

Front page Title

Skills for Life

How to use the flip book

Picture outside of man and children under a tree

Page 3

Education doesn't stop in Emergencies. Send your children to school.

ACTION for the TEACHER

This section informs the teacher of the activities to be used with the Flip book that can be found in the Teacher Guidance Manual (TGM).

It also gives some ideas of ways to use the picture and other lesson ideas.

Any materials that the teacher needs to use in the lesson are listed here so the teacher can prepare/collect them.

Teacher's Code of Conduct for Emergency Situations

Key messages from the Teachers' Code of Conduct for Emergency Situations related to the topic of the lesson are written here. It is to remind the teacher of their role and how to behave with pupils.

Please read

This flip book has been designed to help children and youth learn important skills connected to their physical and mental well being. This will help them lead a better life during emergencies.

How to use this Flip book:

- The Flip Book has 56 pages.
- Each page in the book has two sides.
- The picture side faces the pupils.
- The side facing the teacher has the instructions on how to use the picture, the questions to ask and the activities to conduct.
- Each picture and instruction page may take 1 lesson or many lessons to complete.
- If pupils are enjoying the activity, allow them to complete it in their own time. If it is a game, song or role play you can repeat the activity

How to hold the Flip Book

- Hold the picture up high so all the pupils can see it.
- Hold it away from your face.
- Ask a tall pupil to help you but make sure you can still see and follow the instructions.

Each instruction page has words highlighted in blue or red such as **Ask and listen:** **Answer:** **Explain:**

These words are to guide the teacher and the colours help the teacher to keep their place on the page. These words are a short cut to help the teacher understand what to do. The Teacher Guidance Manual explains these in detail.

Some activities are written in more detail in the Teacher Guidance Manual or TGM. When you need to conduct one of these activities, there is the instruction **Conduct the activity on TGM page**

It is better to prepare yourself before the lesson so that you know how to manage the class when there is pair work, group work, agree-disagree or a game. Being well organised and prepared is very important. It gives the teacher confidence about what they are doing and helps them answer any questions from pupils.

In the first lesson ask the class which language is best for you to speak: English, Juba Arabic, or a tribal language.

At the start of the lesson

Greet your pupils and then review the last lesson. Ask questions about what was learnt, and the message. Did anyone practice the skills or share them with their family? Hold up the flip book and follow the instructions for the lesson. Speak slowly, be clear, and stop and allow time for the group to ask you questions.

At the end of the lesson:

Repeat the message because we want pupils to learn and understand it fully. The message will remind them of the skills they have learnt and the behaviour we want them to practice.

Check the pupils learning using pair share . Ask the following questions:

- What 2 things did you learn today?
- What information was new?
- What did you like doing the best?
- What will you share with your family?

Thank the class for participating, and remind them that they can always ask you questions. Ask them to share what they have learnt with their family and friends.

What does psychosocial mean?

Page 5

Head/body outline with pictures inside and outside

If we want to help other people we need to understand them.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Write the story of Monkey and Fish,
2. Draw the story of Monkey and Fish,
3. Write: Monkey likes to ... Fish likes to ...

Remember:

Use the Monkey and Fish story cards for the role play.

Teacher's Code of Conduct for Emergency Situations

Teachers should try to understand inappropriate behavior and provide guidance and support to address the cause of the problem.

Role play:

1. Select 2 pupils to act out the story of Monkey and fish.
2. Mark the floor to represent the edge of the river.
3. Read aloud the story using the story cards. Ask the 2 pupils to act the story out.

Monkey was sitting carefully at the side of the river eating his banana. He didn't want to get his feet wet and when he looked down he saw Fish swimming. Monkey did not know that Fish liked water. He looked at Fish and sympathised with him as he did not like water. Monkey thought that Fish would drown. So he took Fish out of the water and placed him on the bank. Fish flapped and flapped around and eventually died. Monkey started crying and kept saying to Fish that he was only trying to help.

Ask and listen: What do we learn from this story?

Explain:

If we want to help other people we need to understand them. Part of understanding a person, or family or community is to know their psycho-social behaviour.

Using the picture:

1. What can you see in the picture?
2. What do the pictures represent?
3. Why are some pictures inside the person and some pictures outside the person?

Explain:

Psychosocial is made up of two words - Psycho and social.

Psycho refers to the inner person – our thoughts, emotions, feelings attitudes, values and beliefs.

Social refers to a person's relationships with his/her environment including relationships, social attitudes and values (culture) and social influences of the family, peer group, school and community.

Using the picture:

1. Which pictures represent psycho and which represent social?

Explain:

Our behaviour is influenced by this mix of our inner thoughts and feelings and the outer social relationships with our friends, family and community. Our behaviour, good or bad has a reason behind it. It is linked to our psychosocial needs and whether they are met or unmet.

Psychosocial well-being

Picture of needs that make us happy

Meal/drink under shelter, traditional clothing (uniform), in Background a health centre, school and church, in foreground, children playing, mother looking lovingly at baby, child holding hands of mother and father, include cultural thing (to do with cattle? Eating slaughtered cow??

Page 7

Remember the good things in your life.

ACTION for the TEACHER

Please look in the Teacher Guidance Manual for the following activities:

1. How Tortoise got his shell TGM page

Lesson ideas:

1. Draw a picture of happy times,
2. Write: I am happy when... I overcame a problem using ...
3. Write/draw the story of how the Tortoise got his shell,
4. Math: Interlocking patterns based on tortoise shell
5. PE move like a tortoise, bird, monkey, fish

Remember:

Use the Tortoise story cards for the role play.

Teacher's Code of Conduct for Emergency Situations

Promote learners' self-esteem, confidence and self-worth. Encourage children to play.

Group work:

1. Make groups of 6 pupils in each group.
2. Discuss the following question: What do we need to feel happy in both our body and mind?
3. Ask each group to tell the class their ideas.

Using the picture:

1. What can you see in the picture?
2. Can you find the ideas you gave for what makes us feel happy?
3. Point to different children/people in the picture and ask: Is this person happy? Why?

Explain:

In order to grow, develop and live a healthy and satisfying life there are different things we need. Point to the examples in the picture as you list the needs below.

1. Biological needs – food, water, health and medical care
2. Material needs – shelter from the weather, clothing
3. Social needs –interaction with other children, family members, and our community
4. Emotional needs – to feel loved, to have hope, to feel competent/able to do things,
5. Mental needs - intellectual stimulation or learning, knowledge and skills

Psychosocial well-being is a combination of different parts of one's life: social, mental, material, biological and emotional. It is a feeling of happiness and good health in your body and your mind. Well-being is especially important when you have to cope with difficult situations.

Read the story using the story cards of “How the Tortoise got his shell” and conduct a role play. TGM page...

Explain:

When Tortoise faced his difficulties, he used his inner resources to transform himself in a positive way. This capacity to cope and “bounce back” after a difficult or stressful experience is called resilience. Resilience is built through family and community support and our spirituality. Our resilience helps us to overcome difficult situations.

Ask and listen:

What do you think psychosocial support means?

Explain:

Psychosocial support can be used when someone has experienced something very bad (like conflict or emergency) to help them to cope.

Ask and listen:

Who gave Tortoise psychosocial support?

Answer:

His friends, the birds.

Emergencies and how they affect us

Picture of children at school some with problems

Page 9

Stress symptoms are normal reactions to an abnormal event like an emergency

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Choose a child in the picture and tell your partner a story about them then write the story
2. Sing a happy song

Teacher's Code of Conduct for Emergency Situations

Listen and observe learners who have experienced stressful events and provide support.

Ask and listen: What are emergencies?

Answer:

An emergency is when something unexpected happens and can be serious and dangerous. An emergency can be small like a car accident. It can affect a small area or it can affect a whole country. Emergencies can be frightening and can affect your health, your life, your property, and your safety.

Ask and listen: How can things change in your community when there is an emergency?

Answer:

A person may have to move from their home, there may be violence, children may not be able to go to school, and people may have to live in camps for a while.

Using the picture:

During emergencies, we can feel affected. Let us discuss some of the feelings children can have at this time using the picture.

1. What can you see in the picture?
2. What are the children doing?
3. How do you think child A feels?
4. Repeat the question for child B, C, D and E
5. What do you think has happened to these children?
6. What is their story?

Child A: Looks sleepy from nightmares and is holding stomach as it hurts

Child B: Crying and look sad

Child C: Feels nothing and doesn't want to be with anyone (withdrawn)

Child D: Angry and frightened so kicking the wall

Child E: Alert and tense

Explain:

These are some of the feelings we can have after an emergency:

1. Bad memories can occur suddenly and unexpectedly in the day and night like bad dreams. We are afraid to sleep, feel frightened and anxious. We feel sad, cry a lot and feel weak. Our body may hurt and we have head and stomach aches. (Child A and B).
2. We feel numb, and try to avoid the bad and painful memories. We don't feel hungry, cannot concentrate on our school work, and don't smile. We are quiet and stay on our own. We don't play with other children. We withdraw from life around us (Child C).
3. We always feel tense and alert because we are frightened that something bad will happen again. We don't trust people, and easily become angry. We act in an aggressive way (Child d and E).

All these feelings are normal reactions to an abnormal event like an emergency. These feelings can affect all people – from the strongest to the weakest. But not every child/adult will react the same way. These feelings can last for a few days, a few weeks or a few months.

Using the picture:

How are these children F, G and H feeling?
What are they doing?

Explain:

For most adults and children, meeting their basic needs will help. These reactions will then slowly disappear.

Coping mechanisms

Say: During an emergency we may forget some of our resilience. Remember that the ability to cope and “bounce back” after a stressful experience is called resilience. There are many ways to rebuild ourselves and our community after an emergency. Each person will have their own coping skills to help them recover.

Let us learn about things we can do to help you stay healthy and take care of your psychosocial well-being and safety especially during an emergency.

Using the picture

What can you see in the picture?

What are the children doing that is helping them feel happy?

Answer:

Playing together, talking with friends, talking with the teacher, reading the bible/Koran, sweeping the compound, playing football and jump rope, singing

These are all ways to cope in an emergency.

Pair work:

1. Divide the pupils into pairs.
2. Ask the pairs to discuss coping skills they used to feel better and more positive after an emergency. Or discuss skills they witnessed in another person
3. Ask each pair to tell the class of one coping mechanism they used.

Say: Remember we are all individuals. What works for one person may not work for another. By sharing all the different coping skills there are many things we can try to improve our well-being.

Here are some coping mechanisms

1. Talk to people you trust about your feelings
2. Talk to each other and observe the well-being of your friends.
3. Talk to your teacher.
4. Look for and receive advice
5. Read the bible or Koran
6. Pray and look for spiritual help
7. Play in safe areas with friends at home and at school.
8. Stay with a friend to feel safe
9. Move to a more secure environment to protect your family and yourself
10. Try to be useful and do an activity
11. Participate in communal work
12. Join in recreation activities
13. Take part in sport or other physical activities
14. Sing or listen to music
15. take part in rituals and ceremonies
16. Follow a daily routine
17. Practice relaxation techniques

Ask and listen: Do you know anyone who would benefit from knowing about these coping skills?

Conduct the relaxation exercise on page...TGM

??Picture of children using coping skills ??

Page 11.

We all have coping mechanisms to heal ourselves in a positive way.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Practice relaxation exercise TGM page

Lesson ideas:

1. Name some games to play in the compound – one child teaches others,
2. Sing a song – If you are happy and you know it clap your hands,
3. Write I like to play ... I like to talk with...

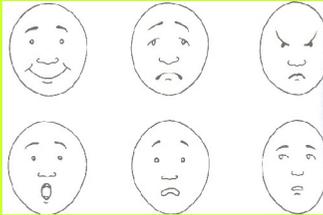
Teacher’s Code of Conduct for Emergency Situations

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.

Expressing our feelings

Picture of different feelings?

Add answers



Page 13

It is important to share your feelings with other people

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Balloon card activity

Lesson ideas:

1. Write: I am sad when ... I am worried when... etc
2. Mirror game
3. Simon says
4. Using body language to draw a picture

Remember:

Emotion cards for games.

Teacher's Code of Conduct for Emergency Situations

Promote high expectations of learners and help each student to reach his/her potential even in difficult circumstances.

Listen and observe learners who have experienced stressful events and provide support.

Conduct the balloon card activity on feelings
If you are using real balloons, conduct the balloon game.

Explain:

One coping mechanism is to share our problems with another person. Sometimes it is hard to tell about our feelings. It can also be hard for us to understand other people's feelings.

Using the picture

1. Point to the picture of an emotion. Ask how is this person feeling?
2. Ask all the pupils to act the emotion with their body.
3. Repeat for all the emotion pictures.
4. Ask for a pupil to volunteer to act an emotion. The class guesses which emotion the pupil is acting.
5. Ask for more volunteers.

Pair work

1. In pairs think about a discussion which became an argument. Act out the argument using only your bodies and faces. Do not speak.
2. After a few minutes, choose two pairs whose acting was easy to understand.
3. Ask the first pair to act out their scene.
4. **Ask:** What do they think is happening? How do you know this?
5. **Say:** It is often easy to know what is happening from our body movements and facial expressions.
6. Ask the second pair to act out their scene.
7. **Ask:** What are the different parts of the body we can use to communicate with? (eyes, arms, mouth, whole body, fingers, legs, etc)

8. **Ask:** What emotions we can communicate through our bodies? (pleasure, anger, weakness, disappointment etc).

Ask: Who do you usually talk to when you have a problem?

Answer:

It is important to share your feelings with other people because it helps you feel better inside and less worried, alone, or scared.

Group work discussion:

1. Make groups of 6 pupils in each group.
2. Ask the groups to discuss the following:
 - Which is more effective in sending a message, body language or words? Why?
 - What are some body language messages that are particularly positive? Negative?
3. Ask each group to present their answers

Game:

1. Divide the participants into groups. Give each group 2 sets of emotion cards.
2. Ask the group to put the cards on the table with the pictures down. Mix them up.
3. The first pupil turns over 2 cards at the same time. Are they the same? If yes, the pupil says what the emotion is and keeps the cards. If they are different, put the cards face down in the same place.
4. The next pupils has a turn.
5. The person with the most cards at the end wins.

Helping children become good listeners

Picture of teacher and pupil talking – in a quiet private area.

Page 15

Share your ideas and feelings with your teachers especially when you are afraid

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Missing the message activity, (Chinese whispers)
2. Write: I talk quietly when..., I talk loudly when ...
I like listening to....

Teacher's Code of Conduct for Emergency Situations

Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

Using the picture:

1. What can you see in the picture?
2. Where are they?
3. What are they doing?
4. Who are some of the people that you can talk to and help you understand what is going on?

Answer:

Sometimes during emergencies, you can feel sad and scared. As a coping mechanism to help overcome difficult times, it is good to share our feelings with a person we trust. You can talk to your parents, teachers, friends, and people you trust like community elders.

Explain:

When a friend wants to talk to us about their feelings we must follow some rules to really help them.

Rules for talking about feelings

- Find a quiet place to talk
- Be patient: let your friend talk at their own speed.
- Listen carefully
- Be trustworthy. Keep what your friend says to yourself.

One of the important steps in the recovery process is to share our feelings with someone we trust. Many of us will confide our thoughts to our brothers/ sisters and friends. Listening is something we can all do, but it is also a skill we can get better at.

Pair work

1. Divide the pupils to into pairs. One is A, one is B.
2. Ask A and B to sit back to back.
3. A will tell B something interesting about themselves. After a minute ask the pairs to change speakers.

Ask and listen:

- a. How did you feel when you were talking?
 - b. What made it difficult?
 - c. What made it difficult when you were listening?
 - d. What would make the listening and sharing easier?
4. Ask A and B to face each other. A tells B the same interesting thing as in the first exercise. This time B behaves as if they are not listening. Change roles after one minute.
5. **Ask questions a-d again.**
6. Repeat the exercise again with the same partners. A and B face each other. B shows he/she is listening carefully through actions, facial expressions and gestures but no talking. After one minute change roles.

Ask and listen:

- e. How did you feel when you were talking?
 - f. How did you know your partner was listening to you?
7. Repeat the exercise again with the same partners. Ask A to tell B a story for about 4-5 minutes. Now ask B to repeat what he/she heard and tell A.

Ask and listen:

- g. How did you feel about sharing a story?
- h. How easy was it to listen and repeat the story?

Explain:

It may have been hard to remember everything that was said by your partner. When we help someone we may have to listen attentively to them for a long time and it can be difficult not to interrupt. But we can improve our listening skills with practice.

Why is education important?

How school helps picture of group of children walking to school towards school fence/gates/boundary Other children playing inside boundary.

Pge 17

Play in safe areas at home and in school.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Speech on Education in Emergencies TGM page...
2. Campaign on education in emergencies TGM page...

Lesson ideas:

1. Write: In school I like ...

Teacher's Code of Conduct for Emergency Situations

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.

Write up Education in Emergencies on the board.

Pair discussion:

In pairs discuss: Why is education important during Emergencies?

Ask each pair to give one idea.

Explain:

Education in emergencies is important because

- Education provided in a safe, secure places gives a feeling of protection
- Education is a right for every child
- Education is what communities want for their children.
- Education is lifesaving and teaches children how to stay healthy
- Education is life sustaining and give hope and skills to cope better in an emergency

Using the picture:

1. What can you see in the picture?
2. How are the children feeling? Why?
3. What things make us feel safe and feel better at school?

Answers:

- Playing in a safe area
- Having adults around to look after us
- The school has a fence or boundary
- The school compound is safe and doesn't have any dangerous objects
- The teachers do not beat children or use corporal punishment
- The lessons keep our minds busy and we learn new things

- We meet our friends
- School is a normal thing to do with normal routines. It helps us to return to a feeling of normality
- We are learning our lessons so it gives us hope for the future.

Ask and listen: What do we mean by human rights?

Answer:

All people have the right to not be discriminated against, regardless of their race, colour, if they are girls or boys, what their religion is, or where they were born.

Ask and listen: Do children and youth have rights?

Answer:

All persons including children and youth have rights to be able to develop and be safe from abuse, a right to have good health, a right to have their voices heard, a right to play, a right to an education, and the right to make decisions.

Ask and listen: What are some of the ways we can work to protect your rights especially during an emergency?

Answer:

Continue with your education because learning will help you prepare for your future and help your psychosocial well-being.

Weekly class discussions

Picture of a class meeting like the AVSI cartoon on p 48-9 6 pictures.

1. Greeting
2. Topic – fighting at break time. Who wants to share
3. Pupils share – A feel frightened, B – nothing to do in break
4. Reassurance from teacher
5. Solutions from pupils (football, separate parts of compound to sit and play, etc
6. Teacher writes paper & student sign

Page 19

Sharing our fears in a class meeting can help us from feeling alone.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. How to conduct an emergency class meeting TGM page....

Lesson ideas:

1. Draw a cartoon
2. Write: A class meeting is good to ...

Teacher's Code of Conduct for Emergency Situations

Is a role model and demonstrates good behaviour such as respect for others, hard work, punctuality, responsibility and team work.

Ask and listen:

During and after an emergency it is often difficult to understand what is happening around us in school and the community. Who are some of the people that can help you understand what is going on?

Answer:

Friends, teachers, family members, community elders

Explain:

One way to understand what is happening around us in school is to hold a weekly class meeting or discussion. Every week the class meets to discuss a topic or issue that is affecting us that week.

Using the picture

1. Point to each box in turn. What is happening in this picture?
2. What is the teacher doing? What are the pupils doing?

Answers:

The picture shows a class meeting or discussion.

1. The teacher greets the pupils and starts the meeting by sharing the agenda or list of topics to discuss.
2. The teacher is the chairperson and explains the topic or problem.
3. The class share their ideas and feelings about the topic or problem. It is a time for pupils to tell how they feel
4. The teacher gives reassurance and their opinion.
5. Pupils can suggest solutions to the problem. If it is appropriate, the pupils can agree on what they will do and the actions they will take.
6. The chairperson summarises the solution and actions that the class have agreed. The Chairperson writes the solutions and actions on a paper for pupils to sign.

Explain:

I want this class to hold weekly class meetings. Before we can hold a weekly class meeting we must agree the day and time of the meeting.

Say: It is important that there are some rules in place for our meeting because it is a place for pupils to share their ideas and opinion. These are some examples:

- Everyone who want to share an idea or opinion must be allowed to share it
- No one may criticize, interrupt or make fun of anyone else.
- Try not to make personal references to members of the class.
- We must be factual and give correct information

Group work:

1. In groups agree 3-4 rules for the meeting.
2. Every group presents their rules. Write them on the chalk board
3. As the class to vote on the most important rules.
4. Write the rules on a paper.
5. Ask each pupil to sign the paper.

Explain:

Sometimes there is an unexpected event like a strike by workers that becomes violent. When this happens we can hold an **emergency class meeting** so that we can talk about it. It will help relieve your worries and clear your thoughts before we start learning our lessons.

In the next lesson practice a class meeting. Use the example of fighting in the break time.

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