



**FRIENDS OF
IBBA GIRLS SCHOOL
SOUTH SUDAN**

**VICKY DRATIA, IGBS DIRECTOR OF STUDIES REPORTS ON TERM TWO
(1/6/2015 TO 28/8/2015)**



1 TEACHING AND LEARNING

Teaching and learning activities were carried on well with teachers covering most of their topics for subjects in the different classes. Due to the sufficient time they had to attend to their lessons and the nature of the school as being boarding. We anticipate that within the first six weeks of term three most topics in the syllabus will be completed, to give room for revision work to check and concretize what was taught in the course of year before the girls sit for the end of year exams.

Teaching and learning materials were not adequate. Efforts made by the head teacher get some materials through the various offices were not successful. Thus sharing of reading materials and limited instructional materials was our experience.

Two assessment tests were done in an interval of four weeks of teaching and learning to test learners on the topics covered. The results showed improvement in the learners' performance. The answers were written to the

questions by the girls showed improvement in their ability to recall and comprehend.

Class teachers held class meetings to discuss with learners their areas of difficulties in learning in order to make adjustments and plan for remedial lessons to help the learners understand what was taught in the classroom.

Class discussion groups of mixed ability were formed to give an opportunity for sharing knowledge and peer learning. These helped the learners to socialize, interact and freely share their own views with fellow learners on the topics of discussion.

A bookshelf was made to keep our few reading materials where girls could borrow the books to read in order to inculcate a reading culture in them. This also helped to develop their reading skills. We thought this could help in the absence of a school library.

The school received a portable blackboard and thirty school bags from the county Education office to aid teaching and learning in the school.

2 DISCIPLINE

The girls were disciplined throughout the term they interacted freely among themselves and mixed with friends from the different classes exhibiting a highly socially acceptable behaviour in the school. They were co operative and hard working especially in cleaning the school compound and the school garden.

3 EXTRA- CURRICULAR ACTIVITIES

The girls participated in an inter house music dance and drama competition to help the children develop and discover their talents in music, dance or drama. With an independent and detailed report annexed to this report, below.

4 CLUBS/HOUSE

Inter house debating competitions were done to help the girls develop their speaking skill and reasoning out points to argue on social topics.

5 CHALLENGES

The challenges we encountered were:

- Limited teaching and learning materials.
- Limited games for extra- curricular activities after classes.

6 RECOMMENDATIONS

- Reading materials be acquired to facilitate teaching and learning in the school.
- More games be introduced in the school to provide diversity in the games in the school.

7 CONCLUSION

All the school activities for term two were accomplished amidst fears of insecurity in Western Equatoria. If the above challenges are addressed, the girls will be able to develop mentally and physically to achieve their goals and dreams of life.

Ajdiru Vicky Dratia Director of Studies, August 2015

FOOTNOTE ABOUT THE TEXTBOOKS (JB): We are in detailed discussion with the South Sudan government, the UK's Department for International Development (DFID), the Girls Education for South Sudan (GESS) programme, and with Rank Xerox, about how to get an adequate supply of text books for use by IGBS students and teachers, linked to the South Sudan curriculum.

REPORT ON THE INTER HOUSE MUSIC DANCE AND DRAMA COMPETITION HELD ON THE 24TH/7/2015 AT IBBA GIRLS BOARDING SCHOOL

The function was officially opened at 10:30am with the Honorable commissioner of Ibba County Madam Bridget Nagomoro as the chief guest. Other dignitaries from the county included: the paramount chief, the county director, the county education director, representatives of P.T.A., churches, schools, women and entertainment group.

This function was organized to provide a holistic approach to education where the children are developed in both academic and extracurricular activities. The participants are helped to discover and develop their talents, creative skills, speaking skills and confidence building. Five items were identified for the competitions these were:

THE SOUTH SUDANESE NATIONAL ANTHEM

This was sung and the major aim was to develop the western tone of singing as opposed to the traditional voice. The participants were expected to sing the four different voices in unison to produce music. Following the beats as it is in the time signature of the piece, articulating the words clearly while following punctuation marks and clear voice projection. This was marked out of 20. Elephant house obtained 15, Tiger house 18 and Zebra house 19 emerging the winner.

DRAMA

In drama participants were asked to choose themes of their interest and act a play on it. Themes were to revolve around the challenges in education at large but girl child education in particular. In this item the participants were expected to develop their speaking skill, build their esteem as actors, and dramatize real life situations and to build confidence in public speaking. This item was marked out of 20. Tiger house obtained 17 followed by Zebra house with 18 and Elephant house led with 19 out of the total marks allocated.

AFRICAN TRADITIONAL FOLK SONG

In this item the participants were expected to perform the original African style of songs sang for work, hunting, funeral, or lullaby to sooth a baby to sleep. This song should have demonstrated cooperation, encouragement, pleasure, enjoyment, unity and interdependence. This was marked out of 20, Elephant house obtained 16, Zebra house 18 and Tiger house 19 respectively.

AFRICAN TRADITIONAL DANCE

The participants were expected to perform the original traditional dances of their tribes. These were the tone of the song, the beats of the drum, body movements and styles of the dances. Being the new generation, training the girls in this will help to rejuvenate the cultural practices and expose them to the rest of the world. In this item Elephant house obtained 15, Tiger and Zebra house got 17 out of the 20 marks allocated.

CREATIVE DANCE

In the creative dance the major focus was on the participants' body movements in line with the beats of the drum. The various styles in which they moved their body was marked and the general impression created was observed. Zebra house led in this event with 18 marks and Tiger and Elephant houses followed with 17 and 16 respectively.

RESULTS

In general participants of the various groups showed a high level of competence in all the events. Performance in all the items was above average thus creating a narrow gap for defeat.

1st position Zebra house

2nd position Elephant house

3rd Position Tiger house

BEST PERFORMERS

Best actors

Adia Viola

Marlin Benson

Best singers

Rose Badista

Suzan Mboligie

Best dancers

Rahama Minizare

Mbupai Zereda

AWARD

The participants were given a humble award of confectioneries packed in small, medium and big sizes. For the 3rd, 2nd, and 1st positions respectively. A rum (Sheep) was given to the winning group, it was eaten on the 25th/7/2015 by the school community.

CHALLENGES

Not all the items were performed; instrumentals were not performed because there were no instruments to represent the wind, string and percussion families.

The costumes were not complete and adequate for each house to have its own set of costumes.

Compiled by

AJIDIRU VICKY DRATIA (Director of Studies)

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