ACCELERATED QUALITY EDUCATION FOR LIBERIAN CHILDREN

PSYCHOSOCIAL SUPPORT ACTIVITY GUIDE FOR SCHOOLS

2021
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2021

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PSYCHOSOCIAL SUPPORT COACHING GUIDE FOR SCHOOLS

Introduction

Psychosocial support, or “PSS”, is the “processes and actions that promote the holistic wellbeing of people in their social world. It includes support provided by family and friends [and schools].”\(^1\) PSS can also be described as “a process of facilitating resilience within individuals, families and communities.”\(^2\) PSS aims to help people recover after a crisis has disrupted their lives and to enhance their ability to return to normal life after experiencing stressful events.

The Activities within this guide are meant to support principals, teachers, other school staff, learners, and communities to engage on critical topics for PSS. Activity Guides are included on the following key topics:

- Stress Management
- Understanding Feelings and Emotions
- Child’s Rights
- Psychological First Aid and Learner Path to Help
- Positive Discipline

Each Activity Guide includes two parts. Part 1 includes activities for teachers to do together before school begins or within the first few weeks of school. The activities in Part 1 help teachers reflect on their own psychosocial needs and learn activities that can be done with learners on the different PSS topics. Part 1 will take about an hour to complete and includes an introduction and planning and steps. Part 2 provides tips for teachers to lead learners through the PSS activities and includes additional short activities that teachers can do with learners on those topics. Part 2 also includes Learning Together lesson plans from the ALP curriculum that can be used with learners if teachers have a longer time period to facilitate activities.

In addition to activities from ALP life skills lessons, this guide features activities from Right to Play’s Play @ Home: Games for Health and Wellbeing During the COVID-19 Outbreak Manual (2020).

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\(^1\) Interagency Network for Education in Emergencies (INEE). 2010. INEE Minimum Standards for Education: Preparedness, Response, Recovery

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Psychosocial Activity Guide for Teachers

1 - Stress Management

Introduction: This is one of a set of guides to assist teachers during COVID-19 and as learners return to school. This is an activity guide on stress and stress management. The activities will support teachers in looking at their own psychosocial needs and discuss and have tools to support learners as they return to school.

Part 1: Activities for Teachers is meant to be done with a group of teachers before school begins or in the first few weeks of school. It will take about an hour to do these activities. Part 2: Tips for Teachers and Activities to do with learners includes short activities that teachers can do with learners to address stress and stress management. These are 10-20 minute activities that can be done at the beginning of class or during a school assembly, for example.

Part 1: Activities for Teachers

Stress challenges everyone individually and in our interactions with others. Our minds and bodies experience stress and we can use our minds and bodies to reduce stress. When adults can recognize their own stress and manage it without hurting relationships with each other and/or with children and learners, we can better work together to weather COVID 19 and other difficulties we face as families, schools and communities and a country. COVID 19 has produced a lot of stress at home and in the community with will come back to school with our learners. To help learners settle in to a new school routine, we want to address stress ourselves and find ways to help learners de-stress at home and at school.

Understanding stress, what causes it and how to reduce or manage our own stress we can also help learners recognize and reduce their stress.

Learning Outcomes
By the end of this session, participants will be able to:
- Describe what stress is, it’s causes and how it impacts people.
- Lead learners through activities that help manage stress.

Planning
1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Ask when and where to meet.
3. Read the activity steps, with a focus on stress and stress management techniques.
4. Prepare an attendance list so you have a record of who came, how many M/F
5. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.
### Activity Steps:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>1. Greet and welcome everyone to meeting. Tell participants that the focus of the meeting is stress and stress management.</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>2. Read the definition of stress: the emotional or mental strain that comes from a difficult situation, such as loss of a family member, a serious illness or injury, bullying and verbal abuse, loss of a job. COVID 19 and the curfew has created stress for everyone.</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>3. Ask:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. what are some things that are causing stress for us as teachers right now? (the list might include tensions that have arisen in homes because of the COVID situation; kids home from school, loss of income, isolation, not sure what will happen next; concerns about being exposed when school reopens)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. what are some things you noticed yourself doing when you felt stressed at home during the lockdown? (the list might include pray, talk to friends, cleaning the house more often, shout at family members, cry, fight, beat children or partners, walk away)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. What kind of stress do you think learners will bring back to school with them? What kind of behaviors might we see in the classroom? (talking to friends during lessons, being disruptive in class, arguing, fighting, withdrawing or staying alone, refusing to do school work)</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>4. Say: stress affects our mental and physical health and we can help fight stress with mental and physical activities for ourselves and for our learners. The next activities can be used by anyone; we will practice today for ourselves as teachers and can discuss these and other activities for our learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some physical activities include dancing, walking or running, and here we share 2 other activities that can help relieve our stress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When we do physical activities, it is important to remember our COVID manners: stay apart unless you are with other people in your household. If you are with others, wear a face covering and ask them to wear one too.</td>
<td></td>
</tr>
</tbody>
</table>
1. Deep Breathing: sometimes taking a few deep breaths can help reduce our stress and calm us down. You can do this alone or with others; if you are with others, stay six feet apart (both put your arms out to the side; let there be 1-2 inches between your fingers and stay apart like that OR wear a face covering.
   a. Stand straight up with feet shoulder-width apart.
   b. Relax your arms and hands.
   c. Relax your body.
   d. Close your eyes.
   e. Focus on your lower abdomen (belly).
   f. Breath in slowly and deeply through your nostrils. Imagine you are filling your belly with air. Hold your breath for a few seconds.
   g. Slowly exhale through the mouth. Blow out of the mouth, slowly and gently.
   h. Breathe in and out at least 3 times or more. (more if you are very stressed)

How do you feel? Would you like to take a few more deep breaths?

2. Relax your muscles: another way to reduce stress if to relax our bodies completely. We are going to relax by tightening and releasing different muscle groups in our bodies.

Read each instruction and model what to do. Then read the instruction again and have parents do it:

While sitting in place:
   a. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds ... then relax.
   b. Make a frown. Hold for 5 seconds ... then relax.
   c. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds ... then relax.
   d. Open your eyes and your mouth as wide as you can. Hold for 5 seconds ... then relax. Feel the warmth and calmness in your face.
   e. Stretch your arms out in front of you. Close your fists tightly. Hold for 5 seconds ... then lower your arms and relax. Feel the warmth and calmness in your hands.
f. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds ... then lower your arms and relax.

g. Bend your elbows, and make a muscle in your upper arms. Hold for 5 seconds ... then relax. Feel the tension leave your arms.

h. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds ... then relax.

i. Arch your back away from the back of your chair. Hold for 5 seconds ... then relax.

j. Bend your ankles toward your body as far as you can. Hold for 5 seconds ... then relax.

k. Curl your toes as far as you can. Hold for 5 seconds ... then relax. Feel the tension leave your legs.

l. Tighten all the muscles in your whole body. Hold for 10 seconds ... then relax.

m. Let your entire body be heavy and calm. Sit quietly and enjoy this feeling of relaxation for a couple of minutes.

Mental activities: sometimes it helps to name the stressor and decide what can be done. Sometimes it helps to do something if you can or to try to relax if there is nothing to be done.

Try this: think about a stressful situation you are facing. Write the answers to these questions and/or discuss them with a friend or colleague:

1. What is causing this stress?
2. What can I do about it?
3. What can I do first?
4. What can I do now?

Start with number 4 and see if you can begin to eliminate the stressful situation. If you can do nothing, then try the relaxation and breathing exercises.

20 minutes

Discuss and decide:

Did these activities help you to relax? Do you feel a bit fresh and ready to get back to your daily activities? What activities can you do with your learners? What time would be a good time to do one of these activities?
Part 2: Tips for Teachers and Activities to do with learners

Remember, understanding stress, what causes it and how to reduce or manage our own stress we can also help learners recognize and reduce their stress.

The ALP Teachers’ Guide, Learning Together, Level 1-3 includes lessons that help learners identify stressful situations and practice coping strategies. Lesson 23: Managing Our Feelings is a good lesson to do or repeat (See Annex).

The breathing and relaxation exercises above can also be used with learners. If you use the breathing exercises, please make sure to follow COVID-19 recommend procedures.

We are also recommending the following activity:

Game: How Would You Feel

Invite learners to sit in a circle, six feet apart; this might be done outside or learners can wear face coverings.

Explain to learners that we are going to talk about our feelings today.

Say: We are going to play the game How Would You Feel. I will describe a situation, and I want you to say how this situation would make you feel. You only have to say one word to describe your feelings, for example, happy, stressed, sad, or surprised.

Explain to learners that there are no right or wrong answers. If they don’t want to answer, they can pass, but they are also only able to use “pass” once.

Ask learners: How would you feel if ...

You scored the winning goal in the football game?
You have nothing to do?
You are starting a new school?
It’s the middle of the night, and you can’t fall asleep?
You fail a test at school?
Your brother or sister ruins your favorite toy or book?
You break something belonging to your auntie?

---

You told your friend a secret, but now your friend has told everyone?

Say: One way that many people can deal with stress in their life is to say how they are feeling to someone they trust. Talking about your feelings with someone you can trust can help you relax and feel better about things that happen in your life.
Annex: Learning Together Lessons

Lesson 23: Managing Our Feelings

50 min Learning Objectives
By the end of the lesson, learners will:

- Identify the things or situations that can make them feel stressed.
- Demonstrate coping strategies to help in dealing with their fears.

Key Learning Points
The activities in this lesson are designed to teach learners a variety of practical and fun stress-reduction techniques. It is important for learners to practice these skills during nonstressful times so they can get better at the techniques and readily use them during difficult times or periods of stress in their lives.

Key Words
- Stress
- Feelings
- Coping

Background Information
Learners’ stress is often related to their everyday experiences, worries, and challenges at school, at home, and in the community. Learners may experience stress from bullying, name calling, and/or academic challenges or difficulties. Unresolved stress can lead to anxiety, depression, irritability, poor concentration, aggression, physical illness, fatigue, disturbed sleep, and poor coping skills (e.g., tobacco, drug, and alcohol use). Step-by-Step Activities

STEP 1
INTRODUCTION: WELCOME AND WARM-UP
15 min
Invite learners to sit in a circle.

- Ask learners to recall what they learned in the previous lesson. Take responses from an equal number of boys and girls.
- Introduce today’s topic of discussion.
  - Explain to learners that we are going to talk about our feelings today.
  - Say: We are going to play the game How Would You Feel. I will describe a situation, and I want you to say how this situation would make you feel. You only have to say one word to describe your feelings, for example, happy, sad, or surprised.
• Explain to learners that there are no right or wrong answers. If they don’t want to answer, they can pass, but they are also only able to use “pass” once.

•  
  **Ask learners:** How would you feel if …
  ➢ You scored the winning goal in the football game?
  ➢ You have nothing to do?
  ➢ You are starting a new school?
  ➢ It’s the middle of the night, and you can’t fall asleep?
  ➢ You fail a test at school?
  ➢ Your brother or sister ruins your favorite toy or book?
  ➢ You break something belonging to your auntie?
  ➢ You told your friend a secret, but now your friend has told everyone?

•  **Ask learners:** Can you predict what today’s lesson is about?

• Introduce the learning objectives.
  ➢ By the end of the lesson, learners will:
    o Identify the things or situations that can make them feel stressed.
    o Demonstrate coping strategies to help in dealing with their fears.

---

**STEP 2  DEEP BREATHING**

15 min

• Explain to learners that we are going to practice a way to help us relax. Sometimes there are times in our lives when we feel stressed.

•  **Ask learners:**
  ➢ Do you know the word “stressed”?
  ➢ When have you heard people use this word?
  ➢ Do you know what it means?

• Take a few answers from learners. Explain that when someone is stressed, they feel very worried or anxious. This can make us feel bad and affect our mental and physical health.

•  **Explain:** I am going to demonstrate one way to reduce stress. This is a deep-breathing exercise. It is important that we relax and enjoy the experience, and try not to laugh or distract others in the classroom.

•  **Ask learners** if they are ready.

• Provide learners with the following directions:
1. Stand straight up with feet shoulder-width apart.
2. Relax your arms and hands.
3. Relax your body.
4. Close your eyes.
5. Focus on your lower abdomen (belly).
6. Breath in slowly and deeply through your nostrils. Hold your breath for a few seconds.
7. Slowly exhale through the mouth. Blow out of the mouth as if blowing out a candle, slowly and gently.

- Reread and repeat the last step at least 10 times.
- Ask learners how they feel. Are they more relaxed or calm? Do they feel great? Are they more tired?
- Practice the exercise several times with learners until they feel comfortable.
- Have learners return to their seats. Encourage learners to practice this exercise on their own and to teach the deep-breathing technique to a friend or family member.

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**STEP 3  MUSCLE RELAXATION**

💡 15 min

- Introduce the concept that relaxation is a good way to reduce stress.

Tell relax learners by tightening and releasing different muscle groups in their bodies.

- **Read** each instruction to the learners and **model** what to do. Then read the instruction again and have learners do it:
  1. Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for 5 seconds ... then relax.
  2. Make a frown. Hold for 5 seconds ... then relax.
  3. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for 5 seconds ... then relax.
  4. Open your eyes and your mouth as wide as you can. Hold for 5 seconds ... then relax. Feel the warmth and calmness in your face.
5. Stretch your arms out in front of you. Close your fists tightly. Hold for 5 seconds ... then lower your arms and relax. Feel the warmth and calmness in your hands.
6. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for 5 seconds ... then lower your arms and relax.
7. Bend your elbows, and make a muscle in your upper arms. Hold for 5 seconds ... then relax. Feel the tension leave your arms.
8. Lift your shoulders. Try to make your shoulders touch your ears. Hold for 5 seconds ... then relax.
9. Arch your back away from the back of your chair. Hold for 5 seconds ... then relax.
10. Bend your ankles toward your body as far as you can. Hold for 5 seconds ... then relax.
11. Curl your toes as far as you can. Hold for 5 seconds ... then relax. Feel the tension leave your legs.
12. Tighten all the muscles in your whole body. Hold for 10 seconds ... then relax.
13. Let your entire body be heavy and calm. Sit quietly and enjoy this feeling of relaxation for a couple of minutes.

**STEP 4 EVALUATION**

5 min
- Ask learners to evaluate their experience today.
  - What did they learn from the lesson?
  - Why did they practice these techniques?
  - Will they use what they learned today outside of school? When might they use it?

**STEP 5 HOMEWORK**

- Show and Tell: Ask learners to teach the deep-breathing and muscle relaxation exercises to their family members.
Psychosocial Activity Guide for Teachers

2 - Understanding Feelings and Emotions

Introduction: This is one of a set of guides to assist teachers during COVID-19 and as learners return to school. This is an activity guide on understanding feelings and emotions. The activities will support teachers in looking at their own psychosocial needs and discuss and have tools to support learners as they return to school.

Part 1: Activities for Teachers is meant to be done with a group of teachers before school begins or in the first few weeks of school. It will take about an hour to do these activities.

Part 2: Tips for Teachers and Activities to do with learners includes short activities that teachers can do with learners to address feelings and emotions. These are 10-20 minute activities that can be done at the beginning of class or during a school assembly, for example.

Part 1: Activities for Teachers: Understanding feelings and emotions

With COVID-19, families may be experiencing a number of stressful things – families are stressed financially, they have anxiety about becoming ill with COVID-19, a home life that is hard for them, and many people are struggling with being at home all day and night. Teachers, principals, and learners may have experienced some or all of these things and it is important to recognize the challenges of this time for everyone as schools reopen.

This Understanding Feelings and Emotions Activity Guides support everyone re-adjust back to school by helping teachers and learners understand and discuss their feelings and emotions together.

Learning Outcomes
By the end of this session, participants will be able to:

- Speak more openly about their feelings emotions.
- Lead learners through activities related to understanding feelings and emotions.

Planning
1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Read the activity steps
3. Prepare an attendance list so you have a record of who came, how many males and females
4. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 20 mins | 1. Greet and welcome everyone to meeting. Tell teachers that the focus of the meeting is on feelings and emotions.  
2. Tell teachers that it is important for us to be able to discuss feelings and emotions with each other and learners. Talking about feelings and emotions can help ourselves and learners be more understood and supported in life. It can also help relieve stress for everyone to be able to discuss how they feel about things, for example COVID-19 and returning to school.  
3. Tell teachers that we will do a warm-up activity to get started.  
4. Explain that everyone will play a game that will help us talk about different feelings.  
5. Ask teachers to walk around the room and then freeze when you make the signal, which is clapping your hands. Remind teachers that they need to be careful to socially distance when they are doing this activity.  
6. Clap your hands, and ask teachers to make themselves into a sad statue. Have them hold this pose for a count of five, then let them relax.  
7. Ask one half of the group to remake their sad statues. Ask the others to look closely at the statues and then say what they notice about how the statues look. Reverse roles, and repeat.  
8. Ask all teachers to go back to being a sad statue and to think about what sorts of things make people feel sad. Ask parents to sit and share their ideas.  
9. Repeat this process with different feelings, including:  
- Excited  
- Angry  
- Proud  
- Scared  
- Happy  
10. Wrap up this activity by telling teachers that it’s important for all of us to be able to recognize feelings in other people so that we can understand each other and lend support. This is a game that teachers can play... |
together with learners so that children can learn more about their feelings and teachers can support children in talking about their feelings.

11. Tell teachers that we’ll do another activity about feelings and emotions that can help them and that they can use in their classrooms with their learners.

<table>
<thead>
<tr>
<th>20 mins</th>
<th><strong>Game: How Would You Feel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Invite everyone to sit in a circle, six feet apart; this might be done outside or teachers can wear face coverings.</td>
</tr>
<tr>
<td>13.</td>
<td>Explain that we are going to talk about our feelings today.</td>
</tr>
<tr>
<td>14.</td>
<td>Say: We are going to play the game <strong>How Would You Feel</strong>. I will describe a situation, and I want you to say how this situation would make you feel. You only have to say one word to describe your feelings, for example, happy, sad, or surprised.</td>
</tr>
<tr>
<td>15.</td>
<td>Explain to everyone that there are no right or wrong answers. If they don’t want to answer, they can pass, but they are also only able to use “pass” once.</td>
</tr>
<tr>
<td>16.</td>
<td>Ask everyone: How would you feel if ...</td>
</tr>
<tr>
<td></td>
<td>- You scored the winning goal in the football game?</td>
</tr>
<tr>
<td></td>
<td>- You have nothing to do?</td>
</tr>
<tr>
<td></td>
<td>- You are starting a new school?</td>
</tr>
<tr>
<td></td>
<td>- It’s the middle of the night, and you can’t fall asleep?</td>
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<td></td>
<td>- You fail a test at school?</td>
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<td></td>
<td>- Your brother or sister ruins your favorite toy or book?</td>
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<td></td>
<td>- You break something belonging to your auntie?</td>
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<td>- You told your friend a secret, but now your friend has told everyone?</td>
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<tr>
<td></td>
<td>- You are returning to school after the COVID-19 break?</td>
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<tr>
<td>17.</td>
<td>Discuss the following:</td>
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<tr>
<td></td>
<td>- How did it feel talking about your feelings and emotions? Did you like it or not?</td>
</tr>
<tr>
<td></td>
<td>- Was it easier to talk about your feeling and emotions when others were sharing too?</td>
</tr>
<tr>
<td></td>
<td>- Why do you think it’s helpful to talk about your feelings and emotions with others?</td>
</tr>
</tbody>
</table>

**Note:** During this games and activities, reinforce social distancing.
As learners return to school, they will likely be coming back to school with different feelings and emotions. Some learners may be worried about their health or the health of their friends and family. Others may be feel stress because being at home has been difficult and their families are struggling. Some learners may also be feeling very excited to be back in school with their teachers and friends. As learners return, it’s an important part of the readjustment back to school to understand what feelings and emotions everyone at the school may have and to be able to talk and share them.

The games and activities in the Activity Guide above can be used with learners at a school assembly or at the beginning or end of class to remind everyone how to share and express their feelings and emotions. Also, the ALP materials have several lessons on feelings that teachers and principals can use with learners to talk about their emotions (See Annex).

Learning Together, Level 1-3, Lesson 22: Talking about Feelings (Part 2)

If you are not an AQE school, we have included activities below for you to use as well.

Below is an activity about rights that can be done with learners as they return to school.

I can share my ideas and feelings
1. Have learners act out a feeling
2. Have each learner draw an idea they have right now. Example: Kicking a football. Ask learners to draw a bit picture so they can show their friend while keeping some distance.

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3. Learners take turns showing their picture. The others will guess what it is.
4. If others don’t guess correctly, the learner will share their idea. Example: I want to play football today.
5. Talk with learners and ask: which of the ideas do you feel happy about? Why is it important to share our ideas and feelings?
Annex: Learning Together Lessons

Lesson 21: Talking About Feelings (Part 1)

50 min Learning Objectives
By the end of the lesson, learners will:

• Recognize and identify their feelings.
• Identify how feelings are shown in body language.

Preparation and Materials

• Practice your drawings and facial expressions to teach the vocabulary words.
• Blackboard and chalk

Key Words

• Excited
• Angry
• Happy
• Sad
• Hungry
• Proud
• Scared
• Sleepy

Step-by-Step Activities

STEP 1

INTRODUCTION: WELCOME AND WARM-UP

10 min

• On the board, draw a large circle. Then draw 2 eyes, 2 ears, 1 nose, and a smiley mouth. Describe what you are doing as you draw on the board.
• Make the same facial expression, and say: I’m happy! Happy, happy, happy! Get everyone to chorus “happy” and do the facial expression.
• Erase the mouth on your drawing, and draw a sad mouth. Repeat the activity teach the word sad.
• Repeat the activity for the feelings hungry, angry, scared, and sleepy.
• Erase the face, leaving the circle. Invite a learner to the front of the class and give the learner the chalk. Whisper a feelings word (e.g., “angry”), and have the learner draw a face matching that feeling in the circle.
• Invite learners to shout out the answers. The first learner with the correct answer can draw the next picture.
• Introduce the learning objectives:
  ➢ By the end of the lesson, learners will:
    o Recognize and identify their feelings.
    o Identify how feelings are shown in body language.

STEP 2  CLASS ACTIVITY: FEELINGS STATUES

☐ 10 min

• Explain that learners will play a game that will help us talk about different feelings.
• Ask learners to walk around the room and then freeze when you make the signal, which is clapping your hands.
• Clap your hands, and ask learners to make themselves into a sad statue. Have them hold this pose for a count of five, then let them relax.
• Ask one half of the class to remake their sad statues. Ask the others to look closely at the statues and then say what they notice about how the statues look. Reverse roles, and repeat.
• Ask all learners to go back to being a sad statue and to think about what sorts of things make people feel sad. Ask learners to sit and share their ideas.
• Repeat this process with different feelings, including: ➢ Excited
  ➢ Angry
  ➢ Proud
  ➢ Scared
  ➢ Happy

STEP 3  CLASS DISCUSSION

☐ 15 min

• Ask learners what they can do to try to work out what their friends’ feelings might be or how their family members might be feeling. Point out that the skill of noticing how other people feel is important.
STEP 4  PERSONAL RESPONSE

• Ask learners to turn to Lesson 21 in their workbooks. They will draw a picture to show how they would respond if a friend or family member was looking happy, sad, or scared. They should write a caption for their picture, or a sentence describing how this person is feeling and what they would do.

STEP 5  EVALUATION

• Ask learners if we achieved the learning objectives. Did we:
  ➢ Recognize and identify our feelings?
  ➢ Identify how feelings are shown in body language?

STEP 6  HOMEWORK

• Ask learners to show their families what they learned about feelings in school today.
Lesson 22: Talking About Feelings (Part 2)

50 min Learning Objectives

By the end of the lesson, learners will:

• Identify how feelings are shown in body language.
• Identify the types of events and situations that are associated with positive and negative, or comfortable and uncomfortable, feelings.

Key Learning Points

Collaborative learning activities help learners build their social skills.

Preparation and Materials

• Read the lesson plan in advance.
• Practice your drawings, facial expressions, and movements to teach the vocabulary words.
• Blackboard and chalk

Key Words

• Excited
• Surprised
• Relieved
• Nervous
• Happy
• Bored
• Proud
• Lonely

Step-by-Step Activities

STEP 1

INTRODUCTION: WELCOME AND WARM-UP

10 min

• Repeat yesterday’s warm-up: On the board, draw a large circle. Then draw 2 eyes, 2 ears, 1 nose, and a smiley mouth. Make the same facial expression and say: I’m happy! Happy, happy, happy!
• Get everyone to chorus “happy” and make the facial expression.
• Erase the mouth and draw a sad mouth. Model and teach sad.
• Erase the facial features, leaving the circle. Invite a learner to the front of the class, and give the learner the chalk. Whisper a
feelings word (e.g., “angry”), and get the learner to draw that face in the circle.

- Invite learners to shout out the answers. The first learner with the correct answer can draw the next picture.
- Introduce the learning objectives:
  - By the end of the lesson, learners will:
    - Identify how feelings are shown in body language.
    - Identify the types of events and situations that are associated with positive and negative, or comfortable and uncomfortable, feelings.

### STEP 2  CLASS ACTIVITY: FEELINGS ECHO

**10 min**

- Introduce how to play the Feelings Echo game.
  - Explain that you will be the leader, and learners will work together to be the echo. When you say something, they will “echo” back in nison, copying you as closely as they can.
  - You will also make a simple movement or gesture that they will copy as well. Because this game is the Feelings Echo game, you will use feelings words and make a movement that suggests what it feels like to experience that feeling.
- Play a few rounds of the game to introduce key feelings vocabulary that you want to use in the lesson. Try to use opposite feelings in sequence, for example, happy, sad; proud, embarrassed; excited, bored. This will help with the later discussion about positive and negative feelings.
- Invite some learners to take a turn saying the words and doing a movement for learners to echo.
- After the game, ask learners to sit in a circle.
- Ask learners to think about the following questions:
  - Why is it important to be able to name our feelings? [Answer: We can talk about our feelings. We can explain to others how we are feeling.]
  - Why is it important to show how we are feeling with our bodies? [Answer: We can show others how we are feeling.]
STEP 3  PERSONAL RESPONSE

15 min • Ask learners to turn to Lesson 22, Part 1, in their workbooks. Ask them to choose one of the feelings from the Feelings Echo game (e.g., happy, angry, or sad). Ask them to think about some of the experiences that can cause this feeling.

- Ask learners to draw a picture of themselves showing the feeling and then to write the word for the feeling on the top of the picture.
- Ask them to write a sentence under their picture (e.g., I was happy when I read my book; I was sad when no one played with me).
- Ask learners to sit in a circle and share their drawings and sentences. Use this time to remind learners about listening respectfully to each other. As each learner finishes their presentation, they can call on the person next to them by name to make their presentation. Encourage them to thank each other for their contributions.

STEP 4  EVALUATION

10 min • Ask how the activity has helped them identify the experiences that lead to particular feelings.
- Invite a few learners to give examples.

STEP 5  HOMEWORK

5 min • Ask learners to share with their families what they learned about feelings in school today.
Introduction: This is one of a set of guides to assist teachers during COVID-19 and as learners return to school. This is an activity guide on child’s rights which has two components – We all Have Rights and Understanding the Teacher’s Code of Conduct. The activities will support teachers in looking at their own psychosocial needs and discuss and have tools to support learners as they return to school.

Part 1: Activities for Teachers is meant to be done with a group of teachers before school begins or in the first few weeks of school. It will take about an hour to do each of these activities.

Part 2: Tips for Teachers and Activities to do with learners includes short activities that teachers can do with learners to address child’s rights. These are 10-20 minute activities that can be done at the beginning of class or during a school assembly, for example.

Part 1: Activities for Teachers: We all have Rights

As learners return to school, it’s important to remind teachers, principals, and others at the school of the rights that we all, including learners, have in life. Knowing and respecting each other’s rights is important to create a school that is safe for everyone. This is especially important to emphasize for girl learners because it can be difficult for girl learners to return to school after events like Ebola and COVID-19 and girls are more at risk, generally, for things like sexual violence at school. Knowing about rights will help protect children and their rights at school.

Remember, rights are something that a person is or should be morally or legally allowed to have, get, or do. There are international and Liberian laws that protect your rights as people and children. Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just. We all have the same rights, for example, girls have the right to an education just like boys do.

Learning Outcomes

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

• Identify children’s rights at school and the community.
• Lead learners through activities related to recognizing their rights.

Planning

1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Read the activity steps
3. Create the ‘Child’s Rights Shields’ on pieces of paper. The following rights should be included:
   - A right to be safe or be protected
   - A right to good health.
   - A right to food, clothes, and a place to live.
   - A right to education, including learners who are pregnant.
   - A right to express your opinions

4. Prepare an attendance list so you have a record of who came, how many males and females

5. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

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<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
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</table>
| 1.   | Welcome everyone to the meeting. Start by asking and discussing the following questions  
   a. What do we mean by ‘rights’?  
   b. Where do we get rights?  
   c. Who gives these rights to us? Can they be taken away?  
   d. Does everyone have the same rights or do some people? | |
| 2.   | Tell everyone that a right is something that a person is or should be morally or legally allowed to have, get, or do. There are international and Liberian laws that protect your rights as people and children. Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just. We all have the same rights, for example, girls have the right to an education just like boys do. Children’s rights are meant to protect children and help them have a bright future. | Examples of rights people have:  
- A right to be safe or be protected  
- A right to good health.  
- A right to food, clothes, and a place to live.  
- A right to education, including learners who are pregnant.  
- A right to express your opinions |
| 3.   | Ask participants: What types of rights do you think people, especially learners, have? Write the answers down. | |
| 4.   | Next, ask a participant to draw a ‘safe school’ and area around it either on a chalkboard or a piece of paper. Think about what makes a safe school – the people and places involved. | |
5. Explain that child rights are meant to protect children, and that you have written some key rights on “Child Rights Shields.”

6. Hand out the “Shield” pieces of paper to the participants and ask them to find an example of each right in the “Safe Schools” pictures they have drawn. For example, someone may put the ‘Right to Express Your Opinions’ shield in the classroom because everyone should be able to express their opinions there.

7. Ask participants to explain how they placed the “shields”. Answer any questions.⁵

8. To finish the activity, discuss the following question
   - How can we work together to protect learners, and their rights as we return to school?
   - How can we especially support girl learners return to school?

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Resource 1: Children’s rights

UN CONVENTION ON THE RIGHTS OF THE CHILD
The Child Friendly version of the Convention on the Rights of the Child
For the full, official text, see www.globalclassroom.unicef.ca/en/convention

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter what they are, where they live, what
their parents do, what language they speak, what their religion is, whether
they are a boy or girl, what their culture is, whether they have a disability,
whether they are rich or poor. No child should be treated unfairly on any
basis.

Article 3
All adults should do what is best for you. When adults make decisions, they
should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected.
They must help your family to protect your rights and create an environment
where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights,
and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this
should be officially recognized by the
government. You have the right to a
nationality (to belong to a country).

Article 8
You have the right to an identity – an
identity that you own. No one should
take this away from you.

Article 9
You have the right to live with your
parents, unless it is bad for you.
You have the right to live with a family
who cares for you.

Article 10
If you live in a different country than
your parents do, you have the right to
be together in the same place.

Article 11
You have the right to be protected
from kidnapping.

Article 12
You have the right to give your opinion,
and for adults to listen and take it
seriously.

Article 13
You have the right to find out things
and share what you think with others,
by talking, drawing, writing or in any
other way unless it harms or offends
other people.

Article 14
You have the right to choose your own
religion and beliefs. Your parents
should help you decide what is right
and wrong, and what is best for you.

Article 15
You have the right to choose your own
friends and join or set up groups, as
long as it isn’t harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information
that is important to your well-being,
from radio, newspaper, books, com-
puters and other sources. Adults
should make sure that the information
you are getting is not harmful, and
help you find and understand the
information you need.

Article 18
You have the right to be raised by your
parent(s) if possible.

Article 19
You have the right to be protected
from being hurt and mistreated, in
body or mind.

Article 20
You have the right to special care and
help if you cannot live with your par-
ents.

Article 21
You have the right to care and protec-
tion if you are adopted or in foster
care.

Article 22
You have the right to special protection
and help if you are a refugee (if you
have been forced to leave your home
and live in another country, as well as all
the rights in this Convention).

Article 23
You have the right to special education
and care if you have a disability, as
well as all the rights in this
Convention, so that you can live a full
life.

Article 24
You have the right to the best health
care possible, safe water to drink,
healthy food, a clean and safe en-
vironment, and information to help you
stay well.

Article 25
If you live in care or in other situations
away from home, you have the right to
have these living arrangements looked
at regularly to see if they are the most
appropriate.

Article 26
You have the right to help from the
government if you are poor or in need.

Article 27
You have the right to food, clothing,
as a safe place to live and to have your
basic needs met. You should not be
disadvantaged so that you can’t do
many of the things other kids can do.

Article 28
You have the right to a good quality
education. You should be encouraged
to go to school to the highest level
you can.

Article 29
Your education should help you use
and develop your talents and abilities.
It should also help you learn to live
peacefully, protect the environment
and respect other people.

Article 30
You have the right to practice your
own culture, language and religion – or
any you choose. Minority and
indigenous groups need special
protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from
harmful drugs and from the drug trade.

Article 33
You have the right to be free from
sexual abuses.

Article 34
No one is allowed to kidnap or sell
you.

Article 35
You have the right to protection from
any kind of exploitation (being taken
advantage of).

Article 36
No one is allowed to punish you in a
cruel or harmful way.

Article 37
You have the right to protection and
freedom from war. Children under 15
cannot be forced to go into the army or
take part in war.

Article 38
You have the right to help if you’ve
been hurt, neglected or badly treated.

Article 39
You have the right to legal help and
fair treatment in the justice system
that respects your rights.

Article 40
If the laws of your country provide
better protection of your rights than
the Optional Protocol to this article.

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6 Source: UNICEF Canada (2020) Rights, wants and needs cards and activity kit, retrieved from:
https://www.google.com/search?client=firefox-b-d&q=UNICEF+Rights%2C+wants+and+needs+cards+and+activity+kit
<table>
<thead>
<tr>
<th>A right to be safe or be protected</th>
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<tr>
<td>A right to good health.</td>
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<tr>
<td>A right to food, clothes, and a place to live.</td>
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<tr>
<td>A right to education, including learners who are pregnant.</td>
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<td>A right to express your opinions</td>
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Part 2: Activities for Teachers:
Understanding the Teachers Code of Conduct

The Code of Conduct for Teachers and School Administrators in Liberia (TCoC) is an official paper that describes how teachers, principals and other people who work at the school must act to do their jobs. It tells us things that the teacher, principals, and other people who work at the school can and cannot do. It’s important to know what is in the Teacher Code of Conduct so that teachers, principals, parents, caregivers and other community members know what behavior is expected of school staff. This will help protect children, their rights at school, and care for their psychosocial needs.

Learning Outcomes
By the end of this session, participants will be able to:
- Describe what the TCoC is, its consequences when violated and who to report to.
- Lead learners through TCoC related activities of rights and responsibilities

Planning
1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Read the activity steps
3. Prepare an attendance list so you have a record of who came, how many males and females
4. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

Activity Steps:

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<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
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| 30 minutes | 1. Welcome people to the meeting.  
2. Explain that during this activity we’ll be discussing the Liberian Government’s Teacher Code of Conduct.  
3. Ask teachers if anyone can explain what the TCoC is.  
4. Ask teachers, why do you think discussing the TCoC is important for our psychosocial wellbeing and the psychosocial wellbeing of learners?  
5. The three images below and in resources 3 at the end of the guide describe guidelines in the Teacher Code of Conduct. Ask participants to get into groups of 3-4 people and assign one image to each group. Images may need to be discussed by more than 1 group. Remind groups to practice social distancing while they are in groups. If some groups need to move outside or to another room because of this, make those arrangements. | Note, step 4: Examples can include – the TCOC is meant to protect learners from abuse that has a negative impact on their psychosocial wellbeing.  
Note: Make sure when grouping people that they are still able to respect social distance. |
1. Teacher must respect and protect all human rights and don’t discriminate | 3.11.

6. Teacher should NOT have any kind of sexual relationship with any student | 4.2.12

7. No student shall work on the farm of teacher or run teachers personal errands | 4.2.11.2
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<th>Step</th>
<th>Activity</th>
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<td>6.</td>
<td>After groups are assigned an image, read the descriptions at the top of the images to make sure everyone understands. Ask teachers to discuss the following questions. One person in each group should be prepared to share a summary with the full group. Give teachers 5 minutes to discuss what the images means for teacher, learners, parents and the community. Ask them to discuss how this guideline protects learners psychosocially.</td>
</tr>
<tr>
<td>7.</td>
<td>Ask one person from each group to briefly share a summary of what their group discussed.</td>
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<tr>
<td>8.</td>
<td>Remind teachers that if teachers, principals, and people who work at the school don’t follow the guidelines in the Teacher Code of Conduct, it should be reported to a trusted adult, including the principal or DEO if you believe it is safe for you.</td>
</tr>
</tbody>
</table>
| 9.   | To wrap up this activity, discuss and decide the following together:  
- If another teacher or the principal didn’t follow the guidelines in the TCoC, who would you talk to and what would you say?  
- Who would you talk to outside the school and what would you say? |

Note: If your school is an AQE school, you have been introduced to the Learner’s Path to Help, which helps learners, parents, teacher, principals and other community members understand what to do if a child experiences bullying, abuse, or other problems at school or in the community.
Resource 3: Teacher Code of Conduct Pictures

(Fold and cut out/ tear out the papers)
No student shall work on the farm of teacher or run teachers personal errands | 4.2.1.1.2
Part 2: Tips for Teachers and Activities to do with learners

As learners return to school, it’s important to remind teachers, principals, and others at the school of the rights that we all, including learners, have in life. Knowing and respecting each other’s rights is important to create a school that is safe for everyone. This is especially important to emphasize for girl learners because it can be difficult for girl learners to return to school after events like Ebola and COVID-19 and girls are more at risk, generally, for things like sexual violence at school. Knowing about rights will help protect children and their rights at school. Information and activities about rights can be found in the following ALP lessons (See Annex).

AQE Learning Together, Level 1-3, Lesson 11: Know Your Rights and Responsibilities (Part 1)
AQE Learning Together, Level 1-3, Lesson 12: Know Your Rights and Responsibilities (Part 2)
AQE Learning Together, Level 1-3, Lesson 13: My Rights at School (Part 1)
AQE Learning Together, Level 1-3, Lesson 14: My Rights at School (Part 2)
AQE Learning Together, Level 1-3, Lesson 16: A Right to Learn (Part 1)

Below is an activity about rights that can be done with learners as they return to school.

Your Rights and Responsibilities Brainstorm

Say: Learners, you may have heard of something called your ‘rights’ in school or the community. What are rights?

Right: Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children.

Ask: Can you think of some or your rights?

- You have a right to good health.
- You have a right to food, clothes, and a place to live.
- You have a right to education, including learners who are pregnant.
- You have a right to special education and care if you have a disability, so that you can live a full life.
- You have the right to be protected from being hurt. No one is allowed to punish you in a cruel or harmful way.
- You have the right to be helped if you’ve been hurt, neglected, or badly treated.

Say: We all have rights that are protected by international and Liberian law. We also have responsibilities. Does anyone know what responsibilities mean?

**Responsibility:** A duty or task that you are required or expected to do.

Say: We all have responsibilities to respect other people’s rights. What are things we can do to help protect other people’s rights at our school?

**Note to teachers:** Allow students to brainstorm and discuss for a few minutes. Some examples are, we have the responsibility to be nice to each other and not hurt each other at school. We have the responsibility to encourage and support other students to go to school, for example, we could help girls at home with chores and other tasks so they are free to go to school as well.
Annex: Learning Together lessons

Lesson 11: Know Your Rights and Responsibilities (Part 1)

50 min Learning Objectives

By the end of the lesson, learners will:

- State the basic vocabulary of rights and responsibilities.
- Listen to texts about rights, responsibilities, and needs.
- Answer comprehension questions about the texts. **Key Learning Points**

- Our rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just.
- Everyone has the right to:
  - Be safe, at home, at school, and in the community.
  - Be educated.
  - Have shelter (somewhere to live).
  - Have warmth. ➢ Have food.
  - Have clothing.
  - Have freedom of speech.
  - Be different.
  - Feel comfortable.
  - Have equal opportunities (be given the chance to be what you want to be, whether you are rich or poor, or whatever religion or race you are).

**Preparation and Materials**

- Learner’s Workbook

**Key Vocabulary**

- **Responsibility:** A duty or task that you are required or expected to do.
- **Education:** The knowledge, skill, and understanding that you get from attending a school, college, or university.
- **Healthy:** Having good health, not being sick or injured; something that is good for your health.
- **Right:** Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children.

**Step-by-Step Activities**
STEP 1  🔄 INTRODUCTION: WELCOME AND WARM-UP

 mappedBy 10 min  • Invite learners to sit in a circle.
  • Introduce the game Building Community.
  • Say: Come into the middle of the circle and join hands if you ... (have long hair, wear glasses, etc.).
  • Continue until most learners are in the circle.
  • End by saying: Come into the middle of the circle if you are in class [insert name of your class]. Tell learners to shout, “We are!”
  All shout, “We are!”
  • Introduce the learning objectives.
  ➢ By the end of the lesson, learners will:
    o State the basic vocabulary of rights, responsibilities, and needs.
    o Listen to texts about rights, responsibilities, and needs. o Answer comprehension questions about the texts.

STEP 2  ⏰ PRE-READING

MappedBy 10 min  • Discuss the new vocabulary. Write responsibility, education, healthy, and right on the board
  • Ask learners:
    Ø Do you know the words “responsibility,” “healthy,” “education,” and “right”?  
    Ø When have you heard people use these words?  ➢ Do you know what they mean?
    • Take a few answers from learners.
    • If learners do not know the words, you can provide or adapt the following definitions. The definitions are also in their workbook and learners can read them independently.
    Ø Responsibility: A duty or task that you are required or expected to do.
Ø Education: The knowledge, skill, and understanding that you get from attending a school, college, or university.

Ø Healthy: Having good health, not being sick or injured; something that is good for your health.

Ø Right: Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children.

STEP 3 READING

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10 min • Read “Know Your Rights and Responsibilities” to the class.

Know Your Rights and Responsibilities

All children have rights, no matter who they are, where they live, what their parents do, what languages they speak, what their religion is, whether they are a boy or girl, whether they have a disability, what their culture is, and whether they are rich or poor. No child should be treated unfairly.

Today you will learn about some of your rights and responsibilities.

Your Rights

- You have a right to good health.
- You have a right to food, clothes, and a place to live.
- You have a right to education, including learners who are pregnant.
- You have a right to special education and care if you have a disability, so that you can live a full life.

Adults must protect children’s rights. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. They must try to give children the things children need to grow up healthy, happy, and strong. Adults should do what is best for you to help you grow up healthy and happy.

You have the right to find out things and share what you think with others, by talking, drawing, painting, and writing, unless it harms or offends other people. You have the right to get information that is important to your well-being. Adults should help you find and understand the information you need.

You have the right to enjoy your own culture, practice your religion, and use your own language.
You have the right to be protected from being hurt. No one is allowed to punish you in a cruel or harmful way. You have the right to be helped if you’ve been hurt, neglected, or badly treated. You have the right to play and rest. You have the right to make friends.

Your Responsibilities

As every child has rights, they also have a responsibility to respect other people’s rights.

As all children have a right to be protected from being hurt, they also have a responsibility to not bully or harm other children.

As all children have the right to a clean environment, they also have a responsibility to help look after their environment.

As all children have a right to be educated, they also have a responsibility to learn as much as they can and share their knowledge with others.

As all children have a right to a full life, they also have a responsibility to lend help so that other people can live a full life.

Conclusion

These are some of your rights and responsibilities. Adults should know about these rights and help you learn about them, too. These rights are here to help us make a better world. Do your best to let everyone know that whoever we are, wherever we live, these are the rights and responsibilities of every child.

STEP 4 AFTER-READING COMPREHENSION

15 min

• Discuss the following questions with learners:

Ø What rights do children have? [Answers may very but should include the following: You have a right to good health. You have a right to food, clothes, and a place to live. You have a right to education, including learners who are pregnant. You have a right to special education and care if you have a disability so that you can live a full life.]

Ø Why do children need a right to have good health? [Answer: They need this right so they can be healthy, go to school, and work when they grow up.]

Ø What is the role of adults in protecting children’s rights? [Answer: Adults must protect children’s rights. All adults
should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. They must try to give children the things they need to grow up healthy, happy, and strong. Adults should do what is best for you to help you grow up healthy and happy. Adults should make sure that learners have a safe learning environment.

- Review children’s responsibilities:
  - To respect other people’s rights.
  - To not to bully or harm other children.
  - To help look after their environment.
  - To learn as much as they can and share their knowledge with others.
  - To lend help so that other people can live a full life.

- Have learners retell the main points of the text:
  - In pairs, have learners discuss what they learned from the text.
  - Ask learners to share with the class something they learned from the text.

STEP 5 EVALUATION

⏰ 5 min

- This lesson is not evaluated, but you can ask learners:
  - After this lesson, how would you explain to someone what rights are?
  - What are some rights that we discussed today?

STEP HOMEWORK

- Have learners retell the main points of the reading “Know Your Rights and Responsibilities” to their family members. Also, ask learners to draw or write a list of things parents and community members do to help children grow up happy and healthy.
Lesson 12: Know Your Rights and Responsibilities (Part 2)

50 min Learning Objectives
By the end of the lesson, learners will:
• Define rights and responsibilities.
• List their own rights and responsibilities.

Key Learning Points
A responsibility is something that is your job to do something about or to think about. It is something that affects our lives and other people’s lives.

These are some of our responsibilities:
• To follow the rules at home, at school, and in the community—after all, rules are there for our safety and to protect our rights and the rights of others.
• To stand up for our rights and the rights of others as much as we can.
• To be the best person that we can be.
• To take care of our own bodies as best we can.
• To respect the rights of others.
• To look after our own belongings and respect the belongings of others.
• To learn as well as we can.
• To care about others who are not as strong in some ways as we are.

Key Vocabulary
• Responsibility: A duty or task that you are required or expected to do.
• Education: The knowledge, skill, and understanding that you get from attending a school, college, or university.
• Healthy: Having good health, not being sick or injured; something that is good for your health.
• Right: Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children.

Step-by-Step Activities

STEP 1

INTRODUCTION: WELCOME AND WARM-UP

10 min
• Invite learners to sit in a circle.
• Reintroduce the game Building Community.

➢ Say: Come into the middle of the circle and join hands if you ... (have long hair, wear glasses, etc.).
Continue until most learners are in the middle of the circle.

End by saying: Come into the circle if you are in class [insert name of your class].
  ▪ All shout, “We are!”

Introduce the learning objectives:

By the end of the lesson, learners will:
  ▪ Define rights and responsibilities.
  ▪ List their own rights and responsibilities.

STEP 2

PRE-READING

10 min
  • Ask learners what they recall from the “Know Your Rights and Responsibilities” reading.

READING

Reread “Know Your Rights and Responsibilities” to the class. Know

Your Rights and Responsibilities

All children have rights, no matter who they are, where they live, what their parents do, what languages they speak, what their religion is, whether they are a boy or girl, whether they have a disability, what their culture is, and whether they are rich or poor. No child should be treated unfairly.

Today you will learn about some of your rights and responsibilities.

Your Rights
  ▪ You have a right to good health.
    ▪ You have a right to food, clothes, and a place to live.
    ▪ You have a right to education, including learners who are pregnant.
    ▪ You have a right to special education and care if you have a disability, so that you can live a full life.

Adults must protect children’s rights. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. They must try to give children the things children need to grow up healthy, happy, and strong. Adults should do what is best for you to help you grow up healthy and happy.
You have the right to find out things and share what you think with others, by talking, drawing, painting, and writing, unless it harms or offends other people. You have the right to get information that is important to your well-being. Adults should help you find and understand the information you need.

You have the right to enjoy your own culture, practice your religion, and use your own language.

You have the right to be protected from being hurt. No one is allowed to punish you in a cruel or harmful way. You have the right to be helped if you’ve been hurt, neglected, or badly treated. You have the right to play and rest. You have the right to make friends.

Your Responsibilities

As every child has rights, they also have a responsibility to respect other people’s rights.

As all children have a right to be protected from being hurt, they also have a responsibility to not bully or harm other children.

As all children have the right to a clean environment, they also have a responsibility to help look after their environment.

As all children have a right to be educated, they also have a responsibility to learn as much as they can and share their knowledge with others.

As all children have a right to a full life, they also have a responsibility to lend help so that other people can live a full life.

Conclusion

These are some of your rights and responsibilities. Adults should know about these rights and help you learn about them, too. These rights are here to help us make a better world. Do your best to let everyone know that whoever we are, wherever we live, these are the rights and responsibilities of every child.

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**STEP 3  AFTER-READING ACTIVITIES**

20 min  •  Ask learners to turn to their Learner’s Workbooks, Lesson 12, Part 1, and fill in the table:

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Learners should write or draw their rights in one column and their responsibilities in the other.

CLASS DISCUSSION
• Ask learners to turn to a partner and Think, Pair, Share the following question: What do you as a young Liberian citizen need to do to be responsible?
• Ask each learner how they are going to be a responsible Liberian citizen. You can write these answers on the board or a poster, and display it in the classroom as a reminder.

DRAWING OR WRITING
• Have learners look at Part 2 in the workbook. Ask learners to draw or write 2 things they are going to do to be responsible Liberian citizens.

<table>
<thead>
<tr>
<th>STEP 4</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>• Have each learner share one thing they are going to do to be a responsible Liberian citizen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEP 5</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>• Show and Tell: Ask learners to show their family members their writing or drawings on how they are going to be responsible Liberian citizens.</td>
</tr>
</tbody>
</table>
Lesson 13: My Rights at School (Part 1)

50 min

Learning Objectives
By the end of the lesson, learners will:
• Understand what a Teacher Code of Conduct is.
• Know a few important topics included in the Liberian Teacher Code of Conduct.

Key Learning Points
The Teacher Code of Conduct is a paper that describes how teachers, principals, and other people who work at the school should act and do their job. It tells us things that the teacher, principals, and other people who work at the school can and cannot do. Preparation and Materials
• Learner’s Workbook

Key Vocabulary
• Responsibility: A duty or task that you are required or expected to do.
• Education: The knowledge, skill, and understanding that you get from attending a school, college, or university.
• Right: Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children. The Teacher Code of Conduct protects your rights at school.
• Teacher Code of Conduct: The Teacher Code of Conduct is a paper that describes how teachers, principals, and other people who work at the school should act and do their job. It tells us things that the teacher, principals, and other people who work at the school can and cannot do.

Background Information
The Code of Conduct for Teachers and School Administrators in Liberia (Teacher Code of Conduct) shall guide teachers and school administrators in the process of implementing their professional duties and responsibilities. It defines what is expected of a teacher and school administrator in the discharge of their professional responsibility. The Teacher Code of Conduct is designed to govern and regulate teacher-learner relationships and highlight the importance of teacher-community relationships. The code is intended to set standards
of ethical conduct and professional behavior for teachers and school administrators and to
guide job performance in a conducive, safe, and child-friendly learning environment.

Teachers and school administrators have a great deal of influence on the children entrusted
to their care and the community in which they find themselves. The society, therefore,
expects them to live an exemplary life. Teachers and school administrators are called on not
only to develop the child intellectually but also morally and socially, and to engender the
spirit of good citizenship and gender equality. Teachers and school administrators must
practice and exhibit in the school and community the principles they teach. “Practicing what
you teach” will make the teacher more respected and will motivate learners to accept moral
principles.

The objectives of the Code of Conduct for Teachers and School Administrators in Liberia
shall include but are not limited to the following:

• To provide quality education at all levels of education.
• To promote and sustain public trust and confidence in the education system.
• To promote and protect the concept of human rights for all concerning
  access, equity, and opportunities for quality education, emphasizing
  nondiscrimination and gender equality.
• To produce good citizens who possess the necessary skills for the
  reconstruction and development of the country.
• To guide and govern teachers and school administrators in the discharge of
  their duties and responsibilities.

This lesson provides a summary of and activities for learners on the guidelines described in
the Teacher Code of Conduct.

Step-by-Step Activities

**STEP 1**  INTRODUCTION: WELCOME AND WARM UP

**10 min** • Ask learners: Think back to the previous lesson. Can anyone think of
some of your rights and responsibilities as a Liberian?
  • Tell learners that today we are going to talk about children’s rights at
  school. These rights are the same for learners in the ALP classes and
  the conventional classes.

**STEP 2**  CLASS BRAINSTORM AND DISCUSSION

**15 min** • Ask learners: Have you heard about something called the
Teacher Code of Conduct? If yes, what do you know about it? If no,
what do you think it might be? [Answer: The Teacher Code of Conduct
is a paper that describes how teachers, principals, and other people...
who work at the school should act and do their job. It tells us things that the teacher, principals, and other people who work at the school can and cannot do.]

• **Ask learners:** Now that you know what the Teacher Code of Conduct is, what are some of the things you think it says? Allow learners to brainstorm what they think could be in the Teacher Code of Conduct.

• **Tell learners:** We are going to discuss a few of the important guidelines or rules in the Teacher Code of Conduct.

• **Read aloud the following guidelines to learners. As you go through them, ask learners to describe what each one means in their own words:**

  ➢ Teachers and administrators should respect, protect, and promote the fundamental rights and freedoms of all learners, without discrimination on the basis of age, race, tribe, political opinion, color, creed or religion, sex, physical or intellectual challenges, and social status or culture.

    o **Ask learners what this means to them. Tell learners this means that teachers must respect the rights of all learners no matter who they are, where they are from, or what they believe.**

  ➢ Teachers and administrators should promote safe, positive, and child-friendly learning environments for learners, free from violence, intimidation, and pollution.

    o **Ask learners what this means to them. Tell learners this means that teachers must have classrooms and school yards that are safe and positive for children. The classrooms and schools yards should not have any acts of violence, which includes teachers punishing learners by hitting them.**

  ➢ Teachers and administrators should foster amongst learners the principles of good citizenship, peace, respect, gender equality, and social responsibility.

    o **Ask learners what this means to them. Tell learners this means that teachers must encourage good citizenship, peace, respect, gender equality, and social responsibility everywhere on the school grounds.**

  ➢ Counseling of learners by a teacher or administrator shall only take place only at the school and during school hours.
It is advisable that male teachers and administrators counsel male learners, while female teachers and administrators counsel female learners. 

Teachers and administrators should not sexually abuse, assault, or exploit learners for grades, money, labour, personal benefit, or other personal gains. Ask learners what this means to them. Tell learners this means that teachers and principals should never sexually abuse or assault a student for any reason.

Teachers and administrators should not touch a student’s private parts, or use words or writing to express sexual intentions, etc.

Teachers and administrators should not make comments or share sexual or romantic messages with a student.

Teachers and administrators should not request learners to work in their private farms or homes.

Teachers and administrators should not request learners to take school assignments, copybooks, textbooks, etc. to their homes.
any school materials or your homework to their house for any reason.

**GROUPWORK**

**10 min**

- Tell learners that they will now do a group activity about the Teacher Code of Conduct.
- Tell them to break up into groups of 4 or 5 learners.
- Tell learners that each group will have 3–4 minutes to discuss one of the images below. These pictures are from the Teacher Code of Conduct.
- Tell learners to turn to Lesson 13 in their workbooks. Tell them that each small group will discuss one of the pictures. Let them know that one person from each group will have 1 minute to summarize their discussion in front of the class.
- Assign an image to each group.⁸

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No student shall work on the farm of teacher or run teachers personal errands | 4.2.1.12

Teacher should NOT have any kind of sexual relationship with any student | 4.2.1.2

Teacher must respect and protect all human rights and don’t discriminate | -3.1.1.
• Once learners have a few minutes to discuss the picture, allow one person from each group 1 minute to summarize the group’s discussion.

STEP 4  REFLECTION

 Siddo 10 min

• Summarize the lesson. Say: The Teacher Code of Conduct is a paper that describes how teachers, principals, and other people who work at the school should act and do their job. It tells us things that the teacher, principals, and other people who work at the school can and cannot do. The next lesson will be about what you can do if someone at school does not follow the Teacher Code of Conduct and does not respect your rights.

• Ask learners: Do you have any questions on the Teacher Code of Conduct?

STEP 5  HOMEWORK

 Siddo 5 min

• At home, ask an adult you live with if they’ve heard of the Teacher Code of Conduct. If they haven’t, tell them about it. Tell them about at least one thing in the Teacher Code of Conduct.
Lesson 14: My Rights at School (Part 2)

 sổ L 60 min Learning Objectives
By the end of the lesson, learners will:
• Know what to do if they experience a violation of their rights. Key Learning Points

• A violation of your rights is when someone pays no attention to or ignores your rights. This is wrong. It does not matter who the person is, your rights are yours, and no one should violate them.
• If you do experience a violation of your rights, you should tell someone you trust so they can help you decide what to do next. Preparation and Materials

• Learner’s Workbook

Key Vocabulary
• Violation of your rights: When someone pays no attention to or ignores your rights.
• Responsibility: A duty or task that you are required or expected to do.
• Right: Something that a person is or should be morally or legally allowed to have, get, or do. There are international and national laws that protect your rights as people and children. The Teacher Code of Conduct protects your rights at school.

Background Information
• This lesson introduces the learners to the Learners’ Path to Help diagram, which provides learners with a process they can follow if they, or someone they know, experiences a violation of their rights at school or on their way to or from school. Step-by-Step Activities

STEP 1  10 min
• Ask learners: Does anyone remember what we did in the last lessons? [Answer: We discussed the Teacher Code of Conduct.]

• Ask learners: Can you think of one of the guidelines we discussed? [Answers may vary; refer to the last lesson for the list of guidelines that were discussed.]
• Tell learners: Today in class we will discuss and do an activity about what should happen if a teacher, principal, or anyone else who works

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at the school doesn’t follow the Code of Conduct, or if a student experiences a violation of their rights.

STEP 2  CLASS BRAINSTORM AND DISCUSSION

⏰ 10 min  • Tell learners that today we will discuss what to do if a student has experienced a violation of their rights.

• Write violation of your rights on the board.

•  **Ask learners:** Do you know what “violation of your rights” means? Can you give an example?  
   [Answer: Violation of your rights means when someone pays no attention to or ignores your rights. To violate someone’s rights is wrong. Examples can vary, but can include a teacher hitting a learner to push them at school, a teacher touching their private parts, or a teacher making a student work on their farm after school.]

• Tell learners that if a teacher, principal, or other person who works at the school doesn’t follow the Teacher Code of Conduct, that is a violation of their rights.

•  **Ask learners:** What would you do if you saw or experienced someone at school not following the Teacher Code of Conduct or violating learners’ rights in a different way? Allow learners to brainstorm their different ideas.

• Tell learners: We do have something that we use to help us decide what to do if someone doesn’t follow the Teacher Code of Conduct, or if a student or another person violates another student’s rights.

• Tell learners to please turn to Lesson 14 in their Learner’s Workbooks and look at the diagram.

• Tell learners to look at the box on the bottom left that starts with “Student experiences...,” and ask learners to guess what that box says.  
   [Answer: Student experiences violation of their rights.] Remind learners that their rights can be violated at school by a teacher, a principal, someone else who works at the school, another student, or someone they meet on the way to school.

• Tell learners that they should follow the arrow up to the circle. Read aloud the words in the circle, and ask them what they think
those words mean? [Answer: If you have experienced a violation of your rights, you should tell a friend, parent, teacher, or other community member.]

- Tell learners that once they have told someone, the learner and the person they spoke with will need to decide what to do next. Learners should follow the arrows to show them what to do next. It could be that the principal or other school staff member should be told— “Administrative Process.” The learner may need to see the health worker or go to the health clinic. The learner may also need to talk to someone like a police officer about what happened. Sometimes one thing is needed, and sometimes all three things. Tell learners that the important thing is that they tell someone what happened so that person can help them.

- Ask learners if they have any questions about this before we move on to the next activity.

**STEP 3 PAIR WORK: GIVING ADVICE**

- 10 min

- Tell learners that we will now do pair work to help them practice what they would do if they experience a violation of their rights.
- Have learners get into pairs. Tell them that one person will pretend they have experienced a violation of their rights, and the other will help them decide what to do. Learners will have 5 minutes to do this. After 5 minutes, learners will switch: the other learner will pretend they have experienced a violation of their rights, and the first
learner will give advice. Once both learners have had a chance to do both roles, some groups will share with the class if there is time. Tell learners that if they are giving advice, they should use the diagram we just discussed.

• Give learners 10 minutes to complete the activity. Go around the room and make sure that learners understand the activity and are giving advice based on the diagram we just went over.

• Bring the class back together and, if time allows, ask a few pairs to share what advice they gave and received. If learners don’t include it in their report to the class, ask them how they used the diagram discussed in this lesson.

**Note to the Teacher:** As you begin to address topics about violations of rights, learners may share things with you about their own experiences. It is important to respect their privacy by not sharing their personal information with others who do not need to be involved. Remember that any act of violence and other violations of someone’s rights is never the fault of the victim. Nobody has the right to force another person into a sexual act without their consent or to violate their rights in other ways. It is important that the victims do not feel any blame and that they are empowered to take the necessary steps to seek help. Victim blaming is harmful; we all need to play a role in stopping it, so that more people will seek the help they need.

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**STEP 4 \** **REFLECTION**

15 min

• Ask learners if they have any questions about the diagram or activity.

  • **Tell learners:** A violation of your rights is when someone pays no attention to or ignores your rights. This is wrong. It does not matter who the person is; your rights are yours. and no one should violate them. If someone violated your rights, you should not be blamed. If that does happen, you should talk with someone you trust so they can help you decide what to do next.
HOMEWORK

- Ask learners to discuss the diagram with an adult at home.
- Ask learners to write a few sentences or draw a picture of what they would do if someone came to them because their rights had been violated. Ask learners to also share their writing or drawing with an adult at home.
Lesson 16: A Right to Learn (Part 1)

50 min Learning Objectives
By the end of the lesson, learners will:

• State the basic vocabulary of rights, responsibilities, and needs.
• Listen to a text about rights and needs, and show their understanding orally or in writing.

Preparation and Materials

• Create number cards: Make 3 or 4 cards with the numbers 1 to 5, 1 card with the number 6, 1 card with the number 7, and 1 card with the number 8. Make enough cards for each child to have 1.

Key Words

• Rights
• Responsibilities
• Healthy
• Education

Background Information

Children with disabilities are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes and lack of adequate policies and legislation, they are prevented from realizing their rights to healthcare and education.

Estimates suggest that there are at least 93 million children with disabilities in the world, but the number could be much higher. These children are often likely to be among the poorest members of the population. They are less likely to attend school, access medical services, or have their voices heard in society. Their disabilities also place them at a higher risk of physical abuse, and often exclude them from receiving proper nutrition or humanitarian assistance in emergencies.

Step-by-Step Activities

STEP 1

10 min

• Introduce the Belonging game.
  • Explain that the Belonging game is fun but that it also has serious intent.
  • The goal of the game is to pretend that you are at a party and to greet the guests at the party with the same number as you.
• Distribute a number card to every learner.
• Explain that they must not talk when playing the game, but they must walk around the room and find the others in the class with the same number on their card.
• When they find someone with their number, they must act very pleased to see that learner and continue walking with them as a group, looking for others with the same number. When they believe they have found all the members of their group, they sit down together.
• If someone with a different number tries to join them, they should act as if that person is not welcome.
• Ask if there are any questions about the game.
• Have learners play the game for a few minutes. Once it seems like everyone has found their group, get their attention and ask them to stand with their number group.
• Ask the number groups 1–5: How did you feel during the activity?
• Ask the remaining number learners:
  ➢ How did you feel during the activity? (You might need to encourage them to use emotion words.)
  ➢ Why did they feel this way? [Answer: Hopefully, they will say they felt like they were being discriminated against.]
• Ask all the groups: Is it reasonable for these learners to feel this way? Why or why not?
• Emphasize again that this game has a serious purpose. Tell learners that those who had the number cards 6, 7, and 8 represented children with a disability. Ask learners if they can summarize the purpose of the game. Encourage learners to name the following:
  ➢ To help learners understand that children with disabilities experience discrimination.
  ➢ To help learners understand what it feels like to experience discrimination and isolation.
  ➢ To help learners understand that discrimination is an impact of a person’s impairment that affects how they participate in life.
• Ask: Do we discriminate against people or children with an impairment or some form of disability—whether knowingly, or
perhaps unknowingly? (This can be a discussion or a thought left for learners to consider.)

• **Ask** learners: Can you predict what the lesson is going to be about today?
• **Explain the learning objectives.**
  ➢ By the end of the lesson, learners will:
    o State the basic vocabulary of rights, responsibilities, and needs.
    o Listen to a text about rights and needs, and show their understanding orally or in writing.
• Explain that today they are going to listen to another story about rights and responsibilities and then discuss and write about it.

<table>
<thead>
<tr>
<th>STEP 2</th>
<th>PRE-READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>☀ 10 min</td>
<td>• Ask learners what they recall from the reading “Know Your Rights and Responsibilities.”</td>
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</table>

**READING**

Read the story “A Right to Learn” to the class.

**A Right to Learn**

David was very excited. A new family was moving in next door. He watched the family as they unpacked a van and moved their furniture into their new house. David could see a young girl sitting in the garden. She looked the same age as he was. He was very happy to have a neighbor of his own age. It would be great to have someone to play with during the school holidays.

David waved at the family. They all smiled and waved back. The next morning, David went to greet the new family. He met the father and mother and their daughter, Emeline.

Emeline and David began to talk. They discovered that they liked singing and listening to the radio. Emeline explained that she liked drawing pictures. David told her he liked climbing trees and swinging on branches. Emeline’s parents were very happy to see she had made a new friend so quickly. David asked Emeline if she would like to play a game of football. Emeline said, “No.” Emeline explained that she had been injured some years ago and wasn’t able to walk. She couldn’t play some games that other children play. All the time that David had been talking to Emeline, he hadn’t noticed. David smiled and said, “That’s okay, as long as you don’t mind watching me play for a while.” Emeline’s father lifted her outside, and she sat under the tree watching David kick the ball. She told him stories about where she lived.
before. Every day they played board games, and sometimes they sat together drawing pictures and telling stories or listening to the radio.

One morning, David was trying on his new school uniform. He wondered if Emeline was ready for school. The new school year was starting next week. Later that day, David visited his best friend. “Are you ready for school?” he asked. Emeline shook her head. “What’s wrong, Emeline?” he asked. Emeline explained that she didn’t go to school. In the past, some children were mean to her and made fun of her. Her father was trying to buy a special wheelchair that would help her get to school, but for now there was not enough money. Emeline’s parents taught her at home.

“I know that every child has a right to education,” said Emeline. “I know how we can build a wheelchair from spare parts.” David asked Emeline to tell him more about the wheelchair. Emeline drew a picture and explained to David how the wheelchair works. David took the picture with him. That evening, David, Emeline’s parents, and some of David’s classmates met. Mrs. Mutesi, the school teacher, was there too. They all understood that Emeline had a right to come to school, and they would help her to get there.

They discussed how they could make a wheelchair. Joseph, David’s uncle, would get wheels from the garage where he worked, and some of the children would bring large pieces of wood. Emeline would give the instructions on how to put the chair together.

After 2 days, Emeline couldn’t believe her eyes when she saw the strong wheelchair they had made. She was so excited that she would be going to school just like her friends.

The next day, Emeline wheeled herself to school. The chair worked well, and she and David made it to school early. When they reached school, some learners stared at her, but Emeline smiled at them and shook their hands.

“My name is Emeline,” she said. “Nice to meet you.” Mrs. Mutesi explained the school rules to Emeline and showed her where she could sit in class and be comfortable. Every day, the teacher and Emeline’s classmates worked together. They learned that everybody has different abilities, but by working together and caring for one another, the school community could help everyone.

STEP 3 AFTER-READING COMPREHENSION

10 min
• Discuss the following questions with learners:
  Ø Who is in the story?
  Ø When did David notice that Emeline had a disability?
Ø What did the 2 friends do to play?
Ø Who knew how to make the wheelchair?
Ø Who helped Emeline make the wheelchair? ➢ Why is not going to school bad?

RETELLING THE STORY
• In pairs, have learners discuss what they learned from the story.
• Ask learners to share with the class something they learned from the story.

STEP 4
10 min
ROLE PLAY
• Have learners get in groups of 3 or 4, pick a scene from the story, and role-play it in their groups.
• Invite some groups to act out their role play in front of the class.
• Ask learners to discuss why they chose that scene to role-play.

STEP 5
10 min
REFLECTION
• Ask learners: What did you learn from the story about how you can help people with disabilities?

STEP 6
HOMEWORK
5 min
• Show and Tell: Have learners tell their family members about the story “A Right to Learn.”
Psychosocial Activity Guide for Teachers

4 - Psychological First Aid & Learner Path to Help

Introduction: This is one of a set of guides to assist teachers during COVID-19 and as learners return to school. This is an activity guide on Psychological First Aid & Learner Path to Help. The activities will support teachers in looking at their own psychosocial needs and discuss and have tools to support learners as they return to school.

There is only one part to this set of activity guides because these are tools and skills that teachers and other school staff will learn to use with learners and, if needed, with each other. These activities are meant to be done with a group of teachers before school begins or in the first few weeks of school. It will take about an hour to do each of these activities.

Activities for Teachers: Psychological First Aid

Psychological First Aid or PFA, is a way to respond to situations when someone needs your help in a difficult situation, including challenges at home, school and community during and after the COVID 19 emergency. Sometimes learners may come to you; sometimes you will see that a learner is struggling and you want to offer help. PFA is a way to support learners as they come back to school after the long COVID 19 period. PFA can be used by parents, teachers and others to support each other and other community members. This activity invites us to Look, Listen and Link learners and provides some tips and activities for doing that.9

Facilitators can use this guide with groups of parents or teachers, who in turn can use this to support each other and our learners. You may also invite a health/mental health practitioner, social worker or school counsellor to lead or join some of these activities.

Learning Outcomes
By the end of this session, participants will be able to:
• Explain the meaning of Psychological First Aid (PFA)
• Practice PFA approach to learners using scenario

Planning
1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Ask when and where to meet.
3. Read the activity steps.
4. Prepare an attendance list so you have a record of who came, how many males and females
5. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

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### Activity Steps:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>Step 1: Learning about Psychological First Aid</strong></td>
<td>Note: If people are so upset that they cannot take care of themselves or their children or are at risk of hurting themselves or others, they need professional help and should be encouraged to seek out a health worker or other professional.</td>
</tr>
<tr>
<td></td>
<td>1. Greet and welcome everyone to meeting. Tell participants that the focus of the meeting is what we called Psychological First Aid or PFA.</td>
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<tr>
<td></td>
<td>2. Ask: What is PFA? Explain PFA is a kind, helpful response to someone who is suffering and may need support.</td>
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<tr>
<td></td>
<td>3. Say: When you offer PFA you are offering a person understanding, listening without pressuring them to talk or judging what they say, helping them feel calm and connecting people to information, services and social support.</td>
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<tr>
<td></td>
<td>4. Ask: Why is it important?</td>
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<td></td>
<td>5. Explain: People respond differently to difficult situations, emergencies, crises, pandemics. People who are struggling to cope may need help from others. PFA can help people know that they are not alone, that they can explain their concerns and that they can take action to improve their situation.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Step 2: Learning how to provide PFA to parents, teachers and learners.</strong></td>
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<tr>
<td></td>
<td>6. Review and discuss the 3 steps in PFA and the details provided in the diagram below.</td>
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<tr>
<td></td>
<td><strong>PFA</strong> is a 3 step process: Look, Listen and Link</td>
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</tbody>
</table>

![Diagram](image.png)

**LOOK**  
**LISTEN**  
**LINK**
LOOK
Safe place for learner and helper to talk
Does the learner urgently need medical assistance, food, water, protection?
Any signs of distress (e.g. anxiety, sadness, fearfulness, withdrawal from social activities/classes) such as
• Anxiety
• Sadness/depression
• Fearfulness
• Weight loss or lack of appetite
• Changing the way of dressing
• Low self-confidence
• Submissiveness or aggression
• Withdrawal from socialisation
Irritability and anger
Approach people who might need PFA and offer to help.

LISTEN
Give your full attention; avoid distractions or interruptions and do not rush the learner
Position yourself to be supportive, not too close, but not too far. (Social distancing please)
• Show you are listening by nodding, smiling, using familial expressions
• Repeat back to the person what they say to ensure you understand them
• Avoid judgment and telling person what to do (listen for their solutions)
• Use a calm and encouraging tone
• Avoid technical terms and acronyms
• Silence is OK it gives space to think about what they tell and at you have said.

LINK
Our goal is to match the problem with the support learners need and remind learners of how they’ve managed in the past.
Both share ideas of others who can continue listen to them and to address their concerns and meet their needs.
Ask and remind learners about what they have done before when faced with serious difficulties and others they might turn to for support.
Provide accurate information or information sources related to the concerns.
These supports may be professional people, pastors, services that are in the community or nearby.
Links will be to informal supports that already exist in the community or by accessing services that are widely available.
Step 3: Practice Schools are re-opening Scenario

7. Read and discuss the scenario:

Schools are re-opening in the next month and learners, parents and teachers have mixed emotions about the reopening. Comfort, a 14 year old ALP learner in Level Three is eager to complete the school year because she wants to enroll in Junior Secondary. Her grades have been good but she has not heard all of the Teach by Radio lessons and is fearful that she may be falling behind. She’s been trying to help the family by selling doughnuts and roasted meat but it has been hard...money is scarce for everyone. Her 2 older cousins and 3 younger siblings have also been home and at times, the place is too chaotic. The older boys expect that Comfort will take care of them and are always teasing her about how she is growing into a woman and that soon young men will be wanting her. They talk of her meeting their friends and when they are bored they try to show her what they think their friends will do when they see her and take her into the bush. She is tired of hearing this. The younger ones want to be entertained but do not want to do lessons. Her parents have begun arguing lately because there is not enough money and not all workers will be rehired after COVID 19, causing her Dad to worry. He takes out his worry on Comfort’s mother, demanding food, beer and sex, very loudly. Comfort doesn’t like the arguing and in turn becomes cross with the younger ones. She has recently taken to slapping them if they talk back, say they’re bored or refuse to do school work or chores. Her parents are too tired to do anything about that situation and sometimes they too hit or yell at the children. Comfort wants the older boys to go to home but her father enjoys the male company.

When Comfort returns to school, she is happy to be learning again, but struggles to settle down into the new routine. She is eager to share her experiences (good and bad) with her friends, which makes her inattentive or disruptive in class. She is perceived as a leader and others also misbehave. Her teacher recalls that she is a strong learner and is surprised. Comfort’s parents are deciding if she should complete Level 3 or get married to a widower in the community who has been asking about her for some time now. His wife died at a young age and he needs help with their 3 children. He is a prominent businessman and marrying him will help the family though it may mean that...
Comfort cannot continue schooling. Her Mom is against the marriage and her Dad thinks it’s the best thing for the whole family, especially since he isn’t sure that he will find work soon. During the second week of school reopening, they announce their decision to Comfort.

Comfort’s favorite teacher notices that a change has come over the girl and wants to offer PFA... how can she get started?

<table>
<thead>
<tr>
<th>20 min</th>
<th><strong>Step 4: Discuss and Decide:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td><strong>How can the teacher</strong> offer PFA to Comfort? What has she noticed? How can she approach Comfort to find out the situation? What questions can she ask to learn more? After she has listened completely to Comfort and has been able to let Comfort know that she understands the situation, what resources or ideas can the teacher share?</td>
</tr>
<tr>
<td>9.</td>
<td><strong>How can we apply some of these ideas and skills with learners at our school?</strong></td>
</tr>
</tbody>
</table>
Resource 1: Look, Listen, Link Pictures
(Fold and cut out/tear out the papers)

Look

Listen

Link
Activity Guide for Teachers: Learner Path to Help

Activities for Teachers:

The Teachers’ Code of Conduct presents standards of conduct for teachers and guidance for helping teachers comply with the standards, including how to report when teachers are not following the code. Teachers have a responsibility to protect learners and to be reliable adults who are willing to listen to learners and advise them. When learners experience violence and abuse, at school or at home, they may need help to report their experience, get help and seek and use the support and services of others. Some situations can be handled at school or by family and community members. Others are clear violation of children’s rights or Liberian law. Helping learners find the right path to help is important to make sure that they are supported and that others are protected from future bad acts.

Encouraging learners to report and get help is important for parents and teachers. Using PFA can help learners report and make their way on the Learner Path to Help. This discussion can be led by principals, teachers and/or DEOs.

Learning Outcomes

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

• Describe learner path to help and support to provide when learners violated.
• Lead learners to help if they need it.

Planning

1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Ask when and where to meet.
3. Read the activity steps.
4. Make available the Learner Path to Help diagram in Step 1 and Step 3 and the chart in step 3 available to the group. This could be drawn on the board or show in this activity guide.
5. Prepare an attendance list so you have a record of who came, how many males and females
6. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.
### Activity Steps:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 15 mins | **Step 1: Learning about the Learner Path to Help**<br>1. Greet and welcome participants to the session and tell them the focus of meeting is on Learners Path to Help<br>2. Ask: What is it? Tell them the Learner Path to Help describes what to do if a learner has experienced violence and needs help. It helps decide what to take to the school and what to take to others.<br>3. Show diagram below (See Resource 1) and ask participants to look at the diagram and see how to help learners get help if they have experienced School-Related Gender-Based Violence (SRGBV) or other forms of violence.  

![Diagram](image-url)  

4. Ask the group: What kinds of SRGBV can be reported and acted upon at the school level?  

**Answers include:**  
- Psychological: Bullying/peer pressure, verbal abuse related to adolescence, teasing, emotional abuse, threats, non-violent verbal harassment  
- Non-physical or non-sexual exploitation (money for grades)  
- Physical violence: Corporal punishment and physical exploitation, exploitive labor, school chores that negatively
<table>
<thead>
<tr>
<th>10 min</th>
<th>impact student’s learning of health, labor as punishment or for grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>Ask the group</strong>: What kinds of SRGBV must be referred from the school to legal and/or health authorities?</td>
</tr>
<tr>
<td></td>
<td>Answers include:</td>
</tr>
<tr>
<td></td>
<td>• Any form of sexual violence (rape, physical sexual harassment such as touching or groping)</td>
</tr>
<tr>
<td></td>
<td>• Any form of sexual exploitation (sex for grades, sex for money or goods)</td>
</tr>
<tr>
<td></td>
<td>• Any form of violence inflicted by external people</td>
</tr>
<tr>
<td><strong>Step 2: How do we help Learner on the Path to Help?</strong></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Read the Code of Conduct, Chapters 3 and 6. Chapter 3.2 talks about teachers’ responsibilities for protecting children; Chapter 6.1 talks about the importance of reporting and the processes for reporting and responding to reports.</td>
</tr>
<tr>
<td>7.</td>
<td>Find out if your school has a disciplinary committee for reports of violations of the Teacher Code of Conduct. Chapter 6 of the TCoC talks about this committee.</td>
</tr>
<tr>
<td>8.</td>
<td>Make a list of the people in your community who represent the various parts of the diagram above. Who are your local health and social workers, police including representatives of the Women and Children Protection Service? What are some other groups that can help?</td>
</tr>
<tr>
<td>9.</td>
<td>Remember PFA and encourage learners to report violence to a responsible and trusted adult. This can be a parent, a neighbor, community leader or a teacher. The adult will use PFA to help the student describe what happened; they will not pass judgement and will help the learner decide to move forward with a formal report to the school and/or health and social workers, or police.</td>
</tr>
<tr>
<td>10.</td>
<td>After a learner has shared their experience, ask if they want help. If they do, decide if this is for the school or for the other helpers. Offer to go if needed.</td>
</tr>
</tbody>
</table>

- Help learners by:
  - Ask if they are ready to report.
  - If No ask what else they need to talk or think about before reporting; if the learner is at risk for further harm you may
need to report even if the learner is reluctant; you should share that.

- If the learners say yes, then help them decide if the matter can be handled at school level, usually because it involves teachers, school staff or other learners.
- If it is bigger than school, and involves family or community members and it has caused physical harm to the learner, it is against the law (Children’s Act, Gender Act, other forms of violence) it must be reported to other government workers. Tell the learner who else needs to know and help them think about how and what they want to say.

**Step Three: Practice Filling in Chart**

11. Complete this chart (See Resource 2) with names of helpers in your community.

- **In the Green Circle**: ask participants to write the names of trusted adults.
- **In the Yellow Diamond** (MoE): ask participants to write the names of the Principal, DEO and any members of the School-Based Inquiry and Disciplinary Committee. (Note: this may not be a formal committee at each school yet, but per Chapter 6 of the TCoC it is comprised of 7 members appointed by DSB/DEO and representing: PTA, Local School Management Committee (LSMC) and community leaders/eminent persons, considering gender sensitivity.)
- **In the Pink Diamond** (MoH/MoGCSP) Write the names of the health workers, social workers and closest to the community, especially those who have participated in the SLE pilot.
In the **Blue Diamond** (LNP/WACPS) specific representatives of Health and Legal Services at the community/district and/or county level.

12. Review the TCoC and complete this table

<table>
<thead>
<tr>
<th>Type/example of SRGBV</th>
<th>Who can the learner report to</th>
<th>Handle at School</th>
<th>Refer to Legal/health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical violence: Corporal punishment, hitting, labor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological violence: bullying, teasing, shaming.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual violence: verbal harassment, inappropriate touching, threats to person, or grades.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual violence: physical violence of a sexual nature: rape, gang rape, pornography, impregnating student, marry a grade-1-12 students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Read the following scenario to the group

Schools have re-opened and the children are excited to see their friends and to be out of the house. It has taken some time for the learners to get used to being back in school but they are settling down and you are making good progress toward completing this year. You have however noticed that Sarah seems to be more and more withdrawn every week; she rarely participates in class, does not interact with other students during break; and seems very sad. There are rumors that Sarah may be pregnant and too ashamed to talk to anyone. She is a bright girl and you want her to complete Level 2 this year and go on to Level 3. One of Sarah’s friends comes to you and tells...
you that Sarah has been raped by a cousin who stayed with her family during the COVID 19 emergency.

14. **Discuss**: How can you use PFA and the Learner Path to Help to get support for Sarah?

<table>
<thead>
<tr>
<th>15 mins</th>
<th><strong>Step 4: Discuss and Decide</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>15. Discuss</strong>: Who else should we talk to about the Learner Path to Help? What is the best way to reach them? How can we make sure that learners know that they can report and get help?</td>
</tr>
<tr>
<td></td>
<td><strong>16. Decide</strong>: What can teachers, principals and other school staff do to support learners?</td>
</tr>
</tbody>
</table>
Resource 1: Learner Pathway to Help

1. Reports to a Peer, Parent, Teacher, Community Member
2. Student Experiences SRGBV
3. School Based Administrative Process MoE
4. Health and Social Services: Sexual Assault and other injuries MoH, MoGCSP
5. Legal services: criminal cases including sexual assault LNP/WACPS
6. Student Returns to School
Resource 2: Complete the Pathway Activity
Psycho-social Materials Guide for Teachers

5 - Positive Discipline

Introduction: This is one of a set of guides to assist teachers during the COVID and as learners return to school. This is an activity guide on stress and stress management. The activities will support teachers in looking at their own psychosocial needs and discuss and have tools to support learners as they return to school.

Part 1: Activities for Teachers is meant to be done with a group of teachers before school begins or in the first few weeks of school. It will take about an hour to do each of the these activities.

Part 2: Tips for Teachers and Activities to do with learners includes short activities that teachers can do with learners to address stress and stress management. These are 10-20 minute activities that can be done at the beginning of class or during a school assembly, for example.

Part 1: Activities for Teachers

We can all become better parents, teachers, learners and neighbors if we decide to use different ways to discipline the children and not punish them. This means that we need an understanding of positive discipline to help us work together as teachers, principals, and parents to also help learners too to practice good behavior. Positive Discipline is a long-term goal to build children’s ability to make good judgements.

As learners come back from the school closure during COVID-19, they may be experiencing different kinds of stress, including, families are stressed financially, anxiety about becoming ill with COVID-19, or a home life that is hard for them. Teachers may also be experiencing some of these different types of stresses. Learners may also struggle with being back in the classroom after being home for so long. It’s important to remind ourselves of positive discipline and good classroom management practice so learners can come back to the classroom without adding more stress to themselves or school staff.

Learning Outcomes

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

- Recognize the meaning of positive discipline and the benefits for learners
- Use scenarios to understand the different between corporal punishment and positive discipline
- Practice positive discipline and stress free activities to provide to learners during school period

Planning

1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Ask when and where to meet.
3. Read the activity steps, with a focus on positive discipline.
4. Prepare an attendance list so you have a record of who came, how many males and females.
5. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

**Activity Steps:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td><strong>Activity 1</strong></td>
<td>Make sure teachers understand the definition of positive discipline with clear explanations</td>
</tr>
<tr>
<td>1.</td>
<td>Greet and welcome everyone to meeting. Tell participants that the focus of the meeting is on positive discipline.</td>
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<tr>
<td>2.</td>
<td>Read the definition - positive discipline is a long-term goal which aims to build children’s ability to make good judgements: it includes prevention, support and correction.</td>
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<tr>
<td>3.</td>
<td>Ask if there are any question, respond to 2 key questions.</td>
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<td>4.</td>
<td>The facilitator should point to the bullets and read them. Begin by saying that learners can become all that I read if we advise and teach them the right things to do.</td>
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<tr>
<td>5.</td>
<td>The facilitator can transition to next activity using scenarios</td>
<td></td>
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<tr>
<td>30 minutes</td>
<td><strong>Two Scenarios: Nora and Walker</strong></td>
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</tr>
<tr>
<td>6.</td>
<td>Go through the scenarios one after the other.</td>
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<tr>
<td>7.</td>
<td>Read the two scenarios on how issues with learners can be handled followed by some discussion questions.</td>
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<tr>
<td><strong>Scenario 1: Nora</strong></td>
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</tbody>
</table>

82
Nora has been shouting and overly doing things in class like – clapping more when the teacher asked students to clap for any student who answers questions asked them. Nora continues to beat and slap her friends on her way to and from school. She always disrupts the lesson by talking, throwing papers and kicking at the desk. She does not do her homework and sleeps most of the time in class, any attempt by her classmates to wake her up, she would squeeze the person ear and threaten to beat them when her complaint is laid to her parents or teacher. However, Nora’s teacher heard about this and made her to pick-up pin for half of the class time. The next day, Nora’s behavior caused her teacher to make her kneel down, in the corner of the classroom and wash the bathroom after school.

8. Ask these questions:
   • Is Nora being punished or disciplined?
   • Why did the teacher choose these punishments for the child?
   • What could be the intention of the teacher when disciplining this child?
   • What lessons will Nora learn from this punishment?
   • What do you think she will do differently?
   • How can you change this from a corporal punishment scenario into a positive discipline scenario? What would you advise the teacher to try instead? What do you think will change for Nora if the teacher tries these things?

Scenario 2: Walker
9. Read Walker’s scenario and discuss the questions:

Walker went to school late due to regular early morning fetching of water for his parents. Walker was noticed hiding behind the school building for fear that Teacher Smith will beat on him if caught. On his way to the bathroom, Teacher Smith found Walker talking to himself and drawing some letters on the ground. Walker got afraid the moment he saw his teacher watched him outside the class. The teacher asked Walker to explain why he was late and outside. After explaining, the teacher in a low tone asked Walker to come to class. During recess, Teacher Smith realized and told Walker that, he is a serious boy who wanted to learn and promised to
visit his parents to have him fetch water the evening before morning hours so that he wouldn't miss any lesson again.

10. Ask these questions:
   - How do you think Walker reacted to Teacher Smith?
   - How can you tell that the scenario is corporal punishment or positive discipline?
   - What causes teachers to choose corporal punishment or positive discipline?
   - How did Teacher Smith use positive discipline with Walker?

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>Activity: Let's Take Care of Ourselves$^{10}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Say that part of positive discipline can be working with learners to help them pay attention and stay on task in the classroom. This is a game that can be played with them to help them practice these skills.</td>
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<tr>
<td>12. Game: I can focus on a task and not give up</td>
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<tr>
<td>- To play this game, you need a paper, market and pencil</td>
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<tr>
<td>- Make two line across the paper or the ground</td>
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<tr>
<td>- The leader will say what to draw example boat or house or lion</td>
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<tr>
<td>- The first person will go to the paper and draw for 10 seconds then they will come back</td>
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</tr>
<tr>
<td>- Take turn until you draw all the picture</td>
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</tr>
<tr>
<td>13. After the exercise; ask teachers</td>
<td></td>
</tr>
<tr>
<td>- Which drawing are hard to do?</td>
<td></td>
</tr>
<tr>
<td>- What tasks at home are hard to do, but you don’t give up?</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>DISCUSS and DECIDE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. DISCUSS and DECIDE:</td>
<td></td>
</tr>
<tr>
<td>- What additional issues when the learners come back from COVID-19 absence?</td>
<td></td>
</tr>
<tr>
<td>- How can you work to provide learners structure and support as they return?</td>
<td></td>
</tr>
<tr>
<td>- What positive discipline ideas can you use when learners return?</td>
<td></td>
</tr>
</tbody>
</table>

**Reestablishing a Routine**

As learners come back from time away from school, everyone will need to be reminded of how to act well in school. Learners’ home environments during this time can be very different – some families may have established regular routines at home and some may not have. Learners and their families may also be dealing with different stressful situations and it will be helpful for the learners to have a routine they know at school.

Part of positive discipline is building a trusted relationship with learners and helping learners adjust back to school by providing a regular routine to help them understand what is expected of them and build the trust.

**Learning Outcomes**

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

- Demonstrate establishment of routine and the rewards
- Readjust routine with learners that support safety

**Planning**

1. Decide who will lead the activity, who to invite and where to meet. It is recommended that these meetings take place during the week of preparation before school begins again.
2. Ask when and where to meet.
3. Read the activity steps, with a focus on positive discipline – setting a routine in class.
4. Prepare an attendance list so you have a record of who came, how many males and females.
5. During the meeting, make sure that social distancing is maintained. Make sure you know and are following all the school safety procedures if the meeting is happening at school.

**Activity Steps:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 30 minutes | 10. Welcome participants to the session and tell them what you will be discussing.  
11. Ask participants what they think of when they hear the word ‘routine.’  
12. Ask participants, do you think reestablishing a routine will be helpful for learners as they return to school? Why or Why not?  
13. Tell participants that routines help learners understand what is expected of them – what they need to do and when to do it. Routines can be helpful for learners to feel safe and reduce stress because they know what is coming and what they are expected to do. As learners come back to school, reestablishing a routine will be good for the learners and helpful for classroom management. | A routine is actions completed in the same way over time |
14. Ask participants to tell you about some of the steps in their classroom routines that were followed before COVID-19. Write examples on the board.

15. Tell the participants that they will do a ‘Think, Pair, Share’ activity about reestablishing a routine in their classroom.

16. Give participants 2 minutes to think about their routine before school closed and what they might want to adjust after the learners return.

17. After 2 minutes, tell participants they will have 5 minutes to discuss this with a partner.

18. After 5 minutes, bring the group back together and allow a few of the partners share about their classroom routine before the COVID-19 break and what they might want to adjust after the learners return.

19. If participants didn’t already discuss this, remind them that an important part of reestablishing a routine is to review with learners, and update if needed, the classroom goals or rules. It’s important for learners to know what is expected of them during the class time. Perhaps you may also need to add some goals or rules because you need to physically distance or put other COVID-19 steps in place. It will also be helpful for learners to review things like taking turns, good listening skills and other guidelines for their behavior in class.

<table>
<thead>
<tr>
<th>15 minutes</th>
<th>15. <strong>DISCUSS and DECIDE:</strong></th>
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<tbody>
<tr>
<td></td>
<td>• What might you need to adjust to your classroom goals or rules because of COVID-19?</td>
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<tr>
<td></td>
<td>• What are things that principals, PTAs and others involved at the school can do to support reestablishing routines?</td>
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<tr>
<td></td>
<td>• To wrap up, remind participants that reestablishing a routine takes time and patience. Learners, teachers, and many other community members have experienced some stressful times, so it is important to be patient with each other.</td>
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</table>

Make sure that partners can socially distance and share with each other. Some pairs may need to move outside to do this.

This is an opportunity for principals or school safety committee members to share any updates on COVID-19 protocols and the classroom.
Part 2: Tips for Teachers and Activities to do with learners

We can all become better parents, teachers, learners and neighbors if we decide to use different ways to discipline the children and not punish them. This means that we need an understanding of positive discipline to help us work together as teachers, principals, and parents to also help learners too to learn and practice good behavior. Positive Discipline is a long-term goal to build children’s ability to make good judgements.

With COVID-19, families may be experiencing a number of stressful things – families are stressed financially, they have anxiety about becoming ill with COVID-19, or a home life that is hard for them, and many people are struggling with being at home all day and night. So, it’s important to help learners adjust back to school. In this section there are several activities that can be done with learners at the school assembly, before class or at a different time that can help remind them of how to participate well in class and reestablish the school and classroom routines.

If there is time, activities from the following lessons could also be used:
AQE Learning Together, Lesson 1: Classroom Rules
AQE Learning Together, Lesson 2: Taking Turns

In addition, further activities on this topic are below.

The following game will help learners remember that they can focus on a task and ignore distraction. This is important to help learners remember how to focus on assignments and other tasks while at school.

Taking Care of Ourselves: I can focus on a task and ignore distraction

- Tell learners that this activity will be about staying focused and ignoring distraction. It’s an important skill in school to be able to listen to tasks and stay focused so you can learn.
- For this activity gather a few things from the classroom and put them on one table in the front.
- Each item you gathered and put on the table should have an action. See examples in table below,
  - Stand up
  - Sit down
  - Raise your hand
  - Pencil
  - Copybook
  - Eraser
- The teacher or a learner will tell a story about the items on the table (remember that each item should have an action in the story).

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• When the story teller says ‘pencil’ in the story do the action for the pencil; when they say ‘eraser’ do the action for the eraser; when they say ‘copybook’ do the action for copybook
• After the story, ask:
  o What helped you stay focused in the story?
  o Why is it important to stay focused?
Annex: Learning Together Lessons

Lesson 1: Classroom Rules

50 min Learning Objectives

By the end of the lesson, learners will:

- Participate in group discussions about learning.
- Identify and agree on classroom goals and needs.

Note: A long-term learning objective is to refer to the established classroom guidelines and rules as needed, throughout the unit.

Key Learning Points

In this lesson, the class will explore the rules that exist in school and the community and discuss the importance of these rules for keeping themselves and others safe.

Preparation and Materials

- Blackboard and chalk
- Learner’s Workbook Key Vocabulary

- Think
- Pair
- Share

Background Information

The purpose of today's lesson is to help learners appreciate that each one of them has responsibility for creating and maintaining a safe and enjoyable learning space in the class. In this lesson, they will identify what they can do in the classroom to create a safe learning space and how they will adhere to that strategy.

As learners grow older, they begin to understand the need for rules and regulations to keep themselves and others safe and take increasing responsibility for their safety. In this lesson, the class will explore the rules that exist in school and the community and discuss the importance of these rules for keeping themselves and others safe.

It is important to note that some Level 2 learners may not be strong in reading and writing. Whenever you write on the board, explain to learners what you are writing and why. Remember to read aloud what you write on the board. It is important that you model how to read and write in the class and also that you make learners feel like their ideas
and opinions are important, contribute to the learning environment, and are worth writing on the board.

**Think, Pair, Share** is a cooperative learning activity that helps learners process new information and make connections between prior learning and experiences and new learning. Teachers who promote reflective classrooms ensure that learners are fully engaged in the process of making meaning.

- **Think**: Teachers begin by asking a specific question about the text. Learners “think” about what they know or have learned about the topic.
- **Pair**: Each learner is paired with another learner or a small group.
- **Share**: Learners share their thinking with their partners. Teachers then expand the “share” into a whole-class discussion. **Step-by-Step Activities**

**STEP 1**

**INTRODUCTION: WELCOME AND WARM-UP**

*Welcome learners to class. Explain to the class that Learning Together is a very special class. Learning Together helps us settle in school. It helps us learn about working together, making friends, helping each other learn, and helping the teacher teach.**

- **Ask learners**: Can they think of other reasons why we might have a Learning Together class?
- **Invite learners to share their ideas.**
- **During this lesson, learners will work in groups and pairs. It is worthwhile teaching learners how to use a classroom management strategy at the beginning of the lesson. A useful strategy is the rhyme Point to the Roof.**

  o **I Do**: Point to the roof, Point to the floor, Point to the window, Point to the door, Clap your hands, 1, 2, 3, Fold your arms and look at me.
  o **Repeat the activity—We Do.**
  o **Repeat the activity again—You Do.**
  o **Finally, repeat the activity again—I Do—and have learners say it on their own.**

- **Use the I Do, We Do, You Do method to teach the rhyme.**

**STEP 2**

**INTRODUCTION: WELCOME AND WARM-UP**

*Welcome learners to class. Explain to the class that Learning Together is a very special class. Learning Together helps us settle in school. It helps us learn about working together, making friends, helping each other learn, and helping the teacher teach.**

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  o **Repeat the activity again—You Do.**
  o **Finally, repeat the activity again—I Do—and have learners say it on their own.**

- **Once learners have followed the activity, explain to them that you will use the rhyme to signal when they need to listen and pay attention in class.**
• Praise the class for learning the rhyme quickly.
• Introduce a Think, Pair, Share activity.
• Ask learners to think about their favorite games.
  ➢ Allow learners 1 minute to think about their favorite game, how they play, and why it is their favorite game.
  ➢ After 1 minute, ask learners to turn to the learner beside them and share what they were thinking.
  ➢ Allow learners 2 minutes to share.
  ➢ After 2 minutes, invite learners to share their thinking with the whole class.
  ➢ Once they share the name of the game ask a few learners the following questions:
    o Why is this game your favorite game? o What are the rules of the game?
    o Does everyone follow the rules?
      ➢ After a few learners have shared, ask the following questions:
        o What would happen if someone, or a few people, didn’t follow the rules – would you be able to play the game?
        o Would it be as enjoyable?
        o Would it be safe? o Why? Why not?
• Explain to the class that teams need to work together and play together.
• Give examples of different teams or groups, for instance, football teams, music groups, dance teams, and school teams. These groups need a leader, a commitment from everybody, and rules so that people play the same game. If the rules are constantly broken, the game is spoiled.
• Explain to learners that the purpose of this class is to allow people to speak, to be heard, and to help them think about their development as a person and a learner. We need special rules to make this class work.
• Ask the class if they can remember any of the rules they have already established in the literacy and numeracy class.
• Allow learners to share what they have already agreed on in those classes.
• Explain to learners: Today we are going to:
  ➢ Participate in group discussions about learning.
  ➢ Identify and agree on classroom goals and needs.
**STEP 2**  
**BRAINSTORM**  

- Write on the chalkboard, *Why are we here?*
- Tell learners you would like to make a list of their reasons for coming to school.
  - Use the prompt “Why are we here?” to make a list of learners’ responses on the chalkboard.
  - If learners suggest something that is already covered by a list item, stop and talk about it; you want to avoid having a list that is extremely long.
  - Make sure that the list includes both academic and social purposes for coming to school.
- Learner responses may include items such as the following:
  - Learn to read.
  - Write stories.
  - Make friends.
  - Get a job.
  - Go to high school.
- When the list is complete, talk about each item. Make the last call for anything that might be missing from the list. If learners have not included “fun” somewhere on the list, you may suggest adding it as your contribution.

**STEP 3**  
**WRITING ACTIVITY**

- Ask learners to open their Learner’s Workbooks to **Lesson 1**. Show learners Part 1, and **read it aloud**: *Why am I here?*
- Ask learners to draw some pictures and write about why they are at school.

**Note:** Learners in Level 2 can draw and write.

- Circulate the room asking learners about their drawings or what they wrote. For learners who cannot write well, ask them about their drawing, and write the word in their workbook for them. For example, you might write, “I want to learn how to read.”
- Allow 5 minutes for this activity.
STEP 4  GROUP DISCUSSION

• Ask the class to look at the board again.

**Note**: You might want to use the classroom management strategy Point to the Roof here to get learners’ attention: Point to the roof, Point to the floor, Point to the window, Point to the door, Clap your hands, 1, 2, 3, Fold your arms and look at me.

• Write **What do we need?** on the board. Ask what the learners will need to do to make sure that the reasons they wrote under “Why are we here?” will happen. For example, if learners said they come to school “to read books,” ask learners what they need to do in class to make sure that we can all read our books.

• Refer to each item on the first list to help learners create the second list.

**Note**: There may not be a one-to-one match between items from the lists.

• When both lists are complete, have learners read each item aloud, either in turn or as a group.

• Ask for a last call for anything that might be missing from either list.

• Based on the lists the class made, tell learners that you will work with them to make up a list of classroom guidelines and rules to help make sure that everyone is able to have their needs met (“What do you need?”) and can achieve their goals (“Why are you here?”).

• Ask learners: Based on our previous discussion, what do you think our classroom guidelines or rules should be? Write the responses on the board.

• Once you have a good list, read the suggestions back to the learners, and agree with them on a set of classroom guidelines and rules. If there is time, learners can copy the guidelines into Learner Workbook, Part 2: What rules do I need at school?

• If you are able, transfer the classroom guidelines and rules list to a piece of paper that can be posted in the classroom. The classroom guidelines and rules can be returned to periodically throughout the year as situations arise.

• Ask learners to copy the class rules into Learner’s Workbook, **Lesson 1, Part 2**.
STEP 5  EVALUATION

5 min

• This activity isn’t evaluated, but you can ask learners to reflect on the learning outcomes. Ask learners: Did we do the following:
  ➢ Participate in group discussions about learning?
  ➢ Identify and agree on classroom goals and needs?
• Ask learners: What did we discuss and agree on?

STEP 6  HOMEWORK

5 min

• Ask learners to show and tell their families what they learned about rules in school today.
Lesson 2: Taking Turns

50 min

Learning Objectives

By the end of the lesson, learners will:

- Discuss strategies for working out who goes first in a game.
- Discuss their feelings when they lose a game or are excluded.
- Explain how they will use the Rock-Paper-Scissors game at school and in the community.

Preparation and Materials

- Blackboard and chalk
- Learner’s Workbook

Background Information

Rock-Paper-Scissors is a hand game usually played between 2 people, in which each player simultaneously forms 1 of 3 shapes with an outstretched hand. These shapes are “rock” (a simple fist), “paper” (a flat hand), and “scissors” (a fist with the index and middle fingers extended, forming a V). This is a zero-sum game with only 2 possible outcomes, other than a tie: 1 player wins, and the other player loses.

A player who plays rock will beat another player who has chosen scissors (“rock crushes scissors”) but will lose to a player who has played paper (“paper covers rock”); a play of paper will lose to a play of scissors (“scissors cut paper”). If both players choose the same shape, the game is tied and is usually immediately replayed to break the tie.

Step-by-Step Activities

STEP 1

INTRODUCTION: WELCOME AND WARM-UP

10 min

- Teach learners to play the Rock-Paper-Scissors game. Demonstrate
for learners: “Rock” is made with the fist, “paper” is made with the hand held open, and “scissors” is made with the first 2 fingers held apart to look like scissors.

• Ask learners to make the shapes with their hands as you say, in random order: rock, paper, scissors.

• When you are happy that learners know the correct shapes, introduce the rules of the game.

STEP 2  ROCK- PAPER-SCISSORS

• In this game, which is played with a partner, “rock” beats “scissors,” “scissors” beats “paper,” and “paper” beats “rock.” If both players throw the same shape, the game is tied, and they play again. The players begin by counting to 3 and then making their move. Demonstrate with a learner who is familiar with the game.

• Have learners practice a few times with a partner, and then explain that you will play some music. When it is playing, they will mix around the room. When it stops, they must take the nearest person as a partner. They will show the friendly strengths they have in being happy to work with any person as their partner.

• Once they have their partner, they will play the game. The loser sits down.

• When the music starts, everyone (including those sitting down) joins in to mix around the room and then repeat the game.

STEP 3  DISCUSSION

• After the game, ask:

  Ø What is the Rock-Paper-Scissors game used for?  
  (Explain that this game is often used to help people to work out who goes first in a game, or who gets to choose a game. This can help friends to work this out without fighting or arguing with each other.)

  Ø What does it feel like when you lose in a game?
What does it feel like when people won’t let you join a game?

- Ask: How might playing games like Rock-Paper-Scissors help us make fair decisions when we play?
- Ask a learner to give an example of when they would use such an activity.

**STEP 4**

**WRITING ACTIVITY**

- Ask learners to turn to Learner’s Workbook, Lesson 2 draw some pictures or write about how they would use Rock-Paper-Scissors in school and the community.
- Circulate the room asking learners about their drawings and writing.

**STEP 5**

**EVALUATION**

- This activity isn’t evaluated, but you can ask learners to reflect on the learning outcomes. Ask learners: Did we do the following:
  - Discuss strategies for working out who goes first in a game?
  - Discuss their feelings when they lose a game or are excluded?
  - Explain how they will use the Rock-Paper-Scissors game at school and in the community?
- Ask learners what we discussed in today’s lesson.

**STEP 6**

**HOMEWORK**

- Ask learners to show their families what they learned about taking turns in class today.
- Ask learners to demonstrate how to play the game Rock-Paper-Scissors to their families.
The Global Citizen Initiative has set up a child abuse helpline for Margibi County AQE Schools and Communities.

“Learners and parents in Margibi County can make use of the myvoice helpline number- 0776259990- to report any case of abuse. It could be physical abuse, psychological abuse, or sexual abuse. People are waiting to respond to your call or text. When you text, please write ‘myvoice’ at the end.”

Report All Child Abuse cases to My Voice Helpline in Margibi 0776-259-990

Don’t let our children be denied a happy future. Report any incidents of child abuse now using the My Voice Helpline. Report anytime day or night to get help.