

Madventurer



Madventurer Teaching Pack.





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This pack is designed to assist you in the classroom during your Madventurer teaching placement. It is by no means conclusive, rather it is intended as a starting-point from which you can build. It is hoped that you will have your own ideas and techniques to put into practice that are not included here.

The teaching aid is divided into various sections that cover recommended techniques and ideas that you can apply both inside and outside of the classroom and offers advice on how to plan and structure your lessons. The games can be adapted to the level and ability of the children you are teaching. Make a note of the resources needed so that you can organise before you go out. Please add your own teaching ideas to the feedback form at the end of the project.

- Use the ideas and techniques given in this pack to convey information.
 - Vary the techniques used so as to be effective.
 - Be creative and try not to always do all of the talking.
 - Enjoy yourself – if you are having fun, so are your students.

Classes tend to be incredibly monotonous and repetitive. Material is taught on the basis that if something is repeated by rote enough times then it will be remembered. The class is very much talked at and student interaction with the syllabus is limited. This is in part due to the conditions at the schools where class sizes range from 60 to 150 students per one teacher. There is a huge amount of pressure on the teaching staff to get results in an environment where the individual is often lost in the larger class body. Materials and textbooks are limited and pupils often have to rely on the notes they copy off the blackboard or on their long-term memories. This is where you can make a difference, introducing new, fresh ideas and teaching techniques to your classes and providing much needed variety into their daily routines. The techniques you use will not only benefit your students during your time there but also future pupils as teachers learn from you and pick up the methods you use to incorporate into their own classes. You will be able to take some of the pressure off these heavily burdened teachers and contribute to the over-stretched resources at the school. Your physical contributions, support and time will be highly valued.

Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world". We are not trying to dramatically change the world, rather we are aware that a thorough and well-grounded education offers individuals increased opportunities to improve their standard of living and wealth in order to survive in a rapidly changing world with their traditional beliefs and ways of life intact. A complete, thorough education will provide your students with greater opportunities in life within the confines of this traditional culture and way of life."



Do not underestimate the importance of planning. Problems incurred otherwise could include:

- Running out of time.
- Finishing too soon and having no material left with which to fill the remaining lesson time.
- If working in pairs your partner may have different ideas about the form the lesson will take. Unless you are both in agreement and understand the lesson plan properly the lesson may become disjointed and ineffective as neither of you are sure what the other is doing.

All of these problems can be avoided by ensuring that you take the time to thoroughly plan your lesson. This will also increase your confidence as you will know exactly where your lesson is heading. You will have a clear cut and definite purpose and objective.

Remember to use warmers and games to keep the class' energy levels up. Make sure that you have a beginning, middle and end to your lesson, a simple but effective means of structuring your time. Gauge the attention level of the students, if they are tired and disinterested the material you are covering will not go in. Come up with a means of getting rid of this lethargy or, in some instances, excess energy. What some teachers do with younger children at the primary level is get them to all run once round the school compound and then back into class. This method gets rid of excess energy and also wakens students up, getting the blood pumping round again. A modified version could be to just get your pupils to stand up, sit down, stand up, sit down, stand up, sit down. It sounds daft but it does work!

Most importantly, learn from past experiences. If a lesson is successful, assess why you think that was and use the techniques again. If a lesson is unsuccessful try to understand why and then use this understanding to help you write future lesson plans.

Be on top of your material and have a firm grasp of the subjects you are going to cover.

Tips:

- If the challenge is becoming too great then back track so it becomes easier and you can reward and praise the pupils once more. KEEP IT SIMPLE and REPETITIVE.
- Always finish a lesson on a POSITIVE note.

Always spend **the last few minutes of a lesson** briefly going over what has been learnt. Ask the pupils questions to see if they have learnt something.

Appraisal:

You can make an appraisal of your lesson by seeing how much the children have learnt. Make a note of where you were successful and how the pupils learnt best.

What could be done to improve your lesson to enable the children to learn and enjoy?

Did you say too much?

Did you notice a pupil who was struggling? How can you help that pupil?

Did you encourage the pupils?

Sit down and discuss the lesson with other teachers, sooner rather than later.

Keep useful notes for reference and new wacky ideas!

Lessons will become more successful if you can make time for an appraisal!



Teaching Techniques

To be able to effectively teach a child there must be a good rapport between adult and child. Get to know your pupil's strengths and weaknesses and avoid taking your pupils to a point of failing and despondency. The rewards are tremendous! Always include in your teaching: -

- **Colour.**

This makes everything look more attractive, highlights and emphasises the material being taught, aids the memory – particularly for the visual learner.

- Multi sensory activities.

These involve the stimulus of all the senses. The senses to be stimulated are visual, auditory, kinaesthetic, verbal and occasionally smell. Seeing, hearing, touching, and speaking. By including all of the senses in the learning situation the different strengths in each pupil will be touched.

- **Action.**

This means TO DO and can aid the memory of the kinaesthetic learner.

Self esteem must be at a reasonably good level for any learning to take place.

- **Praise and reward.**

Think up ways of rewarding the pupils (not sweets). You could make badges that say "well done" or "good spellings" or a smiley picture.

The techniques outlined in this section are participatory techniques designed to involve your pupils in the class. The use of these techniques, as opposed to you just talking solidly for the duration of the lesson, will increase the amount of material digested by your students. Physical involvement in the course of the lesson and in directing the path the class takes will improve the final result and both you and your students will get more out of the time.

You could maybe combine a few of the techniques in one class – although be careful not to overdo it, you don't want the use of the techniques to become counterproductive. They are for use in complimenting the material you cover as opposed to replacing it. The techniques have several advantages:

- The more students are engaged, the more they are able to develop their skills.
- Participatory approaches open up the syllabus. Start with finding out what the students know and then build up from that knowledge.
- They are fun!

WE REMEMBER

20% of what we **read**.

30% of what we **hear**.

40% of what we **see**.

50% of what we **do**.

AND

90% of what we see, hear, say and do.

TEACHING

BE CREATIVE

BE PATIENT

THINK LATERALLY

REPEAT and REPEAT and REPEAT

COMMUNICATE

BUILD A RAPPORT
CHECK SELF ESTEEM

This section is divided into fifteen sections:

1. Brainstorming.
2. Storyboard.
3. Picture Codes.
4. Flow/Tree diagrams.
5. Ranking.
6. Drama.
7. Debate.
8. The Conch.
9. Reading.
10. Case Studies.
11. Demonstrations and Experiments.
12. Art.
13. Poems and Songs.
14. Games.
15. Visitors and Visits.

1. Brainstorming.

Brainstorming is a way of obtaining as many views as possible in a short space of time. Participants, in a group or in the whole class, are encouraged to give as many ideas as they can think of on a particular subject. This can be done anonymously using bits of paper, or students can call out their ideas, which are all written onto the blackboard. In the first stage all ideas are accepted and no challenges are allowed. After all of the ideas have been exchanged the group can be asked to prioritize or choose the most important.

As your class gets used to using this technique you can select three volunteers from the class, one to act as secretary to write the ideas on the blackboard, one to act as chairperson to open up the brainstorming session to the class and to oversee the gathering of ideas, and one to act as co-speaker who repeats back to the class what has been written up.

2. Storyboard.

You and the class can create a story on the blackboard in the format of a comic book. It will be about a given issue which will be a focus to provoke discussion. Begin by drawing one picture on the board. Ask the students what is happening in the picture, and to think about what could happen next. Then ask your students to volunteer to come up and draw the next picture. Encourage them to put in captions/speech/thought bubbles where appropriate. Stress that they should not worry about the quality of the drawing. After each child has drawn their picture ask them what is happening in that scene. Then ask the class what could happen next and ask another volunteer to come up and draw the next picture. Keep going until you have reached a conclusion in your story.

Throughout the process ask questions to get the students thinking about the issues – such as how likely is it that he would have done that thing? What else could he have done? What problems is he/she facing? Did he/she make the right decision?

This technique is suitable for both primary and secondary groups. It is particularly good for use with quiet groups where participation in a straight discussion is not high. It would also be a good technique to use if you were gearing your class up to work on a project such as a school newspaper or if you were working on creative writing and different ways to transmit information and ideas.

3. Picture Codes.

This technique is particularly effective when addressing particular issues such as HIV/AIDS and the attached stigma, bullying, and pollution.

A picture code is a poster-sized illustration without words which shows a situation about which people may have strong feelings. For example, it may show a student being bullied. Place the picture code in a prominent place and then ask questions to stimulate discussion.

What is happening in the picture?
Does this happen in real life?
Why is this happening?
What does the picture make you feel?
Have you ever been in this situation?

This can be done as a class discussion or in groups who then share their findings with the rest of the class.

4. Flow/tree diagram.

These diagrams usually begin with a situation and every alternative action and consequence is explored. This gets students thinking about the various options that are available to them in certain situations and where they could lead. Ask questions to the class like:

What else could she do?
What would happen next?
What else could happen next?
How can she deal with it?
Is there any other course of action she could take?
What is the best course of action overall?
How can she go about taking this course of action?

This activity encourages critical thinking, problem solving and decision-making.

5. Ranking.

Ranking can be used to identify people's preferences or their opinions on their relative importance of a number of things. It can be used to encourage students to assess their own values and attitudes, or to ascertain their preferences in terms of what material they are interested in covering.

For example, put the students into groups and ask them to rank the following in order of importance, starting with the most important.

- i) Popularity.
- ii) Academic success.
- iii) A good salary.
- iv) To own land.
- v) Marriage and a family.
- vi) To enjoy life.

Groups then present their ranking to the class for further discussion and explanation.

6. Drama.

This is a good way to develop communication skills, empathy, negotiation skills and peer pressure resistance. It also encourages problem solving and develops self-confidence.

Role Play: These are not dramas with fixed characters and dialogue. They are rather presentations of situations which the students can act out in order to explore situations, feelings towards situations and different strategies to cope with situations. They are very useful in providing students with a chance to react to simulated situations and test how effective or valid their reactions may be.

During role play, two or more people pretend they are in a certain situation and act out how those people might behave in that situation. Role play involves three steps:

- a) the teacher describes an important problem or situation. Two or three people are asked to volunteer to 'act out' the situation. This should take 5 to 10 minutes at the most.
- b) Students discuss what happened during the role play.
 - Is this a real problem?
 - Can it be solved?
 - How did the role players deal with it?
 - How do you think the situation can have been handled better?
- c) Students make suggestions for overcoming the problem. The role play can be acted out again, perhaps by different students, to show a different solution.

Role plays are good at getting students actively involved in lessons, the more participatory the better. It gets the students to imagine real life situations and solutions. They develop life skills such as critical thinking, problem solving, decision making, empathy, negotiation and peer resistance. It also gives them the chance to put these skills into practice. Performing also helps students to develop confidence and assertiveness.

For example: Angelica is a good student in her final year of primary school. Her father does not want to send her to secondary school because he thinks that it is a waste of time to educate a girl. She goes to speak to her mother about it...

It is the eve of the First World War and leaders from Britain, France and Belgium are meeting to discuss what action should be taken.

Plays: Plays have more characters than role plays, more scenes and a fixed story and dialogue. You can write a play for your students or they can write their own based

on guidelines you have given them. Help them with rehearsals and make sure they are getting the right message across. Their drama can be performed at a school assembly or just in front of the rest of the class. If they are going to perform the play to the community encourage the students to use the local language as many villagers will not have very good English. If you are taking English literature classes you could put on the play being studied by the class and perform it to the rest of the school at the end of your time there – make a really big thing of it with costumes, props, tickets and posters to advertise.

7. Debate.

This is a good way to get kids to look at both sides of an issue and to think about where they stand on it. It encourages confidence in public speaking, critical thinking and persuasion skills. It is also good at improving their English. Debates are especially good for looking at topical issues.

A debate begins by giving a motion, a controversial statement, such as AIDS is a punishment for bad behaviour so AIDS sufferers deserve what they get, or football is a man's sport and women should not play. The students then debate by arguing for or against that motion.

Debating is very popular in Ugandan schools and the students should be familiar with the organisation and rules of a debate. Another idea is to get the class to get into two groups brainstorming ideas for and against and then have a free-for-all debate with a chairperson controlling it, allowing one person to speak at a time.

8. The Conch.

A conch is an object that you use to help in large group discussions. It could be a cuddly toy, ball or even a pen. The rules of the conch are that only the person holding it is allowed to speak. Everyone else must keep quiet and listen. It is a good way to ensure a lively but controlled discussion.

- You could get everyone to sit in a circle and have the conch passed around. This is a good way to encourage those quiet ones in class to speak. If anyone really does not want to speak the conch can be passed on.

- Everyone sits in a circle and you initiate the discussion by asking a question. The conch sits in the middle and anyone who wants to speak picks it up and puts it back when they are finished.

- The group can sit in a circle or in their normal positions. You initiate by asking a question or saying a controversial statement. Anyone who wants to speak raises his/her hand. The person who has just spoken can decide whom to give or throw it to.

- As above but this time it is the facilitator who throws it, either to anyone with their hand up or anyone they feel like throwing it to. After that person has said what they want to say it is thrown back to the facilitator and it continues.

9. Reading.

Gather together books from a very easy level (even just pictures to promote talking) to difficult. Rummage around at home and ask family and friends or even ask at a school for unwanted books!

- You read to the pupils.

- Shared reading - i.e. pupil reads and you fill in with the unknown words.

- Reading on their own – followed up with constant PRAISE.

10. Case Studies.

These can be true or imaginary descriptions of a situation or a character. They can be used to provoke thought and discussion on various issues, or to give you a chance to assess how much the students know about a particular topic. They can come in different forms such as agony aunt letters, or short stories. These can be made up, or taken from publications such as Straight Talk, a Ugandan youth magazine. They are a good way to introduce a topic.

For example: An extract from a local newspaper:

“This week Ugandans throughout the country went to their local polls to vote in the referendum. Turnout saw only a small amount of the population make their voice heard in the referendum, helping to shape the nature of next years general elections. The confirmed results for the referendum will not be released until tomorrow at the earliest.”

- Give a brief summary of what the referendum is for.
- Describe the polling station in your local area.
- List the reasons for and against voting.
- Consider the positives and negatives of a potential third term in office for the president after the elections next year.

11. Demonstrations and Experiments.

With a bit of imagination these can be used to illustrate a whole variety of things. Science experiments where theory is applied in practice are an excellent way to educate classes. For example, you could demonstrate to the class how to wire a plug. Science classes are a brilliant opportunity to get your students doing experiments. When studying the structure of plants and the movement of water from the roots to the flowers, dye or food colouring can be added to some water in which a flower is placed. Over time the flower will change to the colour of the food dye or ink that has been added.

The nature of these experiments and demonstrations are entirely dependent upon the material you are covering but do not be afraid to carry them out. They are both fun and interactive, increasing the knowledge and understanding of your students in their application of the information they have to hand.

12. Art.

Drawing can be used to help children express themselves. In the lessons as they stand children have very few opportunities to express themselves in this creative manner or to use their imagination. This is an easy and fun way to bring variety into your classes and provide effective teaching.

Posters – poster campaigns are a good way to finish a topic and raise awareness in the school or community about that issue.

Murals – if your school has a suitable wall and the school is keen this is a fantastic way to get your message across. If you are working in a new building such as a science block, you can paint on the wall educative material – such as labelled diagrams of the heart or the eye, equipment, periodic tables etc. You could also

think about painting your resource centre in a similar way, putting permanent educative material on the walls. Its remarkable what you can remember if you see it often enough.

Sustainable art – if resources are limited in your area you would be surprised what you can make.

Paintbrushes: find a living stick from a tree or a bush that is about 25 cms long. Peel off the bark, chew the end, starting 1-1.15cm from the end and move down to the end until the fibres have separated. Trim the ends with scissors or a knife. This brush will last 2/3 days.

Pots: cut the tops of plastic bottles, use jars, lids, plastic trays etc.

Glue: mix about one cup of water and one cup of flour in a bowl. Add more flour/water until you get a fairly sticky paste. This does not keep so only make as much as you need.

Charcoal: make a small fire using twigs and sticks. When the ends have turned to charcoal remove them as you need and draw with them like a pencil.

Paper Mache: this is an excellent way of making strong shapes out of paper. Can be useful for making masks, props etc for drama. Tear some newspaper into long thin strips. Cover and saturate each strip in paste and stick onto whatever mould you are using – this could be a balloon or a frame made out of wire. Continue, overlapping the strips until the whole thing is covered. Do at least two or three layers and leave to dry for a few days. Then paint and decorate.

13. Poems and Songs.

These are a great way for children to develop their communication skills and imagination and self-expression. If you teach songs well they stick in the students' heads long after you have left. Completed poems could be performed in front of the class or at a school event or mounted for display in the school grounds.

14. Games.

As well as the warmers and games in the next section of this pack you might like to consider incorporating the following into your lessons.

Quizzes: These are particularly good at the start of the topic to test what the kids already know.

- True/false quizzes.
- Team quiz based on what was covered in your last lesson.
- Team buzz quizzes – give each team a specific noise to use when they know answer.

Hangman: Students really enjoy playing hangman. It is a good way to improve vocabulary and spelling. You could even use it in science classes to test your students' spelling of processes such as photosynthesis and osmosis, or geography classes to name countries or geographical terms. It is also a good way to introduce new topics.

Blockbuster: Remember the tv quiz show? You have a grid made up of hexagons that is maybe four deep top to bottom and six deep across from left to right. Each hexagon is labelled with a letter and teams have to work from the left to the right of the grid, only moving onto a block that is joined to the block they are already on. To move onto the next grid the teams of individual pupils have to answer a question correctly. These questions can cover material you have just gone over in lessons that week or from the section of the syllabus you have just completed. It is an excellent way to revise a topic and go over its main points.

Crosswords and word searches: Again, you can make these up to serve your interests and purpose, covering material that is pertinent to your lessons.

Songs: singing existing and specially made-up rhymes using groups of words that are being learnt are a great way of livening up a class. They're good fun and a great use of the traditional culture in which song and dance are key characteristics.

15. Visitors and Visits.

Visitors – Having people come in from outside provides a nice change from standard lessons, no matter how fun and varied they are. They also give the students new ideas and new perspectives on certain issues. These visitors can come from local health, environmental or educative organisations and can tie into material you are covering at the time.

Visits – Most secondary schools have a vehicle in which pupils can be transported and if one is not available at the school one can be hired for the occasion. School trips are a great way for students to find things out for themselves. These trips can be to nearby sites of historical or geographical interest, to museums or education centres. As long as they are of a beneficial and an educational nature pretty much anything goes. Use your imagination and offer your students something out of the ordinary.



Warmers and Games are really good to use at the start of lessons or at the end if you should finish your class earlier than you expected. They get the kids energised and focused on the activity you are going to do, especially if the previous teacher has just talked them at for an hour. Their use is dependent upon the resources available, time and the size of the room. If you feel interest is waning or the class is getting rowdy in the middle of the lesson then a brief energiser can make all of the difference, even if it only lasts two minutes and they stay in the classroom.

Some of these games are tailored more for a younger or an older age group but do not underestimate their powers – even 18 year olds seem to love 'Simon Says'! You can even adapt the games to fit into the topic you are covering.

Some of the games will take a bit longer the first time you play them when you have to explain the rules, especially with younger children. When they have done the game a few times and have got the hang of it you can get volunteers from the class to lead the game themselves which is good for confidence.

Fruit Salad.

Time: 10 minutes.

Materials: Chairs arranged in a circle, one fewer than the number of participating students.

Good For: Energising students when energy levels are low.

Getting the students into random groups.

Outdoors.

How to Play:

Decide on the number of groups and select a fruit name for each team.

Get all of the students to sit in a circle on the seats with the remaining student stood in the centre of the circle. Walk around the circle naming each student the name of one of the teams. For example, if there were four teams named banana, apple, orange, lemon, you would walk round the circle repeating these names until each student had a name: banana, apple, orange, lemon, banana, apple, orange, lemon etc.

Make sure the students remember the name of their fruit.

The person in the middle calls out the name of a fruit. All of the students of that fruit have to change places with each other. The person in the middle must try to get a free seat.

The one person left without a seat then stands in the middle and the whole process is repeated.

When "fruit salad" is called everyone must swap seats.

If you then want to go on to do group work you can form the groups on the basis of the different teams – eg. All of the bananas would be in one group, all of the oranges in another etc.

This game also works using colours, vegetable and animals.

Shoes.

Time: 1-5 minutes.

Materials: None.

Good For: An energiser.

How to Play:

Everyone stands in a circle all facing clockwise so that they can move round freely. The leader says one of the following and all of the children move around in that manner:

“Put on your walking shoes” – they walk around the circle.

“Put on your dancing shoes” – they dance around the circle.

“Put on your running shoes”.

“Put on your jogging shoes”.

“Put on your posh shoes”.

“Put on your army shoes”.

“Put on your quiet shoes”.

“Put on your noisy shoes” etc.

Cat and Mouse.

Time: 10-15 minutes.

Materials: None.

Good For: A longer warmer for older children.

How to Play:

Select two students, one to act as the cat, (the chaser), and one to act as the mouse, (the one being chased).

Arrange the remaining students into lines of equal number so that there are four lines of four, five lines of five, six lines of six students, depending on the size of the class.

The lines are arranged in a grid so that they are all parallel to each other. The students all hold hands in their lines. When you shout “Turn” the people in the grid turn 90 degrees so that the lines are now vertical as opposed to horizontal from an aerial position.

The cat and the mouse have to run down these parallel passages which suddenly change direction when you shout the command.

The mouse takes a position anywhere in the grid and you shout “Start”. The cat has to chase the mouse and try to catch him/her.

Make sure that the students hold hands properly so that the cat and the mouse cannot run through.

When the mouse is caught replace the cat and mouse with two new volunteers from the grid.

This is quite a complicated game to explain to a class but when they do get the hang of it is brilliant fun!

Glorious Gloria.

Time: 10 minutes.

Material: None.

Good For: Learning names at the start of your time on placement.
When you have to stay inside.
English Lessons.

How to Play:

Each child should introduce themselves in turn by simply adding an adjective before their name that begins with the same letter. Eg. I am Lucky Lucy.

British Bulldog.

Time: 10 minutes.

Materials: A large open space.

Good For: An energiser when space is available.

How to Play:

Two or three students stand in the centre of the designated area.

The rest of the students have to try and run from one side of the area to the other without being caught. The students in the centre have to try to catch them.

When a student is caught they remain in the middle and become one of the catchers.

The game continues until everyone is caught.

5s, 10s, 15s.

Time: 1-2 minutes.

Materials: None.

Good For: A very quick energiser for when time is limited.

How to Play:

You will need enough space for each of the students to run on the spot.

The students have to keep running the whole time, as does the leader.

When you say 5s the students run softly on the spot, keeping their legs low.

10s – knees lifted a bit higher.

15s – knees lifted even higher.

20s – higher still.

25s as high as possible.

Move up gradually but keep dipping down again.

Finish on the highest.

Mingle Mingle.

Time: 5-10 minutes.

Material: None.

Good For: A brief energiser in an open space.

How to Play:

Get students outside.

Shout "mingle mingle" at which point the students move round, weaving in and out of each other.

Shout at random intervals a number between 1 and 10. The students have to stand in groups of that number as quickly as possible.

Those who cannot get into a group of the right number are out of the game.

Keep going until there are only one or two remaining or time runs out.
Duck Duck Goose.

Time: 10-15 minutes.

Materials: None.

Good For: An energiser for outside.

How to Play:

Get the students to sit in a circle outside.

One student walks around the outside of the circle. They have to pat each student on the head as they pass saying "Duck".

When the student comes to a student sitting down that they want to race they say "goose". They must then run round the circle in the same direction they were walking.

The student who was tapped on the head "goose" must get up and run round the circle in the opposite direction.

They have to race each other back to the empty space where the student was originally sitting. The last one back to the space becomes the leader, walks round the circle repeating the game.

Simon Says.

Time: 10 minutes.

Materials: None.

Good For: Killing a couple of minutes or waking up tired, lethargic students.

How to Play:

Get all of the students to stand up at their desks.

You then issue a series of commands. Whenever these commands are preceded by "Simon says" the students must carry out that command.

If a command is not begun with "Simon says" the students must not carry out the action. Any student that does is out of the game and sits down.

You can speed the game up to make it harder.

For example: "Simon says put your hands on your head".

"Simon says jump up and down".

"Simon says touch your toes".

"Stick out your tongue", (any students that follow this command are out of the game).

Knotty Problem.

Time: 5 minutes.

Materials: None.

Good For: Team building skills before working on a group project and problem solving skills. Also a good energiser at the end of a class.

How to Play: Get all of the students to stand in a circle.

They must join each of their hands with a different person in the circle so that they are now connected to two other people. These people cannot be the students stood to their immediate left or right.

The group must then untangle themselves without letting go of their hands. To do this they will have to work together and duck in and out of the group, climbing over other people's arms and switching places.

The game is over when the group is back in a perfect circle.

I'm Going on a Journey.

Time: 15 minutes.

Materials: None.

Good For: Memory skills and testing attention span.

When you have to stay inside.

How to Play:

You start by saying: "I'm going on a journey and I'm taking...a bag" (any item will do).

The next person repeats what you said and adds on their own item: "I'm going on a journey and I'm taking a bag and some toothpaste".

The next person repeats the whole line, again adding their own item, such as sunglasses.

As you go round the list gets longer and longer and the students have to get it in the right order. If they make a mistake that student is out.

Keep going until you have a winner – when only one person is left after everyone else having made a mistake.

To make it easier you could make them do it in alphabetical order.

Another alternative is to make the line "I went to market and I bought...".



Clubs & Events

This section provides you with some guidelines about running clubs in your school and organising and planning events and activities. These are a great use of spare time after school, providing much needed extra-curricular activities. The use of clubs and other activities gives your students an opportunity otherwise denied to them to express themselves creatively and imaginatively. These clubs could be book clubs or science clubs or sports clubs, tapping into already existing or new interests within your school. Your involvement in this area also allows you to get more involved with the children you work with on a more individual and personal level outside the classroom and for you to get involved with something in line with your personal interests and hobbies.

This section is split into four areas:

1. Ideas for Clubs and Events.
2. Advice on setting up and running clubs.
3. Advice on setting up and running events.
4. Advice on Resource Centres.

1. Ideas for Clubs and Events.

Clubs.
Choir.
Debating Club.
Drama Club.
Environment Club.
Girls Club.
Health Club.
Library/book Club.
Life Skills Club.
Music Club.
School Health Improving Club.
School Magazine.
School Newspaper.
Science Club.
Scouts Club.

Sports Clubs, (Football, netball etc).
Writers Club.

Events.
In-School Health Day.
Interschool Competition, (debating, sports, music).
School Trip.
In-School Competition.
Sports Day.

Activities.
Health Centre Visits.
Murals.

2. Advice on setting up and running clubs.

- Try to work with pre-existing clubs before starting new ones.
- Get teachers involved – they will be at the school after you have gone and can help continue the work after your departure.
- Get students involved – find out what clubs **they** are interested in.
- Be enthusiastic.
- Think about who will run the club.
- Involve the students in the planning and the running. It is their club at the end of the day and they need to be involved from day one to ensure they have ownership.
- Make sure the activities are fun.
- Use the club members to mobilise other children.
- Give the students some form of recognition – club membership cards or certificates.
- DO NOT underestimate the students. Let them take leadership roles and organise things.
- Do not organise too many disjointed activities – this will only get confusing.
- Remember to praise students for the work they do.
- Don't get discouraged when sports or other extra-curricular activities take over the time you would usually spend running the club. If you persevere things will get back on track.

The Committee – a committee should be elected at the first meeting of any club. Group members can nominate up to about three people for each post and then a vote is cast to find the elected candidate.

Chairperson: leads the committee and club, gives tasks to and consults committee members, liases with other authorities, eg. School administration. This person should be enthusiastic, motivated, organised, a good leader and fair.

Vice-Chairperson: assists the chairperson with any duties and takes over in his/her absence. This position is not always necessary.

Secretary: takes minutes of the meetings, keeps a register of who is present at club meetings, writes letters if necessary. They also keep a written record of the

activities of the club and its future plans. This person needs to be efficient, neat and good at English.

Treasurer: looks after any money that the club has, from fund-raising activities or from Madventurer for example, and keeps accounts of all money coming and going. This person needs to be very trustworthy, responsible and good with numbers.

Committee: usually three or four people who do not have specific duties but represent the other club members at committee meetings. They should talk to the club members to find out what they want etc. They also help the other committee members with the organisation of activities.

Try to make sure that there is a good mix of students involved in the club. Students from the top classes will normally be more capable at running the clubs but ensure that the lower classes are also involved as they can take over when the older students leave.

3. Advice on setting up and running events.

When setting up health days or sports days and other events start planning early.

Advertise it well using posters made by the students you have enlisted in helping to prepare for the day.

Be open-minded about the scale of your event. If organising a health day get local doctors and health advisers on board, use health NGO's (Non-Governmental Organisations) based in nearby towns to gather up-to-date information and to contribute to the day with drama workshops or talks.

Keep regular contact with the personages you have enlisted to help with the day in order to ensure that they do actually turn up!

Finally do not worry about things being disorganised right up until the last minute. Forward-planning in Africa is a fairly novel concept and all your plans will come to fruition on the day.

Below are some ideas for a sports day:

- Backwards race.
- Egg and spoon race.
- Hopping race.
- Hula-hoop spinning competition.
- Jumping competition.
- Obstacle course.
- Piggy back race.
- Running races.
- Sack race.
- Three-legged race.
- Tug-of-war.
- Wheel and stick race.
- Wheelbarrow race.

When organising a sports day take into careful consideration how you are going to run the day – it might not be the most sensible thing to have all 1200 kids at the school competing! One way of organising it is to make teams up with one child from each class. Each event is running at the same time but at a different place on the field with one person in charge of that event and recording scores. The teams move round to do each event. At the end of the day all of the scores are added up to reveal the winning team and prizes can be awarded.

4. Advice on Resource Centres.

When setting up a resource centre it is important that you start early so that you have time to get the system in place and working smoothly before you go. This will make it more likely that the work you have done will continue for a long time after the end of your placement. You must follow a logical order when you set up a library. However time-consuming these tasks seem to be, you will find that careful attention at an early stage will ensure your school has a well-organised resource centre. This will encourage staff and students to use the stock and will help you to run the library day by day. It is important that when you leave the school the library will not close.

Organise a library committee and decide upon library rules, opening times, staffing and the amount of help you need from monitors. A library committee should include a teacher, perhaps the English Teacher, and one other teacher. You should also involve four students in the committee work who change at the end of each term. The teachers will advise the committee and suggest ways to improve the library with the knowledge gained from running earlier libraries and resource centres. The committee must interpret what users want from their library, select books and make management decisions about opening times, borrowing methods and clarification.

Other students can get involved as library monitors. These are responsible students you can train to help with the day-to-day running of the library, issuing books and returning books to shelves. Library monitors can also make new displays, create enthusiasm for competitions and help find 'lost' books. This position should be treated as a privilege. You will need maybe ten students to fill this role and they can be appointed by vote or through an application process.

Decide on the method of lending books and how to classify them. Divide books into fiction and non-fiction. In turn divide non-fiction books into subject areas according to your chosen method of classification. Give each book a spine label.

Check that the library is secure and damp-proof.

Get to know the different types of library stock and the parts of the books. You may want to remove any existing, damaged or inappropriate stock.

Prepare the library room, make the bookshelves and organise equipment and stationary.

Make library catalogues. This will include a shelf list and title catalogue.

Put books on shelves. Arrange information books by subject. Arrange fiction books in alphabetical order by the author's last name.

Make a ledger in which to record the books that the library receives.

The library or resource centre is an excellent forum for artwork and poetry etc to be displayed and this additional use of the room will encourage students to use the facility. A further method of getting students involved is a **library club**. This is made up of students interested in learning more about the library and helping with the library work. Library club members could be responsible for making library displays, pinning up students' work and organising trips to places of interests, attracting more people to the club. Information about trips could be read before trips and then, when students return, they could write down their experiences. A book club could also be developed where students meet on a weekly basis to discuss selected material for reading that week.

The possibilities are endless; all it needs is a little imagination and time.