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**As the introduction to the Readiness, Literacy and  
Personal Development Modules of Step 2 of the  
Community Enterprise Cycle**

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## A Good Start – Curriculum Overview

Lesson	Goals Participants will:	Purpose	Core Life Skills
<b>Module 1- Personal Motivations, Goals and Transformation</b>			
Lesson 1- Why are we here: Setting Group Value and Agreements & The Role of a Journal	<p>Respect the values and opinion of others, speak in turn and actively listen</p> <p>Understand the role of the journal in self-expression and learning</p> <p>Reflect on how to use a journal as a learning tool</p>	<p>Set norms and values for the programme</p> <p>Understand the importance of respect for others</p>	<p>Respecting self and others</p> <p>Communication</p> <p>Interpersonal skills</p> <p>Cooperation/Teamwork</p> <p>Creative Thinking</p>
Lesson 2 - Who Am I? Understanding Self & Building self-confidence	<p>Recognize and reflect on their similarities and differences and will be able to self-reflect on the strengths</p> <p>Gain a clearer understanding of diversity and difference</p> <p>Practice communicating their strengths to others</p>	<p>Getting to know each other and self</p> <p>Understanding the importance of diversity and commonalities</p> <p>Build awareness of their assumptions and beliefs on how others see them and how they see themselves</p> <p>Build awareness of what makes them unique</p>	<p>Self-confidence</p> <p>Interpersonal skills</p> <p>Respecting self and others</p> <p>Communication</p>
Lesson 3- What gets us going? : Understanding internal and external motivation	<p>Be able to explain motivation, internal motivation and external motivation</p> <p>Understand of how internal motivation is</p>	<p>To understand what motivation is</p> <p>To understand intrinsic (internal) and extrinsic</p>	<p>Self confidence</p> <p>Personal responsibility</p> <p>Positive attitude and self motivation</p> <p>Communication</p>

	<p>reflected in their daily lives</p> <p>Reflect on ways in which internal motivation can impact their daily lives</p>	<p>(external) motivation</p> <p>To find ways to build intrinsic motivation</p> <p>understand intrinsic/extrinsic motivation</p>	<p>Creative thinking/problem-solving</p> <p>Teamwork</p>
Lesson 4- Turning Challenge into Opportunity: Using Positive Thinking	<p>Demonstrate the ability to change negative thinking patters into positive thinking patters</p> <p>Gain a clearer understanding of how to integrate the language of possibility into their daily lives</p> <p>Reflect on their role as a potential agent of change in the communities</p>	<p>Reframe perspective</p> <p>Incite positive thinking</p> <p>Turn challenges into opportunities</p> <p>Build self-confidence</p>	<p>Self confidence</p> <p>Positive attitude and self-motivation</p> <p>Personal responsibility</p> <p>Managing emotions</p>
Lesson 5- Where am I Going- Visualizing my Future and Dreams	<p>Build their ability to be mindful/self-aware and inward focused</p> <p>Demonstrate forward thinking/future planning</p> <p>Understand that they are in control of their bodies, minds and future</p>	<p>Learn mindfulness/inward focus</p> <p>Learn to focus on themselves</p> <p>Become aware of their own dreams/possibilities</p>	<p>Self confidence</p> <p>Positive attitude and self-motivation</p> <p>Personal responsibility</p> <p>Critical thinking/ problem solving</p> <p>Creative thinking</p>
Lesson 6 - Where am I Going? Setting Concrete goals to move toward your dreams	<p>Connect their dreams/visualization to concrete goals</p>	<p>Learn to take ideas into action</p>	<p>Self confidence</p> <p>Positive attitude and self-motivation</p>

	Demonstrate forward thinking/future planning  Understand that they have personal power	Learn to focus on actions to improve their lives  Understand the importance of small changes	Personal responsibility  Creative thinking
<b>Module 2 – Understanding rights, managing emotions and problem solving for transformation</b>			
Lesson 1 – What are rights and why are they important	Gain a clearer understanding of human and refugee rights  Reflect on how rights impact their lives	Define human rights, refugee rights  Explain the importance of refugee rights  Think critically about refugee rights in their lives	Self confidence  Critical thinking  Positive attitude and self-motivation  Conflict Management
Lesson 2 – Your rights in action: Understanding rights in real life	Gain a clearer understanding of rights in real life contexts  Reflect on human/refugee rights abuses  Reflect on how rights impact their lives	Think critically about refugee rights in their lives  Reflect on solutions to rights issues  Reflect on how rights abuses affect emotions/feelings in self and others	Self confidence  Critical thinking  Communication  Personal responsibility  Conflict Management
Lesson 3 – Communicating Your rights: Understanding your emotions	Identify emotions in self and others  Reflect on challenges in others lives  Reflect on human/refugee rights abuses through emotion	Learn to identify emotions in others  To demonstrate empathy  Reflect on their own emotions in situations that are unjust	Respecting Self and Others  Communication  Managing emotions Interpersonal skills  Conflict Management

	Reflect on emotions impact their responses in their day to day life		
Lesson 4 – How do we solve problems? - Problem Solving Cycle	Gain a clear understanding of the problem solving cycle  Use prior knowledge on emotions to think about problem solving	Reflect on the steps to problem solving  Critically explore solutions to problems  Demonstrate empathy in problem solving	Interpersonal skills  Respecting self and others  Critical thinking/problem solving  Conflict Management
Lesson 5 – Let's solve some problems- Applying problem solving to real life scenarios	Demonstrate their problem solving skills and empathy to solve real life scenarios  Critically reflect on solutions to problems  Demonstrate team work as they solve problems together and reach consensus	Apply the steps to problem solving  Critically explore solutions to problems  Demonstrate empathy in problem solving	Teamwork  Interpersonal skills  Respecting self and others  Critical thinking/problem solving  Conflict Management
Lesson 6 – Moving from Problem solving to building self and community	Explore the concept of transformation through skits  Define an area of their lives where they can see the power of transformation  Demonstrate that although they are limited, they have areas of	To apply emotion management, empathy and problem solving to real life scenarios  To discuss solving real life problems with peers  To understand the power of transformation	Teamwork  Interpersonal skills  Managing emotions  Conflict Management Problem solving

	personal/community transformation	through self reflection	
Lesson 7 – Presenting Skits (Summative Assessment)	This class will be the summative assessment – please see rubric for assessment		
Module 3 – Money Matters – Introduction to Financial Literacy			
Lesson 1 – Why is money/knowledge of money important?	Explore the purpose and value of money  Explore the cost associated with choices we make in our lives  Explore the relationship between money and emotions	To explore the value of money  To explore the role of money in one’s life and community  To critically think about the relationship between money and emotions	Personal responsibility  Critical thinking/problem solving  Decision making
Lesson 2- Understanding wants versus needs	Gain a clear understanding of the difference between wants vs. needs  Reflect on the financial implications of wants and needs  Reflect on changes they can make between wants and needs	To understand the difference between wants vs. needs  To identify the relationship between wants and needs, spending and health and wellbeing	Personal responsibility  Critical thinking/problem solving  Decision making
Lesson 3 – Prioritizing needs-values, wants and needs	Reflect on and identify personal values  Reflect on how values impact how we prioritize wants and needs	To understand how our values may impact our prioritization of needs	Personal responsibility  Decision making  Respecting self and others



Lesson 4 – Prioritizing multiple needs	Demonstrate the ability to critically reflect on their needs and wants and those of others  Demonstrate the ability to prioritize needs and wants using the 1-2-3 system	To critically reflect on needs and wants to be able to prioritize them using the 1-2-3 system	Personal responsibility  Critical thinking/problem solving  Decision making
Lesson 5- Budgeting and spending	Define budgeting and it’s importance  Begin to explore budgeting their wants and needs using the 1- 2-3 system	To begin to explore the importance of budgeting our wants and needs to develop greater financial security	Personal responsibility  Critical thinking/problem solving  Decision making
Lesson 6 – Adding and Budgeting Income	Explore income management from diverse sources and how to add it together  Practice basic addition for budgeting  Reflect on how income can be budgeted	To explore various ways income may enter the household  To practice basic addition for budgeting purposes	Personal responsibility Critical thinking/problem solving Decision making
Lesson 7 - Summative Assessment - Creating a Family Income and Budget	This will be the summative assessment please see assessment details and rubric.		
Module 4 – Diversity & Cultural Awareness			
Lesson 1- What is culture?	Define the term culture  Explore culture norms, values and beliefs	To define culture and explore why it is important  To explore culture in as a strength	Self- confidence  Respecting self and others  Interpersonal skills

	Reflect on the importance of culture in our day to day lives		
Lesson 2- The Story of all People	<p>Demonstrate knowledge and awareness of one's own culture</p> <p>Explore our values, beliefs and behaviours</p>	To reflect on how our culture influences our beliefs, values and behaviours	<p>Respecting self and others</p> <p>Self- confidence</p> <p>Interpersonal skills</p>
Lesson 3- Herding, Farming, Cities	<p>Define cultural diversity</p> <p>Reflect on similarities and differences in cultures</p> <p>Reflect on difference in perspective (world view)</p>	<p>To understand similarities and differences in culture</p> <p>To explore the challenges with similarities and differences</p> <p>To understand that we all have different perspectives</p>	<p>Respecting self and others</p> <p>Conflict management</p> <p>Interpersonal skills</p> <p>Cooperation</p>
Lesson 4- Cultures in Kenya	<p>Explore and reflect on concepts of prejudice, discrimination and power</p> <p>Reflect on our experience with prejudice and discrimination</p> <p>Reflect on the role of power in discrimination and prejudice</p> <p>Explore challenges that arise due to cultural differences</p>	To reflect on how prejudice, discrimination and power may negatively impact ourselves and others	<p>Respecting self and others</p> <p>Cooperation and Teamwork</p> <p>Interpersonal skills</p> <p>Conflict management</p>

Lesson 5 – Positive lessons from our cultures	<p>Define pluralism and inclusion</p> <p>To reflect on what it means to show respect in difference</p> <p>Reflect on ideal pluralistic spaces</p>	To develop a pluralistic and inclusive mindset to create safer spaces for all	<p>Respecting self and others</p> <p>Interpersonal skills</p> <p>Conflict management</p>
Lesson 6 - Celebrating our cultures	<p>To share own culture in a safe environment</p> <p>To share culture with colleagues</p> <p>To demonstrate pride and celebration in all cultures</p>	To understand the importance of respect for self and others by sharing differences and similarities	<p>Respecting self and others</p> <p>Interpersonal skills</p> <p>Conflict management</p>
<b>Module 5 – What's my worth – Exploring personal and sexual wellbeing</b>			
Lesson 1- Mapping my relationships	<p>Identify the role of relationships</p> <p>Explore different types of relationships</p> <p>Map out healthy and unhealthy relationships</p>	To become aware of the types of relationships they have in their lives	<p>Respecting self and others</p> <p>Decision making</p> <p>Conflict management</p>
Lesson 2 – Dealing with peer/partner pressure	<p>Define peer/partner pressure</p> <p>Explore emotions related to peer pressure</p> <p>Identify methods to manage peer/partner pressure</p>	To be able to identify and resist peer and partner pressure in sexual and non-sexual relationships	<p>Self-confidence</p> <p>Conflict management</p> <p>Respect for self and others</p> <p>Interpersonal skills</p> <p>Managing emotions</p>
Lesson 3 – What are my boundaries	To explore the relationship between	To explore their culture in reference to sexuality/gender	<p>Self- confidence</p> <p>Conflict management</p>

	<p>culture and sexuality/gender</p> <p>To define views/beliefs/values around sexuality and gender</p> <p>To explore other values/beliefs/views around sexuality</p>	<p>and how it impacts their beliefs and actions</p>	
Lesson4 – What is my worth	<p>Define and explore self-worth in relation to sex and gender</p> <p>Explore transactional sex (sex for gifts or money)</p> <p>Explore the role of gender in transactional sex</p>	<p>To understand and value their own self worth and how it may be linked to sex</p> <p>To understand the relationships between transactional sex and power</p>	<p>Self-confidence</p> <p>Respecting self and others</p> <p>Decision making</p>
Lesson 5 – Dealing with sexual/gender conflict	<p>Explore types of sexual/gender conflicts</p> <p>To apply strategies and methodologies to sexual and gender conflict</p> <p>To reflect on emotional responses to sexual/gender conflict</p>	<p>To develop skills and confidence to address and respond to gender and sexual based pressure and violence</p> <p>To use emotional responses as valuable tools for self-confidence and care</p>	<p>Self-confidence</p> <p>Respecting self and others</p> <p>Conflict management</p>
Lesson 6 – Tying it all together – Skits	<p>Demonstrate skills and knowledge around peer/partner pressure or transactional sex</p> <p>Demonstrate strategies and approaches to respond to partner</p>	<p>Develop skits that will demonstrate a situation where</p>	<p>Conflict management</p> <p>Self-confidence</p> <p>Respecting self and others</p>

	pressure/transactional sex		
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### FINAL COURSE ASSIGNMENT- MY PERSONALITY TREE

This assignment will entail the participants to look at all of who they are – their values, beliefs, relationships, connections, hopes and dreams, strengths and difficulties. It is meant to be a comprehensive overview of the information, reflection and skills they have discovered in “ A Good Start” and will be an excellent way to use their journal at the end of the course.

- roots = their life influences and beliefs
- trunk = life structure and particularly aspects that are quite firm and fixed
- branches = relationships and connections, directions, interests, how they spend time
- leaves = information and knowledge - and sources thereof
- buds = their ideas and hopes for the future, and their potential
- fruit = their achievements
- flowers = what makes them special, their strengths
- thorns = challenges, threats and difficulties

## What are Life Skills?

Psychosocial skills that make it easier to face life challenges and crises in a healthy, realistic and positive ways. Life skills encourage wellbeing for oneself and others.

### Core Life Skills

- Self confidence <sup>[L]</sup><sub>[SEP]</sub>
- Respecting self and others <sup>[L]</sup><sub>[SEP]</sub>
- Interpersonal skills (empathy, compassion) <sup>[L]</sup><sub>[SEP]</sub>
- Managing emotions <sup>[L]</sup><sub>[SEP]</sub>
- Personal responsibility (including dependability, integrity, and work ethics) <sup>[L]</sup><sub>[SEP]</sub>
- Positive attitude and self-motivation <sup>[L]</sup><sub>[SEP]</sub>
- Conflict management <sup>[L]</sup><sub>[SEP]</sub>
- Teamwork <sup>[L]</sup><sub>[SEP]</sub>
- Communication (listening, verbal, and written) <sup>[L]</sup><sub>[SEP]</sub>
- Cooperation and teamwork <sup>[L]</sup><sub>[SEP]</sub>
- Creative thinking <sup>[L]</sup><sub>[SEP]</sub>
- Critical thinking and problem solving <sup>[L]</sup><sub>[SEP]</sub>
- Decision making <sup>[L]</sup><sub>[SEP]</sub>

### The role of this manual

This manual is a guide with detailed lesson plans for the facilitator to follow sequentially. Each module contains lessons that a similar structure for each lesson. These lessons build over the module so that the participants achieve several outcomes and goals while touching on several life skills. The modules are topic specific and can be used independently or as a structure programme.

## Facilitation versus Teaching

The importance of this curriculum is that it is facilitated, not taught, as it is an experiential and transformative education approach that provides the participants with active, positive and encouraging learning opportunities to generate critical, positive thinking, and to envision opportunity. To ensure that this occurs and outcomes and goals are met, we must also ensure that we leave room for thought processes, pluralistic ideas and guidance.

Teaching	Facilitation
Teachers have a formal relationship with students that is often authoritative and based on the status of the teacher	Facilitators are considered an equal (a member of the community) to participants, and develop a relationship of trust, mutual respect and appreciation
Teachers are concerned with students having the right answer	Facilitators encourage students to share their different thoughts, ideas and values openly
Teachers share information with the students (the flow is one way)	Facilitators and participants share information with each other (it flows in multiple directions)
Teaching follow a very structured curriculum	Facilitating follows a structured curriculum but have room to address issues, change the curriculum, and add new ideas to the curriculum and group
Teaching starts from the teachers' own knowledge	Facilitating starts by assessing the knowledge and needs of the group
Teachers deliver lectures, in front of the classroom, with little input from students	Facilitators use participatory, discussion and drama based activities in which all members of the group participate

## The role of the Facilitator

As a facilitator, you are responsible to GUIDE the participants through each lesson to ensure that all members of the group are learning and participating to get the most out of each session.

Here are a few guiding principles for facilitation:

**Guide the group-** do not share your personal opinions/values/beliefs instead let the group guide those and remain open minded

**Keep confidentiality-** assure participants that everything that is shared in the sessions is confidential (and mean it!) Do not discuss anything that happened in the room outside of it

**Time management** – keeping time is important to build trust and security in the sessions- please be sure to keep time.

**Listen to active participants-** listening sensitively and openly to response is so important – do not cut participants off, rush them. Nod to show you are listening, and show encouragement. If someone is way off, be kind and guide them in the correct direction by asking the other participants if they agree with what the participant is being said, or if there is another way to look at it, or if anyone has anything else to add

**Answer questions-** take all questions seriously and try to answer them. If you do not know the answer, tell them you don't know and will seek an answer. If you don't understand the question- be sure to ask for clarification

**Give time for all participants to speak-** make sure no one is dominating the conversation and everyone has time to share and people respect each others time. If someone is taking too much time you can say *"I am sorry to cut you off, but we need to move on"* or *"I think it is time we heard from other participants"*

**Adapt activities-** if you think an activity is not going well but have a better way to do it- adapt it to meet the needs of the participants

**Offer time out-** tell participants if they need to leave the room or find an activity too difficult or emotional, that they can always opt for a timeout and observe or leave for a bit

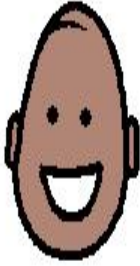


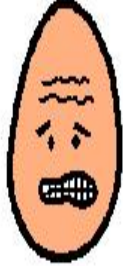

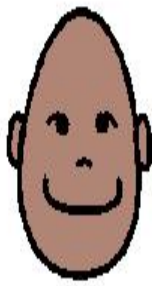




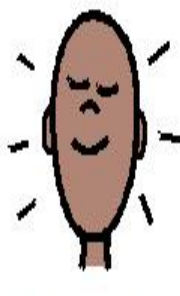
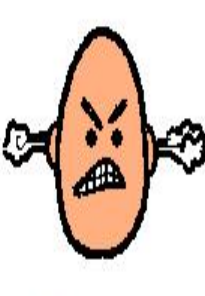


## **Make sure group work is understood by all members**

**Give positive and encouraging feedback, not critical feedback** – being a facilitator means supporting the learning in positive ways

During activities, asking important questions may be very useful to go deeper into the thoughts, beliefs and values of the participants. The following questions may be very helpful in many activities:

- What happened?
- How did you feel during that experience?
- Why did you feel that way/why did it happen that way?
- What are you taking out of this experience?
- What would you do differently next time?
- How does this translate into your real?
- Now that you have these insights, what will you change in your life?

 Happy	 Cheerful	 Sad	 Worried
 Excited	 Content	 Scared	 Silly
 Frustrated	 Confused	 Proud	 Angry

## **Module 1 – Personal Motivations, Goals and Transformation**

## Module 1 – Personal Motivations, Goals and Transformation

### Lesson 1- Why are we here: Setting Group Value and Agreements & The Role of a Journal

Goals	<p>Participants will:</p> <p>Learn to respect the values and opinion of others, speak in turn and actively listen</p> <p>Understand the role of the journal in self-expression and learning</p> <p>Reflect on how to use a journal as learning tools</p>
Purpose	<p>Set norms and values for the programme</p> <p>Understand the importance of respect for others</p>
Core Life Skills Addressed	<p>Respecting self and others</p> <p>Communication</p> <p>Interpersonal skills</p> <p>Cooperation/Teamwork</p> <p>Creative Thinking</p>

#### Script (5 min)

*Welcome all to your first session of A Good start. This is a welcome session where we will outline how we will work together, through value and agreements, as well as explore one of our most valuable tools in this programme – the journal! You will all receive your own journal that will support your learning throughout the course. But, first, let's discuss our values and agreements first!*

#### 1. Introduce the Proverb (10 minutes)

##### Script

*Each class will start with one or two proverbs that will be important for the session today- as we move through the class we will discuss their relevance to our topic(s). These are our proverbs today:*

*When spider webs unite, they can tie up a lion – African proverb*

*No matter how big a farm is, it must have sections - African proverb*

Ask participants- What do you think these proverbs mean?

#### 2. Energizer – Suddenly Storytelling (15 min)

*Let's start with an energizer! Please sit in a circle. We will start by telling a story with one sentence ex. "Yesterday I was walking home from the market and suddenly...." then the participant next to you will add to the story, and then add "suddenly" so that as we go around the circle a story is being told.*

At the end of the energizer, highlight the following:

**Script**

*Although everyone had different ideas and the story may have become a bit strange, everyone contributed and it helped us give each person a chance to speak and all to listen everyone's funny or serious ideas! But that we all needed one another to make this activity to success and that is how we will work together as a group in the future.*

### **3. Working together in harmony – setting agreements and values for the course (15 min)**

**Script:**

*Now we will come up with some values and agreements to ensure that we will have an environment where everyone will succeed, feel comfortable and be able to share their thoughts, ideas and feelings. (Write these down on a sheet of paper to hang in the room).*

*Let's try to keep the agreements positive (avoid using don't, shouldn't etc. and always check if everyone in the room agrees with the statement)*

Ask students to come up with these agreements and values

Here are some examples that you can suggest if the participants are struggling:

Listen when others speak

Be kind to one another

Speak loud enough for everyone in the room to hear

Listen and respect everyone's ideas (even if you do not necessarily agree with them)

Be yourself, and let others be themselves

Be on time to class

Have fun!

### **4. Relation to proverb (15 min)**

*Now let's revisit the two proverbs that we saw at the beginning of class (read them aloud). What do you think these proverbs have to do with the values and agreements that we have decided? Remind students that as they are speaking, they must also make sure to keep the values and agreements in mind.*

**Explanation** (to be used if students' do not have any ideas) the first proverb highlights the importance of working together to achieve goals, and that this is exactly what we hope to achieve in all of our sessions. And that the second proverb states that even though we may need to work together, we all have unique skills,

ideas, thoughts and feelings that add to the seminar, that our differences are our strengths.

## 5. Using a journal (20 min)

### Script

*For our entire journey of A Good Start, we are going to give you a gift. This gift is a journal, a travel buddy that will use throughout the course to document your ideas, thoughts, and beliefs throughout the course. You can use to draw, doodle etc. (you don't have to use words) to record all of your experiences throughout the course. If you are feeling bad, happy, frustrated, or excited, use this journal to express your feelings, ideas and thoughts. It is a very important part of the course, so please also make sure that you keep your journal safe and carry it with you to all the classes. (Facilitators will also have journals throughout the course)*

Distribute journals to participants.

### Script

*Now it is time to make this journal your own! On the front (or inside the first page) of your journal put things, drawing/ symbols that describe who you are, it can be something you love, your name, something you believe in.*

*(If they struggle with this – ask them to close their eyes and think of the things they love and enjoy in their lives).*

## 8. Recap (5 min)

### Script

*What a wonderful first session! I hope you have had a great first day and feel more comfortable in the seminar. As we move through the courses, we will revisit the agreements and values as needed and will be using our journals. Let's go around the room and each person use one word to describe how they are feeling after the seminar today.*

*Does anyone have any questions moving forward?*

*We look forward to a great few months together!*

## Module 1 – Personal Motivations, Goals and Transformation

### Lesson 2 - Who Am I? Understanding Self & Building self-confidence

Goals	<p>Participants will:</p> <p>Recognize and reflect on their similarities and differences and will be able to self-reflect on the strengths</p> <p>Gain a clearer understanding of diversity and difference</p> <p>Practice communicating their strengths to others</p>
Purpose	<p>Getting to know each other and self</p> <p>Understanding the importance of diversity and commonalities</p> <p>Build awareness of their assumptions and beliefs on how others see them and how they see themselves</p> <p>Build awareness of what makes them unique</p>
Core Life Skills	<p>Self-confidence</p> <p>Interpersonal skills</p> <p>Respecting self and others</p> <p>Communication</p>

#### Script

*Welcome back everyone! Today we are going to talk about who we are and what makes us different and similar to other people. This will allow us to think about more about how unique and special each and every one of us is!*

#### 1. Introduce Proverb (5 mins)

*Don't set sail using someone else's star – African proverb*

Ask students what they believe this proverb means

#### 2. Introduce the Concept (10 mins)

##### Script:

*Today we will be looking at how we see ourselves and how others see us, what makes us similar and what makes us unique.*

##### Ask students:

1. *Why do you think it is important to know how others see us?*

Prompt ideas- helps us understand ourselves better, helps us see positive elements that we might not see, helps us to understand our strengths?

2. Why do you think it is important to know how we see ourselves? Prompt ideas- helps us to take care of ourselves, helps us to see our strengths and where we need to grow, makes us stronger, etc.

3. Why it is important that we know what makes us similar?

Prompt- so we don't judge others, so we see that we all have things to contribute, to avoid war, violence, confrontation, to show compassion and empathy,

4. Why is it important to know what makes us and others unique?

Prompt ideas – so we appreciate differences, differences bring excitement to the world, so we see that we are all special,

### 3. Energiser- Common denominator (5 mins)

Script

*Let's now get into pairs. Each pair will have 1 minute to find 3 things they have in common. Show an example with another facilitator/participant.*

For example- both eldest child, both have the favorite color red, both have daughters.

### 4. Drawing yourself – Individual activity (15 mins)

Script:

*Close your eyes for a minute (or just look down) and think of 6 words that describe you. (Give participants some time)*

*Once you have thought of 6 words, open your eyes (or look up).*

*In your journal, draw a big circle. This represents you- your mind, face, all of you. Remember the 6 words you thought of to describe yourself, maybe some describe what you look like, maybe some describe what you are inside – your personality. Draw all the words that describe you on the outside are in the outside of the circle, and the ones to describe you on the inside, in the inside of the circle. Don't worry if you don't know how to draw well this is a fun activity!*

Give participants 10-15 minutes to draw

### 5. Share your drawing (in pairs) (10 minutes)

Script:

*Now that you have your beautiful drawing, find a partner and exchange your drawings. Try to guess what your partner meant with each drawing inside and outside of the circle- check with your partner if you guessed correctly.*

Give participants time to discuss their drawings



## 6. Plenary presentation (15 mins)

Bring group back together.

### Script:

*Now that you have shared your drawing with a partner, can some volunteers please present their partner to the group, telling us about who their partner is?*

After presentations are complete ask the group the following:

*What are some of the characteristics that people in the group have in common?*

*What are some of the differences?*

*How did it feel when other people guessed things about you or described you?*

## 7. Relation to proverb (10 mins)

*Now that we have completed this exercise, how does it relate the proverb at the beginning of class? What does this have to do with our personality?*

Let students come up with ideas

Explain the proverb (if students have not already understood it) - *to set sail on someone else's star means that we are not doing what is best for us, that each person has a unique set of skills, strengths and characteristics and the decisions they make in their lives are best of them. If we try to just follow others, we may not be happy.*

## 8. Recap (5 mins)

### Script:

*We all have unique characteristics, strengths and skills and it is important that we find both similarities and differences with each other. For the next few days, notice some of your unique skills and strengths and those of the people around you.*

## Module 1 – Personal Motivations and Goals

### Lesson 3- What gets us going? : Understanding internal and external motivation

Goals	<p>Participants will:</p> <p>Be able to explain motivation, internal motivation and external motivation</p> <p>Understand of how internal motivation is reflected in their daily lives</p> <p>Reflect on ways in which internal motivation can impact their daily lives</p>
Purpose	<p>To understand what motivation is</p> <p>To understand intrinsic (internal) and extrinsic (external) motivation</p> <p>To find ways to build intrinsic motivation understand intrinsic/extrinsic motivation</p>
Core life skills addressed	<p>Self confidence</p> <p>Personal responsibility</p> <p>Positive attitude and self motivation</p> <p>Communication</p> <p>Creative thinking/problem-solving</p> <p>Teamwork</p>

#### Script:

Now that we understand who we are, our similarities and differences, and what makes each one of us unique, let's explore what motivates us- both from the inside and the outside.

#### 1. Introduce the proverb (5 mins)

*When there is no enemy within, the enemy outside cannot hurt you- African proverb*

Ask students what they believe this proverb means

#### 2. Introduce the Concept (5 mins)

Explain the definition of **motivation** is and it's importance:

#### Script:

Motivation is a reason/reasons for behaving in a certain way. It is important because it helps us to be better people, to work hard, to learn, to keep healthy and to try new things.

Ex. Going jogging to lose weight  
Studying to do well on test

**Ask group to give you examples of motivation**

### **3. Explain types of motivation (10 mins)**

**We can be motivated by:**

**External motivation** – when it is something outside of us pushing us to do something, a reward, praise, money

**Internal motivation** – when something inside of us is pushing us to do something, we enjoy it, it makes us feel good

**Ask the group for examples of external/internal motivation that they have experienced in their own lives**

**Ask them which type of motivation they prefer (remind them that we are all different)**

### **4. Energizer (15 minutes)**

Participants are split up into pairs. One side of the room will be “external motivation” the other side is “internal motivation”. The facilitator will read out a sentence of different examples of internal/external motivators to each pair and they will need to decide which side of the room to move to based on whether the sentence is an example of an external or internal motivator.

#### **Examples of Visuals**

1. I play sports to relax me
2. I play music to be famous
3. I draw pictures so I can be an artist and make money
4. I study hard because my teacher wants me to do well
5. I help my mom at home because I care about her
6. I yell in class so that the other boys think I am cool
7. I am learning to read to get a job
8. I work out to stay healthy
9. I work out to muscular
10. I hug my baby because she is crying
11. I hug my baby because I love her

12. I have sex with my partner because she/he wants it
13. I have sex with my partner because I want to
14. I take my medicine to get healthier

### **5. Relation to proverb (10 mins)**

Now let's look back to the proverb- how does this proverb connect to extrinsic/intrinsic motivation?

Explain the proverb- if we first trust ourselves, believe in ourselves, motivate ourselves- we are stronger- this means self-motivation or intrinsic motivation leads to success because it comes from within

### **6. What motivates me – Role Play in pairs (20 mins)**

Break the class up into pairs. Each pair will come up with a short role-play skit that demonstrates internal motivation in their day-to-day life and how it has a positive outcome. One pair will present to another pair.

Facilitator observes and listens in by walking around the room- answers any questions for students.

### **7. Plenary Feedback (10 minutes)**

Once the role plays are complete, bring students back together and ask them the following questions (only one student speaks at a time)

What are some examples of internal motivation that you saw or came up with?

How does this motivation affect your day-to-day life?

Are there other aspects of your life in which you need MORE motivation? What are they?

Why is internal motivation important? How does it help us in our goals, future?

Ask students to notice for the next few days if they do something because of internal or external motivation.

## Module 1 – Personal Motivations, Goals and Transformation

### Lesson 4- Turning Challenge into Opportunity: Using Positive Thinking

Goals	<p>Participants will demonstrate the ability to change negative thinking patterns into positive thinking patterns</p> <p>Participants will gain a clearer understanding of how to integrate the language of possibility into their daily lives</p> <p>Participants will understand their role as a potential agent of change in the communities</p>
Purpose	<p>Reframe perspective</p> <p>Incite positive thinking</p> <p>Turn challenges into opportunities</p> <p>Build self-confidence</p>
Core Life Skills Addressed	<p>Self confidence</p> <p>Positive attitude and self-motivation</p> <p>Personal responsibility</p> <p>Managing emotions</p>

#### Script

*Now that we have discussed who we are and what our internal and external motivations are- our next step is to see how we can reframe our perspective. How do we take our challenges and turn them into opportunities so that we can be the best version of ourselves?*

#### 1. Introduce the proverb (5 min)

*When a home is burnt down, the rebuilt home is more beautiful- Zulu proverb*

*The best time to plant a tree is 20 years ago; the second best time is now – African proverb*

Ask students what they believe these proverbs means and what the similarity is between them.

#### 2. Introduce the Concept (10 min)

*Now that we have discussed who we are and what our motivations are- our next step is to see how we can reframe our perspective. How do we take our challenges and turn*

*them into opportunities? Today we will focus on taking our challenges and fears and turning them into inspiration and opportunities.*

**What is an opportunity-** a time or set of circumstances that makes it **possible** to do something – the key word here is POSSIBILITY!

*Today we will focus on turning our challenges into possibilities with positive thinking!!*

### **3. Energizer – Choices (10 min)**

*Let's get into pairs and answer a few questions:*

- 1. If you choose any one item that you would never run out of, what would it be and why?*
- 2. If you could be an animal, what animal would be and why?*
- 3. If you could choose an age that you could be forever, what age would you choose and why?*

Note for facilitator: This is meant to be fun for the participants, but also to get them thinking about "possibilities"

Ask participants:

*How did this energizer make you feel?*

*What mood are you in?*

*Do you feel good or bad right now?*

### **4. Turning Challenges into Opportunities (10 min)**

Script

*Now let us look at our challenges. What are some challenges you face in your daily lives?*

Begin to list them on a sheet of paper so you remember.

Script:

*Did you know that there are 1.8 billion people in the world today between the ages of 10 and 24! That is a lot of youth- the highest youth population ever in history! The dreams and goals of these 1.8 billion people have a lot of impact on the world. And we all know that young people are the most creative in coming up with solutions to problems! So let's think of some issues/challenges that are currently bothering us, here in Kakuma/Turkana?*

Note to facilitator- this list should be issues that are directly affecting the youth in the room, try to avoid broader issues. Take notes on a flipchart/blackboard. As a facilitator, try to draw out or expand on issues that they are all collectively facing (shortages of food, money, health issues, safety etc.)

Once they have come up with a long list, we can move toward turning the problems into opportunities!

**Script:**

*Wow, this is a great, and long list! Let's see now how we can turn these problems/challenges into OPPORTUNITIES through the concept of POSSIBILITY!*

*Think about how we use words/ideas/thinking to create meaning in our lives- how we think/describe things has so much impact on how we see them... for example, look at the two proverbs from the beginning of class.*

**5. Relation to proverb (10 min)**

*When a home is burnt down, the rebuilt home is more beautiful- Zulu proverb*

*The best time to plant a tree is 20 years ago; the second best time is now – African proverb*

**Script**

*The language of these proverbs states that there is a challenge- for example in the first proverb the house is burnt down- but instead on focusing on the burnt house- we focus on rebuilding a more beautiful house! – Taking a challenge/problem, and turning it into an opportunity.*

*Can someone explain how the challenge is turned into an opportunity in the second proverb?*

**6. Language of Possibility! (15 min)**

**Script**

*Now that we have looked at the language of possibility in the proverbs, how do we apply this to the challenges we have come up with? This does not mean we will find an instant solution to our challenges, but we will find a different way of looking at them!*

*Maybe if we restate them with questions such as:*

*"In what ways might we..."*

*ex. not having enough food to eat*

*"In what ways might we work together to ensure we are all fed"*

*Let's try to come up with some other ways to look at some of these challenges*

Allow participants to reframe the challenges into questions of possibility.

**7. Plenary Feedback (10 min)**

### Script

*Look at all the ways in which we have reframed our problems into possibilities, and all the fantastic ideas you have all come up with!*

*Has this made you see their challenges differently? What are some other words to describe how you felt doing this exercise? (hope, positivity, possibility, happiness, inspiration)*

### 8. Recap (5 min)

#### Script

*Using the language of possibility allows us to take our challenges, reframe them and turn them into possibilities. Over the next few days, as you face challenges in your life, think about ways that you can reframe them into possibilities.*



## Module 1 – Personal Motivations, Goals and Transformation

### Lesson 5- Where am I Going? Visualizing my Future and Dreams

Goals	<p>Participants will:</p> <p>Build their ability to be mindful/self-aware and inward focused</p> <p>Demonstrate forward thinking/future planning</p> <p>Understand that they are in control of their bodies, minds and future</p>
Purpose	<p>Learn mindfulness/inward focus</p> <p>Learn to focus on their intuition</p> <p>Become aware of their own dreams/possibilities</p>
Core Life Skills Addressed	<p>Self confidence</p> <p>Positive attitude and self-motivation</p> <p>Personal responsibility</p> <p>Critical thinking/ problem solving</p> <p>Creative thinking</p>

#### Script

*Now that we have turned our challenges into opportunities in the last seminar- the final part of our module on personal motivations and goals will be focused on imagining our future by visualizing our dreams. To focus on our dreams, we will first need to ground ourselves- this means to calm ourselves down and bring our focus inside our bodies, minds and hearts.*

#### 1. Introduce the proverb (5 min)

*Where there is no sleep, there is no dream – African proverb*

Ask students what they believe these proverbs mean and what they have to do with visualizing the future

#### 2. Mindfulness/Grounding exercise (Relaxation exercise instead of energizer) (15 min)

**Description:** A short relaxation exercise to help the students focus inward.

#### Script

*One of the great ways to focus on our dreams is to bring our attention inward. This is called mindfulness and is used by many famous athletes, singers, and actors before the play sports or perform- to help them concentrate and relax so they can visualize a win or a good performance. Let's give it a try.*

Using a calm, slow voice read the following script to the students:

*I will ask that everyone close your eyes. If closing your eyes feels uncomfortable, then please just look down at the floor. This is a time to focus on yourself- not those around you. Try to find a comfortable seated position with your feet touching the floor.  
(pause)*

*Begin to notice your breathing- just notice the inhale and exhale. (pause)*

*Notice the air enter and exit your lungs (pause for a few moments). Try to deepen your breath, taking larger inhales and larger exhales- trying to make then inhale and then exhale the same length. (pause)*

*Then begin to notice your feet against the floor, maybe wiggle your toes around. Notice the solidity of the floor under your feet (pause for a few moments). Feel your legs relax under you and your breathing continue to deepen (pause for a few moments)*

*Without opening your eyes, bring you focus back into the room – notice the sounds around you, notice the people around you (pause). And, whenever you feel ready, begin to open your eyes and bring your awareness back into the room.*

Ask participants:

*How did this exercise make you feel?*

*Do you feel different than when you started?*

*Did you enjoy it?*

#### **4. Time travel – Visualizing the future (30 min)**

This is a short visualization that will bring focus of the participants to their goals/dreams.

Script:

*This exercise the previous exercise where we closed our eyes and went inward, but this time we are going travel in time. I know you don't think time travel is possible, but today keep an open mind – we are going to travel into the future. I want to invite to move through time to connect to goals/dreams.*

*Find a comfortable seat, try to keep your back straight but relaxed, with your feet flat on the floor and your hands resting on your lap. Now close your eyes, or leave them resting on one spot on the floor and again begin to focus on your breath. Breathing in and out. (pause)*

*Now begin to move through time- imagine that you are in the future- 10 years from now, in 2028. You are older than you are today and you have achieved what you want to achieve.*

*Where are you? (pause for 5-10 sec)*

*What are you doing ? (pause for 5-10 sec)*

*Who are you with? (pause for 5-10 sec)*

*What is your living situation like? (pause for 5-10 sec)*

*Do you have a family? (pause for 5-10 sec)*

*How are you feeling? Are you happy with you have become? (pause for 5-10 sec)*

*Begin to bring your focus back again to the present. Without opening your eyes, notice the sounds around you, notice your feet on the floor, your hands in your lap. Slow begin to open your eyes.*

*Now take your journals and begin to draw what you saw, thinking about how you felt. Think about what steps, even if they are very small steps could guide you to your future goals and dreams.*

## **5. Relation to proverb (10 min)**

### **Script**

*Now think back to the proverbs that we looked at the beginning of the seminar. How is this proverb connected to what we did today?*

**Explanation-** *The proverb states that without sleep we cannot dream- this means that without taking the time rest or to think, we cannot plan for the future. We need to take time to go inward, to focus and to rest to make the space and time to dream.*

## **6. Recap (5 min)**

*Today was a seminar that really focused on hope and future thinking. I hope that each of you have had the opportunity to think about the elements in your future that are important to you and how you foresee opportunity in your life to achieve your dreams and goals.*

*Let's go around the room – using one word, describe how you are feeling after class today (this can be recorded).*

## Module 1- Personal Motivations, Goals and Transformation

### Lesson 6- Where am I Going? Concrete goals to move toward your dreams

Goals	<p>Participants will:</p> <p>Connect their dreams/visualization to concrete goals</p> <p>Demonstrate forward thinking/future planning</p> <p>Understand that they have personal power</p>
Purpose	<p>Learn to take ideas into action</p> <p>Learn to focus on actions</p> <p>Become aware of possibility</p>
Core Life Skills Addressed	<p>Self confidence</p> <p>Positive attitude and self-motivation</p> <p>Personal responsibility</p> <p>Creative thinking</p>

#### Script

*Last seminar we spent time imagining our future by visualizing our dreams. Now let's use those visualization to move toward some concrete goals in our own lives- how do we use our dreams as motivators to move forward in our lives.*

#### 1. Introduce the proverb (5 min)

*If you wish to move mountains tomorrow, you must start by lifting stones today - African proverb*

Ask students what they believe these proverbs mean and what they have to do with visualizing the future

#### 2. Speed Questions (30 minutes)

##### Script

*We are going to play a speed question game! Half of the class will sit on chairs, with each person give a question that they will need to ask. The other half of the class will move from one chair to the next everyone one minute; we will be timing you! You to move quickly to answer each one of the questions asked by each person in each chair.*

*Once we have completed this round, you will switch, so that those asking the questions will get to answer them now.*

**Questions:** (each person at each chair will be given one question to ask as people move from one chair to the other)

What are you most proud of in your life?  
What is your favourite thing to do?  
What would you someone you love say is your biggest strength?  
What would someone you love say is your biggest weakness?  
If you could invent one new thing, what would it be?  
What is an important lesson you have learned in your life?  
If money was not an issue, what is the first thing you would do in the camp?  
Who is closest to you?  
What would you like to accomplish in your life?

### Script

*Great work all! I know some of these questions may have been difficult to answer in such a short amount of time, but these are important questions to ask when we think of how we wish to move toward our goals.*

## 4. Goal setting –Wheel (20 minutes)

### Script

*We will now focus on setting goals in different parts of our life. I want everyone to draw a circle in their journal and then split their circle up into 6 parts:*

*Family  
Career/Education  
Religion  
Self  
Health  
Finances*

*Find a partner and for each of these sections, based on our visualization from last class, I want you to share with your partner one positive change you will make in each of these sections. These will be your short-term goals, they do not have to be a big change, but just something that you will feel will improve you life.*

*For example*

*Family- I will spend more time helping my mother cook  
Career/Education- I will not miss any of a Good Start classes in the next month  
Religion- I will pray 5 times a day instead of 3  
Self- I eat a healthy meal every day  
Health- I will go to the doctor as soon as I feel sick  
Finances- I will not spend my money on things I do not need*

## 5. Relation to proverb (10 min)

### Script

*Now think back to the proverb that we looked at the beginning of the seminar. How does this proverb relate to goal setting and what does it mean in regards to setting goals for you?*

**Explanation-** *This proverb states that to make big changes, such as moving mountains, we need to start small. But even though we may be making small changes, those changes help us move toward our long-term goals. No change is too small.*

## 6. Recap (5 min)

*Today was a seminar was very focused on concrete and practical ways we can make even small changes in our lives. We look forward to seeing how you apply these changes to your day-to-day lives and congratulate you on completing the first module in A Good Start! You have already begun the journey to your ideal future!*

*Let's go around the room – using one word describes, how you are feeling after class today (this can be recorded).*

## **Module 2- Refugee Rights / Awareness, Problem Solving and Transformation**

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 1 – What are rights and why are they important

Goals	<p>Participants will:</p> <p>Gain a clearer understanding of human and refugee rights</p> <p>Reflect on how rights impact their lives</p>
Purpose	<p>Define human rights, refugee rights</p> <p>Explain the importance of refugee rights</p> <p>Think critically about refugee rights in their lives</p>
Core Life Skills Addressed	<p>Self confidence</p> <p>Critical thinking</p> <p>Positive attitude and self-motivation</p> <p>Conflict Management</p>

#### Intro (5 min)

##### Script

*We have talked about our dreams and our goals, now let's begin to talk about our rights, as they also impact our ability to move toward a better future. As humans and as refugees we have rights, and as we begin to understand our rights, we also begin to further understand and explore our opportunities!*

#### 1. Introduce the proverb (10 min)

*They tried to bury us, but they did not know that we were seeds” – African proverb*

*What they think this proverb means? What do think it has to do with rights?*

#### 2. What is a human? (15 mins)

##### Script

*We are now going to discuss what Mr. Mandela meant by “humanity” and how we can protect human beings.*



On the blackboard or flip chart write HUMAN and RIGHTS on both sides of the paper. Below the word human, draw a person.

*Let's brainstorm qualities that make us human beings!*

Have students come up with ideas on what makes us human (draw a symbol to describe this under human) ex. intelligence, kindness

Once you have a list:

Now, what do we need to protect and develop our qualities as human beings? Ask the participants for ideas. Ex. education, health, love, family

Once you have this list, discuss:

*What happens if one or some of these human rights and protection are taken away?  
How would we feel?*

### 3. What is a right? (5 mins)

Script

Now let's brainstorm about rights. Let's get into pairs and have a conversation about what we think the word "right" means. Remember there is no right or wrong here.

Give students a few minutes to talk about "rights". Let a few pairs share ideas on rights.

### 4. Define Rights/Human Rights (10 min)

**Rights-** Rights are legal, social, or ethical principles of freedom.

**Human rights** – rights or freedom that belong to ALL human being despite nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status, These rights are protected by the law.

There are a total of 30 Human Rights- here are some important human rights to know:

1. Right to practice your culture and belief
5. Right to opinion and information
6. Right to rest and leisure
7. Right to desirable work
8. Right to social security
9. Right to marriage and family
10. Right to own property
11. Right to asylum in other countries
12. Freedom from arbitrary arrest and exile

## 5. Do refugees have rights? (5 mins)

### Script

*Now that we know what human rights are, we are going to talk about the rights that apply specifically to refugees and asylum seekers? Does anyone have ideas on what are they may be different or the same for refugees?*

*Allow participants to make suggestions.*

## 6. Defining Refugee (5 min)

### Script

*With the person beside you quickly explain to them what you think a refugee is...*

**Refugee-** someone who has crossed a border and cannot return home to persecution (danger)

**Asylum-** granted by a country for an individual who cannot safely live in his or her own country

## 7. Refugee rights (15 mins)

### Script

*So refugees are human being just like everyone else and have the same human rights, but they also have rights that are extra important for them. Can anyone tell me what some of your rights as a refugee may be?*

*Give students time to answer*

*Excellent answers! Let's explore these rights together!*

*On top of all your other human rights...as a refugee, you also have the right to the following:*

1. Admission to safety – being safe in the country you are living in (Kenya)
2. Access to fair refugee procedures – being allowed to get refugee status
3. Respect in the country you live (Kenya)
4. Protection/safety in the country you live in
5. The right to education
6. The right to family
7. The right to legal advice
8. The right to NEVER be sent back to your country of origin if you are in danger

### Ask:

*How many of these rights did you know about?*

*Is anything new here?*

*Do you think there is anything missing? If so, what is missing?*

## 8. Draw your rights (10 min)

### Script

*For the final 10 minutes of class, I want you to draw a picture in your journal that shows your rights and the rights of your community. This doesn't have to be as your life is now, but instead as you think your life should be if all your rights are being respected.*

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 2 – Your rights in action: Understanding rights in real life

Goals	<p>Participants will:</p> <p>Gain a clearer understanding of rights in real life contexts</p> <p>Reflect on human/refugee rights abuses</p> <p>Reflect on how rights impact their lives</p>
Purpose	<p>Think critically about refugee rights in their lives</p> <p>Reflect on solutions to rights issues</p> <p>Reflect on how rights abuses affect emotions/feelings in self and others</p>
Core Life Skills Addressed	<p>Self confidence</p> <p>Critical thinking</p> <p>Communication</p> <p>Personal responsibility</p> <p>Conflict Management</p>

#### Script/Recap (10 min)

*In the last seminar, we discussed human and refugee rights – can we please recap these rights- feel free to look at your journals if you forget!*

Allow students to name off some of the rights they have learned.

#### 1. Introduce the proverb (5 min)

*Seeing is different than being told-* African proverb

Ask participants what they think this proverb means

#### 2. Energiser – Talking object (10 min)

##### Script

*Let us sit in a circle. We are going to pass an object around the circle (this can be anything). The person who receives the object has to talk continuously until his/her neighbour decides to take the object and as soon as the object is taken, the person who is talking stops and the person who has the object starts to talk (you can talk about anything).*

Continue the game until the object has been passed around the circle.

Once it has gone around once, asking the following questions to the group:

1. How did you feel when the object was taken?
2. Have you ever had a situation when you felt like this in your life?
3. Where someone is not allowed you to do/say something when you wanted to?
4. How did it make you feel?

### 3. Real life Scenarios (30 min)

#### Script

*We will go through a series of scenarios where human and refugee rights may have been abused. Listen to the scenario and let's discuss if this is a human/refugee right abuse and why?*

(The scenarios should be pre-recorded)

#### Scenario 1

It is the end of the month and Ashad and his wife, Astur, have only a few rations left for them and their 3 children. Astur informs Ashad that their baby, the youngest child is very ill and has been getting worse of the course of the day. She has a very high fever. Ashad tells her the baby will be fine and that has planned to go meet up with some friends. Later that evening, when he returns he sees that his wife, and is feeling very hungry, he discovers that Astur has traded the rations for medicine for the baby. The baby is still sick, but seems to be doing better.

Stop the recording and ask the following:

*Is this a rights abuse?*

*Who is affected?*

#### Scenario 2

Dominique has been told by her friend Desira that there is a new education programme opening for young women and will be held at \_\_\_\_ (common location). The programme is to teach young women how to make clothes to sell in the marketplace. So Dominique decided to find out more about the programme. When she asks John, one of the worker in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she tells Desira about this, Desira tells her that she had sex with John to get into the programme.

Stop the recording and ask the following:

*Is this a rights abuse?*

*Who is affected?*

#### Scenario 3

Deng has just opened up a small shop in the marketplace where he is selling a few small items. He has invested all his money into the shop and has worked hard to save up enough money to sell things out of it. One morning he arrives at the shop, to discover it has been destroyed. His neighbouring shop owner, Michael, tells him it was a group of young boys who had destroyed it. Later, Deng discovers that it was actually Michael who had destroyed his small shop.

Is this a rights abuse?  
Who is affected?

#### Scenario 4

Ayana has been in the camp for 5 years and has 3 small children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada has been attending school and is trying to find ways to help his mother support the two younger children. Neither of them has a cell phone, and do not have access to Bamba Chakula, which means that they aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, so that his family will have access to the Bamba Chakula. The teacher finds out it was him and informs Ayana.

Stop the recording and ask the following:

*Is this a rights abuse?  
Who is affected?*

### 3. Thinking about our rights in day-to-day scenarios (15 min)

#### Script:

*Now that we have thought about situations where we feel our rights are being affected, I want to you to think of an ideal situation where all of your rights are being met. What skills do we need to talk about our rights and to react in ways that will help us improve our situation?*

Participants begin to list skills, ideas and needs to be able to articulate their rights and improve their situation.

### 4. Relation to the proverb (10 min)

#### Script

*After listening to the scenarios, how do you think our discussions today are related to the proverb.*

**Explanation-** *when we experience something ourselves, it may be very different than how someone else's experiences it. Therefore, our perspectives, and our interpretation of events are ours alone and no one can tell us what we see, feel and experience.*

### 5. Recap (10 min)

### Script

*Now let's get into pairs and discuss how this exercise went. In your pairs, please answer the following questions: (these can be recorded for M&E purposes)*

- *How they felt listening to the scenarios today*
- *If they have ever experienced anything similar to any of the scenarios*
- *What they feel they learned/explored in the seminar today*

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 3 – Communicating your rights: Understanding your emotions

Goals	<p>Participants will:</p> <ul style="list-style-type: none"> <li>Be able to identify emotions in self and others</li> <li>Be able to reflect on challenges in others lives</li> <li>Reflect on human/refugee rights abuses through emotion</li> <li>Reflect on emotions impact their responses in their day to day life</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>Learn to identify emotions in others</li> <li>To demonstrate empathy</li> <li>Reflect on their own emotions in situations that are unjust</li> </ul>
Core Life Skills Addressed	<ul style="list-style-type: none"> <li>Respecting Self and Others</li> <li>Communication</li> <li>Managing emotions</li> <li>Interpersonal skills</li> <li>Conflict Management</li> </ul>

#### Intro (5 min)

##### Script

*Today we are going to focus on the emotions we will feel when our rights have been taken away either by someone we love or by someone we trust. By understanding how we and others may feel in difficult situations helps us learn how to communicate in a way that we help us stay safe and find opportunities.*

#### 1. Introduce the Proverb (10 mins)

*The teeth are smiling, but is the heart? – African proverb*

Ask participants what they think this proverb means

#### 2. Energiser- 2 Truths and a Lie (15 min)

*Now let's sit in a circle. Each person will think of three statements about themselves. Two must be true statements, and one must be false. Then each one of us will, one at a time, shares the three statements (in any order) to the group. The*



*group will have to guess which of the three statements is false. The goal of the game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.*

Once everyone has gone, ask participants how they could tell which one of the statements was a lie? Was it the look on their face? Was it the tone of voice? The way they moved?

### **3. Introduction to the power of communication – emotions**

#### **Script**

*As we see in the previous exercise, paying attention to others facial expressions, tone of voice, movements are important parts of communication- in the previous game we had to look at other people, watch their expressions and faces to see if they would speak. We were “reading their emotions” to guess if they were lying.*

*When we want to communicate our rights- or tell someone what we want, we need to do the same thing- read and share our feelings. This is part of a healthy way to communicate and helps us get what we want and deserve, which will then bring us closer to our dreams and goals.*

*So now we are going to practice recognizing emotions/feelings. Let’s look at these emotion cards and guess which emotion the person on the card is feeling. That way we will learn what each emotion is.*

### **4. How do they feel? – Understanding emotion (30 mins)**

Hold up each emotion card and have the participants guess the emotion, if they don’t guess- explain the emotional to them. For each emotion, also ask them if they have ever felt this emotion.

#### **Emotions:**

Happy

Proud

Sad

embarrassed

Surprised

Confused

Nervous

Sick

Angry

Jealous

Proud

Frustrated

worried

Scared

### Script:

*So now we know all the emotions on the cards, and most of us have felt many or almost all of these feelings. Now we are going to listen to some stories and try to find the emotions/feelings that people in the story might be feeling. We will separate into four groups; your group will have to talk about the feeling.*

## 5. Identifying emotions – Scenarios

Read the following scenarios (these are pre-recorded)

### Scenario 1

It is the end of the month and Ashad and his wife, Astur, have only a few rations left for them and their 3 children. Astur informs Ashad that their baby, the youngest child is very ill and has been getting worse of the course of the day. She has a very high fever. Ashad tells her the baby will be fine and that has planned to go meet up with some friends. Later that evening, when he returns he sees that his wife, and is feeling very hungry, he discovers that Astur has traded the rations for medicine for the baby. The baby is still sick, but seems to be doing better.

After reading the scenario, take time to ask the participants the following questions:

1. What do you think Ashad is feeling when Astur tells him the baby is sick?
2. What do you think Astur is feeling when she sees the baby is sick?
3. What do you think Astur is feeling when she trades the rations for medicine?
4. What do you think Ashad is feeling when he discovers Astur has traded the rations for medicine?

### Scenario 2

Dominique has been told by her friend Desira that there is a new education programme opening for young women and will be held at \_\_\_\_ (common location). The programme is to teach young women how to make clothes to sell in the marketplace. So Dominique decided to find out more about the programme. When she asks John, one of the worker in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she tells Desira about this, Desira tells her that she had sex with John to get into the programme.

After reading the scenario, take time to ask the participants the following questions:

1. What do you think Dominique is feeling when she hears about the new education programme?
2. What do you think Desira is feeling when she tells Dominique about the programme?
3. What do you think John is feeling when he tells Dominique she needs to have sex with him to get into the programme?
4. What do you think Desira is feeling she tells Dominique that she had sex with John to get into the programme?

### Scenario 3

Deng has just opened up a small shop in the marketplace where he is selling a few small items. He has invested all his money into the shop and has worked hard to save up enough money to sell things out of it. One morning he arrives at the shop, to discover it has been destroyed. His neighbouring shop owner, Michael, tells him it was a group of young boys who had destroyed it. Later, Deng discovers that it was actually Michael who had destroyed his small shop.

*After reading the scenario, take time to ask the participants the following questions*

- 1. What do you think Deng was feeling when he opened the shop?*
- 2. What do you think Michael was feeling when Deng opened the shop?*
- 3. How do you think Deng felt when he saw the shop had been destroyed?*
- 4. How do you think Michael felt when he lied to Deng?*
- 5. How do you think Deng felt when he found out Michael had lied to him?*
- 6. Why do you think Michael had lied?*

### Scenario 4

Ayana has been in the camp for 5 years and has 3 small children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada has been attending school and is trying to find ways to help his mother support the two younger children. Neither of them has a cell phone, and do not have access to Bamba Chakula, which means that they aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, so that his family will have access to the Bamba Chakula. The teacher finds out it was him and informs Ayana.

*After reading the scenario, take time to ask the participants the following questions:*

- 1. What do you think Ayana is feeling when she doesn't have enough food for her children?*
- 2. What do you think Rada is feeling when he sees his mom and siblings suffering? How do you think he is feeling when he stole the phone?*
- 3. How do you think his teacher feels when he discovers his phone is stolen?*
- 4. How do you think Ayana feels when she is told her son stole a phone?*
- 5. How do you think Rada feels when his mother finds out what he has done?*

### Script

*Nice work everyone! It was really great to see how you all were able to think of the feelings that each of the people in these stories was feeling. As we mentioned, naming and knowing our emotions is the first step to understanding our rights and pursuing our goals!*

### 4. Relation to proverb

#### Script

*Now that we have looked at the importance of emotions in communicating our rights, let's revisit our proverb. What do you think this proverb has to do with communication?*

Allow participants to respond

**Explain the proverb-** *that sometimes we do not show what is in our heart- so our teeth may show a smile but we have different feelings inside. Learning to identify those feelings in ourselves and others is very important.*

### **5. Recap/Wrap Up (10 mins)**

*Let's now go around the class and name the feeling that we are each feeling right now- don't be shy!*

Let students say the feeling they are feeling.

*In the next few days, I want to you try to notice, maybe in a challenging or unfair situation what feelings you are feeling, and then try to imagine what feelings the other person might also be feeling.*

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 4 – How do we solve problems? - Problem Solving Cycle

Goals	<p>Participants will:</p> <p>Gain a clear understanding of the problem solving cycle</p> <p>Use prior knowledge on emotions to think about problem solving</p>
Purpose	<p>Reflect on the steps to problem solving</p> <p>Critically explore solutions to problems</p> <p>Demonstrate empathy in problem solving</p>
Core Life Skills Addressed	<p>Interpersonal skills</p> <p>Respecting self and others</p> <p>Critical thinking/problem solving</p> <p>Conflict Management</p>

#### Introduction (5 min)

##### Script

*In the last seminar, we talked a lot about emotions and how people feel in difficult situations. Can anyone remember any of the feelings/emotions that we talked about last seminar?*

*Allow students time to come up with a few emotions*

*Today, we are going to focus on finding solutions to our problems by learning to talk about how we feel with other people- helping us to find good ways to solve problems so that we can get the outcomes/opportunities that we want in our lives.*

#### 1. Introduce the Proverb (10 min)

*Strategy is better than strength- African proverb*

*Ask students what they believe this proverb means*

#### 2. Energizer- Collective counting (15 min)

##### Script

*Now we are going to play a fun game! We are going to count to \_\_\_ (the number will be the number of people in the room). Anyone can yell out a number, but if two or more*

*people say the number at the same time, we have to start over. Let's see how far we can count.*

Try to get to counting to 10 without having to restart.

Once you have tried a few times, ask the participants the following:

*Why was it difficult to count to 10?*

*What made it easier?*

*What did you need to do to make sure you were able to count without talking over someone else? (If they don't know, suggest eye contact, reading body language, watching each other)*

### 3. Problem- Solving process (30 min)

#### Script

*So in the previous exercise – counting to 10 as a group was a bit of a problem- it was difficult to make that we did in a way that made it possible to get all the way to 10 without having to start over. When we think of achieving our goals and dreams, we often have to problem solve to overcome some of our challenges.*

*Did you know that there are special steps to make problem solving a bit easier? Let's look at them now.*

**a) Identify the problem- make sure that you know what the problem is.**

Ex. So in the case of trying to count to 10- what was the problem?

Answer- that everyone is talking over each other and that we can get up to ten.

**b) Understand how everyone feels/what they want – this is what we talked about last class- understanding how everyone is feeling helps us to find solutions that we help everyone in the situation feel better**

Ex. In the case of the counting game- how is everyone feeling? What do we feel when we can get up to 10 and talk over each other?

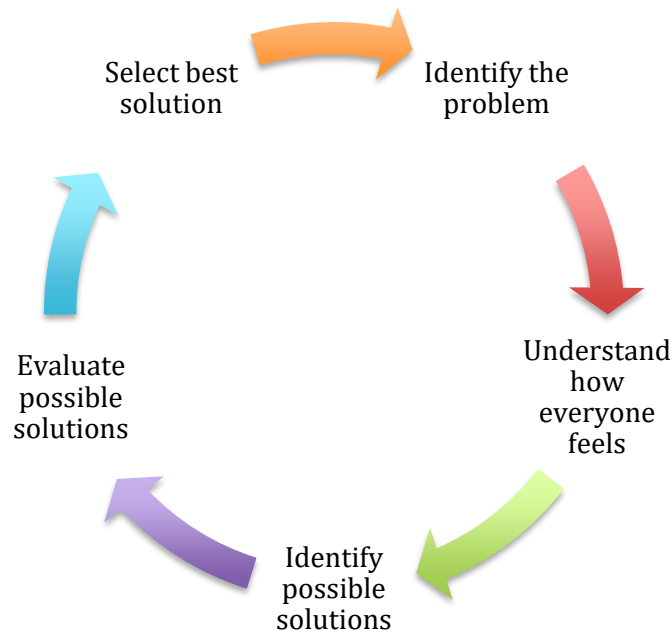
**c) Identify possible solutions - think of ways to improve the situation by factoring everyone's feelings**

Ex. In the counting game thinking of ways to communicate that you are going to say a number so that someone else doesn't (eye contact, a sign, a smile)

**d) Evaluate the possible solutions- what are the results/outcomes of each solution?**

Ex. In the counting game, since you are not allow to sign to each other, what are other ways you can communicate that you going to say a number?

- e) **Select a solution** - choose the solution that seems to make the most sense and is most relevant for your problem.  
Ex. In the counting game, what is the best way to get to 10 from all the ideas that you have thought of?



#### 4. Relation to proverb (10 mins)

##### Script

*Now that you know the problem solving steps, how does this relate to the proverb we saw at the beginning of the seminar?*

*Strategy is better than strength- African proverb*

#### 5. Wrap up- (5 mins)

##### Script

*So now that we have gone through the problem solving cycle, I want you to share with another person something new that you have learned today. It can be something simple or complex- just one thing you feel was a new idea.*

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 5 – Let's solve some problems- Applying problem solving to real life scenarios

Goal	<p>Participants will:</p> <p>Demonstrate their problem solving skills and empathy to solve real life scenarios</p> <p>Critically reflect on solutions to problems</p> <p>Demonstrate team work as they solve problems together and reach consensus</p>
Purpose	<p>Apply the steps to problem solving</p> <p>Critically explore solutions to problems</p> <p>Demonstrate empathy in problem solving</p>
Core Life Skills Addressed	<p>Teamwork</p> <p>Interpersonal skills</p> <p>Respecting self and others</p> <p>Critical thinking/problem solving</p> <p>Conflict Management</p>

#### Introduction (15 min)

##### Script

*Last seminar we focused on the problem solving steps. Can someone please share with me the first step of problem solving? What is the next step? And the next?*

Allow students to identify the steps of problem solving

##### Script

*Great work! You all did a wonderful job of identifying and remembering the steps to problem solving. Today we are going to practice these steps by looking at our real life scenarios...first let's look at the following proverb.*

#### 1. Introduce the proverb (5 mins)

*If you can't solve your problems in peace, you can't solve war – Somali proverb*

*A warrior fights with courage, not with anger- African proverb*

*What is the meaning of this proverb? How is this an important proverb for problem solving?*



## 2. Energizer – Muddling Messages (15 min)

### Script

*Lets sit in a circle, now I want the first person (pick someone) to think of a long message, such as “I’m going to go to the market to buy some bananas and mangos tomorrow morning, and then I am going to meet my sister for lunch”. Whisper this message to the person sitting on your right. That person then whispers the same message to the person on their right and so on. Once the message has been passed around the circle, ask the last person to say the message aloud. Compare the final message with the original version.*

Ask the participants at the end of the game, and ask:

*Why do you think that the message at the beginning and the end of the game was different? Or why it remained the same?*

## 3. Finding solutions through scenarios (25 min)

### Script:

*Today we are going to revisit the same scenarios that we looked at a few sessions ago. We are going to split you all into 4 groups, with each group getting one scenario and answer a few questions on how your group would find the best way to respond to the scenario.*

The scenarios and questions can be pre-recorded so that each group can just listen to the scenario again and listen to each question and discuss (for M & E purposes, we could also ask that they record their responses).

### Scenario 1

It is the end of the month and Ashad and his wife, Astur, have only a few rations left for them and their 3 children. Astur informs Ashad that their baby, the youngest child is very ill and has been getting worse of the course of the day. She has a very high fever. Ashad tells her the baby will be fine and that has planned to go meet up with some friends. Later that evening, when he returns he sees that his wife, and is feeling very hungry, he discovers that Astur has traded the rations for medicine for the baby. The baby is still sick, but seems to be doing better.

### Questions to ask:

1. What is the problem?
2. Does everyone in the group agree with Astur’s decision to trade the rations for medicine? Why or why not?
3. What could Astur have done instead?
4. Come up with a way Ashad should respond to this. What should he say to Astur?
5. Come up with a way Astur should respond to this. What should she say to Ashad?

## Scenario 2

Dominique has been told by her friend Desira that there is a new education programme opening for young women and will be held at \_\_\_\_ (common location). The programme is to teach young women how to make clothes to sell in the marketplace. So Dominique decided to find out more about the programme. When she asks John, one of the worker in charge of the programme, he tells her that he can help her get into the programme, but in exchange she will have to have sex with him. When she tells Desira about this, Desira tells her that she had sex with John to get into the programme.

### Questions to ask:

1. *Should Dominique have sex with John to get into the programme? What does everyone in the group think?*
2. *Should Desira encourage Dominique to have sex with John because she did?*
3. *What should Desira do instead?*
4. *When we see an issue of fraud in the camps whom do we talk to about it?*
5. *Should John continue in his role?*

## Scenario 3

Deng has just opened up a small shop in the marketplace where he is selling a few small items. He has invested all his money into the shop and has worked hard to save up enough money to sell things out of it. One morning he arrives at the shop, to discover it has been destroyed. His neighbouring shop owner, Michael, tells him it was a group of young boys who had destroyed it. Later, Deng discovers that it was actually Michael who had destroyed his small shop.

### Questions to ask:

1. *What should Deng do in this situation? How should he deal with the fact that Michael lied to him?*
2. *What would have been a better way for Michael to deal with this situation? What could he have done instead of destroying Deng's shop?*
3. *What could Michael do now to make the situation better?*

## Scenario 4

Ayana has been in the camp for 5 years and has 3 small children. Her husband died the year after they arrived in the camp, so she is raising them alone. Her son, Rada has been attending school and is trying to find ways to help his mother support the two younger children. Neither of them has a cell phone, and do not have access to Bamba Chakula, which means that they aren't getting access to all of their rations. One day, Rada decides to steal a cell phone from one of the teachers at the school, so that his family will have access to the Bamba Chakula. The teacher finds out it was Rada who stole the phone and informs Ayana.

### Questions to ask:

1. *What should Ayana do in this situation?*
2. *What could Rada have done instead of stealing the phone?*
3. *Did the teacher make the right decision by telling Ayana? Could he have done something different?*

#### **4. Relation to the proverb (10 mins)**

*If you can't solve your problems in peace, you can't solve war – Somali proverb*

##### **Script**

*Now that we have gone through the scenarios and thought about them through the problem solving steps- how is this proverb related to problem solving?*

**Explanation-** To solve problems we need to do so in a way that is peaceful and calm. That if we get angry, frustrated and out of control, we will not be able to find solutions that will help us show empathy.

#### **5. Recap/Wrap up**

##### **Script**

*Now that we have used our knowledge in problem solving in real life scenarios- I want you to think of a problem in your own life and how you could use this approach. For the next few days, each time you are confronted with a problem, think of the best way*

## Module 2 – Refugee Rights / Awareness, Problem Solving and Transformation

### Lesson 6 – Imagining Transformation -

Goal	<p>Participants will:</p> <p>Explore the concept of transformation through skits</p> <p>Define an area of their lives where they can see the power of transformation</p> <p>Demonstrate that although they are limited, they have areas of personal/community transformation</p>
Purpose	<p>To apply emotion management, empathy and problem solving to real life scenarios</p> <p>To discuss solving real life problems with peers</p> <p>To understand the power of transformation through self-reflection</p>
Core Life Skills Addressed	<p>Teamwork</p> <p>Interpersonal skills</p> <p>Managing emotions</p> <p>Conflict Management</p> <p>Problem solving</p>

### Introduction

#### Script

*Now that we have discovered our rights, learned how to identify our emotions, and solve problems- let's take that all forward and imagine how we can use all of these skills toward transformation- personal or community change. This does not have to be something big- it can something very simple, but to change how we feel and act starts with us!*

#### 1. Introduce proverbs (10 mins)

*Until a lion learns how to write, every story will glorify the hunter-* African proverb

*When a man is stung by a bee, he does not burn all beehives-* African proverb

Ask students what they think these proverbs mean. Discuss the proverbs

#### 2. Energizer- How we walk (10 mins)

#### Script

*We are going to walk around the room, please move around and make sure you are using the space available. Now I want you to walk in an assertive way where they make space for others and themselves.*

Ask them to notice how this feels.

*Now walk in a non-assertive way, i.e. shyly, where the only concern is to make space for others. "Don't think about yourself; keep out of the way of other people... Continue to walk like this and notice how this affects you."*

*Now walk in a bold and aggressive way. "Walk as if you are only thinking about yourself and don't even consider the needs of others. Notice how this is for you."*

End the energizer by asking participants to share their thoughts from the exercise with one another. Ask for a few comments about the exercise for the whole group to hear.

### 3. Transformation Skit (35 mins)

To end and assess their understanding of managing emotions and the problem solving cycle, participants, in groups of 3 are going to come up with two skits using their own life experience.

#### Script

*Alright- now we are going to put everything together that we have learned! I want us to come up with skits to envision and explore transformation on a small scale in their own lives/realities. These do not have to be huge issues, but instead issues that are important to how we choose to respond and react to our challenges. So please separate in groups of 3, and pick one of the two skits:*

*The first skit will be a situation where someone did not manage their emotions in an appropriate way and did not use the problem solving cycle.*

*The second skit will be a situation where they did manage their emotions, demonstrate empathy and use the problem solving cycle.*

Give students time to create their skits. Inform them that they will have 20 minutes in the next class to work on their skits and then they will need to start presenting them.

Pick numbers from a hat to decide which group will present first.

### 6. Relation to the proverb (10 mins)

Ask students how they feel their skits, and this module, are related to the proverbs?

**Explanation**- these proverbs speak of the importance of creating our own future/realities, that it is up to us to respond in ways that will lead us to positive transformation, thus leading to a better future.

## **7. Wrap up/recap**

### **Script**

*Great work today everyone! In the next class, you will be given another 20 minutes to work on their skits, and that the rest of the class will be presenting the skits.*

## Module 2 – Final Presentation

### Personal Transformation Rubric

Category	4	3	2	1
<b>Preparedness</b>	Presenter is completely prepared and well organized.	Presenter is somewhat prepared but might have needed more rehearsal.	Presenter is mostly unprepared, clear that rehearsal was lacking	Presenter is not prepared to present
<b>Emotions</b>	Presenter demonstrates a clear understand of emotions	Presenter demonstrates and understand of some elements of emotions	It is unclear if presenter demonstrates an understanding of emotions	Presenter does not demonstrate an understanding of emotions
<b>Empathy in Problem Solving</b>	Presenter clearly demonstrates empathy in problem solving	Presenter demonstrates elements of empathy in problem solving	It is unclear if presenter demonstrates elements of empathy	Presenter demonstrates no empathy in problem solving
<b>Problem Solving</b>	Presenter is able to use the problem solving cycle and evidence of the cycle is clear	Presenter has somewhat used the problem solving cycle	Presenter has used one or two elements of the problem solving cycle	Presenter has in no way used the problem solving cycle
<b>Situation</b>	Situation is clear, realistic and reflects a real life problem	Situation in which the problem must be solved is somewhat clear. More background information is needed for the viewers to fully understand the problem.	Situation is vague and more detail must be included to give viewers a clear idea of the problem.	Situation of the problem is unclear and more information is needed to understand it.

## **Module 3- Money Matters- Introduction to Financial Literacy**



## Module 3- Money Matters- Introduction to Financial Literacy

### Lesson 1- What is the purpose of money and why it is important?

Goals	<p>Participants will:</p> <p>Understand and explore the purpose and value of money</p> <p>Understand the cost associated with choices we make in our lives</p> <p>Understand the relationship between money and emotions</p>
Purpose	<p>To explore the value of money</p> <p>To explore the role of money in one's life and community</p> <p>To critically think about the relationship between money and emotions</p>
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p>

#### 1. Introduction

##### Script (5 min)

*The last two modules we spoke a lot about personal motivations, dreams and goals, as well as identifying our rights and maybe times when our rights are compromised. In our third module, we will discuss the role that our financial life, our understanding of money and money's role in achieving our goals. How many of you care about money?*

#### 2. Introduce the proverb (5 min)

*One cannot both feast and become rich. ~ Ashanti*

*By labor comes wealth. ~ Yoruba*

Ask students what they believe these proverbs mean and what they have to do with visualizing the future

#### 3. Energizer- What are you doing? (10 min)

##### Script

*We will ask one participant to leave the room then, you, the group will decide on an activity related to money for him/her to guess. When the participant enters the room- we will all act out the activity/action and the participant has to guess what we are doing. Does everyone understand?*

*Play the game several times, with several participants leaving the room and guessing the activity that the group is acting out.*

*Great work in guessing! Now that we have brainstormed actions and activities related to money, let's discuss why we have money and what some of your challenges with money may be.*

#### **4. The role of money (20 min)**

##### **Script**

*Can someone tell me why they think we have money? What is the role of money?*

*Let participants answer*

*Great! Yes, we use money in exchange for goods and services. Sometimes we get stipends or paid when we work and then we use that money to buy what we need and want in our lives. Sometimes money is also given to us when we need it*

*Can someone tell me of another way we get goods and services (food, clothing, schooling, toiletries)?*

*Let participants answer*

*Yes! We sometimes exchange things for goods and services as well. Sometimes we will have something someone else wants and needs, and they will have something we want and need and we will trade it- this is called **bartering**. Can you guys tell me what types of items/services you barter for in the market/camp?*

*Let students list items.*

*Wonderful! Now let's talk about other ways we get goods and services....*

*Sometimes we are also lend money- this means that someone will give us money they have, this could be a bank or a person, and then we have to pay them back. Has anyone ever borrowed money from anyone else?*

*What happens if you don't pay the money on time? We have to pay an extra fee called **interest**, which is usually a percentage of the money that we have borrowed. To avoid paying interest we have to pay the money on time! If we cannot pay our money on time, we get into debt- this is when we owe money to a person or a bank.*

## 5. How does money make us feel? (15 min)

### Script

*Now let's explore the feelings that money may give us....*

*When we have a lot of money how do we feel? (Use the emotion cards for this)*

*Let participants answer using the emotion cards to support their answers*

*When we have enough money to pay for our food, bills, house and family how do we feel?*

*Let participants answer*

*When we do not have enough money to pay our food, bills, house and family how do we feel?*

*Let participants answer*

*When we have no money or are in debt how do we feel?*

*Let participants answer*

*Great! So now we can see a link between our financial situation and our emotions. This is why money is also important- how we use and spend are money and having money are both directly related to how we feel.*

## 6. Relation to proverb (10 min)

### Script

*Now think back to the proverbs that we looked at the beginning of the seminar. What do you think the first proverb means?*

*One cannot both feast and become rich. ~ Ashanti*

**Explanation-** this proverb means that we cannot spend our money as it comes and also become rich- it is important to save and use our money wisely.

*By labor comes wealth. ~ Yoruba*

**Explanation** – this proverb explains that we have to work for our money, that nothing comes for free.

## 7. Recap (5 min)

### Script

*Now that we know why we have money and how it makes us feel, we will begin to think critically about how we use our money and what we need to spend our money on to ensure that we have our needs met. Over the next few days, I would like you to notice*

*how you feel about your spending or your lack of money and ask yourself if you think there are better ways you could use money.*

## Module 3- Money Matters- Introduction to Financial Literacy

### Lesson 2- Understanding Wants versus Needs

Goals	<p>Participants will:</p> <p>Gain a clear understanding of the difference between wants versus needs</p> <p>Reflect on the financial implications of wants and needs</p>
Purpose	<p>To understand the difference between wants vs. needs</p> <p>To identify the relationship between wants and needs, spending and health and wellbeing</p>
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p>
Materials	<p>Print and cut out images of wants and needs</p> <p>Tape</p>

#### 1. Introduction

##### Script (5 min)

*In the last module, we discussed the role of money and how it makes it feel in our lives, when we do or do not have money and too little or too much of it. Today we are going to discuss the difference between wants/needs in our lives- so basically what do we need to survive and what do we want for pleasure or enjoyment.*

#### 2. Introduce the proverb (10 min)

*You should not hoard your money and die of hunger. – Ghana*

Ask students what they believe these proverbs mean and what they have to do with visualizing the future

#### 2. Energizer (10 min)

##### Script

*With a partner, you will list 6 things in your life, 3 wants and 3 needs, and your partner will have to tell you which 3 are the wants and which 3 are the needs, and the switch with your partner.*

*Once both partners have played the game, ask the entire group the following questions (discussion):*

*Was it easy or difficult to identify your partner's wants and needs when they named them?*

*Can you give me some examples of needs?*

*Let the participants list the needs*

*Can you give me some examples of wants?*

*Let the participants list the wants*

### **Script**

*Great work coming up with needs and wants everyone! Let's now explore in a bit more detail the difference between them and why this is important to think about if we are to have happy and healthy lives.*

### **3. The difference between wants and needs (20 min)**

**Needs-** these are items necessary for your survival, without them you would not be able to survive or compromise your health and wellbeing

**Wants-** items you buy or get because you want them, they give you pleasure or happiness but they are not necessary

*We are going to look at a bunch of items and decide if they are wants or needs.*

*Draw a line down the black board/chart paper- one side is wants, the other is needs. The images and wants and needs will be in front of you, for each image, show it to class and ask them to put it on the want or needs side. If they are unsure, they can also place it between the two. Allow discuss between participants, if they disagree or are struggling support them with the following questions:*

*Is this item required for your survival?*

*If you did not have this item could you continue in a health life?*

*Continue until you have placed all the items on the blackboard/chart paper.*

### **Script**

*Great! This is wonderful work all! Do you feel that we have missed anything? If so, I invite you to add anything you think is missing to this? Do you feel any of your needs are missing?*

### **5. Relation to proverb (10 min)**

### Script

*Now think back to the proverb that we looked at the beginning of the seminar. What do you think the relationship between the proverb and our wants and needs are? Does anyone have any ideas?*

***Explanation-** this proverb explains that we should prioritize our money so that we ensure that our needs are covered before we save or spend money. Thus make sure that we save only what we can without suffering or putting our health at risk.*

## 6. The price of wants and needs (15 min)

### Script

*Now that we have all our wants and needs up on the board, we are going to look at the monetary value of them, to see how much each one of them cost.*

*Start with the needs and have students name the cost of each one of the needs, once that is complete, have participants do the same for the wants. Now ask a participant to add up the cost of the needs and another participant to add up the cost of the wants (if this is too advance for the participants, you and your co-facilitator can add it for them).*

*Once you have completed the list and done the calculations, ask the following questions:*

1. What do you notice about the difference between the needs and the wants?
2. Did this difference surprise you?
3. Is there anything you think should be moved from needs to wants now?
4. How does this make you feel when you see the cost of everything up on the board?
5. What do feel when our needs are not being met? What do we feel when we are not able to meet our needs? ([use the emotion cards as a guide](#))

## 6. Recap (5 min)

### Script

*What a great seminar exploring the difference between wants and needs! Not only did we get a chance to look at these differences, but we also got to think about how much our wants and needs cost!*

*Over the next few days, I would like you to think about your own wants and needs, and whether you feel there is anything that you can switch from a need to a want?*

## Module 3- Money Matters- Introduction to Financial Literacy

### Lesson 3- Values, Needs and Wants

Goals	<p>Participants will:</p> <p>Reflect on and identify personal values</p> <p>Reflect on how values impact how we prioritize wants and needs</p>
Purpose	To understand how our values may impact our prioritization of needs
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p> <p>Interpersonal skills</p> <p>Creative thinking</p> <p>Respect self and others</p>

#### 1. Introduction

##### Script (5 min)

*Last seminar we discussed and defined our needs and wants, helping us to better understand what they are and how they impact our life. Today we will talk about the role our personal values play in our wants and needs- this will help us better understand ourselves and what drives our wants and needs.*

#### 2. Introduce the proverb (10 min)

*The wealth which enslaves the owner isn't wealth ~ Yoruba*

*Ask students what they believe this proverb means.*

#### 3. Energizer (20 min)

##### Script

*Today we are going to play a little game to learn about our personal values – the things that we find important- this will help us to further understand our needs and wants and how to balance those with our current situation.*

*I invite you all to stand in a line in front of me. This line represents us- all of who we are. The purpose of this game is to understand our different values. I will read a few statements, if you don't agree with the statement take a step back. If you agree with the statement, take a step forward. Please respond to what applies to you personally, there is no need to agree with the rest and no right or wrong answer. We will discuss this exercise once we are done.*



1. My family is very important to me. I try to help them as much as I can.
2. Look important and cool is very important to me.
3. My religion is very important to me and I practice it regularly.
4. I need to feel safe and secure to feel comfortable in life.
5. How I look is very important to me.
6. Playing sports is very important to me.
7. Being rich is very important to me.
8. My friends and what they think of me is very important to me.

*Now look around...why is everyone in a different place? That is because we all have different values and beliefs and these different beliefs and values are what cause us to prioritize some needs and wants over others.*

#### **4. Our values drive our wants and needs (30 min)**

##### **Script**

*Let's talk a bit more about the values and beliefs that affect our wants and needs, and impact our decision-making. Here are some values that affect our wants and needs:*

- Religion
- Fun
- Arts/beauty
- Leisure
- Security
- Money/wealth
- Friends
- Image/Prestige
- Community
- Family
- Sports
- Hard work
- Winning
- Comfort

*Now, think of your own values, and how you think they may impact your needs and wants and the decision you make in your current life and future.*

*Take some time now to draw your values in your journal.*

*Once you have drawn your values, meet with a partner and discuss how you believe your values affect your wants and needs. What is the relationship between your values and your needs?*

## **5. Relation to proverb (10 min)**

### **Script**

*The wealth which enslaves the owner isn't wealth ~ Yoruba*

Ask students to explain how this proverb is related to our values, wants and needs.

**Explanation-** this proverb states that even if we have wants and needs, we should not sacrifice our values so that we are being enslaved just for our wants and needs. Instead we should ensure that our values and wants and needs are aligned to be healthier and happier.

## **6. Recap (5 min)**

### **Script**

*What a great seminar exploring our wants/needs and our values! In the next class we are going to discuss what it means to prioritize our wants and needs while keep our values, health and wellbeing in mind.*

*Over the next few days, as you think more about your values – add to the list in your journal!*

## Module 3- Money Matters- Financial and Consumer Literacy

### Lesson 4- Prioritizing Needs and Wants

Goals	<p>Participants will:</p> <p>Demonstrate the ability to critically reflect on their needs and wants and those of others</p> <p>Demonstrate the ability to prioritize needs and wants using the 1-2-3 system</p>
Purpose	To critically reflect on needs and wants to be able to prioritize them using the 1-2-3 system
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p> <p>Interpersonal skills</p> <p>Creative thinking</p>

#### Script (5 min)

*In the last seminar, we explored our personal values and how they impact our wants and needs (choices). Today we are going to take that a step further by talking about prioritizing – why we choose some wants and needs over others and how that will help us to stay healthier and happier.*

#### 1. Introduce the proverb (10 min)

*Roadside items are nice, but it takes money to buy- African proverbs*

Ask students what they believe this proverb means (leave it very open).

#### 2. Defining - Prioritizing wants and needs (20 min)

##### Script

*So we have talked in great deal about how our needs and wants change and how they are impacted by our values- now let's explore prioritizing our needs and wants.*

##### **What do we mean by prioritizing?**

**Prioritize** means that something is more important than something else. To prioritize something means to put it first.

*Ex. When I choose to go to bed early instead of hanging out with my friends so I can be up for football practice in the morning, I am prioritizing going to bed early over hanging out with my friends because soccer practice is important to me.*

*Therefore, going to bed is important because football is a priority.*

*How to prioritize our needs and wants? It's as easy as 1-2-3. Let's look at the 1-2-3 system to help us explore our priorities and what is important for our health and wellbeing.*

*1 = Items that are essential for healthy living*

*2 = Items that are not essential but important*

*3 = Items that are not essential and not important*

*Can someone give me an example of some of 1, 2 or 3?*

### **3. Prioritizing our wants and needs (25 minutes)**

#### **Script**

*Now that we know what is meant by prioritizing our needs, let's look at our list of wants and needs again (use the list with the images). In groups of 4, decide out of the needs, which are the most important and which are the least important. You will rank the needs in order of importance, using the 1-2-3 system and each group will explain why they have chosen the items in each. You will have 10 minutes to complete this exercise, so make sure to prioritize your time.*

*Give students 10 minutes to prioritize the needs. Allow 10 minutes for each group to present how they organize their needs in the 1-2-3 system (approx. 2 min/group)*

### **4. Relation to proverb (10 min)**

*Roadside items are nice, but it takes money to buy- African proverb*

*Ask students to explain how this proverb is related to prioritizing our wants and needs.*

*Explanation-* this proverb reminds us that although things may be nice, they are not always a priority- therefore are not always important to meet our needs. We must first prioritize the things that will meet our survival needs, before buying our wants.

### **5. Recap (5 min)**

#### **Script**

*What a great seminar looking at priorities! I think we learn a lot about trying to figure out what is most important to us and how that will contribute to our health and wellbeing.*

*Over the next few days, as you think more the things that are important to you- maybe take some time to draw them in your journal.*

## Module 3- Money Matters- Introduction to Financial Literacy

### Lesson 5- Budgeting our wants and needs

Goals	<p>Participants will:</p> <p>Define budgeting and it's importance</p> <p>Begin to explore budgeting their wants and needs using the 1-2-3 system</p>
Purpose	To begin to explore the importance of budgeting our wants and needs to develop greater financial security
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p>

#### Script (5 min)

*In the last seminar, we learned about prioritizing our needs and wants, in this seminar we will explore prioritize our needs and wants when we have a certain amount of money- to make sure we spend our money in a way that will help us take care of ourselves and others.*

#### 1. Introduce the proverb (10 min)

*Better little than too little. — Cameroonian proverb*

*You cannot name a child that is not born. — African proverb*

Ask students what they believe these proverbs means.

#### 2. Defining Budgeting (15 min)

##### Script

**Budgeting** – using our knowledge of how much things cost to compare the cost of items with the amount of money you have.

*So budgeting means that we figure how much money we have, what we need, how much each item costs and prioritize what is the most important.*

##### So why do we budget?

*Whether you have a lot of money or just a little, a budget can help you in many ways: If you have a budget and stick to it, you will be less likely to blow your money during random daily spending.*

*A budget can help you reach a financial goal because it controls how much you spend*

*and how much you save.*

*Budgets can help eliminate many money surprises because you've planned ahead and know what to expect each month.*

*Even though you're young, you can start budgeting now to get yourself into the habit.*

*Budgets help you see exactly where your money goes.*

### **3. Explore the example budget (30 min) (see below)**

#### **Script**

*Let's explore an example budget- Amina has a monthly budget of 3000 Ksh for her family of 5 people. Her father is ill, and cannot go without medication. Last month she spent almost all the money on medication because he was very ill. So the family is very low on rations, they haven't eaten for two days.*

*In groups of 4, I would like your group to use the 1-2-3 priority method to look at this basic list of things and decide how Amina should budget her money. Please decide what she will buy and add up the amount she has spent to make sure you don't go over the 3000 Ksh (if this is difficult for your group I would be happy to assist).*

*Give participants 15 minutes to finish this exercise.*

*Great job all!*

*Ask the following questions:*

*What did your group find most difficult about this exercise?*

*Were you over or under the 3000 ksh?*

*What were the most important items that Amina needed to give her family?*

*Nice work! Now let's take a look at our proverb and explore it is related to this topic of budgeting*

### **4. Relation to proverb (10 mins)**

*Better little than too little. — Cameroonian proverb*

*You cannot name a child that is not born. — African proverb*

#### **Script**

*How do you think these proverbs relate to the topic of budgeting?*

*Allow students to answer*

**Explanation:** The first proverb states that it is better to have a little bit of something than nothing – so this can mean that sometimes it is better to have a bit than nothing- so to get that bit we need to ensure that we budget enough for it.

The second proverb states that you cannot plan for something that you don't have, so we can't commit or spend money that we don't already have. We must make sure that have the money before we use it or that we don't use more than we have.

## 5. Recap (5 min)

### Script

*Great work today everyone! I hope that today we had a chance to think about how we use our money in responsible ways to ensure that our needs are being met before our wants. In the next few days, think about ways in which maybe you could spend your money in better ways and what you really need.*

## Module 3- Money Matters- Introduction to Financial Literacy

### Lesson 6- Combining Income – Adding

Goals	<p>Participants will:</p> <p>Explore income management from diverse sources and how to add it together</p> <p>Practice basic addition for budgeting</p> <p>Reflect on how income can be budgeted</p>
Purpose	<p>To explore various ways income may enter the household</p> <p>To practice basic addition for budgeting purposes</p>
Core Life Skills Addressed	<p>Personal responsibility</p> <p>Critical thinking/problem solving</p> <p>Decision making</p>

#### 1. Introduction

##### Script (5 min)

*Now that we have explored the role of budgeting in our lives, let's take a look at what we will need to budget- our income or the amount of money that will come into our family unit. Let's begin by looking at a proverb, as usual!*

#### 2. Introduce the proverb (5 min)

*A single bracelet does not jingle. ~ Congolese proverb*

*A single stick may smoke, but it will not burn. ~ African proverb*

Ask participants what they believe these proverbs mean.

#### 3. Energizer – Buzz (10 min)

##### Script

*Since today we are going to be discussing and working with numbers, we decided to come up with a fun energizer to get us focused on numbers. Let's get into a circle. Now we are going to go around the circle and each person will say a number, starting 1, 2, 3 but for every fourth number for example 4, 8, 12, 16, that person will need to say BUZZ instead of the number. Are you guys ready?*

*Let's try it again with the count of 5 instead! This may make it a bit more difficult!!*



#### 4. Introducing Income/Work (10 min)

##### Script

*Does anyone know the word income? What it means?*

**Income-** money received through work and stipends.

*How many of you have any income, or some way of making money?*

*How many of you have family members who have an income or stipend?*

*What kind of work do you or your family do?*

#### 5. Adding multiple sources of income (15 min)

##### Script

*So one of the ways to ensure that everyone in the family has an equal distribution of needs (food, shelter, clothing, water) we need to distribute things equally- to do that we need to add all the money in the home together before we begin to budget.*

*Let's try a basic exercise (write the number on the blackboard so everyone can see them)*

*Momma makes 500 Ksh a month selling \_\_\_\_\_ (something local)*

*Papa makes 2000 Ksh a month as a stipend*

*Zahra makes 300 Ksh selling clothes in the market*

*Adil makes 0 Ksh because he is still in school.*

*Can someone tell me how much the family makes?*

*Answer: 2800 Ksh*

*Let's try another one together in pairs now.*

*Momma makes 1700 Ksh selling phones in the market*

*Papa makes 2000 Ksh selling soap*

*Abdul makes 400 Ksh*

*Bilal makes 800 Ksh*

*Answer: 4900 Ksh*

*Great work all! Let's move on now*

#### 6. Budgeting our Income (20 min)

##### Script

*Now we are going to take it step further by not only adding up our income, but the budgeting it to ensure that we understand what comes in and what comes out. In pairs*

*I would like you to first add what the family makes*

*(Write on chart paper or blackboard)*

## **Income**

*Momma makes 2350 Ksh*

*Papa makes 1300 Ksh*

*Yonas makes 400 Ksh*

*Liya makes 1400 Ksh*

*Kamali and Ife don't make anything because they are both still babies.*

*Ask:*

*How much does this family of 6 make in total?*

*Give the participants time to answer (approx. 5-8 min)*

*Now let's explore budgeting this 5450 Ksh by exploring the family's wants and needs.*

*For a month they have the following expenses:*

*Baby formula- 1300 Ksh*

*Food- 2500 Ksh*

*School fees – 500 Ksh*

*Diapers – 400 Ksh*

*Soap – 200 Ksh*

*Give the participants approx. (5-8 min)*

*Once they are finished, ask the following:*

- 1. Are they able to make enough money to cover their needs?*
- 2. Do they have any money left for wants?*
- 3. How much money do they have left?*
- 4. What should they do with the money they have left?*

## **7. Relation to proverb (10 min)**

*A single bracelet does not jingle. ~ Congolese proverb*

*A single stick may smoke, but it will not burn. ~ African proverb*

Ask participants what they believe these proverbs mean in relation to family income and budgeting.

**Explanation-** we are more successful when we pool our income or work together toward a common goal. So when we put our money together, we can get more done.

## 8. Recap (5 min)

### Script

*Great work today everyone! Next class is the final class of this module, where we will tie everything together and do our assessment- seeing how well we understanding needs, wants, income and budgeting. Does anyone have any final questions?*

## Module 3 – Money Matters – Summative Assessment

### Task

In their journals, participants will individually come up with a realistic family income (separated by individual person) and a budget to reflect that income using the prioritizing methodology and demonstrating and understanding of wants and needs. The budget should match the income- not overspent or underspent.

### Each budget will demonstrate the following:

Category	4	3	2	1
<b>Organization</b>	The budget is very well organized and easy to understand	The budget is somewhat organized and can be understood	The budget is unorganized and difficult to understand	The budget completely unorganized and cannot be understood at all
<b>Understanding of Wants and Needs</b>	Participant demonstrates a clear understanding of the difference wants and needs	Participant demonstrates an understanding of the difference between wants and needs	It is unclear if participant demonstrates an understanding between wants and needs	The participant does not understand the difference between wants and needs
<b>1-2-3 System of Prioritizing</b>	It is clear that the participant has used the 1-2-3 system to prioritize needs in the budget	It is somewhat clear that the participant has used the 1-2-3 system to prioritize needs in the budget	It is unclear if the participant has used the 1-2-3 system to prioritize needs in the budget	It is clear that the participant has not used the 1-2-3 system to prioritize needs and wants
<b>Addition</b>	The budget addition is correct	The budget addition is incorrect by less than 3 digits	The budget addition is incorrect by more than 3 digits	The budget addition is completely incorrect
<b>Underspent/Overspent</b>	The budget has not been overspent/underspent	The budget has been slightly overspent/underspent	The budget has been significantly overspent/underspent	The budget has been greatly overspent/underspent

## **Module 4 – Understanding Different Cultures**

## Module 4 – Understanding Different Cultures

### Lesson 1 – What is Culture?

Goals	Participants will: Define the term culture  Explore cultural differences  Reflect on the importance of culture in our day to day lives
Purpose	To define culture and explore why it is important  To explore culture in as a strength
Core Life Skills Addressed	Self- confidence  Respecting self and others  Interpersonal skills

#### Introduction

In this lesson we will think about what culture is, and we will understand how it can be so different across the world.

#### 1. Activity: Define culture!

Ask the class to share their ideas about what "culture" means to them.

Write the key words down.

Is there a theme developing? Can the class agree on one single definition?

#### 2. Activity: Cultural Differences

Ask the class to discuss the cultural differences between them. How do different class members approach these big stages in life?

- Babies being born
- Growing up from childhood to adulthood
- Getting married
- Becoming a parent
- The passing of a loved one

### 3. Story: Why do cultures become different?

To be told as a story, by the teacher. If you have the slideshow that accompanies this lesson, that can be used as a visual aid.

*Imagine one tribe of people living together.  
They wander the land, looking for water, food and livestock.  
They do everything together.  
They all speak the same language.  
They all have the same religion.  
They all look similar.*

*One day, a group of friends decides to leave the tribe. They convince a few others to go with them.  
Perhaps there was a disagreement in the tribe.  
Perhaps the tribe was getting too big and was naturally splitting.  
Or perhaps the friends just want to wander the Earth.  
Whatever the reason – they leave.*

*This new group wanders for years, and finally settle down in a new place.  
They have children, and eventually their children have children.  
None of them ever see the old tribe again...  
But life continues.*

*Over time, the descendants of new group forget the old tribe.  
They are their own tribe now, with their own way of life.  
They talk with different accents, even different words.  
They eat different food.  
They have different important places.  
They even start believing in different things.*

*One day, hundreds of years later, a person from the new tribe goes on a long walk...  
...and meets someone from the old tribe.  
But when they meet, they are strangers.  
They are dressed differently.  
They speak different languages.  
They believe in different things.  
They even look different...*

*But they are still human beings, with the same needs, feelings and dreams.*

*Imagine tribes splitting again and again, hundreds and hundreds of times over thousands and thousands of years.  
That is how all humans and their cultures came to be so different.*

#### 4. Activity: Real-life examples of this story

Ask the class if they can think of real-life examples of this story.

Here are some examples if they are having difficulty:

- The Dinka and the Nuer
- The Maasai and the Samburu
- The Turkana and the Pokot
- The Americans and the British

#### 5. Activity: Group whispers/telephone game

Get the class to stand up and make long line in single file (outside will probably be best). Make sure they're not standing too close together.

You, the teacher, will whisper a short sentence to the person at the end of the line. Make sure the sentence is not too short or easy: see below for examples. That person will then whisper the sentence to the next person, and that person to the next, and so on... until it reaches the last person in the line.

The last person can then say what they think the sentence is. Usually, it will change quite a lot from what you originally said.

Example sentences (but feel free to make your own, or ask participants to make their own):

- Counting cars quietly
- Classmates climb cars for cash
- Leaves like loose piles
- Red roses with thorny stems

You can do this a few times. It's good fun.

After that, try something more complicated: arrange the participants into **2 (or more) separate lines**, with you, the teacher, whispering the **same sentence to both lines**. Each line then plays the game on their own, like before.

See how the same sentence changes differently with each line!



Once you're finished, explain to participants the relevance of the game:

*See how the sentence changed so much, and that was just between us in such a short space of time? Different groups started with the same message, but after generations have passed it becomes something quite different. That's the same process of how language, beliefs, cultures, traditions change over time, and between peoples.*

## Module 4 – Understanding Different Cultures

### Lesson 2 – The Story of All People

Goals	<p>Participants will:</p> <p>Demonstrate knowledge and awareness of one's own culture</p> <p>Explore our values, beliefs and behaviors</p>
Purpose	To reflect on how our culture influences our beliefs, values and behaviors
Core Life Skills Addressed	<p>Self- confidence</p> <p>Respecting self and others</p> <p>Interpersonal skills</p>

#### 1. Introduction

In this lesson we will learn how humans all came from the same place, and how they spread out across the world.

#### 2. Class discussion: Origin Stories

Ask the class if they have any stories from their culture about the origins of humankind. If they do, please ask them to share.

#### 3. Group performances: Origin Stories

Split the class into groups and get them to perform some of these origin stories for the class. If they want, they can choose new ones from their group.

They are allowed to talk!

#### 4. Story: How different human cultures came to be

Like in the last module, this is a story for the teacher to tell the class. The best way for it to be told is with the slideshow presentation provided, although you can tell it directly too.

*This is the story told by science of what happened after humans were created.  
Some of you may know this story – it is the story of everyone in the whole world.*

*All humans were once one tribe, living in East Africa, from what is now southern Ethiopia to central Tanzania.  
We don't know much about their beliefs, stories and other cultural practices because it was so long ago.  
So much has been lost in the mists of time.  
But we can tell a lot from the tools and skeletons they left behind.*

*We know they were nomadic hunters and they mostly ate meat, fish and birds.  
We know they also ate fruits, plants, wild grains, honey, and other similar food when they could find it.  
They **did not** eat any ugali, injera, bread, rice or uji, because farming had not been invented yet.  
We know they had dark skin.  
We know they thought and imagined in the same way we did.*

*They used a variety of tools and ornaments made from stone, obsidian, animal bone, ivory, plants and wood.  
(metal and plastic had not been invented yet)*

*But, like we saw in the last lesson, one tribe can split into different tribes – which can themselves split again and again.  
These new tribes move to new places, and their cultures and appearances change – just like in our game yesterday.*

*Some went West, into what is now Western Africa.  
Some of their descendants became the Bantu, a group of people who spread out all across Sub-Saharan Africa.*

*Today, Bantu peoples include:*

- *Congolese*
- *Baganda in Uganda*
- *Both Tutsi and Hutu in Rwanda and Burundi*
- *Many Kenyan tribes like the Kikuyu, the Kamba, the Kisii, the Luhya and many others*
- *It also includes most peoples in all countries from Nigeria to Tanzania to South Africa*

*Some went North into the land surrounding the Nile Valley, in what is now South Sudan and Sudan.*

*Over the centuries, they spread back into East Africa*

*Today, many people in the Kakuma area are descendants of this group of humans. They include:*

- *The Nuer, Dinka, Mandari and Shilluk people from South Sudan – and others*
- *The Turkana people*

- *Various other Kenyan tribes, including the Maasai, the Luo, the Kalenjin tribes, the Samburu*
- *The Anuak in Ethiopia*
- *The Acholi in Uganda*

*Other groups went to the North East, and their descendants became the various peoples from the Horn of Africa, including Somali people, and the peoples of Ethiopia, Djibouti and Eritrea.*

*Other groups split from that first human tribe, and then left Africa entirely. Their descendants became all the peoples and cultures of the world.*

Ask the class to name cultures/peoples who live outside of Africa. If you're using the slideshow, you can show them all the interesting pictures of different cultures.

## **5. Recap**

Ask the class how they feel knowing all humans were originally one tribe.

Ask them how the world would be, if more people truly understood that.

## Module 4 – Understanding Different Cultures

### Lesson 3 – Hunting, Herding, Farming, Cities

Goals	Participants will: Define cultural diversity  Reflect on similarities and differences in cultures  Reflect on difference in perspective (world view)
Purpose	To understand similarities and differences in culture  To explore the challenges with similarities and differences  To understand that we all have different perspectives
Core Life Skills Addressed	Respecting self and others  Conflict management  Interpersonal skills  Cooperation

#### 1. Introduction

Food is vital to life, and people get their food in different ways. In this lesson we will explore how this affects our culture and way of living.

#### 2. Activity: Ways we get food

Get the class to call out different ways people get food.  
They may have some funny ones. You don't have to write their suggestions down, but you can if you want.

#### 3. Class discussion: Hunting, Herding, Farming, Cities

Once they've run out of ideas from the above activity, write down HUNTING, HERDING, FARMING, CITIES on the board with lots of space under each one. You can explain to the class:

*These are the main SOURCES of food for people all around the world. CITIES includes shops, supermarkets, factories, charities, churches, and any other organisation in or from a city. Of course the original food itself comes from the ground or from animals, but it is usually very processed and is sold by companies.*

*These categories are also cultural categories - you can say a society is a HUNTER-GATHERER society, a PASTORALIST society, a FARMING society, or an URBAN society, depending on how the majority of their people sustain themselves.*

*Urban is just a fancy way of saying a society has lots of cities!*

*As we will see, all these categories of society are very related and interlinked.*

Get the class to answer the following questions about each category (Hunting, Herding, Farming, Cities):

- What kinds of food can people get from each category?
- Name some societies/cultures you know for each category
- Where do people in each category make their homes? Do they move around or stay in one place?
- When in life do these categories get mixed up? When do herders or farmers turn to hunting, or city people turn to small farming projects?
  - Answer: *When they don't get enough food from their normal sources.*
- Are any of these categories reliant on the others?
  - Answer: *Yes, cities are reliant on herding and farming to get their raw food products. In fact, cities cannot exist at all without farming.*

#### **4. Class performance: Guessing what's happening!**

Split class into groups and give each group one of the above categories IN SECRET.

Each group will then prepare a skit to show in front of the class, demonstrating people getting food in their designated way. No talking allowed!

The rest of the class will then have to guess which category the performing group is playing!

## 5. Class discussion: Life in Rural areas vs life in the City

Get everyone to sit back down and go back to HUNTING, HERDING, FARMING, CITIES.

*As you can see, societies using these food sources also live in different places. That is, the first three live in rural areas in small villages, the others live in towns and cities. Let's talk about the difference between city life and country life.*

Ask the class in what ways city and rural life is different when it comes to:

- Types of people you can meet
- Community spirit
- Traditions and beliefs
- Access to services
- Jobs available
- The gap between rich and poor
- How well they can deal with disasters and times of need

Then, we are going to talk to them briefly about life in the West and how it relates to their discussion:

*Lastly, let's talk about the West - countries like USA, UK, Australia, Canada, France, Germany, Sweden and the rest. These are countries in which the majority of people live in cities. The traditional farming way of life is dying out in these countries. As the decades go by there are fewer and fewer small farming communities (most farming is run by businesses), with local cultures, traditions and even entire mother-tongue languages being lost.*

Ask the class how they think it would feel to live in such a situation? Perhaps they have friends who've been resettled who have first-hand stories about it.

## Module 4 – Understanding Different Cultures

### Lesson 4 – Cultures in Kenya and how they came within the same borders

Goals	<p>Participants will:</p> <p>Explore and reflect on concepts of prejudice, discrimination and power</p> <p>Reflect on our experience with prejudice and discrimination</p> <p>Reflect on the role of power in discrimination and prejudice</p> <p>Explore challenges that arise due to cultural differences</p>
Purpose	To reflect on how prejudice, discrimination and power may negatively impact ourselves and others
Core Life Skills Addressed	<p>Respecting self and others</p> <p>Cooperation and Teamwork</p> <p>Interpersonal skills</p> <p>Conflict management</p>

#### 1. Introduction

In this lesson we will look at Kenya and its different cultures – and how outside forces shaped its borders and those of surrounding countries.

#### 2. Kenyan cultures vs. cultures at home

Ask the class: what about Kenyan cultures is different to the cultures in everyone's home countries? Come up with a list of things that are unique to Kenya.

#### 3. Matching Kenya to Herding, Farming, Cities

Ask the class to match the following Kenyan peoples/places with HERDING, FARMING, CITIES (with pictures from the accompanying slideshow if you have it).



- Turkana people
- Kikuyu people
- Somali people in North Eastern Province
- People in Mombasa
- Maasai people
- Luo people living around Lake Victoria

#### 4. Story: Colonialism

Does anyone know why such diverse and different peoples all ended up in the same present-day country, in the same borders?

*Answer: Because of colonial occupation. Over 100 years ago, the British came to East Africa and spread their rule over its peoples through a mixture of military power, exploiting existing political tensions, settlement building, and controlling natural resources. They were using the peoples' land to make themselves rich. They created borders - lines on a map - to separate their colonies from those of other European countries, such as Italy, Germany and France. When Kenya fought and won independence, these borders stayed the same. So there are all these different groups, with very different ways of living, all in the same country.*

#### 5. Class discussion: Other examples

Ask the class if this story sounds familiar:

*Can anyone think of any other countries where this happened? Share your knowledge of colonialism in places like DRC, Sudan, Somalia - and how many different groups came to live within the same borders in these places.*

*Lastly, how do the modern rulers treat the people in their countries? Are they good... or are they more like the British and other Europeans in history, using the land to make themselves and their tribe rich?*

## Module 4 – Understanding Different Cultures

### Lesson 5 – Positive Lessons from Our Cultures

Goals	<p>Participants will:</p> <p>To share own culture in a safe environment</p> <p>To share culture with colleagues</p> <p>To demonstrate pride and celebration in all cultures</p>
Purpose	To understand the importance of respect for self and others by sharing differences and similarities
Core Life Skills Addressed	<p>Respecting self and others</p> <p>Interpersonal skills</p> <p>Conflict management</p>

#### 1. Introduction

Let's introduce things on a positive note:

*Last lesson we looked at how there is a lot of diversity in Kenya and the other countries in the region, and how history has created diverse societies with lots of power dynamics. This lesson, we are going to think about the nicest and best things about our cultures, to show that each one has something valuable to give.*

#### 2. Favourite things about our cultures

Ask each person in the class to say the favourite thing about their culture. Make a list.

How could the facts/practices on this list be used to change the whole world in a positive way? Are there ideas on the list that can challenge the following social issues facing the world:

- Poverty and wealth divides
- Sexism
- Greed
- Climate Change

#### 3. Enacting these favourite things

Explain to the class that in the next lesson they will be doing a performance based on the favorite thing about their own culture. They can do it in groups, or on their own – it is entirely up to them! It can be a dance, a play, a song, a performance of a ceremony, or something else entirely!

They will have the rest of the lesson to decide what they are going to do, organise themselves, and practice!

Make sure they understand that the next lesson will be performances, and that anyone who wishes to can perform at graduation.

## **Module 4 – Understanding Different Cultures**

### **Lesson 6 – Celebrating our Cultures**

#### **Introduction**

There is no lesson plan – only the participants' performances!

If you wish, you can give the participants 20 minutes at the beginning to practice their performances. Go around and show interest in each group/person. You can ask them to explain their ideas to you.

Some tips for facilitating the performances:

- Remember – every participant in the class should have part to play in one performance or another.
- Encourage the audience to clap after every single one and show appreciation
- If you wish, you can make it a competition with the best performance receiving a prize, but it is not necessary.

Remember to tell the class about the possibility of performing at their graduation!

## **Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being**

## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 1- Mapping my relationships

Goals	Participants will:  Identify the role of relationships  Explore different types of relationships  Map out healthy and unhealthy relationships
Purpose	To become aware of the types of relationships they have in their lives
Core Life Skills Addressed	Respecting self and others  Decision making  Conflict management

#### Script

Welcome to our fifth module on exploring our personal and sexual well-being. Today we are going to discuss how to identify the role of relationships and explore the different types of relationships that we have. This shall enable us to gain a clear understanding on what can be healthy and unhealthy relationships.

#### 1. Introduce Saying (5 mins)

*A relationship is like a house, when a light bulb burns off, you do not go and buy a new house, you fix the light bulb.*

Ask students what they think this saying means.

#### 2. Introduce the Concept (10 mins)

Script:

Today we shall be looking at how to identify health and unhealthy relationships.

Ask students:

- *Without using the word, 'relationship' how would you describe a relationship?*

Prompt ideas: relationships can be defined as the way in which people are connected, or the way in which people behave towards each other.

- What are some of the ways that people can be related?

Prompt ideas: Blood, marriage, friendships, colleagues, tribes, nationality, ethnicity, humanity and so on.

- *What would you call a healthy relationship?*

Prompt ideas: Good, stable, happy, respectful, trust, honesty and a supporting relationship

- *What would you call an unhealthy relationship?*

Prompt ideas: physical, mental, spiritual, emotional abuse take place, one partner is more controlling over the other, or more dominant

### **3. Skit on Different Types of Relationships – (35 mins)**

Script

Let's now divide ourselves into two groups. Group one has to develop a skit about a healthy relationship while group two has to develop a skit about an unhealthy relationship. Let us put together everything that we have discussed above into a short skit.

Prompt ideas: List some of the characteristics of healthy and unhealthy relationships and have the teams decide which aspect they will bring out during their skit.

Give the students time to work on their skits, try and make sure that all the students are involved in the making of the skit and at least most students are able to give their ideas on the final outcome of the skit.

After each group has presented bring them back together.

### **4. Plenary discussion (15 mins)**

Script:

Now from that script I would like to ask you a couple of questions that will help us reflect on the types of relationships we have seen.

Ask the students:

What are some of the things that you have learnt from both of the skits?

Why is it that most unhealthy relationships have some form of conflict?

What are some of the skills that you have learnt in the previous modules that can help you deal with the situations presented above?

Why do people still get into unhealthy relationships?

How can you help someone who is in an unhealthy relationship?

### **5. Individual Activity ( 10 mins)**

Now, let us now reflect on our own lives. Can we identify all our relationships and can you determine whether they are healthy or unhealthy?

Take a couple of minutes and think about this. Think about yourself and if you have the right people and the right relationships around you.

## 6. Relation to the saying (5 mins)

Ask the students:

How do you think the saying we heard at the beginning of the class relates to having a healthy and unhealthy relationship?

Explanation: Like the saying said, a relationship is like a house, meaning it should stand firm and strong like a house, and if a light bulb goes off in the house, meaning a problem may arise in the relationship, you do not go and get a new relationship or a new house, you just go and fix the bulb. A healthy relationship is not one that does not have problems, but it means that you find healthy ways to fix those problems and positive ways to deal with situations that you may encounter in life.

## 7. Recap (5 mins)

Script:

Great work everyone! I hope we have been able to see and reflect on the various relationships around us and the differences between healthy and unhealthy relationships. Would anyone like to give any feedback from the lesson?

Thank you!



## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 2 - Dealing With Peer/Partner Pressure

Goals	Participants will:  Define peer/partner pressure  Explore emotions related to peer pressure  Identify methods to manage peer/partner pressure
Purpose	To be able to identify and resist peer and partner pressure in sexual and non-sexual relationships
Core Life Skills Addressed	Self-confidence  Conflict management  Respect for self and others  Interpersonal skills  Managing emotions

#### Script

Welcome to today's session. I want us to discuss ways in which we can deal with peer and partner pressure in a positive way that can enable us to have the right frame of mind within our relationships.

#### 1. Introduce saying (5 mins)

*A dead fish shall always follow the current of a river.*

Ask students what they believe this proverb means.

#### 2. Introduce the concept (10 mins)

##### Script:

Today we want to explore what it means it means to have a peer of partner influence you to do something that you are not comfortable with.

Can you tell me what it means to have peer or partner pressure?

Prompt ideas: this is influence from someone other than yourself. It can be an external motivator, but a negative one.

Recap the lesson on internal and external motivators.

### **3. Energizer – Self-reflection (35 mins)**

Script:

*We are now going to move into small groups. In these small groups, I want us all to discuss with each other a number of questions and I want us to be open and honest about each situation.*

Ask the students to get into groups of four to five. Get them to discuss times which they have been influenced by their friends or partners to do things that they did not feel comfortable with.

Ask the class if they have shared experiences and ask what they would have done instead.

Ask the class to recap on the lessons on managing emotions, do they think they could have acted differently knowing what they know now.

Ask the students about their sexual and personal relationships. Are they sometimes influenced to do things or engage in practices that they do not feel comfortable with?

Ask the students about their family relationships? Are they influenced to behave in a certain way or do certain things because their family expects it and not because they want to?

Ask the students to discuss how culture has affected how they behave in their relationships. Recap on the previous module on Cultural orientation and ask them whether this has affected how they view their relationships.

Ask the students to discuss on globalization. Has the concept of globalization, social media and free access to information influence how they view their relationships? Their education? Their sexual encounters? Their cultural heritage?

Encourage participants to share their own experiences and ensure that all members are contributing to the discussion.

### **4. A letter to my old self (15 mins)**

Script:

Now that we have discussed extensively on what we would have done differently, I want us all to remove our notebooks. Pick a blank page and write a letter to your younger self. Write a letter to a version of yourself ten years ago and tell them what you wish someone would have told you now.

### **5. Relating to the saying**

Script:

Now that we have talked extensively about how we can and should handle peer pressure, what do you think this has to do with the saying from the previous module?

Explanation: A river always has a current that always flows in a certain direction. However fish that are alive are meant to swim and sometimes they swim against the current and they do not always follow it. However a fish that is dead cannot swim but only goes with the current, and therefore someone who has no stand or character always goes with the crowd, never thinking or analyzing what is best for them, but doing things to only please others.

## **6. Recap (5 mins)**

Great work everyone! Today's session was very heavy with a lot of conversations. Through it all I hope that we have been able to recollect on our daily lives and the various ways in which we can manage peer pressure.

## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 3 – What are My Boundaries?

Goals	<p>Participants will:</p> <p>To explore the relationship between culture and sexuality/gender</p> <p>To define views/beliefs/values around sexuality and gender</p> <p>To explore other values/beliefs/views around sexuality</p>
Purpose	To explore their culture in reference to sexuality/gender and how it impacts their beliefs and actions
Core Life Skills Addressed	<p>Self- confidence</p> <p>Conflict management</p>

Script:

Welcome to another session. Today we shall be getting into gender and sexuality. We shall be looking at how our culture has influenced our beliefs and actions towards sexuality and gender.

#### 1. Introduce the proverb (5 mins)

*A people without the knowledge of their past, history, origin and culture is like a tree without roots.*

*Food is the only one universal thing that bring people together, no matter the culture people will always come together to eat.*

#### 2. Introduce the concept

Script:

What is culture?

Prompt ideas: ideas, customs, social behavior of a particular people or a society.

What is gender?

Prompt ideas: the state of being either male or female.

What is sexuality?

Prompt ideas: this is the way that people express themselves sexually. It involves biological, erotic, emotional, physical, social and spiritual feelings and behaviors.

### **3. Energiser – Role Playing (30 mins)**

Script:

For this exercise I want all the men and women to sit at opposite sides of the classroom in two groups.

For the women, I want you all to discuss following: (Try and answer these questions from a man's point of view)

What do you think is the most difficult aspect of being a man?

What is the one thing that men value above all else when it comes to their relationships?

What is sexuality to a man?

Is it important for men and women to connect sexually in a relationship?

For the men, I want you to discuss the following: (Try and answer these questions from a woman's point of view.)

What do you think is the most difficult thing about being a woman?

What do women value most when it comes to their relationships?

What is sexuality to a woman?

Is it important for women to connect emotionally in a relationship?

When the class has discussed for about ten minutes, ask that each group give a representative who can speak on their behalf and present the ideas to the other group.

Do the men agree with the women's ideas, and do the women agree with the men?

Make sure the class gives positive feedback and relate this with the module on who am I? Ask the class to reflect on the session about having people make assumptions about you and relate it to how men in general see women and how women in general see men.

### **4. Cultural influences on gender and sexuality (15 mins)**

Script:

In the same groups, I want us to discuss how our individual cultures have affected the way we view issues to do with gender and sexuality.

For example, how has our culture influenced the way we view the following issues:

- a. What it means to be a real man (the characteristics)
- b. What it means to be a good woman (the characteristics)
- c. Pre-marital sex
- d. Extra-marital affairs
- e. Monogamy and polygamy
- f. Being a homosexual (gay)

## 5. Relate the proverb (10 minutes)

Script:

Now class, who can relate the proverbs or sayings that we heard earlier with today's lesson.

Explanation:

A person who has no idea about their origin, past and history, is not a strong person. There is a great pride when people understand who they are and why do they do the things they do. As much as we have differences, those differences make us unique and make us who we are. They make us strong and they make us stand tall and confident. When we do not know our history, we cannot be strong in the world and can be easily influenced.

Food is a cultural thing. People have different food and different ways of preparing and eating food, but the most important thing is that food brings us all together. Wherever you find yourself in the world, you must eat food, and food is a great way of bring different cultures together to appreciate different aspects and different cuisines.

## 6. Recap (5 mins)

Script:

That has been a great lesson. Thank you for sharing your experiences and thoughts on gender and sexuality. Does anyone have anything to add to the lesson or any feedback for future participants?

## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 4 – What is my worth?

Goals	<p>Participants will:</p> <p>Define and explore self-worth in relation to sex and gender</p> <p>Explore transactional sex (sex for gifts or money)</p> <p>Explore the role of gender in transactional sex</p>
Purpose	<p>To understand and value their own self-worth and how it may be linked to sex</p> <p>To understand the relationships between transactional sex and power</p>
Core Life Skills Addressed	<p>Self-confidence</p> <p>Respecting self and others</p> <p>Decision making</p>

Script:

Welcome back to another session. Today we shall deal with and explore our self-worth.

#### 1. Introduce the proverb (5 mins)

*People learn how to treat you based on what you accept from them – Anonymous*

*Sometimes the hardest part of the journey is believing that you are worthy of the trip – Anonymous*

*Vision is merely a dream without action - Anonymous*

Ask the students what this means.

#### 2. Introduce the concept (15 mins)

Script:

Today we shall be looking at our self-worth. It is important to have a great value of oneself, before you can expect others to respect and value you as well.

We shall also be discussing our self-worth in relation to sex and gender issues as well as discussing the role of gender in transactional sex.

### 3. Activity – Making a Vision Board (20 mins)

Script:

Who knows what a vision board is?

Prompt answers: Vision means having the ability to plan and think about your future with imagination. A board is something you have to put this vision on. A vision board is something you create so that you can post up messages or images that help you stay focused towards certain goals that bring you closer to your vision.

Recap:

Who can remember what we discussed in module 1: lesson 6 – Concrete goals to move towards your future? Have you made use of the goal setting wheel? (refer to page 33)

People use vision boards to help them focus and cultivate their goals into a reality. A vision board contains pictorial images of the pieces of your goals such as: If you want to be a world class football player, you can put up an image of a football or someone holding a trophy that will give you an image of yourself when you are a world class football player. The image helps to focus your thoughts that every time you look at it you are able to get some inspiration to keep working hard towards your goals.

**However please note that; THE POWER OF MAKING YOUR GOALS A REALITY IS NOT IN YOUR VISION BOARD BUT IN WHAT YOU CAN DO TO MAKE YOUR GOALS A REALITY!**

Here are some steps you can follow towards making your own vision board:

- **Discern your intentions:** What do you want? What do you need? What do you value? And how do you want to feel when those things are made manifest?
- **Find your images and words that represent those intentions:** Flip through the magazines and begin tearing/cutting out images/words/phrases that appeal to you.
- **Paste them onto a space:** find a free space in your room or a page in your journal and arrange those words or images into things that will help focus your thoughts and energies towards them.
- **Put this vision board somewhere where you can see it or refer to it when necessary**
- **Notice or heal any resistance:** Put away negative thoughts that may cause you to doubt where you are going.

A sample vision board can look and have the following categories.



Money Prosperity	Fame Reputation	Partnership Love Marriage
Family Physical Health	Your Foto	Creativity Projects Children
Knowledge Wisdom Self-Improvement	Carrier Life Path Business	Compassion Travel Helpful People

A sample vision board can look like this.



Script:

Now I would like each one of you to make your own vision board. Please work on this in your free time and the assignment shall be a part of your final presentation after we have completed our modules.

#### 4. Linking self-worth to our personal and sexual relationships – Group Discussions (20 mins)

Script:

Did you know that studies have shown that there is a direct relationship between sexual permissiveness and self-worth? A permissive society is one in which the social norms are becoming increasingly liberal, especially when it comes to sexual freedom. Studies have shown that high self-esteem males and females had a significantly greater number of sexual partners than low self-esteem subjects. The relationship is particularly strong for males compared to females.

Now let us get into two groups, men and women. Let us discuss the following questions:

- How is your self- worth related to your ability to be in healthy sexual relationships?
- Can there be too much when it comes to exploring your sexuality?
- What do you think of transactional sex? Sex in trade for gifts or money
- Is it easier for men to pay for sex than women and why?
- Are men able to be more sexually permissive than women? Why?

### 5. Relate the proverbs (5 mins)

Script:

From the proverbs or sayings discussed earlier in the lesson, can anyone determine what they all mean in relation to today's proverbs and sayings.

*People learn how to treat you based on what you accept from them – Anonymous*

Explanation: People who you are in any relationship with can only learn how to treat you, that is with respect, or with disrespect or any other way, based on how you are able to demand from them. People treat you how you let them treat you.

*Sometimes the hardest part of the journey is believing that you are worthy of the trip – Anonymous*

Explanation: Self-doubt can be someone's own worst enemy, one must need to be have a high self-esteem (high sense of self appreciation) in order to believe that that is the kind of respect and worth that they deserve.

*Vision is merely a dream without action – Anonymous*

Explanation: Having a vision or a goal, can remain like a dream (that disappears as soon as you wake up) especially if you do not put concrete activities that make that dream come true. A vision cannot happen if you sit back and do not come up with ways to actually make it happen.

### 6. Recap (5mins)

Script:

That has been a great lesson. Thank you for sharing your experiences and thoughts on self-worth and how it ties into our sexual and personal relationships. Does anyone have anything to add to the lesson or any feedback for future participants?

## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 5 - Dealing with sexual/gender conflicts

Goals	<p>Participants will:</p> <p>Explore types of sexual/gender conflicts</p> <p>To apply strategies and methodologies to sexual and gender conflict</p> <p>To reflect on emotional responses to sexual/gender conflict</p>
Purpose	<p>To develop skills and confidence to address and respond to gender and sexual based pressure and violence</p> <p>To use emotional responses as valuable tools for self-confidence and care</p>
Core Life Skills Addressed	<p>Self-confidence</p> <p>Respecting self and others</p> <p>Conflict management</p>

#### Script

Welcome to our fifth lesson on dealing with sexual/gender conflicts. Here we are going to discuss what types of sexual and gender conflicts exist within society as well as discuss ways and means that we can apply strategies and methodologies to sexual and gender conflict. We shall also reflect on emotional responses to sexual and gender conflict.

#### 1. Introduce the concept (15 mins)

Script:

Today we shall go straight into the concept and the content of the class.

Ask students:

- *What does it mean to have sexual conflict?*

Prompt ideas: This is when two sexes have conflicting optimal fitness strategies concerning reproduction, particularly over the mode and frequency of mating. To make it simpler, it is when males may benefit from the multiple matings and females may not. Therefore, males may be more likely to benefit from having more sexual partners than females can.

- Do you think sexual/gender conflict is a fair assumption?

Prompt ideas: Is it fair that in most societies, males are allowed to have more sexual freedoms than women?

## 2. Activity – Lets debate! (1 hour)

Script

Today's activity shall be a debate, and for this debate I want us to get into four groups. You shall be debating topics that shall help us better understand what sexual and gender conflict is and help us discuss strategies and methodologies that help us address sexual and gender conflict. Each group should come up with a good breakdown or introduction of their group's question, thereafter three strong points that prove their question is right, and after a session from the opposers, come up with a strong rebuttal and a solid conclusion of the discussion. The marks awarded to each group shall be based on each person scoring in the following categories.

Category	4	3	2	1
<b>Introduction</b>	Presenter is completely prepared and well organized.	Presenter is somewhat prepared but might have needed more rehearsal.	Presenter is mostly unprepared, clear that rehearsal was lacking	Presenter is not prepared to present
<b>Three points</b>	Presenter demonstrates a clear understanding of all three points	Presenter demonstrates and understands some of the points	It is unclear if presenter demonstrates an understanding of the points they are defending	Presenter does not demonstrate an understanding of the points
<b>Rebuttal</b>	Presenter clearly demonstrates they are able to articulate opposing groups views and counter them effectively.	Presenter demonstrates some ability to counter the opposing views.	It is unclear if presenter demonstrates any understanding of opposing views.	Presenter demonstrates no idea in the opposing views.
<b>Conclusion</b>	Presenter is able to conclude their groups activities in a clear and concise and strong manner.	Presenter has somewhat been able to conclude their activities.	Presenter was barely able to conclude effectively.	Presenter has in no way concluded the group's activities.
<b>Group work</b>	Very good team work, everyone actively and equally participating and	Group has half of the team active as compared to others.	The group has one or two members active and the rest of the	Only one person has worked in the group.

	sharing responsibility.		group is inactive.	
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Everyone must grade each other and the group with the highest points wins. Each group will have 15 minutes to come up with their debates. 10 minutes for presentation, 5 minutes for rebuttal and 5 minutes for a conclusion.

*Please divide the class into four random groups. When the class has divided themselves, give them the instructions below.*

Scripts:

Group 1: Proposers: Sexual selection choices in humans are based on physiological factors.

You must defend the fact that physical characteristics (such as ones appearance) determine how humans choose their partners. You must defend the fact that traditional societal norms have arisen because of the biology of human selection.

Group 2: Opposers to group 1: Sexual selection choices in humans are not based on physiological factors.

According to this group, the sexual choice is determined by much more than physical appearance. It is more to do with compatibility or other factors.

Group 3: Proposers: Men experience more jealousy in response to their partners' sexual infidelity as opposed to women.

You must defend the fact that men get more jealous when their partners are unfaithful and women do not, in fact women easily forgive.

Group 4: Opposers: Men do not experience more jealously when it comes to infidelity compared to women.

According to this group, you believe that women actually experience more jealousy compared to women.

*Give the groups 15 minutes to discuss their points and then get them debating. Ensure that each topic gets equal discussion and that all the points come across clearly. The lesson today is for the students to discuss and teach themselves. Encourage them to use Google to come up with strong points against each other. Time each group so that one group does not consume the time too long.*

### 3. Recap (5 mins)

Script:

That was wonderful; today you have been your own teachers. Please let us have a hand to all the groups and to everyone for participating. From here we want you all to appreciate the ability to learn as a team and to give each other positive feedback as well as have and defend opposing views. Tomorrow we shall conclude our module with skits that will help us tie in everything we have learnt together. Please remember to come with your vision boards from the previous lesson.

## Module 5 - What's My Worth – Exploring My Personal and Sexual Well-being

### Lesson 6 – Tying it all together

Goals	Participants will: Come up with creative skits that tie in all the lessons they have done together.
Purpose	Develop skits that will demonstrate a situation where they can explain to someone what exactly 'A Good Start' is.
Core Life Skills Addressed	Respecting self and others  Decision making  Conflict management

#### Script

Welcome to our final lesson in our fifth module. Today is all about you and your creativity. We shall work on skits that help us explain what 'A Good Start' is and how it has helped you all.

Ask the students how they wish to be divided, and in their groups they have to prepare skits that will help them explain different aspects of 'A Good Start'. Let the students pick the lessons or the sessions and have them develop the skits.

Give them ample time to prepare and then showcase the skits.

Finally, remind the students about vision boards and ask for volunteers to present their work to everyone.



## **Module 6 – Nutrition and Wellbeing of the Family**



## Module 6 - Nutrition and wellbeing of the family

### Lesson 1 – What Is Good Health?

<b>Goals</b>	Participants will; Understand the definition of health Learn what it means to be healthy or have a healthy lifestyle
<b>Purpose</b>	Creating awareness on health and the various types of health
<b>Core Life Skills</b>	Good health Communication Wellbeing of one-self

#### Script

*Welcome to module 6 of A Good Start. This is the final module. Today we will go through what good health is, we shall also discuss what it means to be healthy or to have a healthy lifestyle.*

#### 1. Introduce the Proverb (10mins)

##### Script

Ask the class, what do you think this proverb means?

*Before healing others, you must first heal yourself – Gambian proverb*

Allow the class some time to give answers, and then tell them you shall revisit the proverb later in the lesson.

#### 2. Introduce the concept (10Mins)

##### Script

*Today we will look at what it means to have or say you have good health. Can anyone try and describe what they think health is?*

Give the class some time to give some answers.

*The current definition of health, formulated in 1948 by the WHO (World Health Organization) describes health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. In 1986, the WHO further clarified that health is, "A resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities."*

## **Types of Health (40 Min)**

### **Script**

*Now we are going to discuss the types of health. The two main ways to define and classify good health is whether you have good mental health, or good physical health. These are the two most commonly discussed types of health. However, there are still discussions of spiritual health, emotional health and financial health.*

*Can you think of any other types of health not mentioned?*

*What does each of these types of health mean?*

*Give the class a chance to give some answers to the question before you give them the definitions below.*

### **Script**

#### **Physical health**

*When a person experiences physical health, it means that their bodily functions are working at peak performance, due not only to a lack of disease, but also to regular exercise, balanced nutrition and adequate rest.*

*Physical wellbeing involves pursuing a healthful lifestyle to decrease the risk of disease. Maintaining physical fitness, for example, can protect and develop the endurance of a person's breathing and heart function, muscular strength, flexibility, and body composition. Physical health and well-being also help reduce the risk of an injury or health issues.*

#### **Mental health**

*A person's mental health can be described as their emotional, social, and psychological wellbeing. Mental health is as important as physical health.*

*It is harder to define mental health than physical health, because, in many cases, it depends on the individual's perception of their experience. Mental health is not only the absence of stress, depression, anxiety, but it also depends on the ability to:*

- *enjoy life*
- *bounce back after difficult experiences*
- *adapt to changes easily*
- *feel safe and secure*
- *achieve your potential*

*Physical and mental health are linked together. If an illness affects a person's ability to complete their regular tasks, this may lead to depression and stress, for example, due to money problems because one is not able to provide for the family as expected.*

*It is important to approach "health" as a whole, meaning that a person must feel whole in all areas.*

### **What Factors Contribute to Good Health?**

*Health depends on a wide range of factors. Environmental factors play a role in someone's health. Sometimes the environment alone is enough to impact health. For example, people living in cold areas and people living in hot areas have different health concerns.*

*Can you think of any such example of certain concerns they may have?*

[Give the class a chance to come up with answers.](#)

*Some of the other factors that affect a person's health are:*

- *where a person lives*
- *their income*
- *their education level*
- *relationships with friends and family*
- *cultural issues*
- *the gender of a person*

### **3. Relation to the Proverb (10 min)**

#### **Script**

*Now let us revisit the proverb we discussed earlier in the class. (Read it out loud again) What do you think they mean and try and relate it to the lesson.*

**Explanation:** *The proverb means that a person cannot claim to be whole if they have something in them that is failing. The concept of understanding what good health is must begin with understanding if you as a person are whole and healthy. When one has determined that they are whole and healthy then can they be able to take care of their family's health.*

#### 4. Recap (5 min)

##### Script

*Thank you for attention and I hope that you have enjoyed your first session in Module 6. Do any of you have any questions or reflections that you may want us to discuss? Then let us leave with the intention of leading and achieving a healthy lifestyle.*

## Module 6 - Nutrition and wellbeing of the family

### Lesson 2 – Defining and Understanding Nutrition

<b>Goals</b>	<p>Participants will;</p> <p>Understand the definition and importance of nutrition</p> <p>Understand the nutrition requirements of the body and their sources</p> <p>Know how to define and ensure the well-being of a family.</p>
<b>Purpose</b>	<p>Creating awareness on nutrition requirements of the body</p> <p>Appreciate the importance of good nutrition</p>
<b>Core Life Skills</b>	<p>Good nutrition</p> <p>Communication</p> <p>Family well being</p>

#### Script (5 min)

*Welcome back everyone. Today we will go through what nutrition is, the foods we should take and the benefit that food would have in our bodies. This gives us a chance of identifying the diseases that come with lack of proper nutrition. We will also talk about the family well-being and how to ensure that apart from being healthy, we are able to relate with the members of the family in a productive way thus ensuring psychological wellbeing of everyone.*

#### 1. Introduce the proverb (5 min)

##### Script

*'Your food is supposed to be your medicine and your medicine is supposed to be your food' – African proverb*

*Can anyone try and answer the proverb above?*

*Give the class some time to try and answer that question, remind them that you shall revisit the proverb at the end of the lesson.*

## 2. Introduce the concept (20 min)

### Script

*Today we will look at what nutrition is and what it entails. This helps you to understand the difference between good nutrition and poor nutrition.*

Nutrition is the science that interprets the interaction of nutrients and other substances in food in relation to maintenance of growth, reproduction, health and disease of an organism. Nutrition is also the intake of food considered in relation to the body's dietary needs. Nutrients are therefore elements in food that are responsible for nourishing the body.

Good nutrition promotes good health and prevents diseases such as diabetes, heart conditions, high blood pressure, cancer malnutrition diseases and obesity brought about by poor nutrition.

### Script

*What meals do you have in a week? (Pick four to five participants to share their weekly meals)*

## Importance of nutrition (10Mins)

### Script

*Now that you have learnt what nutrition is, why do you think nutrition is important?*

*(Pick 3 participants to answer this then discuss the following points)*

*Eating the right food and doing physical exercise are the most important components of nutrition. It is also important that enough components of nutrients are present in your food. The following are functions of nutrition to our bodies:*

***Provides the body with energy-*** *our body requires energy to complete the various functions it needs to do. The energy needed is acquired from the food we eat helping the body organs to function too.*

***Provides protection against disease and regulates body processes-*** *body functions need to be regulated to perform as they are required. In addition,*

*nutrition increases our immunity helping it to fight diseases or infections that cause diseases.*

***Helps in body building-*** *nutrition enhances the growth of new cells that brings about growth. Our body cells grow, die or get damaged every single minute if every day, so new cells need to be formed with help of nutrients acquired from the food we eat. Similarly, the body needs to fight diseases which can only be achieved through intake of the right nutrients.*

## **Nutrition Requirements (25 Min)**

### **Script**

*Do you remember the definition of nutrients we gave?*

*(Give the participants time to respond. Recap the definition if the response is weak) Mention the nutrients you know the body requires and their sources, they are listed below.*

*In this section, we discuss the nutrients that the body requires and the food we should eat to provide those nutrients.*

### **Carbohydrates**

*These are foods that provide our bodies with energy that support bodily functions and physical activity. In cases where protein is taken in less amounts, carbohydrates assume the body building function.*

***Sources include:*** *Cereals such as rice, maize, wheat; Roots and tubers such as potatoes, sweet potatoes, arrow roots and beetroot*

### **Proteins**

*Proteins are important for body building. They ensure that there is growth, and they maintain and repair of our body tissues. Body tissues make up our organs. For the body to produce enzymes, hormones, antibodies and hemoglobin, protein is required. Proteins also helps in blood clotting and providing energy as well. In cases when the body does not get enough carbohydrates to meet the energy needs, proteins are broken down to supply energy; however, this then makes it difficult for the proteins to perform their vital functions.*

**Sources:** Animal Protein- Meat, poultry, fish, eggs, milk, curd, Plant protein- Soybeans, peas, cereals, nuts, oil seeds such as groundnuts

### **Fats and Oils**

*Fats and oils are responsible of providing our bodies with energy. Fats are solid at room temperature while oils are liquid at room temperature. Fats and oils help in absorption of vitamins as well as maintain body temperature by laying fat under the skin this conserving heat. Fats and oils provide a cushion for the vital organs.*

**Sources:** Cooking oils, whole milk, eggs.

### **Vitamins**

Vitamins	Functions	Sources
Vitamin A	Ensure proper functioning of eyes	Vegetables, milk
Vitamin D	Necessary for formation and maintenance of strong healthy teeth and bones  Helps in proper absorption and utilization of calcium and phosphorous in the body	Exposure of skin to sunlight
Vitamin K	Necessary for clotting of blood	Vegetables
Vitamin B	Helps in utilization of carbohydrates in the body.  Necessary for normal functioning of nervous system.  Essential for proper growth.  Helps body organs to function normally.  Necessary for the formation of red blood cells that help in transporting oxygen.	Cereals and grains  Vegetables



	Helps in digestion.	
Vitamin C	Necessary for strong teeth and bones. Helps in production of hemoglobin responsible for carrying oxygen from the lungs to the rest of the body. Helps fight germs and diseases.	Vegetables

### Minerals

*Minerals constitute a very small amount of the total body tissues. However, they are essential in ensuring vital processes of the body are done as well as maintenance of the body. The following are essential minerals for our bodies:*

- a) **Iron-** this is an important mineral in the body since it is present in haemoglobin which is part of red blood cells and is responsible for the red color of blood. Sources of iron include green vegetables, beans and green grams. Women and girls should particularly take in a lot of iron to avoid anemia due to loss of blood during the menstrual cycle. Iron is also required for pregnant women to ensure growth of the foetus.*
- b) **Calcium-** the major function of calcium is to ensure proper bone and teeth development. In addition, calcium helps in blood clotting and muscular contraction. It is important that children, women and the elderly consume calcium providing foods to avoid poor bone development leading to frequent fractures. Sources of calcium include; green leafy vegetables and milk.*
- c) **Iodine-** it is important to provide the body with iodine since it ensures brain development in children and prevent goiter in adults. Sources of iodine include water, food and iodized salt.*

### Water

*Water is the major component of our body. It helps in digestion, absorption and transportation of nutrients in the body. It helps excrete unwanted minerals and substances in our body through urine. Water is responsible in ensuring our bodies maintain body temperature through perspiration.*

### 3. Relation to the Proverb (10 Min)

#### Script

*Now let us revisit the proverb from the beginning of the class. (Read it out loud)  
What do you think it means, please try and relate it to the lesson we have just had.*

*Give the class some time to come up with answers.*

**Explanation:** *The food we eat has the potential to make us sick or to keep us healthy. Therefore we should try as much as possible to eat well, try and eat a balanced diet so as to avoid getting sick.*

#### **4. Recap (5 Min)**

*Today's session was to ensure that you understand nutrition, importance of good nutrition, and the nutrients we need to stay healthy. I hope this has created an opportunity for you to think of you and your family's nutrition.*

*Does anyone have any questions about nutrition or the modules so far?  
Do you have any feedback for us?*

Thank you and see you in the next session.

## Module 6 - Nutrition and Wellbeing of the Family

### Lesson 3 – What is Well-Being of the Family?

<b>Goals</b>	Participants will;  Relate the importance of proper nutrition so as to ensure the well-being of a family.
<b>Purpose</b>	Creating awareness on well being  Appreciate the importance of family well-being
<b>Core Life Skills</b>	Family well being

#### Script (5 min)

*Welcome back everyone. Today we will go through how eating well, and having proper nutrition can lead to the entire well-being of the family.*

#### 1. Introduce the Proverb (5 Min)

##### Script

*When the heart is at ease, body is healthy – Proverb*

*Can anyone try and explain the meaning of the proverb above?*

*Allow the class sometime to give some answers to this proverb. Remind them that you shall avail the right answer at the end of the lesson.*

#### 2. Introduce the Concept (20 Min)

*We will continue learning what nutrition has to do with the well-being of the family. For a family to be happy and healthy, nutrition is not the only requirement needed. It requires the efforts of every member to ensure the happiness of the other. Before we begin, who can try and define the meaning and their own understanding of well-being?*

*(Ask the participants to give their understanding of well-being of the family) Allow some time for some answers as well as some discussion before you continue.*

**Explanation:** *The family is an important unit in a community, its' well-being or happiness is important for a community to thrive. Well-being of the family is defined as the individual well-being of each of the family members, the stability and quality*

*relationships between them. The family serves as a strong hold during difficult times and its well-being serves as a motivation during such times.*

*Achieving family well-being is not instant or automatic, but can be achieved through consistent communication among family members. The relationship between parents and children significantly contribute to the well-being of the family. Family connections can provide a greater sense of meaning and purpose. The quality of family relationships including social support can influence well-being of oneself; this is through psychosocial, behavioral and psychological support.*

*Can you discuss any other factors that lead to the well-being of the family?*

### **3. Achieving Well-being of the family (15 Min)**

#### **Script**

*In what ways do you think family well-being can be fostered?*

*(Give the participants time to respond)*

**Explanation:** *This is important since family is a safe space to talk about all you think and do without expecting judgement. For example;*

#### **Parent or Guardian and Child relationship**

*Parents or Guardians are mentors for their children and their involvement in their children's lives creates a vast impact in what they do. When parents have warm, trusting and reliable relationships with their peers, family and community members a positive relationship is also cultivated with their children.*

*Strong parent child relationships lead to better outcomes. Children in such kind of families can foster good relationships with people around them. In addition, the child's mental, linguistic and emotional development take place helping the child to show optimistic and confident social behaviors. A secure attachment to the parents leads to a healthy social, emotional, cognitive and motivational development which is spread to the rest of the members.*

### **4. Relation to Proverb (10 Min)**

#### **Script**

*Now let us revisit the proverb from the beginning of the class. (Read it out loud)  
What do you think it means, please try and relate it to the lesson we have just had.*

*Give the class some time to come up with answers.*

**Explanation:** When the heart which in this case is the family unit is whole and happy, then the entire body or the person and their community can thrive. This is because when the family is well taken care of, and then their well-being can be seen to thrive throughout the community.

#### 5. Recap (5 min)

That was a great lesson, I hope you have all learnt what it means to thrive as a family unit and now you can make the necessary changes to ensure that the well-being of your family is maintained. Do you have any questions related to the lesson? Please give us feedback on how we can make this session even better.

Thank you and see you next time.

## Module 6 - Nutrition and wellbeing of the family

### Lesson 4 – Nutrition and the Prevention of Diseases

<b>Goals</b>	Participants will;  Understand the importance of nutrition and how it relates to diseases
<b>Purpose</b>	Creating awareness on how malnutrition can lead to diseases  Appreciate the importance of family well-being
<b>Core Life Skills</b>	Good nutrition  Family well being

#### 1. Introduce the proverb (5 Min)

*‘A man with a cough cannot conceal himself’, African proverb*

*Can anyone try and explain what that proverb means?*

Allow some answers to follow before reminding the class that you shall revisit this proverb later in the lesson.

#### 2. Introduce the Concept (25 Min)

##### Script

*Welcome back everyone. Today we will go through how bad nutrition or malnutrition causes diseases. Can anyone define what a disease is? Please give an example of a disease, the cause and symptoms related to the disease.*

Allow the class some time to answer before moving to the next part of the lesson.  
(Be sure to discuss the diseases, causes and symptoms allowing the participants to say if they have seen such symptoms)

*Can anyone also remember the definition of nutrition and nutrients?*

Allow the class some time to answer before reading the definition from the previous lessons out loud.

*As mentioned earlier, nutrition is important for the body and if the body lacks certain nutrients, it is easy to get certain diseases. These diseases are caused by insufficient or excessive nutrients. The following are some examples of nutritional diseases, causes and symptoms:*

Disease	Cause	Symptoms
Marasmus	Severe food deprivation	Loss of body weight Visibility of bones under a person's skin General body weakness Stunted growth in children Lack of energy
Kwashiorkor	Lack of or enough protein	Swollen appearance since the body retains fluid Bulging abdomen Change of hair color to brown Loss of appetite Lack of energy
Anemia	Lack of or enough iron in the body	Paleness of the skin Fatigue Fast or irregular heartbeat Chest pain and headache

Rickets	Lack of Vitamin D	Bowed or knock legs Muscle weakness Delayed growth in children Pain in spine, pelvis and legs Dental defects
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### 3. Relation to Proverb (10 Min)

#### Script

*Now let us revisit the proverb from the beginning of the class. (Read it out loud)  
What do you think it means, please try and relate it to the lesson we have just had.*

*Give the class some time to come up with answers.*

**Explanation:** A person who has a cough cannot be able to hide. A person who is sick cannot be able to pretend that they are not so it is better to prevent the sickness in the first place and to avoid causing any problems.

### 4. Recap (15 min)

*I hope the lesson was interesting and you got to learn a lot. The aim was to ensure you plan your meals accordingly taking into consideration the nutrient requirements of the body so as to prevent diseases.*

*Divide yourselves in groups of five and try and create a weekly meal plan considering all you have learnt today. We will thereafter read to the rest of the participants and deliberate if all nutrients are present*

*(Guide the participants in ensuring the meal plans are balanced)*



## Module 6 - Nutrition and wellbeing of the family

### Lesson 5 – Communication

<b>Goals</b>	Participants will; Understand the definition and importance of good communication.
<b>Purpose</b>	Creating awareness on effective communication Appreciate the importance of good communication in the family
<b>Core Life Skills</b>	Communication

#### 1. Introduce the Proverb (5 Min)

*'Communication does not work if two people speak at the same time', African proverb*

*Can anyone try and explain what that proverb means?*

*Allow some answers to follow before reminding the class that you shall revisit this proverb later in the lesson.*

#### 2. Introduce the Concept (20 Min)

##### Script

*Welcome back everyone. Today we will go through what communication is and why it is important in a family. Family communication creates a healthy and strong relationship between the members.*

*Communication involves the exchange of verbal and non-verbal information allowing members to express their needs, wants and concerns to each other. Basic communication skills begin with listening, speaking, asking questions and providing feedback. In a family, instrumental and affective communication is utilized.*

*Instrumental communication is defined as exchange of information that helps fulfill family functions such as delegation of duties. Affective communication is the way family members communicate their emotions to one another such as sadness, joy and anger. It is important to ensure that both forms of communication happen in a family.*

*For this to happen, communication should be made frequent. This is achieved by finding time to spend together either over meals or creation of time. With creation of such time, family members find the avenue to meaningfully communicate on issues that affect them. With the challenges that face us it is important a family can communicate clearly and directly. This is important for problem solving by communicating emotions and feelings clearly. Vague communication kills the emotional bonding in a family making it difficult for members to explain their feelings.*

### ***Empowering the Child to Communicate Effectively***

*Words spoken to a child have a great impact either to empower or disempower. Language spoken to children helps them to grow in mind, body and spirit. Empowering children ensure they gain confidence and increase their self-esteem which makes them to feel happy and comfortable with who they are. Empowering children builds resilience in them allowing them to bounce back after what life throws at them. Children can be better learners if only they are encouraged to. They can understand that they can achieve their dreams with determination.*

*Empowering children is the act of making them know they are strong, more confident especially in controlling their life and claiming their rights. Empowering them is to make them feel valued and can make decisions whenever required to. This does not mean that children should be left to make their own rules, but children be guided since they learn a lot from their parents. Empowering words include want, feel like, can, will and choose. Unlike empowerment, disempowerment demotivates the children.*

*To empower children, parents need to give them responsibilities. This helps a child to acquire problem solving skills and discover their abilities even more. When a task is accomplished, parents should recognize and celebrate using words of affirmation and when it's not achieved words of encouragement and guidance to children should be used. Since parents are children first role models, parents should strive to live by example and involve children in family decision making. Lastly, children need guidance and support in all they do by encouraging them to achieve their goals.*

## **5. Relation to Proverb (10 Min)**

### **Script**

*Now let us revisit the proverb from the beginning of the class. (Read it out loud)  
What do you think it means, please try and relate it to the lesson we have just had.*

*Give the class some time to come up with answers.*

**Explanation:** In order to grow, develop or learn, one cannot communicate or try to communicate at the same time as another person. Communication needs to be careful and clear, and all sides need to be heard.

## 6. Recap (5 min)

When a family unit is able to communicate effectively, they can avoid problems. When we encourage our children and family members to communicate with us openly and without judgement, we are able to thrive as a family unit and as a community.

Thank you all for your attention and your patience, we have come to end of Module 6. Do you have any questions on Nutrition and Well-Being of the Family? Please make sure to give us feedback for the next cohorts to come.

## Recap of A Good Start

Thank you everyone, remember that this session of a Good Start has been done to help you to be able to recognize various ways that you can identify and optimize the situations around you. This is not supposed to be the end, use the skills you have learnt in your everyday life and in your various activities. Remember that you have the power to control your own destiny provided that you see the change that you want to see in the world. The power is within you; just believe in yourself like we believe in you. Thank you for taking time to participate in the activities with us.

Before you leave ensure you participate in our online engagement survey so that we may evaluate the effectiveness of each of these modules and make them better for the next cohorts.

-THE END-