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PEDAGOGICAL GUIDE

for teachers of the first cycle
of basic education

Dr. Fatima - Zohra Akalay

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**Dr. Wafaa Benzaouia, Pr. Abdelali Mrani et Pr. Mohamed Benazzouz
have participated to the elaboration of this work.**

Foreword

As a space for learning and behavior improvement, school holds a strategic position in trachoma control. That is why public and semi public institutions such as the Ministry of Health, the Ministry of National Education, the Ministry of Employment, Vocational Training, Development and Solidarity, the National Board of Drinking Water (ONEP) and NGOs have set up a coherent strategy, providing thus the school institution with an essential role in trachoma control. Those actors have reflected on the conditions of implementing the strategy and the distribution of factors which would favor its achievement such as supplying schools with water, installing latrines and insect screens, using soap and clean towels.

From the beginning, the teaching project sought educational and health objectives. It has, however, avoided chiefly, within its content, any stigmatization of the school population. Also, it does not make anyone feel guilty for the lack of observance of hygiene and health standards which ought to be respected. Trachoma remains a regional problem which is due to resources scarcity and whose solution requires the mobilization of all citizens as the starting point for any struggle against inequalities.

The present play and teaching document seeks to enable children to think while playing or drawing, and to build up knowledge and action concerning trachoma control. It also seeks to make them aware of how to overcome the disease. It is by establishing an applied and socially-responsible pedagogy that such practices could be made possible.

1. An applied pedagogy :

The teaching tools – coloring book, little story, teaching sheets – drawn up in close collaboration with the Educational Support Directorate of the Ministry of National Education have the merit of occurring within a logic of an already-started on action, as part of trachoma control efforts in the province of Zagora. Education for health actions were not only thought of in terms of their simple pedagogic aspect, but also in terms of their material component. The implementation of a whole set of material and equipment installations such as latrines, water supply and insect screens will make it possible to link knowledge and practice closely.

Indeed, if the objectives we have set for this work are relevant to organize sanitary action, it remains clear, however, that they are insufficient. This is because assimilating and mastering knowledge does not necessarily mean using it. We were brought therefore to ask ourselves over the other dimensions of the pedagogic act in the area of trachoma control. Two ways of reasoning have been explored in the present work with a view to *mastering the risk factor*: knowledge and action. Various activities are thus proposed to pupils to help them build up concrete actions and use what is visible as a guarantee of the educational discourse.

- Setting up a school health committee. This working framework will help pupils organize a certain number of hygiene activities : classrooms and latrines cleaning, drinking water supply, installation of insect screens on classroom windows and doors, promotion of personal and collective hygiene and cleanliness, protection of the environment.
- Adopting school rules for health promotion.

2. A socially-responsible pedagogy : from knowing to being

To enable children become promoters of their own health and their family's, the extension of extracurricular activities will be proposed :

- Organizing guided tours to health centers or day units ;
- Working out an interview for local development actors taking part in the national trachoma control program ;
- Designing an action plan for the village cleanliness ;
- Drawing up a poster to sensitize population to personal and collective hygiene;
- Producing visual aids for hygiene messages transmission and dissemination.

These activities favor the emergence of constructive citizenship. They are expected to help pupils assimilate healthy attitudes, reflect on hygiene issues affecting the community and get involved in problem solving.

Likewise, these activities will make it possible to build up knowledge and learning which bear meaning and which will awaken awareness, arouse echoes with respect to actual experience, make children advance and progress on the path of knowing their bodies and their environment, and help them build up bonds of solidarity around collective action.

3. Edutainment :

These educational tools which are proposed to teachers will help them to provide pupils of the fourth year of the first cycle of basic education with abilities to arrange and master the world through language, play and action. In fact, to understand trachoma as a blinding disease in a better way, a child must have words, relations and

explanatory models which organize her/his perception and enable her/him to put together a representation of the disease, to acquire basic scientific culture which gets built up at school and which helps children initiate an intelligible reading of the disease and the world.

Moreover, this vision of health education in the school milieu has made it possible indeed, to build a certain number of didactic tools and to set up an active pedagogic approach that gives greater importance to three complementary approaches : group work, observation and action.

- Group work : knowledge which is worked out in groups and which introduces children to interactive work and helps them work out thinking, progression and appropriate argumentation ;
- Observation through play activities : children deal with knowledge on the disease and experiment it through the games set forth in the coloring book. They learn how to observe, to ask the right questions, to describe, to analyze and to construct a coherent, continuous and well-organized set of the disease field;
- Intelligence of doing : acquiring hygiene attitudes can be brought down to mastering the construction of reasoning and experience on topics such as individual and collective hygiene. It is also learning how to build up a know-how through skills and competencies which can only be acquired through practice.
- The evaluation of doing skills can be assessed through the degree of applying a given knowledge to a real situation. Children will thus discover the immediate or differed benefits which can be procured by such healthy hygiene practices which are socially praised.

ENTERTAINING EDUCATIONAL ACTIVITIES

INTRODUCTION

The present educational file was designed to assist teachers of the first cycle of basic education. It targets pupils of the 4th year and deals with health education with respect to trachoma in the school milieu.

The activities which were selected are expected to enable pupils to deal, through creativity, with notions and speech acts such as defining, reasoning, argumentation and statement which are necessary to understanding and producing knowledge in the area of preventive health, as well as to the personal appropriation of basic health actions.

1. Objectives :

1.1. General Objectives :

Developing among pupils the ability to :

- Observe, analyze and interpret hygiene and cleanliness phenomena ;
- Understand the trachoma pathology, its signs and hazards ;
- Acquire practical knowledge of hygiene rules : cleanliness of the face and hands, and the use of clean towels which favor its appropriate use in a given situation ;
- Become aware of the relationship between the lack of hygiene and the disease ;
- Introduce them to the hygiene of the school environment.

1.2. Specific Objectives

Pupils must be assisted to become able to :

- observe and understand images,

- state problems,
- express themselves and express their own viewpoints,
- argumentation and reasoning,
- analyze images shapes and colors,
- develop their oral and writing abilities.

2. Methodology for questioning :

2.1. A few preliminary pieces of advice

- During all sequences of questions on drawings, teachers must adopt the principle of relying on the answers of pupils to move towards the already-set objectives. They should therefore :

- be flexible,
- accept all remarks made by pupils and use the best and most relevant among them to advance the educational session,
- make use of the drawings and the little story itself to reach the various objectives sought.

Suggestion : as of the exploitation of the third drawing, the sessions must be started by asking the children to make a quick recap of the « previous episodes ».

- teachers must avoid giving pupils ready-made explanations or express personal judgments. Likewise, they must avoid using *false questions* which are likely to induce pupils to produce answers which are expected by the teacher.

For instance, when the problematic of garbage is tackled, it would be advisable to raise the following questions :

« Look : garbage is placed next to the door, this is not good, it should not be put there because ... ». But children will be asked : « Where is the garbage ? ».

Avoid the close-ended questions :

«Do you think it is good that they be there ? ». Children, in this case, will automatically answer “no”. Closed questions prevent children from thinking genuinely on the problems of environment.

It is advisable then, to express the question in the following way : «Why shouldn't garbage be there ?».

3. Allotment of a session :

Any session, lasting about 45 minutes and leading to the coloring of a drawing or to the performance of one of the games proposed, must be conducted in a similar way and comprise four parts :

First part : 10 minutes

- Observation of the drawing in groups and free comments by children.

Second part : 10 minutes

- Questions from the teacher to bring children to specify the meaning of both the details and the whole set of the drawing.
- The teacher's questions must be simple in order to lead children gradually towards the objectives defined for the lesson.

Third part : 15 minutes

- Time for coloring and/or game. The coloring can be completed at home.

Fourth part : 10 minutes

- Free discussion of some drawings or checking the right answers of the game.

4. Analysis of the various parts of each session

4.1. First part : observation/free expression

The first part seeks the main objectives of developing children's observation and encouraging them to express themselves through the iconic media. During this part, children should comment the drawing freely among them. These exchanges will generate more “constructed” comments. If the teacher asks the following question: “What do you think of this drawing ?” or “What do you notice in this drawing ?”, the answers obtained will often be a simple description of the image and will be taken into account. The teacher should then rely on these purely descriptive elements to prepare the second part and construct the questioning in a way that enables pupils to distance themselves from the drawing.

4.2. Second part : Guided expression / guided observation

The second part will seek to direct children discretely towards the objectives defined in each sheet.

The teacher must encourage pupils to look at the drawing in a better way, to observe details and their meaning. For instance: the presence of flies, garbage and their relation to trachoma. The teacher must give additional details to that situation and provide pupils with complementary explanations. He/she can take advantage of that moment when thinking is engaged to bring pupils to talk about their immediate environment : “Are there too many flies in your house ? Do you know anyone whose eyes hurt ?”. The indirect involvement which this type of questions provokes enables pupils to better understand the meaning of the story, which is often very close to their daily living.

4.3. Third part : Creativity and/or discernment exercises

As children like drawing and coloring, this part of creativity and relaxation which rewards the pupils for their efforts must be favored.

Teachers may guide pupils discretely in their task, express their opinion if pupils ask them for that, guide them in the choice of colors. But children must be left free without any constraint. They must find full and genuine pleasure in this activity.

When it comes to the proposed exercises/games, the teacher can suggest to pupils to do them in twos, which would stimulate them to seek the right answers.

4.4. Fourth part : Moment of sharing/checking – correction.

This part will be an opportunity for everyone to show others what they did. During this moment, the production of pupils must often be lauded. If there are any remarks, these should be made tactfully, without any prejudice or excessive comparison between the various productions of pupils.

Regarding the drawings/games, the correction can be either made in group or individually.

Reading of the little story at home :

Encouraging pupils to read at home the various sequences structuring the little story.

5. Teaching Material :

The teaching material is made up of two manuals, a coloring manual with entertaining play sheets and a little story, in addition to teaching sheets designed for teachers of the first cycle of basic education. These sheets are not instructional but they merely suggest possible tracks of work.

TEACHING SHEET N°1

Sensitizing pupils to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 1 :

- Coloring sheet on page 1, n° 1. (Coloring book)

- Play sheet page 2, n° 1. (Coloring book)

* Little story : pages 1 and 2.

Materials : Coloring pencils.

OBJECTIVES :

- Conveying the disease transmission mechanisms : contamination occurs through flies, dirty clothes and garbage which is the seat of larva.
- Developing the spirit of observation and location.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Distribute pupils into small groups and ask them to discuss freely the content of the drawing.
- Attract the attention of children to their immediate environment :
 - The danger of contamination is conveyed through flies setting on the faces of the mother and her two children.
 - Dirty clothes serving to wipe the face.
 - The presence of garbage, the living of people and animals at the same place.
- Restate the same by using linguistic structures that have been grammatically internalized, such as simple sentences : declarative and complex sentences ; interrogatives, negatives.

2. 2nd part : 10 min

- Bring the children gradually to establish causal links between the following three notions: filth, disease, misery.
- Tell them to ask questions on the section (s) they have not understood.
- After this clarification, ask them to restate the core of the message.
- Lexical enrichment during this sequence. New words are written on the blackboard.

3. 3rd part : Creativity and relaxation: 15 min

- Sequence on coloring the drawing on page 1, n° 1. (Coloring book)
- or
- Creativity and relaxation : Play sheet on page 2, n° 1. (Coloring book)
- Find the way leading to garbage

4. 4th part : Free discussion : 10 min

- Free discussions on the drawing.
- Valorization of pupils productions.

Reading at home of the little story, sequences on pages 1 and 2.

TEACHING SHEET N° 2

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 2 :

- Coloring sheet page 3, n° 2. (Coloring book)

- Play sheet page 4, n° 2. (Coloring book)

* Little story page 3.

Materials : Coloring pencils.

OBJECTIVES :

- Selective understanding.
- Lexical enrichment : overall, stethoscope, suitcase, nurse, physician, cleanliness, garbage, heal, advise.
- Oral expression: help pupils develop the notion of time (before, now, etc.).

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Introducing Mr. Boundif¹.
- Setting up groups of 3 to 4 pupils and asking each of them to react to the image.
- Telling pupils to ask questions about things they have not understood.

¹ Translator's note : (Funny) Arabic word meaning "Father of clean", also used in a radio and TV spot designed to sensitize the population to cleanliness.

2. 2nd part : 10 min

- Drawing the attention of pupils to the cleanliness of the nurse's overall which is in contrast to the dirtiness of the family's clothes : garbage, wastes, pollution.
- The teacher writes new and difficult words on the blackboard.

2. 3rd part : Creativity and relaxation : 15 min

- Sequence of coloring the drawing on page 3, n° 2. (Coloring book)
Or
- Creativity and relaxation : play sheet on page 4, n° 2. (Coloring book)

Memorizing and re-expression :

- This exercise is expected to enable pupils remember, starting from the drawing pairs, the pieces of advice of the nurse, Mr. Boundif, and to reword them in their own way.
- Depending on their level, the pupils can be brought to restore the drawings components in the form of "before", "after" or "now".
- This exercise develops in children the notion of time and make them also aware of action and its results.

Solutions :

- 1.1. Before, children were dirty and did not have the habit of washing regularly.
- 1.2. Now, they are clean and splash about in water.
- 2.1. Before, animals were kept within the house, the courtyard was dirty and full of garbage, and flies swarmed.
- 2.2. Now, there are no animals in the house anymore and the door is closed.. The courtyard is clean, the windows are protected with insect screens. Flies no longer get in.
- 3.1. Before, children were dirty and stayed at home. They were sad and unhappy.

- 3.2. Now, children are clean and go to school. They are smiling and happy.

4. 4th part : Free discussion : 10 min

- Imagine possible answers that Aïcha could give to Mr. Boundif.
- Imagine the advice that the latter would provide her with.
- The voice reading of the narrative sequence that goes with the drawing will complete the pupils' outputs.
- Collective correction of each group's interventions.

Reading at home of the little story, sequences on page 3.

TEACHING SHEET N° 3

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 3 :

- Coloring sheet page 5, n° 3. (Coloring book)

- Play sheet page 6, n° 3. (Coloring book)

* Little story page 4.

Materials : Coloring pencils.

OBJECTIVES :

- Sensitizing pupils to the significance and value of cleanliness.
- Bringing children to identifying and restructuring hygiene acts in an orderly fashion.
- Acquisition of the lexical field related to cleanliness.
- Rewording.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Setting up small working groups and asking them to discuss the general content of the drawing. The teacher provides help constantly.

2. 2nd part : 10 min

- Why should people wash their hands and face every day ?
- Why should the face and all the body be cleaned ?
- What are the good methods ? define them with pupils.
 - Apply soap correctly on hands without omitting fingers and wrists.
 - Wash the hands and face with water.
 - Wash the face correctly, especially the eyes.

- Wipe oneself carefully using a clean and dry towel.
- Have you understood the need to wash the hands and face ?

Some general notions :

1. The skin ?
2. What is a microbe ?
3. How can one fall ill ?
4. What to do in order to avoid contracting trachoma ?

3. 3rd part : Creativity and relaxation : 15 min

- Sequence on coloring the drawing on page 5, n° 3. (Coloring book)
or
- Creativity and relaxation : sheet on page 6, n° 3. (Coloring book)

4. 4th part : Discussion 10 min

The game of errors : List of 10 missing elements :

- The right leaf of the stem
 - The crank used to lift the bucket from the well
 - The stone of the well (middle strip)
 - The fly on Mustapha's cheek
 - Mustapha's « nose »
 - The stain on Naïma's skirt
 - The shampoo bottle
 - The hand on the soap
 - The button on Aïcha's overall
 - Aïcha's eye.
- Correction of the game.

Reading at home of the little story, sequences on page 4.

TEACHING SHEET N° 4

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 4 :

- Coloring sheet page 7, n° 4. (Coloring book)

- Play sheet page 8, n° 4. (Coloring book)

* Little story page 5.

Materials : Coloring pencils.

OBJECTIVES :

- The teacher will direct questions to the benefits of washing and the pleasures it provides.
- Justifying, arguing a viewpoint.
- Seeking illustrations that describe hygiene acts.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Distribute pupils into small groups and ask them to react spontaneously to the drawing.

2. 2nd part : 10 min

- Obtain the critical impressions of pupils on drawings illustrating the sad and gloomy universe of the story's beginning: comparison.
- Ask questions : ask children to describe a washing session. Teach them that it is important to be clean.
- Make a synthesis after correcting the pupils' answers.
- Reproducing on the blackboard the basic rules of hygiene.

3. 3rd part : Creativity and relaxation : 15 min

- Sequence on coloring the drawing on page 7, n° 4. (Coloring book)
or
- Creativity and relaxation : play sheet on page 8, n° 4. (Coloring book)

Memorizing and re-expression :

- This exercise brings pupils to remember what is necessary for washing, to reason in relation to items that are shown them on page 8 and to distinguish between useful items and those needed to wash.
- The exercise could be prepared by asking them to mention the name of each item to make sure that they have identified all the items.

Solutions :

- Joint listing on the blackboard of the items in two columns :
 - First column : items which are useful to washing
 - Second column : useless items.

Useful items for daily washing :

- Towel
- Bucket
- Brush
- Receptacle
- Soap

4. 4th part : Free discussion : 10 min

- Free discussions on the comparison of the drawing on page 1 to that on page 7.
- Drawing up the list of items which are useful to washing : basin, water, soap and a towel.

Reading at home of the little story, sequences on page 5.

TEACHING SHEET N° 5

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 5 :

- Coloring sheet page 9, n° 5. (Coloring book)

- Play sheet page 10, n° 5. (Coloring book)

* Little story page 6.

Materials : Coloring pencils.

Ruler.

OBJECTIVES :

- Cleanliness and the respect of environment.
- Learn to build up a research file starting from the theme of environment cleanliness.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Presentation of the character and definition of her/his functions.
- Divide pupils into small groups : ask them to describe the scene and interpret the expressions on the faces.

2. 2nd part : 10 min

- Children will find again in this scene the gloomy, polluted and unhealthy universe of the story's beginning. The only component of change is the cleanliness of Saïd.
- Obtain their impressions on the scene : Saïd is clean now. But his environment remains unhealthy.
 - Is that cleanliness sufficient ?
- Sensitize children to the cleanliness of the environment.

3. 3rd part : Creativity and relaxation : 15 min

- At the moment of coloring - drawing n°5 on page 9 (Coloring book)-, children will be encouraged to reflect on the choice of the colors to put on refuse. Guide them towards dark colors such as black, gray and brown.
- They can also be advised to add, in the drawing, other polluting items.
or
- Creativity and relaxation : sheet page 10, n° 5. (Coloring book)

Memorizing and re-expression : Labyrinth game.

- This game develops in children skills of location in space, on the basis of geometric shapes.
- The first difficulty in the exercise consists in locating the gap to close with one stroke.
- The second difficulty is the horizontal, vertical or diagonal drawing of the line itself.
- Going through the rows, the teacher can advise and help pupils encountering difficulties.
- Before checking / correcting the exercise, the teacher can ask pupils to color cages where a fly is enclosed, using a different color for each cage.

Solutions :

- Pupils will be asked to count the number of cages containing an imprisoned fly (the number should be 12) and to write down the number beneath the drawing of Si Jilali.
- The exercise can be carried on at home by asking pupils to draw new flies in the empty cages.

4. 4th part : Free discussion : 10 min

- Free production : ask pupils what they should do to improve their environment. Finding solutions.

Reading at home of the little story, sequences on page 6.

TEACHING SHEET N° 6

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 6 :

- Coloring sheet page 11, n° 6. (Coloring book)

- Play sheet page 12, n° 6. (Coloring book)

* Little story page 7.

Materials : Coloring pencils.

OBJECTIVES :

- Sensitizing pupils to the various acts that lead to their environment sanitation and hygiene.
- Prompting children to have a clear vision of the collective interest.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Distribute pupils into groups : free expression on the drawing.

2. 2nd part : 10 min

- Each group must answer a certain number of questions :
 - What to do in order to have a clean environment ?
 - What to do in order to have a clean classroom ?
 - What to in order to be clean oneself ?
 - What are the materials needed to remove garbage ?
 - A shovel,
 - A wheelbarrow.

3. 3rd part : Creativity and relaxation : 15 min

- Coloring sequence, drawing page 11, n° 6 (Coloring book).

- Introduction to the logic of choice : ask pupils to apply the same colors as those used in the previous drawing.
- or
- Creativity and relaxation : sheet page 12, n° 6 (Coloring book).

Reasoning and discernment

Exercise almost identical to the games on page 8, n° 4 (Coloring book) and page 14, n°7 (Coloring book).

- The exercise can be prepared by asking them to mention the name of each object to make sure they have identified all the items well.

Solutions :

- For correction, collective enumeration on the blackboard of the list of items in two columns :
 - First column, the objects to throw in the garbage can.
 - Second column, useful items to keep.
- What should Saïd put in the garbage can to keep his environment clean ?
 - empty food tin
 - remainder of the watermelon portion
 - empty washing powder pack
 - bone
 - fishbone.

4. 4th part : Free discussion : 10 min

- Imagine the conversation between Mr. Jilali and Saïd.

Reading at home of the little story, sequences on page 7.

TEACHING SHEET N° 7

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 7 :

- Coloring sheet page 13, n° 7 (Coloring book).

- Play sheet page 14, n° 7 (Coloring book).

* Little story page 8.

Materials : Coloring pencils.

OBJECTIVES :

- Trying to involve pupils in problem solving.
- Manufacturing and installation of insect screens on windows.
- Introducing children to expressing their impressions and to commenting the decisions made.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Set up groups and distribute tasks : texts and illustrations.
Example : how to improve household hygiene ? - installation of insect screens on windows.

2. 2nd part : 10 min

- Identifying the main character. Children get acquainted with the head of family: Mr. M'Barek.
- Identifying what the characters do.
 - Installation of insect screens on windows.
- Why ?
 - There are flies moving in the courtyard.

- Ask children to identify the materials they need to make insect screens :
 - wood frame, - woven wire cloth, - nails,
 - scissors, - hammer.

3. 3rd part : Creativity and relaxation : 15 min

- Coloring sequence, drawing page 13, n° 7 (Coloring book).
or
- Creativity and relaxation : sheet page 14, n° 7 (Coloring book).

Memorizing, reasoning and discernment : activity identical to that of the sheet on page 8, n° 4 (Coloring book).

- This exercise brings children to recall the tools needed for producing an insect screen, to think with respect to the elements presented them on the page and to discern between the items they think of and those shown them.
- The exercise can be prepared by asking them to mention the name of each object to make sure they have identified all the items well.

Solutions :

- For correction, a list will be jointly written down on the blackboard including all the items in two columns :
 - First column : items which are useful for manufacturing the insect screen.
 - Second column : useless items.

Materials and tools needed :

- woven wire cloth - hammer - nails - scissors.

4. 4th part : Free discussion : 10 min

- Discuss the advantages of applying insect screens on the doors and windows of the house.

Reading at home of the little story, sequences on page 8.

TEACHING SHEET N° 8

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 8 :

- Coloring sheet page 15, n° 8 (Coloring book).
- Play sheet page 16, n° 8 (Coloring book).
- * Little story page 9.

Materials : Coloring pencils.

OBJECTIVES :

- Make pupils aware of the benefits of schooling.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Observation of the drawing : children find pleasure in identifying themselves with the characters of this drawing since the latter are in the same situation: in the classroom with a coloring book and pencils ...
- This identification must be used to praise the fact of being at school – smiling and clean children and teacher.
- Children get acquainted with a new character, who can readily be identified, and whom they can introduce by themselves.

2. 2nd part : 10 min

- Introducing the teacher : Mr. Abdellah.
- During questions, name the two pupils represented, i.e. Naïma and Mustapha.
- Draw the attention of pupils to the cleanliness of children, the cleanliness of the classroom, the presence of an insect screen on the window and the absence of flies.

- Make them draw up the list of items one must have before going to school : books, copybooks...

3. 3rd part : Creativity and relaxation : 15 min

- Coloring sequence, drawing page 15, n° 8 (Coloring book).
or
- Creativity and relaxation : sheet page 16, n° 8 (Coloring book).

The game of errors : list of 10 missing items :

- Books on the shelf
- Teacher's eyeglasses
- Insect screen
- Naima's eye
- Mustapha's eye
- Pencils on the table
- Table leg
- Teacher's pants pocket
- Button on the schoolbag fastener
- Seams on Mustapha's pants pocket.

4. 4th part : Free discussion : 10 min

- Depending on the level of children, try to encourage them express their perception of the school and what their parents tell them about school...

Reading at home of the little story, sequences on page 9.

TEACHING SHEET N° 9

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 9 :

- Coloring sheet page 17, n° 9 (Coloring book).

- Play sheet page 18, n° 9 (Coloring book).

* Little story page 10.

Materials : Coloring pencils.

OBJECTIVES :

- Make pupils capable of inferring the rules of the question/answer game.
- Bring pupils to describe the present aspect of the farm, in comparison with the previous one and to express the differences.
- Sensitize pupils to the relations existing between dream/cleanliness/protection/order/peace/peacefulness.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Note any critical impressions on the general living conditions represented : more pleasant, quieter, and cleaner aspect of the environment.

2. 2nd part : 10 min

- Pupils get acquainted with a new character, Houcine. Draw their attention to the dress of Houcine who comes back from the city : shorts, rope-soled sandal
- Synthesis : during questioning, encourage children to express themselves on how they perceive the farm.

- Make them compare the present aspect of the farm with that on the first drawings of the coloring book and encourage them to spot and express the differences: cleanliness, animals in an enclosure, absence of garbage.
- Valorize this aspect of the farm: «do we see flies ?», “why ?”, “How have they disappeared ?”, “where can garbage be put now ?”, etc.
- The fact that positive judgments are expressed by the external look of Houcine, the city dweller, is important. This aspect can be exploited discretely.
- A sketchy representation that recapitulates the story by indicating the various stages can be written down on the blackboard.
- Explain the gradual movement from an initial state – unhappiness, dirt, disease – to a final stage – happiness, cleanliness, quietness – by simple actions.

3. 3rd part : Creativity and relaxation : 15 min

- Sequence on coloring the drawing page 17, n° 9 (Coloring book).
or
- Creativity and relaxation : sheet page 18, n° 9 (Coloring book).

Space location : the labyrinth game

- This game develops in children the skills of locating space and also, indirectly, time, as pupils must find the shortest track ...
- This exercise is relatively difficult for younger children.
- If the teacher notices that pupils, in their majority, could not find the way, they can be advised to start from the well and reach Houcine ... which would simplify the exercise much as there will be only one “arrival” point instead of two ways at the “start”.

Solution :

- To check the good « answer », ask the children to color the track they have found.

4. 4th part : Free discussion : 10 min

- The reading of the little story on page 10 will confirm the answers of children and establish them in a positive judgment in relation to the changes accomplished since the beginning of the story.

Reading at home of the little story, sequences on page 10.

TEACHING SHEET N° 10

Sensitizing to observation

Duration : 45 min

Audience : 1st cycle of basic education / 4th year

Documents : * Drawing n° 10 :

- Coloring sheet page 19, n° 10 (Coloring book).

- Play sheet page 20, n° 10 (Coloring book).

* Little story page 11.

Materials : Coloring pencils.

OBJECTIVES :

- Construction of a narrative scheme.
- Awareness of oneself, one's body, one's environment and health.

APPROACH AND ACTIVITIES :

1. 1st part : 10 min

- Before this drawing, children will be very sensitive to the prevailing peace. The moon and stars are elements that talk to them, and the presence of all animals and flowers sleeping introduces them to the perception of the little story's happy end.
- During questioning, try to make children sensitive to the somewhat abstract relations between :
 - Dream / cleanliness / protection – insect screen -.
 - Order – everyone is at the « right place » - / peace, quietness.
- Draw the attention of children to the process by recalling the whole of the little story, to the causal logical order or time or chronological order, to the modes of relation.
 - Gradual movement from an initial « lower » condition (unhappiness, dirt, disease) to a final higher condition (happiness, cleanliness, quietness) thanks to simple means and actions.

2. 2nd part : 10 min

- Based on the pupils' answers, the teacher will show, using a tree that outlines the narrative structure, the various actions which produced the final condition and will thus close story.
- Construction of a narrative outline :
 - Initial condition ;
 - Events that generated the various actions ;
 - The various actions set in motion ;
 - The final situation.

3. 3rd part : Creativity and relaxation : 15 min

- Sequence on coloring the drawing page 19, n° 10 (Coloring book).
or
- Creativity and relaxation : sheet on page 20, n° 10 (Coloring book).
- Upon coloring this drawing, it will be useful to ask pupils to review the whole coloring book and advise them to use, this time, colors which they have not used yet and which match nighttime.

Graphic skill

- This exercise constitutes a direct introduction to graphics.
- A satisfactory result can only be obtained after efforts of trial and error.

Solution :

- Advise children not to press the pencil hard when drawing lines so they can erase them easily if the good result was not obtained.

4. 4th part : Free discussion : 10 min

- Free discussion on the various strategies to set up at school level in order to resolve trachoma problems.

Reading at home of the little story, sequences on page 11.

Helen Keller International

**10, Rue Jabal Tazekka, Appt. #° 5 , Agdal, Rabat, Morocco
Phone : 212 37 681604, Fax : 212 37 682051, www.hkworld.org**

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