ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI 360 and Plan International USA
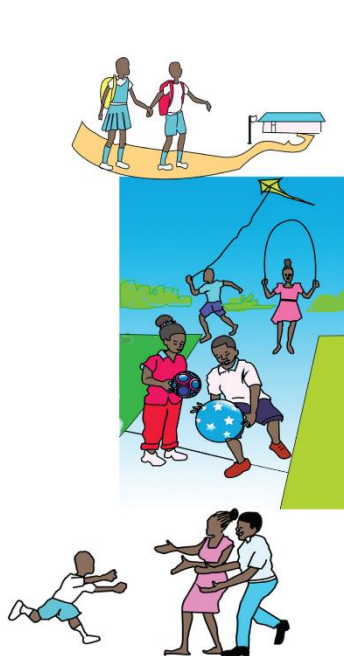
KEY INFORMATION CARDS

TEACHER TRAINING INTERVENTION MANUAL

March 2016

1.0 Psychosocial Support

1.1   WELL-BEING AND PLAY THERAPY

PROTECTIVE FACTORS

RISK FACTORS

1.2 USING PLAY THERAPY TO DEAL WITH DIFFICULT BEHAVIORAL SYMPTOMS AMONG LEARNERS

Explain:

In play, learners can express their feelings and disturbing experiences they went through. Words are not always necessary for this expression. Drawing, painting, drama activities, movement and music are some non-verbal means to express oneself. We are going to learn some games that can help us address behavioral symptoms among learners.

Demonstrate with participants the play activities to deal with the difficult behavioral symptoms among learners listed below. You may demonstrate some of the activities and others are done as energizers in between sessions.

Demonstrations: Games, drawing and drama activities

Aggressiveness
Approach: Ego-strengthening

Give learners the chance to act out their aggressiveness in controlled play, for example playing an instrument as loud as they can. Reinforce positive attention seeking and ignore, if possible, negative attention seeking, give a lot of positive feedback.

Activity 1: Chair Name Game (Game)

Time: 40 minutes
Goal: Group building, concentration
Material: Chair
Medium: Play
Approach: Ego-strengthening
Explain:
Sit on chairs facing each other in a circle with one empty chair. The person who has the empty chair on her/his right hand slaps on it while calling the name of someone. That called person runs as fast as possible to sit on the empty chair. Try to do it faster after a while.

Activity 2: Human Knot Tying (Game)

Time: 30 minutes
Goal: Trust building, group cohesion
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:

We are going to tie a human knot and five people in the group will be selected to untie the knot. Ask five volunteers to go out of the room. Everyone remaining in the room stands in a close circle and hold hands. Without opening the hands the group tie themselves in a human knot by passing their held hands over the head and below like tying a knot (demonstrate). Inform the group that participants should be comfortable as the knot is being tied and to take care that people don't twist their hands. The five volunteers are asked to come back to the room and untangle the knot without breaking/opening held hands. Ensure that the "aggressive" and "stubborn" learners are tasked to untie the knot without hurting other learners.

Activity 3: Happy/Unhappy Drawing (Drawing)

Time: 40 minutes
Goal: Emotional expressions
Material: Paper, crayons
Medium: Art
Approach: Ego-strengthening
Explain:

You are going to draw about an unhappy feeling and a happy feeling. Start to draw an unhappy feeling. Think about something that makes or made you unhappy. Maybe it is something that happened to you yesterday, last week, or even a long time ago. Use the colors that belong to these feelings. Use your whole paper.

After 20 minutes, change to the drawing about a happy feeling. Use the colors that make you happy and draw about something that makes you happy.

You can use this as a cooling down activity by putting the drawings together and letting the learners say something about their work.

Activity 4: Train Game (Game) (Age group 8-15 yrs)

Time: 20-30 minutes

Goal: Social skills, concentration, trust building

Material: None

Medium: Play

Approach: Ego-strengthening

Explain:

In groups, each learner stands behind another, with her or his hands on the shoulders of the person in front. The *last* learner in the row is the driver of the train. Everyone closes their eyes except for the driver. The driver drives the train in the flowing ways:

- Squeezes on the shoulders of the person in front of her/him and the squeeze is passed to the rest in front. Slowly or quickly depending on the speed of the squeezes received.
- One squeeze on the left shoulder means, train must go left.
- One squeeze on the right shoulder means the train must go right.
- Squeeze on both shoulders means the train must stop.

As each learner feels the signal, she or he must pass it on to the learner in front, and so on. The driver must be alert and ensure that she or he sends instructions quickly to avoid accidents. Rotationally, all the learners play the role of the driver.

Hyperactivity and Attention seeking

Approach: Structured play activities, ego-strengthening

When a learner's concentration span is short, give simple and short explanations (non-verbal and verbal). During the explanation and some activities be close to the learner which will allow observation and provide opportunities to correct. Reinforce positive attention seeking and give positive feedback. Try not to recognize the negative behavior and minimize the attention given to the learner while still keeping the learner involved in activities and others in the class.

Activity 1: I am John. Welcome, John.

Time: 10 minutes
Goal: Self-confidence
Medium: Play
Approach: Ego-strengthening
Explain:
Form a circle. One person says her/his name and makes a movement. The group welcomes this person and repeats her/his movement.

Activity 2: Name Game with Blanket

Time: 40 minutes
Goal: Self awareness
Material: Blanket or piece of cloth
Medium: Play
Approach: Structured play
Explain:
Divide the learners into two groups. Two children will hold the blanket or piece of cloth in the middle. Ask two more volunteers from the two groups to come in the middle and hide behind the blanket/piece of cloth raised. They should not see each other. The blanket is lowered and the learners hiding behind must quickly say each other's name.

Activity 3: Animal Drawing

Time: 40 minutes
Goal: Group building, cooperation, self-initiative
Material: Paper, crayons, scissors, glue, flip chart paper (big flipchart, to stick together)
Medium: Art
Approach: Ego-strengthening, social skills
Explain:
(5 minutes)

Draw an animal you like because you like the way it looks or because it has qualities that you like or have (for example, the strength and power of a lion

or the lightness of a bird that can fly and see the world). The learners only draw the animal and not the environment. They should use the whole paper.

(20 minutes)

Help the learners to cut the animal out, but first show them how to do it. So they can see how you get the whole animal out. If you don't have scissors, you can ask the learners to draw a square around and tear the square.

Stick four flipcharts/manila papers together and glue all the animals on a big paper. All learners work together to draw the environment.

During the cool down you can stay around the group drawing together and every learner can say something about her/his animal.

Activity 4: Story Circle

Time: 30 minutes
Goal: Imagination, creativity, cooperation
Material: None
Medium: Story telling
Approach: Structured play
Explain:
1. Everyone sits in a circle, calm, and ready to listen to each other.
2. Teacher starts the story with a single sentence such as, "One morning Mary was going to the market."
3. The next person adds a sentence, and so on, continuing on from what has been started before. Each person can only say one sentence.
4. The teacher has to ensure that the theme is continued.
5. When the story is over, briefly recap it for the group so that everyone is clear on what happened.

Rules:

- The learners must work with each other to keep the story going. For example, if the fourth person says "And then Bill fell down a hole and was never seen again," it breaks the story. Explain to the group that you want to see what happens, and that when they "vanish" someone permanently, this means that we will never know what happens.
- Try and reach a resolution by the time it comes back to the teacher.
- If you feel that the story is going nowhere, or it needs some ideas, interject after one person and before another to remind them of the

story so far. "Oh, this is getting exciting. I wonder what could possibly happen to Mary now that she has found this beautiful coat?" Or "Oh dear! What will happen to John now that he has lost the money his mother gave him? Let's see…"

Withdrawing

Approach: Skill building, structure, exploring, ego-strengthening

Don't pressure a learner to do activities if she or he doesn't want to. Give positive feedback. Use melodic instruments (drum, flute), art or drama. Encourage group activities that involve all the learners to participate and through that, help the learner to take lead in some activities as they open up.

Activity 1: Imaginary Bird, Ball and Microphone

Time: 15 minutes
Goal: Self-confidence, imagination
Material: None
Medium: Play
Approach: Skill building
Explain:
Learners should sit in a circle.

- Carefully pass an imaginary bird around a circle.
- During the next time around the circle, whisper your name towards the bird and pass it on.
- Now pass an imaginary ball around. Say your name a bit louder.
- Pass an imaginary microphone around. Sing your name. (This will encourage shy learners to speak out without recognizing it and that way will be encouraged to join the next activity.)

Activity 2: Village Drawing

Time: 40 minutes
Goal: Group cohesion, social skills, cooperation
Material: Big papers, crayons, tape
Medium: Art

Approach: Structure

Explain:

Everyone sits/stands around the big paper. You start by drawing squares all over the paper – big and small ones. After this, you move around the paper and draw triangles on the squares. The picture of a house is recognized. Ask learners to change places and draw windows and doors in the houses. You go on in the same way, drawing roads between the houses, trees, animals, cars, bicycles and people, etc.

As a cooling down activity, allow the learners to talk about the village drawing and see if it looks like their own. They may add other things that are still missing.

Activity 3: Mirror and Leading a Blind Person

Time: 45 minutes
Goals: Trust building, body awareness, cooperation
Material: None
Medium: Drama
Approach: Exploring
Explain:
(10 minutes)

Mirroring: Stand in couples in front of each other. Imagine there's a mirror between the two of you. Decide who is in front of the mirror. The one in front makes movements with their hand(s), leg(s) or whole body. The other mirrors the movements. After 5 minutes, change roles. Don't go too fast. Give the other person the opportunity to follow you, work together and make eye contact.

(20 minutes)

Lead a blind person: Make two groups. One group is sitting behind and watching the others. The others are making couples. One person stands behind the second person, closes her/his eyes and holds the shoulder of her/his partner. The partner is going to lead the blind person through the room. It is important that the blind person can rely on her/his partner, she/he is responsible for the safety of the blind person. Keep it safe – meaning away from strange obstacles – and your partner can trust you and feel safe.

After one group is finished they sit down and the other group starts.

Activity 4: Freeze Tag

Time: 45 minutes
Goal: Social skills, cooperation
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:
This is for a maximum of 20 learners. If there are more, divide the group and one half can watch the other half play. One person is catcher. When she or he catches someone, the whole group must freeze. Catcher counts to five, then the whole group can move again. The person who was caught is now the catcher.

Pleasing
Approach: Start with ego-strengthening, later exploring

The pleasing behaviors are common among learners who want to seek attention all the time and will always do things to be recognized and be appreciated. Work on the belief in her/himself to feel accepted and appreciated. For example, ask other learners to help you with materials and give positive feedback to non-pleasing behavior.

Activity 1: Pass the clap
Time: 10 minutes
Goal: Group building, trust building
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:
Step 1: Everyone gets in a circle. One person starts passing a clap to the person beside them and so on until the clap passes around the circle. Try to encourage the group to listen to the rhythm and not clap on top of each other.

Step 2: Everyone in a circle whispers her/his name to the person on their right. When everyone has whispered her/his name, the teacher will then pass a clap to the learner on her or his right and the clap is passed from one to the other until it comes back to the teacher. Everyone must turn to the person on the left, call the person's name and pass the clap with smile. The person on the left receives the clap with a smile and turns to the next person and does the same.

Activity 2: Making melodies in my heart (Song)

Time: 20 minutes
Goal: Skill building, cooperation
Material: Drum
Medium: Music
Approach: Ego-strengthening
Explain:
Sing the song "Making melodies in my heart."

Making melodies in my heart......Repeat x3

To the king of kings......
Making Melodies in my Heart......Repeat x3
Thumbs up.....................Repeat with action

Making melodies......

Thumbs up.....................Repeat with action
Elbows out......................Repeat with action
Neck bent.......................Repeat with action
Tongue out (la la la)...........Repeat with action
Turn around....................Repeat with action
Sit down.........................Repeat with action

Hallucinating

Approach: Dependent on the behavior of the learner

Take the hallucinations seriously at the moment they appear. Let the learner feel you understand it. When the learner is calm explain that what the learner experienced was not reality. Follow up with the learner and refer them to a social worker, doctor or a psychologist.

Activity 1: I Am John. Welcome, John.

Time: 20 minutes
Goal: Group building, self confidence
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:
Form a circle. One person says her/his name and makes a movement. The group welcomes this person and repeats her/his movement.

Activity 2: Give a Wink

Time: 30 minutes
Goal: Concentration
Material: Paper, crayons
Medium: Play
Approach: Ego-strengthening
Explain:
Make two circles: a big circle and smaller circle inside the big one. Everyone will face the middle of the circle. The people in the big circle stand behind the person in the small circle. Only one person from the outer cycle will not have a friend (someone standing in front of her/him). This person will try to steal a friend by winking to anyone in the small cycle. The person who received the wink will run to her/him but the person behind must not allow her/his friend to be stolen. To keep their friend from being stolen, they must touch their friend's shoulder every time the thief winks. If she or he doesn't touch their friend, then she/he will lose the friend who then goes to the winker. However, if the person standing behind, touches her or his friend's shoulder before her/his friends runs to the winker then she/he will keep her friend in front of her/him. Allow learners to do this in turns.

Activity 3: Looking for Fish (Dynamic Drawing)

Time: 40 min
Goal: Structured concentration
Material: Paper, crayons
Medium: Art
Approach: Structure, exploring
Explain:
(20 minutes)

Take a blue or green crayon and start making waves on the paper. The crayon stays on the paper and you draw the waves without interruption. You first start down the paper with little waves and then the waves become higher and bigger. It is very important that the waves do not cross each other.

You stop when the paper is full of waves and an ocean has arrived.

As a teacher, you lead this activity. It means that every learner is doing it together and is following your instructions.

(15 minutes)

You will now go and look for the fish that you find in the sea. Use different colors to draw different fish.

Color the ocean blue around the fishes. Then stick all the papers together and make a big sea all together.

(5 minutes)

To cool down, let the learners tell something about the fish they drew and their ideas about the ocean sea.

Flashbacks
Approach: Ego-strengthening, structure

Realize that flashbacks are a part of dealing with a trauma. When a learner is both re-experiencing and avoiding at different moments, it means the learner is slowly coping with the trauma. Avoid activating flashbacks when dealing with a whole group of learners and when less time is available for individual attention. This means no themes of history, any memory triggers, any replay, etc.

Activity 1: Music Machine

Time: 40 minutes
Goal: Group cohesion
Material: None
Medium: Music
Approach: Ego-strengthening
Explain:

In a circle, one person begins to produce a sound. The second person adds another sound while the first person keeps on producing her/his sound. One by one each learner adds another sound until everybody is producing a sound. The facilitator can instruct to let the sound goes faster, slower, louder and softer.

Activity 2: Yes, Let's!

Time: 40 minutes
Goal: Cooperation, self-awareness
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:

Everyone walks randomly around the space, looking at each other as they pass. The teacher stops, raises her or his hand straight up in the air and says "HEY!" Everyone stops where they are and says, "YES?" The teacher responds, "Let's all walk on the moon!" The group responds, "YES, LET'S!" and everyone walks as if they are walking on the moon. Then the teacher or someone else says "HEY!" and continues with another action.

Eventually, the group members can have a turn at suggesting a theme (for example, walking as if your feet are heavy/light, jumping, hopping, crawling, greeting people, being the tallest/smallest in the world, sleeping, etc.)

- It is important to follow each step, and not skip the "YES, LET'S!" part.

Activity 3: Catch the snake

Time: 40 minutes
Goal: Trust building, containment
Material: None
Medium: Play
Approach: Ego-strengthening
Explain:
In groups (between 6 to 10 people per group) the learners stand one behind the other with their hands on the shoulders of the person in front. The person at the top must try and catch the person at the end, without the "snake" coming apart or breaking

- If playing with young learners, try linking arms to make it easier to catch the end.

Activity 4: Drawing About Yourself'

Time: 40 minutes
Goal: Ego-strengthening, self-awareness, introducing yourself
Material: Paper, crayons
Medium: Art
Approach: Ego-strengthening
Explain:
The drawing is about you; about your life! Think about your life. Who is important to you. What do you like to do, football, singing, etc?

The drawing shows something about your present life and what you want to do in future.

You can use the whole paper for drawing and use different colors.

Activity 5: Being a Tree

Time: 40 minutes
Goal: Relaxation, concentration, body awareness
Material: Paper, crayons
Medium: Visualization (movement), art
Approach: Ego-strengthening, structure

Explain:
(10 minutes)

All the learners stand in a circle. Ask them to pay attention to their feet and feel how they touch the ground. Then, bend forward, come back to the middle and bend backward – trying to stay in the middle and balanced. Now, pretend roots are growing out of their feet deep into the ground. Next, think about the legs. Feel how strong and stable your body becomes. Imagine your arms are going up in the air and outside your fingers leaves will grow. Leaves are growing from your head as well.

Wind is coming and your arms move a little to the right and the left. It is starting to rain, you become wet. Sun is shining and you feel the warmth on you. Where are you staying? In the middle of the town? In the field? Near a lake or mountains?

Learner open their eyes. The teacher gives out paper to draw the tree they have just experienced.

(30 minutes)

Learners have 30 minutes to draw the tree so they will have enough time to make the tree and the environment as they experienced during the visualization.

You can use the cool down to put the materials together and sit around the drawings together. Ask the learners how they like it and if they can tell the others something about their tree.

1.3 POSITIVE DISCIPLINE PRACTICES

Classroom and School Climate

Discuss the following questions with your partner. Review the content at the bottom of the handout to inform your discussion.

1. How can creating a positive classroom/school climate that is safe and supportive encourage learning?

2. How can creating a positive classroom/school climate that is safe and supportive help to improve learner behavior?

Classroom/School Climate, Learning and Behavior

Safe and supportive learning environments (classrooms) are "spaces":
- That are caring and supportive
- Where learners can trust their teacher and feel an attachment to them
- Where learners feel safe with their teacher, peers and school personnel
- Where learners feel a sense of control and predictability
- Where learners know that there are consistent consequences for their behavior

A positive and sustainable school/classroom climate helps learners:
- Feel safer
- Feel supported
- Feel engaged

Experiencing positive discipline practices enhances learners' ability to think critically, to remember and to solve problem problems in more mature and less violent ways.

Positive Discipline Defined

Positive discipline is a disciplinary strategy geared toward reducing and improving an individual's/learner's unfavorable behavior or conduct by rewarding positive behavior rather than focusing on and punishing negative behavior.

Examples of Best Practices in Positive Discipline

- Positive behavior chart with color-coded levels of achievement
- Focus on consequences (positive and negative) and shift away from punishment and reward
- Good citizen award at the end of the week or month
- Activities on social and emotional learning (SEL) through games, songs and art
- Teambuilding activities for learners and incorporation of group work in instructional practices

Positive Discipline in my Classroom

The following are examples of positive discipline practices you can use in your classroom to promote positive behavior by learners.

- Use encouraging words with learners (for example, good thinking, great choice, you are learning so fast, you did that very well).

- Find a way for each learner to feel special by connecting with them and bringing out their strengths.

- Have learners share their happiest time during their day and their saddest time during the day (this can be done at the end or beginning of class and/or as a circle time activity).

- In class, encourage problem solving with cooperation and mutual respect.

- Give learners meaningful jobs in and out of the classroom where they feel they are making a real contribution.

- Set clear expectations for learners on what is expected of them (using positive behavior).

- Teach and model respect with learners and with colleagues.

- Teach learners how to have cooling off and self-reflection periods when they are upset or frustrated.

- Teach learners that mistakes are wonderful opportunities to learn.

- Use the three R's model:
  - Recognize mistakes
  - Reconcile, take responsibility
  - Resolve and focus on solutions

- Post pictures/words created by learners around the class that promote respect and caring.

- Bring joy into teaching and learning by showing the learners how excited you are.

Summary: School Climate and Positive Discipline

School Climate refers to the quality and character of school life. It is based on patterns of learners', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures.

Adapted from: The Center for School Climate, www.schoolclimate.org

Positive Discipline is a disciplinary strategy geared toward reducing and improving an individual's/learner's unfavorable behavior or conduct by acknowledging positive behavior rather than focusing on and punishing negative behavior.

Positive Discipline…
- Helps learners feel a sense of connection (belonging and significance).
- Is mutually respectful and encouraging (kind and firm at the same time).
- Is effective long-term (considers what the learner is thinking, feeling, learning, and deciding about herself or himself and her/his world – and what to do in the future to survive or to thrive).

- Teaches important social and life skills (respect, concern for others, problem solving, and cooperation) as well as the skills to contribute to the home, school or larger community.
- Invites learners to discover how capable they are (encourages the constructive use of personal power and autonomy).

Adapted from: Jane Nelson, www.positivediscipline.com[©]

1.4 SOUTH SUDAN TEACHERS' CODE OF CONDUCT FOR EMERGENCY SITUATIONS

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.

1.5 TEACHERS' CODE OF CONDUCT AND LEARNERS PSYCHOSOCIAL WELL-BEING

Address learner's psychosocial well-being in the classroom	
LEARNERS'S PSYCHOSOCIAL WELL-BEING NEEDS	**EXAMPLE ANSWERS ON HOW TEACHERS' CODE OF CONDUCT CAN HELP TEACHERS TO ADDRESS PSYCHOSOCIAL WELL-BEING NEEDS**
Secure attachments with caregivers	• Form a caring relationship with your learners. • Establish stable and predictable routines in your class. • Make sure your learners know they can rely on you for help and advice.
Meaningful peer relations; trust in others; sense of belonging	• Have clearly established classroom rules. • Offer team activities that require cooperation. • Teach conflict resolution and tolerance. • Engage learners in listening and sharing information. • Promote learners' identity and pride in South Sudanese culture and heritage.
Sense of identity and self-worth	• Recognize, encourage and praise your learners. • Create opportunities for self-expression through discussions, drawing, writing, drama, etc. • Encourage learners to form independent opinions. • Allow learners to participate in decisions affecting their life (e.g., decisions on classroom rules). • Display learners' work in the classroom.
Access to opportunities	• Value each learner's potential, regardless of gender, abilities, disabilities, or socio-economic status. • Provide a variety of activities so that learners of different abilities can participate.
Intellectual and physical stimulation	• Engage your learners in fun and creative activities. • Provide activities that offer new challenges, not just repetition of old ideas. • Provide your learners with opportunities for play.
Physical and psychological security	• Ensure learners at your school are protected from any forms of verbal or physical violence. • Use positive discipline instead of corporal punishment.

2.0 GENDER AND SOCIAL INCLUSION

2.1   THE CONCEPT OF SOCIAL INCLUSION AND VULNERABILITY

Social Inclusion

The goal of social inclusion is to make sure that all children and youth, especially those from vulnerable parts of society, have access to education and the other services they need. Vulnerable children and youth are among the most marginalized members of society. Those in power often deny vulnerable people of their basic human rights, including protection from harm.

A. Vulnerable Children and Youth

Gender and Social Inclusion Advocacy Groups will play an important role in identifying and assisting vulnerable children and youth in their communities. Advocates will work with other community leaders and educators to help the following kinds of vulnerable children and youth:

- Girls
- Children with disabilities
- Orphans
- Children suffering from trauma
- Ethnic minorities
- Members of pastoralist or nomadic cultures
- Street children (homeless)
- Displaced children

In order to provide access to education, it's important to understand the barriers faced by different groups of vulnerable children. Vulnerable children and youth may be unable to attend school for many reasons:

- Parents or guardians are unable to pay the costs associated with school enrollment (registration, fees, uniforms, books, supplies)
- Teenage pregnancy and early marriage
- Low priority placed on education

B. Disabled Children

In South Sudan, children with disabilities are especially vulnerable. Compared to their peers, disabled children are also at greater risk for physical, sexual

and emotional abuse. They also are less likely to receive protection and support after the abuse. Bullying is a feature in the lives of many disabled children.

Disabled children and youth need special support to protect them from abuse and help them enroll in school, perform to their potential and complete their education.

To better protect disabled children and youth from abuse, it's important to understand the key challenges they face.

- **Prejudice.** Adults are often reluctant to believe that a disabled child was abused. They may attribute signs of abuse to the child's impairment. Adults may also minimize the impact of abuse.
- **Lack of support services.** Disabled children and their families have limited access to support services and other assistance.
- **Effects of the disability.** The child may be dependent on many different adults for personal or intimate care, making her or him vulnerable to abuse. She or he may have an impaired capacity to resist or avoid abuse, difficulty communicating or difficulty understanding what is happening and seeking help.
- **Lack of effective child protection response.** Communities lack professionals with the skills, expertise and confidence to identify child protection concerns and intervene. They may have no mechanism for identifying, reporting or responding to abuse.

Efforts to protect vulnerable children in South Sudan should build on the programs of the Ministry of Education, Science and Technology and incorporate best practices identified by the Ministry and others. Protecting disabled children requires services for the children themselves as well as institutional strategies[1].

Direct interventions for disabled children and youth

- Personal safety skills activities, including sex and relationship education, that improve disabled children's understanding of abuse and increase their ability to seek help

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1 Miller, David and Brown. 2014.

- Peer support, which can reduce bullying and help children explore issues and make decisions
- Creative activities, which can provide children with opportunities to express themselves through indirect and non-verbal means

Institutional strategies

- Evidence-based research to improve understanding of disabled children's vulnerability to abuse and how to protect them
- Awareness-raising about abuse of disabled children to challenge attitudes and assumptions that act as barriers to protection
- Safe and accessible services for all children regardless of their social status
- Implementation of policies already in place for protection and criminal justice services for disabled children

C. Barriers to Social Inclusion in Education

Vulnerable children and youth in South Sudan face significant barriers to education. The following lists provide an overview of some of the barriers faced by girls, children with disabilities, boys from pastoralist communities, and homeless children.

Barriers for girls

- Strong cultural norms favoring boys' education when a family has limited resources
- School-related gender-based violence, where girls at adolescent age are harassed by male colleagues and teachers
- Economic and social demands on adolescent girls—such as household chores and caring for younger siblings—limit time available for attending school and studying.

Barriers for children with disabilities

- Cultural norms undermine the rights of children with disabilities. Families may consider a disabled child a curse. The community may treat the child as an outcast.
- Long distances between home and school make it difficult for children with limited mobility to get to school.

Barriers for boys from pastoralist communities

- Cultural practice of initiation for boys into manhood. Once boys are initiated, they tend to concentrate on peer group activities such as cattle raiding. They may marry early and focus on family responsibilities. As a result, some boys drop out of school after initiation.
- Pastoral communities do not enroll their children in schools due to cultural beliefs; they value their cattle above formal education. As a result, a large number of boys from these communities—who are assigned to cattle management at a young age—do not attend school.

Barriers for homeless children/children living in the street

- Extreme poverty means parents cannot pay school fees.
- Boys living on the streets may fend for themselves or try to support their families, engaging in activities like hawking, shoe shining, or motorcycle activities (boda–boda). These boys have no time to attend school.
- Teenage boys in urban centers in South Sudan drop out of school when they join a criminal gang popularly known as "Niggers." Boys face strong peer pressure to join gangs.

2.2 BARRIERS AND SOLUTIONS TO GIRLS' AND VULNERABLE CHILDREN AND YOUTH'S EDUCATION

Problem	Solution
Teachers and principals are much more likely to appoint boys to serve as school monitors and prefects.	Encourage school officials to promote girls' leadership by naming equal numbers of girls and boys to serve as monitors and prefects.
Girls have more work responsibilities at school than boys.	Distribute tasks equally between girls and boys.
Schools have high rates of violence and sexual abuse. Boys tease and bully girls. Students assault one another physically. Teachers punish students with beating, kicking and other violent punishment. Teachers, school administrators and male students sexually abuse girls.	Schools adopt zero-tolerance policies towards physical, sexual and emotional abuse. Train teachers to use non-violent discipline techniques. Teachers enforce the zero-tolerance policy among students. Community advocates and government officials prosecute teachers and principals who commit abuse.
Teachers encourage boys to study math and science. Boys lead math and science clubs much more often than girls. Teachers discourage girls from pursuing math and science.	Train teachers to encourage girls and boys equally in all subjects and activities. Ensure that girls lead math and science clubs as often as boys.
Parents only send boys to school.	Create awareness about the importance of girls' education.
Parents force girls into early or unwanted marriages.	Allow girls who are married to return to school. Create awareness of the benefits of later marriage.

Parents give girls far more household chores than boys, giving girls less time to study and participate in activities.	Convene community and parental meetings to encourage parents to divide work equally among children regardless of sex.
Teachers commit violence against students. Students commit violence against other students.	Sensitize communities on the danger of school-related gender-based violence though meetings, drama, role plays and radio talk-shows.
Parents believe that children are being "spoiled" in school if they don't receive corporal punishment.	Organize meetings and workshops for parents on issues related to violence.
Teachers create a threatening environment for girls through sexual harassment.	Promote a girl-friendly environment at school. Require teachers to follow strict policies against sexual harassment.
Teachers exclude children with disabilities from co-curricular activities.	Teachers should provide relevant games/activities for children with special learning needs such as indoor games supplied by RtL, so that all learners can play together.

2.3   SCHOOL-RELATED GENDER-BASED VIOLENCE

School-related gender-based violence (SRGBV) refers to any form of violence or abuse that is based on gender stereotypes and that targets students on the basis of their sex. It results in sexual, physical, or psychological harm to girls and boys.

Sexual violence

- Unwanted sexual touching
- Rape (forced or coerced sex)
- Viewing private activities (spying in restrooms or changing rooms, looking up girls' skirts)
- Bullying and verbal harassment based on sex or gender

Perpetrators include fellow students, teachers and other school personnel, gang members, street children, men from the neighborhood, soldiers and family members.

Physical violence

- Beating, kicking, hitting, boxing
- Slapping, pinching

Perpetrators include school personnel, students and family members.

Psychological Violence

- Insults, mockery, threats, teasing
- Intimidation, provocation
- Witness to death
- Unclean, unsanitary environment

Perpetrators include fellow students, teachers and other school personnel, gang members, street children, men from the neighborhood, soldiers and family members.

Picture 1: School-Related Gender-Based Violence (SRGBV)
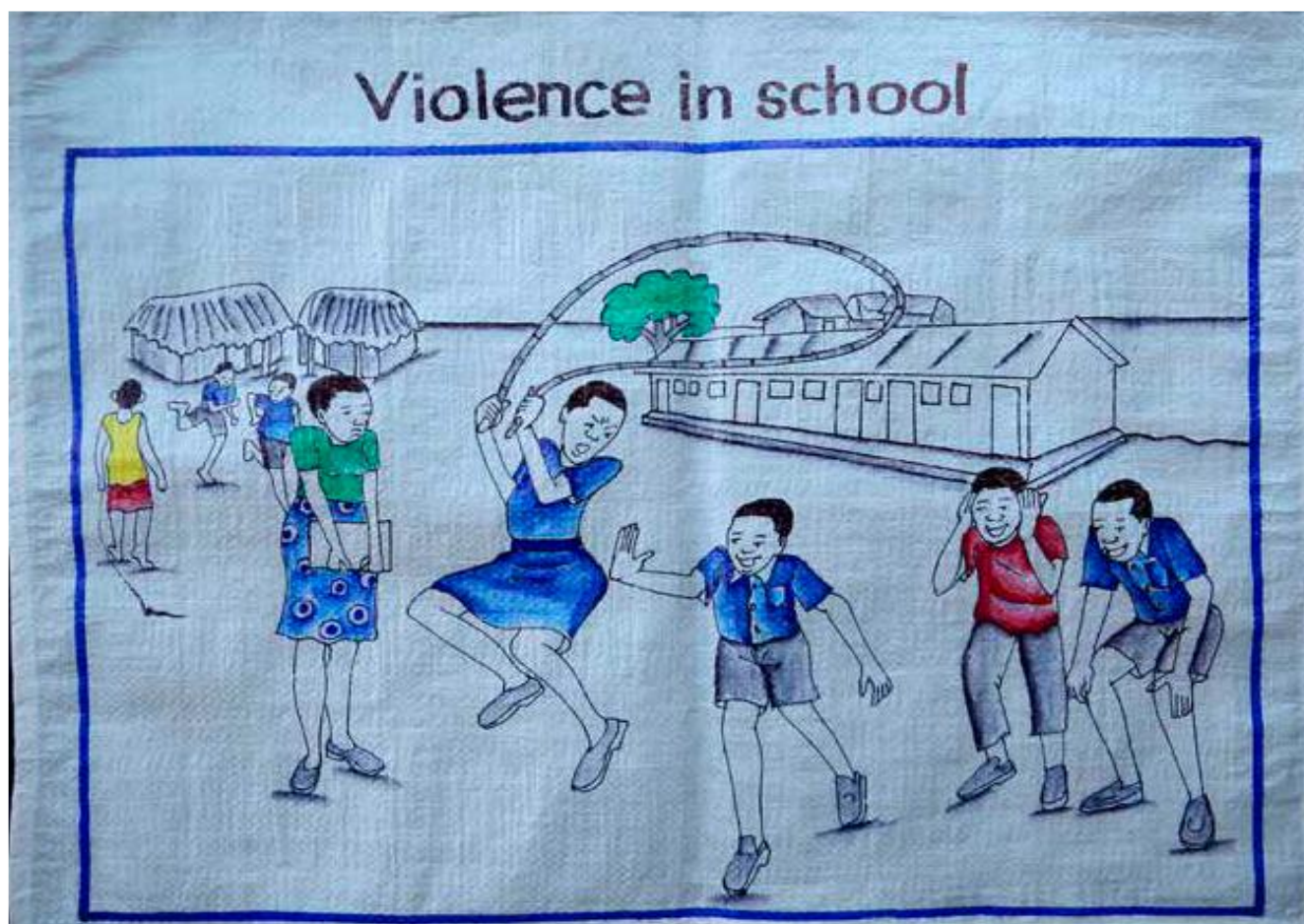
Source: UNESCO Psychosocial kits for use in South Sudan schools

SCHOOL-RELATED GENDER-BASED VIOLENCE

Story sequence picture 2.1
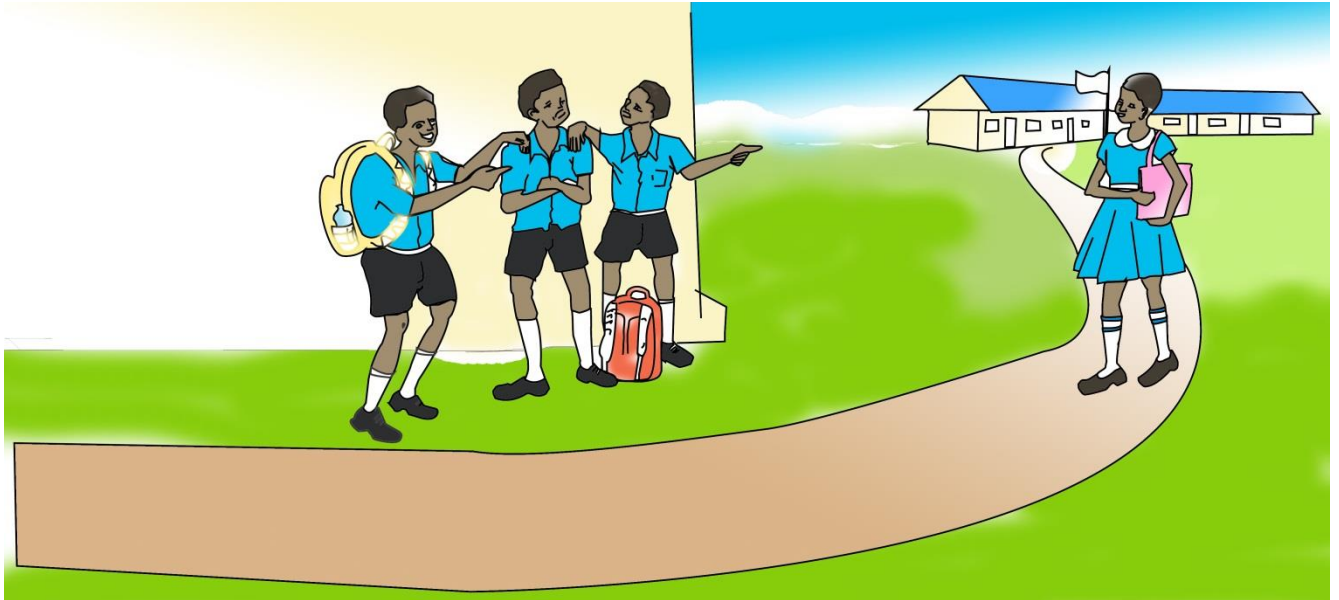
SCHOOL-RELATED GENDER-BASED VIOLENCE

Story sequence picture 2.2
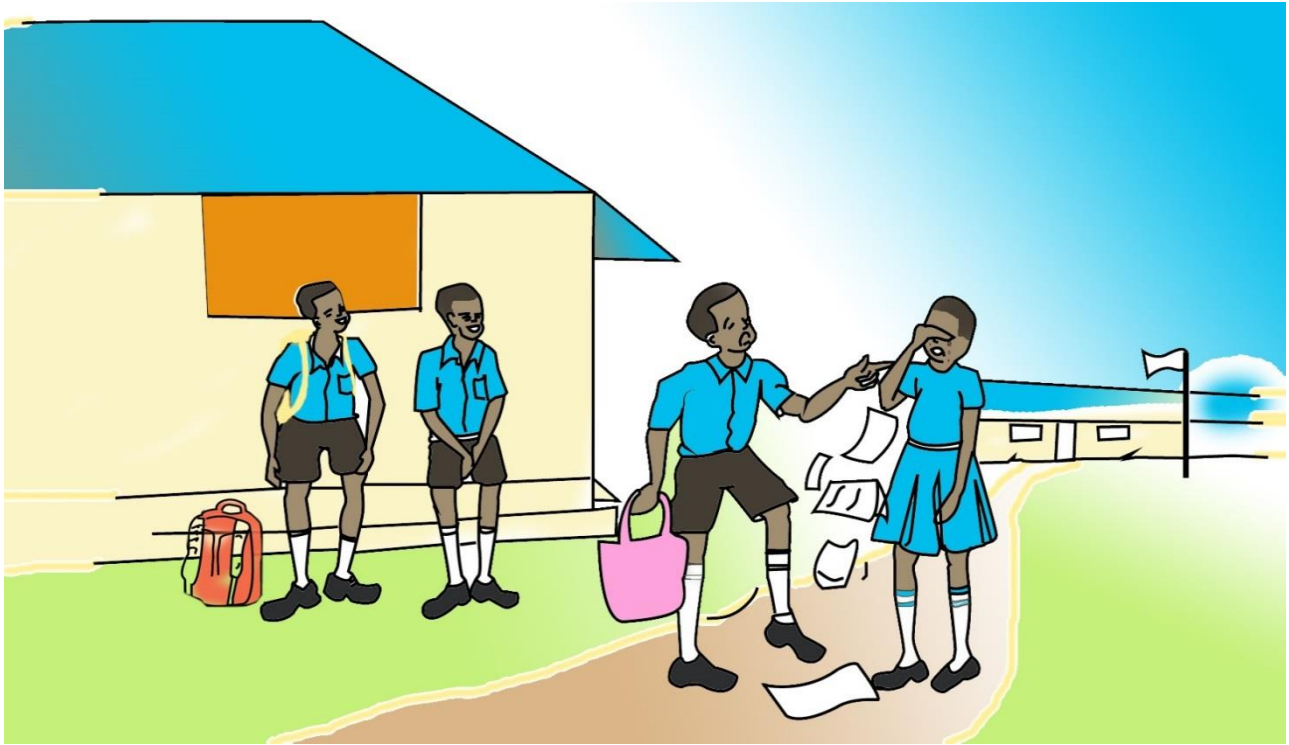
SCHOOL-RELATED GENDER-BASED VIOLENCE

Story sequence picture 2.3
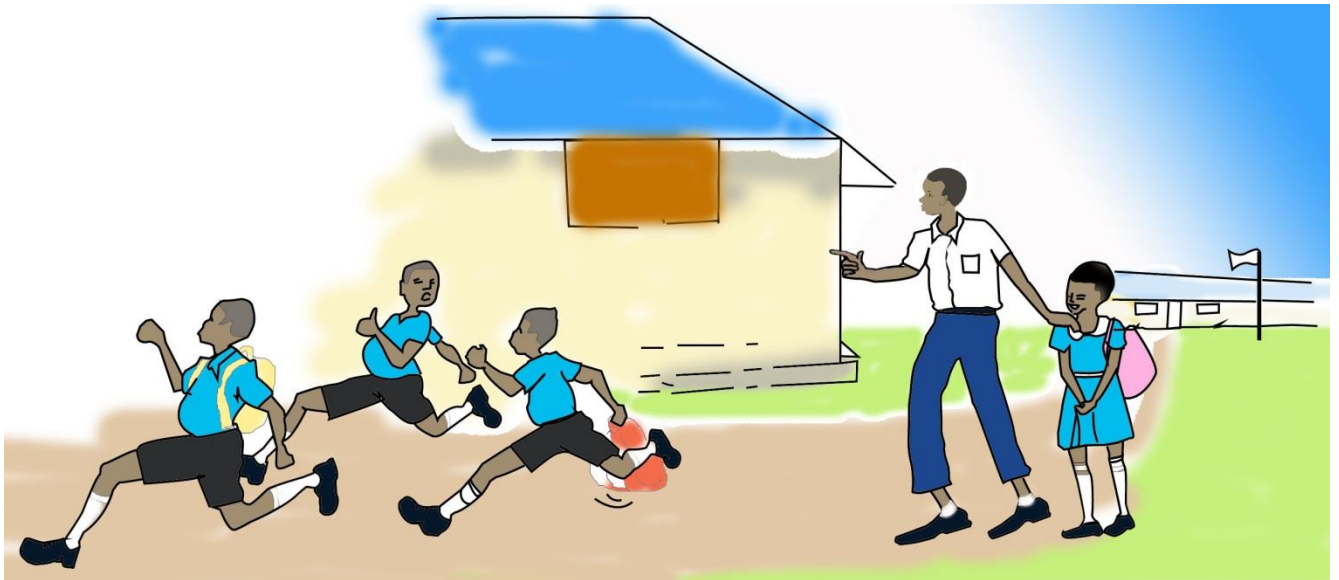
3.0 Basic Literacy Skills

3.1 POCKET LIBRARY GUIDELINE

Why a Pocket Library?

Learners can only become good readers by reading often. In South Sudan, learners may not have the time, materials or space to practice reading as often as they need. In response, Room to Learn has developed a Pocket Library to give learners access to a variety of supplementary materials. The Pocket Library is designed to support the reading goals of the National Curriculum by providing additional types and levels of text.

Room to Learn has used a Pocket Library format to accommodate the needs of the different types of schools in South Sudan. Unlike a permanent bookshelf, the Pocket Library can be rolled up and carried from room to room or taken to the head teacher's office at the end of the day.

What does the RtL Pocket Library contain?

The Pocket Library is designed to support all levels of readers. It contains three tiers of books: beginning, intermediate and advanced. The top contains the advanced books, the middle row contains the intermediate books and the lowest row contains the beginning books. These books can be read aloud by the teacher or be read independently by learners. The Pocket Library also contains sets of white guided readers that have multiple copies of each book. These books are designed to be distributed to all learners at the same time, and the class can read them aloud together.

When should the RtL Pocket Library be used?

The Pocket Library is meant to be used *in addition* to the National Curriculum. Schools will share a Pocket Library among their P1-P3 teachers. A few books may be available for upper primary as well. Please refer to your head teacher for specific policies on when to use the Pocket Library.

It is important to use the Pocket Library <u>often</u>—ideally several times per week. The more often your learners read, the more quickly their reading skills will improve.

How should the Pocket Library be used?

Read alouds: In P1-3, teachers can read a book aloud to learners to help them build their comprehension skills and English language skills. This book should be slightly *above* the reading level of a student.

Guided reading: In P2-3, teachers can distribute the white guided reading books to learners and read them aloud as a group. This helps build fluency and comprehension skills. Learners can repeat after the teacher, or each take turns reading a page. These books should be *at* the level of the learners.

Independent reading: In P3, teachers may allow learners to carefully choose Pocket Library books for independent reading. These books should be *at* the level of the student.

Pair reading: If you have too many learners to give them adequate reading help, work with a teacher in the upper primary grades to pair an older student with a younger student. Give each pair a book, and ask the older student to help the younger student read it.

When you first introduce the Pocket Library to learners, make sure you:

- Excite learners about receiving this gift. Explain that it is a gift from the Government of America.
- Demonstrate and discuss the features of the Pocket Library, allowing some learners to touch the fabric and open the pockets.
- Explain which pockets have the most appropriate books and how these books will be used in school.
- Explain the importance of keeping the Pocket Library safe and clean (checking your hands, not setting the Pocket Library on a dusty floor, returning the Pocket Library to its proper place, etc.).
- Model how to carefully remove a book, turn its pages gently, and return it to the same pocket that it came from. Ask for volunteer learners to model the process as well.

3.2 ENGLISH LANGUAGE AND LITERACY INSTRUCTION

ORAL LANGUAGE

It is important to build oral language skills. If learners can hear and say English words, it will be easier for them to apply words to text later on.

Oral language technique 1: Picture Cards

Pictures help learners learn new words. Choose 3-5 words per week and make corresponding picture cards. Choose words that will support a story or song you want to teach later on. Practice the cards throughout the week.

Example: You decide to teach the song "The Lion Sleeps Tonight." You look at the song and decide that "village," "lion," and "jungle," are important words. You draw flash cards with the images below, and use them to teach the words to learners before singing the song.

Oral language technique 2: Songs

Songs can be used throughout primary school to build oral language skills.

IF YOU'RE HAPPY AND YOU KNOW IT	
Verse 1: *If you're happy and you know it, clap your hands (clap, clap)* *If you're happy and you know it, clap your hands (clap, clap)* *If you're happy and you know it, and you really want to show it* *If you're happy and you know it, clap your hands (clap, clap)*	**Verse 2:** *If you're sad and you know it...* **Verse 3:** *If you're angry and you know it...* **Verse 4:** *If you're proud and you know it...*
THE LION SLEEPS TONIGHT	
Verse 1: *In the jungle, the quiet jungle* *The lion sleeps tonight* *In the jungle, the quiet jungle* *The lion sleeps tonight*	**Verse 2:** *In the village, the peaceful village* *The lion sleeps tonight* *In the village, the peaceful village,* *The lion sleeps tonight*

Chorus: *Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)*	**Chorus:** *Weeee, dee dee dee da wee dum dum da weh. (Wim oh weh oh wim oh weh)*

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes, knees and toes
Head, shoulders, knees and toes, knees and toes
And eyes and ears and mouth and nose
Head, shoulders knees and toes, knees and toes

ALPHABET SONG

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Now I know my ABCs
Next time won't you sing with me?

THE ANTS GO MARCHING

Verse 1:	Verse 2:
The ants go marching one by one, hurrah, hurrah.	*The ants go marching two by two, hurrah, hurrah.*
The ants go marching one by one, hurrah, hurrah.	*The ants go marching two by two, hurrah, hurrah.*
The ants go marching one by one, the little one stops to suck his thumb.	*The ants go marching two by two, the little one stops to tie his shoe.*
And they all go marching down, to the ground, to get out of the rain, boom, boom, boom.	*And they all go marching down, to the ground, to get out of the rain, boom, boom, boom.*
Verse 3: *The ants go marching three by three... the little one stops to climb a tree...*	**Verse 4:** *The ants go marching four by four... the little one stops to close the door...*
Verse 5: *The ants go marching five by five ...the little one stops to take a dive...*	**Verse 6:** *The ants go marching six by six... the little one stops to pick up sticks...*

3.3 PHONEMIC AWARENESS

Phonemic awareness means hearing and saying the individual sounds in language. Phonemic awareness refers to sounds only—it does not involve text. Phonemic awareness instruction helps learners to learn to hear individual sounds so that they can apply sounds to text later on. It is especially important in P1.

In English, the letter sound and the letter name are different. Learners must learn both. For example, the letter name is "b" but the sound is /b/ (buh). The letter "e" has only one name, but it can make several different sounds.

Example: Ask learners the following questions. They should identify the first sound, not the first letter.

> What is the first sound in cat?
> What is the last sound in cat?
> What is the middle sound in cat?
> Let's say each sound in "cat": /c/ /a/ /t/.

PHONICS: **Phonics means applying sounds to written letters. For example, a learner can hear the sound /d/ and know that the letter d makes that sound.** Only teach one letter per class period, and no more than two letters per week. After learners know several letters, you can start teaching words.

Example: Use this example after learners have learned the letters c, a, and t.

- Ask a volunteer to come to the front of the class and hold up a letter card with "c." Ask the rest of the class to say the sound (not the letter name!).
- Give another volunteer a card with "a." Ask participants to say the sound.
- Give another volunteer a card with "t." Ask participant to say the sound.
- Have the volunteers stand together, facing the class, to form the word "cat." When you tap each participant, the class should say the sound (/c/ /a/ /t/). Tap each participant faster and faster until the class can read "cat."

| c | a | t |

3.4 FLUENCY

Reading is more than knowing letters and sounds. Learners must read quickly, accurately, and with expression. This takes practice.

Example 1: Beginning fluency

- Choose a short sentence or statement that relates to a story or song that you want to teach. Create word cards for the sentence or statement:
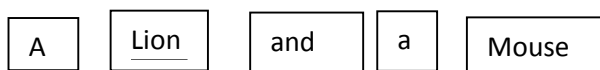
A	Lion	and	a	Mouse

- Give the cards to five volunteers and ask them to put themselves in order, facing the class.
- Ask the class to read the sentence or statement. Reorder the words (for example, change "lion" and "mouse,") and ask them to read again.

Example 2: Intermediate fluency (excerpt from a Pocket Library book)

- On the board, write, <u>A lion comes out of his den. "I can see the savannah," he says. "Me too," says the mouse.</u>
- Read the text out loud, underlining the text with your finger. Then ask participants to read it slowly with you. Read one more time, faster.

Example 3: Advanced fluency

- Distribute white pocket library readers so that all learners see the same text.
- For the first few pages, ask that learners follow the text with their finger as you read aloud. After each sentence that you read, ask learners to repeat the sentence.
- In the middle of the book, ask other learners to each take turns reading a page. Help them read with expression and accuracy. If they read slowly, ask them to read the page again to increase their speed.

3.5 COMPREHENSION

Comprehension—or understanding—is the goal of reading. The best way to build comprehension is to ask learners questions about what they read.

Think of questions that start with "Who, What, When, Where, Why."
Who is the main character?
Where does Finda live?
What problem does Finda have?
Why did Finda run to her mother?

Help learners to predict, summarize and connect.
Predict: Look at the cover and title of the book. What do you think will happen in this story?
Summarize: What happened first in this story? What happened next? What happened last?
Connect: Has something similar happened to you in your life?

You can ask learners questions through many types of reading.

Read alouds: In P1-3, teachers can read a book aloud to learners and ask them questions about what they hear. The teacher can ask questions before, during and after reading.

Guided reading: In P2-3, teachers can distribute copies of the white Pocket Library books to learners and read them aloud as a group. Learners can repeat after the teacher or each take turns reading a page. The teacher can ask questions before, during and after reading.

Independent reading: In P3, teachers may allow learners to carefully choose Pocket Library books for independent reading. The teacher can ask questions before, during and after reading.

Pair reading: Teachers can pair lower primary learners with upper primary learners to read a book together. The upper primary student can help the student read and answer questions about the book.
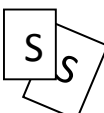
3.6 SAMPLE LESSON 1.1

	Key objective: Learners will be able to say and understand English words about feelings.	
	Goal	Activity
	Learn new words: Happy, sad, angry	**Use these flash cards and ask learners to repeat the English word.** 🙂 🙁 😠 **Mix the cards and repeat.** **Without showing the cards, say "happy," "sad," or "angry," and ask learners to show the expression on their faces.** **Continue until all or most learners can show the correct expression.**
	Practice first sounds /h/ /s/ /a/	**Ask learners** What is the first sound in "happy?" What is the first sound in "sad? What is the first sound in "angry?"
	Learn a new song	**Practice and sing. Clap along.** If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it, and you really want to show it, If you're happy and you know it, clap your hands. **Explain the words "know" and "clap."** **Repeat the song with "sad" and "angry," using facial expressions.**
√	**Assess learning**	**Show the flash cards again in different order. Ask learners to say the word.** 🙁 😠 🙂

3.7 SAMPLE LESSON 1.2

	Goal	Activity
Objective: Learners will be able to remember key words and identify key words in a story about feelings.		
	Goal	Activity
	Review words: happy, sad, angry	**Use picture flash cards and ask learners to repeat the English word.** **Mix the cards and repeat.** **Without showing the cards, say "happy," "sad," or "angry," and ask learners to show the expression on their faces.**
	Review the song	**Practice and sing. Clap along.** If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it, and you really want to show it If you're happy and you know it, clap your hands **Ask if learners to define "know" and "clap."**
	Read aloud	**Read aloud "My Feelings." When learners hear one of the "feeling" words, they should make the facial expression.**
	Discuss	**Ask learners,** Do you sometimes feel the same as the characters in the story? Which feelings do you like? Which do you not like?
	Assess learning	**Show the flash cards; learners say the word. Ask different parts of the room to respond (example: first girls, then boys, then the back row, etc.).**

3.8 SAMPLE LESSON 1.3

	Goal	Activity
	Review words: Happy, sad, angry	**Use picture flash cards to review the word "sad."**
	First sounds /s/	**Ask learners to identify the first sound in "sad." Can they think of other words with this sound?** (Examples: sit, sky, snake) **Does anyone have this sound in their name?** (Example: Stephen).
S	**Teach a letter**	**On a flash card or on the board, show the letter S. Say, "**This is the letter S. It makes the sound /s/. Say sssss." **Remind learners of their examples of words and names with the /s/ sound.**
S S	**Match a letter**	**Ask a student to match the letter S to an alphabet chart or to a letter S found in the My Feelings book.**
	Skywrite	**Show learners how to "skywrite" the letter S in the air, then ask them to skywrite with you.**
	Write	**Show learners how to write the letter S, then have them write the letter S in their notebooks. They should practice several times.**
	Read aloud	**Read aloud "My Feelings." When learners hear the letter S, they should hold up their notebook that has "S" written on it.**
√	**Assess learning**	**As learners leave the class, ask them to show their notebooks where they had written S. If you have too many learners to check all notebooks, ask learners to compare their notebooks with a peer.**

3.9 SAMPLE LESSON 1.4

P 1   P 2

Objective: Learners will be able to read and write English words about feelings.

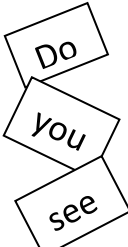|	Goal	Activity
	Discuss	**Ask learners how they are feeling that day.**
	Learn new words: Happy, sad, angry	**Use these flash cards and ask learners to repeat the English word.** ☺ ☹ 😠 **Mix the cards and repeat. Ask learners to demonstrate the emotions.**
s	**Practice word sounds; practice letters** /h/ /a/ /p/ /p/ /y/ /s/ /a/ /d/ /a/ /n/ /g/ /r/ /y/	**Ask learners** What sounds do you hear in "happy?" **When learners respond, write the corresponding letters on the board.** **Repeat with "sad" and "angry."** **Ask learners: What letter do these words all have?**
h a p	**Play a letter game**	**Ask for five volunteers and distribute letter cards that spell the word "happy." Ask that they put themselves in order and face the class.** **Repeat with letters for "sad" and "angry."**
✏	**Write**	**While the volunteers face the class holding their letter cards in the correct order. Learners should copy the words in their notebooks.**
📖	**Read aloud**	**Read aloud "My Feelings." Ask learners to touch the correct word in their notebook when they hear it.**
√	**Assess learning**	**As learners leave the class, ask them to show their notebooks where they had written happy, sa, and angry. If you have too many learners to check all notebooks, ask learners to compare their notebooks with a peer.**

3.10 SAMPLE LESSON 2.1

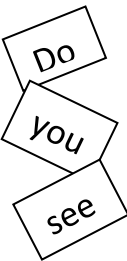|	**Objective:** Learners will be able to understand and read the names for colors.	
	Goal	Activity
	Review colors in a game.	**Tell learners you will review colors. Ask,** Do you see something red? *A volunteer should find something red.* Do you see something blue? **Continue with different colors.**
	Read Aloud	**Read aloud "Do you see?" showing the pictures. Ask learners to respond, "Yes, I do." Ask learners if they see these things in their daily lives.**
	Practice spelling colors Red Green Blue Black	**Ask for volunteers. Give each volunteer a different letter (that is used in the color names).** **Ask different learners to call out a color, and the volunteer learners will attempt to spell it for the class.** **Volunteers should face the class with their finished word.**
	Write	**Ask learners to copy the words "blue" and "black" in their notebooks. Next to these words, they should draw a picture of something blue and something black.** **Ask learners,** What letter do these words have in common?
	Assess learning	**As learners leave the class, ask them to show their notebooks where they had written blue and black. If you have too many learners to check all notebooks, ask learners to compare their notebooks with a peer.**

3.11 SAMPLE LESSON 2.2

Objective: Learners will be able to understand and read the names for colors.

|	Goal	Activity
Do you see	**Practice Sight Words with "Do," You," and "See."**	**Teach the words "Do," "you," and "see," using word cards. Ask for volunteers to hold the cards.** **Pointing to the word cards for each question, ask** Do you see something red? *A volunteer should find something red.* Do you see something blue? *Continue with different volunteers and colors*
Do you see something red?	**Build sentences**	**On the board, write,** Do you see the red flower? **Ask the class as you read with you. Underline the text with your finger as you read together.** **Add new sentences for the class to read with you:** • Do you see the blue sky? • Do you see the green tree? • Do you see the black bird?
	Write	**Ask learners to copy each sentence and draw a picture next to it to show comprehension.**
√	**Assess learning**	**As learners leave the class, ask them to show their notebooks where they had written their sentences. If you have too many learners to check all notebooks, ask learners to compare their notebooks with a peer.**

3.12 SAMPLE LESSON 2.3

Objective: Learners will be able to read and understand colors in the context of a book.

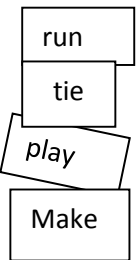|	Goal	Activity
Do *You* *see*	**Review words:** Do You See Red Green Blue Black	**Use flash cards to review the words from before. Hold up the word flash card and ask different parts of the room to respond (first girls, then boys, then the back of the room, middle of the room, etc.).**
	Guided reading	**Distribute copies of "Do You See" OR use the blackboard to write the "Do You See" story and illustrations for all to see.** **Ask a volunteer student to read the title.** **Read each page aloud for the learners. After each page, ask learners to repeat, following the text with their finger and using proper speed and expression.** **Read the book again. This time, ask a different student to read each page.**
√	**Assess learning**	**Ask learners,** In this story, what was blue? What was black? What was red? What was green? What other colors were in this book? Can you think of other objects that are this color?

3.13 SAMPLE LESSON 3.1

P 3

	Goal	Activity
	Discuss	**Ask learners** Do you like to play football? Do you play well? Where do you play?
Musa and Finda	**Build a title**	**Ask for six volunteers. Give each volunteer a word card. Ask volunteers to put themselves in order and face the class to make the title of the book: Musa and Finda Find a Football** Ask the class to read the sentence together. Ask the class what words start with the same letter.
	Read aloud	**Show the book "Musa and Finda Find a Football." Ask the class to predict what the book will be about.** **Before reading, ask learners:** Look at the pictures and think about the title. Can you guess what the story will be about? **During reading, ask learners:** P. 3: How do you think they will make a football? **After reading, ask learners:** What was Musa and Finda's problem at the beginning of the story? Do you think they had a good solution?
√	**Assess learning**	**Summarize. Ask learners:** What happened first in the story? What happened next? What happened last? **Connect. Ask learners:** Have you ever made a football? Did you use the same materials as Musa and Finda?

Objective: Learners will be able to answer questions about a book.

3.14 SAMPLE LESSON 3.2

Objective: Learners will be able to answer questions about a book.

	Goal	Activity
run tie play Make	**Flash cards /** Run Tie Play Make	**Show flash cards for "run" and "tie" to learners. Define the words, and ask learners to act out "run" and "tie."** **Show flash cards for "play" and "make" to learners. Define and ask learners to act out "play" and "make."** **Mix the flash cards and ask learners to act the words out again.**
📖	**Guided reading**	**Distribute "Musa and Finda" to learners (or write part of the story on the board). Give learners a minute to look for the words that were just practiced.** **Tell learners,** we will read the story together. When I read a sentence, you repeat. **For pages 1-5, read each sentence and then ask learners to repeat it, following along with their finger.** **For pages 6: Tell learners, "**I would like a volunteer to read page 6." **Continue asking for volunteers until the end of the book. Help the learners use appropriate expression.**
√	**Assess learning**	**Show a flash card (run, tie, play, make). After each flash card, ask learners to point to the word in the book.**

3.15 SAMPLE LESSON 3.3

	Objective: Learners will be able to answer questions about a book.	
	Goal	Activity
	Discuss	**Ask learners,** What story have we been reading? Who were the main characters, and what did they do?
	Independent Reading	**Distribute "Musa and Finda" to learners. If there are not enough books, you can put learners in groups or pairs.** **Tell learners,** You will read the book independently. After finishing, you will write three things that happened in the story.
	Write	**After reading, ask learners to write down three things that happened in the story. They can use drawings to support the list.**
√	**Assess learning**	**While learners are working independently, call up individual learners or small groups of learners to read aloud with you. Try to choose learners who seem to be struggling and need extra practice and support.**

3.16 ASSESSMENT

Note: Teachers can make assessments to identify what their learners have learned.

It is important to formally assess your learners at least once per month so you know if they are learning or if they need extra practice. Once a month, ask learners to make a line and do a one-minute assessment, one by one.

PHONICS (P1 and P2)

After you have taught a few letters, make a grid of those letters in lower case and upper case. For example, if you have taught the letters A, D, C, O, B, G (the first letters taught in the Ministry of Education textbooks) you can use this grid: **First, ask a learner to say the letter name for each letter. Then ask a learner to say the letter sound.**

D	a	C
o	G	d
c	O	B
b	A	g

FLUENCY (P2 and P3)
Ask a learner to read a short passage. Give the learner exactly one minute to read it. Use your watch to time the student.

Peter and Farida had an idea. They wanted to start a drama club at their school. First they asked the head teacher's permission. Then they asked their friends to help. Then they asked their families for cloth to make costumes. Finally, they asked teachers to invite learners to the drama club once a week after school.

COMPREHENSION (P2 and P3)
After a learner reads the fluency passage, ask two questions:
What did Peter and Farida want to do?
What did Peter and Farida ask their families for?

ASSESSMENT

The teacher reads letter names and asks the learner the sound of each of the letter names read by the teacher. Take one letter name and letter sound at a time.

A	s	L	f	G	r	e	Q
n	i	d	U	m	o	C	v
B	p	H	T	E	j	K	M

c	j	R	F	v	m	H	W
i	U	x	T	K	e	o	P
B	z	L	s	d	n	q	a

The learner reads words:

they	with	dog
and	go	house
boy	desk	sit

girl	ask	what
or	pen	stay
hand	come	want

say	man	lion
walk	book	wait
sat	school	we

The learner reads:

My name is Gladys. Every day, I go to school. My sisters and brothers go to school, too. In my school I learn many things. I learn English. I learn math. I learn history. I learn science. I like to learn! I like school!

The teacher asks:

Who goes to school with Gladys?

What does she learn in school?

The student reads a short story:

A rabbit and a turtle were in a race. The rabbit ran fast. The turtle ran slowly. The turtle said, "I can win this race!" The rabbit said, "No, you can't," and ran and ran. But then the rabbit got tired and went to sleep. The turtle kept going and finished the race first.

The teacher asks:

Who was in this race?
Who won the race? Why?

4.0   Forming Letters of the Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz