

All children should attend school

Picture of a class with children missing - use picture from FB as before.

Page 21
All children have the same rights and all rights apply equally. One of those rights is education.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Riddle TGM page...

Lesson ideas:

1. Draw a picture of the children that are missing from the picture
2. Write: Parents should send their child to school because...

Teacher's Code of Conduct for Emergency Situations

Teachers should try to include children who might find it difficult to attend classes during emergencies – girls, children with disabilities or other vulnerable groups.

Read out the riddle on page ... TGM

Using the picture

1. Who can you see in the picture?
2. Where are they?
3. Describe the children?
4. Which children are missing from this picture and are not attending school?

Answers to No. 4:

- Children who live far away, who have to work or are poor.
- Older girls, pastoralists, refugees and internally displaced people
- Street working children and orphans
- Children who don't speak English or who are slow learners.
- Children who are sick or have HIV AIDS
- Disabled children

Group work discussion:

1. In groups of 6 pupils in each group, discuss the question: Why don't the missing children attend school?
2. Each group presents their ideas to the class.

Answers:

Some children dropped out of school because:

- They don't have enough money to pay for a uniform
- Other children make fun of them or treat them badly
- They can't understand the lessons
- They have to work to help support the family
- Some families want girls and boys to help in the home

- Returnee children and youth come from a different place and speak a different language. They may have a hard time changing to the new location.
- A person with a disability may not be included in regular school activities because they are different.
- The parents don't believe in education so won't allow their children to go to school.
- Families take girls are taken out of school to get married.
- Pastoralist children are at cattle camp

Ask and listen:

If there is an emergency near this school how will the children in the picture be affected?

Answers:

- It may not be safe to walk to school
- Pupils may find it difficult to concentrate on their lessons
- Some children may be too frightened to go to school and fall behind in their lessons and may drop out
- The children and/or teachers may have moved to a different area
- Older boys and girl may join the fighting forces and become child soldiers.
- The school may be damaged
- The school building may be occupied by internally displaced people, the police, the army or other fighting forces.
- There may be landmines or other dangers near the school

All children should take part in the lesson

Picture with a range of children who are normally excluded in class learning a lesson with them seated according to problem. Arabic speaker, ethnic minority, pastoralists, child with learning difficulties?

Also have bright room, white walls, ramp at door, buddy system for language problems

Page 23
Treat each other as equals to help build a peaceful nation.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Game: 'Similarities and Differences' TGM page
2. Writing: Missing out activity TGM page...
3. Campaign to get children into school TGM page...

Lesson ideas:

1. Write the story of one of the children now attending school and how they overcame their difficulties

Teacher's Code of Conduct for Emergency Situations

Teachers encourage both boys and girls to participate fully in all learning opportunities.

Conduct the game: 'Similarities and Differences'
See TGM page...

Using the picture

1. What can you see in the picture?
2. Describe the children?
3. What is the same about the children?

Answers:

The children have the same uniform, same pencils, all have their hands in the air, are the same age, all have two eyes, ears, arms etc. When we look closely at the people around us we have more things in common (that are the same) and only a few things that are different.

Explain:

In this picture we can see that lots of children have been included and have access to school. Being included means everyone attending school. It also means all pupils taking part in the lesson and not being left out.

Ask and listen:

1. What has the teacher done to help the children feel included and learn their lesson?

Point to the Arabic speaker, pastoralist, child with glasses, child with hearing aid, in turn.

Answers:

- The children are helping each other.
- The teacher has seated some children with eye sight or hearing problems at the front.
- The room is bright with white walls to help everyone see the board and teacher easily.
- There is a ramp at the door to help children with problems walking.
- One pupil is translating the lesson to another who has language problems.

Repeat the message from the last lesson

All children have the same rights and all rights apply equally. One of those rights is education.

When people do not respect the rights of young people, those young people can be ignored or excluded.

Group work

1. In groups of 6 pupils in each group, discuss the question: How can we make sure all children are included and come to school?
2. Each group presents their ideas to the class.

Answers:

- Play with children who are not attending school
- Spend time with people who seem lonely,
- Offer to walk to school or home with someone who seems lonely or frightened,
- Walk in groups to school
- Encourage your friends, brother or sisters who are not attending school to come
- Try to understand people who are different to you.
- Teach children and youth who are out of school about their rights.
- Conduct a campaigns in the community to raise awareness of education
- Tell the school about who is out of school so they can help.

Conduct the activity: Missing out TGM page ...

Use the lesson on how to conduct a campaign for older pupils TGM page ...

Dove?

Page 25

Peace is possible when we respect each other

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Activity: The blind man and the lame man TGM page...

Lesson ideas:

1. Sing song:
2. Write: Peace means...
3. Rhyming words with peace, right,

Teacher's Code of Conduct for Emergency Situations

Should maintain political neutrality and promote peace and social responsibility.

Peace

Using the picture

1. What can you see in the picture?
2. What does it represent?

Answers:

The picture is of a dove carrying a branch from an olive tree. In the bible story of Noah and the great flood, Noah releases a dove in order to find land. It came back carrying an olive leaf telling Noah that there was land nearby. Christians use the dove as a peace symbol. A famous artist used a picture of a dove carrying an olive branch for the international Peace Congress in 1949 and it has remained a symbol of peace ever since.

Draw a picture of a peaceful place

Discuss:

1. What is your idea of peace?
2. What does the word peace mean?
3. If there is no war, do we have peace? What makes you think this?

Answers:

Peace is more than the absence of war (or conflict). Peace is a feeling of safety and calmness without worries within a person, a community, a state, or country. Peace is freedom from violence and disturbing or painful thoughts.

Discuss:

1. Do you think it is easy to be peaceful? Why?
2. Do we need to learn about the things that lead to peace?

Answers:

We have to work hard to achieve peace. It can take time and is not always easy. We need to learn skills to help achieve peace so it is long lasting. Peace is everyone's responsibility.

Ask and listen:

Why is peace important?

Answers:

Peace is important because it protects your human rights and basic freedom. Peace promotes acceptance and friendship among all different kinds of people. You can help build peace by taking responsibility of your own actions.

Sing the peace song:

We can make things better
We can make things right
If we try our best
To love, and not to fight

Let's join together
You and me
Let's join together in harmony

Conduct a role play for the story of the blind and lame man. TGM page

Explain:

If we help each other, even if we have a difficulty, we can succeed. We need to show that we are all working together to achieve peace.

Drawing activity

1. Ask each pupil to trace around one hand. Write their name inside and then colour it in.
2. Hang the pictures of hands on a string with the hands touching.
3. Put up a title – Working together.

What is conflict?

Picture of a camel and donkey tied together pulling the rope (like stubborn donkey)

Page 27
There are two sides to every argument.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Game: Mango pickers TGM page...

Lesson ideas:

1. Draw the story of the Camel and Donkey.
2. Write the story of Camel and Donkey
3. Write: When I disagree with my friend I feel

Teacher's Code of Conduct for Emergency Situations

Do not use any actions or language that is physically or psychologically violent including sexual harassment.

Conduct the mango pickers game outside TGM page ...

Ask and listen:

Can you explain or describe what a conflict is?

Explain:

Conflict is a disagreement between people who have different needs, values, ideas, or goals. Conflict can cause people to feel angry and can cause fights.

No matter how hard a person tries to avoid conflict it is a natural part of life. It is very difficult to prevent a conflict. The important part is: how do people DEAL with a conflict. How do they solve conflicts?

Using the picture:

1. What can you see in the picture?
2. What are they doing? Why?
3. How can they solve this conflict?

Answer:

The camel and donkey are both hungry and want to eat their food. They are pulling away from each other to reach their food. They can solve the conflict by agreeing that first one animal goes to their food and eats and then the other animal goes to their food to eat.

Role play

1. Ask for volunteers to act out the story of the camel and donkey. Choose 2 pupils to play the animals and one pupil to tell the story.
2. Act out the story.
3. Divide the class into groups of 3 pupils.
4. Each group acts out the story of the camel and donkey.

Ask and listen:

Discuss the different types of conflict that can happen in a country?

Answers:

Two countries may not get along and fight over land. This type of conflict can lead to war. Conflict can also happen between communities or tribes that disagree over property or the possession of goods such as cattle or water.

Pair work discussion:

1. In pairs discuss: What disagreement or conflict can happen in your daily life?
2. Ask each pair to give one idea

Answers:

An argument with a friend at school, a disagreement between a teacher and a student, a disagreement between family members at home, a disagreement with neighbours, or a disagreement with friends.

Ask and listen:

How can we prevent conflict?

Answers:

- Communicating with the person you have a disagreement with. Share your thoughts and feelings and keep control of your emotions.
- People can work together to find the best solution where both sides are satisfied.
- Think and care about the other person's interest.
- Find a third person to mediate and help you come to an understanding.

Communicating during a conflict

Picture disagreement

Ask about feelings – body language – what are they saying

Page 29

Good communication helps resolve conflict

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Shoe activity TGM page...
2. "You and I" activity TGM page...

Lesson ideas:

1. Write the role play as a story

Teacher's Code of Conduct for Emergency Situations

Do not use any actions or language that is physically or psychologically violent including sexual harassment.

Using the picture

1. What can you see in the picture?
2. What does it represent?
3. How is each person feeling? How do you know?
4. How will this situation end?

Group work discussion:

1. What can make a conflict get bigger? The problem or the way people behave?
2. Ask each group to present their ideas

Explain:

During conflict, it is always important to consider the side of the person you are in conflict with. Conflict is not always bad, what is important is how you settle it.

Ask and listen: What is important when dealing with a conflict/disagreement?

Explain:

Here are some important skills when dealing with a conflict.

1. Be a good listener

- Look at the person, and give them your full attention.
- Ask questions once in a while, to make sure you understand what they are saying.
- Take turns to talk.

2. Look at both sides – This is the ability to look at the situation from another person's perspective.

Conduct the shoe activity outside. TGM page...

3. Say I not You – When involved in a conflict, begin with "I" statements rather than "You" statements. For example: "I felt angry because..." And not "YOU made me angry because...".

Conduct the activity and role play on "you" and "I" TGM page

"You" statements tend to be judgement statements, which are full of blame. They do not consider the point of view of the other side so they cause more conflict. "I" statements usually try to clarify your point of view about a situation rather than blame the other person. "I" statements help to find a way to a solution.

4. Give a reason: because ... You can add an explanation, but make sure that it is positive and is not a blaming statement e.g. ...because I want you to do well at school. ... NOT "because you never help me."

Summary

Remind the pupils of the skills needed to resolve a conflict:

- Be a good listener
- Look at both sides
- Say I not You
- Give a reason

Steps to resolve a conflict

Picture 6 symbols for negotiation

Page 31
Taking charge of your actions helps to build peace.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Write: I solved a conflict when I
2. Write out the role play practiced as a script for a play

Remember:

Father and child role play cards

Teacher's Code of Conduct for Emergency Situations

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

Using the picture

1. What can you see in the picture?
2. What does each picture represent?

Explain:

We can practice conflict resolution using 6 steps:
Point to the picture as you explain the steps

1. Say what you feel

Use "I feel..." because your feelings are a fact and cannot be argued with. E.g. ... I feel disappointed.

Do not use sentences like "I think you don't care" "I think" can cause more conflict if the other person disagrees with you.

2. Listen to what the other person has to say to find out what they need or want.
3. Tell the person **what** you understood, so you are sure you have understood it correctly.
4. Together, think of as many ideas as possible that may bring a solution to the problem. Make a suggestion: What I would like is....
5. Agree on a solution.
6. Try it. If it doesn't work, start again.

Role play of father and child TGM page

Choose 2 pupils to act out the role play. Give the pupils the role cards to read. One pupil is the father, one pupil is the child.

Practice:

1. Divide the pupils into pairs.
2. Explain the pairs will practice the 6 steps for conflict resolution using the role play of the father and son/daughter.
3. Choose some pairs to act out the role play.
4. Practice another role play. Give one of the situations below:
 - You shared a confidence with your friend. Then your friend told it to someone else.
 - You want to attend school but your mother tells you to work at home.
5. Ask the pupils to change roles.
6. Choose some pairs to act out the role play.
7. Give a new situation:

Explain:

Remember that sometimes we have to compromise (this means each side gives up some of the things they want so that both sides are happy and can reach agreement)

Saying no

Picture of refusal – clearer than current picture

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Be respectful of each other's choices

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas: :

1. Write slogans: Say no to

Teacher's Code of Conduct for Emergency Situations

Respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability.

Using the picture

1. What can you see in the picture?
2. What does it represent?
3. How is each person feeling? How do you know?
4. How will this situation end?
5. Why is it important to be able to tell someone that you want to refuse his or her actions?

Answers:

It is important to tell someone that you want to refuse their actions because you have the right to make your own choices. You have the right to protect yourself. You have the right to refuse to agree to something that might be wrong, or can be harmful to you. Finally you have a responsibility for your actions.

Pair work discussion:

1. In pairs discuss situations when you **do not** want to do something and have to be strong and refuse.
2. Ask each pair for one idea they discussed.

Pair work

1. In pairs practice saying 'no'.
2. Use one of the situations from the last activity to practice saying 'no'.
3. Remember the 6 steps.
4. When you have finished, change over roles.
5. Choose some pairs to act out their role play in front of the class.

Ask and listen: Why is it sometimes hard to say no to someone?

Answers:

It can sometimes be hard to say no to someone with more power than you. They can use that power to threaten or silence you, or to ignore you.

You might find it hard to say no because you have respect for the person because they are a community elder, a relative, a leader or a teacher.

Group work discussion:

1. In groups of 6 pupils, discuss: What can you do to persuade the person to believe in your choice? And show your strengths?
2. Ask each group to give their ideas.

Answers:

- Be strong and stand up for something you do not want to do
- Look directly at the person. Keep your voice strong and firm.
- Say no. Tell the person to leave you alone and stay calm but serious. Remove yourself from the situation.
- Think about what you want to say before you say it.
- Know the meanings of the words you want to use.
- Do not offend the person or the people around you with your choice of words.
- Look at the situation and the people around you for your safety.
- It can be useful to look for go-betweens (an uncle, an older friend) who have similar power.

Pair work

1. Practice a role play saying no. Remember the 6 steps.
2. Use one of the situations:
 - You father wants you to stay at home to help him but you want to go to school.
 - A community elder says he likes you and asks you to go into his hut.
3. Ask the pupils to change roles.
4. Choose some pairs to act out their role play in front of the class.

Picture of pupils encouraged to steal/smoke

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Be responsible and stay safe

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Write: Peer pressure is good when ...
2. Write a story about a girl or boy who feels under pressure to do a risky activity but manages to say no.

Remember:

Put up the agree and disagree signs

Teacher’s Code of Conduct for Emergency Situations

Teachers must *never* have any kind of sexual relationship with a learner. Both forced and agreed sexual relations are illegal and abusive. See below for mandatory penalties.

Ask and listen: What is an adolescent?

Answer:

A child becomes an adolescent when their body is changing into that of an adult at puberty. Let’s think about some of the important changes during adolescence in the way we behave.

Agree-disagree

Read out each sentence in turn. Ask the pupils to walk to the sign they think is correct. Ask some pupils why they made this decision.

1. Adolescents experience mood swings, they are sometimes happy, sometimes sad (Agree)
2. Adolescents accept all the rules made by their family and society (Disagree)
3. Adolescents want more independence and make their own decisions (Agree)
4. Adolescents want to feel accepted by their peers and often look for new friends. (Agree)
5. Adolescent want to look different to their friends. (Disagree)

Explain:

As an adolescent you may start to view your friends, your peer group, as more important and influential than your parents or community. You want to dress the same, do the same things and have the same possessions as your friends. It is extremely important for teenagers to feel that they belong and are accepted by their peers.

Using the picture

1. What can you see in the picture?
2. How is each person feeling? How do you know?
3. How will this situation end?

Explain:

Sometimes, you may be afraid to say no to someone because you want to be liked by your friends or you might be curious to try something new. When a boy or girl is influenced to do something by their friend or peer this is called peer pressure. Peer pressure can lead to risky behaviour such as engaging in sex, or using drugs and alcohol. Peer pressure can be very strong and can affect your emotions and influence your decisions. Not all peer pressure is bad. Peer pressure can also help you make good decisions. It is important to remember you are still responsible for your own actions and for making the right choices.

Pair work

1. In pairs discuss situations when girls or boys can be pressurised by their peers (friends) to do things that are not acceptable.
2. Ask each pair to give one idea.

Ask and listen: How can you avoid peer pressure?

Answers:

- Choose your friends carefully
- Be with friends that have the same values
- Think of the consequences of your actions before you do something you are not sure about.
- Think about the reason you are considering doing something that you are not comfortable with.
- Think about the result of the activity before you do it. Will you get into trouble? Or be harmful to your health?

Explain:

Adolescents need to be strong enough to say no to bad ideas without being angry or embarrassed. Remember, if you change your behaviour to do something you do not want to do, you are not being true to yourself.

Protection when going to school

Picture of friends or family walking together

Page 37
Stay together when you travel

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

1. Activity: Spiders surprise TGM page...

Lesson ideas:

1. Draw a picture of your friends walking to school

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.

Show the picture again on page 21.

Ask:

1. Who can remember which children are missing from this picture and are not attending school?
2. Which children need help or protection walking to school?

Answers:

Young children, those without family support like orphans, children who have a physical disability or have learning problems. Children from different ethnic, religious or language groups. Girls. Children who are frightened.

Ask:

Why do these children need help or protection?
Who or what do they need protection from?

Answers:

- Children who have a physical disability need help with the route to school. Remember the story of the blind and lame man.
- There may be landmines or other dangers on the route to school.
- Children who are small, weak, have no family or are from different groups can easily be bullied by other children or adults.
- Adolescent boys and men may abduct girls and force them to have sex
- Boys may be abducted to join the fighting forces.
- Refugees or internally displaced people have to live in camps and may be from different tribes or religion. They may need to be protected.

Conduct a role play 'The Spiders Surprise' TGM page ...

Explain:

From the story of 'The Spiders' Surprise' we learnt that many small things can stop a large one.

Ask and listen: How can we use this idea to help us protect ourselves?

Answers:

We will feel safer if we are in a large group. When we walk to school, we should walk with other school children.

Using the picture

1. What can you see in the picture?
2. Describe how the children are walking?

Explain:

In times of emergency we need to be careful when we walk to school.

If there are landmines, walk one behind the other down a well trodden path.

Don't walk down overgrown or unused paths

Walk in daylight, not at night.

The youngest children should walk in front. If something bad happens we can see the youngest children so they will not get left behind.

Read out the message.

Stay together when you travel

Protection during emergencies

Two pictures – safe and unsafe???

Traffic, sharp objects, rubble, no boundary fence, faeces around, UXO, sweet seller under eaves of classroom with stove

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Schools are child friendly spaces.

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Write: A school is safe when...
2. A school is unsafe when
3. List the uses of fire
4. Make a poster for 'stop, drop and roll'

Teacher's Code of Conduct for Emergency Situations

Must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.

Using the picture

1. What can you see in the first picture? Second picture?
2. What is different between the pictures?
3. Which school do you like best? Why?
4. What makes first school dangerous?
5. What makes the second school safe?

Answers

The school in the first picture is dangerous because there is traffic, sharp objects, rubble, no boundary fence, faeces around, a sweet seller under the eaves of the classroom with a stove.

The school is safe because

- It has a fence to mark the boundary
- There is no traffic, or building debris
- Children use the latrines so diseases cannot be spread in the play ground
- Children wash their hands so disease cannot be spread
- There are no sources of fire close to the school buildings
- Safe place include school and health clinic

Ask and listen: How can we protect ourselves at school if there is an emergency?

Answers

1. Make an emergency plan
2. Have a fire drill and learn what to do if there is a fire.

General Emergency Plan

Before the emergency

- Agree of a place to gather if an emergency happens. (flat, open space away from buildings) It should be big enough for all the children
- Agree how you will communicate that there is an emergency e.g. mobile phone, messenger

- Parents and community members should be told where school pupils will be (safe space) in an emergency.
- Parents are responsible for collecting their children.

If an emergency happens:

- Stay calm
- Walk to the gathering point
- Teacher/senior pupil takes register
- Use the agreed system to call for assistance
- Do NOT attempt to deal with the situation yourselves (e.g. fire, flooding), but wait for assistance.
- Stay together until it is safe

Explain:

During our everyday life as well as emergencies a fire can start. It is important to know the fire drill.

Fire drill

1. If there is a fire, call "FIRE" as loud as possible several times.
2. Everyone must move to the emergency gathering place in a calm manner.
3. If your clothes catch fire "Stop, Drop and Roll"
 - Stop what you are doing,
 - drop to the ground, cover your face,
 - roll back and forth until the flames go out.
4. Remember that running will only make the fire burn faster.

Conduct a fire drill and "stop, drop and roll" outside

Ask and listen:

What can we do if there is an emergency when we are at home?

Answers

Make an emergency plan, practice "stop, drop and roll".

Protection at school

Picture of a two families – beating and kind (use classroom pictures from NRC of teacher?)

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Violence is not acceptable in school , at home or in the community

ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Draw a picture of a happy classroom, happy family situation
2. Write: When I am angry I ... I control my anger by My teacher is kind when

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.

Using the picture

1. Who can you see in the picture?
2. Where are they?
3. Describe the children? Teacher?
4. Which classroom do you like best? Why?

Explain:

There is a code of conduct that teachers have to follow. This code of conduct has rules to guide teachers so that they protect children and do not treat them badly. One important rule for teachers says:

Do not use any actions or language that is physically or psychologically violent including sexual harassment.

Any teacher that breaks the code of conduct can be disciplined and can be suspended.

If a teacher breaks the code of conduct you can inform the head teacher, parent teacher association or school management committee.

Visualisation:

1. Ask the pupils to close their eyes.
2. Tell the pupils to remember a time when someone hit you or beat you. Think about how you feel?
3. Keep you eyes closed.
4. Now I want you to think about a time your mother or father told you how much they loved you or how good you had been. Think about how you feel?

Ask and listen.

1. How did you feel when you remembered someone beating you?
2. How did you feel when someone said they loved you and nice things?

Explain

If a person treats his friends or family cruelly, punching them or using bad language towards them, it makes them feel angry. Or they may not want to be with that person or in that place. If the person shows love, affection and says nice things to family and friends, it makes them feel happy and want to be with the person.

Story

Ask the pupils to listen to the story of John.

In an emergency, John and his family had to leave their village. Everyone lived in one small room. John's father did not have a job so could not buy food. He was suffering from stress. The room was small and when John came back from school his father would get angry and hit him. It happened many times each evening. At school one day, when John was sitting by a tree, another smaller boy came close. John hit him and told him to go away.

Ask and listen: Why do you think John hit the boy?

Answers

John was suffering stress. He had learnt that if someone comes too close you can hit them. John learnt from his father that it is acceptable to hit anyone for any reason.

Ask and listen What can we do for John and other people with similar problems?

Answers

- Help the person feel safe
- Listen to them
- Help the person to find a way to share their problems
- Tell the teacher about John's problems so they can help.

Protection – land mine awareness

Picture as flip book but better?

Or cartoon of steps.

Include path with half red half white stones.
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ACTION for the TEACHER

Look in the Teacher Guidance Manual for the following activities:

Lesson ideas:

1. Write: I stay safe when ...
2. Draw a picture of the warning sign about landmines

Teacher's Code of Conduct for Emergency Situations

Teachers must promote a protective and positive learning environment however possible, being aware of risks in the area and respond or report security dangers.

Ask and listen: What are landmines and UXO?

Answer:

Land mines are made by man and placed underground. They can kill or injure people, destroy animals and cars. UXO can be bombs, shells, mortars or grenades. These are often lying on the ground or semi-buried and have not exploded.

Ask and listen: Where can you find landmines or UXOs and what do they look like?

Answer:

Landmines and UXOs can be buried under the soil or they can be sitting on the soil. You can find land mines and UXOs in bushes, trees, and even in rivers or lakes. They can be dirty, old, bright or shiny.

Ask and listen: What are the warning signs to stay out of an area that has land mines?

Answers

If you are in an area and you see a sign with a skull and bones or red painted stones, this is a warning that you cannot go play in that area. You must not walk there even if you think it is a short cut to get home.

If you see white painted stones it means that it is safe. Sometimes along paths the stones are painted half white and half red. The red side points to the danger and the white side makes a path that you can walk along.

Explain:

These are the steps to follow if you find a landmine.

1. When you see a strange object that might be a landmine, do not touch it.
2. Raise both hands in a stop sign and shout landmine. (The hand action is for children who are far away and cannot hear the words landmine)
3. Stand still, call for help and wait to be rescued. Remember other children must stay away from you.

After you have been rescued mark the place with some stones in a pile, crossed sticks or knotted grass. Remember, during the rainy season, rivers or floods may move landmines and the warning signs.

Role Play:

1. Select some children to carry out a role play.
2. Prepare a model of a landmine and path.
3. Ask the children to act out what to do if they find a landmine.
4. Choose some more children to act out the role play.
5. Divide the children into groups. Each group can practice what to do if they find a landmine.

Summary:

Keep out of the area if you see these international signs

- a skull and cross bones
- Red painted stones
- Landmine tape

Local signs can include a small pile of stones, knotted grass, crossed sticks or thorns/sticks pushed into trees.

Remember:

- Don't walk down unused paths
- Don't pick up strange objects

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