

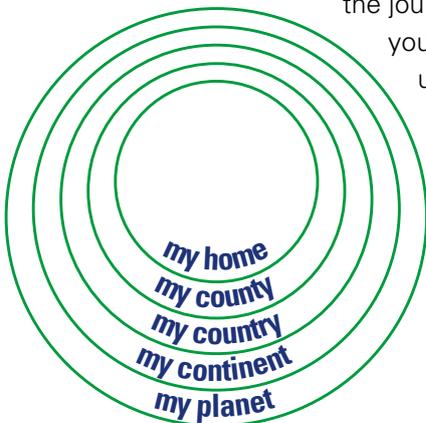
# LEARNING EXPERIENCE ONE: TALKING ABOUT NEIGHBOURS

## 1. I Have a Neighbour

Do a 'round' of the class with each child saying the name of a neighbour and a reason why they like their neighbour; for example, 'I have a neighbour and her name is Mary. I like her because she lets me play with her dog.'

## 2. Let's Visit South Sudan

Explain to the children that you are going to learn about some families that live far away from Ireland. Ask the children to name some places that are far away. Help the children to locate these places on a globe or world map. Then locate South Sudan on the globe or map, put a sticky star on it and connect it to Ireland with a piece of ribbon. Discuss how you might travel to South Sudan and how long the journey would take. With younger children, you could use a 'Me on the Map' diagram to help them situate themselves in the wider world.



### YOU WILL NEED



A globe or world map, sticky stars, string.

Then show slides 1–7 from the slideshow, reading the script for each slide.

## Learning Aims



- To consider the importance of neighbours
- To introduce the community in South Sudan
- To identify similarities and differences between the children's own lives and the lives of the children in the South Sudanese families

## Curriculum Links



Aistear: Identity and Belonging; Communicating

NI Foundation/KS1: Personal Development and Mutual Understanding; The World Around Us

## 3. Stand Up If ...

Using the information from the slides about the South Sudanese families, ask children to stand up (or change places) if ...

like Chiech, you help to mind a younger brother.

like Nyajima, you like animals.

like Nyibak, you are five years old, etc.

Make sure that each child has the opportunity to stand up at least once.

Ajak (34) with her son Ngor (8 months); Awut (48) with her granddaughter Nyajima (2), Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.



# LEARNING EXPERIENCE TWO: NEIGHBOURS HELP EACH OTHER

## 1. Neighbours Helping Neighbours in Malek

Using slides 1–7, recap the story of the neighbours Awut and Ajak. Then look at slides 8–11 and read the script. Discuss how the neighbours in Malek help each other.

## 2. Role Play: New Neighbours

Work in groups of six to eight children. Divide each group to make Family A, who has lived in a neighbourhood for a long time, and Family B, who has just moved to the area. Let the children decide on their roles (mother, brother etc) within the families. Ask the children to think about the people in the other family and what they might need or like, and how they might help them to solve any problems they might have. As the role play develops, you can call out 'freeze' and ask each of the characters how they feel. When you are finished, talk about how we like to help and to be helped.

## 3. Helping Hands Mural

Explain to the children that we are going to make a display called 'Helping Hands'. Ask the children to draw around both of their hands and decorate inside as they wish. Help the children to cut out their hand shapes. Then invite the children to talk about one person who has helped them recently. After each child speaks, use one colour of marker to write their example on a label ('Peter helped Tom', etc.) and allow the child to stick the label on one hand. Repeat until all children have had a turn. Next, with the other hand (and using a different colour marker for the label), ask the children to name an instance when they helped someone else; for example, 'Tom helped his Dad'. When everyone has completed their two hands, put them on a display board divided into two sections: 'People who helped me' and 'People I helped'.

## Learning Aims



- To explore how people help others and are helped by others
- To build empathy with people facing new situations
- To develop skills in problem-solving

## Curriculum Links



Aistear: Well-being; Exploring and Thinking

NI Foundation/KS 1: Personal Development and Mutual Understanding

## YOU WILL NEED



Paper, crayons, scissors, sticky labels (two per child), two colours of marker (for teacher), display board.



Brothers Chiech (6), Pawany (7) and Majak (4), with their sister Yomjima (11), and neighbour Nyibak (5) collecting water. Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.

# LEARNING EXPERIENCE THREE: NEIGHBOURS CARE FOR EACH OTHER

## 1. Caring for People and Animals in Malek

Look at slides 12–14 and read the script. Talk about caring for younger children and for animals.

## 2. Emotions Dice

In small groups, invite the children to take turns at rolling the dice and describing the emotion that it lands on, saying, 'I feel happy/sad/angry when ...' Once all the children have taken a turn, you can repeat the activity, but this time, the child conceals the dice when he/she rolls it, and then mimes the emotion. The other children guess what emotion is being expressed.

### YOU WILL NEED



For each small group, a large cube or dice, plus six emoji-style drawings of faces with different expressions (happy, sad, angry, worried, excited, sick, etc.) Stick the pictures onto the six sides of the cube or dice before you start the activity.

## 3. Peace Path

Explain that each group is going to build a 'peace path' for their Small World people and/or animals. Talk about the meaning of the words 'peace', 'peaceful', 'safe' and 'path'. Invite the children to imagine what 'their' people/animals would like to have on their peace path, and to think about any special needs that their people/animals might have. Encourage the children to work together to build a path for their figures, considering the start and the finish, the shape, and surroundings. Once the paths are complete, ask the children to take the figures on a journey through the path. Allow each group to show their peace path to the other groups, describing the features that make the path peaceful and safe.

### YOU WILL NEED



For each small group, a selection of 'Small World' figures (people and/or animals) and accessories, plus similar sized items such as pebbles, ribbon, etc., table or floor mat for creating path.

## Learning Aims



- To communicate feelings
- To become more aware of the emotions and needs of others
- To develop skills in working cooperatively

## Curriculum Links



Aistear: Communicating; Exploring and Thinking

NI Foundation/ KS1: Language and Literacy; The World Around Us



Nyajima (2) and her cousin Nyibak (5), Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.

# LEARNING EXPERIENCE FOUR: NEIGHBOURS SHARE WITH EACH OTHER

## 1. Sharing Gifts from Nature in Malek

Look at slides 15–17 and read the script. Talk about growing your own food or perhaps picking blackberries along the hedgerows. Talk about sharing what we grow or pick.

## 2. Fair Shares at the Market

In each group, appoint two children as market stall owners and the others as shoppers. Distribute the food and pictures of food to the stall owners and distribute the play coins unequally to the other children. Allow the groups to role play a market scene, with the stall owners deciding how many coins to take in exchange for the items the children want.

After a few minutes, stop play and discuss: Do all of the shoppers have fair shares of food? Did anyone think of sharing, and if so, how did they do that? Ask the stall owners how easy or difficult it was to do their job. Then ask the children to play again, this time thinking more about everyone getting a fair share. End the activity by discussing how people felt about sharing.

### YOU WILL NEED



For each small group, you will need play market food, play coins, some photos of food from magazines cut out and stuck onto card, and any market props that are available.

## Learning Aims



- To explore the importance of sharing
- To develop skills in classifying, comparing, matching objects
- To closely observe and describe some items found in nature

## Curriculum Links



Aistear: Exploring and Thinking; Well-being

NI Foundation/KS1: Mathematics and Numeracy; The World Around Us

Photo to the right: Yomjima (11) and Nyibak (5) with neighbours in sorghum field, Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.



## 3. Sharing Treasures from Nature

Before you go outside, explain to the children that they should look out for one small 'treasure' that they think is interesting or beautiful. It could be a leaf, a stone, a flower/weed (one that you are allowed to pick!), etc. If two children want the same item, encourage them to work out a solution. Once everyone has a treasure, come back inside and ask the children to place their treasures on a table. Select up to five treasures and put them on a tray. Allow the children to look closely at the tray and talk about the comparative size, shape, and texture of the items. Cover the tray with a cloth. Try to recall all the items on the tray and then pull the cloth off to reveal. Go through each item on the tray, asking who selected it and why they like it. Repeat with a new set of items until everyone's treasure has been used. Talk about how the children can find treasures from nature at home and share them with family members or neighbours.

### YOU WILL NEED



a green outdoor space, a table, a tray and a cloth.

# LEARNING EXPERIENCE FIVE: NEIGHBOURS LISTEN TO EACH OTHER

## 1. A Busy Day in Malek

Look at slides 18–22 and talk about the boys’ day. Where did they go and who did they meet? Do you think they enjoyed telling their mother about their busy day?

## 2. Mirror, Mirror

Divide the children into pairs and ask them to stand opposite each other, at a non-touching distance. Explain that the children are going to take turns pretending to be a mirror and that they should very carefully observe their partner so that they can copy what they do. Without speaking, Child A begins moving and Child B copies the movements, facial expressions, postures and mimed actions of Child A. Switch roles.

After the children have worked in pairs for a while, you can bring them together and invite them to share a move from their partner that they enjoyed; for example, Jessie shares ‘Jack’s move’. Bring these movements together into a simple choreography set to music.

## 3. Hello and Goodbye

Explain that during the boys’ busy day in Malek, they would have greeted many people. But they didn’t speak to them in English. They speak a language called Dinka. They say *ci yi baak* to say ‘hello’ and they say *apaath, yin aca tong* to say ‘goodbye’. There is an audio recording of these greetings on slide 23. Practise the two greetings and play a simple game of walking around the room, meeting and greeting using Dinka. Then ask if anyone in the class can speak a language other than English. Ask them if they would like to teach the class hello and goodbye, and then repeat the greeting game in the additional languages.

## Learning Aims



- To develop observational skills
- To explore movement and music
- To build awareness of different languages

## Curriculum Links



Aistear: Communicating: Identity and Belonging

NI Foundation/ KS1: Physical Development and Movement; The Arts; Language and Literacy

Top right photo: Chiech (6) helping his brother Ngor (8 months), Malek, Lakes State, South Sudan.

Bottom right photo: Ajak (34) with her sons Majak (4), Chiech (6) and Pawany (7), Malek, Lakes State, South Sudan.

Bottom left photo: Awut (48) with her granddaughter Nyajima (2), Malek, Lakes State, South Sudan.

Photo Credits: Achuoth Deng for CAFOD/ Trócaire.



# LEARNING EXPERIENCE SIX: NEIGHBOURS WORK TOGETHER TO MAKE A BETTER WORLD

## 1. Meeting Under the Big Tree

Look at slides 24–26 and read the script. Talk about the big tree as a meeting place.

## 2. People and Places in Our Community

On a roll of craft paper, make a simple map of your community, marking out places of interest. Talk about people who help in the community; for example, school traffic warden, fireman, librarian, park-keeper. Invite the children to draw a picture of someone who helps in the community and help them to place their picture on the appropriate place on the map. Add in natural and man-made collage materials (fabric, wood, string, feathers, etc.) to create visual and tactile interest.

### YOU WILL NEED



A roll of craft paper, paper, crayons, collage materials.

## 3. I Can Make a Difference

Two groups stand in two lines, facing each other. The first group calls out, 'We are looking for someone who can make a difference!' Someone in the second group volunteers to go across, saying, 'I can make a difference by... (naming an action, idea or skill)'; for example, 'I can make a difference by picking up litter.' The second group calls out, 'Great, show us as you come across.' The volunteer acts out how they will make a difference and runs across to the other group. Now it is the second group's turn to call out, 'We are looking for someone who can make a difference.' When everyone has swapped sides, talk about all the things that were mentioned and how the community would change for the better if we all did the things that we said. Decide on one or two actions that you all could do that would really make a difference. Make an action plan and display it next to the community map you made in activity two.

## Learning Aims



- To display knowledge of some important people and places in their community
- To identify some simple actions that we can take as 'good neighbours' in our setting/school and our community
- To consolidate learning about neighbours in Ireland and in South Sudan

## Curriculum Links



Aistear: Well-being; Identity and Belonging

NI Foundation/ KS1: Personal Development and Mutual Understanding; The Arts

## 4. Final Reflection

Reflect on the six learning experiences, using the slideshow as a prompt to discuss the idea of good neighbours. Invite the children to share reasons why good neighbours are important in their own community and in Malek. Encourage them to take action for a better community and a better world. End with slide 27, and wave goodbye to the people we have met in this resource.

# Trócaire