teachers or untrained trusted volunteers from the community.

Teachers have a very important role to play during emergency situations; this Code of Conduct is designed to support teachers in their work to continue providing protective education to the children of South Sudan during emergencies because they are our future.

South Sudan
Education Cluster

Responsibilities

In the classroom, teachers...

- Must be present and on time for class. Any absence should be authorised and communicated to learners in advance. A class register should be taken.
- Must be prepared to teach and must not be under the influence of alcohol or drugs.
- Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.
- Should maintain political neutrality and promote peace and social responsibility.
- Are role models and should demonstrate good behaviour such as respect for others, hard work, punctuality, responsibility and team work.
- Display a basic competence in educational methods and the subjects to be taught, using lesson plans or schemes of work if possible.
- Provide basic information about emergency risks and life skills (e.g., landmine awareness, hand washing, disaster preparedness) and discuss children's fears openly.

Teachers must do no harm...

- Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- Do not use any actions or language that is physically or psychologically violent, which includes sexual harassment.

A teacher should provide care and support...

- Teachers must wherever possible try to protect themselves and learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety.
- Provide a learning environment where there is trust and where everyone is respected.
- Promote learners' self-esteem, confidence and self-worth. Encourage children to play.
- Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.
- Listen to and observe learners who have experienced stressful events and provide support.
- Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

A teacher should use appropriate discipline...

- No physical punishment, shaming or humiliation (such as caning, making children kneel down, pinching the ears of children, scratching, or name calling) is permitted. In emergency situations learners are already exposed to physical risks and stress outside the classroom – school must be a safe place to be.
- Teachers try to understand inappropriate behaviour and provide guidance and support to address the cause of the problem.

Relationships

Teacher – Learner

- Teachers encourage both boys and girls to participate fully in all learning opportunities.
- Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.
- Teachers shall never use physical, verbal, psychological or sexual violence against any learners.
- Teachers must never have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See right for mandatory penalties.

Teacher – Community

- Teachers encourage parents to support and participate in their children's learning, both boys and girls.
- Teachers recognise the importance of family and community involvement in school.
- Teachers support and promote a positive image of the school within the community.

Teacher – Teacher

- Teachers respect each other's rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.
- In emergencies, even experienced teachers might find it difficult to cope with the crisis and the new challenges faced. Teachers can discuss challenges and stressful experiences, and support each other to set goals and address problems one at a time.

Penalties for violating the Teachers' Code of Conduct

Teachers who do not meet the ethics and good practice laid out in this Code of Conduct will be disciplined either through suspension or termination of employment or other penalty agreed by the Headteacher, Parent Teacher Association, School Management Committee or Board of Governors and County Education Office, as appropriate. Legal prosecution may also be pursued.

Signatures of commitment

Teacher name:

Signature:

Headteacher name:

Signature:

Chair of the PTA name:

Signature:

Minister of Education: H.E. Joseph Ukel Abango

Signature: 



Psychosocial Checklist

Checklist to identify learners suffering from psychosocial symptoms

Have you observed these changes in a child?

Check	Number of students	Symptom	Names of students
		Sucks their thumb or clinging to a friend	
		Is very restless	
		Acts out the traumatic event	
		Bites their fingernails and/or talks with a stutter	
		Regularly absent for many days	
		Is sleepy in class	
		Has difficulty concentrating in class	
		Always looks unhappy	
		Is easily annoyed	
		Frequently fights with friends	
		Is withdrawn (very quiet and preoccupied)	
		Works and sits on their own by choice	
		Has reduced interaction with peers and teachers	
		Is disinterested in school and comes to class late	
		Has big drop in marks and standard of work	
		Has become rebellious or disobedient	
		Complains about physical problems (e.g. headaches, stomach aches, skin problems)	
		Appears uncooperative and lazy	
		Complains of loss of appetite	

Name: Date:

Position:

School:Class:.....

Illustrated and designed by **Mango Tree**

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