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| **Section: The power to make changes** | | | |
| **Objective:** | | Practicing empathy, promoting civic responsibility, bringing awareness to the agency we have to improve/ support our communities  SEL Competency: Responsible Decision Making, Self Awareness, Social Awareness  Developmental level: Advanced  Key message: I know I can make a difference in my community  Time: 13 mins 30 seconds | |
|  | **Character name** | | **Content:** *Format*  (TONE OF ADDRESS)/‘Lines from script’/song/sound clip no. |
| **1.** | FX (sound FX) | | *STANDARD INTRODUCTORY JINGLE NO.xx* |
| **2.** | Host | | Today we’re going to hear a story about a girl called Ann who started to notice some of the problems in her community.  She spent the day seeing problem after problem. We’re going to brainstorm ideas together for Ann so that she can help her community.  Ready to hear the story? |
| **3.** | All | | Yes |
| **4.** | Host | | Ok, lets begin! |
| **5.** | FX (sound FX) | | Sound to introduce read aloud story |
| **6.** |  | | Ann walked down the road that ran through the middle of her village. Along the way she looked around.  She saw old Mrs. Chikoko carrying a large pile of firewood. Ann was sorry, she didn’t like to see an older person carrying such a heavy load, but Mrs. Chikoko’s husband had died the year before, and her children lived far away. Ann stopped and took the load from Mrs. Chikoko, and brought it to the old woman’s door. |
| **7.** | FX (sound FX) | | Sound for discussion break |
| **8.** | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What do you think people in the village think when they see Ann help the older woman? (pause)  Again, What do you think people in the village think when they see Ann help the older woman? |
| **9.** | FX (sound FX) | | 30 seconds sound to let children think and respond |
| **10.** | Host | | What do you think people in the village think when they see Ann help the older woman? |
| **11.** | Child A | | That she’s really nice |
| **12.** | Host | | Very good! Does everyone agree? |
| **13.** | All | | Yes |
| **14.** | Host | | Ok, lets continue! |
| **15.** | FX (sound FX) | | Sound to introduce read aloud story |
|  |  | | As she continued down the road, Ann noticed garbage, mostly plastic bags, lining the side of the road. It looked really ugly and dirty, but it was too much for her to clean on her own. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | What could Ann do about the garbage on the side of the road? (pause)  Again, What could Ann do about the garbage on the side of the road? (pause)  Remember to say your answers out loud at home! |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What could Ann do about the garbage on the side of the road? |
|  | Child B | | She could pick it up? |
|  | Host | | She could, but remember, it was too much for her to clean on her own! |
|  | Child B | | Oh yeah. Um.. well, maybe she could ask people to help her? Or she could tell a grown up that she trusts and that is safe? |
|  | Host | | Great suggestions!  Ready to hear more about Ann’s day? |
|  | All | | Yes |
|  | Host | | Ok, lets continue! |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | Ann passed by the school where the children were just leaving for the day. They ran around, playing and laughing. Some even ran into the road. A motorcycle raced by and nearly hit a child. Ann knew that the children would walk home along the busy road, and that it was dangerous. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What could Ann do to make sure that the children are safe on their way to and from school? (Remember, she doesn’t have to do everything by herself, she can work with others.) (pause)  Again, what could Ann do to make sure that the children are safe on their way to and from school? (Remember, she doesn’t have to do everything by herself, she can work with others.) |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | Well, what could Ann do to make sure that the children are safe on their way to and from school? |
|  | Child C | | She could tell someone? Maybe the headmaster or one of the teachers? |
|  | Child D | | She could find the head of the PTA, or maybe speak to some of the parents? |
|  | Child A | | Maybe she could even make signs with her friends, and put them in the road so that cars and motorcycles would know that they are driving past a school? |
|  | Host | | Wow! What amazing creative ideas! Ann would be so lucky to have friends like you to brainstorm ideas with!  Ready to hear more about Ann’s adventures? |
|  | All | | Yes |
|  | Host | | Ok, lets continue! |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | Ann also saw goats and sheep in the school courtyard, where the children played. They chewed on grass and pooped around. Ann knew that animal poop was unhealthy for children, and that even the animals could bring illness. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What could Ann do to make sure that animals don’t enter the school property?  Remember, she doesn’t have to do everything by herself, she can work with others.  Again, What could Ann do to make sure that animals don’t enter the school property? |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What could Ann do to make sure that animals don’t enter the school property? |
|  | Child D | | She could talk to the headmaster or some of the teachers about this too. They might need to put up a fence or arrange for someone to clean the courtyard. |
|  | Child C | | And the PTA or some of the parents! |
|  | Child B | | Or the farmer who owns the goats. Maybe he could take his goats somewhere else? |
|  | Child A | | Maybe the teachers would let a doctor or nurse to come to the school and talk to the children about the importance of hygiene |
|  | Host | | Wow, again, great suggestions! Ready to hear more of the story? |
|  | All | | Yes |
|  | Host | | Ok, lets continue! |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | As Ann continued down the road, she noticed that women were washing clothes in the river, and nearby children were bathing, and not far away others were fetching water in buckets to bring home. She hoped they would not use that water for drinking. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What could Ann do to make sure that the people in her community know about safe, clean drinking water?  Again, What could Ann do to make sure that the people in her community know about safe, clean drinking water?  Remember, she doesn’t have to do everything by herself, she can work with others. |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What do you think? What could Ann do to make sure that the people in her community know about safe, clean drinking water? |
|  | Child C | | She could talk to the women about the importance of safe, clean drinking water. |
|  | Child B | | She could arrange a campaign with her friends to tell everyone in the community about safe water. They could make posters and go door-to-door to speak to people! |
|  | Host | | What wonderful suggestions. These would both make a huge difference in Ann’s community!  Ready to hear more of the story? |
|  | All | | Yes |
|  | Host | | Ok, lets continue! |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | Ann saw many small children, not yet old enough for school, playing by the side of the road. Usually they were in small groups and the biggest one was watching over the others, but even the very biggest were still very small. Ann thought that there should be some activities for the small children in the village. They would learn new things and get ready for school, and also they would be safe. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What could Ann do to make sure that the small children in her village are supervised and have fun activities? (pause)  What could Ann do to make sure that the small children in her village are supervised and have fun activities? |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What do you think? What could Ann do to make sure that the small children in her village are supervised and have fun activities? |
|  | Child D | | Maybe she could make a playgroup for them? She could arrange with her friends to look after the children? |
|  | Child C | | She could speak to the local primary school about making classes for younger children? |
|  | Child B | | Maybe she could find a community organisation or an NGO that could help provide activities for the children? |
|  | Host | | Great suggestions! Did you get any of these at home?  Ready to hear more of the story? |
|  | All | | Yes |
|  | Host | | Ok, lets continue! |
|  | FX (sound FX) | | Sound to introduce read aloud story |
|  | Host | | Ann also noticed that many people were lined up outside the health centre. She knew it was malaria season, and that malaria is caused by mosquito bites. All around she saw puddles of water, and Ann knew that mosquitoes lay their eggs in puddles of water. She knew that these puddles were making people sick. |
|  | FX (sound FX) | | Sound for discussion break |
|  | Host | | Let’s stop here for a quick discussion. Join in at home by saying your answers to the questions out loud during the pauses!  What could Ann do to help reduce malaria in her community? (pause)  Again, what could Ann do to help reduce malaria in her community? |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What do you think? Again, what could Ann do to help reduce malaria in her community? |
|  | Child A | | Ummm…. She could remind people to use nets on their beds |
|  | Child B | |  |
|  | Host | | What amazing ideas! I’m so impressed!  What did you think of Ann’s experience? Does your community have any of the problems that Ann saw today? |
|  | All | | Yes |
|  | Host | | Are there any other problems in your community that you can think of? Can you make a list at home? |
|  | All | | Ok |
|  | Host | | Do you think that you could do something to fix those problems, or at least to improve the situation? |
|  | All | | Yes |
|  | Host | | What kind of things could you do? |
|  | Child A | | In my community, we have (insert local problem), I could (insert local solution) |
|  | Child B | | We have (insert local problem), I could (insert local solution) |
|  | Child C | | Where I live, there is lots of (insert local problem), I could (insert local solution) |
|  | Child D | | We have (insert local problem), I could (insert local solution) |
|  | Host | | What amazing and creative ideas! I love how many ideas you have come up with so quickly!  How do you think the rest of the community looks at people who try to improve things? What do you think at home? Say your answers out loud! |
|  | FX (sound FX) | | 30 seconds sound to let children think and respond |
|  | Host | | What do you think? How do you think the rest of the community looks at people who try to improve things? |
|  | Child A | | I think they are impressed because they see them working hard to fix things for the whole community |
|  | Host | | How do you think that people who are able to improve things feel about themselves? |
|  | Child B | | I think they feel good. |
|  | Child C | | Yeah, when I do nice things for people I feel really good. Fixing problems in my community is a way to do nice things for people. |
|  | Host | | Often times stories like this can teach us important life lessons.  Have learned anything from this story? |
|  | All | | Yes |
|  | Host | | What did you learn? |
|  | Child D | | To help our community |
|  | Host | | Very good! And how will you apply this lesson in your life? |
|  | Child D | | I’m going to start helping in my community. I can start with the suggestions we made for Ann and the ideas we spoke about before! |
|  | Host | | Very good! I can’t wait to hear about all the amazing things you do for your community! |
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