

Skills for Life for Youth

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



TEACHER GUIDE FOR YOUTH

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

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

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

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Introduction

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

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

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

Important Words:

life skills: the skills and knowledge we need to live healthy lives

psychosocial support: the help we need to live happy and healthy lives

emergency: when something serious, dangerous and unexpected happens

Life Skills

What Are Life Skills and What Is Psychosocial Support?

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

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

How Do We Educate Young People During Emergencies?

Emergencies can be immediate, long-lasting or seasonal. They can cause people to leave their homes and even their countries. South Sudan has experienced many emergencies in the past 20 years. Children and youth who have experienced conflict or natural disasters have a right to education and protection. Education gives a sense of stability during emergencies. Education can save lives by providing physical protection from dangers and exploitation during emergencies. By teaching key survival messages and ways of self-protection, children and youth will cope better in an emergency and stay healthy and safe. This guide is comprised of a series of activities to help young people to learn quickly and help schools to continue functioning during and after an emergency.

Why Is the Role of Teachers Important During Emergencies?

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

Teachers' Code of Conduct for Emergency Situations

The Teachers' Code of Conduct for Emergency Situations was written to complement the South Sudan 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.

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

Psychosocial Checklist

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

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

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

How to Use the Toolkit

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

1. Adolescence
2. Gender and Violence
3. HIV/AIDS
4. Early Marriage and Motherhood

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

Before the Session

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

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

Beginning the Session

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

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

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

During the Session

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

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

Ending the Session

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

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

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

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

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

Flexibility in the Session

Each session contains 5-9 activities. Some activities take longer than others. As the teacher, you manage the time for the activities based on the ability of your learners. Different learners and different classes learn at different speeds. If you go too quickly, learners may be angry that they cannot finish. If you go too slowly, learners may become bored or disruptive. This Teacher Guide does not give timings for each session, as this is up to you. If you do not have enough time in one lesson to finish all the activities, continue in the next lesson. Remember to repeat the introduction and messages.

Tips for Managing Time

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

Methods in the Toolkit

Key Messages

Each session has a key message – this is a summary of the most important information for learners. It is important that learners understand this message. It will remind them of the skills they have learned and the behaviour they should practice. Repeat the message as much as possible. Put the key message into a song to help learners remember it.

Picture Posters

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

Picture Stories

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

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

Working Together

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

Role Plays

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

Agree / Disagree

In this activity teachers read out a statement that relates to the topic. Learners must choose whether they agree or disagree based on what they have learned in the session. (Agree means “yes” and Disagree means “no”.) We use this activity to check what learners have understood from the

session. You need space for all the learners to stand and move to one side or the other side in the class or compound.

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

Songs

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

Demonstration

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

Visualisation

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

Games

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

Drawing

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

Assessment

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

Group Management

Pair Work

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

Forming Groups

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

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

How to Ask Questions

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

Tips for Managing Discussions

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

Tips for Managing Conflict

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

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

Important Learning Principles and Practices

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

Important Words:

resilience: the ability to recover quickly from challenges

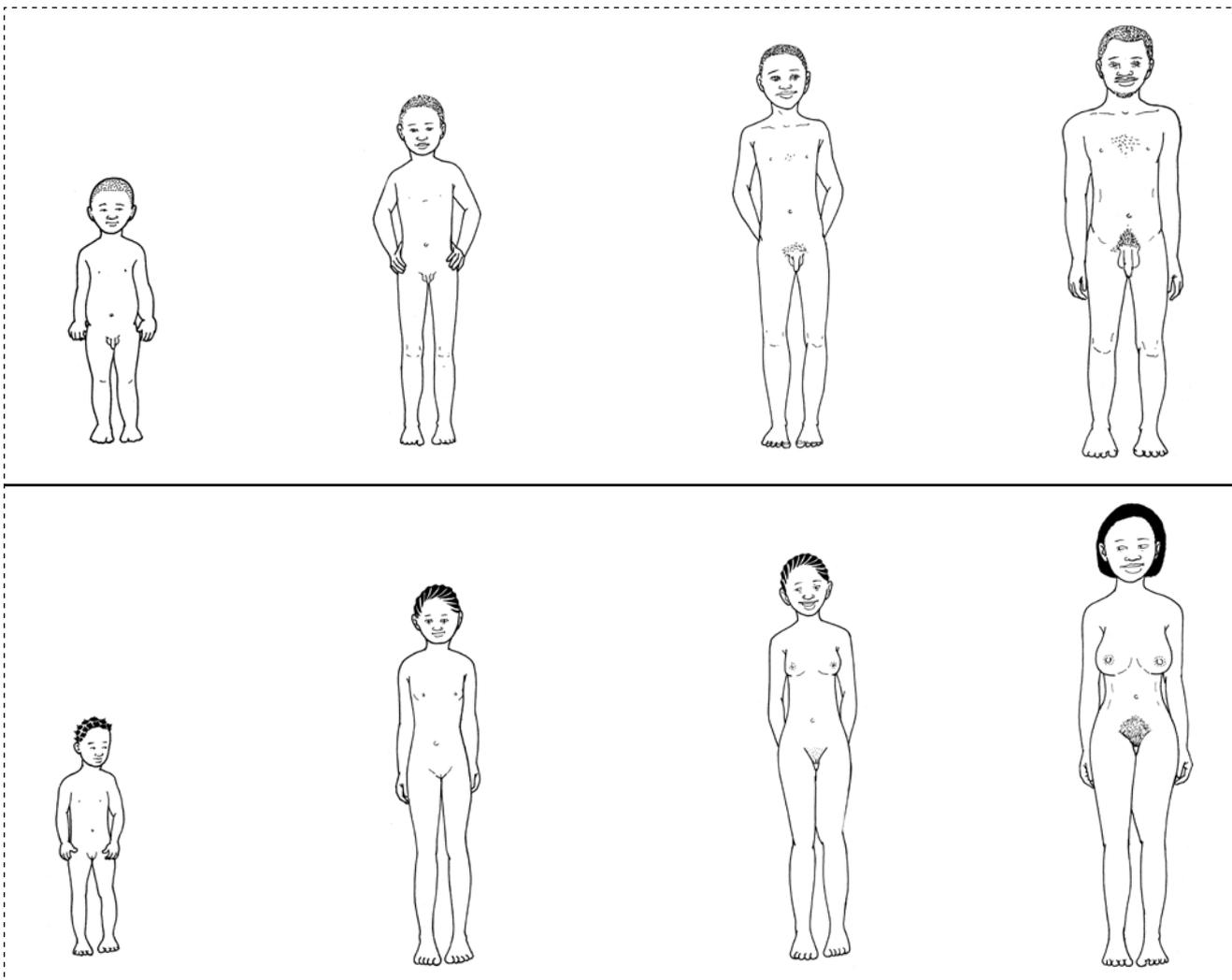
Teacher Support

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

- Many of the psychosocial problems we have like sadness, grief, anger and nightmares are all normal reactions to emergencies.
- Talking about our feelings can help us to recover.
- We each have different ways of coping and different levels of resilience.
- Teachers need psychosocial support too. Teachers can benefit from communicating, making daily and weekly routines, and receiving support from family and friends.
- Ask your head teacher or supervisor to schedule regular staff meetings, if possible, where teachers can discuss their concerns.
- Ask your head teacher or supervisor to regularly rotate the responsibilities of teachers, if possible.
- Take breaks during the teaching day and relax.
- Remember that teachers cannot do everything to solve all learners' problems.
- Discuss challenges with other teachers and support each other.
- Ask your head teacher or supervisor to provide opportunities to improve your skills. Building your skills can increase your confidence.
- Look to parents and guardians, elders and community members to provide support.
- Take part in physical activities and exercise with the learners.

MODULE 1

Adolescence



South Sudan Teachers' Code of Conduct for Emergency Situations

The Teachers' Code of Conduct for Emergency Situations and the adolescence modules emphasise how teachers can play a key role in supporting learners through the physical and mental changes they experience during adolescence.

It is important that teachers provide a learning environment in which everyone is trusted and respected. Teachers must respect the privacy and wishes of the learners and encourage both young men and women to fully participate in the activities. These modules for youth contain many sensitive topics and provide basic information about reproduction. Discuss learners' concerns and fears openly and promote their self-esteem and confidence.

Remember that teachers must never have any kind of sexual relationship with learners. Both forced and agreed sexual relations are illegal and abusive.

Session 1: What Is Adolescence?

Key Message | Changes to your mind and body are normal.

Important words:

adolescence:
when we change from being children to being adults

adolescent: a young person experiencing adolescence

puberty: when we become capable of sexual reproduction

sexual reproduction: when a man and woman have sex to make a baby

feelings: emotions like love, anger or joy

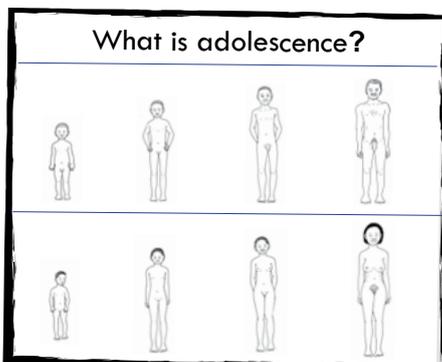
Activity 1: Introduction

1. Say:
 - Today we will talk about our minds and bodies.
 - Our bodies and feelings change as we grow older.
 - Understanding how we change helps us control our feelings.
 - Changes to your mind and body are normal.
2. Ask:
 - How do your minds and bodies feel right now?
 - How are they changing?



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 1 picture poster.
2. Ask:
 - What do you see in this picture?
 - How are these young men different? How are they similar?
 - How are these young women different? How are they similar?
 - Which of these young men and women is a child?
 - Which of them is an adolescent?
3. Say:
 - Puberty is the first step in becoming an adult.
 - Puberty is when our bodies become capable of making a baby.
 - The ages between 10-19 years are called "adolescence".
 - During adolescence we change from being children to being adults. Our bodies and thoughts change.
 - At the end of adolescence, our bodies and minds stop changing so quickly and we become adults.
 - Adolescents are protected, just as children are.
 - The Government of South Sudan has signed the UN Convention on the Rights of the Child. This says that anyone under the age of 18 needs certain types of protection. This means that there are special laws to protect children and adolescents.



Session 1 picture

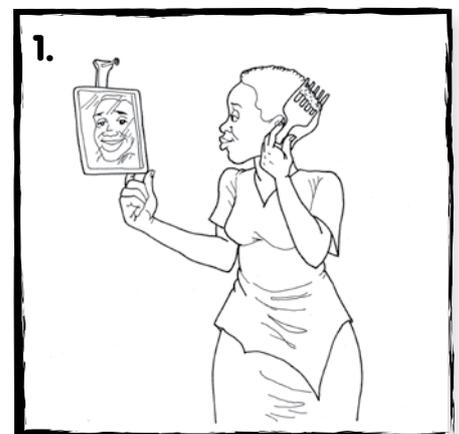
- The Ministry of Culture, Youth and Sport have a Youth Policy. It states that a youth is anyone from the ages 15-30.
4. Read the key message:
Changes to your mind and body are normal.
 5. Repeat with learners.
 6. Make up a music beat using hands and feet.
 7. Read the key message to the beat.
 8. Repeat with learners.
 9. Create a song using the key message with learners.
 10. Repeat with learners.



Activity 3: Story and Discussion

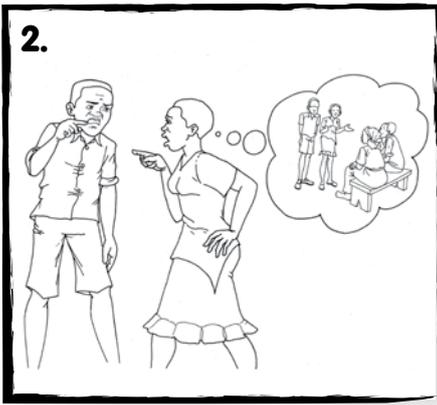
1. Use the **Anna Is Growing Up** Story Chart Set.
2. Show the first picture.
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Now read the story while showing picture 1:

Anna is growing up. She has reached puberty and her body is like a young woman's. Anna has changed in other ways, too. She likes to look at herself in a mirror. She likes to wear her best clothes and make her hair beautiful. She takes a long time bathing. Some younger girls come to play, but she refuses.



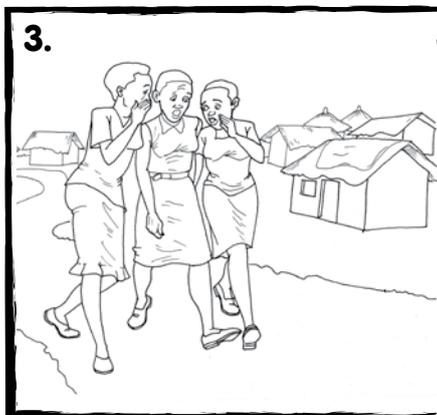
Teaching Ideas:

- Write the title of the story Anna is Growing up on paper or the blackboard
- Have learners draw the story.
- Have learners write or draw answers to: Anna feels...



7. Read the story while showing picture 2:

Anna feels like an adult. She wants to order around her younger brother and sister. She wants to discuss family matters with her parents and older brother. He does not like this and they argue.



8. Read the story while showing picture 3:

Sometimes Anna is sad and wants to be alone. Sometimes she is happy and meets with new friends. They talk together secretly.



9. Read the story while showing picture 4:

Anna wants to make her own decisions. She does not want her parents to tell her what to do. She feels confused and is often tired. Her mother notices these changes in Anna and asks, "What is wrong?" Anna runs away and cries.

10. Read the story while showing picture 5:

Her father can also see the changes in Anna. He is worried.

He thinks Anna has been possessed by a spirit. He wants to call a local healer. Anna's mother tells him that Anna is experiencing changes because she is growing up.



11. Ask:

- How is Anna changing?
- Are these changes the same for young men and women?
- Have you seen your friends behave like Anna?
- Have you ever acted like Anna?

12. Say:

- These changes are similar for young men and women.
- Young men may not show their feelings because the community has different rules for young men and women.
- During adolescence your bodies will change, but so will your feelings.
- Sometimes you do not know that your feelings are quickly changing.
- If you understand these changes, you can keep your feelings from getting out of control.

13. Read the key message:

Changes to your mind and body are normal.

14. Repeat with learners.

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

16. Repeat with learners.

17. Sing the key message.

18. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: Role Play

1. Put learners into groups of 6.
2. Ask each learner to take a role from the story:
 - Anna
 - Anna's mother
 - Anna's father
 - Anna's brother
 - Anna's sister
 - Anna's friend
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.

Changes to young men	Changes to young women
Sweat more	Sweat more
Skin and hair become oily	Skin and hair become oily
Hair grows under their arms and around their genitals	Hair grows under their arms and around their genitals
Sexual organs grow	Sexual organs grow
Shoulders and chests become larger	Hips become rounder
Hair grows on their face	Breasts grow larger
Voices become deeper	Start menstruating
Produce sperm	



Activity 6: Talk About Changes

1. Put learners into groups of 4.
2. Ask learners to discuss with their group the changes that happen to young women's and young men's bodies.
3. Ask each group to tell the class the changes they discussed.
4. Show the picture for session 1.
5. Ask learners to discuss how they feel about the changes in their bodies.
6. Say:
 - Every young man and young woman will experience changes in their bodies during adolescence.
 - Not all changes are the same or happen at the same time.
 - We should not be afraid of these changes.
 - These changes mean we are slowly becoming adults.
7. Read the key message:

Changes to your mind and body are normal.
8. Repeat with learners.
9. Say the key message along with a music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.



Activity 7: **Game**

1. Say:
 - Choose an object.
 - It can be a stone, stick, bottle cap, leaf or something else small.
 - Collect 5 of these objects.
2. Put learners into groups of 4.
3. Say:
 - Put all of your group's items in a pattern on the floor.
 - Imagine these items are things inside your body and mind when you are born.
 - Now mix up the items and make a new pattern.
 - Imagine this is what happens to all the things inside your body and mind during puberty.
4. Ask:
 - What is similar about the two patterns you made?
 - What is different about the two patterns you made?
5. Say:
 - Our bodies and minds change during puberty.
 - We are still the same people, but our bodies and minds work differently.
 - It is like the patterns you made. The materials are the same, but everything looks different.
6. Read the key message for session 1:
Changes to your mind and body are normal.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 8: **Agree / Disagree**

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

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

Teaching Ideas:

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

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Young men start puberty before young women. (**Disagree:** Actually, young women usually start puberty before young men, but some young men can start earlier.)
 - Menstruation in young women means they can become pregnant. (**Agree:** Young women can become pregnant, but their bodies and minds are usually not ready.)
 - You can only make a baby when you are married. (**Disagree:** Actually, you can make a baby when you have gone through puberty.)
 - Adolescents follow the traditions and rules of their community. (**Disagree:** Adolescents may challenge rules set by their family and community.)
 - Adolescents are happy to do what their parents tell them. (**Disagree:** Adolescents usually want to be independent, like adults.)
 - Adolescents want to make friends and to socialise with them. (**Agree:** Many adolescents want to be liked by people their own age.)
 - Adolescents' feelings change quickly. (**Agree:** Adolescents may be happy and then suddenly be sad or angry.)
 - Adolescents begin to feel sexual attraction. (**Agree:** This usually begins to happen during puberty.)
 - Adolescents pay attention to their schoolwork rather than their appearance. (**Agree or Disagree:** Some pay more attention to their body and appearance.)
 - Changes to your mind and body are normal. (**Agree:** Changes to your mind and body are normal.)



Activity 9: **Visualisation**

1. Say:
 - We are going to use our memories.
 - Close your eyes.
 - Think about a nice day when you were small children.
 - I am going to ask you some questions.
 - Think about the answers to yourself.
 - Try to imagine the memories in your mind.
2. Ask:
 - What are you doing?
 - How are you feeling?
 - Who are you with?
3. Say:
 - Now think about the time you became an adolescent.
 - Again it is a nice day.
4. Ask:
 - What are you doing?
 - How are you feeling?
 - Who are you with?
5. Say:
 - Open your eyes.
6. Put learners in groups of 2.
7. Ask learners to discuss how life is different as a child and as an adolescent.
8. Ask some groups to share their ideas with the class.
9. Say:
 - There are things you like about growing up.
 - Sometimes you may wish you were a child again when life was simpler.
 - When you feel confused or have strange feelings, talk to someone you trust.
 - This can be your friend, someone in your family, or your teachers.
10. Read the key message:
Changes to your mind and body are normal.
11. Repeat with learners.
12. Say the key message along with a music beat.
13. Repeat with learners.
14. Sing the key message.
15. Repeat with learners.



Activity 10: **Assessment**

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

Session 2: Caring for Your Body and Mind

Key Message | Keep your body and mind healthy as you grow.

i Activity 1: Introduction

1. Say:

- Today we will talk about keeping our bodies and minds healthy.
- Adolescence is a time of physical and mental growth.
- We want to have strong muscles and bones and an active mind.
- Keep your body and mind healthy as you grow.

Important words:

healthy: in good physical and mental condition

genitals: reproductive organs on a male or female

endorphins: chemicals in our brain that make us happy

hormones: chemicals in our body that influence our feelings



Activity 2: Picture Discussion

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

2. Ask:

- What do you see in this picture?
- How does the young woman feel?
- How does the young man feel?
- Have you ever felt like this young man?

3. Say:

- The young man is unclean and he is sweating.
- He has not combed his hair and his face is oily.
- He looks worried and sad.
- But the young woman looks happy.
- She has a clean uniform and her face and hair are clean.

4. Read the key message:

Keep your body and mind healthy as you grow.

5. Repeat with learners.

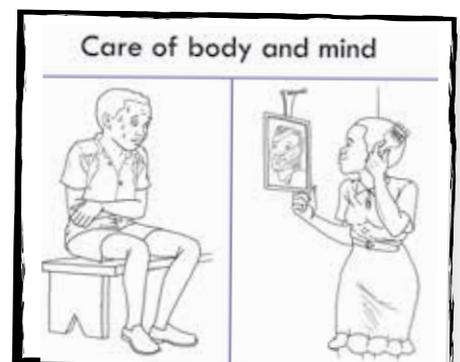
6. Make up a music beat using hands and feet.

7. Read the key message to the beat.

8. Repeat with learners.

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

10. Repeat with learners.



Session 2 picture



Activity 3: Role Play

1. Put learners into groups of 4.
2. Ask each learner to choose an emotion:
 - Angry
 - Sad
 - Happy
 - Love
3. Ask the groups to sit down.
4. Say:
 - Every time I say your emotion, I want you to stand up and act like your emotion.
5. Read out each of the emotions 2-3 times.



Activity 4: Talk About Healthy Minds and Bodies

1. Put learners into groups of 4.
2. Ask each group to discuss the question: How should we keep our bodies healthy during adolescence?
3. Ask each group to tell the class their ideas.
4. Say:
 - We should wash and comb our hair often to prevent it from getting dirty.
 - We should use our own clean comb.
 - We should wash our whole body with soap, especially under our arms and around our genitals.
 - We should wash our hands after defecating and before eating.
5. Put the learners back into groups of 4.
6. Ask each group to discuss the question: How should we keep our minds healthy during adolescence?
7. Ask each group to tell the class their ideas.
8. Say:
 - During adolescence our feelings change often and we can feel sad.
 - We may be worried about what is happening to our bodies.
 - To keep our minds healthy we should sleep 8 hours a night, eat healthy foods, play and do activities we enjoy.
 - We should meet new friends.
 - We should relax, take walks, do exercise and play sport.

9. Read the key message:
Keep your body and mind healthy as you grow.
10. Repeat with learners.
11. Say the key message along with a music beat.
12. Repeat with learners.
13. Sing the key message.
14. Repeat with learners.



Activity 5: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Adolescents can become sad. (**Agree:** Adolescents have many emotions. Sadness is one of them.)
 - Adolescents do not need to worry about being healthy. (**Disagree:** Actually, adolescents need to stay clean and healthy.)
 - Adolescents are often moody. (**Agree:** There are many hormones that cause our emotions to change quickly.)
 - Sleep, good food and exercise are important for adolescents. (**Agree:** Sleep, good food and exercise help keep your body and mind healthy as you grow.)
 - In adolescence it is not important to keep clean. (**Disagree:** Keep your body and mind healthy as you grow.)

Teaching Ideas:

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



Activity 6: **Visualisation**

1. Show some beads or smooth stones to the learners.
2. Say:
 - These are worry beads.
 - During adolescence we face many problems and changes, so we become worried.
 - Close your eyes.
 - Think about holding these beads.
 - I am going to ask you some questions.
 - Think about the answers to yourselves.
3. Ask
 - What are you worried about?
 - Are you worried about school? Home? Family members? Friends? Your body?
4. Say:
 - Open your eyes.
 - I will pass the worry beads around the class.
 - When you hold them, tell one worry you have.
5. As the teacher, set an example by holding the worry beads and sharing one worry.
6. Pass the beads to a learner.
7. Continue until everyone has told one worry.
8. Say:
 - All adolescents have things that can worry them.
 - This is normal and part of becoming an adult.
 - Some worries we can do something about and some we cannot.
 - Using worry beads or a smooth stone helps us to think about our worries and try to find a solution.
9. Ask:
 - What else can we do if we are worried or sad?
10. Say:
 - When we are worried or sad, we can think of a happy time and remember it.
 - We can play some games or sports with our friends. Doing exercise releases endorphins — this is a natural chemical that makes us feel happy.
 - We can sing a song.
 - We can talk about our worries with a trusted adult or friend.
 - These things should make us feel better about ourselves.

11. Read the key message:
Keep your body and mind healthy as you grow.
12. Repeat with learners.
13. Say the key message along with a music beat.
14. Repeat with learners.
15. Sing the key message.
16. Repeat with learners.



Activity 7: **Assessment**

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

Session 3: Reproductive Organs

Key Message | Understanding reproduction keeps us healthy and safe.

Important words:

reproduction:

making a baby through sexual intercourse

sexual

intercourse:

when a man inserts his penis into a woman's vagina

reproductive

organs:

the body parts used to make a baby

penis:

the male's main reproductive organ

vagina:

the female's main reproductive organ



Activity 1: Introduction

1. Say:

- Today we will talk about reproduction and sexual intercourse.
- You should not feel embarrassed to say the words or ask questions.
- The more knowledge we have about reproduction, the healthier and safer we will be.
- One day you may have children of your own, so you need to understand reproduction.



Activity 2: Picture Discussion

1. Hold up the module 1, session 3 picture poster.

2. Ask:

- What do you see in this picture?
- Which body is a young man?
- Which body is a young woman?

3. Say:

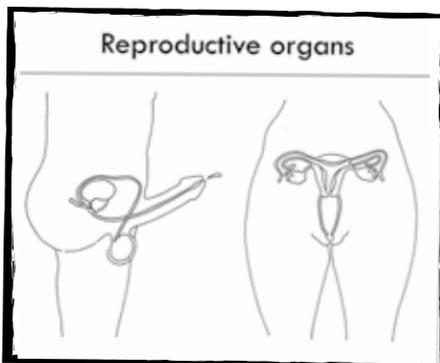
- This picture shows the male and female reproductive organs.
- Reproductive organs are parts of the body.
- Men and women have different reproductive organs.
- When a man's main reproductive organ (penis) enters a woman's main reproductive organ (vagina), the woman may become pregnant.

4. Point to the diagram of the female reproductive organs and ask:

- Can anyone name the female reproductive organs?

5. Say:

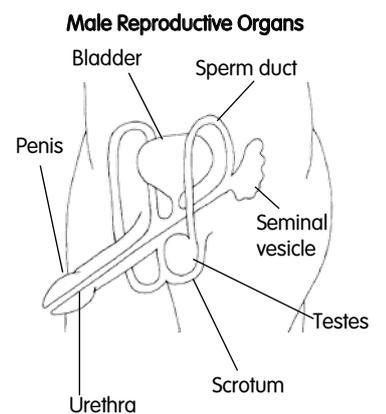
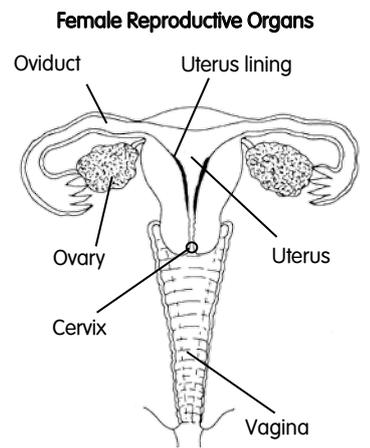
- There are reproductive parts on the outside and the inside.
- On the outside, there is the vagina, which makes sexual intercourse possible.
- On the outside, the lips protect the vagina.
- Inside the body, the ovaries produce eggs for reproduction.
- The eggs travel down the fallopian tubes.
- A baby grows inside the uterus, which is also called a womb.



Session 3 picture

6. Point to the diagram of the male reproductive organs and ask:
 - Can anyone name the male reproductive organs?
7. Say:
 - There are reproductive parts on the outside and the inside.
 - On the outside, there is the penis, which can be used for sexual intercourse when it becomes hard.
 - The foreskin protects the tip of the penis, but if this is removed it is not a problem.
 - The scrotum protects the testes.
 - Inside the body, the testes produce sperm.
 - During sex, semen is released from the urethra of the penis.
 - There are many sperm inside the semen.
 - They swim up the urethra through the vagina looking for a woman's eggs.
 - If the sperm meets an egg, then a baby starts growing.
8. Read the key message:

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



foreskin: the skin that protects the tip of the penis

scrotum: the sack that protects the testes

testes: where semen is produced

semen: the fluid released from the penis at the end of sexual intercourse

uterus: where babies grow inside the female

eggs: what females produce to get ready for pregnancy



Activity 3: Drawing Our Bodies

1. Put learners into groups of 4.
2. Say:
 - Re-draw the pictures.
 - Label each reproductive organ.
3. Ask some groups to show their pictures and share with the class.
4. Read the key message:

Understanding reproduction keeps us healthy and safe.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.

Teaching Ideas:

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



Activity 4: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Men and women have the same reproductive organs. (**Disagree:** Men and women have different reproductive organs.)
 - The woman produces semen. (**Disagree:** Men produce semen, which helps carry the sperm.)
 - The ovaries produce eggs. (**Agree:** The ovaries produce eggs.)
 - It is important to understand reproduction. (**Agree:** Understanding reproduction keeps us healthy and safe.)



Activity 5: Assessment

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

Session 4: Menstruation

Key Message | Be respectful of young women during menstruation.

i Activity 1: Introduction

1. Say:

- Today we will talk about menstruation.
- Menstruation is when blood comes from a woman's body through her vagina.
- During puberty, young women start menstruating.
- After a young woman starts menstruating, she can become pregnant if she has sex.

Important words:

menstruation:

when blood comes from a woman's body through her vagina once a month

sanitary cloths:

cloths used to catch and soak up blood during menstruation



Activity 2: Picture Discussion

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

2. Ask:

- What do you see in this picture?
- Who can remember the name for this body part?

3. Say:

- This picture shows the menstrual cycle in females.
- I will explain the menstrual cycle.
- When a young woman is born she has thousands of egg cells in her ovaries.
- Each egg cell is the size of a grain of sand.

4. Point to the first picture and say:

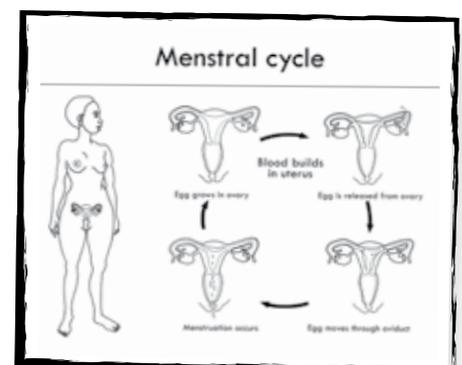
- The small dots in the two bigger circles are the eggs.
- The two circles are the ovaries.
- Each month, one egg—the black dot—is ready and leaves the ovaries.
- This is called "ovulation".

5. Point to the second picture and say:

- The egg travels along the fallopian tube.

6. Point to the third picture and say:

- The uterus starts getting ready for the egg.
- The inner lining becomes thick.



Session 4 picture

7. Point to the fourth picture and say:
 - If a woman does not have sex and get pregnant, the egg will just flow along with some blood out of the uterus through the vagina and leave the body.
 - This is called menstruation.
 - Menstruation can last 4-7 days.
 - Another phrase for menstruation is “having a period”.
 - Pregnancy can only happen if a female has sex and the sperm from a male joins with the egg and fertilises the egg.
 - The sperm from a male is most likely to fertilise an egg around two weeks after the first day of a woman’s period, when an egg is released, but it can happen any time during the menstruation cycle.
 - Menstruation stops during pregnancy and starts again after the baby is born.
8. Read the message for session 4:
Be respectful of young women during menstruation.
9. Repeat with learners.
10. Make up a music beat using hands and feet.
11. Read the key message to the beat.
12. Repeat with learners.
13. Create a song using the key message with learners.
14. Repeat with learners.



Activity 3: **Talk About Menstruation**

1. Put learners into groups of 4.
2. Ask each group to discuss the question: What problems do young women face attending school when they menstruate?
3. Ask each group to tell the class their ideas.
4. Say:
 - There are many problems young women might face.
 - There may be no latrines, so they have no privacy.
 - They may not have clean water for bathing.
 - They may be embarrassed because they do not have sanitary cloths to absorb the blood.
 - They may feel tired or have stomach aches.
 - Their families may pressure them to marry or leave school because they have started menstruating.
5. Ask each group to think of some solutions to each problem.
6. Ask each group to tell the class their ideas.

7. Ask each group to discuss the following questions:
 - How can young men support their mothers, sisters and female friends during menstruation?
 - Are there rules or beliefs in your community about men and women spending time together when a woman is menstruating?
8. Ask each group to tell the class their ideas.
9. Say:
 - Young men do not menstruate, but they need to understand how menstruation and pregnancy happens.
 - It is important for young men to support young women when they are menstruating.
 - This means not making fun of them or teasing them. Young men should also give them space and privacy.
10. Read the message:

Be respectful of young women during menstruation.
11. Repeat with learners.
12. Say the key message along with a music beat.
13. Repeat with learners.
14. Sing the key message.
15. Repeat with learners.



Activity 4: Demonstration

1. Place 21 green leaves and 7 faded leaves in a row on the ground.
2. Say:
 - Each of these leaves represents 1 day.
 - The green leaves are days when there is no menstruation.
 - The faded leaves are days when there is menstruation.
 - Generally, young women menstruate for 4-7 days and then do not menstruate for about 21 days.
 - Some menstruation cycles are shorter or longer so the pattern of leaves will look different for different women.
3. Put the learners into 12 groups.
4. Give each group the name of a month.
5. Say:
 - Each group must collect the same number of leaves as the days in the month.
 - 7 of the leaves must be faded.
 - Place the leaves in a row and make sure the 7 faded leaves are together.

6. Ask each group to lay the leaves on the floor to demonstrate the menstrual cycle.
7. Ask:
 - How many menstrual cycles does a woman have in one year?
8. Say:
 - Females have 12-13 menstrual cycles per year.
 - Every female should experience menstruation, but some do not if they do not eat properly or have illnesses.
 - Menstruation usually continues until a woman is in her late 40s, but each woman is different.
 - During menstruation, females bleed from their uterus.
 - Menstruation can be uncomfortable for adolescents.
9. Read the message:

Be respectful of young women during menstruation.
10. Repeat with learners.
11. Say the key message along with a music beat.
12. Repeat with learners.
13. Sing the key message.
14. Repeat with learners.

Teaching Ideas:

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



Activity 5: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.

7. Give the explanation in the brackets.

- It is normal for a young woman to have her first period at the age of 10. (**Agree:** A young woman's first period can start anytime between ages 10-17.)
- Women stop menstruating when they are 30. (**Disagree:** Women continue menstruating until past the age of 40.)
- One menstruation cycle can occur in a period of 21-35 days. (**Agree**)
- Menstruation lasts for 1-3 days. (**Disagree:** Menstruation usually lasts for 4-7 days.)
- Young women should use clean sanitary cloths to catch and soak up the blood during menstruation. (**Agree**)
- Young women should have access to sanitary cloths and underwear so they can do their normal daily activities (**Agree:** Young women can buy sanitary cloths and underwear at the market or make them using soft, absorbent material from old clothes.)
- Young women should not bathe during menstruation. (**Disagree:** Young women should bathe as usual with clean water.)
- Young women should not attend school during menstruation. (**Disagree:** Young women should continue their normal activities.)

8. Say:

- Some young women start to menstruate at 9 or 10 years old.
- Most young women start a few years later.
- Young women who do not eat healthy food or who have to work hard physically may begin menstruating at a later age.
- Starting menstruation at different times is normal.

9. Read the message:

Be respectful of young women during menstruation.

10. Repeat with learners.

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

12. Repeat with learners.

13. Sing the key message.

14. Repeat with learners.



Activity 6: **Assessment**

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

Session 5: Feelings of Attraction

Key Message | Use both your head and your heart to keep you healthy and safe.

i Activity 1: Introduction

1. Say:

- Today we will talk about being attracted to young men or young women.
- During puberty young men and women become attracted to one another.
- This feeling can be strong but it is important to think before you act on it — use both your head and your heart.
- If we act on these feelings by having unprotected sex, it can lead to pregnancy, which can stop young women from finishing school and achieving their ambitions.
- Both young men and young women have a responsibility to protect themselves from sexually transmitted diseases and to protect young women from becoming pregnant by deciding not to have sex or by using a condom.

Important words:

attraction: wanting to be physically intimate with someone

infatuation: a feeling of love for someone you do not know very well

protected sex: sex with a condom

unprotected sex: sex without a condom



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 5 picture poster.

2. Ask:

- What do you see in this picture?
- What feelings is the young man having?
- What feelings is the young woman having?
- What do they want to do?
- What are the consequences of having sex?

3. Say:

- Unprotected sex can lead to pregnancy or HIV or Sexually Transmitted Diseases.
- During adolescence, we have to learn to think about how we want to act on our feelings.
- Rushing into sex before we have thought it through can lead to life-changing events such as having a baby or contracting an illness.

4. Read the key message:

Use both your head and your heart to keep you healthy and safe.



Session 5 picture

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

Teaching Ideas:

- Write the title of the story Sara and Amina are Daydreaming on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to:
Sara feels...
Amina feels...



Activity 3: Story and Discussion

1. Tell the following story: **Sara and Amina are Daydreaming.**

Sara and Amina are doing their homework. Sara is working but Amina is not. Amina is daydreaming about a young man called Goran.

Amina cannot stop thinking about Goran. She thinks he is handsome and strong. Her stomach feels funny when he smiles at her.

Many young women are daydreaming of Goran. He waves at them on the way home from school. He says hello to Amina. But her tongue is upside down and she cannot speak. She thinks she is in love with Goran.

Sara says Amina should do her schoolwork. She does not know Goran so how can she be in love? Then another young man, Musa, walks past. Sara starts daydreaming.

2. Ask:

- What is the difference between the 2 young women?
- Is Amina falling in love?
- Can you fall in love with someone you do not know?
- Have you felt like Amina?
- Why does Sara start daydreaming?

3. Say:

- During adolescence it is normal to feel attracted to someone.
- In this story, Amina is attracted to Goran.
- She has feelings in her stomach and cannot think when he is near.
- But it may not be love.
- This feeling is called “infatuation” because she does not know Goran well.
- When Amina gets to know Goran, the feelings may disappear, which means it was an infatuation. Or her feelings may get stronger, which means it is love.
- It is normal for young men and young women to feel infatuation during adolescence.
- However, rushing into sex because of infatuation before you know or trust someone can lead to regret.
- It can lead to pregnancy or illness and can stop young women from achieving their ambitions.

4. Ask learners to break into groups of 4 and discuss the following questions:

- What are the positive and negative sides of acting on infatuation?
- Are there ways that Amina and Goran can enjoy spending time together without it leading to pregnancy, HIV or sexually transmitted diseases?
- What are these ways?
- What would be your advice to Amina and Goran?

5. Ask learners to share their answers with the class.

6. Read the key message:
Use both your head and your heart to keep you healthy and safe.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: **Role Play**

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



Activity 6: **Talk About Waiting to Have Sex**

1. Put learners into groups of 4.
2. Say:
 - Sex is natural, but there are responsibilities that come with having sex.
 - You need to avoid getting pregnant until you are ready to have a child.
 - There is also the risk of getting HIV or other illnesses if you have sex.

3. Ask each group to discuss things they should consider before having sex.
4. Ask each group to tell the class their ideas.
5. Say:
 - Those are all great ideas.
 - You can wait if your community expects you to stay a virgin until you marry.
 - You should wait if you do not feel ready to have sex.
 - Your parents do not expect you to have sex.
 - You should wait or use a condom if you want to avoid getting pregnant.
 - You should wait or use a condom if you want to avoid HIV.
 - You should wait if you do not want to have sex with the person.
 - You should wait if the person tries to force you to have sex.
6. Ask each group to talk about ways to show love or affection without having sex.
7. Ask groups to present their ideas.
8. Say:
 - We can go for a walk, talk, eat together, or exchange gifts.
 - We can hold hands, kiss and hug.
 - Anytime we spend time together, we are showing another person we care.



Activity 7: **Role Play**

1. Put learners into groups of 2.
2. Say:
 - We are going to role play saying “no” to sex.
 - Remember to use a strong voice.
 - Look directly at the person.
 - Be calm and serious.
 - Think about what to say before speaking.
3. Instruct the groups to act out saying no.
4. Ask learners to switch roles and practice again.
5. Choose one group to act out the scene in front of the class.

Teaching Ideas:

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



Activity 8: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Infatuation is falling in love with someone you do not know very well. (**Agree:** You may fall out of love after you know them better!)
 - When young men or young women are infatuated they may rush into sexual intercourse and regret it later. (**Agree:** If you do not know and trust someone, you may regret being intimate with them. Unprotected sex can also lead to pregnancy, HIV or sexually transmitted diseases.)
 - A relationship based only on sex will last a long time. (**Disagree:** Friendship without sex strengthens the relationship because you can discover if you enjoy being with the other person.)
 - Young men and women cannot be in a relationship unless they have sex. (**Disagree:** Touching, kissing and hugging let you learn more about each other so that when you do decide to have sex, you enjoy yourselves more.)
 - There are many good reasons to wait before having sex. (**Agree:** We discussed these reasons earlier. They include building trust, respecting ourselves and protecting ourselves from pregnancy, HIV and sexually transmitted diseases.)



Activity 9: **Visualisation**

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Think about a day when you were very happy.
 - I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
 - What is happening?
 - Why are you happy?
 - What are you thinking about?
3. Say:
 - Now think about a week after that time.
4. Ask:
 - How do you feel?
 - Are you still as happy?
 - Is the feeling different?
 - If so, why is the feeling different?
5. Say:
 - Open your eyes.
 - When you feel infatuated, you may find it difficult to think about anything else.
 - When a young woman or man is infatuated, they may focus on that person a lot.
 - It might be more difficult to focus on school or other activities.
 - This feeling may be temporary or may last a long time.
 - When young women and young men are infatuated, they may not make good decisions.
 - They might decide to have sex before they are ready.
6. Ask:
 - What problems can happen if a young man is infatuated with a young woman?
 - What problems can happen if a young woman is infatuated with a young man?
7. Say:
 - When a man is infatuated with a young woman, he may demand sex.
 - A young man should never force himself on a young woman without her agreement.
 - Sex should only happen with the agreement of both people.

8. Read the key message:
Use both your head and your heart to keep you healthy and safe.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.



Activity 10: **Assessment**

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

Session 6: Reproduction

Key Message | Make healthy choices about when to have a baby.

i Activity 1: Introduction

1. Say:
 - Today we will talk about reproduction.
 - Understanding reproduction helps us make healthy choices about when to have a baby.
 - It is good for a man and a woman to decide together when to have a family.

Important words:

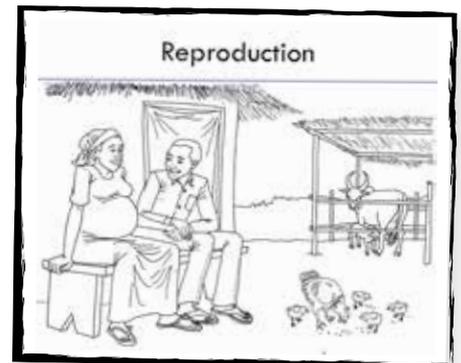
fertilisation:

when a male's sperm joins with a female's egg



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 6 picture poster.
2. Ask:
 - What do you see in this picture?
 - How does each animal produce babies?
 - How do people produce babies?
3. Put learners in groups of 4,
4. Ask learners to discuss the following questions:
 - What are the positive and negative sides of having many children?
 - Do your family and community expect you to have children and if so, how many?
 - Do you think it is good for a man and a woman to plan their children together? Why?
5. Ask learners to share their answers with the class.
6. Say:
 - When a man and woman love each other and get married, they have sex.
 - They may or may not want to have a baby — this is something they can discuss and decide together.
 - If they do not want to have a baby, a couple may decide to use condoms, which can be found in pharmacies and health clinics.
 - The couple may want to make a baby and decide not to use condoms. The man puts his penis into the woman's vagina.
 - The man's sperm comes out of his penis.



Session 6 picture

- Sperm cells swim up the woman's vagina into her uterus.
- If a man's sperm joins and fertilises a woman's egg, a baby begins to develop.
- If the sperm and egg do not join, the egg is not fertilised, and the woman menstruates.

7. Read the key message:

Make healthy choices about when to have a baby.

8. Repeat with learners.

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

10. Read the key message to the beat.

11. Repeat with learners.

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

13. Repeat with learners.



Activity 3: Talk About Reproduction

1. Put learners into groups of 4.

2. Ask the groups to discuss the question: How does a female know she is pregnant?

3. Say:

- A girl or woman knows she is pregnant when she does not menstruate. This means the egg has been fertilised and has joined to the wall of the uterus. When a young woman has sex, her menstruation may be late, which is a sign that she may be pregnant.
- If a young woman has not had sex, but her menstruation is late, she may become worried that she is pregnant. Menstruation can be late because of poor nutrition or illness. Stress can delay menstruation. Stress from disasters and conflict can also delay menstruation.
- Remember that you can only become pregnant if you have sexual intercourse.

Teaching Ideas:

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



Activity 5: Agree / Disagree

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

1. Take the learners to a large, open space.

2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).

3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - For fertilisation to happen, you need one egg and one sperm to join. (**Agree**)
 - The sperm comes from the woman. (Disagree: The sperm comes from the man.)
 - A woman is pregnant when a sperm and egg join. (**Agree**)
 - A woman is pregnant when she menstruates. (**Disagree**: Menstruation means a woman is not pregnant.)
 - A sperm comes from the penis of a man. (**Agree**)
 - A young woman will not get pregnant the first time she has sexual intercourse. (**Disagree**: It is possible to get pregnant the first time you have sex.)
 - A 13-year-old adolescent boy cannot make a young woman pregnant. (**Disagree**: Even at 12-years-old, a young man is producing sperm.)
 - If you wash after sex you cannot become pregnant. (**Disagree**: It is impossible to wash away all the millions of sperm released inside the body during sex, so this makes no difference.)
 - If you have sex standing up, you will not become pregnant. (**Disagree**: A young woman can still become pregnant in this position because the sperm will still go inside the young woman's vagina.)
 - If you have sex with a condom, your chances of getting pregnant are less than 10%. (**Agree**: If you use condoms correctly, they are 98% reliable to prevent pregnancy.)



Activity 3: **Talk About Reproduction**

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

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

Session 7: Self-Esteem

Key Message | Respect yourself and be proud of who you are.

i Activity 1: Introduction

1. Say:
 - Today we will talk about self-esteem.
 - Self-esteem is how we feel about ourselves.
 - If we respect ourselves, we do not need other people's approval.
 - We are more likely to do the right thing and avoid peer pressure.

Important words:

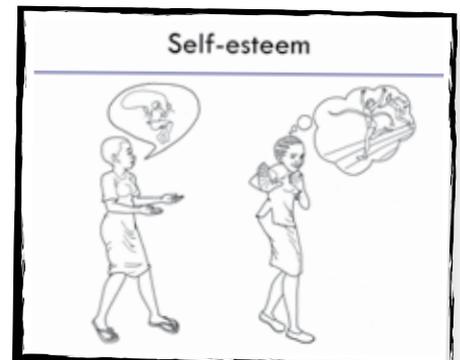
self-esteem: is how we feel about ourselves

confidence: a feeling that we can have success



Activity 2: Picture Discussion

1. Hold up the Module 1, Session 7 picture poster.
2. Ask:
 - What do you see in this picture?
 - What is the young woman thinking?
 - What is she doing?
 - How do you think she feels about herself?
3. Say:
 - She does not care about the criticisms of the other young woman or want to join her skipping.
 - She is confident in herself and her abilities.
4. Read the key message:
Respect yourself and be proud of who you are.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 6 picture



Activity 3: Role Play

1. Put learners into groups of 2.
2. Ask each learner to take a role from the picture:
 - Confident young woman
 - Other young woman
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.
5. Say:
 - Sometimes people feel they are not good enough and become easily stressed.
 - But if you respect yourself and are proud of who you are, you will try to do things well and have the confidence to try new things.
 - If you have good self-esteem, you have the confidence to make good decisions.
 - If you have good self-esteem, you are unlikely to make bad decisions or take risks.
6. Read the key message:
Respect yourself and be proud of who you are.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 4: Draw Yourself

1. Give a piece of paper and a pencil to each learner.
2. Say:
 - Fold the paper in half.
 - On one half draw 3 things you like about yourself.
 - You can draw things about your body, like your eyes, or things you are good at, like football or being kind.
3. Give the learners 10 minutes to draw.
4. Say:
 - Everyone stand and walk around the room.
 - When I clap my hands, tell the person nearest to you one thing you like about that person's personality, skills or looks.
 - When I clap again, walk around the room again.
 - We will do this process three times.

5. Say:
 - On the other half of your paper, draw what people said they liked about you.
6. Give the learners 10 minutes to draw.
7. Ask:
 - Was it easy to find something good to say about yourself?
 - Was it easy to find something good to say about others?
 - Which was easier? Why?
 - How does it make you feel when people say mean things to you?
 - Have you ever said mean things to others?
 - Why did you say those things?
8. Read the key message:

Respect yourself and be proud of who you are.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.



Activity 5: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Having strong self-esteem means you may make bad decisions. (**Disagree:** Strong self-esteem helps you make good decisions as you make these with confidence of who you are)

Teaching Ideas:

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

- Everyone has things to be proud of. (**Agree:** We just learned about some of them.)
- You should be proud of yourself. (**Agree:** Respect yourself and be proud of who you are.)



Activity 6: **Visualisation**

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - I am going to describe a scene to you and ask you some questions.
 - Imagine the scene and think about the answers to yourselves.
 - Think about something you are good at that makes you feel proud.
2. Ask:
 - How do you feel?
 - Who recognises what you did?
 - What do they say?
3. Say:
 - Open your eyes.
 - Tell your partner about the time you were proud of yourself
4. Ask some groups to tell the class what they are most proud of.
5. Say:
 - I want you to take that feeling with you the rest of the day.
 - Anytime you feel sad or feel discouraged, remember that feeling.

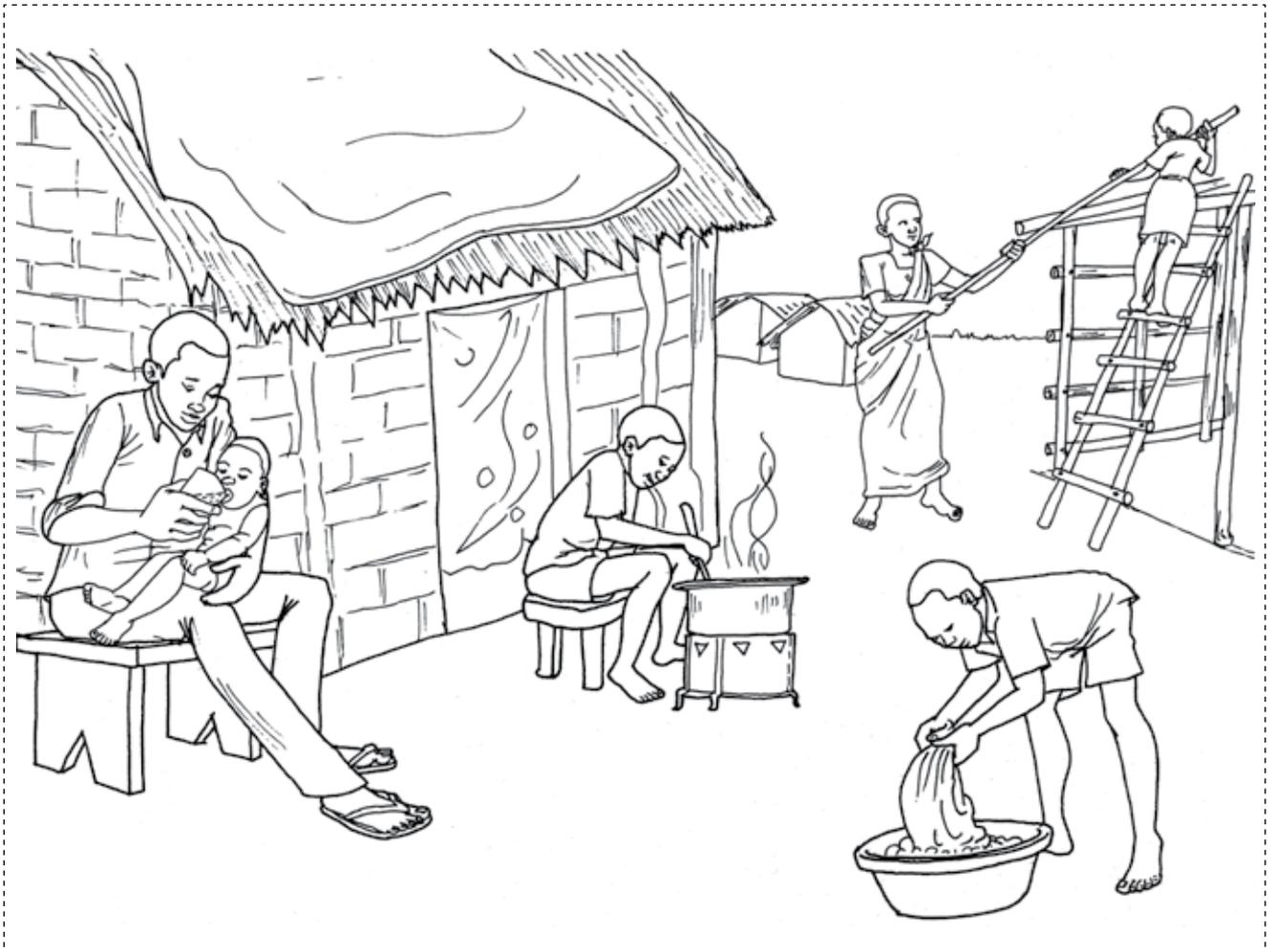


Activity 7: **Assessment**

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

MODULE 2

GENDER AND VIOLENCE



South Sudan Teachers' Code of Conduct for Emergency Situations

The Code of Conduct and the gender module emphasise how teachers are key role models both in the opinions they express and the way they manage the class by not using corporal punishment or exploiting pupils.

It is important that teachers respect learners' rights and dignity without discrimination according to gender, tribe, language, religion, age or ability. They must promote a protective and positive learning environment and be aware of any risks and report security dangers. Teachers must be politically neutral and promote peace and social responsibility.

Remember, do not use any actions or language that is physically or psychologically violent, including sexual harassment.

Session 1: Gender Roles

Key Message | Young women and young men have the same rights.

Important words:

gender: the idea of being a man or being a woman

gender roles: the responsibilities we have because of our gender

gender stereotypes: ideas about how males and females should behave

Activity 1: Introduction

1. Say:

- Today we will talk about rights for young men and women.
- Men and women are physically different
- But young men and women have the same rights.



Activity 2: Picture Discussion

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

2. Ask:

- What do you see in this picture?
- What are the young men doing?
- What are the young women doing?
- Does this happen in your community?

3. Say:

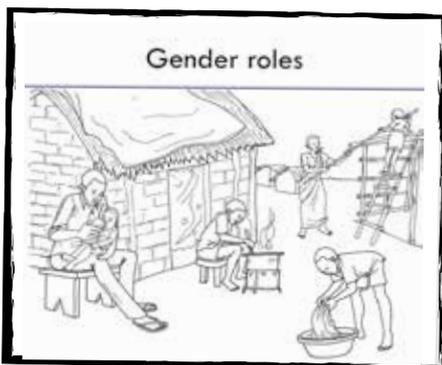
- Young men and women are physically different.
- Young men and women have different sexual organs.
- This is what makes them male or female.
- These differences refer to someone's 'sex' because they are about the body.
- Young men and women dress differently and do different jobs in the house.
- These differences refer to someone's 'gender' because they are about society and the expectations of young men and women.

4. Ask:

- Have you seen a female acting like a male?
- Have you seen a male acting like a female?
- What does it mean to act like a man or act like a woman?

5. Say:

- "Gender" means the idea of "being a man" or "being a woman".
- Communities give males and females different responsibilities at home and in work. These are called "gender roles".



Session 1 picture

- Some gender roles are not fair.
 - For example, some young women are not allowed to go to school because their family, community or society think young women should stay at home. Different communities may have different reasons for this.
6. Read the key message:
Young women and young men have the same rights.
 7. Repeat with learners.
 8. Make up a music beat using hands and feet.
 9. Read the key message to the beat.
 10. Repeat with learners.
 11. Create a song using the key message with learners.
 12. Repeat with learners.



Activity 3: **Puzzle/Riddle**

1. Read the following riddle:

A young man and his father were in a car accident. His father was killed. The young man was taken to a hospital. When he arrived, the doctor came out and said, 'My son! My son!'

2. Ask:
 - Who was the doctor?
3. After groups have discussed the answer, ask each group to give their ideas.
4. Say:
 - The doctor was the young man's mother.
 - Many people think the answer is the father's brother, or a priest or another man. They do not think of the mother.
 - People do not think women can have important positions in the community. Because in many communities, young women do not go to school or they leave school before young men.



Activity 4: **Working Together**

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



Activity 5: **Talk About Gender Stereotypes**

1. Put learners into groups of 4.
2. Say:
 - Ideas about how males and females should behave are called “gender stereotypes”.
 - Some of the ways young women and young men are expected to behave are not fair or equal.
 - For example, it is a stereotype that young women are better at cleaning because it is based on an assumption. Another stereotype is that young men are better at herding cattle.
 - Our culture sometimes decides the way we should behave. It is possible to slowly change this so that we can behave in ways that are fairer or that make us happier.
3. Ask learners to work in groups of 4 and discuss the following questions:
 - How are young women treated if they do “young men activities”?
 - How are young men treated if they do “young women activities”?
 - Why do stereotypes exist?
 - Do you agree with all stereotypes?
4. Ask each group to tell the class their ideas.
5. Ask:
 - What happens if women do activities we think should be done by men?
 - What happens if men do activities we think should be done by women?
6. Say:
 - You have talked about how things are different and not always fair for young women and young men.
 - You can help make things fair by changing some of the things you do or say.

7. Read the key message:
Young women and young men have the same rights.
8. Repeat with learners.
9. Say the key message along with a music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.

Teaching Ideas:

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



Activity 6: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Sports are more important for young women than young men. (**Disagree:** Sports may be just as important for a young woman as a young man.)
 - Young men do better at math and science than young women. (**Disagree:** Young men and young women have equal abilities in math and science.)
 - Young women are better at cattle-herding. (**Disagree:** Young men and young women have equal abilities.)
 - Only boys can play football. (**Disagree:** Girls can also play football just as well.)
 - Only young men can be leaders. (**Disagree:** Both young men and young women can be leaders.)
 - Men should do what women say. (**Disagree:** Men and women should listen to each other.)

- Only men should earn money. (**Disagree:** Both men and women can earn money.)
- Young women are stronger than young men. (**Disagree:** Young women and young men can both be strong.)
- Young women show their feelings more than young men. (**Disagree:** Both young men and young women show their feelings.)
- Caring for children is men's work. (**Disagree:** Caring for children is the responsibility of both men and women.)
- Young women want to get married more than young men. (**Disagree:** Both young men and young women can want to get married.)
- A young man who likes cooking and looking after children is not a real man. (**Disagree:** Real men take responsibility in their households.)
- Young women and young men have the same rights. (**Agree**)

8. Say:

- Our communities may expect different things from men and women.
- This does not mean these expectations are correct.
- Some expectations can seem unfair and we can question them.
- All men and women are individuals and have individual skills and desires.
- Remember to accept people for who they are, not who we think they should be.
- Treat all women and men fairly.



Activity 7: **Visualisation**

1. Say:

- We are going to use our imaginations.
- Close your eyes.
- Imagine a home where there is one young man who has several sisters.
- He has to look after the cattle and do all the heavy work as well as his schoolwork.
- While he does his duties, the young women are allowed to play outside.
- The young man milks the cows for the family before eating.
- Mother cooks and at the end of the meal, the sisters do their homework but the young man must cut reeds for the roof.
- Now, I am going to ask you some questions.
- Think about the answers to yourselves.

2. Ask:
 - How does the young man feel when she sees his sisters playing outside?
 - Are the sisters being fair to their brother?
3. Say:
 - Open your eyes.
4. Put learners into groups of 2.
5. Ask learners to discuss how the young man felt.
6. Read the key message:
Young women and young men have the same rights.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 8: **Assessment**

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

Session 2: Gender-Based Violence

Key Message | Stand up against gender-based violence.

Important words:

gender-based violence: hurting someone because they are male or female

physical violence: hurting someone with hands or feet

psychological violence: hurting someone with words

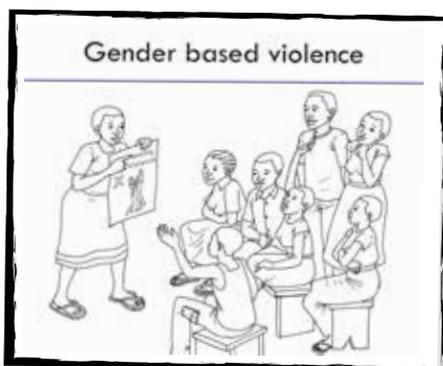
sexual violence: forcing someone to have sex or be touched sexually

i Activity 1: Introduction

1. Say:
 - Today we will talk about violence.
 - When young men and women are not treated equally, it can lead to violence.
 - Some people hurt young women because they are different.
 - Some people hurt young men because they are different.
 - This is called gender-based violence.
2. Ask:
 - Have you ever hurt someone because of their gender?
 - Have you ever been hurt because of your gender?
3. Read the key message:
Stand up against gender-based violence.
4. Repeat with learners.
5. Say the key message along with a music beat.
6. Repeat with learners.
7. Sing the key message.
8. Repeat with learners.



Activity 2: Picture Discussion



Session 2 picture

1. Hold up the Module 2, Session 2 picture poster.
2. Ask:
 - What do you see in this picture?
 - Do you see any violence in the picture?
 - What are the people doing?
3. Say:
 - People are happy in the picture because there is no violence.
 - Violence can be physical, like hitting someone.
 - Violence can be psychological, like calling someone names or ignoring them.
 - Violence can be sexual, like rape or touching another person's breasts when they do not want you to.
 - All types of violence hurt others.

4. Read the key message:
Stand up against gender-based violence.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Activity 3: **Story and Discussion**

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

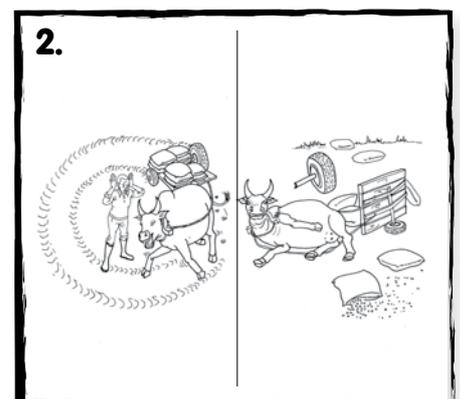
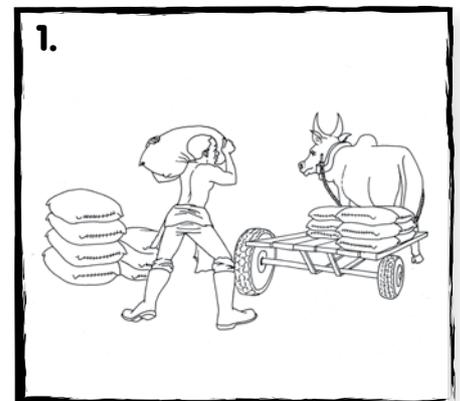
A farmer wants to take his bags of groundnuts to the market. His cart is old. It has one big wheel and one small wheel. The farmer loads the cart.

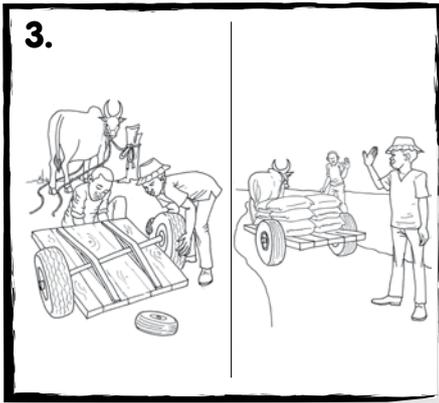
8. Read the story while showing picture 2:

When the ox moves, the cart goes around in circles. The ox gets dizzy. The ox gets so dizzy the cart turns over. The groundnut bags fall onto the ground.

Teaching Ideas:

- Write the title of the story **Cart with Two Wheels** on paper or the blackboard.
- Ask learners to draw the story.





9. Read the story while showing picture 3:

The farmer's friend passes. He says, "I will help you." He makes the small wheel bigger. Now the two wheels are the same size. The farmer loads his cart again. When the ox moves, the cart moves forward in a straight line. The farmer thanks his friend and goes to market.

10. Ask:

- Which is the best cart? The cart with 2 different wheels or the cart with 2 wheels the same size?
- Why is the cart with 2 wheels the same size better?

11. Say:

- The cart with 2 wheels the same size is better because it will move in a straight line.
- The groundnuts will not fall to the ground.
- Just as a cart with 2 equal wheels moves forward better, the same is true with men and women.
- To move forward, women and men must have equal value in the community.
- If the cart has 2 wheels of different sizes, the cart can turn over.
- When men and women are not treated equally, it can lead to problems like injustice and violence.

12. Read the key message:

Stand up against gender-based violence.

13. Repeat with learners.

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

15. Repeat with learners.

16. Sing the key message.

17. Repeat with learners.



Activity 4: **Working Together**

1. Put learners into groups of 2.

2. Ask learners to retell the story.
3. Help learners who cannot remember.



Activity 5: Role Play

1. Put learners into groups of 7.
2. Ask each learner to take a role from the story:
 - Farmer
 - Farmer's friend
 - Ox
 - Big wheel (tall young man)
 - Small wheel (short young woman)
 - 2 wheels the same size (one young woman and one young man the same size).
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.



Activity 6: Talk About Treating People Equally

1. Ask:
 - How do gender roles and gender stereotypes in the community cause unequal treatment for women and men?
 - How might men treat women unfairly?
 - How might women treat men unfairly?
2. Say:
 - When this unfair treatment gets violent, it is called gender-based violence.
 - Men and women sometimes try to show their power through violence.
3. Read the key message:
Stand up against gender-based violence.
4. Repeat with learners.
5. Say the key message along with a music beat.
6. Repeat with learners.
7. Sing the key message.
8. Repeat with learners.



Activity 7: **Game**

1. Put learners into groups of 4.
2. Ask each group to go out and collect ten stones.
3. Say:
 - Hold your stones in both hands.
 - Now drop them on the ground.
 - We are going to have a competition.
 - The first team to arrange the stones into one line wins.
4. Play the game and congratulate the winners.
5. Say:
 - Now pick up the stones.
 - Drop them on the ground again.
 - We are going to race again.
 - But this time I want all the young men to close their eyes.
 - And I want all the young women to put their hands behind their backs.
 - Only the young men can move the stones into a line.
6. Play the game and congratulate the winners.
7. Ask:
 - Which time was easier?
 - Why was it easier the first time?
 - How did the young women feel not being able to touch the stones?
 - How did the young men feel not being able to see?
8. Say:
 - When we tell someone they cannot do something because of their sex, it is not fair.
 - It becomes hard for us to work together.
 - We work better when we have the same rights.
9. Read the key message:
Stand up against gender-based violence.
10. Repeat with learners.
11. Say the key message along with a music beat.
12. Repeat with learners.
13. Sing the key message.
14. Repeat with learners.



Activity 8: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - When young men and women are treated unequally, it can lead to violence. (**Agree**)
 - Gender-based violence only happens to females (**Disagree**: Gender-based violence can happen to both young women and young men.)
 - When a young man does not behave like a man, the community should punish him with violence. (**Disagree**: The community should accept him.)
 - If a young man is called nick-names because he is helping to cook, he is experiencing gender-based violence. (**Agree**: Many people do not think cooking is a proper activity for young men.)
 - If a young woman is called names because she wants to play football, she is experiencing gender-based violence. (**Agree**: Many people do not think football is a proper activity for young women.)
 - Young men and women should be treated equally. (**Agree**: Treat young men and women equally.)
 - We should stand up against gender-based violence. (**Agree**: Stand up against gender-based violence.)

Teaching Ideas:

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



Activity 9: Visualisation

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Imagine something violent you have seen.
 - It can be something in your community, home or school.

- Now, I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
 - Who is responsible for the violence? Males or females?
 - Who are the victims of violence?
 - Is it gender-based violence?
 - What types of violence are in the pictures? Sexual? Physical? Psychological?
 3. Say:
 - Open your eyes.
 4. Say:
 - Gender-based violence is physical, sexual, or psychological violence against a young man or young woman because they are not acting how others expect men and women to behave.
 - More young women are the victims of gender-based violence than young men because gender roles often give more power to men than women.
 5. Read the message for session 2:
Stand up against gender-based violence.
 6. Repeat with learners.
 7. Say the key message along with a music beat.
 8. Repeat with learners.
 9. Sing the key message.
 10. Repeat with learners.



Activity 10: **Assessment**

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

Session 3: Gender Violence at School

Key Message | Report violence to an adult you trust.

Activity 1: Introduction

1. Say:
 - Today we will talk about violence at school.
 - Much of the violence at school is gender-based.
 - Violence at school can be sexual, physical or psychological.

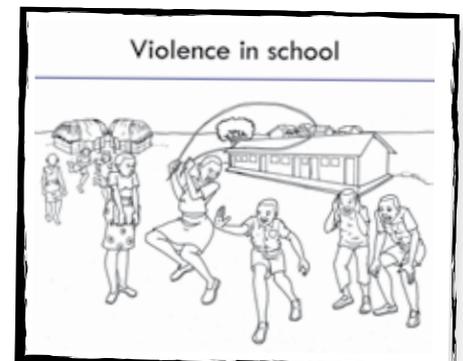
Important words:

gender-based violence: hurting someone because they are male or female



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 3 picture poster.
2. Ask:
 - What do you see in this picture?
 - What will happen next?
3. Say:
 - A lot of young men are watching Grace in the school compound playing jump rope.
 - They are looking at her body.
 - They are teasing her and laughing.
 - One young man tries to touch Grace during one of the games.
 - Her friend is standing nearby.
4. Ask:
 - Have you had an experience like Grace?
 - If you were Grace's friend, what would you do?
5. Say:
 - You can tell the young men their behaviour is wrong.
 - You can talk to Grace about how she feels.
 - You can talk with the teacher about the problem.
 - When you help someone, you need to be assertive.
 - Being assertive means that you talk in a way that is serious, but not rude or threatening. Your body language is relaxed. You speak clearly. You look the person in the eye. You know what to say and can give answers.
6. Read the key message:
Report violence to an adult you trust.



Session 3 picture

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



Activity 3: **Role Play**

1. Put learners into groups of 7.
2. Hold up the module 2, session 3 picture poster again.
3. Ask each learner to take a role from the picture:
 - Grace
 - Grace's friend
 - Young men (3)
 - Young women holding the rope (2)
4. Ask learners to act out the scene but change it so that Grace's friend helps Grace.
5. Ask some groups to perform for the class.

Teaching Ideas:

- Write the title of the story on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Poni feels...



Activity 4: **Story and Discussion**

1. Tell the following story: **Poni Loses Her Dream.**

Poni is a clever young woman. She is good at all her subjects at school. Her teachers want her to go to secondary school and get a scholarship to attend university.

Poni tells some male classmates. They laugh at her. They say, "You cannot go to school because you are not clever enough. Young women cannot compete

at university. They should stay at home and get married.”

Poni stops studying so hard and forgets her dream of going to university.

2. Ask:

- What type of violence does Poni experience?
- Do you think she was experiencing this violence because she is a young woman?
- How does the violence affect Poni?
- Has this happened in your school?
- Has this happened to anyone you know? What did she do?
- How could you help Poni?

3. Say:

- Poni experienced psychological violence because she is a young woman who wants to continue with her education.

4. Read the key message:

Report violence to an adult you trust.

5. Repeat with learners.

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

7. Repeat with learners.

8. Sing the key message.

9. Repeat with learners.



Activity 5: Working Together

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



Activity 6: Talk About Violence at School

1. Put learners into groups of 4.
2. Ask each group to discuss examples of gender-based violence at school.

3. Ask each group to tell the class their ideas.
4. Say:
 - Gender-based violence at school can be physical, psychological or sexual.
 - This violence can be committed by teachers, pupils or community members.
 - Both young men and women can commit violence.
 - Both young women and young men can be victims of violence.
 - Violence can make someone unhappy and can harm a learner's education in school.
5. Ask each group to discuss how they can protect themselves from gender violence at school.
6. Ask each group to present their ideas.
7. Say:
 - Those are all good ideas.
 - Walk to school in groups.
 - Try not to be alone with teachers or adults of the opposite sex you do not fully trust.
 - If a teacher or adult asks to be alone with you, tell friends and family where you are going.
 - Do not accept gifts from teachers or adults because they could demand for sex later.
 - Dress appropriately so others do not misunderstand your behaviour.
 - Be assertive.
 - Change your routine and do things at different times and in a different order.
 - Support each other.
 - Report gender-based violence at school to the head teacher or the community elders.
 - There are ways you can protect yourself, but if you are the victim of gender-based violence it is not your fault and you should always report it
8. Read the key message:
Report violence to an adult you trust.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.



Activity 7: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Gender-based violence does not happen at schools. (**Disagree**: Gender-based violence can happen anywhere.)
 - Any teacher may commit gender-based violence. (**Agree**)
 - The teacher's code of conduct is to protect children and youth. (**Agree**)
 - When gender-based violence happens at school, tell someone in authority and write down the time, date and place. (**Agree**)
 - Calling someone bad nick-names and touching them is not gender-based violence (**Disagree**: This is psychological and physical violence.)

Teaching Ideas:

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



Activity 8: Visualisation

1. Hold up the Module 2, Session 3 picture poster again.
2. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Imagine you see Grace and the young men behaving badly.
 - Think about the words you will say to the young men and how you will say them.
 - Now, go to the young men and say those words.
 - Imagine the young men leaving.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.

3. Ask:
 - How did you feel after helping Grace?
 - What can you do to make sure the violence does not happen again?
4. Read the key message:
Report violence to an adult you trust.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 9: **Assessment**

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

Session 4: Violence is Unacceptable

Key Message | Violence is not a way to show love.

Activity 1: Introduction

1. Say:

- Today we will talk about the difference between violence and love.
- In previous lessons we learned that people with problems can be angry and violent.
- They may beat their families.
- Family members may accept what is happening and start to think it is normal.
- The family members may even start beating other people.
- But violence is not normal.
- Violence is not a way to show love.

2. Ask:

- Have you ever been hurt by someone you love?
- Have you ever been hurt by someone who loves you?
- Do you know of anyone who has been hurt by someone who loves them?

Important words:

showing love:

caring for others by treating them with kindness



Activity 2: Picture Discussion

1. Hold up the Module 2, Session 4 picture poster.

2. Ask:

- What do you see in this picture?
- Does this happen in your community?
- Why do you think this happens?
- Does anyone deserve to be treated this way?

3. Say:

- Violence is not acceptable in our homes, schools or communities.

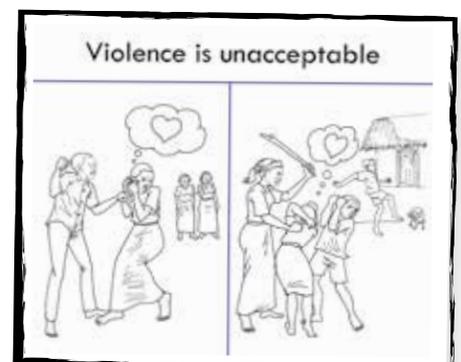
4. Read the key message:

Violence is not a way to show love.

5. Repeat with learners.

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

7. Read the key message to the beat.



Session 4 picture

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



Activity 3: **Role Play**

1. Put learners into groups of 6.
2. Hold up the module 2, session 4 picture poster again.
3. Ask each learner to take a role from the picture:
 - Violent man
 - Frightened woman
 - Violent mother
 - Frightened child
 - Violent young man
 - Dog
4. Ask each group to change the scene so that the violent person shows love instead of violence.
5. Read the key message:
Violence is not a way to show love.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 4: **Talk About Showing Love**

1. Put learners into groups of 4.
2. Ask them to discuss how parents show their children love.
3. Ask some learners to share their ideas with the class.
4. Say:
 - Parents show their children love by playing with them.
 - They feed them.
 - They sing with them.
 - They give them gifts.
 - They help them when they are sick.
 - They speak to them with kindness.

5. Ask learners to discuss how parents show love for each other.
6. Ask some learners to share their ideas with the class.
7. Say:
 - Mothers, fathers and family members show love by using kind words.
 - They help each other.
 - They protect each other.
 - They give each other small gifts.
8. Ask:
 - Are any of these ways of showing love violent?
9. Read the key message:
Violence is not a way to show love.
10. Repeat with learners.
11. Say the key message along with a music beat.
12. Repeat with learners.
13. Sing the key message.
14. Repeat with learners.



Activity 5: **Game**

1. Give each learner a paper and pencil.
2. Say:
 - One of the best ways to show love is by helping each other.
 - Draw a picture of something you would do for someone you love.
3. Give learners 5 minutes to draw.
4. Say:
 - Now, fold the paper.
 - Fold it a second time.
 - Fold it a third time.
 - Now, we're going to see how many people we can trade papers with.
 - Each time you trade papers, you must say something you admire about the other person.
5. Give learners 5 minutes to trade papers.
6. Say:
 - Open your papers.

7. Ask:
 - What is inside?
 - Does it feel good to give someone a compliment?
 - Did you enjoy giving others compliments?
8. Say:
 - It makes us feel good and confident when people give us gifts and are kind. We feel the opposite when people are violent.

Teaching Ideas:

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



Activity 6: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - You are not a man unless you fight to defend yourself and your property. (**Disagree**: Being a man means standing up to violence.)
 - When you love someone, you respect their opinion. (**Agree**)
 - Getting the attention of the person you love, even if they beat you, is better than being ignored. (**Disagree**: Violence is not a way to show love.)



Activity 7: Visualisation

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Think of a time when your father, mother or family members were arguing with someone.

- Now, I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
 - How did you feel?
 3. Say:
 - Now think of a time when your father, mother and family members were happy.
 4. Ask:
 - How did your family members show you affection?
 - How did you feel?
 5. Say:
 - Open your eyes.
 6. Read the key message:
Violence is not a way to show love.
 7. Repeat with learners.
 8. Say the key message along with a music beat.
 9. Repeat with learners.
 10. Sing the key message.
 11. Repeat with learners.



Activity 8: **Assessment**

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

Session 5: Dealing with Anger

Key Message | Do not hurt others when you are angry.

Important words:

control: the ability to manage our feelings

out of control: when we show our anger to others



Activity 1: Introduction

1. Say:
 - Today we will talk about dealing with anger.
 - During adolescence we feel many emotions, even anger.
 - It is okay to feel angry sometimes.
 - But violence is not acceptable.
 - Do not hurt others when you are angry.



Activity 2: Picture Discussion

2. Hold up the Module 2, Session 5 picture poster.
3. Ask:
 - What do you see in this picture?
 - How is the young woman dealing with her anger?
4. Say:
 - She is angry.
 - Then she gives herself some time to calm down.
 - Then she goes to the young man she was angry with and calmly talks with him.
5. Read the key message:
Do not hurt others when you are angry.
6. Repeat with learners.
7. Make up a music beat using hands and feet.
8. Read the key message to the beat.
9. Repeat with learners.
10. Create a song using the key message with learners.
11. Repeat with learners.



Session 5 picture

Teaching Ideas:

- Write the title of the story *Kuol is Angry* on paper or the blackboard.
- Ask learners to draw the story.

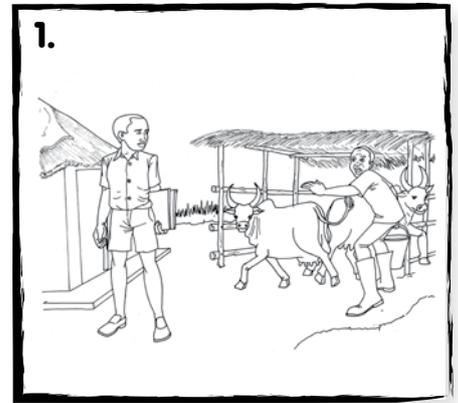


Activity 3: Story and Discussion

1. Use the *Kuol is Angry* picture story.
2. Show the first picture.

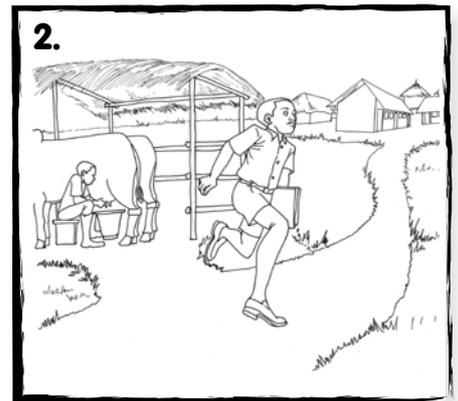
3. Ask:
 - What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?
4. Show the next picture.
5. Ask the questions again.
6. Do this for each picture.
7. Now read the story while showing picture 1:

Kuol is about to go to school. His father calls him. He wants some help with the animals. Kuol says it is time for school. Kuol's father says he must stay and help.



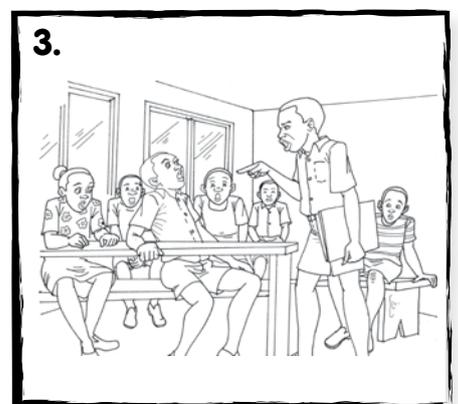
8. Read the story while showing picture 2:

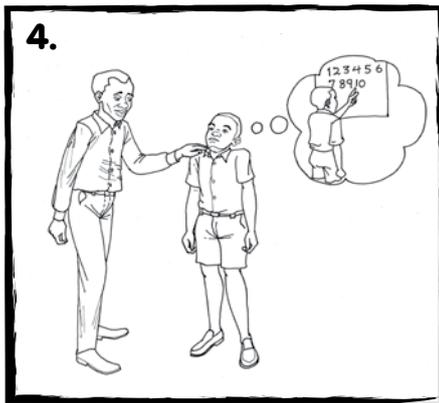
Kuol helps his father. He is late for school. He runs to the school and into his class.



9. Read the story while showing picture 3:

He goes to his seat. James is sitting in his seat. Kuol feels his face become hot. His stomach is like a knot and his heart is beating hard. He is angry. Kuol shouts at James to leave his seat. James looks afraid even though Kuol is his friend.





10. Read the story while showing picture 4:

The teacher comes over to Kuol. He asks Kuol to breathe deeply and count to 10. Kuol feels calmer. The teacher asks why Kuol is angry. Kuol says James has taken his seat. The teacher tells Kuol that he asked James to move to the front because Kuol was absent. The teacher asks Kuol to sit at the back for the rest of the class.

11. Ask:

- Why was Kuol angry?
- Who was Kuol angry with?
- Was James innocent?
- Have you ever been angry at someone and shouted at a different person?

12. Read the key message:

Do not hurt others when you are angry.

13. Repeat with learners.

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

15. Repeat with learners.

16. Sing the key message.

17. Repeat with learners.



Activity 4: **Role Play**

1. Put learners into groups of 4.

2. Ask each learner to take a role from the story:

- Kuol
- Kuol's father
- James
- Teacher

3. Instruct the groups to act out the story.

4. Ask the learners to change the story so that Kuol controls his anger.

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



Activity 5: Talk About Anger

1. Put learners into groups of 4.
2. Ask learners to discuss what happens to their bodies when they get angry.
3. Ask groups to share what they discussed.
4. Say:
 - When we are angry we start breathing harder, our heartbeat increases and our face feels hot.
 - When we are angry we can feel out of control.
 - We may shout or hit someone.
 - Violence is not acceptable.
5. Ask learners to discuss why people get angry.
6. Ask groups to share what they discussed.
7. Say:
 - People get angry because it makes them feel powerful.
 - They get angry because they do not know how to handle things peacefully.
 - They get angry because they drink too much alcohol.
 - They get angry because they do not have jobs.
 - There are many things that make us feel angry because we have no control over them.
8. Ask learners to discuss what they can do to control their anger.
9. Say:
 - If we want to control our anger we can walk away from the situation and calm down.
 - We can count to 10 before we talk.
 - We can get someone else to help.
 - We can talk with a friend who is a good listener.
 - We can let our anger out through music.
 - We can play sports or run.
 - We can tell the other person how we feel after we have calmed down.
10. Read the key message:
Do not hurt others when you are angry.
11. Repeat with learners.
12. Say the key message along with a music beat.
13. Repeat with learners.
14. Sing the key message.
15. Repeat with learners.



Activity 6: **Game**

1. Put the learners into 4 groups and take them to a large space outside.
2. Say:
 - You are in 4 groups.
 - You will run a relay race from one side to another balancing a stone on your head.
3. Ask each learner to gather a stone.
4. Say:
 - Group 1, you must balance the stone on your head and go to the opposite side as fast as you can. Once you have reached the other side, the next person can go.
 - Group 2, you must also balance the stone on your head but when you are going to the opposite side you have to shout as loudly as you can.
 - Group 3, you must balance the stone while making an angry face.
 - Group 4, you must balance the stone while shouting and making your hands into fists.
5. Have the groups run the relay.
6. Switch groups so that each group gets a chance to play all 4 roles.
7. Ask:
 - Which race was easiest to run?
 - How did you feel when you tried to run while shouting?
 - How did you feel when you tried to run while making a fist?
 - How did you feel when you tried to run while making an angry face?
8. Say:
 - When we become angry, we shout or make fists or make angry faces.
 - When we lose control of our feelings, it is hard to concentrate.
 - Anger does not help us to succeed.
 - Violence does not help us to succeed.
 - The next time you become angry, think about your body and ask yourself if you are shouting or making fists or making angry faces.
 - If you are, you can remind yourself to become calm and not get violent.
 - It is good to go for a walk or do some exercise to get rid of angry energy in a way that does not hurt others.
9. Ask the learners to keep their stones for another activity.



Activity 7: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Violence helps us to succeed. (**Disagree**: Violence does not help us. Remember the game we played.)
 - When we are angry, there is no way to prevent becoming violent. (**Disagree**: Actually, there are many things we can do to prevent becoming violent.)
 - Walking away helps us to calm down when we are angry. (**Agree**: You can try it!)
 - It is okay to feel angry. (**Agree**: Feeling angry is natural sometimes.)
 - We are allowed to hurt others if we are angry with them. (**Disagree**: Do not hurt others when you are angry.)

Teaching Ideas:

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



Activity 8: Visualisation

1. Say:
 - Take your stones.
 - We are going to use our memories.
 - Close your eyes.
 - Think of a time when you were very angry.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
 - What made you angry?
 - How did you react?
 - Did your reaction help the situation or did you keep becoming angrier?
 - Are you still angry about it?

3. Say:
 - Now I want you to take a deep breath in.
 - Now breathe out.
 - Keep breathing in and out.
 - Imagine that with every breath out you are moving the anger you feel into the stone.
 - Keep breathing in and out.
 - Open your eyes.
4. Ask:
 - How do you feel now?
 - Did it help to breathe?
 - Did it help to have the stone take your anger?
5. Say:
 - You can keep this stone.
 - Every time you feel angry, breathe in and out and imagine your anger moving into the stone.
6. Read the key message:
Do not hurt others when you are angry.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.

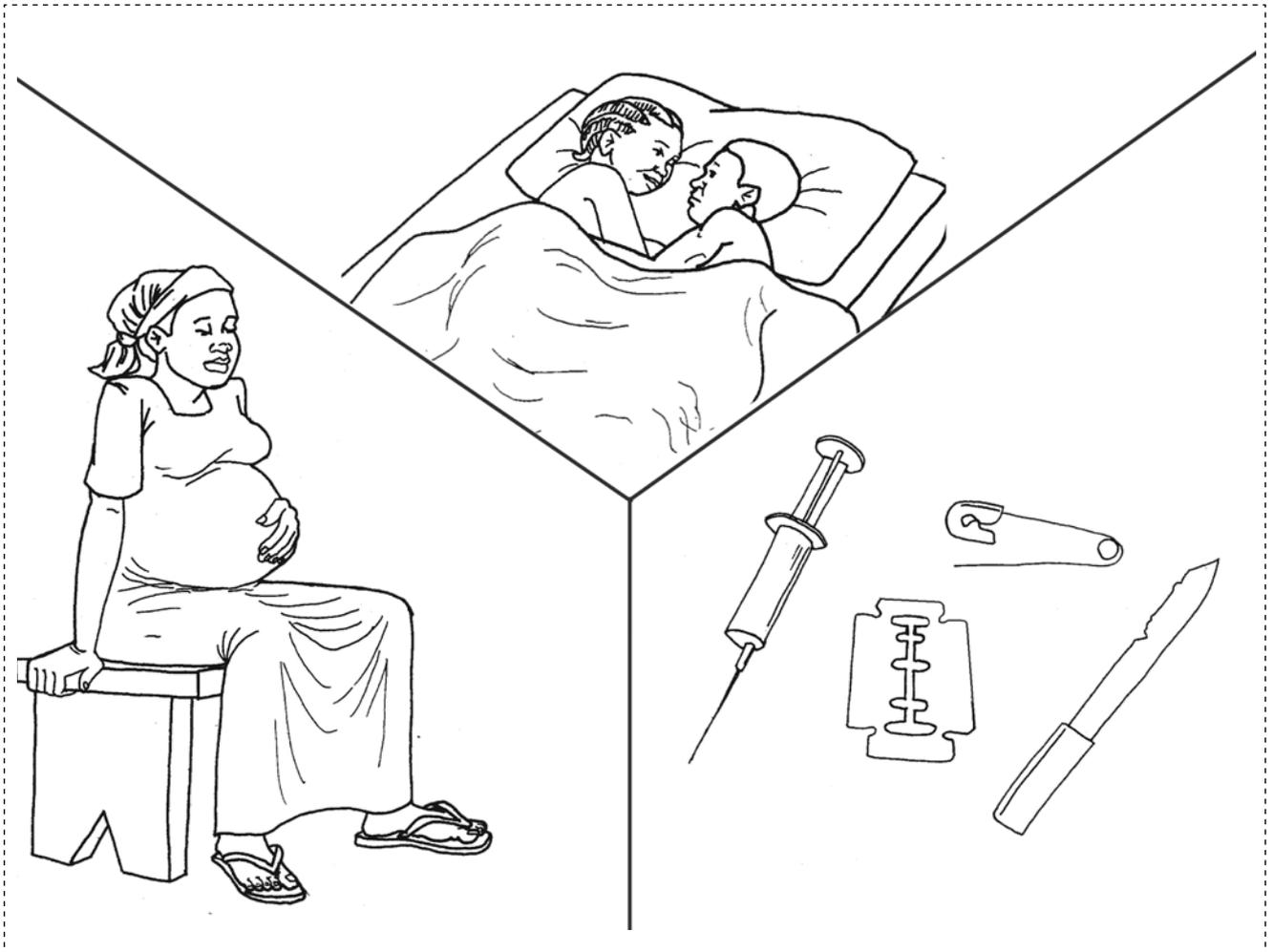


Activity 9: Assessment

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

MODULE 3

HIV/AIDS



South Sudan Teachers' Code of Conduct for Emergency Situations

The Code of Conduct and the HIV/AIDS module emphasise how teachers play a key role in providing essential information through teaching children and youth about HIV/AIDS.

Teachers need to provide basic information about emergency risks and life skills and discuss children's fears openly. Wherever possible, try to protect learners from dangers and make sure that emergencies do not interfere with learning or risk health and safety. Where necessary, refer the learner to other colleagues or supportive community members, respecting the privacy and wishes of the child.

Remember that teachers must never have any kind of sexual relationship with learners. Both forced and agreed sexual relations are illegal and abusive.

Session 1: What Is HIV/AIDS?

Key Message | Understand how HIV spreads and keep safe.

Important words:

HIV: human immunodeficiency virus, the virus that causes AIDS

AIDS: acquired immunodeficiency syndrome

ARVs: antiretroviral drugs, which help people with HIV and AIDS



Activity 1: Introduction

1. Say:
 - Today we will talk about what HIV is and how it spreads.
2. Ask:
 - What is HIV?
 - What is AIDS?
 - What are the symptoms of HIV/AIDS?
3. Say:
 - HIV stands for human immunodeficiency virus. It is a virus that destroys the body's natural protection from infection. When people have been infected by the HIV virus they are HIV-positive.
 - AIDS stands for acquired immune deficiency syndrome. It is a disease caused by HIV. AIDS appears in the late stages of HIV infection. If left untreated, HIV weakens the body's ability to fight infections so you become very ill. A person with AIDS may feel tired, have night sweats, become thin, have diarrhoea, have white spots on their tongue or mouth, have a dry cough, or have a fever.



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 1 picture poster.
2. Ask:
 - What do you see in this picture?
 - What do you think it is about?
3. Say:
 - The pictures show 3 ways HIV is spread.
 - An HIV-positive person can pass HIV to another person if they have sex without a condom.
 - A person can get HIV from a blood transfusion if the blood is HIV-positive.
 - All blood should be tested at the hospital before being provided — it is not dangerous to have a blood transfusion.
 - An HIV-positive person can pass HIV to another person by sharing needles, syringes, cutting or piercing instruments.



Session 1 picture

- An HIV-positive mother can pass HIV to her baby during pregnancy, childbirth, or breastfeeding. Doctors can advise mothers on how to reduce the risks to the baby.
 - The best way to prevent HIV is to avoid having unprotected sex.
4. Read the key message:
Understand how HIV spreads and keep safe.
 5. Repeat with learners.
 6. Make up a music beat using hands and feet.
 7. Read the key message to the beat.
 8. Repeat with learners.
 9. Create a song using the key message with learners.
 10. Repeat with learners.



Activity 3: Role Play

1. Put learners into groups of 2.
2. Say:
 - We are going to practice avoiding getting HIV by saying no to unprotected sex to someone who is pressuring us.
 - You have the right to choose who to have sex with. It is your right to say no.
 - Use a strong voice.
 - Look directly at the person.
 - Be calm and serious.
 - Think about what to say before speaking.
3. Ask learners to practice saying no to sex.
4. Ask learners to switch roles.
5. Ask:
 - How did you say no?
 - Which ways worked the best?
6. Choose several groups to perform for the class.
7. Read the key message:
Understand how HIV spreads and keep safe.
8. Repeat with learners.
9. Say the key message along with a music beat.

10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.



Activity 4: **Talk About HIV**

1. Say:
 - HIV is a virus that destroys our body's ability to fight infections.
 - When people have HIV, they are called HIV-positive.
 - You cannot tell if a person has HIV from looking at them because they can look well for many years.
 - During this time, a person can still spread HIV to others.
 - After some years, the body cannot protect itself from illnesses like malaria any longer.
 - The person becomes sick with different diseases.
 - This is when we say that a person has AIDS.
 - HIV cannot be cured, but people can live with HIV for many years if they take good care of themselves and get treatment.
 - AIDS can be reversed into HIV with the proper medication.
 - Medicines called ARVs help people with HIV to live long and healthy lives.
2. Read the key message:
Understand how HIV spreads and keep safe.
3. Repeat with learners.
4. Say the key message along with a music beat.
5. Repeat with learners.
6. Sing the key message.
7. Repeat with learners.



Activity 5: **Game**

1. Put learners into groups of 4 and give each group 1 piece of paper.
2. Say:
 - On one side of the paper, draw a large pattern.
 - Leave the other side blank.
 - Make sure you can see the pattern on all parts of the paper.
3. Give learners 5 minutes to draw a pattern.

4. Say:
 - Now, take the paper and fold it three times so that it is small and you cannot see the pattern inside.
 - Bring all the papers to the front.
5. Give each group 3 more pieces of paper.
6. Say:
 - Now fold these papers exactly like you folded the other papers.
 - Bring all the papers to the front.
 - Now let us mix up all the papers so we do not know which ones have patterns.
 - Now, each person choose one paper.
 - Go to someone else and greet them.
 - When you greet them, tear your paper in half and give it to them.
 - Take their half paper from them as well.
 - Do this with three people.
7. Ask:
 - Do we know if we started with a pattern?
 - Do we know if anyone else has some of the pattern?
8. Say:
 - We do not know who has a pattern and who does not.
 - But because we shared papers, the pattern spread to other people.
9. Ask everyone to bring the papers to the front and throw them in the rubbish.
10. Say:
 - HIV is like the patterns on the paper.
 - We passed them from one person to another.
 - We keep the pattern but also give it to someone else.
 - We cannot tell who has HIV by looking at them and we cannot get HIV by touching someone.
 - Most people in our country do not even know they are HIV-positive, so they pass it on without knowing.
 - HIV spreads through blood and sexual fluids, which is why there is a risk if you have unprotected sex or if you share a razor blade.
11. Read the key message:
Understand how HIV spreads and keep safe.
12. Repeat with learners.
13. Say the key message along with a music beat.
14. Repeat with learners.
15. Sing the key message.
16. Repeat with learners.

Teaching Ideas:

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



Activity 6: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - HIV can be transmitted through mosquito bites. (**Disagree**)
 - A healthy looking person cannot be HIV-positive. (**Disagree**)
 - In South Sudan, about 150,000 people live with HIV. (**Agree**)
 - Every year 1,000 people get HIV. (**Disagree**: 16,000 people get HIV each year.)
 - Areas along main roads and trading centres have lower rates of HIV. (**Disagree**: There are more people along main roads and trading centres, so HIV spreads there more quickly.)
 - Married women do not get HIV. (**Disagree**: Married women are just as likely to get HIV as single women if they have sex with another man or if their husband is unfaithful and infects them.)



Activity 7: Visualisation

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Think of a crowd of 100 people.
 - Some people are talking to each other.
 - Some people are playing.
 - Some people are cooking.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.

2. Ask:
 - How many people are there?
 - What do they look like?
 - What are they doing?
 - Who is interacting with one another?
3. Say:
 - Now open your eyes.
 - In that crowd, there were at least 3 people who had HIV. You probably did not notice them because they did not look sick.
 - They are normal people.
 - We cannot easily tell who has HIV.
 - But we can protect ourselves from HIV by not having unprotected sex or sharing sharp razors or other tools.
4. Read the key message:
Understand how HIV spreads and keep safe.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 8: **Assessment**

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

Session 2: Myths About HIV

Key Message | Know the facts about HIV to stay safe.

Important words:

HIV-positive person: someone who has HIV

transfusion: moving blood from one person to another

transmit: to give a disease to someone else, even by accident



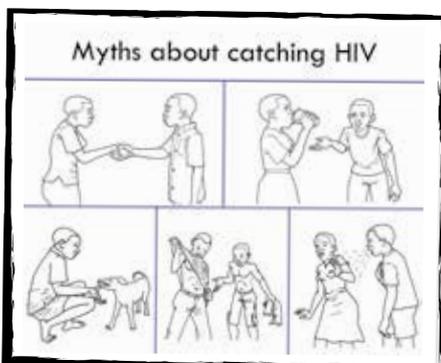
Activity 1: Introduction

1. Say:
 - Today we will talk about how HIV does not spread.
 - There are many myths about HIV.
 - Myths are stories people use to explain things that are hard to understand.
2. Ask:
 - Can you think of any stories you may have heard about how HIV is transmitted?



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 2 picture poster.
2. Ask:
 - What do you see in this picture?
 - Which of these things spread HIV?
3. Say:
 - None of these things spreads HIV.
 - You cannot get HIV from living with someone who is infected.
 - You cannot get HIV from sharing a cup or plate with an HIV-positive person.
 - You cannot get HIV from shaking hands, holding hands, kissing or hugging an HIV-positive person. You cannot get HIV from coughs or sneezes.
 - You cannot get HIV from using the latrine.
 - You cannot get HIV from mosquitoes.
 - You cannot get HIV from animals.
 - You cannot get HIV from swimming in rivers or ponds.
4. Ask:
 - What are the only 4 ways you can get HIV?
5. Say:
 - An HIV-positive person can pass HIV to another person if they have sex without a condom.
 - A person can get HIV from a blood transfusion if the blood is HIV-positive.



Session 2 picture

- An HIV-positive person can pass HIV to another person by sharing needles, syringes, cutting or piercing instruments.
 - An HIV-positive mother can pass HIV to her baby during pregnancy, childbirth, or breastfeeding. Doctors can advise mothers on how to reduce the risks to the baby.
6. Read the key message:
Know the facts about HIV to stay safe.
 7. Repeat with learners.
 8. Make up a music beat using hands and feet.
 9. Read the key message to the beat.
 10. Repeat with learners.
 11. Create a song using the key message with learners.
 12. Repeat with learners.



Activity 3: Role Play

1. Put learners into groups of 4.
2. Ask each learner to choose an activity to act out:
 - Eating
 - Playing
 - Sneezing
 - Swimming
3. Instruct the groups to make a story with the activities.
4. Choose one group to act out the story in front of the class.
5. Ask:
 - Which of these activities spread HIV if you do them with an infected person?
6. Say:
 - None of those activities spreads HIV.
 - There are only 4 ways to get HIV.
 - An HIV-positive person can pass HIV to another person if they have sex without a condom.
 - A person can get HIV from a blood transfusion if the blood is HIV-positive.
 - An HIV-positive person can pass HIV to another person by sharing needles, syringes, cutting or piercing instruments.
 - An HIV-positive mother can pass HIV to her baby during pregnancy, childbirth, or breastfeeding. Doctors can advise mothers on how to reduce the risks to the baby.
7. Read the key message:
Know the facts about HIV to stay safe.

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



Activity 4: **Talk About Myths**

1. Say:
 - HIV does not spread through regular contact with people who are infected.
 - So we do not need to worry about things we do every day.
 - It is safe to live and eat with someone who is HIV-positive.
 - It is safe to be friends with and go to school with someone who is HIV-positive.
2. Ask:
 - Some people say HIV is caused by witchcraft—is this true?
3. Say:
 - Witchcraft does not cause HIV.
 - HIV is a worldwide disease and can be found in every country, even countries that do not have witchcraft.
 - Many people blame witchcraft because they cannot understand how HIV spreads.
4. Ask:
 - Some people say sex with a virgin will cure HIV—is this true?
5. Say:
 - There is no cure for HIV.
 - Having sex with a virgin will not cure HIV.
 - But it may spread HIV to the virgin.
6. Ask:
 - Some people say you cannot get HIV if the man is circumcised: Is this true?
7. Say:
 - Many of the men who have HIV were circumcised as boys before they started having sexual intercourse.
 - A circumcised man can still get and transmit HIV.
 - Male circumcision can reduce the risk of getting HIV by about 50%.
 - However there is still a 50% risk of getting HIV, so a condom should still be used.
 - A circumcised penis dries faster after sexual intercourse.

- Circumcision removes the foreskin which has cells vulnerable to HIV infection.
 - Circumcision reduces the possibility of a tear or injury of the penis during sex.
8. Ask:
 - What other stories do you hear about how HIV spreads?
 - Are these myths?
 9. Read the key message:

Know the facts about HIV to stay safe.
 10. Repeat with learners.
 11. Say the key message along with a music beat.
 12. Repeat with learners.
 13. Sing the key message.
 14. Repeat with learners.



Activity 5: **Game**

1. Take the learners outside.
2. Draw a line on the ground and put three large cards along the line — “no risk”, “some risk” and “high risk” of getting HIV.
3. Read out the following activities. Ask the learners to move to the sign they think is correct for that behaviour. Ask some learners about the reason for their decisions.
4. Then read the answer in brackets.
 - Hugging (No risk)
 - Sharing a needle for injecting drugs (High risk)
 - Sex without using a condom (High risk)
 - Sex using a condom (Some risk)
 - Abstaining from sex (No risk)
 - Kissing (No risk)
 - Being faithful to one partner (Some risk because you do not know if the partner is faithful to you)
 - Sharing a toothbrush (No risk)
 - Sleeping without a mosquito net (No risk, but you may get malaria)
 - Having a vaccination (No risk if the needles are only used once)
 - Using a shared latrine (No risk)
 - Sharing a glass of water with an HIV-positive person (No risk)
 - Shaking hands (No risk)

5. Read the key message:
Know the facts about HIV to stay safe.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.

Teaching Ideas:

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



Activity 6: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Everyone gets bitten by mosquitoes. (**Agree**)
 - I have been bitten by mosquitoes. (**Agree**)
 - I have had malaria. (**Agree or Disagree**: This depends on the person.)
 - People of different ages get malaria. (**Agree**.)
 - Everyone has HIV. (**Disagree**: Most people do not have HIV.)
 - Mosquitoes spread malaria. (**Agree**)
 - Mosquitoes spread HIV. (**Disagree**: This is a myth.)
8. Read the key message:
Know the facts about HIV to stay safe.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners.



Activity 7: **Assessment**

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

Session 3: HIV Prevention

Key Message | Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.

Important words:

abstaining: not having sex

being faithful: only having sex with one person in a committed relationship

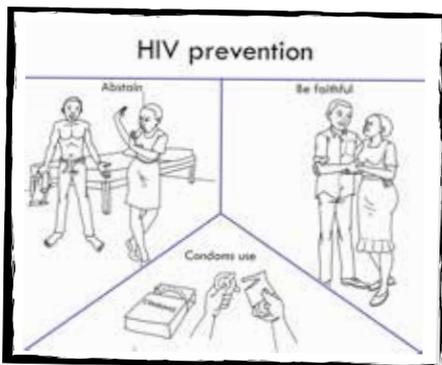
i Activity 1: Introduction

1. Say:
 - Today we will talk about how to prevent HIV.
 - There are three ways.
 - Abstain.
 - Be faithful
 - Use condoms.
 - We call these the ABCs: Abstain, Be faithful, use Condoms.



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 3 picture poster.
2. Ask:
 - What do you see in this picture?
 - How do these 3 things help prevent HIV?
3. Say:
 - One picture is a man and woman who are faithful to each other. They only have one partner, so they cannot bring HIV from outside into the relationship.
 - Another picture is a young woman abstaining from sex. This means she is choosing not to have sex.
 - The last picture is a condom. If you use it correctly, it prevents HIV from spreading during sex.
4. Read the key message:
Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 3 picture



Activity 3: Story and Discussion

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

Utem and Victoria are a young man and young woman. In class they look at each other. They like each other.

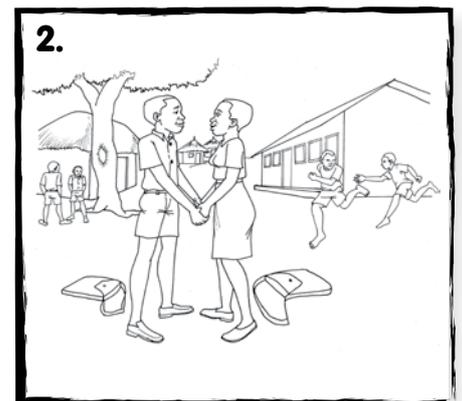
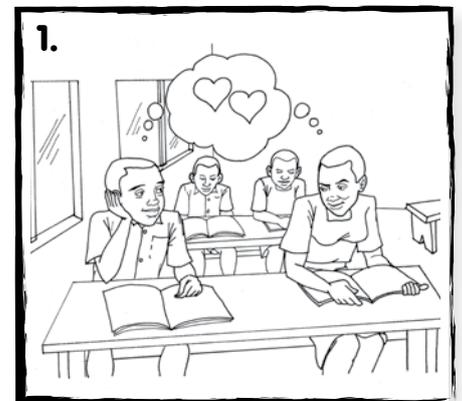
8. Ask:
 - **What is the risk of transmitting HIV?**
9. Say:
 - There is no risk yet.
10. Read the story while showing picture 2:

The next day in the school compound they talk and hold hands.

11. Ask:
 - **What is the risk of transmitting HIV?**
12. Say:
 - There is no risk yet.

Teaching Ideas:

- Write the title of the story **Risks in Love** on paper or the blackboard.
- Ask learners to draw the story.





13. Read the story while showing picture 3:

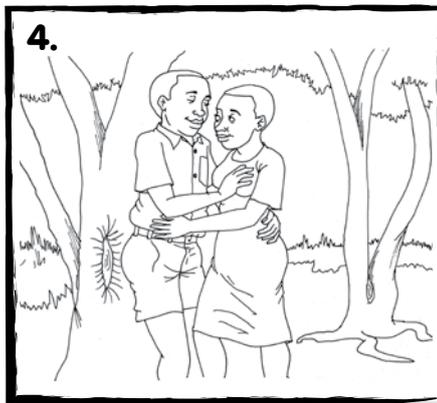
The next time they meet, Utem wants to take Victoria into the forest. Utem and Victoria kiss and hug each other.

14. Ask:

- **What is the risk of transmitting HIV?**

15. Say:

- There is no risk yet.



16. Read the story while showing picture 4:

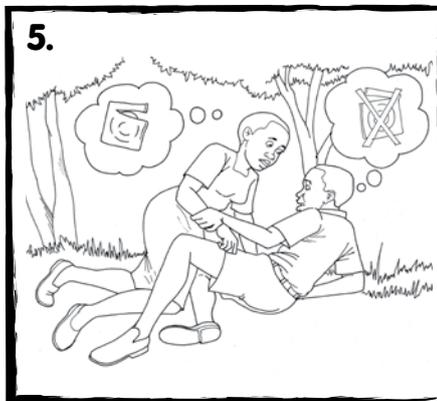
In the forest, Utem touches Victoria's breast.

17. Ask:

- **What is the risk of transmitting HIV?**

18. Say:

- There is no risk yet.



19. Read the story while showing picture 5:

Utem wants to have sex with Victoria. She wants him to use a condom. He says he does not have a condom. He wants to have sex now.

20. Ask:

- **What is the risk of transmitting HIV?**

21. Say:

- There is some risk with a condom and high risk without a condom.



22. Read the story while showing picture 6:

Victoria refuses. She tells Utem it is not safe and she may get pregnant or get HIV. Utem agrees to wait until they can use a condom.

23. Ask:

- What is the risk of transmitting HIV?

24. Say:

- There is no risk in waiting.



Activity 4: Working Together

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



Activity 5: Role Play

1. Put learners into groups of 2 of the **same sex**.
2. Ask each learner to take a role from the story:
 - Victoria
 - Utem
3. Instruct the groups to act out the story.
4. Choose one group to act out the story in front of the class.
5. Ask:
 - How did you say no?
 - How did you explain your decision to either use a condom or not have sex?
 - If a young woman and young man choose to have sex, who is responsible for making sure they use a condom to protect themselves from HIV?
6. Say:
 - Both the young man and young woman are responsible for making sure they have and use a condom.



Activity 6: Talk About Preventing HIV

1. Ask:
 - How is HIV spread?
2. Say:
 - Unprotected sex
 - Shared needles, syringes and piercing instruments
 - Blood transfusions
 - From mother to baby during pregnancy, birth or breastfeeding

3. Put learners into groups of 4.
4. Ask each group to discuss how HIV is spread and how to prevent HIV.
5. Say:
 - HIV is spread by unprotected sex, shared needles, blood transfusions, and from babies to mothers.
 - We can prevent HIV by abstaining from sex.
 - We can have one uninfected partner and be faithful to that partner.
 - If we do have sex, we have to use condoms correctly every time.
 - We should not share needles, knives or razors.
 - An HIV positive pregnant woman should get advice from the clinic on ways to protect her baby from HIV.
 - We should take an HIV test to know if we have HIV.
6. Read the key message:

Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 7: **Game**

1. Take the learners outside.
2. Choose 2 learners and tell them that when they greet someone they should say, "Barantage."
3. Tell the learners there is a competition to see who is the most popular. The more people they say "barantage" to, the more points they get. The one with the most points is the winner.
4. Stop the game after 3 minutes.
5. Ask:
 - How many times did each of you say "barantage"?
 - Who won?
6. Say:
 - Winner, please step into the middle.
 - Identify those you said "barantage" to and bring them into the middle.

- Unfortunately, “barantage” is a disease that is spread only through saying “barantage”.
 - Anyone who gets the disease ends up laughing loudly for no reason.
7. Demonstrate the laughter.
 8. Ask all the learners in the middle to laugh.
 9. Ask:
 - How do you feel about being infected with “barantage”?
 - Why was it so easy to get “barantage”?
 10. Say:
 - We are going to play the game a second time.
 - But this time you can prevent “barantage”.
 - You have three options to prevent “barantage”.
 - You can sit down, you can hold on to your partner, or you can cover your ears anytime someone says “barantage” to you.
 11. Play the game a second time.
 12. Stop the game after 3 minutes.
 13. Ask:
 - How did you feel playing the game this time?
 - Did your behaviour change?
 - How did you prevent “barantage”?
 - How does this game show how HIV is spread?
 14. Say:
 - When you sit down, it is like abstaining from sex. You choose not to play the game, just like you can choose not to have sex. This protects you from HIV.
 - When you hold on to your partner, this is like being in a faithful relationship. HIV cannot spread if people do not have more than one uninfected partner.
 - When you cover your ears, this is like using a condom. We cover our ears to protect them from hearing “barantage”, and we use condoms to protect our bodies from HIV.
 15. Read the key message:

Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.
 16. Repeat with learners.
 17. Say the key message along with a music beat.
 18. Repeat with learners.
 19. Sing the key message.
 20. Repeat with learners.

Teaching Ideas:

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



Activity 8: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - HIV is spread by saying "barantage". (**Disagree:** "Barantage" is just a game.)
 - HIV is spread through sex. (**Agree:** Unprotected sex is especially dangerous.)
 - HIV is spread through abstinence. (**Disagree:** Abstinence protects us from HIV.)
 - We can get HIV even if we use condoms. (**Agree:** We have to use condoms correctly and each time we have sex for them to prevent HIV.)
 - You have several options to choose from if you want to prevent HIV. (**Agree:** Choose one of the ABCs.)



Activity 9: Visualisation

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Imagine you are in love.
 - Every time you see this other person, you are more in love.
 - You are so in love that you want to have sex.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.

2. Ask:
 - What are your worries about having sex?
 - How are you going to protect yourself from HIV?
 - How will you convince the other person this is the right decision?
3. Say:
 - Tell this person how you want to prevent HIV.
 - Give them your reasons.
 - Now open your eyes.
4. Read the key message:
Prevent HIV, use ABC: Abstain, Be faithful, use Condoms.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 10: **Assessment**

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

Session 4: Risky Behaviour

Key Message | Practice healthy behaviour.

Important words:

risky: something dangerous

risky behaviour: activities that could lead to something dangerous or unhealthy



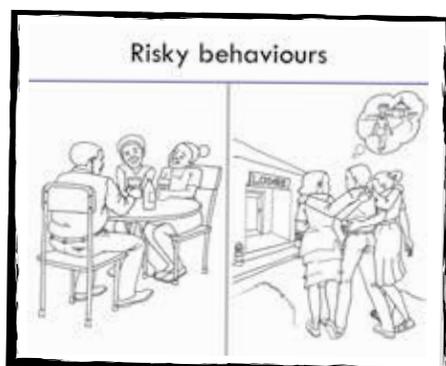
Activity 1: Introduction

1. Say:
 - Today we will talk about things that put us at risk of HIV.
 - No one wants to get HIV, but sometimes we act in a way that puts us in danger.



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 4 picture poster.
2. Ask:
 - What do you see in this picture?
 - Who in this picture is at risk of getting HIV?
 - What is the risky behaviour in this picture?
3. Say:
 - The picture shows a man who has a wife in the village.
 - He is in a bar drinking alcohol.
 - He has a girlfriend at the bar and likes another young woman.
 - Everyone is at risk of getting HIV if they do not use the ABC methods to protect themselves.
 - If the man is having sex with both his wife and girlfriend without condoms he is at high risk of getting HIV and giving HIV.
 - He should practice healthy behaviours like avoiding alcohol and being faithful to his wife.
4. Read the key message:
Practice healthy behaviour.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 4 picture

Activity 3: **Story and Discussion**

1. Tell the following story: **Sarah Cannot be Pressured.**

Sarah and Musa have been friends for a long time. They talk with each other and like each other. One day, Musa asks Sarah to go to the forest with him for a walk. Sarah agrees.

In the forest, Musa kisses Sarah. They both enjoy kissing. Musa starts to touch Sarah. He says it is time to have sex because they have been friends for a long time.

Sarah asks him to stop. She says she does not want to have sex because she might become pregnant. She wants to finish school. Musa says they are grown up now. To be real men and women they should have sex.

Sarah says she is not ready to have sex. Having sex will not make her a woman. She has more to learn at school. Musa says that all the other young

Teaching Ideas:

- Write the title of the story Sarah Cannot be Pressured on paper or the blackboard.
- Ask learners to draw the story.

women are having sex and she is the last. Sarah does not believe him.

She says that even if her friends are having sex she will not be pressured into having sex now. Musa says that Sarah does not love him. If she loved him, she would have sex with him.

Sarah becomes serious. She tells Musa that if he loved her he would respect her wishes. She looks him in the eye and says, “I do not want to have sex!”

Musa looks at his feet. He likes Sarah. He agrees and they walk back to school.

2. Ask:

- What did Musa want?
- What did Sarah want?
- How did Sarah convince Musa she did not want sex?
- Did Sarah use any risky behaviour?

3. Say:

- Musa wanted to have sex but Sarah did not.
- If you want to abstain from sex, you must be firm about your decision.
- Sarah was able to stay strong but she also took a risk by going with Musa to the forest.

4. Read the key message:

Practice healthy behaviour.

5. Repeat with learners.

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



Activity 4: **Working Together**

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



Activity 5: **Role Play**

1. Put learners into groups of 2 of the same sex.
2. Ask each learner to take a role from the story:
 - Musa
 - Sarah
3. Instruct the groups to act out the story.
4. Instruct the groups to change the story so that Sarah chooses not to go to the forest.
5. Choose one group to act out the story in front of the class.
6. Ask:
 - Which do you think is easier, convincing Musa not to go to the forest or convincing him not to have sex?



Activity 6: **Talk About Risky Behaviour**

1. Put learners into groups of 4.
2. Ask the groups to discuss what kinds of risks young people take.
3. Say:
 - Sharing razors is a risk.
 - Having sex at an early age is a risk.
 - Drinking alcohol is a risk.
 - Having sex without a condom is a risk.
 - Walking home alone at night is a risk.
 - Having many girlfriends or boyfriends is a risk.
4. Ask the groups to discuss why young people take risks.

5. Ask the groups to share what they discussed.
6. Say:
 - Young people are curious.
 - They will agree to do what their friends are doing because they want to be accepted.
 - Often young people do not know the consequences of their behaviour.
 - Sometimes they take risks to show their independence.
 - Young people may also make bad decisions because they are affected by alcohol.
7. Ask the groups to discuss why young people are at risk of getting HIV.
8. Ask the groups to share what they discussed.
9. Say:
 - Even though they should wait until they are ready, young people are often active sexually.
 - Young people can become infatuated and may not know how to say no to sex.
 - Young people have delicate sexual organs that can tear or bleed during sex, which increases the risk of HIV.
 - Gender roles can make it hard for young women to refuse early marriage and sex.
 - Young people may be exploited by older men or women.
 - During emergencies, youth have fewer adults to help them make good decisions.
 - Young people may have low self-esteem and feel they need to have sex to be liked.
10. Ask the groups to discuss how young people can change their behaviour to take fewer risks.
11. Say:
 - We can learn about peer pressure and say no.
 - We can learn about the consequences of risky behaviour.
 - We can ask others for advice to help us make good decisions.
12. Read the key message:
Practice healthy behaviour.
13. Repeat with learners.
14. Say the key message along with a music beat.
15. Repeat with learners.
16. Sing the key message.
17. Repeat with learners.



Activity 7: **Game**

1. Take the learners outside.
2. Draw a line on the ground and put three large cards along the line — “no risk”, “some risk” and “high risk” of getting HIV.
3. Read out the following activities. Ask the learners to move to the sign they think is correct for that behaviour. Ask some learners about the reason for their decisions.
4. Then read the answer in brackets.
 - Not doing school work on time (No risk)
 - Not getting enough sleep (No risk)
 - Sharing razors (High risk)
 - Having sex at an early age (High risk)
 - Not washing your hands (No risk)
 - Having sex when under the influence of drugs or alcohol (High risk)
 - Swimming (No risk)
 - Having sex without a condom (High risk)
 - Being bitten by a mosquito (No risk)
 - Walking home alone at night (Some risk)
 - Abstaining from sex (No risk)
 - Having many girlfriends or boyfriends (Some risk)
5. Say:
 - There are some behaviours that may put you at high risk of HIV infections.
 - These include having unprotected sex and having sex with many people.
6. Read the key message:
Practice healthy behaviour.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 8: **Agree / Disagree**

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

1. Take the learners to a large, open space.

Teaching Ideas:

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

2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Drinking alcohol puts you at risk of HIV. (**Agree:** When you drink alcohol, you are less able to make good decisions.)
 - Young people are less likely to get HIV than adults. (**Disagree:** Young people are more likely to get HIV because they take more risks.)
 - Going to the forest with a person of the opposite sex is a risk. (**Agree:** When you are alone, you can be pressurised into sex.)
 - Some people have difficulty refusing sex. (**Agree:** This is true, because they may not have the confidence to say no.)
 - Having many girlfriends or boyfriends is not risky. (**Disagree:** The more boyfriends or girlfriends you have, the more likely you are to have sex and get or spread HIV.)
 - As youth, we can practice healthy behaviour. (**Agree:** Practice healthy behaviour.)



Activity 9: **Visualisation**

1. Say:
 - We are going to use our imaginations.
 - Close your eyes.
 - Imagine you are in love.
 - The person you love is pressuring you to go alone with them and drink together.
 - You are so in love that you want to be with this person all the time.
 - But you know that if you go alone with them and drink, you may be tempted to have sex.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.

2. Ask:
 - What do you want to say to this person?
 - How will you practice healthy behaviour and not put yourself at risk?
 - Will you go with them?
3. Say:
 - Tell this person why you cannot go with them.
 - Give them your reasons.
 - Now open your eyes.
4. Read the key message:
Practice healthy behaviour.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 10: **Assessment**

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

Session 5: Counselling, Testing and Treating HIV

Key Message | Use condoms to protect yourself and others from HIV.

Important words:

VCT: Voluntary Counselling and Testing clinic

sexually transmitted infection: an illness you can get from sex

window period: the time between having sex and when an HIV test will be accurate

immune system: the system in our body that fights disease and infection



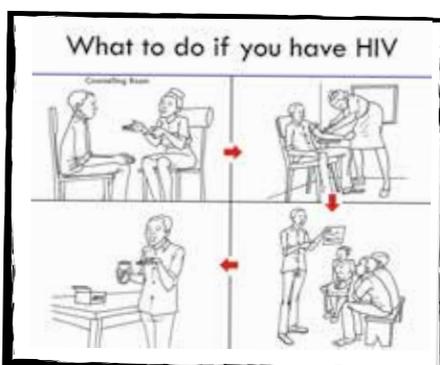
Activity 1: Introduction

1. Say:
 - Today we will talk about what to do if you think you may have HIV.
 - Like we discussed in previous sessions, people live for many years with HIV.
 - If you know you have HIV, you can keep healthy by changing your activities.



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 5 picture poster.
2. Ask:
 - What do you see in this picture?
 - Where is the young man?
 - What is he doing in each picture?
3. Say:
 - The young man is at a Voluntary Counselling and Testing clinic (VCT).
 - You can also call it a VCT clinic.
 - It is a place where people can go to talk about their health worries and any fears they have about being HIV-positive.
 - It is a place where people can get counselling.
 - It is a place where you can be tested for HIV.
 - Sometimes people are scared to be tested because they are worried they might be teased.
 - A VCT clinic is there to provide support. You will not be judged or teased.
 - The man in the picture is getting blood taken to see if he has HIV.
 - Then the nurse sits with him to talk about HIV, answer any questions he has, tell him whether he has HIV, and tell him what he can do about it.
 - Then he shares his results with family and friends, who can



Session 5 picture

support him.

- He begins taking medicine (ARVs) to make sure he stays healthy and does not become sick with any other diseases because his immune system is weak.

4. Read the key message:

Use condoms to protect yourself and others from HIV.

5. Repeat with learners.

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

7. Read the key message to the beat.

8. Repeat with learners.

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

10. Repeat with learners.



Activity 3: Story and Discussion

1. Use the **Awol is Worried** picture story.

2. Show the first picture.

3. Ask:

- What do you see in this picture?
- What do you think is happening?
- What do you think will happen next?

4. Show the next picture.

5. Ask the questions again.

6. Do this for each picture.

7. Now read the story while showing picture 1:

Awol is in a bar. He drinks a lot of alcohol, and ends up having sex with a bargirl. He does not use a condom.

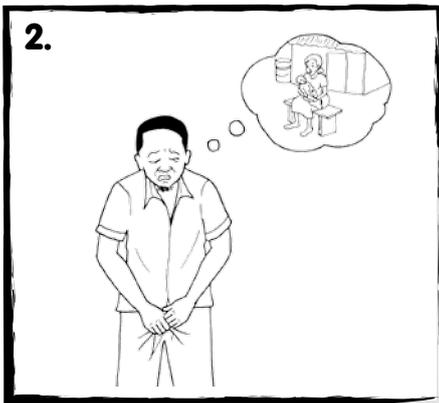
8. Read the story while showing picture 2:

The next week Awol wants to go to his village to see his wife. But he is worried. His genital area

Teaching Ideas:

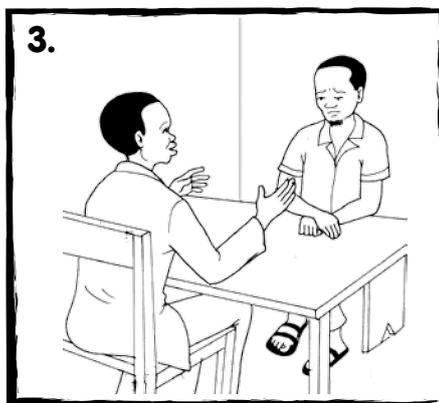
- Write the title of the story Awol is Worried on paper or the blackboard.
- Ask learners to draw the story.





itches and it hurts to urinate. He thinks he might have a sexually transmitted infection.

9. Read the story while showing picture 3:



Awol goes to the clinic. The doctor treats his infection and advises him to take an HIV test at a Voluntary Counselling and Testing clinic. The doctor tells Awol that if he decides to take the HIV test, it will tell if he is HIV-positive or negative. There are VCTs in clinics, health centres and even in villages with community health workers. The doctor says an HIV test can tell if the body is infected with HIV, but it takes 6-12 weeks from the infection before the test can know for sure. This is called “the window period”. During this time, a person who was recently infected will test negative. The doctor advises Awol to go the VCT centre in 3 months.

10. Read the story while showing picture 4:

During this 3 month period, if Awol has HIV he can still pass it

on to other people. Awol thinks about his wife and family. He decides he will wait 3 months to take the test before he returns to the village. He does not want to risk giving his wife HIV.



11. Ask:

- What is a VCT?
- Where can you find a VCT?
- How long do you need to wait to take an HIV test?

12. Say:

- VCTs are Voluntary Counselling and Testing centres.
- They are places where you can take a test for HIV.
- “Voluntary” means you can choose whether to take the test.
- You can find a VCT centre in clinics, health centres and in villages where a community health worker brings testing kits.
- If you have sex, you should wait 3 months before you take a test to find out if you are HIV-positive or negative. During these 3 months you can still pass on the HIV infection to other people if you are infected.

13. Read the key message:

Use condoms to protect yourself and others from HIV.

14. Repeat with learners.

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

16. Repeat with learners.

17. Sing the key message.

18. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Awol
 - Awol's wife
 - Bargirl
 - Doctor
3. Instruct the groups to act out the story.
4. Instruct the groups to change the story so that Awol calls his wife to explain why he is not coming home.
5. Choose one group to act out the story in front of the class.
6. Ask:
 - What did you tell the wife?
 - How could Awol have avoided this situation?
 - Which is harder, to tell Awol's wife the truth or risk infecting her with HIV?
7. Read the key message:
Use condoms to protect yourself and others from HIV.
8. Repeat with learners.
9. Say the key message along with a music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.



Activity 6: Talk About HIV Testing

1. Put learners into groups of 4.
2. Ask the group to discuss what they would do if they had HIV.
3. Say:
 - If you have HIV, you must tell your sexual partners about their risk of HIV so they can get tested and use condoms.
 - If you choose to have sex, use a condom to protect your partner from HIV.
 - You should avoid smoking and drinking alcohol, which can make your immune system weak.
 - If you have HIV, you should not donate blood.
4. Say:
 - Pregnant women should get tested for HIV when they go for an antenatal visit at a health clinic.

- If pregnant women test HIV-positive, they get counselling on how to protect their baby and partner.
 - An HIV-positive mother can give birth to an HIV-negative child if she knows that she has HIV and follows the advice of health staff.
5. Read the key message:
Use condoms to protect yourself and others from HIV.
 6. Repeat with learners.
 7. Say the key message along with a music beat.
 8. Repeat with learners.
 9. Sing the key message.
 10. Repeat with learners.



Activity 7: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - Finding out about HIV early can help a person learn how to live with HIV. (**Agree:** You can take medicine and change your behaviour to live with HIV.)
 - Finding out about HIV early will prevent people from infecting new partners. (**Agree:** If we do not know we have HIV, we may continue having sex and infect other people.)
 - There are drugs that can slow down the progress of HIV. (**Agree:** They are called ARVs.)

Teaching Ideas:

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

- HIV infection only lasts a few years. (**Disagree:** HIV infection lasts for the rest of a person's life.)
 - Many HIV-positive people live long and happy lives. (**Agree**)
 - HIV can be cured if you discover it early. (**Disagree:** There is no cure for HIV.)
 - You cannot get HIV if you have only one boyfriend or girlfriend. (**Disagree:** If your girlfriend or boyfriend already had the virus from a previous partner, you can get HIV too.)
8. Say:
- Finding out if you have HIV soon after infection helps you get treatment from a clinic.
 - Treatment includes medicine that slows down the impact of HIV on your body.
 - Finding out if you have HIV means you can avoid infecting other people.
9. Read the key message:
- Use condoms to protect yourself and others from HIV.**
10. Repeat with learners.
11. Say the key message along with a music beat.
12. Repeat with learners.
13. Sing the key message.
14. Repeat with learners



Activity 8: Role Play

1. Say:
- We are going to use our imaginations.
 - Close your eyes.
 - Imagine you are in a VCT waiting to hear your test results.
 - You think you may have HIV.
 - Now, I am going to ask you some questions.
 - Think about the answers to yourselves.
2. Ask:
- What are you thinking about?
 - How do you feel?
 - Are you nervous?
3. Say:
- Now imagine getting up from the waiting room and leaving without hearing whether you have HIV.

4. Ask:
 - How do you feel?
 - Are you still nervous?
 - Have your thoughts changed at all?
5. Say:
 - Now open your eyes.
 - Not knowing if we are HIV-positive will not make the disease go away.
 - If we know we have HIV, we can protect our health and protect other people from HIV.
6. Read the key message:
Use condoms to protect yourself and others from HIV.
7. Repeat with learners.
8. Say the key message along with a music beat.
9. Repeat with learners.
10. Sing the key message.
11. Repeat with learners.



Activity 9: **Assessment**

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

Session 6: HIV Care and Support

Key Message | Fight stigma and discrimination.

Important words:

stigma: when someone thinks a person is not as good because they are different

discrimination: when someone treats someone unfairly because they are different



Activity 1: Introduction

1. Say:
 - Today we will talk about supporting people who have HIV.
 - We should not be scared of people with HIV or treat them unfairly.
 - When someone thinks a person is not as good because they are different, it is called "stigma".



Activity 2: Picture Discussion

1. Hold up the Module 3, Session 6 picture poster.
2. Ask:
 - What do you see in this picture?
 - What is the young man doing?
 - Is it important that we treat people with HIV the same way we treat everyone else?
3. Say:
 - People treat others unfairly because they are afraid of them.
 - It is important to treat all people with kindness.
4. Read the key message:
Fight stigma and discrimination.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 6 picture



Activity 3: Story and Discussion

1. Use the **Rebecca Cares for Her Mother** picture story.
2. Show the first picture.

3. Ask:
- What do you see in this picture?
 - What do you think is happening?
 - What do you think will happen next?

4. Show the next picture.

5. Ask the questions again.

6. Do this for each picture.

7. Now read the story while showing picture 1:

Rebecca's father died last year of AIDS. Now her mother is sick with AIDS. Her mother has lost weight, feels tired, coughs, and has diarrhoea. Rebecca has to stay at home to care for her mother and younger brother.

8. Read the story while showing picture 2:

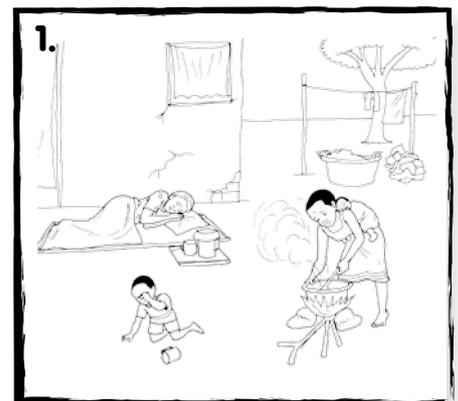
The health worker gives Rebecca advice on how to care for her mother. Every day Rebecca bathes her mother and feeds her. She loves her mother very much and does not want her to die.

9. Read the story while showing picture 3:

Every day Rebecca watches as her friends go to school. She misses her friends and school. Her friends do not visit her. They are afraid to come near the

Teaching Ideas:

- Write the title of the story Rebecca Cares for Her Mother on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Rebecca feels... Rebecca's mother feels...

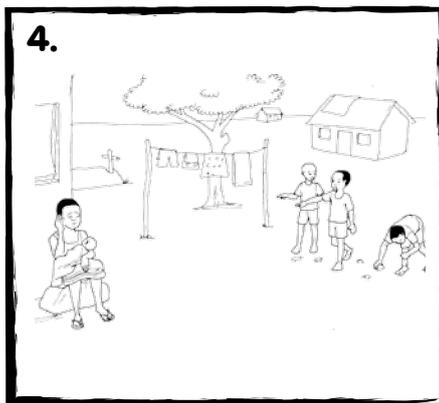




house. They believe Rebecca has HIV. Rebecca and her younger brother took HIV tests. They do not have HIV.

10. Read the story while showing picture 4:

Some small boys throw stones at her and shout names. Rebecca feels lonely. She thinks she will never go to school again or get married.



11. Ask:

- How does Rebecca feel?
- Why do her friends stay away?
- Why do small boys throw stones at her?
- If Rebecca returns to school, how will the other learners treat her?

12. Say:

- Sometimes people are treated unfairly because they are different.
- The differences make other people afraid of them.
- This leads to misunderstandings.
- Many people who have HIV or who have parents with HIV face stigma and discrimination.
- They do not get the support they need.
- Their friends and communities sometimes reject them.

13. Read the key message:

Fight stigma and discrimination.

14. Repeat with learners.

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

16. Repeat with learners.

17. Sing the key message.

18. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: **Role Play**

1. Put learners into groups of 5.
2. Ask each learner to take a role from the story:
 - Rebecca
 - Rebecca's mother
 - Rebecca's brother
 - Rebecca's friend
 - Small boy who throws stones
3. Instruct the groups to act out the story.
4. Instruct the groups to change the story so that Rebecca's friend supports her.
5. Choose one group to act out the story in front of the class
6. Ask:
 - What did you do to support Rebecca?
7. Read the key message:
Fight stigma and discrimination.
8. Repeat with learners.
9. Say the key message along with a music beat.
10. Repeat with learners.
11. Sing the key message.
12. Repeat with learners.



Activity 6: **Talk About Stigma**

1. Put learners into groups of 4.
2. Ask the learners to think about what else we can do to help people with HIV or people with an HIV-positive family member.
3. Ask groups to present their ideas.
4. Say:
 - We can say hello to them.
 - We can invite them to eat with us.

- We can sit and talk with them.
- We can celebrate holidays with them.
- We can get their medicines.
- We can help them clean their house.
- We can play games with them.

5. Say:

- If you hear bad remarks about someone with HIV, tell the person why they are wrong.
- We should not treat people unfairly for an illness.
- If a person with HIV is afraid of stigma and discrimination they will not tell anyone they have HIV, so they may infect others with HIV.
- Their illness can become worse because they do not want to be seen going for treatment.

6. Read the key message:

Fight stigma and discrimination.

7. Repeat with learners.

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

9. Repeat with learners.

10. Sing the key message.

11. Repeat with learners.



Activity 7: **Visualisation**

1. Say:

- We are going to use our memories.
- Close your eyes.
- Remember a time when you were teased or ignored.
- Think about how you feel.
- Now, I am going to ask you some questions.
- Think about the answers to yourselves.

2. Ask:

- Why are you being teased or ignored?
- What do you think about the people who are teasing or ignoring you?
- What do you want to say to them?

3. Say:

- Now open your eyes.
- When we are ignored or teased, it hurts our feelings.
- It may be because of an illness or a family problem or because we look different.
- This is discrimination.

- Remember this feeling the next time you see someone being teased or ignored.
 - Think about how you can support that person.
4. Read the key message:
Fight stigma and discrimination.
 5. Repeat with learners.
 6. Say the key message along with a music beat.
 7. Repeat with learners.
 8. Sing the key message.
 9. Repeat with learners.



Activity 8: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.
7. Give the explanation in the brackets.
 - No one has been infected by living in the same house with a person who has HIV. (**Agree:** You will not be infected with HIV by living in the same house.)
 - People with HIV do not need support. (**Disagree:** They need as much support as you can give.)
 - Stigma is when we think badly of someone because they are different. (**Agree**)
 - We can avoid discriminating against people with HIV by remembering how we felt when we were teased or ignored. (**Agree:** We should treat others how we want to be treated.)
 - We can fight stigma and discrimination. (**Agree:** Fight stigma and discrimination.)

Teaching Ideas:

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



Activity 9: **Assessment**

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

MODULE 4

EARLY MARRIAGE AND MOTHERHOOD



South Sudan Teachers' Code of Conduct for Emergency Situations

The Code of Conduct and this module emphasise how teachers play a key role in providing essential information through teaching children and youth about the risks of early marriage and motherhood.

Teachers should try to help children who might find it difficult to attend classes during emergencies — girls, young women with children, young men and other vulnerable groups. They should also encourage both boys and girls to participate fully in all learning opportunities.

Remember that teachers must never have any kind of sexual relationship with learners. Both forced and agreed sexual relations are illegal and abusive.

Session 1: Early Marriage

Key Message | Get married after the age of 18.

Important words:

early marriage: marriage before the age of 18

child marriage: another term for early marriage

dowry: gifts and money families receive when they agree to let their daughters marry



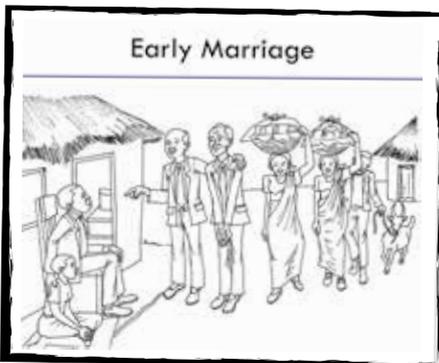
Activity 1: Introduction

1. Say:
 - Today we will talk about early marriage.
 - In our community, it is common to get married before the age of 18 even though it is illegal.
 - Child marriage is a traditional practice that happens because it has happened for generations.
 - Not following the tradition could mean rejection from the community.
 - But traditions are made by people, so we can change them.
 - We should stop early marriage because it treats young women unfairly.



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 1 picture poster.
2. Ask:
 - What do you see in this picture?
 - What is the young woman thinking about?
 - Do you think she wants to get married to this man?
 - Why are they getting married?
 - Will it be a happy marriage?
3. Say:
 - Early marriage is risky because many young men and women are not ready for the responsibilities of sex.
 - They may become pregnant, which is dangerous for young women who are still adolescents.
4. Read the key message:
Get married after the age of 18.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 1 picture



Activity 3: **Story and Discussion**

1. Tell the following story: **Aguet is Forced to Marry.**

When Aguet was 15 years old, she married a 40-year-old man. Aguet says, “This man went to my uncles and paid a dowry of 80 cows. I resisted the marriage. They threatened me. My uncles said, ‘If you want your brothers and sisters to be taken care of, you will marry this man.’ I said, ‘He is too old for me.’ They said, ‘You will marry this old man whether you like it or not because he has given us something to eat.’ They beat me so badly. They also beat my mother because she was against the marriage.”

2. Ask

- Did Aguet want to get married?
- Why did Aguet marry?
- How can we prevent early marriage?

3. Say:

- Aguet did not want to marry.
- Her mother did not want her to get married.
- Aguet married because her uncles beat her and her mother.
- This is an example of gender-based violence.
- Young men can decide to make different choices.
- Young men have an important role to play in changing the dangerous practice of early marriage.
- If men refuse to marry young women, it will protect young women from early marriage.

Teaching Ideas:

- Write the title of the story Aguet is Forced to Marry on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Aguet feels...

4. Read the key message:
Get married after the age of 18.
5. Repeat with learners.
6. Say the key message along with a music beat.
7. Repeat with learners.
8. Sing the key message.
9. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: **Role Play**

1. Put learners into groups of 2.
2. Say:
 - Early marriage threatens a young woman's education because she usually drops out of school.
 - She is often much younger than her husband, so he has much power over her.
 - She is unable to use the ABCs.
 - If she gets pregnant, her safety is at risk because her body is still growing.
 - If she gets pregnant, her children are also at risk because she is not able to give them a healthy start – her own body is not ready.
3. Ask each group to practice telling their parents the consequences of early marriage.
4. Choose one group to act out the scene in front of the class.
5. Read the key message:
Get married after the age of 18.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 6: **Talk About Early Marriage**

1. Put learners into groups of 4.
2. Ask each group to talk about why young women and young men are married at an early age and who is responsible for the decision.
3. Ask groups to present their ideas.
4. Say:
 - Families receive cattle, money and other gifts as dowry for young women who get married.
 - Poor families think early marriage is good because of the bride price they receive.
 - They think early marriage protects young women from having sex and becoming pregnant, which would reduce the bride price.
 - Early marriage also means families do not have to support their daughters because they will live with their husband's family.
5. Say:
 - Early marriage can have many consequences for young women. These consequences are physical, mental and social.
 - Early marriage can have many consequences for men, too. They do not have a wife who is educated and ready to be in a relationship.
6. Ask each group to talk about the physical, mental and social consequences for a young woman who gets married.
7. Ask groups to present their ideas.
8. Say:
 - The young woman's reproductive organs can be damaged.
 - She will have trouble giving birth.
 - Her children may not be as healthy because her body is not ready.
 - She cannot continue her education.
 - She may no longer socialise with friends.
 - She may feel a lot of stress trying to meet her husband's demands.
 - She is more likely to be beaten by her husband because he may feel he owns her, since he bought her.
 - She cannot convince her husband to use condoms to prevent pregnancy or HIV.

Activity 7: Helping to prevent early marriage

1. Ask:
 - As adolescents, what can we do to help prevent early marriage?
2. Say:
 - We can negotiate with parents and tell them the legal age for marriage is 18.
 - Young men can talk to their brothers and fathers and stand up for their sisters' rights
 - We can tell parents the consequences of early marriage for young women, like dropping out of school or becoming pregnant too soon.
 - We can get help from local leaders and teachers.
 - We can talk with the groom or his family and agree to marry at a later age.
3. Put learners into groups of 4.
4. Say:
 - We can all help to share the messages in different ways.
 - We can share messages about early marriage through drama, songs, dance, posters, parades, or talking to people.
5. Ask each group to agree on who they will share the message with and how.
6. Ask each group to present their plan.

Teaching Ideas:

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



Activity 8: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions.

7. Give the explanation in the brackets.
 - The legal age of marriage is 18. (**Agree**)
 - Young women want to get married before the age of 18. (**Disagree**: Actually, many young women want to finish their education before they get married.)
 - In South Sudan, a teenage girl is more likely to be a wife than a student. (**Agree**: Only about 500 young women complete secondary school each year.)
 - Most early marriages are between two young people. (**Disagree**: Young women are often married to old men who pay a high dowry.)
7. Say:
 - The transitional constitution (2011) says women cannot be married if they do not agree.
 - Kidnapping a woman to force her to marry is illegal.
 - The Government of the Republic of South Sudan wants women to participate in all types of life. It wants to eliminate harmful traditions that limit women's progress.
8. Read the key message:
Get married after the age of 18.
9. Repeat with learners.
10. Say the key message along with a music beat.
11. Repeat with learners.
12. Sing the key message.
13. Repeat with learners



Activity 9: **Assessment**

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

Session 2: Early Motherhood and Fatherhood

Key Message | Only have a baby when you are prepared to be a parent.

Important words:

early motherhood:
being a mother before the age of 19

early fatherhood:
being a father before the age of 19



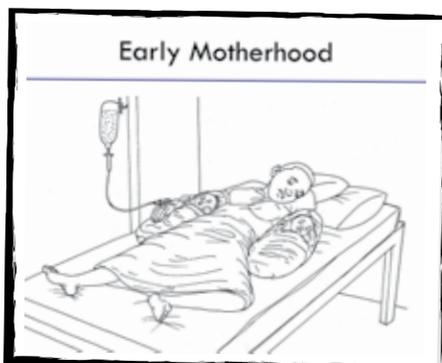
Activity 1: Introduction

1. Say:
 - Today we will talk about early motherhood and fatherhood.
 - Most mothers who die in childbirth are very young mothers.
 - Taking care of a baby is a big responsibility.
 - Young people should not have babies before their minds and bodies are ready.



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 2 picture poster.
2. Ask:
 - What do you see in this picture?
 - How does this mother feel?
 - What are her challenges?
 - Why does this young woman have babies?
3. Say:
 - Maybe she was married at an early age.
 - Maybe she felt pressure from her community or husband.
 - Maybe she was raped.
 - Maybe she fell in love and became pregnant.
 - Maybe she did not know how to prevent pregnancy.
 - Maybe she was lonely and wanted a baby to love.
4. Read the key message:
Only have a baby when you are prepared to be a parent.
5. Repeat with learners.
6. Make up a music beat using hands and feet.
7. Read the key message to the beat.
8. Repeat with learners.
9. Create a song using the key message with learners.
10. Repeat with learners.



Session 2 picture



Activity 3: Story and Discussion

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

Annette is 14 and has reached puberty. Her parents are poor, so they accept 80 cows as a bride price from John.

8. Read the story while showing picture 2:

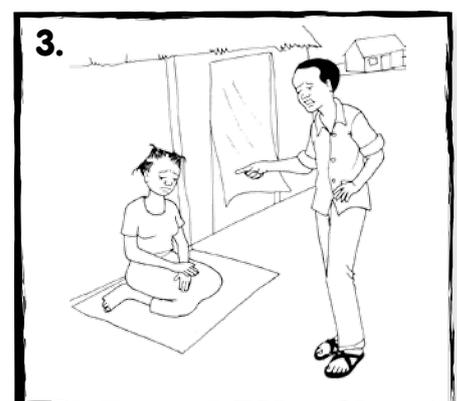
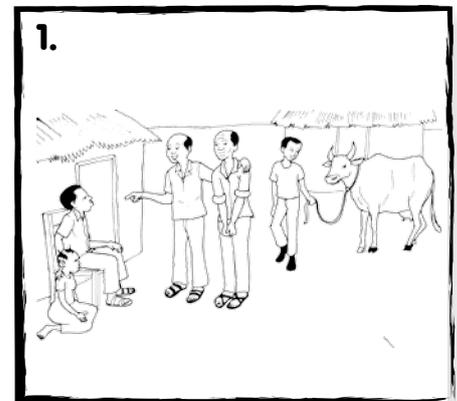
John is happy with his young wife. He wants a baby to show he is a man.

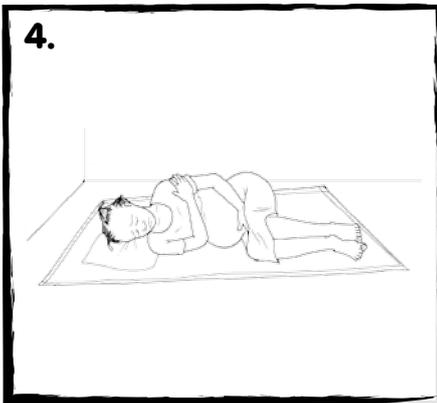
9. Read the story while showing picture 3:

Annette had learned from school that if a young woman becomes pregnant she can have many health problems. Annette tries to change John's mind, but he still wants a baby. John and Annette argue.

Teaching Ideas:

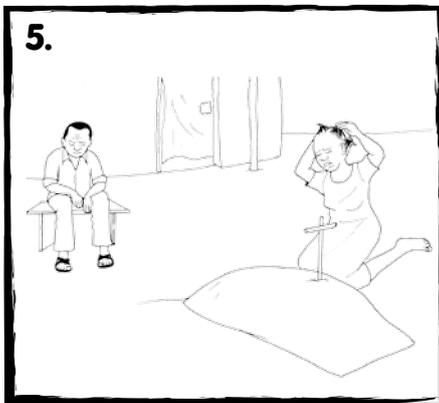
- Write the story on paper or the blackboard.
- Ask learners to draw the story.
- Ask learners to write or draw answers to: Annette feels...





10. Read the story while showing picture 4:

Even though she is not happy, Annette agrees. She becomes pregnant. Annette feels weak and ill during her pregnancy. Annette wants to go to a doctor for help but she does not live near a clinic.



11. Read the story while showing picture 5:

One day the baby starts to come. Annette feels great pain. Annette is a small, young woman, but the baby feels so big. Annette is in labour for 2 days before the baby is born. But the baby is dead. The birth also tears Annette's reproductive organs. Annette cries a lot for her dead baby. John is angry that he does not have a child.



12. Read the story while showing picture 6:

The damage to Annette during childbirth means she cannot control her urine or bowels. She washes many times but still John says she smells. He argues with Annette every day. One day he

beats her for smelling bad. Both John and Annette have lost their baby. John and Annette were not ready to be parents.

13. Ask:

- Why did Annette and John have a baby?
- Why did Annette have problems having a baby?
- Why did John beat Annette?
- How does Annette feel?
- How does John feel?
- How has John and Annette's life changed?

14. Say:

- John and Annette's life has changed.
- By becoming a mother, Annette lost both her education and her health.
- By forcing Annette to become a mother, John lost his child and prevented Annette from having an education.

15. Read the key message:

Only have a baby when you are prepared to be a parent.

16. Repeat with learners.

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

18. Repeat with learners.

19. Sing the key message.

20. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: Role Play

1. Put learners into groups of 4.
2. Ask each learner to take a role from the story:
 - Annette
 - Annette's father
 - Annette's mother
 - John
3. Instruct the groups to change the story so that Annette persuades John to delay having a child.
4. Choose one group to act out the story in front of the class
5. Read the key message:
Only have a baby when you are prepared to be a parent.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 6: Talk About Early Motherhood and Fatherhood

1. Put learners into groups of 4.
2. Ask them the following questions:
 - How can we stop young women from dying in childbirth?
 - What can the community do?
 - What can men do?
 - What can parents do?
3. Ask groups to present their ideas.
4. Say:
 - Men can abstain from unprotected sex with young women.
 - Men can use birth control.
 - Men and women can avoid having sex before they are ready to have a child.
 - Parents and communities can delay allowing girls to marry.
 - If a young woman gets pregnant, parents, communities, men and women can help her to access a health clinic and make a plan so she can deliver in the clinic with professional help.

5. Read the key message:
Only have a baby when you are prepared to be a parent.
6. Repeat with learners.
7. Say the key message along with a music beat.
8. Repeat with learners.
9. Sing the key message.
10. Repeat with learners.



Activity 7: Agree / Disagree

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

1. Take the learners to a large, open space.
2. Mark 2 places on the ground, one with a tick (✓) and one with a cross (X).
3. Say:
 - I am going to read some sentences.
 - Think about each sentence.
 - If you agree, walk to the tick (✓).
 - If you disagree, walk to the cross (X).
4. Read the following sentences.
5. Pause after each sentence to give learners time to walk.
6. Ask some learners to talk about their decisions
7. Give the explanation in the brackets.
 - An adolescent mother is a young woman who has a baby before she is 15. (**Disagree**: Actually, an adolescent mother is a young woman who has a baby before she is 19.)
 - One in five adolescent young women in South Sudan is already a mother. (**Agree**)
 - If pregnant young women or women do not eat well, the baby will not grow well. (**Agree**)
 - An adolescent young woman is still growing. Her pelvis may not be big enough for childbirth. (**Agree**: Childbirth is safer after young women finish puberty around 19.)
 - Young men can help to change early motherhood and fatherhood by speaking to their brothers and fathers and by using condoms. (**Agree**: Men have an important role to play in helping young women not to become pregnant too early.)

Teaching Ideas:

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

- Young women who have sex and give birth at a young age can damage their reproductive organs. (**Agree:** Having sex and giving birth at a young age is risky for a young woman because she can harm her reproductive organs.)

8. Say:

- Early pregnancy can injure the mother and the baby.
- The baby may not grow well.
- During childbirth, the vagina might tear.
- The pelvis may be too small and the child cannot get through, which can kill the baby and mother.
- Safe motherhood is important for all pregnant women especially young women who are pregnant. They should do the following things:
 - Have regular health check-ups with a doctor or health worker.
 - Sleep under a mosquito net.
 - Visit the clinic to get advice on preventative treatment for malaria.
 - Take an HIV test at the clinic.
 - Bathe regularly.
 - Wear clean, loose fitting clothes.
 - Eat a lot of green, leafy vegetables.
 - Eat a lot of nutritious food: fish, meat, beans, vegetables.
 - Do not take medicines without checking with the doctor or health worker.
 - Save some money to pay for the delivery expenses.
 - Before delivery, think about how to get to the nearest clinic. Think about who can provide blood in case of an emergency.
 - Trained health workers should be present during the birth of the baby.

8. Read the key message:

Only have a baby when you are prepared to be a parent.

9. Repeat with learners.

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

11. Repeat with learners.

12. Sing the key message.

13. Repeat with learners.



Activity 8: **Assessment**

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

Session 3: Caring for a Baby

Key Message | Breastfeeding is healthy for mothers and babies.

Important words:

breastfeeding: when mothers feed babies with milk from their breasts

colostrum: the first milk that comes from a mother when a baby has just been born



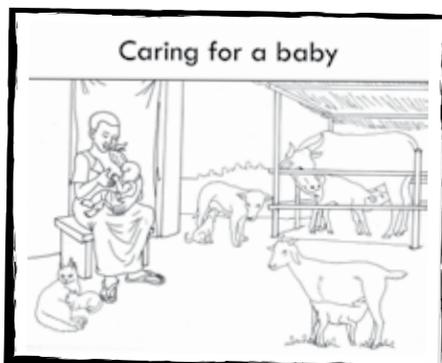
Activity 1: Introduction

1. Say:
 - Today we will talk about breastfeeding.
 - From birth, babies' bodies and minds grow quickly.
 - When a baby has breast milk for the first 6 months it will have a healthy body.
 - If babies do not have breast milk, it may mean their minds and bodies will not grow correctly as adults.



Activity 2: Picture Discussion

1. Hold up the Module 4, Session 3 picture poster.
2. Ask:
 - What do you see in this picture?
 - What do new babies eat?
 - What do traditions say about feeding babies when they are born?
 - Where would each baby go to eat?
 - Would a calf go to the dog?
 - Would the kitten go to the goat?
 - Would the baby go to the cow?
 - If the bottle contains cow's milk, is this best for the baby?
3. Say:
 - Human mother's milk is best for human babies.
 - It gives babies all the nutrition and water they need for the first six months of life.
 - For the first 6 months, the baby does not need any other drink or food.
 - Breast milk is always clean when it comes from the breast.
 - Mothers should start breastfeeding their babies as soon as the baby is born.
 - The first milk is very good for babies.
 - Bottle milk can make a baby sick because the bottle or water may not be clean.
 - After six months babies can start to eat other foods as well as breast milk.



Session 3 picture

- In South Sudan some communities believe the first milk the mother produces is not good because it is watery. This is not true.
 - The first milk a mother produces is called colostrum and is full of the nutrition that a baby needs to start life.
 - The reason it is not thick is so the new baby can easily drink it.
4. Read the key message:
Breastfeeding is healthy for mothers and babies.
 5. Repeat with learners.
 6. Make up a music beat using hands and feet.
 7. Read the key message to the beat.
 8. Repeat with learners.
 9. Create a song using the key message with learners.
 10. Repeat with learners.



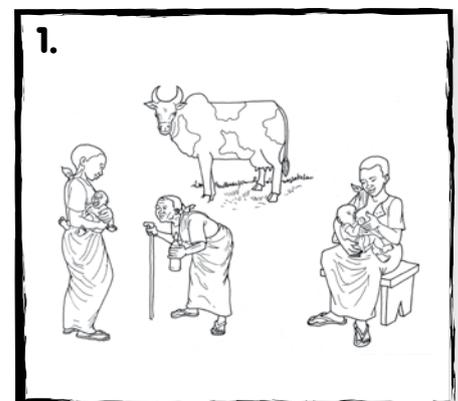
Activity 3: Story and Discussion

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

Sarah and Mary have very small babies. Mary's mother is very traditional. As soon as she sees the baby, she is happy. She takes some cow's milk in a bottle and

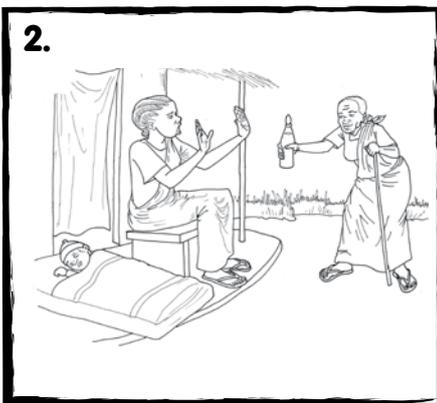
Teaching Ideas:

- Write the title of the story **Two Mothers** on paper or the blackboard.
- Ask learners to draw the story.



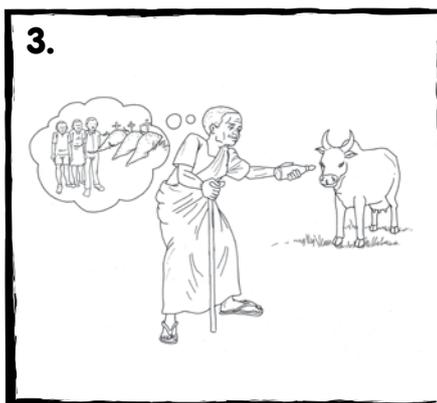
gives it to Mary's baby. She believes this will keep away evil spirits. The breast milk that Mary is producing is thin and watery. Mary's mother thinks it is not good for a new baby.

8. Read the story while showing picture 2:



Mary's mother tries to give the cow's milk to Sarah's baby. But the baby is sleeping. Sarah has already breastfed her baby. She took the advice of the health worker who said the first milk a mother produces contains everything the baby needs.

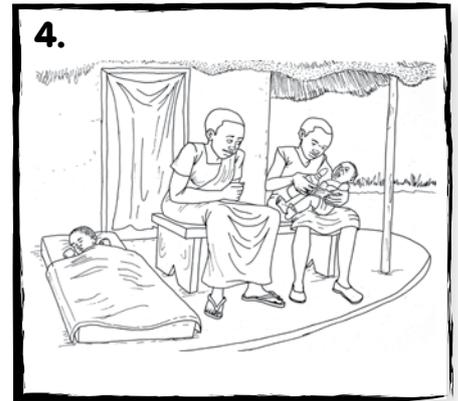
9. Read the story while showing picture 3:



Mary's mother disagrees. Without protection from evil, Sarah's baby will get sick, she says. Cow's milk will make Mary's baby grow strong. Mary's mother remembers her own children. She had 6 children, but 3 babies had not been strong. They died even though she gave them a lot of cow's milk. She prays that Mary's baby will be strong.

10. Read the story while showing picture 4:

A few weeks later Sarah and Mary sit outside with their babies. Mary's baby is crying. Mary says, "This baby is always crying! I give her a bottle of milk whenever she cries but she keeps crying." Sarah says, "I started breastfeeding as soon as my baby was born and she seems happy." Mary says she is busy and cannot sit and breastfeed. Her sister arrives. Mary gives her a bottle for the baby. Mary says goodbye to Sarah and goes to fetch water.



11. Ask:

- Who is correct? Mary's mother or Sarah and the health worker? Why?
- How will the story end?

12. Read the key message:

Breastfeeding is healthy for mothers and babies.

13. Repeat with learners.

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

15. Repeat with learners.

16. Sing the key message.

17. Repeat with learners.



Activity 4: **Working Together**

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



Activity 5: **Role Play**

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



Activity 6: **Demonstration**

1. Say:
 - New babies can sleep, lie down flat, eat, cry, defecate and urinate. Breast milk is all the baby needs to grow and to be protected from diseases.
 - A 6 month-old baby can smile, kick, sit up, and look around. They can start to come off breast milk after six months when they start to eat small amounts of soft food.
 - A 9 month-old baby can crawl, hold a cup, chew with their new teeth and make noises. This baby still needs breast milk and a variety of semi-solid foods. They help the baby to grow and be protected from diseases.
 - A one-year-old baby can crawl and walk with help. They still need breast milk but can also eat a variety of solid food.
 - This demonstration will show why babies and small children need to eat small amounts of food at least five times a day.
2. Fill a container with five small cups of water.
3. Say:
 - This cup is the size of a baby's stomach.
 - It is smaller than an adult's stomach.
 - The water is the food a baby needs to eat in one day.

4. Ask:
 - What happens if a baby eats 3 meals a day?
5. Put out 3 cups and fill each cup with water.
6. Ask:
 - Does all the water fit in the cups?
7. Say:
 - No, some is left in the container.
 - The baby cannot eat all the food in just three meals because its stomach is too small.
8. Pour the cups back into the container.
9. Ask:
 - What happens if a baby eats 5 meals a day?
10. Put out 5 cups and fill each with water.
11. Say:
 - The baby can eat all the food if they eat five meals a day.
 - Babies must eat small amounts often.
 - If there is too much food the baby will eat but cannot finish.
 - The food is wasted.
 - If it is divided into five portions, then the baby will not be full until the food is finished.
 - No food will be left over.
12. Read the key message:

Breastfeeding is healthy for mothers and babies.
13. Repeat with learners.
14. Say the key message along with a music beat.
15. Repeat with learners.
16. Sing the key message.
17. Repeat with learners.



Activity 7: **Agree / Disagree**

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

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

Teaching Ideas:

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

3. Say:

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

4. Read the following sentences.

5. Pause after each sentence to give learners time to walk.

6. Ask some learners to talk about their decisions.

7. Give the explanation in the brackets.

- Newborn babies need extra food as well as breast milk. (**Disagree:** Babies only need breast milk until they are 6 months old. Their stomach can be damaged if they have water and other food.)
- Babies should eat extra food after six months. (**Agree:** After six months, babies will need food besides breast milk.)
- The first milk is very good for newborn babies. (**Agree:** Colostrum is very healthy.)
- Water and sugar are good for babies. (**Disagree:** Newborn babies should only drink breast milk.)
- Breastfeeding mothers need extra food. (**Agree:** Mothers need more food to get energy to breastfeed.)
- Small babies get thirsty in hot weather so they need extra water. (**Disagree:** Breast milk provides all the water a baby needs in the first 6 months.)
- Breastfeeding is healthy for mothers and babies. (**Agree**)

8. Say:

- Both a baby's body and mind grows rapidly.
- The experience we receive as a baby from birth to 2 years-old influences how we learn.
- When a baby has breast milk and nutritious food it will have a healthy body.
- Playing with our baby, talking to it and showing it love all help to develop the baby's mind.

9. Ask:

- What can we do to develop the baby's mind?

10. Say:

- We can sing songs, talk, point to things and say the words, and make the baby laugh.

11. Ask:

- What have we learned about keeping babies healthy?

12. Say:

- When we are near babies we must practice good hygiene — washing our hands before feeding them and after cleaning away their faeces.
- Babies and small children are at great risk from malaria because the symptoms may not be the same as for adults. A baby cannot tell us how they feel. If a baby or child has a fever, take the child to the nearest health clinic immediately.
- Babies should be immunized against 6 preventable diseases: Polio; Diphtheria; Tetanus; Whooping Cough; Measles; German Measles (BCG). Go to a health clinic to arrange the immunisations.



Activity 8: **Assessment**

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



South Sudan Teachers' Code of Conduct for Emergency Situations

Introduction

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

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

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

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

**South Sudan
Education Cluster**

Responsibilities

In the classroom, teachers...

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

Teachers must do no harm...

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

A teacher should provide care and support...

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

A teacher should use appropriate discipline...

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

Relationships

Teacher – Learner

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

Teacher – Community

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

Teacher – Teacher

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

Penalties for violating the Teachers' Code of Conduct

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

Signatures of commitment

Teacher name:

Signature:

Headteacher name:

Signature:

Chair of the PTA name:

Signature:

Minister of Education: H.E. Joseph Ukel Abango

Signature:



Psychosocial Checklist

Checklist to identify learners suffering from psychosocial symptoms

Have you observed these changes in a child?

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

Name: Date

Position

School Class

Illustrated and designed by **Mango Tree**

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