

# Skills for Life +

Appropriate Technology for Children and Youth  
in Emergencies



## Trainer Guide



South Sudan  
Education Cluster



United Nations  
Educational, Scientific and  
Cultural Organization

# Acknowledgements

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 Education Cluster and all contributing partners. UNESCO also extends appreciation to Sue Nicholson, Hannah Snowden, Renee Christensen, and Rena Deitz 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 the Skills for Life + sessions are adapted from a variety of sources, including:

- Send the Cow Lessons from Africa [sendacow.org.uk](http://sendacow.org.uk)
- Swiss Federal Institute for Aquatic Science and Technology (Eawag)
- Jong Chool Do [www.youtube.com/watch?v=QDgAuVK1Br0](http://www.youtube.com/watch?v=QDgAuVK1Br0)

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

*Cover photo: Participants from Jonglei and Central Equatorial State on the Skills for Life + Training of Trainers course in Juba.*

# CONTENTS

## INTRODUCTION

### Schedule for Training Course

1.1: Introduction

1.2: Using the Skills for Life + Toolkit

1.3: Skills for Life + Teacher Guide: Safety and Materials

1.4: Skills for Life + Teacher Guide: Funnel, Scoop and Pot

1.5: Reflection

2.1: Skills for Life + Teacher Guide: Container Stool

2.2: Skills for Life + Teacher Guide: Plastic Bag Ball

2.3: Classroom Management

2.4: Skills for Life + Teacher Guide: Jump Rope

2.5: Reflection

3.1: Time and Materials Management

3.2: Skills for Life + Teacher Guide: Water Bottle Light

3.3: Reflection

4.1: Skills for Life + Teacher Guide: Healthy Water

4.2: Skills for Life + Teacher Guide: Tip-Tap

4.3: Reflection

5.1: Skills for Life + Teacher Guide: Toy Car

5.2: Skills for Life + Teacher Guide: Water Bottle Mouse Trap

5.3: Question and Answer

5.4: Evaluation and Reflection

5.5: Closing Ceremony

ANNEX: South Sudan Teachers' Code of Conduct for Emergency Situations

# Introduction

## Background

Research has shown that young people in schools benefit from special programmes that teach life skills. Life skills promote positive health practices and reduce risky behaviour. Life skills are especially important during an emergency. It should be used along with the Skills for Life picture charts for children.

Skills for Life + does more than teach life skills. It provides training on how to make useful items from recycled items using appropriate technology. These items will help children and youth during emergencies to live a healthy and happy life.

This training will teach the participants how to use the Skills for Life + Toolkit. 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 +: Teacher's Guide
2. Skills for Life + chart set
3. Skills for Life +: Trainer Guide
4. Story and instruction books for Children
5. Skills for Life + toolkit

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 in the Toolkit is simple and repetitive to help with this.

## About This Training Guide

This training guide has been designed to be used for: training of trainers and teacher training. The content for the training of trainers and teacher training is the same. Instead of using the words trainers and teachers, this guide uses participants.

A schedule has been provided for 4 days training for Skills for Life +.

The training has three major objectives. By the end of this workshop, participants will be able to:

- Believe that waste items can be used to produce useful things.
- Make useful items that can help them lead healthier lives.
- Deliver a training workshop to teachers on appropriate technology.

## Before Each Session

Before the training, read the session instructions and gather the materials. Look in the text box at the beginning of each session for general instructions. Then, before each session, double-check that all the materials are ready and write the objectives for the session on a flip chart.

## Materials

Some sessions require specific materials. These materials are listed in the box at the beginning of each session. However, you should have the following materials available for every session:

- Skills for Life + Teacher Guide
- Skills for Life + Toolkit
- Recycled materials
- Skills for Life + picture charts
- Flip chart paper
- Blackboard/whiteboard
- A4 paper, coloured pencils, markers and tape
- Exercise books for participants to use as journals
- Masking tape and scissors
- Chalk and white board markers
- Board eraser or duster

# Schedule for 5 day Training Course

Time	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 10:30	Introduction	Stool	Time and Materials Management	Healthy Water	Toy Car
10:30-11:00	Tea break	Tea break	Tea break	Tea break	Tea break
11:00-12:30	Using the Skills for Life + Toolkit	Plastic Bag Ball	Water Bottle Light	Healthy Water	Toy Car
12:30-1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-2:45	Safety and Materials	Managing Learners	Water Bottle Light	Tip-Tap	Mouse Trap
2:45-3:45	Funnel, Scoop and Pot	Jump Rope	Water Bottle Light	Tip-Tap	Question and Answer
					Evaluation
3:45-4:00	Reflection	Reflection	Reflection	Reflection	Closing ceremony

# DAY 1

## Session 1.1: Introduction

**Purpose:**

To introduce participants to the training

**Objectives:**

Know each other's names

Agree on rules for the training

**Time:** 1 hour

**Materials:**

- Schedule (chart)
- Flip chart with overall objectives
- One paper marked with a tick (✓) and one with a cross (X)
- Coloured pencils and paper
- A4 paper

### Getting to Know Each Other

1. Invite participants to stand and sing a song to open the day.
2. Introduce yourself and the training workshop by giving your name, where you work, and what you do. Say:
  - I am here to train this group as appropriate technology trainers using the Skills for Life + Toolkit.
  - The toolkit shows teachers how to teach children and youth to make useful items that can help support them live a healthy and happier life during emergencies.
  - After we complete this training course, you will be able to teach the Skills for Life + sessions.
3. Hand out paper and coloured pencils to participants.
4. Instruct participants to do the following:
  - Draw a picture of themselves and write their name.
  - Draw a picture of their favourite fruit and write the name.
  - Write down their favourite machine. A machine is a tool containing one or more parts that does a job better and faster and more powerfully than a human being.
  - Write one thing they are good at.
5. Give participants 10 minutes to draw.
6. Ask participants to form groups of people who

A machine is a tool containing one or more parts that does a job better and faster and more powerfully than a human being

have the same favourite fruit.

7. Ask participants to introduce themselves in their small groups and say what they are good at and their favourite machine.
8. Ask all participants to come into a circle.
9. Ask each participant to say their name, their favourite machine, what they do well and show their pictures to the whole group.
10. Facilitate a group discussion. Ask:
  - Was it easy to talk about your favourite fruit?
  - Was it easy to talk about your favourite machine?
  - Was it easy thinking of something you are good at?
  - How did you feel describing what you are good at?
  - Was it easier in the small group or in the large group?
  - How can we use this activity with children or youth?
11. Say:
  - It is easy to tell about what we like doing but it is harder to tell about what we are good at.
  - Knowing and saying what we are good at is important because it helps our confidence and self-esteem.
12. Collect the pictures. During the break place them on the wall.

## Schedule and Rules

1. Put up a chart of the schedule for the Skills for Life + training workshop. Point out the following.
  - Main sessions
  - Tea and lunch breaks, including the time and place

Move your finger under each word as you read it.
2. Share relevant information with the participants, such as the location of the toilets.
3. Say:
  - In order for the training to go well, it is important to agree on some rules.
  - 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).

Move to a large open space. 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.

4. Read the following sentences.
5. Pause after each sentence to give participants time to walk.
6. Ask some participants to talk about their decisions.
7. Give the explanation in the brackets.
  - A training workshop needs rules. (Agree)
  - Everyone should agree to follow the rules for the training. (Agree)
  - We do not interrupt, criticise or laugh at anyone in a training. (Agree)
  - We should turn mobiles to silent and use them only during breaks. (Agree)
  - We can arrive and leave anytime we like. (Disagree: Everyone should arrive and leave on time.)
8. Ask the participants for any additional rules.
9. Write the agreed-upon rules on a flip chart and put it on the wall.
10. Ask the participants to sign the flip chart paper during the break to show their commitment to the rules.

## Expectations

1. Ask participants to use their exercise books.
2. Say:
  - We will use the back of the exercise books as journals throughout the training.
  - After the training, you can use your journal as you train teachers.
  - Now we are going to take 5 minutes to write how we feel now and what we expect to gain from the training. Use the back of the exercise book.
3. Put the participants into groups of 2.
4. Ask the groups to discuss their expectations.
5. Ask some groups for their answers.
6. Say: This workshop has 3 main objectives.
  - Believe that waste items can be used to produce useful things.
  - Make useful items that can help them lead healthier lives.
  - Deliver a training workshop to teachers on appropriate technology.
7. Put a flip chart with the objectives on the wall.

## Session 1.2: Using the Skills for Life + Toolkit

**Purpose:**

To learn about the Skills for Life + Toolkit

**Objectives:**

Understand what appropriate technology is

Understand how the skills for Life + Toolkit helps children and youth become healthier

Improve knowledge and skills on working with children and youth in emergency situations

Learn about the Teachers' Code of Conduct for Emergency Situations

To learn about the Skills for Life + Toolkit

**Time:** 1 hour

**Materials:**

- Flip chart paper and markers
- Skills for Life + Tool kit
- South Sudan Teachers' Code of Conduct for Emergency Situations
- Chart: Skills for Life modules
- One paper marked with a tick (√) and one with a cross (X)

### What is appropriate technology?

**1. Say:**

- Now we are going to talk about appropriate technology.
- Teaching appropriate technology skills to children and youth helps them to make items that can make a positive change in their life.

**2. Ask:**

- What is "appropriate technology"?

**3. Put the participants into groups of 2.****4. Ask the groups to discuss what appropriate technology means to them.****5. Ask some groups for their answers.****6. Define appropriate technology as a group.**

Appropriate technology is a technology that is simple to use, is suitable for the place in which it will be used and culturally sensitive. It involves using skills and materials that are easily available in the local areas so that it is cost effective.

7. Say:  
Appropriate technology is a technology that is simple to use, is suitable for the place in which it will be used and culturally sensitive. It involves using skills and materials that are easily available in the local areas so that it is cost effective.
8. Ask:
  - Who uses appropriate technology?
  - Who can teach appropriate technology?
  - Where can appropriate technology be taught?
9. Say:
  - Anyone can teach appropriate technology if they have the tools and materials. We can even teach ourselves by watching others or looking at items they have made.
  - Appropriate technology can be taught anywhere, in the home, a learning space or in the fields.
10. Ask a few participants to share their own experience of using appropriate technology.

## **Working with Children and Youth During Emergencies**

1. Put the participants in groups of 2.
2. Ask groups to discuss:
  - What is an emergency?
3. Ask each group for one idea.
4. Say:
  - Emergencies can be immediate, long-lasting or seasonal.
  - They can cause people to leave their homes and even their countries.
  - An emergency can be caused by conflict or a natural disaster.
  - South Sudan has experienced many emergencies in the past 20 years.
5. Ask:
  - Why is it important to continue teaching children and youth during an emergency?
6. Say:
  - Children and youth who have experienced emergencies have a right to education and safety.
  - Education reduces the harm of emergencies by giving children and youth a sense of stability and structure.
  - When children and youth have a place to go during emergencies, they are protected from dangers and exploitation.

- By learning key survival messages and self-protection methods, children and youth can cope better in an emergency and stay healthy.
  - By learning to make items using appropriate technology, children and youth are helping themselves to lead healthier lives and to access education.
  - Education is the first request from many communities.
  - Education gives hope for the future.
- 7.** Put the participants into groups of 2.
- 8.** Ask the groups to discuss about why the role of teachers is important during emergencies?
- 9.** Ask some groups for their answers.
- 10.** Say:
- Teachers play an important role in a child's or youth's life.
  - They can listen to their problems, help them make good choices and develop their communication skills.
  - Teachers can help children and youth learn through fun activities.
  - These activities reduce the stress children and youth feel before, during and after emergencies.
  - Teachers can also help communities to treat girls and boys equally and help girls finish their education.
  - Teachers can also be good role models for their learners during a difficult time.
  - Role modelling is very important in Skills for Life + as many learners may not believe it is possible to use waste items to make something useful for their life.
- 11.** Say:
- The Skills for Life + Teacher Guide is composed of a series of activities that help children and youth to learn quickly during and after emergencies.
  - It includes science and maths activities that are useful to understand how the items and simple machines work.
  - It also includes some simple literacy activities to allow children and youth to continue learning.
- 12.** Take the participants to a large open space.
- 13.** Say:
- I am going to read some sentences about the importance of education in emergency situations.
  - Think about each sentence.
  - If you agree, walk to the tick (✓).
  - If you disagree, walk to the cross (X).

Move to a large open space. 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.

14. Read the following sentences.

15. Pause after each sentence to give participants time to walk.

16. Ask some participants to talk about their decisions.

17. Give the explanation in the brackets.

- Children all react the same way to an emergency. (**Disagree**: Everyone reacts differently to emergencies. Their reaction often depends on their age and ability to understand.)
- Adolescents aged 13-16 are just as affected by emergencies as younger children. (**Agree**: Adolescents are able to understand the consequences of an emergency, meaning they are just as affected as children.)
- Adolescents may be interested in the politics of an emergency and want to take action. (**Agree**)
- Teaching Skills for Life + to youth will protect them from negative influences. (**Disagree** and **Agree**)
- Making things using appropriate technology will make the learning more meaningful. (**Agree**)
- Making useful things from waste items saves us money. (**Agree**)

### South Sudan Teachers' Code of Conduct for Emergency Situations

1. Ask:

- Do you know what the Teachers' Code of Conduct for Emergency Situations is?

2. Say:

- The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan Teacher Code of Conduct (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 during an emergency.

**3. Ask:**

- Who has signed the South Sudan Teachers' Code of Conduct for Emergency Situations?

**4. Say:**

- The Skills for Life + Toolkit encourages teachers to follow the code and to demonstrate responsible and supportive behaviour. Safety is very important in the Skills for Life + programme and when using appropriate technology.
- The full Teachers' Code of Conduct for Emergency Situations can be found in the annex of the Teacher's Guide.

## Using the Skills for Life + Toolkit

**1. Say:**

- The Government of South Sudan recognises that anyone under the age of 18 is a child.
- The Ministry of Culture, Youth and Sport have a Youth Policy. It states that a youth is ages from 15-30.
- The Skills for Life + is for youth over the age of 10
- When youth are skilled at making the items, youth can support the teaching of Skills for Life + to children over the age of 7.

**2. Hold up the different parts of the Skills for Life + Toolkit for the participants to see.**

Skills for Life +

- Skills for Life + Teacher Guide
- Skills for Life + Chart set
- Skills for Life + Toolkit
- Skills for Life + Trainer Guide
- Skills for Life + Story and instruction books

**3. Say:**

- The Skills for Life + Toolkit was designed to be used with the Skills for Life Toolkit.
- It teaches some English literacy and numeracy skills and some science concepts.
- It can be used at the same time as the Skills for Life Toolkit or used as a separate course afterwards using the picture charts.
- It is for children and youth that cannot read and write.
- It has participatory activities to slowly build appropriate technology skills.

- Skills for Life + programme uses waste items that can be recycled. These items can be found in the local environment and collected at home, the office, the street and so on.
4. Hold up the Skills for Life + Teacher Guide for all participants to see. Say:
    - The Teacher Guide is part of the Skills for Life + Toolkit.
    - The Teacher's Guide helps teachers who have limited experience with teaching appropriate technology.
    - Teachers do not need to be experts on the topics to teach youth useful skills.
    - The Teacher guide has 10 sessions based on the modules in the Skills for Life Toolkit.
    - Each module contains 7-15 activities.
    - The Skills for Life + Toolkit was developed for teachers with limited English skills so the language has been kept simple.
  5. Put up the chart listing the Skills for Life + sessions. Say:
    - These are the sessions in the Skills for Life + Teacher Guide.
      - ✓ 1: Safety and Materials
      - ✓ 2: Funnel, Scoop and Pot
      - ✓ 3: Container Stool
      - ✓ 4: Plastic Bag Ball
      - ✓ 5: Jump Rope
      - ✓ 6: Water Bottle Light
      - ✓ 7: Healthy Water
      - ✓ 8: Tip-Tap
      - ✓ 9: Water Bottle Mouse Trap
      - ✓ 10: Toy car
  6. Say:
    - The layout of the Skills for Life + Teacher Guide is similar to Skills for Life.
    - There is a key title or message for the session in large writing. This is the message we want learners to remember after the session.
    - No times are given. The teacher can decide how long each activity will take.
  7. Explain how the Skills for Life + Toolkits can be obtained and are distributed. Allow time for questions and discussion if needed.

## Session 1.3: Skills for Life + Teacher Guide: Safety and Materials

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life Toolkit
- Waste items: bottle, jerry can, plastic bag, carton, milk tin, bottle top, paper, string, inner tube
- Word cards
- Water, soil, stones, sticks
- Chart: Classroom safety
- Chart: Safe space
- Chart: Safe body
- Chart: Safe tools
- Record of Work Chart
- Good / Improve Chart

### Demonstration Session: Safety and Materials

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Safety and Materials
3. When the session is finished, say:
  - That is the end of the session on Safety and Materials.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Picture charts to identify safe and dangerous activities

- ✓ Role play
- ✓ Singing the key message
- ✓ Assessment

**7.** Ask:

- Which concepts did we learn?
  
- ✓ How to make a Safe space, safe body and safe tools
- ✓ The names of materials in English

**8.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

**9.** Ask the groups for their ideas.

## Session 1.4: Skills for Life + Teacher Guide: Funnel, Scoop and Pot

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour

**Materials:**

- A4 paper
- Skills for Life Toolkit
- Waste items: water bottles, Rubbish bin
- Word cards
- Chart: Safe tools of Work Chart
- Good / Improve Chart

### Demonstration Session: Funnel, Scoop and Pot

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Funnel, Scoop and Pot.
3. When the session is finished, say:
  - That is the end of the session on Funnel, Scoop and Pot.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Low cost materials to teach fractions
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Demonstration
  - ✓ Group work
  - ✓ Singing the key message
  - ✓ Assessment

7. Ask:
  - Which concepts did we learn?
    - ✓ Fractions
    - ✓ How to use a scissors and a knife
    - ✓ How to hold things when we are cutting
    - ✓ How to make a funnel, pot and scoop
8. Ask groups to discuss:
  - What preparation do you need to do before you begin this session?
  - What materials do you need to collect?
  - How will you organise the materials?
  - How will you organise the learners?
  - Which activities can you do with children and youth
9. Ask the groups for their ideas.
10. Draw the Good / Improve chart.

## Session 1.5 Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

Review what has been covered today

Thank participants

Give homework

**Time:** 15 minutes

**Materials:** None

### Reflection

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask the groups to:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell and show your family about today?
4. Ask some groups to share their answers with the class.
5. Assign homework. Ask the participants to bring some plastic bags.
6. Thank all participants for attending the day's training.
7. Ask participants to sing a song with you: Head shoulders knees and toes.
8. Give a thunder clap for the hard work by the participants.



# DAY 2

## Session 2.1: Skills for Life + Teacher Guide: Container Stool

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour

**Materials:**

- Skills for Life Toolkit
- Skills for Life for children Chart set
- Waste items: water bottles, large jerry can, milk tin
- Word cards
- Soil
- Floor covering
- Record of Work Chart
- Good / Improve Chart

### Demonstration Session: Container Stool

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Container Stool.
3. When the session is finished, say:
  - That is the end of the session on Container Stool.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Picture charts
  - ✓ Show the items and learn the words
  - ✓ Beat the words

- ✓ Demonstration
- ✓ Group work
- ✓ Singing the key message
- ✓ Assessment

**7.** Ask:

- Which concepts did we learn?
  
- ✓ The importance of planning

**8.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth

**9.** Ask the groups for their ideas.

## Session 2.2: Skills for Life + Teacher Guide: Plastic Bag Ball

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life Toolkit
- Ball, box, pencil, stick, bottle, book
- Waste items: plastic bag, paper, string,
- Rubbish bin
- Word cards

### Demonstration Session: Plastic Bag Ball

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Plastic Bag Ball.
3. When the session is finished, say:
  - That is the end of the session on Plastic Bag Ball.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Experiment
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Word cards
  - ✓ Demonstration
  - ✓ Group work
  - ✓ Games
  - ✓ Singing the key message

✓ Assessment

7. Ask:

- Which concepts did we learn?

✓ The best shape to roll

✓ Girls like to play ball games

✓ New ball games

8. Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth

9. Ask the groups for their ideas.

## 2.3: Managing Learners

**Purpose:**

To manage learners in a class in Skills for Life + so they are safe

**Objectives:**

Explain and demonstrate effective ways to communicate in the classroom both verbally and nonverbally

Use positive reinforcement in selecting children to answer questions

**Time:** 1 hour 30 minutes

**Materials:**

- Blackboard, chalk and board rubber
- Agree – disagree signs
- Copies of the case study

### Good Communication

**1. Say:**

- Managing a class of learners well is an important skill for a teacher.
- It is especially important in Skills for Life + which uses tools.
- Poor learner management could result in injury.
- Good learner management gives more time for learning.
- Good learner management uses good communication skills both verbal and non-verbal.

**2. 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).

Move to a large open space. 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. Read the following sentences.
4. Pause after each sentence to give participants time to walk.
5. Ask some participants to talk about their decisions.
6. Give the explanation in the brackets.
  - Make eye contact with learners when you are speaking. (**Agree**)
  - The teacher should face the class when talking and use positive expressions and gestures. (**Agree**)
  - Be serious with learners. (**Disagree**: be friendly, smile and speak in a gentle voice.)
  - Only choose learners who raise their hand. (**Disagree**: Give attention to all learners.)
  - Communicate simply and clearly. (**Agree**: Don't use complicated language.)
7. Remind the participants of the do's and don'ts of non-verbal communication.

**Dos and don't about non-verbal communication**

**Do**

- Make eye contact with learners when you are speaking.
- Look around the room and at all the learner's frequently while you are talking.
- Face the class when you are talking.
- Use positive expressions and gestures like smiling, nodding your head.

**Don't**

- Look away when you are talking to learners.
- Only look at one place in the room.

### **Maintaining Control in the Classroom**

1. Write the following on the board:

"He who looks for trouble will most certainly find it." Chinese proverb.

2. Ask the participants to discuss what it means:

Answer: If you expect bad behaviour you will concentrate on it and will find it however large or small.

3. Put participants into groups of 2.
4. Ask the groups to discuss ideas for keeping control of learners in the classroom.
5. Ask each group for one idea.
6. Say:
  - Here are some tips for maintaining control of learners in the classroom:
    - Be well prepared
    - Wait for silence before you begin speaking. If some learners are talking, it will disturb the class and make it noisy. The teacher will talk louder because of the noise. The learners not paying attention will also talk louder. Then the teacher will also talk louder. This cycle leads to a noisy classroom which can become unmanageable.
    - Use learners' names
    - Be fair and consistent when you manage learners
    - Insist on good manners and demonstrate them yourself
    - Don't be afraid to make a mistake
    - Be cheerful
    - Do not worry about a bad lesson. Everybody has bad lessons. If you worry, the learners will know.
7. Say:
  - It is helpful to have a routine
  - Silence for attendance
  - Silence when the teacher is talking
  - Pens and tools down when the learners are listening

## Case Study

1. Divide the participants into groups of 4.
2. Give each group the two case studies.
3. Say:
  - Read the case studies and discuss the questions at the end.

### Questions

- Which classroom situation was the best?
- What were the differences between the teachers?
- Why did the learners behave in the manner they did?

4. Ask each group to present their answers.

### Case Study A

Moses is teaching numeracy to a class of children aged 10-13. He is using low cost materials to demonstrate how to do division. He shows the class how to share 8 stones between 4 pots. He asks the learners to volunteer to come to the front to do a division problem. Some learners raise their hand. Moses selects Kerima. She shares 8 stones between 4 pots. Moses asks for another volunteer. This time lots of girls raise their hands. Some girls at the back shout out "choose me sir." Moses asks them to be quiet but they keep shouting. He chooses a girl who was shouting to come to the front. When she had finished Moses asks for another volunteer. Lots of girls shout out, even those at the front. Moses spends a lot of time asking them to be quiet. He chooses a girl who was shouting the loudest. After she finished sharing stones between pots, Moses asks for one last volunteer. The shouting is really loud. The head teacher walks past. Moses starts to get angry that the girls are shouting and not being quiet. He threatens the girls to be quiet. After the lesson Moses thinks that doing demonstrations with volunteers is not a good idea.

### Case Study B

Daro is teaching new words to his class. He wants children to write the new words on the black board. He asks the learners to listen to him and cups his ear. He waits until all the learners are quiet, even the older ones at the back. He shows the learners how to write the word. Then he tells the learners he will choose a volunteer to write on the board. He will choose someone who raises their hand and does not shout. He asks for a volunteer. Many learners raise their hands quietly but some older boys at the back shout out. Daro ignores the older boys and says "I like the way that Juma has raised his hand and is quiet. I will choose Juma." After Juma has written the word, Daro asks for another volunteer. He ignores the noisy boys again and says, "I like the way that Atif is quietly raising his hand" and chooses Atif. After Atif has finished, Daro asks for another volunteer. This time one of the noisy boys, Joseph, raises his hands quietly. Daro sees this and says, "I like the way that Joseph is quiet and raising his hand. I will choose Joseph." Joseph is very happy. When Daro asks for another volunteer, the older boys all raise their hand quietly. Daro chooses one of these boys. When Daro asks for volunteers all the learners are quiet and raise their hand. Daro is careful that he chooses a learner only once. At the end of the class he writes the names of the learners who have volunteered on a list. He puts many names as the class behaved well and many learners had the chance to volunteer. This will remind him who did not volunteer so he can choose them next time. Daro is pleased with the class and thinks that many children have learnt the new words.

### Discuss and Answer

- Which teacher managed the learners well?
- What were the differences between the teachers?
- Why did the learners behave in the manner they did?

## 5. Say:

- It is important to use positive reinforcement in the classroom.
- Positive reinforcement means saying what is good when you see it.
- Many teachers concentrate on the bad behaviour of learners and do not comment on good behaviour like sitting still, listening well, and raising their hands without shouting.
- When children are interested in a class they want to participate so will often shout out the answer. It is good they want to answer but shouting is disruptive.
- Give clear instructions for learners to raise their hands and not shout out. Only those who raise their hands and are quiet will be selected.
- Use positive reinforcement when selecting learners.
- Say, "I like the way Amna raised her hand and didn't shout out the answer."
- If a learner is shouting out, ignore them. But if the learner raises their hand and doesn't shout, select to reinforce the good behaviour.
- Over the period of a week, try to select every learner once. If it is difficult to remember, use the attendance register or a chart on the wall and mark off the learner's names as you choose them.

## Role play

6. Organize a role play in which some participants shout out. Demonstrate how to choose the participants and what to say.

## Reflection

1. When the session is finished, say:
  - That is the end of the session on Managing Learners.
  - Now we will do a reflection.
2. Put participants into groups of 2.
3. Ask groups to discuss:  
What methods have we used in this session?
4. Ask each group for one idea:
  - ✓ Agree disagree
  - ✓ Discussion
  - ✓ Case study
  - ✓ Role play
5. Ask:
  - Which concepts did we learn?
    - ✓ How to use manage learners in a class.

✓ How to use positive reinforcement to reduce shouting out.

**6.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth

**7.** Ask the groups for their ideas.

## 2.4 Skills for Life + Teacher Guide: Jump Rope

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- A4 paper
- Skills for Life Toolkit
- Rubbish bin
- Skills for Life picture chart: How emergencies affect us
- Waste items: inner tube
- Word cards
- Chart: Safe tools of Work Chart
- Good / Improve Chart

**Demonstration Session: Jump Rope**

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Jump Rope.
3. When the session is finished, say:
  - That is the end of the session on Jump Rope.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Low cost materials to teach fractions
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Demonstration
  - ✓ Group work
  - ✓ Singing the key message
  - ✓ Assessment

7. Ask:
  - Which concepts did we learn?
  
  - ✓ Fractions
  - ✓ How to use a scissors and a knife
  - ✓ How to hold things when we are cutting
  - ✓ How to make a funnel, pot and scoop
  
8. Ask groups to discuss:
  - What preparation do you need to do before you begin this session?
  - What materials do you need to collect?
  - How will you organise the materials?
  - How will you organise the learners?
  - Which activities can you do with children and youth?
  
9. Ask the groups for their ideas.

## 2.5 Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

Review what has been covered today

Thank participants

Give homework

**Time:** 15 minutes

**Materials:** None

### Reflection

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask the groups to discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell and show your family about today?
4. Ask some groups to share their answers with the class.
5. Thank all participants for attending the day's training.
6. Ask participants to sing a song with you: Head shoulders knees and toes.
7. Give a thunder clap for the hard work by the participants.

# DAY 3

## 3.1: Time and Materials Management

**Purpose:**

To manage the time and materials in Skills for Life +

**Objectives:**

Explain and demonstrate effective ways to teach learners in a timely manner.  
To help trainers and teachers plan how to organise their materials

**Time:** 1 hour 30 minutes

**Materials:**

- Blackboard, chalk and board rubber
- Agree – disagree signs

### Time Management

1. Say:
  - Managing the time in a class well is an important skill for a teacher.
  - Good time management gives more time for learning.
  - Good time management uses good communication skills both verbal and non-verbal.
2. 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).

Move to a large open space. 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. Read the following sentences.
4. Pause after each sentence to give participants time to walk.
5. Ask some participants to talk about their decisions.
6. Give the explanation in the brackets.
  - Wait for late learners before you start the lesson. (**Disagree**; If you wait then they will not make the effort to come on time.)
  - Practice making the items before the class. (**Agree**)

- A tidy classroom is a safe classroom. (**Agree**)
- When fast learners finish quickly so you must move to the next activity. (**Disagree**: Wait till most of the learners have finished. Provide some additional work or tasks for fast learners.)
- Give clear instructions. (**Agree**: If instructions are not clear learners don't know what to do.)
- When it is raining and noisy continue as normal. (**Disagree**: Repeat the instructions. The class may be longer but the learners will know what to do.)
- Begin your lesson on time and finish on time. (**Agree**: If the learners see you using your time fully they will also do the same.)
- Get the learners attention before you start the lesson. (**Agree**: When using tools you don't want learners distracted.)
- Using songs between activities helps the teacher get ready. (**Agree**)
- Having a Skills for Life + Teacher Guide means you don't need to prepare. (**Disagree**: Skills for Life + needs a lot of preparation and the teacher guide helps you to do this.)
- Follow a classroom routine and have rules for collecting and returning materials. (**Agree**: This minimises time as learners know what to do and where to find things.)
- Make groups then give the instructions. (**Disagree**: Give the instructions clearly before making groups otherwise learners will be moving during instruction and will not follow then.)

#### **Tips for Good Time Management of Lessons:**

1. Be prepared and have your lesson plan and teaching materials ready.
2. Read the passage, practice the experiment, solve the mathematical problems before the lesson so that you are familiar with the subject.
3. Begin your lesson on time and finish on time. If the learners see you using your time fully they will also do the same.
4. Get the learners attention before you start the lesson.
5. Keep you learners' attention by presenting your lesson at a good pace – not too fast and not too slow.
6. Move from one activity to another quickly and smoothly. If you need some time to organize the next activity make sure the learners are given some work to do.
7. Give enough time for most of the learners to complete the activity. If there is not enough time, the learners will feel frustrated as they like to finish.
8. If there is too much time, learners will feel bored
9. Have a classroom routine and rules so that learners are ready for the lesson.
10. Keep the classroom tidy and put books, teaching aids etc back in their correct place.
11. Tell learners the instruction before changing activity/moving: in many classrooms, learners start to move around while the teacher is giving directions for the next activity. Tell learners they must listen to your instructions BEFORE moving.

## Skills for Life + Teacher Guide

1. Give out the Teacher Guides.
2. Ask the participants look at the organisation of activities.
3. Ask: Are times given?
4. Say: Turn to Water bottle light.
5. Look at the activities.
6. Put participants into groups of 2.
7. In groups of 2 discuss how long each activity takes.
8. Ask groups for their ideas on time.
9. Discuss how the session could be broken up into many shorter lessons.
10. Ask:
  - What do we need to repeat at the start of a second lesson?
    - ✓ Message
    - ✓ Key words
    - ✓ Safety instructions
    - ✓ Assessment

## Materials Management

1. Divide the participants into groups of 4.
2. Discuss how the trainer managed the materials. What did they do well? What do they need to improve?
3. Ask the groups for their ideas.
4. Say:

Tips for Materials Management:

  - Plan ahead. Remember SODIS water. Many items need to be collected.
  - Prepare: get charts and materials ready to use at the front of the classroom.
  - Have the same place for each item, toolkit, etc.
  - Have lots of cartons to put things in. Label them.
  - Have toolkits – this makes it easy for learners to collect tools and return them.
  - Learners can do many things to help the teacher. Learners can collect items, return them and make sure the classroom is safe.

**5. Say:**

- Learn the 5 P's
- Proper preparation prevents poor performance.

## **Reflection**

**1.** When the session is finished, say:

- That is the end of the session on Time and Materials Management.
- Now we will do a reflection.

**2.** Put participants into groups of 2.

**3.** Ask groups to discuss:

What methods have we used in this session?

**4.** Ask each group for one idea:

- ✓ Agree disagree
- ✓ Using teacher guide
- ✓ Discussion

**5.** Ask:

- Which concepts did we learn?

- ✓ How to use manage time
- ✓ How to manage materials

**6.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

**7.** Ask the groups for their ideas.

## 3.2: Skills for Life + Teacher Guide: Water Bottle Light

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life + Toolkit
- Rubbish bin
- A4 paper, pencil,
- Waste items: water bottles, stick, string, inner tube, glass and coloured bottles
- Bleach
- Water
- Picture of danger signs for bleach
- Word cards
- 2 tables, floor mats, dark cloth, tarpaulins
- Picture
- Ladder
- Chart: Father saves money
- Record of Work Chart
- Good / Improve Chart

### Demonstration Session: Water Bottle Light

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 1: Water Bottle Light.
3. When the session is finished, say:
  - That is the end of the session on Water Bottle Light.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?

6. Ask each group for one idea:

- ✓ Introduction
- ✓ Picture story
- ✓ Experiment
- ✓ Show the items and learn the words
- ✓ Beat the words
- ✓ Demonstration
- ✓ Sorting activity
- ✓ Group work
- ✓ Story
- ✓ Role play
- ✓ Group work
- ✓ Singing the key message
- ✓ Assessment

7. Ask:

- Which concepts did we learn?
  
- ✓ The properties of light: refraction
- ✓ Bleach safety
- ✓ Experiments to test out ideas

8. Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

9. Ask the groups for their ideas.



# DAY 4

## 4.1: Skills for Life + Teacher Guide: Healthy Water

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life Toolkit
- Chart: Weather
- Chart: SODIS
- Chart: Water treatment
- Chart: Sarah feels better
- Coloured pencils, water bottles, grain sack, cotton cloth, selection of bottles
- A4 paper
- Omo
- Ball
- Rubbish bin
- Word cards

### Demonstration Session: Healthy Water

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 7: Healthy Water.
3. When the session is finished, say:
  - That is the end of the session on Healthy Water.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Discussion of picture charts
  - ✓ Experiment

- ✓ Show the items and learn the words
- ✓ Beat the words
- ✓ Word cards
- ✓ Demonstration
- ✓ Group work
- ✓ Story telling
- ✓ Role play
- ✓ Singing the key message
- ✓ Assessment

**7.** Ask:

- Which concepts did we learn?
  
- ✓ We can make water safe cheaply and easily.
- ✓ Drinking safe water makes us healthier.

**8.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

**9.** Ask the groups for their ideas.

## 4.2: Skills for Life + Teacher Guide: Tip-Tap

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life + Toolkit
- Rubbish bin
- A4 paper
- Pencil
- Waste items: water bottles, bottle tops, pencil, glass and coloured bottles, stones, 2 large and medium sticks, small jerry can, sisal string
- Picture of danger signs for bleach
- Word cards

### Demonstration Session: Tip-Tap

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 8: Tip-Tap.
3. When the session is finished, say:
  - That is the end of the session on Tip Tap.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Experiment
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Participatory activity
  - ✓ Demonstration
  - ✓ Group work

- ✓ Singing the key message
- ✓ Assessment

7. Ask:

- Which concepts did we learn?
  
- ✓ That we can make simple machines
- ✓ Use of pivots, levers and force

8. Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

9. Ask the groups for their ideas.

## 4.3 Reflection

**Purpose:**

To review what has been covered today

**Objectives:**

Review what has been covered today

Thank participants

Give homework

**Time:** 15 minutes

**Materials:**

None

### Reflection

1. Ask all participants to write in their journal for 5 minutes about how they felt about today's sessions.
2. Put participants into groups of 2.
3. Ask the groups to discuss:
  - What 2 things did you learn today?
  - What did you like doing the best?
  - What will you tell and show your family about today?
4. Ask some groups to share their answers with the class.
5. Thank all participants for attending the day's training.
6. Ask participants to sing a song with you: Head shoulders knees and toes.
7. Give a thunder clap for the hard work by the participants.

# DAY 5

## 5.1: Skills for Life + Teacher Guide: Toy Car

**Purpose:**

To encourage problem solving and creativity  
To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Encourage problem solving and planning skills  
Take part in a session from Skills for Life +  
Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life Toolkit
- Rubbish bin
- Waste items: water bottle, water bottle caps, sticks, bottle tops, string, old pen
- Balloon
- Tape
- Rubber bands
- Pencils
- Milk tin stool
- Word cards

### Problem solving: Toy Car

1. Put the learners into a large circle.
2. Ask:
  - How can we make a toy car?
3. Show the items needed to make the jet car.
  - Water bottle
  - String
  - 5 bottle tops
  - 2 sticks
  - Nail
  - Marker pen
  - Knife
  - Scissors
4. Point to an item and ask:
  - What is this?
  - Learners should respond in English: This is a \_\_\_\_\_ .
5. Repeat with 5-10 learners.

6. Say:
  - I will put participants into groups of 4.
  - Each group will make a toy car.
  - Remember: Use a rubbish bin. A messy space is dangerous.
7. Monitor each group to check they are using tools safely. Point out any unsafe practices.
8. When the participants have finished making their car put them into a large circle.
9. Ask each group to show their toy car and how it moves.
10. Ask:
  - Did you have any problems making a toy car?
  - How did you solve this problem?
11. Ask:
  - What did you learn about safety making the toy car?
  - What did you learn about planning?
  - What would you do differently next time?

### **Demonstration Session: Toy Car**

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 9: Toy Car.
3. When the session is finished, say:
  - That is the end of the session on Toy Car.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Experiment
  - ✓ Drawing
  - ✓ Show the items and learn the words
  - ✓ Beat the words

- ✓ Demonstration
- ✓ Group work
- ✓ Singing the key message
- ✓ Assessment

**7.** Ask:

- Which concepts did we learn?
  
- ✓ Use of rollers and wheels as machines
- ✓ Jet power which uses thrust

**8.** Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth/

**9.** Ask the groups for their ideas.

## 5.2: Skills for Life + Teacher Guide: Water Bottle Mouse Trap

**Purpose:**

To teach a session from Skills for Life + to demonstrate the activities

**Objectives:**

Take part in a session from Skills for Life +

Be exposed to the methodology of the Skills for Life + course

**Time:** 1 hour 30 minutes

**Materials:**

- Skills for Life Toolkit
- Skills for Life Chart: Sanitation
- Water bottles, 2 sticks, string, 2 rubber bands, paper clips,
- A4 paper
- Rubbish bin
- Word cards

### Demonstration Session: Water Bottle Mouse Trap

1. Use the Skills for Life + Teacher Guide.
2. Follow the directions for Session 10: Water Bottle Mouse Trap.
3. When the session is finished, say:
  - That is the end of the session on Water Bottle Mouse Trap.
  - Remember that as adult participants we have finished this session much faster than a class of children or youth.
  - Now we will do a reflection.
4. Put participants into groups of 2.
5. Ask groups to discuss:
  - What methods have we used in this session?
6. Ask each group for one idea:
  - ✓ Introduction
  - ✓ Discussion of picture charts
  - ✓ Show the items and learn the words
  - ✓ Beat the words
  - ✓ Word cards
  - ✓ Demonstration
  - ✓ Group work
  - ✓ Singing the key message

✓ Assessment

7. Ask:

- Which concepts did we learn?

✓ Mice spread diseases

✓ We can trap mice using a water bottle

8. Ask groups to discuss:

- What preparation do you need to do before you begin this session?
- What materials do you need to collect?
- How will you organise the materials?
- How will you organise the learners?
- Which activities can you do with children and youth?

9. Ask the groups for their ideas.

## 5.3: Question and Answer

**Purpose:**

To give participants time and space to process their learning

**Objectives:**

- Review what has been covered during the training
- Provide a safe space to ask questions
- Encourage participants to support each other
- Provide guidance if needed

**Time:** 1 hour

**Materials:**

- A4 paper sheets cut into 4 pieces

### Question and Answer

1. Say:
  - We have learned many new things this week.
  - Now we are going to take a short amount of time to discuss any questions that came up.
2. Pass out small pieces of paper to each participant. Give each participant as many pieces as they need.
3. Say:
  - Please write any questions, comments or concerns from this week on the papers I have passed out.
  - You will have 10 minutes.
  - I will then come around to collect the papers.
  - No one in the room will know who asked what question.
  - This is a safe space for discussion.
4. After 10 minutes, collect the papers. Be sure to respect everyone's privacy.
5. Put all of the papers into a hat, bowl or other container.
6. Sit down in a circle with the participants and close your eyes. Pull one question out of the bowl at a time and read it aloud.
7. After reading the question, ask:
  - How would you answer this question?

8. Allow 3 minutes for participants to give their own responses or have a discussion. If no one has any ideas, you can answer the question yourself.
9. Repeat steps 6-8 until all questions have been addressed.

## 5.4: Evaluation and Reflection

**Purpose:**

To assess participants' feelings about the training as well as their learning

**Objectives:**

Participate in the evaluation

**Time:** 1 hour

**Materials:**

- Flip charts marked "no", "a little", "yes" and "a lot"

### Evaluation

1. Ask the participants to stand up and go outside or move to the centre of the room.
2. Use a stick or chalk to divide the floor into 4 areas. Mark each area with a paper:
  - No
  - A little
  - Yes
  - A lot
3. Say:
  - I am going to read some sentences.
  - Think about each sentence.
  - Walk to the square that agrees with your answer.
  - Please be honest so we can improve the training course.
4. Read the following sentences:
  - Did you enjoy the training?
  - Can you use the methods?
  - Can you use the Skills for Life + Toolkit?
  - Can you find the recycled materials needed for Skills for Life + ?
  - Did you make a good toy car?
  - Has the training helped your own life? (Ask some participants for examples.)
  - Was everyone able to ask and answer questions?
  - Could everyone participate in the activities?
  - Did the trainers listen to participants' ideas?
  - Can you deliver this training course to teachers and children?

5. Ask participants to look in the back of their exercise book for the expectations for the training course.
6. Ask:
  - Were your expectations met? If not, what can we do to change the training course?
7. Discuss with participants.
8. Ask participants to look in their exercise book for the objectives for the workshop that we discussed on the first day.

**Overall Objectives:**

By the end of this workshop, participants will be able to:

- Believe that waste items can be used to produce useful things.
- Make useful items that can help them lead healthier lives.
- Deliver a training workshop to teachers on appropriate technology.

9. Ask:
  - Do you feel the objectives have been met? Why?
10. Discuss with participants.

## Reflection

1. Ask participants to spend 10 minutes writing in their journals about how they feel about the training and how the training has changed what they will do in future.
2. Ask participants to go around in a circle and say one reflection about the week together.
3. Begin the circle by giving a reflection of your own.

## 5.5: Closing Ceremony

**Purpose:**

To honour the participants' work at the teacher training

**Objectives:**

Hand out certificates of completion of the teacher training

**Time:** 30 minutes

**Materials:**

- Certificates for each participant

### Closing Ceremony

1. Prepare certificates for each participant.
2. Say:
  - This marks the end of the training.
  - Thank you to each one of you for the positive energy and hard work you have brought here.
  - At this time, I will call you up one by one to receive a certificate for completing the training.
  - Well done and congratulations!
3. Call up each participant one at a time.
4. Present them with their certificate and shake their hand.
5. Thank them and then call the next participant.
6. Repeat steps 3-5 with all participants.



# 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: .....

