

# Adult Literacy Facilitators’ REFLECT Manual



# **Adult Literacy Facilitators' REFLECT Manual**

**Finnish Refugee Council (FRC)  
Sierra Leone Programme**

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## Foreword

Literacy could be regarded as the underlying basis for community and national development. That means, communities need to undergo transformation in terms of literacy (that is, moving from the world of the illiterate to the world of the literate) so that they will be better equipped to participate in the development activities of their respective communities so as to change their lives and the lives of their yet unborn children for better. Literacy is part of a strong parameter among the parameters used by United Nations' Human Development Index evaluators, to measure the development level of a nation.

If the objective of making people literate at community level to enhance their performance in their development activities at individual and community levels is to be achieved, some amount of strong planning and preparation in terms of setting the pace should be done. One way of setting such a pace is to train the community literacy facilitators (CLFs) in the use of REFLECT and to provide them with a guidance manual. The purpose of the guide is to facilitate development topics that could ignite individual and community actions and to benefit the literacy participants who are mostly adults and the community at large.

This manual provides the needed support to facilitators, to ensure quality adult literacy service delivery for all. It entails modules containing topics that were generated from real life situations of adult learners in FRC Adult Literacy communities. These situations are similar, if not the same, in most African countries.

The use of this manual is not limited to its architects, i.e. facilitators of the Finnish Refugee Council Sierra Leone Programme's project years 2012-14. It can be used by any individuals or organizations providing adult literacy service. This includes community based organizations (CBOs), national and international non-governmental organizations (NGOs and INGOs) and companies who wish to build, develop and improve on the literacy levels of their clientele with the use of REFLECT as one of the most effective, if not the most effective development instrument of the 21st century.

This manual is developed by FRC facilitators of the 2012-14 project years, taking into consideration the need of the community literacy participants. That is an important factor because it helps in the development of ownership of the manual by both the facilitators and the participants.

The manual consists of topics and units from all four adult literacy course areas of Literacy, Numeracy, Income Generating Activities and Community Studies. It serves as an information base for facilitators and also helps them in the provision of information for the development of their REFLECT units which are also additional guides to the facilitators' facilitation process.

Literacy is a fundamental right and a springboard not only for achieving Education For All but also for eradicating poverty and broadening participation in society. Literacy is a vehicle to support the achievement of the Millennium Development Goals (MDG) and to empower the poor in particular. As a component of basic education and a foundation for lifelong learning, literacy is the key to enhancing human capabilities and achieving many other rights. It carries wide-ranging benefits.

## **Introduction**

Finnish Refugee council as a Rights Based Organization implements the adult literacy and community development and youth vocational training programme in the Southern province of Sierra Leone with specific reference to Bo district using REFLECT as a key methodology. The key objective of the agency is to improve the living conditions of refugees and returnee population. Its implementation strategy has been working through partner organizations using Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) as an empowerment strategy. REFLECT is a methodology that was initiated by a great Brazilian philosopher called Paulo Freire.

Paulo Freire's work has influenced people working in education, community development, community health and many other fields. Freire developed an approach to education that links the identification of issues to positive action for change and development. While Freire's original work was in adult literacy, his approach leads us to think about how we can 'read' the society around us. For Freire, the educational process is never neutral. People can be passive recipients of knowledge — whatever the content — or they can engage in a 'problem-posing' approach in which they become active participants. As part of this approach, it is essential that people link knowledge to action so that they actively work to change their societies at local level and even beyond.

This manual was developed in compliance with Freire's approach that empowers people to think critically and carry out development oriented actions and also read their societies around them. This is why the content of this manual is selected from real life activities by community people themselves. Such grass-root inclusion has the advantage of developing the concept of ownership of the manual and its contents as a whole in participants, thereby encouraging what is called development of literacy environment and overall adult literacy project ownership in the communities.

The manual provides support not only for FRC community literacy facilitators, but all development practitioners who consider REFLECT an effective development strategy for literacy development.

### **1) Who uses the manual?**

As mentioned in paragraph 4 of the forward and the third paragraph of page 5, this manual is not only meant for facilitators of the different FRC literacy groups in the communities, but also for other interested literacy service providers including NNGOs, INGOs, Individual and Companies. The manual does not provide everything needed to make facilitators' facilitation effective and efficient, but provides the basis for the complete success of your facilitation work hence, it is an effective tool for guidance in the process of better and even best facilitation service delivery by all adult literacy service providers. Therefore, the manual should be looked at as an effective guide provider to effective and efficient facilitation service delivery.

Moreover, the manual does not provide everything on topics treated using REFLECT units rather, it provides a clear way-forward to inclusion of additional information by the facilitators for efficient and suitable REFLECT units to result, which could be used to deliver a suitable literacy lessons for the benefit of all participants. Facilitators should make it a point of duty to follow instructions as to how to facilitate each of the modules in this manual. That does not rule out the fact that they can bring in their own initiatives in the process of facilitation so as to make the session interesting and interactive in nature. It is always necessary and important to bring in supplementary information from within the same subjects treated so that deeper understanding of the subject matter could result.

With regards levels, this manual is meant for the second level of the literacy classes in that, it is meant for those who have completed one year of the literacy programme and have just started the second year of the programme. Notwithstanding that, this manual could also be used by professional facilitators, to facilitate any other level, depending on how the facilitators tailor the content of the manual to march the levels of their target literacy participants. This means, if the facilitators finds out that a given content is heavy for a give target level, he/she can adjust that content to fit the level of

literacy group in question and vice versa. This is how this manual works. So the question of level here should not pose any problem.

Finally, based on the experiences from the practical use of this manual by all interested Adult literacy facilitation service providers, recommendations could be made for adjustments and addition in terms of contents. This will help in further improvement of the manual and makes it match international standards better. In that regard, your relevant and valuable contributions are always welcome.

## 2) Goal

The ultimate goal of this manual is to strengthen and provide clear guidance for community facilitators and build the capacity of other organizations and individuals providing literacy services, using REFLECT approach for individual and community development.

The specific objectives of the manual are:

- Provide a comprehensive process of facilitating REFLECT circles, based on a culturally sensitive approach.
- Help literacy facilitators facilitate suitable lessons/topics to participants with ease and in a participatory manner.
- Provide clear guiding principles to facilitators with regards to the proper facilitation of topics that are more interesting and are closer to the realities of the literacy participants in the communities.
- Help in the generation and implementation of development oriented actions, based on circle session discussions and deliberations made.

## 3) Expected facilitation and learning outcome

Having used this manual for facilitation, at the end of each facilitation session using any of the modules, participants are expected to:

- Demonstrate understanding of and confidently discuss the topic (s) facilitated
- Put into regular practice what have been learned from the session
- Correctly use the ideas gained from the session in their real life situations
- Carry out actions to link up REFLECT with development in the communities.

## 4) Conclusions

The manual together with its contents should be seen as a useful approach to participatory community-based development deeply rooted in REFLECT as key instrument for participatory community development. It also adds value to the conventional approaches of addressing adult illiteracy issues in the communities: Through agreed upon actions in the literacy sessions, it ensures that community literacy participants are active and engaged in the development process of their communities. This leads to individual and community development.

## 5) Sample Reflect Unit

Topic	Objectives	Learning Outcome
<b>Teenage pregnancy</b>	<ul style="list-style-type: none"> <li>• Discuss teenage pregnancy</li> <li>• Figure out the problems associated with teenage pregnancy</li> <li>• Discuss how teenage pregnancy could be minimized or eliminated.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective community campaign against teenage pregnancy</li> <li>• Clear idea on the dangers of teenage pregnancy</li> <li>• Community actions taken for development</li> </ul>

## **The Graphics**

Design a clearly visible and self-explanatory drawing, showing a pregnant teenager in a sad mood and other teenagers who are not pregnant but going to school. This could also be drawn on the ground, on a vanguard for the participants to draw in their exercise books. The graphics form the basis for further discussion. In the example of teenage pregnancy, you can present two divergent drawings to the participants for discussions. You can determine the participants' understanding of the graphics by asking them to explain what they see before them on the vanguard or on the ground. You have to allow them to clearly explain their views about the graphics because that marks the beginning of discussion in the session.

## **Discussion and analysis**

At this stage, the facilitator begins referring to the objectives he/she has set. The objectives can only be achieved with direct questions that lead to discussions focusing on the objectives set by the facilitator and portrayed in the graphics. In practical terms, every discussion question should be tied up with one of the promised objectives. It could even be easier for the facilitator to look at the objectives before a discussion question is generated. Otherwise, there will be a tendency to ask questions that might **NOT** help in the achievement of the REFLECT unit objectives for that session. Therefore, it is wiser and advisable to always match the questions with the set objectives. For example:

1. What is your understanding of the word teenage pregnancy?
2. What is your understanding of a situation where a girl below the age of 20 gets pregnant?
3. What negative things are likely to happen to a pregnant girl under the age of 20 and to her community?

At this point, the facilitator writes down on the blackboard the participants' responses to every discussion question posed. After this, participants' responses are discussed in relation to individual and community development. Having gone through all the problems associated with teenage pregnancy, the facilitator then asks about a way(s) forward, about ways to minimize or even completely eradicate teenage pregnancy. For example, what can be done at literacy circle, individual and community levels to minimize or eliminate teenage pregnancy? As the actions come from the participants, you have to list them out and, if possible, tag responsible persons and create a time frame for the actions to be implemented. If the actions are implemented, this is the point where REFLECT is linked with development.

## **Action stage**

Actions in REFLECT sessions are extremely important as they are the connecting rod linking literacy and REFLECT to development. When literacy participants take action as a result of discussions in the literacy sessions, they begin to see how REFLECT as a development instrument works to achieve development. Two types of action are required here: the session demonstration and the community action to be taken as agreed. The action in class is carried out in order to help the adult learner grasp the discussed concept. This can be done in the form of discussions, demonstration of issues in class, community sensitization or action point implementation in the communities, graphics development, role play, drama, skit, frozen image, questions and answers and reading and writing. The other action is development related. In that, when implemented, development could, for instance, result in byelaws that intimidate boys from impregnating girls in the community. If this happens, girls will have the opportunity of advancing in terms of education, eventually benefiting them and their communities at large.

## Reading and writing

The reading and writing stage is another very important one. It trains the participants to be familiar with new and difficult words they might have come across when discussing the topic in the session. They can also at this point practice how to spell and write key words from the discussions held. Reading and writing is based on the topic discussed. This could be done by choosing some key words for the topic and letting participants read and write them in their exercise books. The facilitator at this stage writes down key words and first of all tells the participants to copy these in their exercise books. He/she can read them aloud for the participants to repeat after him/her. This could be done once, twice and even thrice as needed. For example, the key words could be: Teenage, Pregnancy, School, Poverty, Crime etc. But remember, whatever word you write as a key word must be linked to the subject discussed so that information can flow in a sequential and chronological order, helping to improve adults' understanding of the topic.

## Numeracy

Numeracy, like literacy, could be derived from any lesson no matter what. The success of this stage depends on the creativity and the ability of the facilitator to coin different mathematical questions based on the topic discussed. Number work could be created in different ways. It is advisable to link always the number work to the participants' daily life activities to motivate the participants to see numbers as necessary and helpful. All the mathematical operation signs might be used in generating questions from the topic discussed so that there is consistency in the learning process. Examples of mathematical questions that will generate numeracy in the session could be:

*If 5 girls get pregnant in a month, how many will be impregnated in a period of 6 months?*

*The answer to this question will generate another question such as,  $30 + 30 =$*

The participants are to provide the answer. By doing so, you will continue to generate mathematical questions which will keep the class interesting and the students busy. Remember that participants are adults and you do not have to ask questions endlessly. If you do, they may grow bored. So establish a suitable standard.

## Evaluation

This is the process by which the facilitator finds out about what participants have and have not understood about the subject facilitated. The facilitator at this point finds out the participants' level of understanding by asking them probing questions that will warrant them to demonstrate their level of understanding of the subject discussed. Again, to stay on the right track, the facilitators should keep the promised objectives firmly in mind and do the evaluation of the lesson taught based on that. Here are examples:

- Who can tell me some of the dangers involved in a teenager's unwanted pregnancy?
- What are some of the causes of teenage pregnancy?
- How can we minimize / eliminate this problem?
- What else do you have to say about this topic Teenage Pregnancy?
- Is/are there questions you want to ask about this topic or anything else?

This last question allows the adults to ask questions regarding some other issues they may want to know about. These can be answered by the facilitator together with other participants. Remember, in the REFLECT training, it has been clearly established that REFLECT is both a planned and unplanned learning process. So, make provision for both. It is good here to build up the confidence of the participants so that they will ask about other things they really want information on.

<b>Tasks</b>	
<b>Facilitator</b>	<b>Participants</b>
<ul style="list-style-type: none"> <li>• Guides the process of discussion.</li> <li>• Takes note of key issues emerging from the discussion.</li> <li>• Builds the learners' confidence.</li> <li>• Organizes the group for practical demonstrations.</li> <li>• Helps in the selection of relevant activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in the discussion process.</li> <li>• Participate in demonstration activities.</li> <li>• Selection of relevant activities.</li> <li>• Replicate knowledge of training in the communities.</li> </ul>

# MODULE ONE - COMMUNITY STUDIES

## 1. Unit One: Conflict

Topic	Objectives	Expected outcome
Conflict	<ul style="list-style-type: none"><li>• Discuss the meaning of conflict</li><li>• Discuss the causes of conflict</li><li>• Identify the types of conflict</li><li>• Discuss the importance of resolving conflict</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about on conflict and peace.</li></ul>

### Graphics

Drawing of two people in a conflicting situation – fighting



### Discussion and analysis

What do you understand by the word conflict?

*In the process of explaining what conflict is, the types of conflict could also be discussed. This could be done unconsciously by the facilitators. For instance, if someone says that conflict could be the difficulty in making decisions between or among things, the facilitator could point out that this could also be a type of personal conflict. The facilitator should be very careful when facilitating discussion sessions so that clear and useful information could be gained from the discussion.*

What are some of the causes of conflict?

*The causes here might differ from one participant to another. However, there are causes that are general to all.*

Why do you think peace is important?

*The facilitator should be very careful in handling the situation. This is because participants might look at this from divergent points of view. The different ideas contributed by the participants should be harmonized and shaped to one common idea that they all agree to follow.*

### Action stage

- Participants in the session demonstrate a conflict situation. They also demonstrate some possible ways for a community to resolve conflict.
- Facilitator and participants now come together and raise awareness in their community on the effect of conflict and the importance of peace.

### Reading and writing

- Facilitator writes down the key words for the topic, e.g. Conflict, Peace, Resolution, Causes and Demonstration.

### Numeracy

- 1) If 5 people are involved in conflict every two weeks, how many will be involved in 4 weeks' time?
- 2) If a conflict is resolved every 14 days, how many conflicts will be resolved in 56 days?
- 3) If five people die as a result of one conflict, how many will have died as a result of 5 conflicts?
- 4) Out of 25 conflict cases, if 5 are solved, how many remain unsolved?

### Evaluation

The facilitator asks questions with regards to the topic to check the participants' understanding.

### Facilitator's note

1. Conflict is a disagreement that takes place with, between and among individuals.
2. Conflict is inevitable as long as people interact with one another.
3. Conflict brings about enmity at all levels.
4. Conflict causes untimely death.
5. Peace is the basic foundation for community and national development.
6. Peace unites community members.

## 2. Unit Two: Family planning

Topic	Objectives	Expected outcome
Family planning	<ul style="list-style-type: none"><li>• Discuss the meaning of family planning</li><li>• Discuss the importance of family planning</li><li>• Identify and discuss the negative effects of unplanned family</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about family planning.</li></ul>

### Graphics

Drawing of two different families: one with many children and another with a mother, father and few children.



### Discussion and analysis

What is family planning?

*The discussion on this will reveal lots of different opinions about family planning, especially in the context of Africa. Lots of ideas may be expressed during this discussion period. So, the facilitator has to give the participants the opportunity to explain at full length and breadth what they know about the definition of family planning.*

What is the importance of family planning?

What are some of the effects of an unplanned family?

*In answering these questions, you will find out that there are conflicting ideas, especially when it comes to the importance of family planning. As a good facilitator, you have to be neutral in facilitating conflicting opinions with regards to the topic. You must not be seen to support one opinion at another's expense. After the participants have finished presenting their ideas, you need to find a crafty way to reconcile the different and divergent ideas as a mutually acceptable premise so that learning can take place.*

### Action stage

- Facilitator organizes participants to demonstrate the situation of a well-planned family and an unplanned family.
- Participants embark on community sensitization to the importance of family planning.

### Reading and writing

- Facilitator writes down key words for the topic discussed and lets participants copy these in their books. He/she also reads the key words out loud for participants to repeat after him/her, e.g. Family, Plan, Child, Control, Ante-Natal, Clinic etc. The facilitator can emphasise difficult or new words to familiarize the participants with them. There can be many words identified by the facilitator.

### Numeracy

The facilitator comes up with mathematical questions related to the topic discussed.

- 1) If there are 50 family heads in a community this year and 20 move to another settlement, what is the number of remaining heads of families?

$$50 - 20 = \square$$

- 2) If there are 5 families in a community in 2013 and each of those families is multiplied by five in the following year, what will be the total number of families in that community?

$$5 \times 5 \times 5 = \square$$

- 3) If four women in four unplanned families give birth to 5 children each, how many children will have been given birth to altogether?

- 4) What will be the answer if the above answer is divided by 2?

### Evaluation

The facilitator, who is definitely the facilitator here, determines the participants' understanding by asking questions or by some other means. If he/she finds out that their level of understanding is low, a remedial class may be needed.

### Facilitator's note

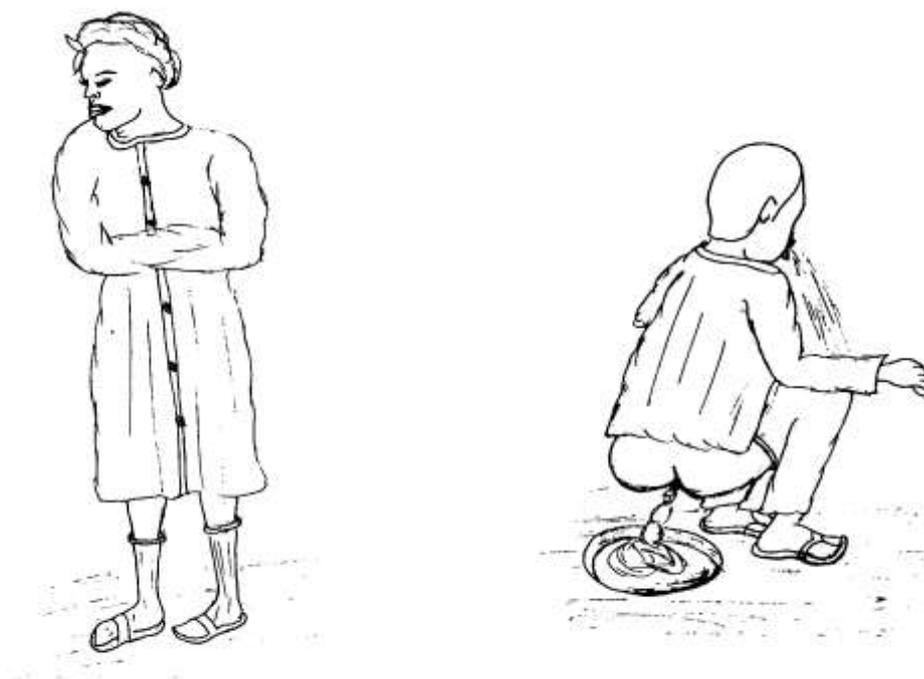
1. Family planning is the process by which the husband and wife decide how many children to give birth to, when to do so, and how the children will be brought up.
2. Family planning helps to better allocate resources.
3. Makes provision for judicious use of income.
4. Positive up-bringing of children.
5. Having an unplanned family might lead to poverty, unhappiness, hunger, untimely death etc.

### 3. Unit Three: Common diseases

Topic	Objectives	Expected outcome
Common diseases	<ul style="list-style-type: none"> <li>• Identify 2 common diseases in the community.</li> <li>• Discuss the cause of the 2 common diseases (malaria and diarrhea).</li> <li>• Discuss preventive measures for the diseases.</li> <li>• Participants read and write key words for the topic.</li> <li>• Participants do some calculation work with regards to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about two types of diseases and their causes and preventive measures.</li> </ul>

#### Graphics

Drawing of two different persons, one affected by diarrhea and another affected by malaria. These could be done on the ground, or on a vanguard, which participants transfer into the exercise books. The graphic forms the basis for discussion as all session discussions squarely center on it.



#### Discussion and analysis

What are some of the common diseases in your community?

*This question gives the participants an opportunity to voluntarily name some of the common diseases they know about in the communities. This will help them to learn more from one another. The facilitator might say something on the different common ailments spoken about by the literacy participants. This makes them see that they know something about the topic discussed and hence builds their confidence. From there, the facilitator will re-direct the discussion process to a more detailed discussion on the specific diseases under focus (malaria and diarrhea).*

What are some of the causes of malaria and diarrhea?

*The focus of discussion here is the causes of these common diseases. A number of causes could be suggested, some of which may not be correct. It is now the responsibility of the facilitator to*

*specify what are the causes of these diseases. These could be written down for the participants to read.*

How do you prevent malaria and diarrhea?

The facilitator could apply the same technique to this question as in the question above.

### **Action stage**

- There could be a demonstration of how people suffer from diarrhea and malaria. This practical demonstration will help adult learners to learn more. Facilitators and participants engage in activities in the community that are designed to raise awareness on malaria and diarrhea.

### **Reading and writing**

- Key words identified during discussions should be written down and read out loud for participants to copy in their exercise books and read for more understanding, e.g. Sickness, Death, Cold, Fever, Mosquito, Food, Cover, Clean, Environment etc.

### **Numeracy**

The facilitator here coins out mathematical problems for the topic.

- 1) If 45 people are affected by malaria in a month, and 10 die, how many will die in 3 months' time?
- 2) How many will survive in this case?
- 3) 25 malaria cases were reported last month from 5 communities. If this figure is evenly distributed among the communities, how many malaria cases would be reported per community?
- 4) If 50 people are affected of diarrhea and 15 die, how many survive?

### **Evaluation**

The facilitator determines how well the participants understood the lesson. This can be done in various ways, by asking questions or by other, more participatory, means.

### **Facilitator's note**

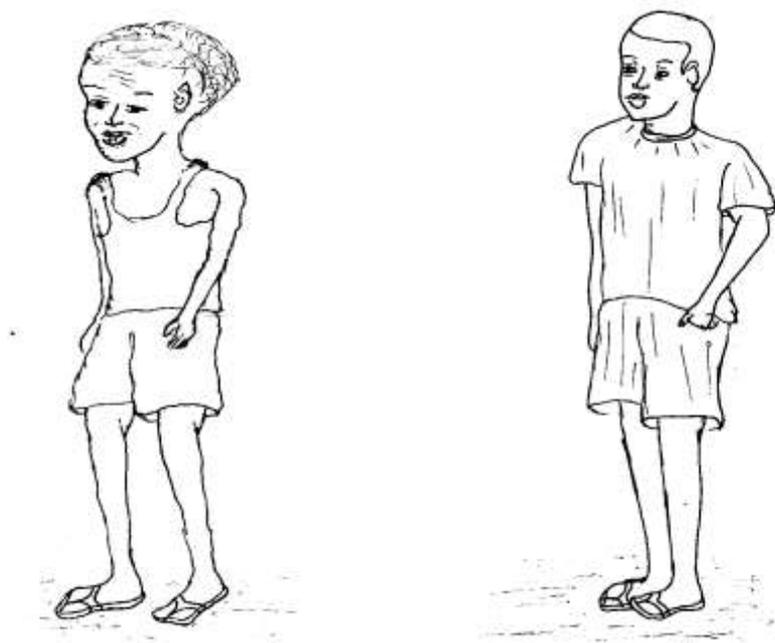
1. Malaria is a killer disease.
2. Malaria is curable.
3. Dirty environment harbours mosquitoes.
4. Mosquitoes inject malaria parasites into man's system.
5. Malaria could be prevented through cleaning the environment, use of tents (nets) and insecticide. The most effective and cost effective way to control malaria is through proper cleaning of the environment in which we live.
6. Diarrhea is also a killer disease.
7. It is contracted through contaminated food and drinks.
8. It can be prevented through eating clean food, properly covering food, washing hands before eating and after using the toilet etc.

## 4. Unit Four: HIV/AIDS

Topic	Objectives	Expected outcome
HIV/AIDS	<ul style="list-style-type: none"> <li>• Discuss the difference between HIV and AIDS.</li> <li>• Identify some of the signs and symptoms of HIV/AIDS.</li> <li>• Discuss how HIV/AIDS is contracted.</li> <li>• Discuss the preventive measures of HIV/AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about HIV/AIDS.</li> </ul>

### Graphics

Drawing of two different persons, one affected by diarrhea and another affected by malaria. These could be done on the ground, or on a vanguard, which participants transfer into the exercise books. The drawing forms the basis for discussion as all session discussions squarely centre on it.



### Discussion and analysis

What are some of the common diseases in your community?

*For community people this question might be a little difficult because it has some biological and technical explanation attached to it. However, some attempts will be made by bold adults to answer this question. The facilitator should be very cautious of what s/he says and does here because this subject matter has something in nature to do with sex education. Especially when it comes to the issue of preventive measures that some elders by tradition do not even want to talk about. This means that it is possible that there are some adults who do not even believe in the existence of HIV/AIDS. So, there are two tasks here for the facilitator, to convince them that HIV/AIDS exists and to make them understand that there is a difference between HIV and AIDS. In doing this, the facilitator has to be respectful and patient enough because changing the perception of adults is an uphill task.*

What are some of the signs and symptoms of HIV/AIDS?

*Some amount of contributions will be made at this level because there will have been many sensitization drives involving signs and symptoms of HIV/AIDS. The facilitator has to write down*

*the contributions of participants and later make reference to them during a proper explanation of the signs and symptoms.*

What are some of the ways by which HIV/AIDS is contracted?

*Here, as the participants tell what they know about how this pandemic disease is spread, the facilitator writes down what they say in order to make reference to it later. This is because the facilitator can take advantage of and correct the misconceptions of how HIV/AIDS is acquired, especially in the communities where many think that HIV/AIDS can be acquired through kissing, sharing of cups, plates etc.*

What are some ways to prevent contracting HIV/AIDS? The participants can tell what they know here and the facilitator can record their thoughts.

### **Action stage**

- Facilitator selects two participants to demonstrate someone with HIV/AIDS and another without HIV/AIDS.
- Facilitator and the participants go out and sensitize their community to HIV/AIDS: how it is contracted, prevented etc.

### **Reading and writing**

- Facilitator writes down key words on the blackboard and the participants read out loud after him/her. This can be done several times and later participants can write the key words into their books, for example, AIDS, Causes, Prevention, Killer, Disease, Condom, One man, One wife.

### **Numeracy**

- 1) If 30 people contract HIV/AIDS and 17 people die, how many people remain?

$$30 - 17 = \boxed{\phantom{00}}$$

- 2) If 20 HIV cases are reported in a month, how many will be reported altogether in 5 months?

- 3) If 150 people are infected by HIV and 65 die, what is the number of the living infected patients?

### **Evaluation**

- The facilitator at this stage asks some questions about the topic discussed.
- He/She might ask, what did you understand of the topic discussed?
- What was interesting about the topic?
- Who can state any two effects of HIV/AIDS?

### **Facilitator's note**

1. HIV is the virus which causes AIDS. 'AIDS' is a killer disease.
2. People get HIV/AIDS mainly through unprotected sexual intercourse.
3. HIV/AIDS is also contracted through the use of razor blades and needles used by someone infected by HIV/AIDS.
4. HIV/AIDS can be prevented by the effective use of condoms, and staying with one faithful sexual partner if possible.
5. HIV/AIDS kills millions of people every year.

## 5. Unit Five: Gender-based violence

Topic	Objectives	Expected outcome
Gender based violence	<ul style="list-style-type: none"><li>• Discuss the meaning of gender-based violence.</li><li>• Discuss wife beating and its causes in our community.</li><li>• Discuss the impact of wife beating.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about gender-based violence with specific reference to wife beating and its effects.</li></ul>

### Graphics

Drawing of a typical gender-based violence situation, e.g. a man beating his wife.



### Discussion and analysis

What is gender-based violence?

*When this question is asked, most people in rural areas and even in urban settings think about a man beating his wife or something else. It could also be the opposite of what many people think. Basically the predominant situation is that men beat women frequently, especially in the village communities where tradition still finds it difficult to recognize the rights of women.*

*The discussion of such a question will generate high level competition among participants, especially where the number of men and women adult learners is equal. Such a question should be treated with care so that no one thinks the facilitator is biased, as this could easily undermine the whole process of the facilitation.*

What are some of the causes of wife beating in our community?

*This could also generate a heated debate among the group because the men may want to show that the women are always wrong and vice versa. So as a trained and qualified facilitator, you have to be tactful in handling responses to such a question.*

What are some of the effects of wife beating in our community?

*By listing or talking about the negative effects of wife beating, people might learn their lesson and begin to change their attitude with regards to spouse beating.*

### **Action stage**

- At this stage, the facilitator organizes and supervises the participants to demonstrate a situation where a man beats his wife, or a woman beats her husband. In such a class demonstration, the facilitator should be cautious as the learners may be greatly respected men and women in their society.
- The facilitator and participants take the lead in awareness raising activities in the community on the dangers of wife/spouse beating.

### **Reading and writing**

- At this stage the facilitator writes down the key words in relation to the topic discussed, e.g. gender based violence, wife beating, problem, separation, hunger, etc.

### **Numeracy**

- 1) If in the year 2016, 20 wife beating cases were reported to the chief of Yengema and another 35 wife beating cases were also reported in Ngalu, how many wife beating cases would have been reported altogether in 2016?

$$20 + 35 = \boxed{\phantom{00}}$$

### **Evaluation**

The facilitator asks questions about the topic discussed to know if the participants really understood it. The facilitator goes round to assist the participants when necessary.

### **Facilitator's note**

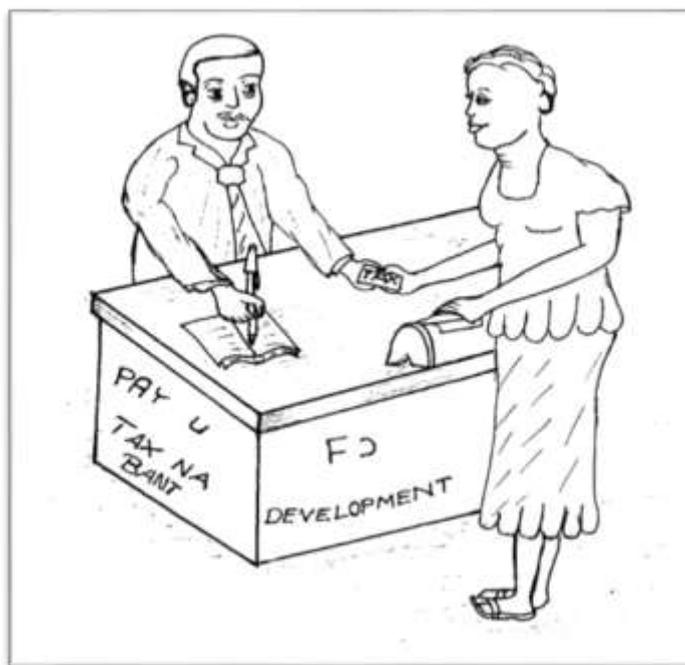
1. Gender-based violence is a crime.
2. It is punishable by law.
3. Gender-based violence cases should not be compromised but they should always be reported to authorizes for prompt action.
4. They should be reported to appropriate authorities for legal actions.
5. They might result in separation between husband and wife.
6. Women are more vulnerable as far as G.B.V is concerned.
7. Men are usually the perpetrators, except in rare cases.

## 6. Unit Six: Payment of tax

Topic	Objectives	Expected outcome
Payment of tax	<ul style="list-style-type: none"><li>• To discuss the meaning of tax.</li><li>• Discuss the importance of paying tax.</li><li>• Explain how tax payers' money is being used.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about tax payment, its importance and the use of the tax payments.</li></ul>

### Graphics

Drawing of a woman paying tax.



### Discussion and analysis

What do you understand by the word tax?

*The word tax here may be something they have often heard about. They will give you different interpretations based on their individual understanding. These diverse interpretations can now be combined to create a working definition of tax in the context of the community: a definition that appeals to all participants in the session. This might be a bit challenging but a professional and determined facilitator can certainly achieve it.*

Why do we pay tax?

*There is every likelihood that many controversial responses might come up from the literacy participants. The facilitator could facilitate the process very well so that everybody's opinion is represented in one way or the other. Remember that they are adults and they do not like outright condemnation. Be careful to avoid misunderstanding which might lead to confusion in the session.*

How is tax money used?

*This question might be a bit controversial since many people are not aware of what happens to the local tax revenue, and this is one of their main complaints. The task of the facilitator here might look like sensitization, since the people are often skeptical about what happens with the money they pay as tax. Some will surely say that they do not know about what happens to the*

*taxes they pay. The facilitator have to be good at convincing the participants to accept his or her ideas so that the participants will give up their wrong beliefs.*

### **Action stage**

- The facilitator asks the participants to demonstrate the payment of tax in the session.
- The facilitator and participants engage themselves in the sensitization of the community on the importance and use of local tax.

### **Reading and writing**

- The facilitator writes down the key words for the topic discussed and the participants write them in their books, e.g. Payment, Evade, Refuse, Tax, Local, Chief, Clerk, Revenue, Balance, Receipt, Government, Community etc. More words could be written depending on what the facilitator comes up with.
- The facilitator reads out loud the key words for the topic and the participants repeat after him/her. This may have to be done a number of times.

### **Numeracy**

The facilitator can tactfully generate mathematical problems for the topic, e.g.

- 1) If one man pays 5,000 Leones as local tax for a year, how much will he pay for 10 years?

- 2) If 10 women fail to pay the local tax of 5,000 Leones for a year, how much loss will there be in 10 years?

- 3) In a community of 500 tax payers, how much money will be collected in all if each tax payer pays 5,000 Leones?

$$500 \times 5,000 = \text{[ ]}$$

### **Evaluation**

The facilitator uses questions or some other participatory means to gauge the participants' level of understanding. If their level of understanding on the topic is low, the facilitator is hereby advised to repeat or revise the topic to facilitate better understanding.

### **Facilitator's note**

1. Tax is a compulsory payment levied on every citizen at the age of 18 years.
2. Tax money is used to develop communities.
3. No payment of tax will lead to the underdevelopment of the community.
4. Tax evaders will be arrested and put behind bars.

## 7. Unit Seven: General hygiene

Topic	Objectives	Expected outcome
General hygiene	<ul style="list-style-type: none"> <li>• Discuss the meaning of hygiene.</li> <li>• Discuss some basic hygiene practices.</li> <li>• Discuss the importance of observing hygiene practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about good hygiene and basic hygiene practices.</li> </ul>

### Graphics

Drawing of an unclean and clean environment



### Discussion and analysis

What do you understand by hygiene?

*It is always good to give the participants an opportunity to tell how they understand the question. This makes them feel that their opinions are valued in the learning process. Also, many will be willing to contribute in their own different ways. Some might say hygiene is the cleanliness of the human body and the environment. Others might also say that hygiene is the practice of how one maintains oneself and one's environment. Different ideas may be presented. As a facilitator, you know clearly what are your goals. So, gradually you can begin to assemble their ideas for a common understanding. This should be done in a professional and conciliatory manner.*

Why is it important to practice good hygiene?

*It is always important to talk about good hygiene practices. This is because talking about hygiene practices might not be precisely the facilitator's desired outcome: It could mean both good and bad hygiene practices. But the concern of the facilitator here is to facilitate good hygiene practices, so dwell on that more and more. You can tell them more about the good things found in good hygiene practices and the bad things found in failing to implement good hygiene practices.*

What are some basic hygiene practices?

*Together with the participants, you can help to name some of the good hygiene practices like washing hands, bathing two or more times each day, brushing teeth before going to bed, cleaning dishes. You can go as far as you want to go. But remember that you are dealing with adults and you should not bore them.*

### Action stage

- Facilitator organizes the participants to demonstrate a situation where people practice good hygiene and another one where people do not practice good hygiene.

- The facilitator and the participants engage in an awareness raising activity on good hygiene practices.

### Reading and writing

- Facilitator writes down the key words for the topic such as: People, Good hygiene, Practices, Bad, Clean, Community, Sanitation, Environment and the like. Participants copy the words in their exercise books for further reading at home.

### Numeracy

- 1) If a chiefdom has 312 villages and 18 are unclean, how many remain clean?

$$312 - 18 = \square$$

- 2) If the answer is multiplied by 2, what will be the answer?

- 3) If the answer is multiplied by 2, what will be the answer?

- 4) If the answer is multiplied by 2, what will be the answer?

### Evaluation

The facilitator asks questions related to the topic to find out the level at which the participants understood the topic.

### Facilitator's note

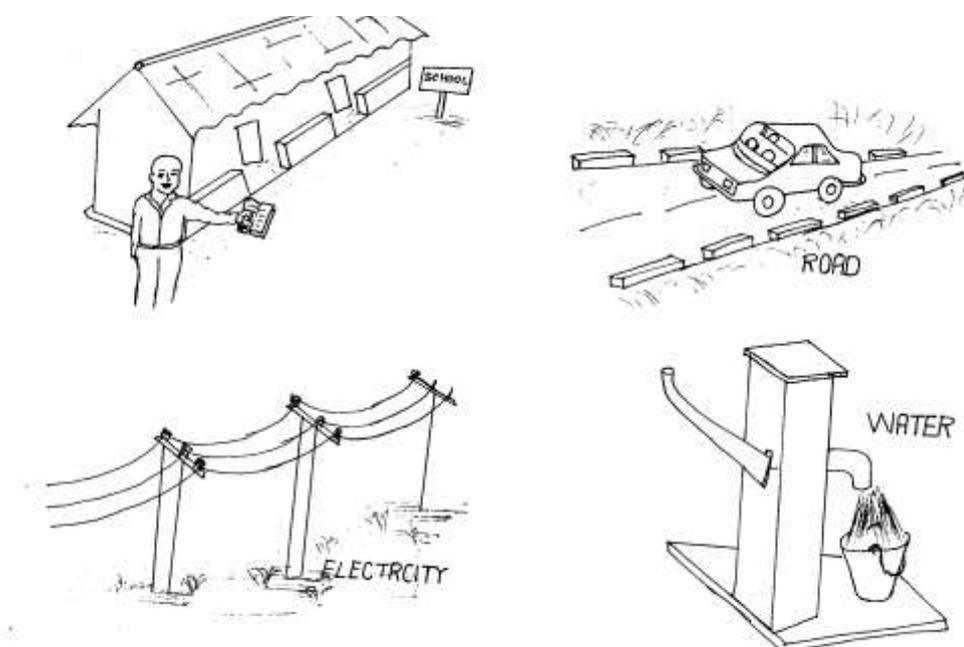
1. Good hygiene practices are the acts of keeping the environment and the individual clean.
2. Good hygiene brings good health to the individual and to the communities.
3. It may be practiced by cleaning the environment and the individual him/herself, e.g.
  - Using a clothes line
  - Bathing regularly
  - Washing hands after using the toilet
  - Cleaning nails
  - Brushing and sweeping public areas

## 8. Unit Eight: Social services in our community

Topic	Objectives	Expected outcome
Social services in our community	<ul style="list-style-type: none"> <li>• Discuss social services.</li> <li>• Discuss the importance of social services.</li> <li>• Identify two types of social services in our communities.</li> <li>• Discuss the different roles they play in our lives, clinics, schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about social services, their importance and three different roles they play in communities.</li> </ul>

### Graphics

Drawing of different social service structures in a community.



### Discussion and analysis

What are the social services available in our community?

*This question will test the participants' knowledge of social service structures and where they can be found.*

How are they important to the community?

*Remember that the issue of importance is relative. Therefore, the facilitator should be very understanding with what generally constitutes the importance of social services. Importance might mean something different to two different people depending on how they perceive it. This kind of thinking should be well coordinated so that ideas regarding the importance of social services can be merged in an acceptable way*

What role do social services play in the development of the community?

What are the two major types of social services in the community?

How many schools/clinics do we have in our community?

### Action stage

- The facilitator and participants embark on sharing information regarding the importance of social services in the community, especially the ones which have been mentioned during the literacy session.

### Reading and writing

- Facilitator writes down the key words for the topic discussed and participants copy them in their note books.
- Facilitator reads out loud the key words and participants repeat after him/her for logical understanding, e.g. Social, Services, School, Clinic, Pregnant, Under Five, Children, Teacher, Boys, Girls, Nurse, Tribal, Birth, Pupils etc.

### Numeracy

Facilitator derives mathematical problems relating to the topic discussed.

- 1) If 27 social workers are in community “A” and 6 of them are transferred to community “B”, how many of them will remain in community “A”?

$$27 - 6 = \boxed{\phantom{00}}$$

- 2) In a class of 50 pupils, if 33 of them are promoted because they passed their exams, how many are asked to repeat?

$$50 - 33 = \boxed{\phantom{00}}$$

- 3) A community school started with 100 pupils at the beginning of the year. If 60 more pupils were admitted after mid-term, how many pupils were there altogether?

$$100 + 60 = \boxed{\phantom{00}}$$

- 4) 48 schools were approved by the government for 6 communities. If the communities have an equal share of the schools approved, how many schools will each community have

$$48 \div 6 = \boxed{\phantom{00}}$$

### Evaluation

Facilitator asks several questions related to the topic discussed to gauge participants’ level of understanding. This can be done in different ways either by asking them to demonstrate their knowledge by identifying social services or by posing them questions. They can be asked to identify the different social services from the graphics presented.

### Facilitator’s note

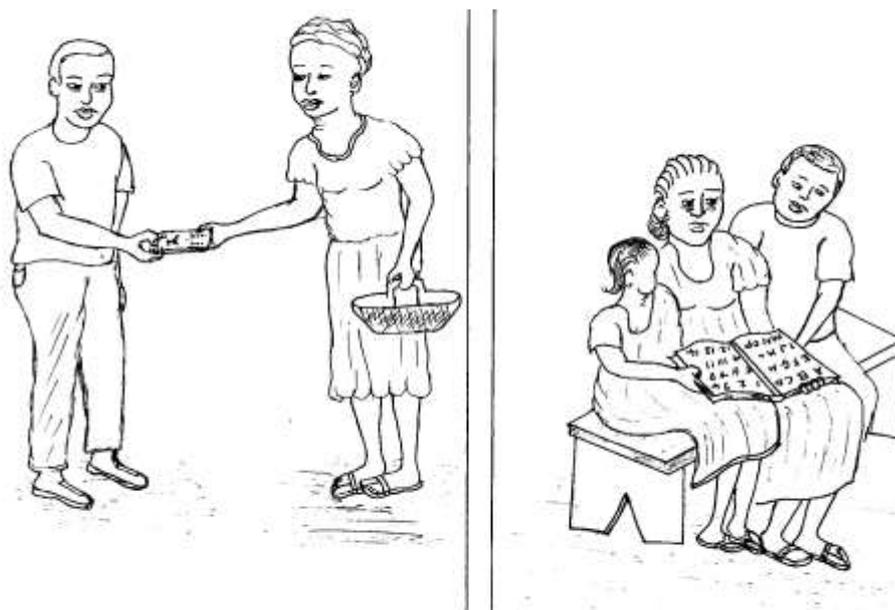
1. Social services are the services rendered by the government for the good of the citizen geared towards the development of the community. The services are not profit making: instead, they operate on cost recovery basis.
2. There are many social services in our communities, e.g. clinic, school.
3. Women are encouraged to attend the clinic every week, especially when they are pregnant.
4. Children under five years of age are to be vaccinated periodically in the clinics.
5. All children at the age of six years are encouraged to attend primary schools.
6. Trained and qualified workers are to be employed to render the services to the people in the community.
7. Men are also encouraged to get medical care.

## 9. Unit Nine: Roles and responsibilities of parents at home

Topic	Objectives	Expected outcome
Roles and responsibilities of parents at home	<ul style="list-style-type: none"> <li>• Discuss who parents are.</li> <li>• Discuss the roles parents play in the home.</li> <li>• Discuss what makes a good home</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about the roles and responsibility of parents at home and what makes a good home.</li> </ul>

### Graphics

Drawing of a father and a mother carrying out a key responsibility in the home.



### Discussion and analysis

Who are parents?

*The responsibility that qualifies a person to be a parent might vary from one person to another and even from one community to another. Therefore, the facilitator should understand that there are varying ideas with people in respect to what parents do as their prime responsibility in the home.*

What is the father's duty in the home?

*This is another controversial question since cultural differences easily come into play. In some cultures the job of a father might be different in another culture. The job of the facilitator here is to bring in synergy among the different ways in which cultures think with regards the responsibility of a father. The facilitator has to be versatile in his/her job to make things easy going.*

What is the duty of a mother to the father and the children?

What role do the parents play in the upbringing of the children?

Who plays the greatest role in bringing up the children in the home?

*The last two discussion questions have the tendency of generating heated debate and discussions in the session especially where the number of women equates that of the men or even slight different between their numbers. Each of them would like to present the situation as if they do*

more than their counterparts. The facilitator should always be creative and neutral irrespective of his/her sex.

### Action stage

- Facilitator at this point asks participants to demonstrate the roles and responsibilities of the parents in the home.

### Reading and writing

- Facilitator writes down the key words for the topic discussed and participants copy in their exercise books, e.g. Parents, Family, Father, Mother, Children, Daughter, Son, Brother, Sister, Role, Duty, Responsibility.

### Numeracy

- 1) In a family of 8, if there are 2 parents, how many children will there be?

$$8 - 2 = \boxed{\phantom{00}}$$

- 2) If the mother was 17 years old when she gave birth to her first child and the child is now 30 years old, how old is the mother now?

$$17 + 30 = \boxed{\phantom{00}}$$

- 3) In a community of 12 different families where each family has 7 members, how many people are there in the community altogether?

$$12 \times 7 = \boxed{\phantom{00}}$$

- 4) If a bag of rice containing 160 cups of rice is shared equally among 8 members of a family, how many cups of rice will each family member get?

$$160 / 8 = \boxed{\phantom{00}}$$

### Evaluation

Facilitator asks a series of questions relating to the topic discussed to gauge the participants' level of understanding.

### Facilitator's note

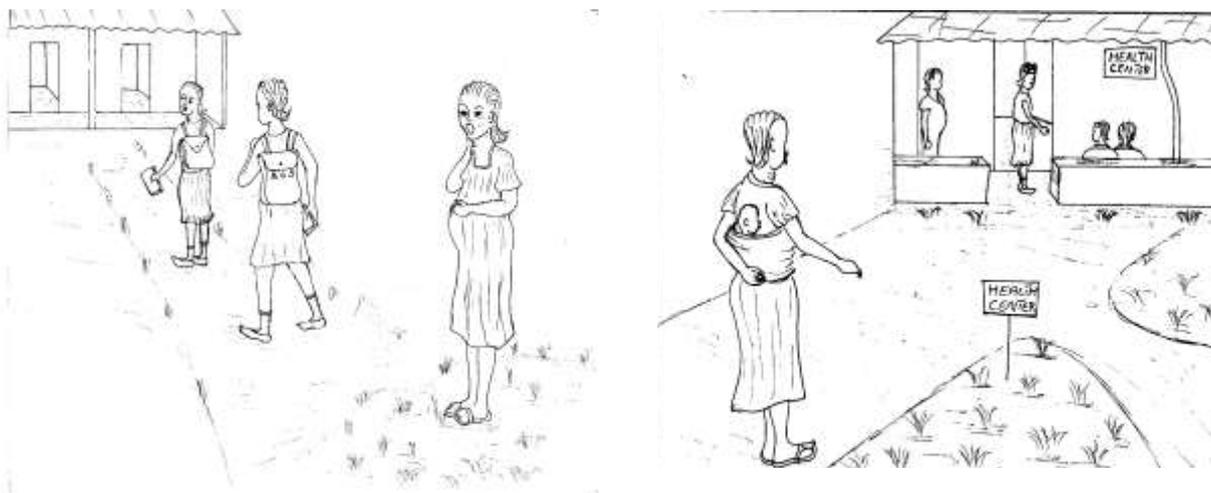
1. In most homes, parents are the father and mother.
2. Children are members of the family.
3. The father is the breadwinner of the family, although in some circumstances mothers can also be breadwinners.
4. Under ordinary circumstances, the mother bears the greatest responsibility in bringing up the children.
5. It is the duty of caring parents to educate and feed the children.
6. In a good family parents and children are united and the family is being well provided for by the parents.

## 10. Unit Ten: Teenage pregnancy

Topic	Objectives	Expected outcome
Teenage pregnancy	<ul style="list-style-type: none"> <li>• Discuss teenage pregnancy.</li> <li>• Figure out the problems associated with teenage pregnancy.</li> <li>• Discuss ways how teenage pregnancy could be minimized or eliminated.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective community campaign against teenage pregnancy.</li> <li>• Clear idea of the dangers of teenage pregnancy.</li> </ul>

### Graphics

Drawing of girls going to school and a pregnant girl going to clinic



### Discussion and analysis

How do you understand the word teenage pregnancy?

What is your understanding of a situation where a girl below the age of 20 gets pregnant?

What are some of the negative things that are likely to happen to a girl who gets pregnant below the age of 20 and to her community?

*At this point, the facilitator writes down on the blackboard the participants' ideas with regards to every discussion question posed. Afterwards the participants' responses are discussed in relation to individual and community development. Having gone through all the problems associated with teenage pregnancy, the facilitator then asks suggestions for a way(s) forward to battle teenage pregnancy: how to minimize or even completely eradicate it, e.g. What can be done at literacy circle, individual and community levels to minimize or eliminate teenage pregnancy? As the actions come from the participants, you need to list them out and, if possible, tag responsible persons and create a time frame for implementing the actions. If the actions are implemented, this is the point where REFLECT is linked with development.*

### Action stage

- The facilitator organizes the participants to dramatize a typical situation of teenage pregnancy in the community. This will help the learners to understand the concept better.
- Also, the participants organize themselves to carry out community sensitization for the prevention of teenage pregnancy. One possible action could be the institution and enforcement of very strong community bye-laws.

## Reading and writing

- Participants read and write down the following key words:  
Teenager, Teenage, Pregnant, Death, Dropout, Community, Laws

## Numeracy

- 1) If 5 girls get pregnant in a month, how many will have been impregnated in a period of 6 months?
- 2) If teenage pregnancy rate is reduced by 1 per month, how many will have been impregnated in a period of 6 months?

## Evaluation

Who can name some of the dangers involved in teenagers' unwanted pregnancy?

What are some of the causes of teenage pregnancy?

How can we minimize / eliminate this problem?

What else do you have to say about this topic of teenage pregnancy?

Are there questions you want to ask about this topic or something else?

## Facilitators note

1. Teenage pregnancy is dangerous for the development of our girls and our community.
2. It increases death rates among our teenage girls.
3. It increases poverty in the community.
4. Causes girls to drop out of schools.
5. Causes conflict among family members in the community.
6. Leads to early marriage

## 11. Unit Eleven: Abortion

Topic	Objectives	Expected outcome
Abortion	<ul style="list-style-type: none"> <li>• Discuss what abortion is.</li> <li>• Discuss the consequences of abortion.</li> <li>• Identify ways to prevent abortion.</li> <li>• Discuss its effect on teenage girls and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about abortion and its consequences and some ways of preventing it.</li> </ul>

### Graphics

Drawing of a pregnant teenager lying on a nurse's bed about to undergo abortion.



### Discussion and analysis

What is abortion?

Why do teenage girls undergo abortion?

*The participants will have a lot to say regarding this issue. Different reasons may be stated. All these are subject to thorough discussion before an agreement is reached. This is to ensure that the correct messages and information are delivered to the literacy participants.*

What are the dangers/consequences of abortion?

How do we prevent abortion?

Why do you think that abortion is not good for our school girls?

*All the questions above have the tendency of generating discussions among the participants and it is clear that this is one of the problems from which almost all communities suffer. Therefore, it is a scorching and burning issue. This could be a subject of interest.*

### Action stage

- Facilitator organizes a role play based on the topic discussed.
- Facilitator and the participants at this point go to the community and sensitize community members to the danger of abortion.

## Reading and writing

- Facilitator writes down key words for the participants to write in their books.
- Facilitator reads the key words out loud for the participants to repeat after him/her.
- Key words: Abortion, Teenage, Pregnancy, Nurse, Crime, Illegal, Death etc.
- Facilitator writes down as many words as possible for the topic discussed.

## Numeracy

- 1) In a community of 30 pregnant teenagers, if 16 happen to undergo abortion, how many girls will still be pregnant?

$$30 - 16 = \square$$

- 2) If 60 abortions are carried out in a community in one whole year, how many abortions are carried out in one month?

$$60 \div 12 = \square$$

- 3) If 10 abortions are carried out in one community and 6 in another community, how many abortions are carried out in these two communities together?

$$10 + 6 = \square$$

## Evaluation

Facilitator asks several questions based on the topic to determine the level of understanding of the participants.

## Facilitator's note

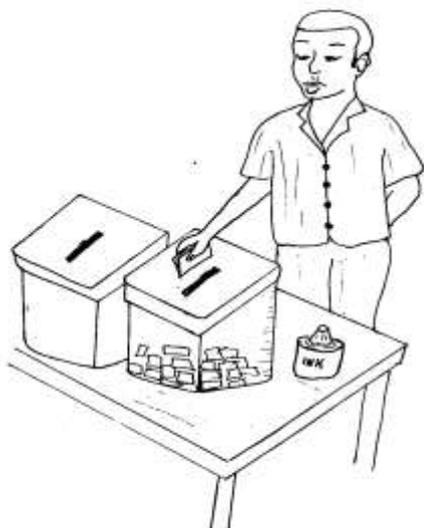
1. Abortion is the act of removing the fetus from the womb.
2. Unwanted pregnancy is the main reason for abortion.
3. Teenage girls should be prevented from undergoing abortion.
4. Abortion kills.
5. Some health workers who perform abortions are not trained to perform the task and problems might occur.
6. Abortion can destroy the womb.
7. Sometimes the bladders of teenage girls are damaged when they undergo abortion.

## 12. Unit Twelve: Rights and responsibilities of citizens

Topic	Objectives	Expected outcome
Rights and responsibilities of citizen	<ul style="list-style-type: none"> <li>• Discuss who is a citizen.</li> <li>• Discuss the rights of a citizen.</li> <li>• Discuss the responsibilities of a citizen.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about citizenship and citizens' rights and responsibilities in a community.</li> </ul>

### Graphics

Drawings of a citizen casting his vote during an election and another citizen paying her local tax.



### Discussion and analysis

Who is a citizen?

*For traditional people, the concept of citizenship might be blurry. Therefore, the facilitator needs to make issues very clear from the perspective of the traditional people. Care must be taken to prevent misconceptions from occurring among the literacy participants.*

What are the rights of a citizen?

*Here the facilitator should be cautious about the ways he/she facilitates the session. By doing so, he/she will learn lots of things that the people think they should or should not do as citizens. This will help the facilitator to spot points at which he or she could provide more reliable information. Negative concepts noted here could be changed through this discussion.*

What are the limitations to the rights of a citizen?

What are the responsibilities of a citizen?

*Many responsibilities here could be made known to them. They engage in most of these responsibilities but they do not know that it is their corporate responsibility. Therefore, they tend to resist doing them, e.g. voting in an election, paying taxes and providing information to concerned authorities.*

What are the responsibilities of a citizen towards the community?

When are the rights of a citizen restricted?

*This question is important because many people do not consider it necessary to restrict the movement of a citizen even when it is necessary for security and other reasons. The facilitator*

*should have a role to play here by clearly explaining to participants when the rights of a citizen are restricted, e.g. the state of emergency during Ebola.*

### **Action stage**

- Facilitator and participants demonstrate some of the acts associated with the restriction of the rights of citizens.
- Facilitator and participants go out to sensitize the community members to the rights and responsibilities of a citizen.

### **Reading and writing**

- Facilitator writes down key words for the topic discussed and participants copy these in their exercise books.

### **Numeracy**

- 1) In a community of 2000 citizens, if 350 of them leave and go to a gold mine, how many citizens remain?

$$2000 - 350 = \boxed{\phantom{000}}$$

- 2) In the village of Banta, 280 citizens were registered for the first election. In the second election 165 more citizens were added. What is the total number of registered voters?

$$280 + 165 = \boxed{\phantom{000}}$$

- 3) In Gelehun a school building project is going to benefit 300 pupils. If each classroom is going to house 50 pupils, how many classrooms does the new school building need?

$$300 \div 50 = \boxed{\phantom{00}}$$

### **Evaluation**

Facilitator asks a series of questions based on the topic discussed to determine the participants' level of understanding.

Facilitator also encourages participants to ask more questions.

### **Facilitator's note**

1. A citizen is one who becomes a legal member of a community/country through birth, naturalization, marriage etc.
2. A citizen has many rights, e.g. to be educated, to associate, to speak, to move around freely, to vote in elections and to run for public office.
3. During a state of emergency, a citizen's rights are restricted for security, health or other reasons.
4. A citizen has many responsibilities to his/her community.
5. A citizen obeys both traditional and national laws of the community.

### 13. Unit Thirteen: Alcoholism

Topic	Objectives	Expected outcome
Alcoholism	<ul style="list-style-type: none"> <li>• Discuss the meaning of alcoholism.</li> <li>• Discuss the disadvantages of alcoholism.</li> <li>• Discuss the advantages of not drinking alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about alcoholism and its dangers.</li> </ul>

#### Graphics

Drawing of some people affected by drinking alcohol.



#### Discussion and analysis

What is the meaning of alcoholism?

*This question should be tactfully asked. This is because it is highly likely that most or some of the participants are alcoholics. The way you present your question will determine their level of participation. If the question is asked in a biased way, there will inevitably be some disorderliness in the process. So a good facilitator needs to be very careful here to avoid making anyone feel judged.*

What are some of the disadvantages of alcoholism?

*As a facilitator you should try to convince people to change their drinking habits but make sure that you are not one of the alcoholics in the community. If you are, you will find it difficult to change others' drinking habits.*

What are some of the advantages of not consuming alcohol?

#### Action stage

- Facilitator organizes the participants to demonstrate a situation where people are affected by alcohol.

- The facilitator and the participants engage in awareness raising in the community on the damage caused by alcoholism and the dangers of alcoholism.

### Reading and writing

- Facilitator writes down key words for the topic.
- Participants copy the words in their exercise books.  
E.g. Alcoholism, Sickness, Drunk, Mismanagement, Death etc.

### Numeracy

- 1) If 80 people are affected by alcohol each month and 20 of them die, how many will die in 3 months ?

$$20 \times 3 = \boxed{\phantom{00}}$$

- 2) How many will survive in this case?

$$80 - 60 = \boxed{\phantom{00}}$$

### Evaluation

The facilitator determines the participants' level of understanding of the topic by asking questions or using other means.

### Facilitator's note

1. Alcoholism is the continuous taking of alcohol into the body system that makes the individual abnormal.
2. The following are some of the disadvantages of alcoholism;
  - It can lead to untimely death.
  - It also leads to mismanagement of resources.
  - It causes people to lose their prestige
3. The following are advantages of not consuming alcohol;
  - It enables people to maintain their prestige.
  - It makes people healthy and respectable.

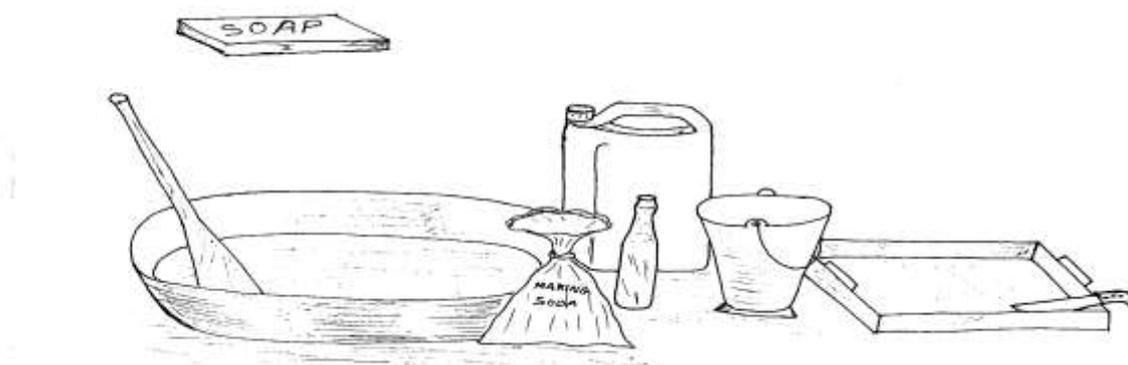
## MODULE TWO - INCOME GENERATING

### 14. Unit One: Soap making

Topic	Objectives	Expected outcome
Soap making	<ul style="list-style-type: none"> <li>• Discuss the process of soap making</li> <li>• Identify tools and materials used in soap making</li> <li>• Discuss the importance of soap to the individual and the community</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about the process of soap making and the importance of using soap.</li> </ul>

#### Graphics

Drawing of tools and materials used in soap making.



#### Discussion and analysis

How do you make soap traditionally?

*This will be discussed in diverse ways. The ideas from the adults could be what the facilitator wants to share or reinforce. In such a session, the facilitator needs to give the opportunity to all to explain whatever they want to explain about the topic. This is because, as a common and simple topic, most people know something about it and as such might want to take an opportunity to contribute to class discussions.*

What are the tools and materials used in soap making?

*The participants might want to list names and maybe uses of the tools and materials. But a skilled facilitator should first of all try to distinguish between materials and tools by giving examples. If not, they might confuse materials for tools and tools for materials.*

What benefits do you associate with soap and soap making?

*The participants should be allowed to freely tell all what they know about the benefits of soap and soap making. First try to talk about the benefits of soap when used and the benefits of soap in terms of income generation. They might even look beyond the income level and begin to discuss some other viable issues regarding soap and soap making.*

#### Action stage

- Participants with the help of the facilitator demonstrate in their circle the different steps in making a soap
- Participant and facilitator perform a practical income generating exercise by producing some barrels soap and selling them in the community.

## Reading and writing

- Facilitator writes the keywords from the discussed topic and the participants copy them in their books.
- Facilitator reads out the keywords and participants repeat after him/her for a number of times depending on the circumstances.
- One participant volunteers to read the key words written by the facilitator and others repeat after him/her. Examples could be;

Soap	Plastic	Oil	Knife	Bowl
Water	Spoon	Wood	Clean	Good health

## Numeracy

- 1) If 16,000 Leones is used to make one packet of caustic soda, how much will be used on six packets?
- 2) If 8 pints of palm oil and 5 pints of water are used in the process of making 1 packet of caustic soda (Africana), how many pints of palm oil and water will be used to make 4 packets of caustic soda?
- 3) If a bar of soap is sold for 5,000 Leones, for how much will 75 bars of soap be sold?  
 $5,000 \times 75 =$

## Evaluation

This is for the facilitator to check what the participants understood and what they didn't. This could be done in different ways through questioning etc.

## Facilitator's note

1. Soap is a cleaning agent.
2. It improves both personal and general hygiene.
3. It also brings income (money).
4. It saves money since using soap might help you to stay healthy.
5. Makes you interact with other people when selling it.
6. It can be produced using water, oil, pint, etc.

## 15. Unit Two: Backyard gardening

Topic	Objectives	Expected outcome
Backyard gardening	<ul style="list-style-type: none"><li>• Discuss backyard gardens.</li><li>• Discuss some of the benefits of backyard gardening.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about backyard gardening and its benefits.</li></ul>

### Graphics

Drawing showing examples of backyard garden and people working in a garden



### Discussion and analysis

What is your understanding of backyard gardening?

*This discussion will reflect different views about backyard gardening, taking into consideration the different ways in which the participants have been engaged in it. These reflections are important because they provide the basis for the facilitation of the topic where there will be a mixture of feeling, ideas, practices etc.*

What are the benefits of backyard gardens?

*With the discussion regarding the importance, it is probable that people will present these issues from the points of view of the diverse benefits they have been getting. The facilitator should be all ears and not all mouth, so the participants will say more.*

### Action stage

- Participants are organized to do a class demonstration of backyard gardening.
- Facilitator and participants come together to develop one backyard garden in the community as one of their activities to support the circle.

### Reading and writing

- Facilitator writes out key words from the topic e.g. backyard, garden, tools, crops. You can even name some of the crops that can be cultivated in a backyard garden etc.

## Numeracy

- 1) If 100 seeds of corn are planted and 60 germinated, how many seeds did not germinate?

- 2) If Semabu village produces 60 bags of Okra in 2013 and 40 bags in 2014, how many bags of Okra will Konia village produce in 2013 and 2014 together?

## Evaluation

Facilitator asks some questions related to the topic in order to find out what ideas the participants have gained. This could be done in whatever way the facilitator deems necessary.

## Facilitator's note

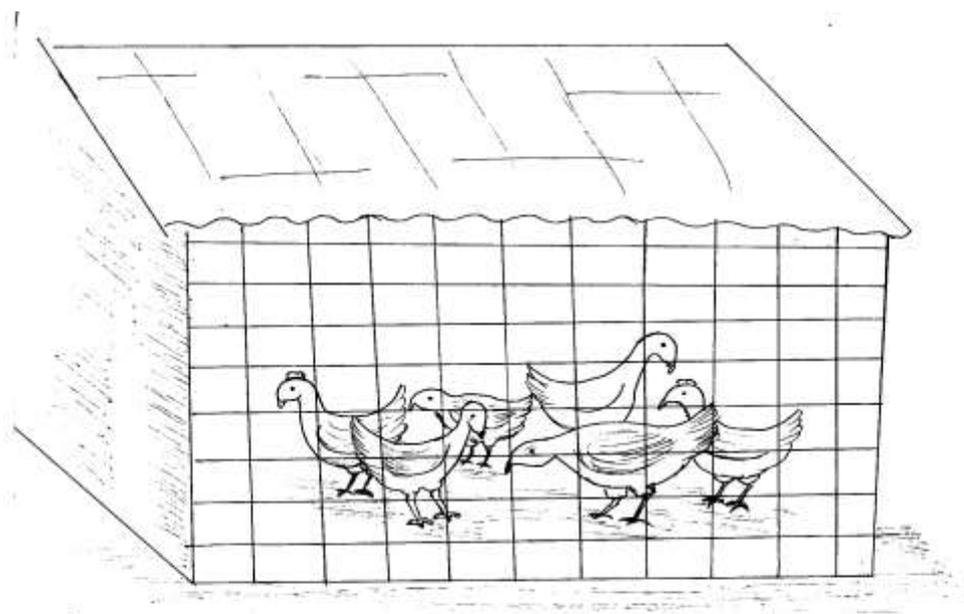
1. Backyard gardening is the growing of crops by an individual or a group of people in order to generate income and to provide food for the home.
2. Crops that are grown in the backyard garden are used as food, and some may be used as herbs (medicine).
3. Crops can be stolen from the garden and therefore the garden crops should be protected from thieves.
4. Certain crops grown in the town serve as breeding grounds for mosquitoes, snakes, and other harmful creatures. Therefore, care must be taken in selection of the crops to plant in a backyard garden.
5. Some crops add manure to the soil.
6. Backyard gardening provides income for people in the community.

## 16. Unit Three: Poultry management

Topic	Objectives	Expected outcome
Poultry management	<ul style="list-style-type: none"><li>• Discuss poultry farming.</li><li>• Discuss types of chickens raised.</li><li>• Discuss the importance of poultry farming.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about poultry farming and its benefits.</li></ul>

### Graphics

Drawing of a typical place of poultry



### Discussion and analysis

What is poultry management?

*Participants should be given the opportunity to explain their own community's way of managing poultry. This will be an interesting discussion. They will share their different experiences and ideas about poultry farming. This will be put together to compare other conventional methods.*

Who can tell the types of chickens raised as poultry?

What are some of the benefits of poultry management?

*The facilitator will begin to note what ideas the participants have about the economic importance of poultry. She or he can point out ideas the participants did not come up with.*

### Action stage

- Group demonstration by participants on poultry farming
- Participants and facilitators might farm some poultry or inform the community about the importance of poultry for economic gain.

### Reading and writing

- The facilitator writes out some related words to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her e.g. poultry, management, chickens, eggs, etc.

## Numeracy

The facilitator writes out some related words to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her e.g. poultry, management, chickens, eggs, etc.

- 1) If 5 fowls lay 5 eggs in one day, how many eggs will the fowls lay in 10 days?

$$5 \times 10 = \boxed{\phantom{00}}$$

- 2) If 300 eggs are equally shared among 10 participants, how many eggs will each participant get?

- 3) If 217 fowls in a poultry are affected by disease and 29 die, how many fowls will remain?

## Evaluation

What does poultry farming mean?

Name the types of chickens raised in the poultry?

What are some of the benefits of poultry farming?

Evaluation could be conducted in different ways depending on how the facilitator wants to do it. At the end of the evaluation, the facilitator knows the level of understanding of the participants.

## Facilitator's note

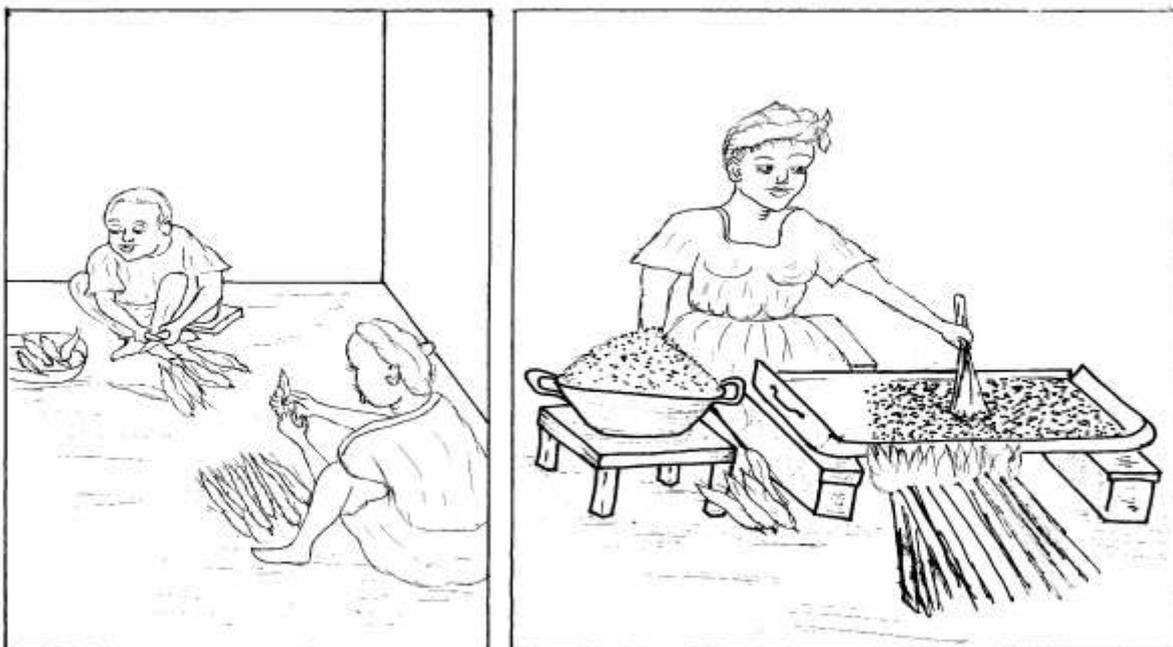
1. Poultry farming is the system put in place for the caring of domestic birds.
2. Types of chickens raised are:
  - Layers – laying eggs
  - Dual purpose – meat
  - Broilers – producing offspring
3. Sick birds must be separated from the healthy ones.
4. Chickens should be properly cared for.
5. Brings income.
6. Provides meat (protein) used in important ceremonies.
7. Used as gifts to important people.

## 17. Unit Four: Gari processing

Topic	Objectives	Expected outcome
Gari processing	<ul style="list-style-type: none"> <li>• To discuss the stages in making gari.</li> <li>• To identify some of the materials used in gari.</li> <li>• To discuss the uses of gari.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about making gari and its benefits.</li> </ul>

### Graphics

Drawing of a gari production



### Discussion and analysis

What are the stages of making gari in our community?

*This will inspire the participants to tell something about the different methods they know about this process. There could be different or similar methods explained. No matter what methods are explained, the participants should be allowed to explain their experiences as much as possible.*

What are some of the materials used in making gari?

What are the uses of gari?

### Action stage

- Facilitator asks the participants to demonstrate gari making.
- The facilitator and the participants engage in sample gari making in the community for income generation.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. gari, processing, cassava, materials, machines, cash, food, foofoo, hunger, carbohydrate etc.

## Numeracy

- 1) If two bags of gari are processed in a day, how many bags will be processed in three days?

- 2) If a bag of gari is sold for 80,000 Leones, for how much will 15 bags of gari be sold?

- 3) If there are 300 cups of gari in one bag, how many cups of gari will there be in 4 bags?

## Evaluation

The facilitator asks questions about the topic in order to know the level of understanding of the participants. This is made possible either by asking questions or some other means.

If their level of understanding is low, the facilitator should revise the topic emphasizing the areas of low understanding observed during evaluation.

## Facilitator's note

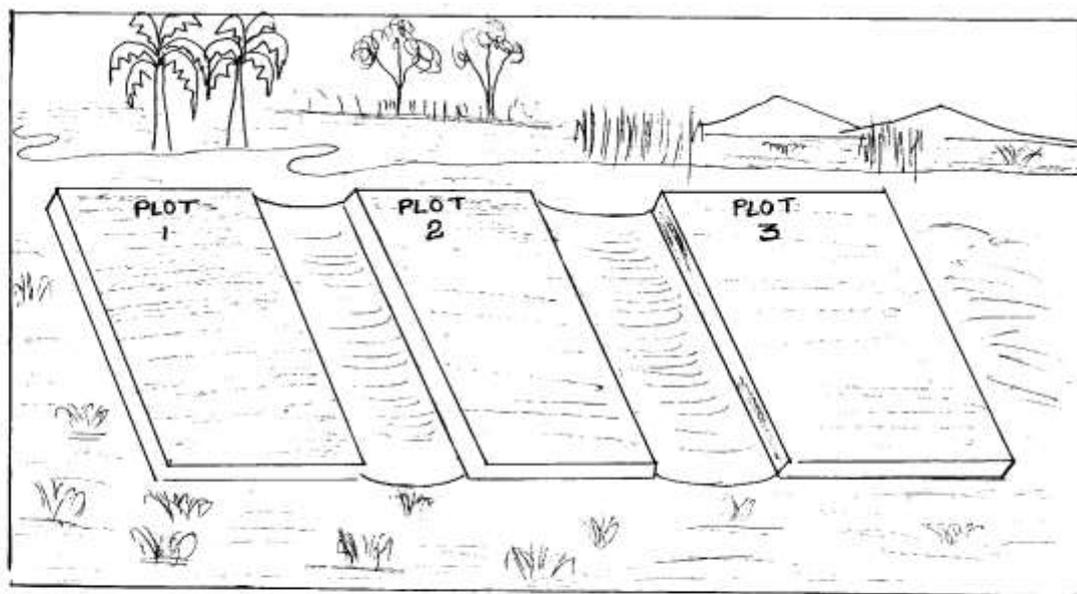
1. Gari is mostly made by people in the community. It mainly involves handling cassava i.e. grating and other physical actions (patching in a big tray).
2. The tools used in making gari include a knife, a grater machine, a bracing belt and a metal tray.
3. Gari is used to generate income and to alleviate poverty in the communities.
4. Gari is generally used as food, for example: achekeh, pap, foofoo etc.
5. The generated income is used to develop the community and the individual.
6. It also helps to alleviate hunger.

## 18. Unit Five: Inland valley swamp (I.V.S.)

Topic	Objectives	Expected outcome
Inland valley swamp I.V.S	<ul style="list-style-type: none"><li>• Define I.V.S.</li><li>• Discuss some basic I.V.S. practices.</li><li>• Discuss some of the advantages of I.V.S. over upland farming.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about I.V.S. and its importance.</li><li>• Knowing some basic I.V.S. practices.</li></ul>

### Graphics

Drawing of a well-developed I.V.S.



### Discussion and analysis

What is I.V.S.?

What are some the basic practices of I.V.S.?

Why I.V.S. practices are important?

What are some of the advantages of I.V.S. over upland farming?

### Action stage

- The facilitator and the participants engage in the practical activities of I.V.S.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. swamp, valley, rice, cutlass, inland, water, head, bond, drainage, rice, etc.

### Numeracy

- 1) If 30 acres were developed in a year, how many acres will be developed in 3 years' time?

$$30 \times 3 = \square$$

- 2) If 20 bushels of rice are harvested in an acre, how many bushels of rice are harvested in 3 acres?

$$20 \times 3 = \square$$

### **Evaluation**

The facilitator asks questions to find out how well the participants understood the topic.

### **Facilitator's note**

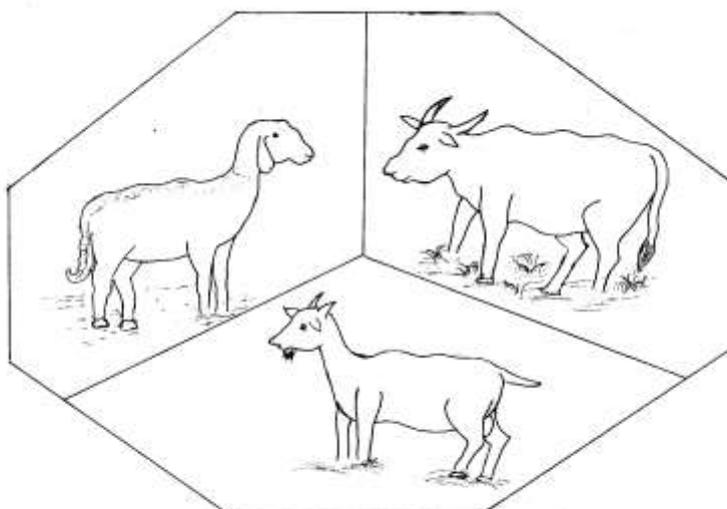
1. I.V.S. means Inland Valley Swamp for instance a swampland between two hills.
2. It brings more yield in harvest.
3. It is easier to develop.
4. Certain trees in the swamps show fertility in the swamp e.g. Kola leaf, indigo leaves.
5. Bond construction is important in I.V.S. work.
6. Water throughout the year.
7. I.V.S. practices help in the fight against climate change.
8. Helps in the preservation of forests.
9. Prevents deforestation and climate change.

## 19. Unit Six: Rearing goats and sheep

Topic	Objectives	Expected outcome
Rearing of goats and sheep	<ul style="list-style-type: none"><li>• Discuss the types of goat and sheep rearing.</li><li>• Discuss the importance of goat and sheep rearing.</li><li>• Identify some diseases that affect goats and sheep.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about rearing goats and sheep.</li></ul>

### Graphics

Drawing of a goat, sheep and cow



### Discussion and analysis

What are the types of goat and sheep rearing?

*A participant might not be able to provide a clear cut name to the type of the rearing in the local languages but they can describe the rearing. Based on their descriptions, the facilitator can discuss the ways of rearing.*

What are some of the benefits of goat and sheep rearing?

What are some of the diseases that affect goat and sheep?

*Descriptive type of ailments might be discussed. This relates to the different ideas of the different participants. A creative facilitator should try to merge the different ideas into common ones which can be understood by all the participants from common points of view.*

### Action stage

- The facilitator and the participants engage in the construction of a simple goat and sheep pen.
- Facilitator and participants also demonstrate goat and sheep rearing at community level.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Goat, Sheep, Diseases, Meat, Food

## Numeracy

- 1) If seven female goats in a pen produce seven kids in a year, how many will that pen produce in three years?

- 2) If out of 8 sheep, five produce two lambs each, and three produce one lamb each, how many lambs would be produced altogether?

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic.

### Facilitator's note

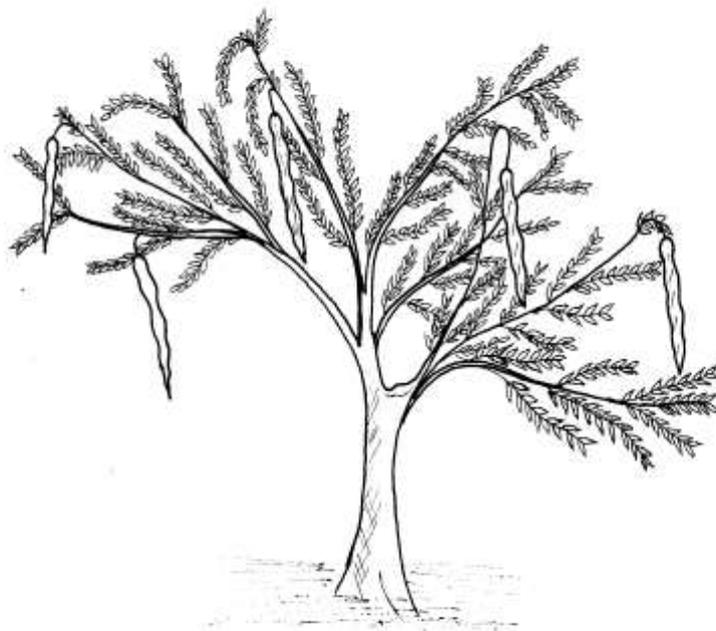
1. Some of the benefits of goat and sheep rearing are;
  - It brings money to the family.
  - It provides food in the form of meat.
  - It helps to solve domestic problems.
2. The three types of rearing goat and sheep are;
  - Free range
  - Semi intensive
  - Intensive
3. The most common diseases that affect goats and sheep are;
  - Diarrhea
  - Wounds
  - Bloat
  - Foot rot

## 20. Unit Seven: Moringa cultivation

Topic	Objectives	Expected outcome
Moringa cultivation	<ul style="list-style-type: none"><li>• Discuss about what moringa is.</li><li>• Discuss about the benefits of moringa cultivation.</li><li>• Discuss about moringa cultivation.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about the cultivation of moringa and its benefits.</li><li>• Participants plant moringa for medicinal and income purposes.</li></ul>

### Graphics

Drawing of a Moringa tree.



### Discussion and analysis

What do you understand by moringa?

*This question might be a bit difficult for the participants to answer. This is because moringa, which is also referred to as the magic tree, is unknown in most countries especially in West Africa. The facilitator should learn about moringa beforehand, so that he/she will be able to share useful information.*

What are the benefits of growing moringa?

What are the health benefits of moringa?

### Action stage

- Facilitator asks the participants to take part in moringa cultivation in the community.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Moringa, Food, Health, Medicine. Healing, cure, money, profitable.

## Numeracy

- 1) If there are nine letters in medicinal and seven letters in moringa, how many letters are there in these two words?

$$9 + 7 = \square$$

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic.

## Facilitator's note

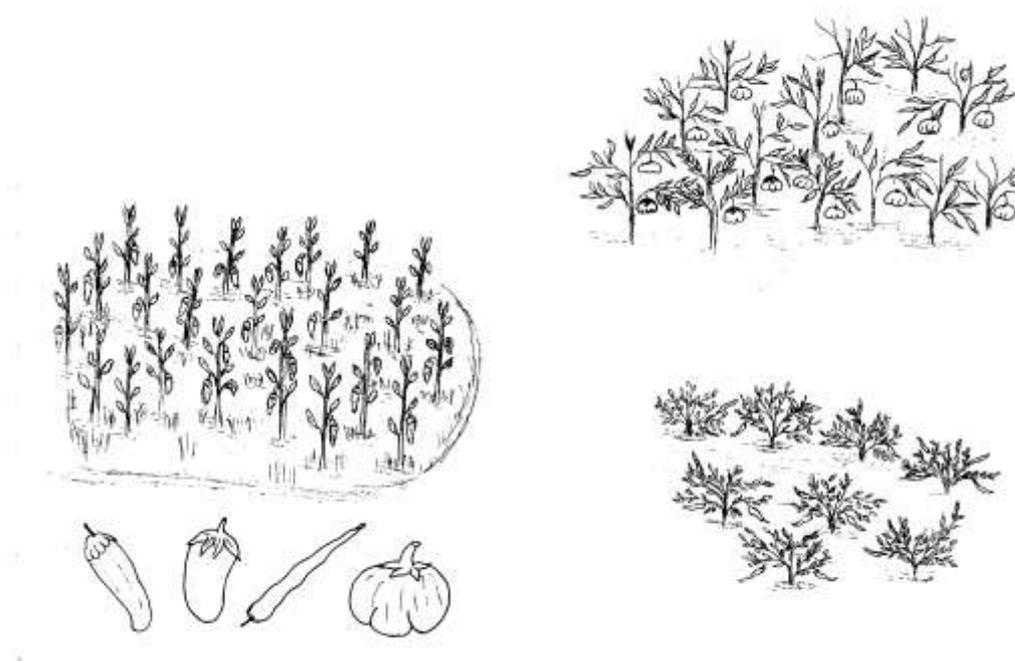
1. Moringa has a good balance of vitamins which is very important to health.
2. Moringa has many medicinal properties. In addition, it has several nutritional and other energy booster properties.
3. Improper processing of moringa is bad for health as it can cause diarrhea and other health problems.

## 21. Unit Eight: Vegetable production

Topic	Objectives	Expected outcome
Vegetable production	<ul style="list-style-type: none"> <li>• Discuss, what vegetable crop production is.</li> <li>• Discuss the activities involved in vegetable crop production.</li> <li>• Discuss the importance of vegetable crop to man.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing more about vegetable crop production and the importance of vegetables.</li> </ul>

### Graphics

Drawing of some typical and familiar vegetables.



### Discussion and analysis

What is vegetable crop production?

What are the activities in vegetable crop production?

*In discussing this point, you will find that ideas vary from one community to another and from one participant to another depending on their strength and their ability to enlarge their production field. The facilitator should try to merge different ideas.*

What are the benefits of vegetable crops?

### Action stage

- The facilitator initiates the idea of a group vegetable garden which will help the group's fund raising.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.

- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Crop, Vegetable, Production, Importance, Market, Money, Sell, Food, Raw, Water, Garden, etc.

### **Numeracy**

- 1) Representatives of five communities went to the market to buy a bag of garden eggs. The bag contains 75 garden eggs which will be equally shared. How many will each community get?

$$75 / 5 = \square$$

### **Evaluation**

Facilitator asks questions on the topic to know the understanding level of participants.

### **Facilitator's note**

1. Vegetable crop production is an act of producing various crops/plants for use. It is the caring of vegetable crops to be produced and harvested.
2. The activities involved in vegetable crop production are as follows;
  - Brushing
  - Burning
  - Clearing
  - Making seed beds
  - Planting
  - Watering
  - Weeding
  - Harvesting
  - Storing
3. The benefits of vegetable crops are as follows;
  - Provides food
  - Brings income for the community
  - Some are used as medicines to cure certain sicknesses.
  - Creates self-employment.

## 22. Unit Nine: Upland rice farming

Topic	Objectives	Expected outcome
Upland rice farming	<ul style="list-style-type: none"><li>• Discuss some of the stages involved in the cultivation of rice upland.</li><li>• Identify and discuss about the benefits derived from upland rice farming.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about upland rice farming.</li></ul>

### Graphics

Drawing of an upland rice farm with people working on it.



### Discussion and analysis

What are some of the stages involved in the cultivation of rice upland?

*As a community facilitator, of course you are aware that people cultivate their upland farms at different times. They will never do every activity at the same time and therefore there is a tendency of heated debate as a result of this question. If this happens, a clever facilitator could resolve it by finding a standard time frame together with all the participants, leading to a common understanding of the timing of cultivation.*

What are some of the benefits derived from upland farming?

*For this question you might have a multitude of answers. Some of deal with predominately subsistent farmers.*

### Action stage

- Participants demonstrate the stages involved in the cultivation of rice upland. Group farm project could also be initiated at this point.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. upland, rice, farm, cultivation, involved, weed, brush, fall, stomp, trees, cutlass and axe.

## Numeracy

- 1) If circle "A" harvested 50 bags of rice and circle "B" 78 bags, how many bags are there altogether?

$$50 + 78 = \boxed{\phantom{000}}$$

- 2) If one bushel of rice costs 45,000 Leones, how much will 3 bushels cost?

$$45,000 \times 3 = \boxed{\phantom{000000}}$$

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic. If the facilitator finds out that there are areas that were not properly understood, a number of revision exercises could be done.

## Facilitator's note

1. Upland rice farming is the cultivation of rice on a piece of upland. Some of the stages of this cultivation are as follows;
  - Selection of site
  - Brushing
  - Felling
  - Burning
  - Clearing
  - Ploughing
  - Weeding
  - Fencing
  - Bird scaring
  - Harvesting
2. Some of the benefits derived from upland rice farming are;
  - It provides food.
  - It generates income.
  - It makes provision for mix farming.

## 23. Unit Ten: Circle contribution

Topic	Objectives	Expected outcome
Circle contribution	<ul style="list-style-type: none"><li>• Discuss ways of circle contribution.</li><li>• Discuss some of the benefits of circle contributions.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about different ways of circle contributions and its benefits.</li><li>• Participants learn to contribute to the circle.</li></ul>

### Graphics

Drawing of a circle meeting with members paying their circle contributions



### Discussion and analysis

What are some of the ways in which circle members contribute?

What are some of the benefits of circle contributions in our community?

*The two questions are nice and create a feeling of community ownership of the project if successfully implemented. Here, the facilitator should consider every method talked about. They could all be useful in one way or the other.*

### Action stage

- Demonstrate the payment of the circle contributions.
- Take part in circle contributions.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books.
- The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Circle, Contribution, Money, Chairman, Treasurer, Secretary etc.

## Numeracy

- 1) If a literacy circle contributes 150,000 Leones in November and 180,000 Leones in December, how much money will the circle contribute altogether?

$$150,000 + 180,000 = \boxed{\phantom{000000}}$$

- 2) If a circle has 500,000 Leones and spend 250,000 Leones, how much money will remain?

$$500,000 - 250,000 = \boxed{\phantom{000000}}$$

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic. If the facilitator finds out that there are areas that were not properly understood, a number of revision exercises should be done.

## Facilitator's note

1. Circle contributions are the efforts circle members make to develop and sustain the circle. They could be in the form of money or something else. Some circles use the contributed money to develop a system for giving loans.
2. Some of the benefits of circle contributions are as follows;
  - It helps the circle members to generate income e.g. giving out loans on an interest basis to members and at times to non-members.
  - It encourages the facilitator when the participants are ready to support him/her.
  - It helps to sustain the circle
  - It holds circle members together
3. Some ways to sustain the circle;
  - Honesty – be honest to circle members
  - Group work – formation of a group to carry out income generating activities
  - Avoiding heavy financial risk
  - Good leadership
  - Proper monitoring mechanism
  - Shared understanding

## MODULE THREE - LITERACY

### 24. Unit One: Days of the week

Topic	Objectives	Expected outcome
Days of the week	<ul style="list-style-type: none"><li>• List the names of the days of the week.</li><li>• Discuss the importance of some of the days to Christianity and Islam.</li><li>• Discuss the importance of the days of the week to people in general.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about days of the week and their importance to different religions and people.</li></ul>

#### Graphics

The facilitator shows flash cards of the days of the week on them



#### Discussion and analysis

What are the names of the days of the week in your local language?

*This gives the participants the confidence to participate more since the lesson starts with a question about the local language in which they are grounded. They will surely say something from their own cultural point of view. The facilitator should compare the days in the local language to days in the English language, in which the adults want to be literate.*

What are the days that are important to some religious groups and why do you think these days are so important?

*It is important to ask open ended questions that allow people to say all that they know rather than asking questions that provide for very limited answers like “yes” or “no”.*

- *How important are the days of the week to the general public?*
- *Who can spell the second day in the week?*

#### Action stage

- Facilitator can easily give reading assignment to the participants to take home after they have finished doing the class reading.

## Reading and writing

- Facilitator explains the meaning of some new words in the topic discussed.
- Facilitator displays flash card and reads out the names of the days of the week written on them and the participants repeat after him/her, e.g. week, days, religious, Thursday, Muslims, Christian and Wednesday.

## Numeracy

- 1) If there are 7 days in a week, how many days are in 3 weeks?

$$7 \times 3 = \square$$

- 2) How many letters are there in the spelling of

Monday  Friday  Saturday

- 3) How many months are in 12 weeks?

$$12 / 4 = \square$$

- 4) If there are seven days in a week, how many days are in 2 weeks?

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic.

## Facilitator's note

1. There are 7 days in the week.
2. There are three religious days in a week.
3. Sunday is the first day of the week.
4. Friday is the religious day for Muslims and Saturday and Sunday for Christians.
5. All days are important to people since they determine the passing of time in our lives.
6. Weekend begins on Friday and ends on Saturday.

## 25. Unit Two: Months of the year

Topic	Objectives	Expected outcome
Months of the year	<ul style="list-style-type: none"><li>Name the months.</li><li>Discuss the importance of some of the months.</li></ul>	<ul style="list-style-type: none"><li>Learning the months and the farming calendar.</li></ul>

### Graphics

Draw a farming calendar

### Discussion and analysis

What are the names of the months in your local language?

*This gives the participants the confidence to participate more since the lesson starts with a question about the local language in which they are grounded. They will be happier to say something from their own cultural point of view. Therefore, the facilitator should start comparing the months in the local language to the months in the English language.*

How do you plan your farming activities? What do you do each month?

*This point should be handled cleverly because there will definitely be disagreement with this questions as people farm differently and at different times. However, there are some generally accepted facts about farming that people can agree on.*

How many days are there in a year?

### Action stage

Facilitator asks a volunteer to name the months of the year.

### Reading and writing

- Facilitator writes out some words related to the topic discussed e.g. months, years, days etc.
- Facilitator reads out the words followed by the participants, and later asks a volunteer to do the same.
- Participants write the words in their copy books while being guided by the facilitator.

### Numeracy

- If there are 12 months in a year, how many months are in 3 years?  $12 \times 3 =$
- If 10 men have 20 eyes, how many eyes do 20 men have?  $10 \times 20 =$
- Which month is the sixth month of the year?
- How many days are in a year?
- If there are 7 days in a week, how many days are in 2 weeks?  $7 \times 2 =$

### Evaluation

The facilitator asks some questions about the discussion.

- What did you not understand about the months of the year?
- Which month is before October?
- Which month comes after October?

- Who can spell the eleventh month of the year?
- The facilitator can create more questions for the participants

### **Facilitator's note**

The facilitator explains to the participants about the months of the year.

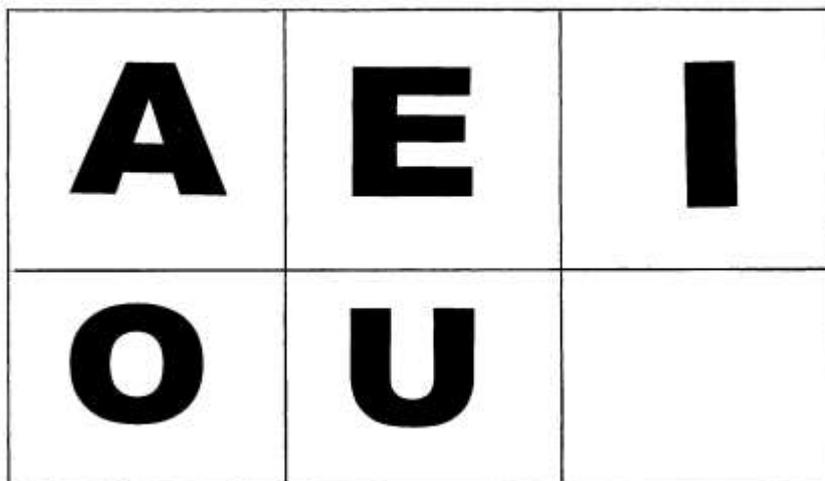
- There are 12 months in a year.
- September, April, June and November have 30 days and all the rest have 31 days except February which has 28 days in a common year and 29 days in a leap year.
- In Sierra Leone there are 6 months of rainy season and 6 months of dry season. The dry season starts in November and ends in April giving way to the rainy season. This changes depending on the climate conditions of the country.
- The rainy season starts in May and ends in October

## 26. Unit Three: Uses of English vowels

Topic	Objectives	Expected outcome
Uses of English vowels	<ul style="list-style-type: none"><li>• Identify English vowels.</li><li>• Discuss the uses of vowels in relation to indefinite articles A and AN.</li><li>• Identify the sounds of some vowels.</li></ul>	<ul style="list-style-type: none"><li>• Knowing the vowels, knowing how to use them and knowing how they sound.</li></ul>

### Graphics

The facilitator shows flash cards showing the English vowels.



### Discussion and analysis

What are the English vowels?

Explain how vowels are used with A and AN.

Match vowel sounds with objects.

### Action stage

- At this stage the facilitator supervises the participants as they write the English vowels in their exercise books. He can also let them identify the vowels they have learned.
- Participants are encouraged to read the English vowels at home.

### Reading and writing

- Facilitator writes some new words e.g. English, Vowels, Umbrella, Egg, Apple, Orange, Ink.
- Participants repeat after the facilitator the different vowel sounds.

A – Apple  
E – Egg  
I – Ink  
O – Orange  
U – Umbrella

## Numeracy

How many letters are there in the words “English” and “vowel”?

$$7 + 5 \quad \square$$

## Evaluation

How many vowels are there in the English language?

The English vowels are: ..... ..

## Facilitator’s note

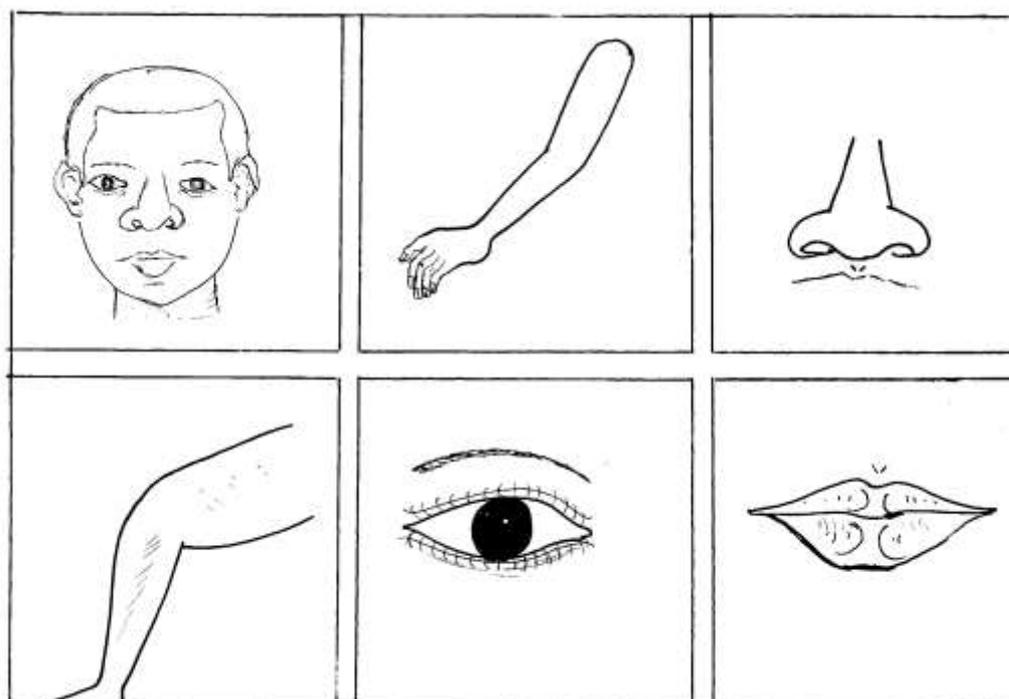
1. There are five vowels in the English alphabet.
2. The five English Vowels are – A, E, I, O, U.
3. We normally write the article **an** before certain nouns starting with vowels e.g. an apple, an egg, an umbrella etc. **An** can also be used with a noun that starts with a consonant if the noun is pronounced as a vowel sound, e.g an hour. Also, a could be used on nouns, if the first letter is a vowel but combined with the following letter give a consonant sound, e.g. a European. This should be taken note of to avoid what is called an induced error. An induced error is one that is instilled in learner during the learning process

## 27. Unit Four: Parts of human body

Topic	Objectives	Expected outcome
Parts of the human body	<ul style="list-style-type: none"><li>• Correctly name some body parts.</li><li>• Discuss their function.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about body parts.</li><li>• Understanding the functions of body parts.</li></ul>

### Graphics

The drawings of the human head, arm, nose, leg, eye and mouth



### Discussion and analysis

What are some of the parts of the human body you know?

*The responses from the literacy participants might not be what the facilitator intends to facilitate. If this is the case, the facilitator should listen to what the participants say. It could be supplementary information to what the facilitator already knows. They may know the names of the body parts in their local languages but to interpret them in English could be a challenge. At this point the facilitator should provide them help for further learning. The mouth, head, legs, eyes, nose and hands could also be mentioned.*

What are the functions of some parts of the human body?

How do we care for some of these body parts?

*The participants will mention different ways of caring for different body parts. This could be additional information to what the facilitator has prepared.*

Why are these body parts important?

*Depending on which parts of the body are discussed, the participants will share different ideas. A professional and well experienced facilitator should let to the participants say all they know. This is because the facilitator too can learn something new; of course he or she learns something new from most session discussions.*

### Action stage

- Facilitator calls on learners one at a time to point out the body parts labeled on the diagram: stating their functions, how to care for the parts and their importance, e.g. the mouth, the head, the legs, the eyes, the nose the hands etc.
- Participants continue studying the discussed body parts at home for familiarity.

### Reading and writing

- The facilitator writes some key words like eat, hold, think, walk, mouth, hand, head, legs etc. The key words might be the names and functions of the discussed body parts.

### Numeracy

- 1) If four men have forty (40) fingers, how many fingers should one man have?

$$40 \div 4 = \square$$

- 2) How many letters do we have in the words “parts of the human body”?

### Evaluation

The facilitator asks questions to find out how well the participants understood the topic. The facilitator can use whatever method of evaluation they find most suitable.

### Facilitator’s note

1. Some of the parts of the human body are: Head, Hand, Foot, Eyes, Stomach, Ear, Mouth, Fingers.
  - **eyes** are meant to see
  - **mouth** is used to talk and eat
  - **head** is used to think and sometimes carry loads
  - **nose** is used to smell and breath air
  - **hands** are used to hold objects and to help in walking
2. It is always important for human beings to clean themselves in order to remain healthy. As the saying goes, cleanliness is next to godliness.

## 28. Unit Five: Simple greetings in English

Topic	Objectives	Expected outcome
Simple greetings in English	<ul style="list-style-type: none"> <li>• Discuss the three times of day for greetings in English.</li> <li>• Discuss the importance of greetings in English.</li> <li>• Explain how to greet a male and a female in English.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing the three times of day for greetings in English.</li> <li>• Knowing how to use English greetings.</li> </ul>

### Graphics

Drawing of two people greeting in English in the morning, afternoon and evening hours.



**Good morning Sir.**

**Good morning Madam.**

**Good afternoon Sir.**

**Good afternoon Madame.**

**Good evening Sir.**

**Good evening Madame.**

### Discussion and analysis

What are the times of day for greetings in your language?

*It is always good to make reference to participants' own languages because it helps them make comparisons between their language and English. This will go a long way in the improvement of their learning through what is referred to as comparative learning.*

What are the different times of day for greetings in our traditional society and in English?

What is the importance of greetings in your culture and in English?

How do you greet a male and female at different times of day?

### Action stage

- Facilitator organizes the participants to demonstrate simple greetings in English at all stages.  
Good morning, Good afternoon, Good evening: Mary John Sir
- Participants should practice simple greetings in English at community level.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g.

Greeting      English      Male      Female      Culture      Hand

## Numeracy

How many letters are there in each of the following key words?

Male =

Good =

Morning =

## Evaluation

The facilitator asks questions to find out how well the participants understood the topic. This could be done by other means as well, depending on the creativity of the facilitator.

### Facilitator's note

1. Greeting in English is an act of two people appreciating each other at different times of the day.
2. There are three times of day for simple greetings in English;  
Good morning Mary                      Good morning John  
Good afternoon Madam                      Good afternoon Sir  
Good evening sister                      Good evening brother
3. One of the values of simple greetings in English is that they help make contact with people.
4. It also indicates the existence of good relationships among people.

## 29. Unit Six: Requests and commands

Topic	Objectives	Expected outcome
Requests and commands	<ul style="list-style-type: none"><li>Follow simple requests and commands in English.</li><li>Identify simple requests and commands in English.</li></ul>	<ul style="list-style-type: none"><li>Knowing how to give simple requests and commands.</li><li>Carry out simple requests and commands.</li></ul>

### Graphics

The facilitator shows flash cards of simple requests and commands on them

**GO STOP JUMP**  
**COME WRITE PUSH**

### Discussion and analysis

What are requests and commands?

Who can identify one request and one command on this flash card?

When do we use requests?

Why do we use commands?

### Action stage

- Learners engage in demonstrating how to give and carry out simple requests and commands.
- Facilitator could also show on the flash card simple requests and commands for participants to identify, e.g. Go, Please, Come, Stand, Run, Walk.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. please, come, jump, come and relax.

### Numeracy

How many letters are there in the words of command and request?  $7 + 11 =$

### Facilitator's note

- Command is an order or directive from someone, e.g. Go out, Sit down, Fetch me, Get out, Go to school.
- Request is asking politely, e.g. Will you please lend me your pen? Can I help you please? Can you direct me please?

### 30. Unit Seven: Tenses of verb

Topic	Objectives	Expected outcome
Tenses of verb	<ul style="list-style-type: none"><li>• Discuss the three basic verb tenses.</li><li>• Identify some verb tenses.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about tenses of verbs.</li><li>• Use tenses correctly in simple sentences.</li></ul>

#### Graphics

The facilitator shows flash cards of three basic tenses of verb on them

**PRESENT      PAST**

**FUTURE**

#### Discussion and analysis

What is a verb?

*The facilitator should be professional enough to present his/her questions in a way that does not confuse the participants. This means that the facilitator should make sure that the meaning of a verb has been taught to the participants. Remember that this lesson is not about the meaning of verbs but about the tenses of verbs. Which means, asking “what is a verb” serves as prerequisite to the introduction of tenses of verbs.*

Who can give some examples of verbs?

What are the basic verb tenses you know?

#### Action stage

- Facilitator displays the flash cards for participants to identify the three basic tenses of verbs, e.g. The present – Go,      The past – Went,      The future – Will go
- Some demonstrations of verbs could be done in the class for the participants to learn more about tenses.

#### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g.

go – went – will go

stand – stood – will stand

eat – ate – will eat

write – wrote – will write

come – came – will come

#### Numeracy

How many letters are there in both the “verb” and “tense”?  $4 + 5 =$

## **Evaluation**

At this stage, the facilitator asks questions on some of the verb tenses already discussed.

What are the past tenses of the following verbs, e.g. go and sit.

### **Facilitator's note**

1. Verbs are action words, e.g. Sit, Eat, Go.
2. Here are some examples of verbs and their tenses;

<b>Present Tense</b>	<b>Past Tense</b>	<b>Future Tense</b>
Go	Went	Will go
Sit	Sat	Will sit
Eat	Ate	Will eat
Ring	Rang	Will ring
Sing	Sang	Will sing
Drink	Drank	Will drink

### 31. Unit Eight: Singular and plural

Topic	Objectives	Expected outcome
Singular and plural	<ul style="list-style-type: none"><li>To discuss the meaning of singular and plural.</li><li>To discuss the uses of singular and plural nouns.</li></ul>	<ul style="list-style-type: none"><li>Participants use singular and plural nouns correctly.</li></ul>

#### Graphics

The facilitator shows flash cards stating some singular and plural nouns for the participants. The discussion starts from there.

<b>SINGULAR</b>	<b>PLURAL</b>
<b>Boy</b>	<b>Boys</b>
<b>Man</b>	<b>Men</b>
<b>Girl</b>	<b>Girls</b>
<b>Woman</b>	<b>Women</b>

#### Discussion and analysis

What is the meaning of singular?

What is the meaning of plural?

When do we use singular?

When do we use plural?

The participants might not be able to answer correctly, depending on their level of understanding.

#### Action stage

- The facilitator asks the participants to identify singular and plural nouns on the flash cards.
- Participants go on practicing the formation of singular and plural nouns.

#### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Singular, Nouns, Plural, One, Two, More, House, Houses, Book and Books.

#### Facilitator's note

- Singular means one.
- Plural means more than one.
- To form the plural of some nouns, you add "s", e.g. if you add "s" to a boy, it becomes boys. This indicates that there are more than one boy that is referred to.
- The singular form does not have the "s". e.g. if you remove "s" from boys, it becomes a boy. This shows that it is only one boy that is referred to.
- Noun is a word that names something, e.g. Bo, Joseph, Goat, Chair, Love and Hatred.
- Singular means one.

## 32. Unit Nine: Self-introduction

Topic	Objectives	Expected outcome
Self-introduction	<ul style="list-style-type: none"><li>• Define what is self-introduction.</li><li>• Discuss the importance of self-introduction.</li><li>• Identify the basic steps in self-introduction.</li></ul>	<ul style="list-style-type: none"><li>• Knowing more about self-introduction.</li><li>• Being able to introduce themselves correctly.</li></ul>

### Graphics

Drawing of a teacher introducing himself to learners



### Discussion and analysis

What is self-introduction?

Why is it important to introduce yourself?

What are the basic steps in self-introduction?

The facilitator should note that there is no right or wrong way to introduce oneself.

### Action stage

- The participants introduce themselves to one another and practice self-introduction.

### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. Self, Introduction, Important, Advantage, Disadvantage, Name.

### Numeracy

- 1) If 50 men are in a meeting and 10 introduce themselves, how many will remain not introduced?

$$50 - 10 = \square$$

### Facilitator's note

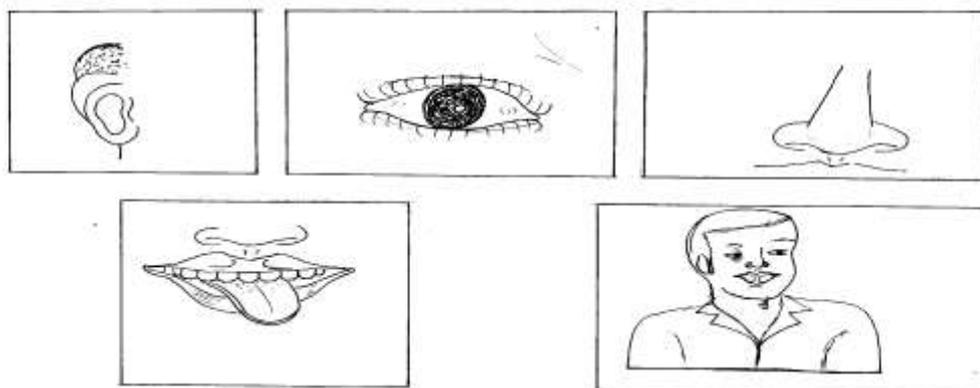
Self-introduction means that an individual gives basic information about himself or herself to others when meeting them for the first time. This could include telling the name, address, occupation etc.

### 33. Unit Ten: Five common senses

Topic	Objectives	Expected outcome
Five common senses	<ul style="list-style-type: none"><li>Name the five senses.</li><li>Discussed the importance and functions of the five senses.</li></ul>	<ul style="list-style-type: none"><li>Knowing more about the five senses and their importance.</li></ul>

#### Graphics

The facilitator draws the organs of the five senses for the participants to copy in their books.



#### Discussion and analysis

What are the five senses?

Can you state some of their functions?

#### Action stage

- Facilitator organizes the participants in groups to draw the five senses on flash cards.

#### Reading and writing

- The facilitator writes out some words related to the topic discussed and the participants write them in their books. The facilitator reads out the key words from the topic, and the participants repeat after him/her, e.g. eye, nose, ear, tongue, body.

#### Numeracy

1) How many key words are listed above?

2) If the number of letters in ear, is added on the number of letters in tongue, how many letters will there be altogether?

#### Facilitator's note

The five senses are:

- Eye** – sense of sight
- Ear** – sense of hearing
- Tongue** – sense of taste
- Nose** – sense of smell
- Body** – sense of touch

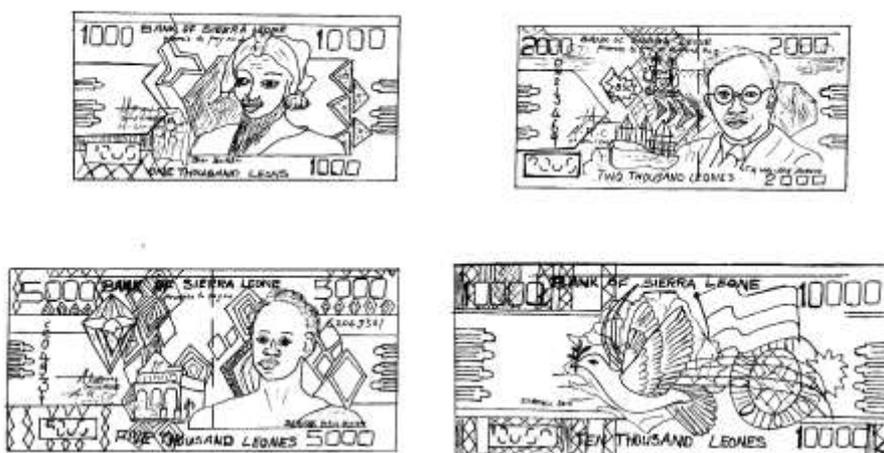
# MODULE FOUR – NUMERACY

## 34. Unit One: Money

Topic	Objectives	Expected outcome
Money	<ul style="list-style-type: none"> <li>• Discuss the meaning of money.</li> <li>• Discuss the uses of money.</li> <li>• Differentiate among the different types of note of Leone.</li> <li>• Discuss some of the sources of money.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what money is, its uses and importance.</li> <li>• Knowing on different Leone notes.</li> <li>• Knowing some sources of money.</li> </ul>

### Graphics

Facilitator draws diagrams showing the different type of notes (money) on the ground



### Discussion and analysis

At this point, the facilitator looks back at his/her set objectives and directs his/her discussion questions to them. The facilitator should not be guided to go out of the subject context. If he or she does so, the facilitation objectives will not be achieved. Therefore, the discussion and questions should be directed to the objectives of the topic.

What do you understand by the word money?

How do we use money?

*This question is good for the facilitator to diagnose the different ways participants use money, bases on which he/she can help later in the discussion about good uses for money).*

What is the importance of money to you?

*This lets the facilitator know what the participants think of the importance of money. The facilitator can at this point explain further the importance of money which participants might internalise and begin to practice - like payment of school fees which makes children get educated and become self-reliant. As discussion proceeds, the facilitator writes down basic facts and information revealed by the participant. This helps with building of the facilitator's note at the end of the lesson.*

What are the different types of Leone monetary units?

How do we differentiate between the types of Leone notes based on colour and figures? For example, 500 Leones, 1000 Leones?

### Action stage

- This stage could be implemented in various ways depending on the topic under discussion. For this topic, money, the facilitator could draw different monetary units of the Leone and ask participants to identify them one at a time. Flash cards could also be used to identify the different notes and coins.
- Participants could practice identifying different monetary units of the Leone in their homes and in their different business transactions.

### Reading and writing

- The facilitator can use any method to inspire reading and writing on the topic, e.g. Money, change, school, expenses, Leones etc. These could be written in an exercise book and read aloud, if possible, one participant at a time under the supervision of the literacy facilitator. These words could also be used in simple sentences, e.g. I have money, I want to pay my house rent.

### Numeracy

- 1) 1) If 20 of 5,000 Leones notes give you 100,000 Leones, how many 5,000 Leones notes will give you the sum of 200,000 Leones?

$$200,000 \div 5,000 = \boxed{\phantom{000}}$$

- 2) If Mr. Kabba gives 50,000 Leones to five participants and they share the money equally, how much will each participant receive?

- 3) If a bag of rice costs 50,000 Leone, what is the cost of 6 bags of rice?

$$50 \times 6 = \boxed{\phantom{000}}$$

### Facilitator's note

The facilitator should be aware that he/she deals with adults who are educated but who are not able to read and write (they are illiterate) and therefore should be careful about what factual information to share with them and consider how the factual information will benefit them in their daily life. The facilitator could make his/her note in the following way;

- Money is a medium of exchange that is used in all business transactions.
- The money/currency used in Sierra Leone is called "Leone"
- Money should be spent well so that it benefits people
- Money can achieve many things in life for you
- With money you can pay the fees of your children in school
- With money you can cure the sicknesses of your children
- With money you can provide food for your children
- There are many sources of money including, but not limited to
  - Business
  - Monthly payment for different work
  - Farming etc.

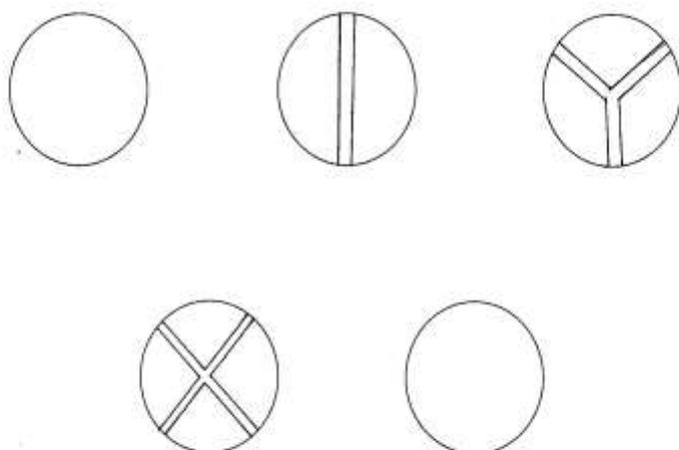
***Money is the source of all evils and therefore one has to be careful about it.***

## 35. Unit Two: Fraction

Topic	Objectives	Expected outcome
Fraction	<ul style="list-style-type: none"> <li>• Discuss the meaning of fraction.</li> <li>• Identify some types of fraction.</li> <li>• Discuss the use and importance of fraction.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing the use of fractions.</li> <li>•</li> </ul>

### Graphics

The facilitator shows flash cards of fractions on them



### Discussion and analysis

What is fraction?

*Participants might not directly provide answers to this question but might tell their own local ways in which they divide a whole. As a trained facilitator, you should link your questions to local practices which would then be connected to what you are driving at in the session) E.g. When you want to share an orange among three people how do you do that? The answer they provide will give you the direction to move towards until you link them up to the concept of fraction.*

Name two types of fractions that you know?

*The participants might not be able to name the types of fraction, but might describe them in practice. It is now the responsibility of the facilitator to tell them the differences between the types of fraction and to describe them in practice, e.g. proper, improper and mixed fractions.*

What are some of the uses of fraction?

Why is fraction important?

The questions are designed to help achieve the objectives set and therefore should be connected to the objectives. The facilitator takes notes of the basic information revealed by the participants during the course of discussion. This will be an addendum to facilitator's note.

### Action stage

- Facilitator uses flashcards indicating the types of fractions to be identified and named by the participants.

- Participants can continue practicing the uses of different fractions in their daily activities at home.

### Reading and writing

- The key words that were written on the chalkboard during discussion could be read out to participants at this point, for them to be familiar with the pronunciation and spelling of the words, especially in the case that the words are new to the participants. The participants can also write the words in their exercise books for home practice. If some of the words are difficult to pronounce, the facilitator could put them in syllables to ease the pronunciation, e.g. frac – tion, in - pro - per. An attempt could be made to fully pronounce them when the participants are familiar with pronouncing their syllabic forms. More words could be added depending on the creativity of the facilitator.

### Numeracy

- 1) If one banana is equally shared between two learners, what will be the share for one learner?
- 2) If thirty cups of rice are shared among 6 learners in a circle, how many will each learner receive?
- 3) If one orange is equally shared among four children, what fraction of the orange will each child get?

### Evaluation

At this stage the facilitator finds out what the learners understood and what they did not understand by asking them questions or by other means.

If he/she finds out that there are areas not properly understood, a number of revision exercises could be done to throw more light on the grey areas.

### Facilitator's note

1. The facilitator builds some literature on the topic for participants to learn at home. Fraction is a part of a whole number or object, e.g. orange divided into 4 parts 

Practical ideas of fractions

$$\frac{1}{2} \quad \text{⊙} \quad \frac{1}{4} \quad \text{⊕} \quad \frac{1}{8} \quad \text{⊗} \quad \frac{1}{3} \quad \text{⊘}$$

2. Fractions are important in our community because they make it possible for whole numbers or objects to be divided equally into smaller segments among two or more people.
3. Fraction is important because, it operates with the 4 basic mathematical signs;

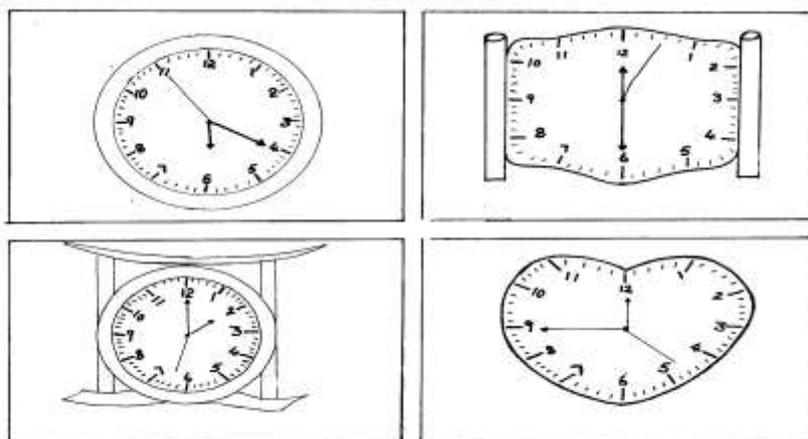
Plus (+)    Minus (-)    Multiplication (x)    Division (÷)

### 36. Unit Three: Telling time

Topic	Objectives	Expected outcome
Telling time	<ul style="list-style-type: none"> <li>• State some of the uses of time.</li> <li>• Discuss the uses of the hands of a clock (the long and the short) in telling what the time is.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing the uses of time.</li> <li>• Knowing the role of the hands of the clock in how to tell time.</li> </ul>

#### Graphics

Drawings of clock faces showing the hour, minute and second hand with numbers one to twelve



#### Discussion and analysis

What are some of the uses of time?

*With this question, the facilitator should modify the questions so that they reflect the uses of time of the participants in their daily activities, which usually are farming and other community business related activities. With this discussion, the issue of farming schedule could result into thorough discussions which could be more beneficial and interesting to the literate participants. Some possible answers could be that time is used to plan our activities at home and on our farms. This is true because, for all farm activities there are times fixed as to when to do them and for how long they should be done, e.g. 6:00 am - 7:00 am people go to the farm to work and return at about 6:00 pm depending on the type of farm work they practice.*

What are some of the important aspects of time?

*Different ideas will be presented here including: knowing the time is beneficial for planning daily activities, for knowing when to go to work and when to return from work etc.*

How do the long and short hands of the clock help in learning time?

*After the facilitator has got the participants' ideas about this question, he/she should tell them the role of the hands of the clock. That is, the short hand tells the hours and the long hand tells the minutes. Additional information could be added to make learning easier.*

#### Action stage

- Facilitator draws two or three clock faces on flash cards, indicating different times and asks participants to tell them.
- Participants could continue this practice in their homes.

## Reading and writing

- Facilitator writes useful words for participants to read and copy in their exercise books, e.g. second hand, minute hand, clock, hour, seconds, minutes and day. More reading is possible here. Remember you do not have to bore them with too much of anything during the process.

## Numeracy

- 1) If Mr. Abu left Ngalu at 12:00 p.m. and arrives at Yengema at 1:30 p.m., how many hours did the journey take?

$$1:30 - 12:00 \quad \boxed{\phantom{00}}$$

- 2) If the circle starts at 8:00 a.m. and ends at 10:00 a.m., how long did the circle take?

$$8:00 - 10:00 \quad \boxed{\phantom{00}}$$

- 3) If the clock's hour hand points at 12 and the minute hand points at 11 what is the time?

## Evaluation

Evaluation could be done in different ways depending on what the facilitator wants to check. He/she can ask questions about what has been discussed or it could be done in some other ways. It is all about finding the participants' level of understanding of what has been facilitated. Some of the questions for evaluating their levels could be;

- How many hours are there in 80 minutes?
- How many hours are there in two days?
- How many seconds are there in two minutes?

## Facilitator's note

1. Community activities and businesses are planned based on time
2. Festivals and other traditional activities are planned on time.
3. Time is important because religious activities are performed at scheduled times.
4. Government, schools, CBO, NGO etc. institutions run on scheduled time.
5. The hands of the clock help us learn about hours and minutes.

60 Seconds = One Minute

60 Minutes = One Hour

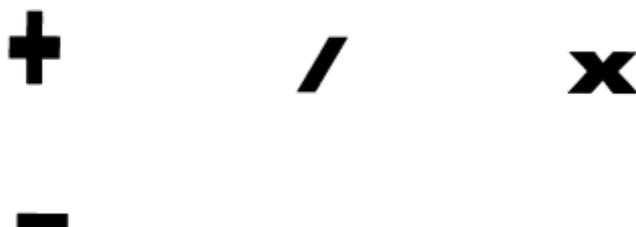
24 Hours = One Day

## 37. Unit Four: Basic mathematical signs

Topic	Objectives	Expected outcome
Basic mathematical signs	<ul style="list-style-type: none"><li>• Identify the four basic signs used in mathematics.</li><li>• Discuss the uses of the basic signs in mathematics.</li></ul>	<ul style="list-style-type: none"><li>• Knowledge gained on the basic signs in mathematics.</li><li>• Gained knowledge on the uses of the basic mathematical signs.</li></ul>

### Graphics

The facilitator shows flash cards of basic mathematical signs or draws the signs on the blackboard or on the ground.



### Discussion and analysis

What are the basic signs used in mathematics?

*The facilitator could ask the participants about the name and sign of adding, subtracting, multiplying and dividing in their mother tongue. After the facilitator have got knowledge of the participants' own way of saying things, you can then link those to the topic under discussion, basic signs of mathematics.*

Why do we use the basic mathematics signs?

Which sign do we use to divide?

*After the facilitator shall have got the participants' understanding for using basic mathematical signs and which signs are used for what purpose, he/she then looks at each of the basic signs and tells the participants their function. (+) to add, (-) to take away, (÷) to cut into and (x) to double either once twice thrice, as the case may be.*

For every discussion, the facilitator should take note of relevant information that is necessary for participants to be aware of. This could be done at the end of the discussion period.

### Action stage

- Facilitator might display a flashcard of the different mathematical signs to the participants. He/she calls participants to pick up one sign and tell the name to others and also tell the use of the sign.
- The facilitator might give participants homework relating to basic mathematical signs.

### Reading and writing

- Facilitator writes out new words from the topic for the participants to read and write in their books, e.g. mathematics, basic, sign, addition, add, division, divide, subtraction, subtract, multiplication, multiply. There could be more words depending on how the facilitator thinks they are useful for the learning of the literate participants.

## Numeracy

Facilitator sets out mathematical problems using some of the basic signs.

- 1) If you have 10,000 Leones and your father gives you 10,000 Leones, what sign will you use to add the two figures?

- 2) What will be the correct answer for the following?

$$\begin{array}{r} 10 \\ + 15 \\ \hline \end{array} \quad \begin{array}{r} 19 \\ - 10 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ \div 5 \\ \hline \end{array}$$

- 3) If there are two facilitators per circle, how many facilitators will there be in 50 circles?

$$2 \times 50 = \boxed{\phantom{00}}$$

- 4) If there are 25 participants in circle 'A' and 15 learners in circle 'B', how many participants will there be in circles A and B?

$$25 + 15 = \boxed{\phantom{00}}$$

Facilitator can bring in more problems with the basic signs. But remember, do not bore the participants as that might discourage them from continuing the session.

## Evaluation

The facilitator at this stage asks the participants questions based on the topic. This is done in order to find out the grey areas of knowledge for improvement.

### Facilitator's note

1. The basic mathematical signs are very important in our lives
2. We use them frequently in our daily activities.
3. The basic mathematical signs are;

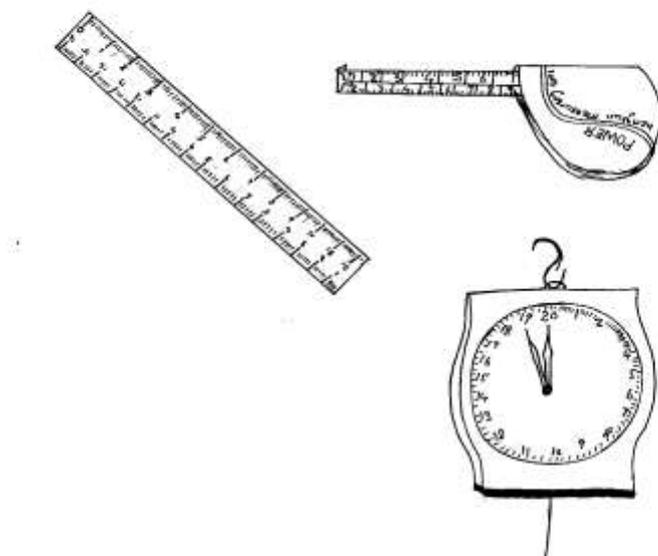
+	Plus	or	Addition
-	Minus	or	Subtraction
÷	Divide	or	Division
x	Product	or	Multiplication

### 38. Unit Five: Measurement of weight and length

Topic	Objectives	Expected outcome
Measurement of weight and length	<ul style="list-style-type: none"> <li>• Discuss the importance of understanding weight and length.</li> <li>• Identify some tools required in measuring weight and length.</li> <li>• Discuss the situations where the knowledge of weight and length is useful.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge on the importance of weight and length</li> <li>• Understanding of some measuring tools and situations where knowledge of weight and length are useful.</li> </ul>

#### Graphics

Drawings of commonly used measuring instruments.



#### Discussion and analysis

What do you benefit if you have knowledge about measuring weight and length?

*It is good for the facilitator to understand that different benefits will be portrayed by the participants depending on their different engagements. A cocoa producer might say that the weight of his/her cocoa product has to be known so that he/she can calculate the quantity of money he/she should get from a sale. A farmer might say that if he/she gets a clear idea about his farm's dimensions, he/she can estimate his/her overall harvest. These are possible answers depending on the situation of the participants. The facilitator tries to give some general benefits and later connect them to individual specific benefits.*

What are some of the tools for measuring weights and lengths?

*The participants tell about their own tools. It is possible that they have some other tools, different from what the facilitator knows already. The facilitator will later tell the modern measuring tools he/she knows about. This helps enrich the knowledge of the literate participants.*

What are the situations in which the knowledge of weight and length are useful?

#### Action stage

- Facilitator organizes the participants to demonstrate the measurement of the length and weight of some objects at circle level. This usually helps participants to digest the information better.

- The participants should do more home practice on measurement of weight and length to make them more familiar with it.

### Reading and writing

- The facilitator usually writes down some difficult and strange words from the discussion. This could be read out for participants to repeat after the facilitator, e.g. Weight, Length, Measure, Ruler, Measuring, Tape, Scale, Bag, cocoa. Participants will later write them in their exercise books and continue to read them at home to get familiar with them.

### Numeracy

- 1) If a bag of rice is 50kg, what will be the total weight in kg of 5 bags of rice?

$$50 \text{ kg} \times 5 = \boxed{\phantom{000}}$$

- 2) If one foot consists of 12 inches, how many inches are there in 3 feet?

### Evaluation

At this stage, the facilitator asks question related to the topic to find out the level at which the participants have understood the topic. This could be done in many different ways.

### Facilitator's note

1. Measurement is the process of discovering the correct weight or length of an object or a distance.
2. Tape, ruler, line, and scale are some tools used to measure either the length or the weight of an object or distance.
3. One importance of measuring the weight and the length of an object is that it clarifies correct quantity and distance.

### 39. Unit Six: Simple and complex additions

Topic	Objectives	Expected outcome
Simple and complex addition	<ul style="list-style-type: none"><li>• Discuss what simple and complex additions are.</li><li>• Identify the difference between simple and complex addition.</li></ul>	<ul style="list-style-type: none"><li>• Gain knowledge on simple and complex addition.</li><li>• Use of simple and complex addition in daily life.</li></ul>

#### Graphics

The facilitator shows the flash cards of simple and complex additions

$$2 + 1 = 3$$

$$1 + 4 = 5$$

$$1 + 1 = 2$$

$$3 + 2 = 5$$

#### Discussion and analysis

What do you understand by the term simple addition?

What do you understand by the term complex addition?

What are the differences between simple and complex additions?

#### Action stage

- At this stage the facilitator organizes the participants to practice simple and complex additions on the blackboard. Participants incorporate these types of addition in their daily life activities and help other community members do so as well.

#### Reading and writing

- Facilitator writes the useful words from the topic below and the participants copy in their books. The facilitator reads the words and participants repeat after him/her, e.g. Simple, Addition, Complex, Flash Card, Chalk, Black-board.

#### Numeracy

1) Simple addition

$6 + 7 = \square$

$7 + 6 = \square$

2) Complex addition

$28 + 17 = \square$

$45 + 70 = \square$

#### Facilitator's note

1. Addition means putting numbers together.
2. Addition is a mathematical sign.
3. Two types of additions are;

horizontal  $6 + 7 = \square$  and vertical 
$$\begin{array}{r} 10 \\ +15 \\ \hline \end{array}$$

## 40. Unit Seven: Simple and complex subtractions

Topic	Objectives	Expected outcome
Simple and complex subtraction	<ul style="list-style-type: none"><li>• Discuss what simple and complex subtractions are.</li><li>• Identify the difference between simple and complex subtractions.</li><li>• Discuss the types of subtraction.</li><li>• Identify the sign of subtraction.</li></ul>	<ul style="list-style-type: none"><li>• Knowledge gained on the topic discussed.</li><li>• Using simple and complex subtractions in daily life.</li></ul>

### Graphics

The facilitator shows the flash cards of simple and complex subtractions

$$2 - 1 = 1$$

$$8 - 4 = 4$$

$$6 - 3 = 3$$

$$\begin{array}{r} - 21 \\ - 13 \\ \hline 8 \end{array}$$

$$\begin{array}{r} - 48 \\ - 19 \\ \hline 29 \end{array}$$

$$\begin{array}{r} - 55 \\ - 26 \\ \hline 29 \end{array}$$

$$\begin{array}{r} - 62 \\ - 34 \\ \hline 28 \end{array}$$

### Discussion and analysis

What do you understand by the term simple subtraction?

What do you understand by the term complex subtraction?

What is the difference between simple and complex subtraction?

What is the sign used to subtract?

### Action stage

- Facilitator arranges participants to do some subtraction exercises on the blackboard.

### Reading and writing

- Facilitator writes the key words from the topic below and the participants copy in their books, e.g. Simple, Subtraction, Complex, Chalk, etc.

### Numeracy

1) Simple subtraction

$$9 - 7 = \square$$

$$8 - 5 = \square$$

2) Complex subtraction

$$32 - 17 = \square$$

$$45 - 22 = \square$$

### Facilitator's note

1. Subtraction means to take away.
2. We do subtraction to reduce the number or things.
3. We subtract one number from the other. Smaller numbers are subtracted from bigger ones.

## 41. Unit Eight: Division of two digit numbers by one digit number

Topic	Objectives	Expected outcome
Division of two digit numbers by one digit number	<ul style="list-style-type: none"><li>• Discuss division of two digit numbers by one digit number.</li><li>• Solve problems involving division of two digit numbers by one digit number.</li></ul>	<ul style="list-style-type: none"><li>• Knowing the division of two digit numbers by one digit number.</li></ul>

### Graphics

The facilitator prepares flash cards with divisions of two digit numbers by one digit number

$$24 \div 4 = 6$$

$$38 \div 2 = 19$$

$$42 \div 7 = 6$$

### Discussion and analysis

What is your understanding of division of two digit numbers by one digit number?

How do you solve sums involving division of two digit numbers by one digit number?

### Action stage

- Facilitator and learners solve some problems involving division of two digit numbers by one digit number.
- This can be repeated to ensure that learners know how to solve some of these kinds of problems by themselves.

### Reading and writing

- Facilitator writes relevant words on the blackboard and the participants read and copy in their books, e.g. Division, Sign, Digit, Numbers, Equal.

### Numeracy

$26 \div 2 = \square$

$30 \div 2 = \square$

$66 \div 2 = \square$

$78 \div 2 = \square$

$92 \div 2 = \square$

$48 \div 2 = \square$

$20 \div 5 = \square$

### Facilitator's note

1. Division means sharing into equal parts, e.g. 48 eggs shared between 2 people.
2. A digit is one number e.g. 0, 2, 3, 4, 5
3. Two digits are two sets of numbers e.g. 99 and 10.

## 42. Unit Nine: Identification and writing of numbers from 100 – 1000

Topic	Objectives	Expected outcome
Identification and writing of numbers from 100 – 1000	<ul style="list-style-type: none"><li>• Identify numbers from 100 – 1000</li><li>• Write numbers from 100 – 1000</li></ul>	<ul style="list-style-type: none"><li>• Identify numbers from 100 – 1000</li><li>• Write numbers from 100 – 1000</li></ul>

### Graphics

The facilitator shows the flash cards of numbers from 100 – 1000 to the participants.

100	600
200	700
300	800
400	900
500	1000

### Discussion and analysis

Who can tell any number between 100 - 1000?

Who can write out numbers between 100 – 1000?

Why is it important to understand and be able to write these numbers?

### Action stage

- Facilitator puts the participants in groups to identify and write out some numbers from 100 – 1000.
- Facilitator gives homework to participants on the topic.

### Reading and writing

- Facilitator asks the participants to read the key words after him/her and later copy them into their notebooks, e.g. Number, Hundred, Thousand etc.

### Numeracy

- 1) How many hundreds are there in six hundred?
- 2) If eight hundred is equally shared among two groups, what would be the share of one group?
- 3) If the answer to the previous question is multiplied by six, what will be the result?
- 4) How many tens are there in a thousand?

### Facilitator's note

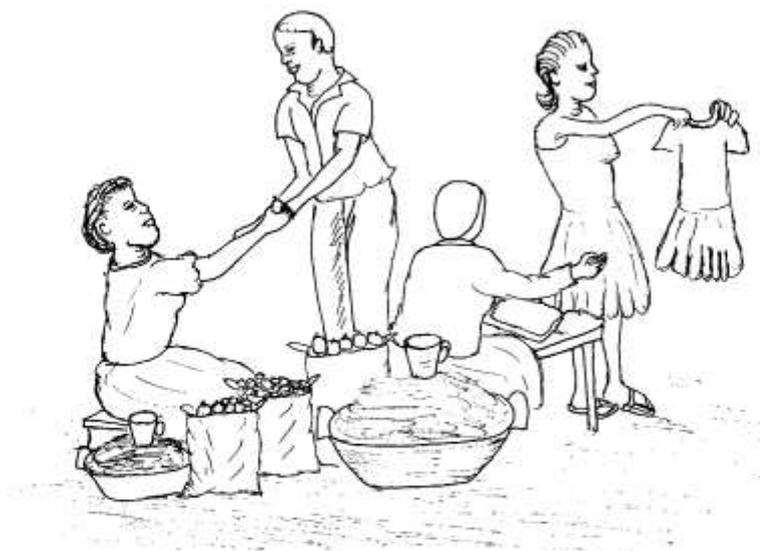
1. The three digit numbers represent hundred.
2. The four digit numbers represent thousand.
3. The hundred and thousand are not the same figure. Ten hundreds make one thousand.

### 43. Unit Ten: Profit and loss in business

Topic	Objectives	Expected outcome
Profit and loss in business	<ul style="list-style-type: none"> <li>• Discuss what business is.</li> <li>• Discuss what profit is in business.</li> <li>• Discuss what loss is in business.</li> <li>• Discuss how to prevent loss in business.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing how to make profit and prevent loss in business.</li> <li>• Use the gained knowledge in their daily business.</li> </ul>

#### Graphics

Facilitator draws diagrams of someone conducting business



#### Discussion and analysis

What do you understand by business?

*Participants are likely to contribute different ideas regarding the concept of business. Some might look at it from the point of view of local context, national etc. But the facilitator can always have a point at which he/she adapts the ideas of the participants into a general point of view. This helps the participants build unique ideas about what a business really is.*

What do you understand by profit in business?

What is capital?

How can we avoid loss in business?

Who is a good businessman/woman?

#### Action stage

- At this stage the facilitator organizes the participants into groups to demonstrate a simple business transaction setup.
- Together with the participants, the facilitator might initiate a small group business through which participants can learn more.

## Reading and writing

- Facilitator writes out key words from the discussed topic that the participants copy into their exercise books.
- Facilitator reads out these key words and participants repeat them after him/her. This could be done several times.
- Participants volunteer to read out these words and the others repeat the words.
- The reading of these words should be done repeatedly until facilitator is convinced that the participants have pronounced the words properly. Example of key words could be: Business, Profit, Loss, Capital, Market, Produce, article, Merchant, Shop, Store etc.
- Facilitator can come out with more words depending on his/her creativity.

## Numeracy

- 1) If Mr. Boima has a business capital of 500,000 Leones and buys several articles and sells them in the market for 625,000 Leones, how much profit will he make after sales?

$$625,000 - 500,000 = \boxed{\phantom{000000}}$$

- 2) If Aunt Janet buys 50 gallons of oil at 600,000 Leones and later sells the oil for 700,000 Leones, what will be the position of her business in terms of profit and loss?  $\boxed{\phantom{000000}}$

- 3) A woman buys 20 bags of gari at 45,000 Leones each, what is the total cost of the gari?

$$45,000 \times 20 = \boxed{\phantom{000000}}$$

- 4) Mr. Duramani bought some dresses (when prices were high) at 1,000,000 Leones and after a period of one month he sold them for 780,000 Leones. What is his total loss?

$$1,000,000 - 780,000 = \boxed{\phantom{000000}}$$

## Evaluation

Facilitator asks several questions based on the topic so as to determine the level of understanding of the participants.

### Facilitator's note

1. The primary objective of business is to make profit.
2. We need a good capital to start a good business.
3. It is good to carry out a market survey before starting a business.
4. Sometimes business is liable to loss.
5. We should always try to avoid loss in our business by not crediting customers, paying ourselves, spending unnecessarily etc.
6. The good quality of the product determines the profit.
7. Sometimes the source/production of the goods can have positive or negative effect on the business.
8. Community development can be achieved by promoting good business ventures.

# ADDITIONAL INFORMATION FOR COMMUNITY STUDIES

## 1. HIV/AIDS

### **HIV transmission**

AIDS is an autoimmune disease that is caused by the Human Immunodeficiency Virus (HIV, HI virus) and resides in bodily fluids such as blood, semen, urine, feces and vaginal lubrication. A person can contract the disease in several ways. One of the most common ways to contract the disease is through unprotected sexual intercourse with an infected person. A person can also contract the disease through sharing medical needles with an infected person. AIDS can also be contracted from a blood transfusion with infected blood. A baby born to an HIV-positive mother can contract the disease from the birth canal or through breastfeeding. All of the ways of contraction have one thing in common. They require bodily fluids from an infected person to enter the body of an unaffected person. It can happen through a cut in the skin or in a bodily cavity. It can also be contracted through oral, anal, or vaginal sex. If a person is infected with the HI virus, they are capable of transmitting it to another person even if their test has returned negative.

### **Incubation period of AIDS**

It takes the body up to 10 years or more to develop AIDS; with current treatments, this time frame is believed to be growing in length. The onset of AIDS is the first time many people notice symptoms of the HIV infection. During this incubation period, HIV is destroying the body's T-cells (cells that fight off infection in the body). A person is able to transmit HIV to others before an AIDS diagnosis.

The incubation period can vary from person to person, depending on how fast the body builds up antibodies to the virus. Although symptoms may not appear for years, there are different tests that can be performed to shorten the incubation period for HIV.

### **HIV Window Period**

HIV causes the development of AIDS. The immune system has been damaged badly by the virus and a person succumbs to the disease. In the window period a person may not be detected with HIV infection but the fact is that he/she has been infected by the HIV. Initially in HIV window period, the virus cannot be detected but after repeating some tests we get the positive result.

The window period occurs between the beginning of HIV infection and the demonstration of detectable antibodies to the virus. The window period is usually three to four weeks. Nevertheless, it can be even longer than that. The blood tests performed during the window period may provide false negative results. Antibodies become detectable by four or six weeks after HIV infection. This four to six weeks' period is known as a window period.

It means that even though the virus resides in blood, there are no detectable antibodies in the blood of a person. In such circumstances the tests wrongly exhibit that the person has not been infected with HIV. It does not mean that a person can unknowingly spread out the infection to other people. People, who are exposed with high risk behavior, are advised to go for repeat test after three to six months. Moreover, they are advised to practice safe sex - using condoms while having sex.

### **Signs and Symptoms**

The symptoms of HIV and AIDS vary, depending on the phase of the infection.

#### *Primary infection*

The majority of people infected by HIV develop a flu-like illness within a month or two after the virus enters the body. This illness, known as primary or acute HIV infection, may last for a few weeks. Possible symptoms include:

- Fever
- Muscle soreness
- Rash
- Headache
- Sore throat
- Mouth or genital ulcers
- Swollen lymph glands, mainly on the neck
- Joint pain
- Night sweats
- Diarrhea

Although the symptoms of primary HIV infection may be mild enough to go unnoticed, the amount of virus in the blood stream (viral load) is particularly high at this time. As a result, HIV infection spreads more efficiently during primary infection than during the next stage of infection.

#### *Clinical latent infection*

In some people, persistent swelling of lymph nodes occurs during clinical latent HIV. Otherwise, there are no specific signs and symptoms. HIV remains in the body, however, as a free virus and in infected white blood cells.

#### *Early symptomatic HIV infection*

As the virus continues to multiply and destroy immune cells, you may develop mild infections or chronic symptoms such as:

- Fever
- Fatigue
- Swollen lymph nodes — often one of the first signs of HIV infection
- Diarrhea
- Weight loss
- Cough and shortness of breath

#### *Progression to AIDS*

If you receive no treatment for your HIV infection, the disease typically progresses to AIDS in about 10 years. By the time AIDS develops, your immune system will have been severely damaged, making you susceptible to opportunistic infections - diseases that wouldn't trouble a person with a healthy immune system. The signs and symptoms of some of these infections may include:

- Soaking night sweats
- Shaking chills or fever higher than 100 F (38 C) for several weeks
- Cough and shortness of breath
- Chronic diarrhea
- Persistent white spots or unusual lesions on your tongue or in your mouth
- Headaches
- Persistent, unexplained fatigue
- Blurred and distorted vision, weight loss, skin rashes or bumps etc.

## **Tips about HIV/AIDS**

### *HIV is transmitted Through Blood-to-Blood Contact*

There are clear methods of how HIV can be transmitted. Transmission occurs through blood-to-blood contact. Sexual contact is the No. 1 method of HIV transmission, according to the CDC. Sexual transmission encompasses oral, anal and vaginal sex. Although oral sex is difficult to determine, the risk remains. This risk is greatly increased with trauma to the oral cavity. Persons with bleeding gums, ulcers, genital sores or STDs have an increased risk of transmission through oral contact. Following is transmission through needles, usually involving drug use, blood products (in third world countries without antibody detection), mother to child transmission and one documented case of dentist to his patients.

### *HIV is Not Transmitted by All Contact*

Numerous misconceptions exist about how HIV can be transmitted, but most are unsubstantiated myths. There is little to no evidence of HIV transmission by tattooing, body piercing, closed-mouth kissing, biting or transmission through saliva, tears or sweat.

### *Signs of HIV May Not be Obvious*

Infection with HIV may or may not have symptoms. Symptomatic patients may experience symptoms similar to the flu or vague general symptoms that are similar to other diseases' symptoms including diarrhea, fatigue, frequent yeast infections in women, headaches, mouth sores, muscle stiffness, rashes, dermatitis, sore throat, and enlarged lymph nodes. Only a blood test sent to a laboratory can determine a positive diagnosis of HIV infection.

### *No Cure for HIV*

While there are numerous antiretroviral drugs on the market, there is no cure for HIV. Drugs keep the virus at minimal levels; they do not completely eradicate the virus that can lay dormant for 10 years or more. Patients are living longer and staying healthier, but researchers continue to search for a cure.

## 2. Alcoholism

### Causes of Alcoholism

Alcoholism is influenced by genetic, psychological, social and environmental factors that have an impact on how it affects your body and behavior. The process of becoming addicted to alcohol occurs gradually, although some people have an abnormal response to alcohol from the time they start drinking. Over time, drinking too much may change the normal balance of chemicals and nerve tracks in your brain associated with the experience of pleasure, judgment and the ability to exercise control over your behavior. This may result in you craving for alcohol to restore good feelings or remove negative ones.

#### *More Facts About Alcohol*

- The earlier young people start drinking and using drugs, the more likely they are to become addicted.
- Drinking coffee, taking a cold shower, exercising, or breathing fresh air will not sober you up. The only thing that sobers you up is time — at least several hours.
- One beer, one shot of whiskey, and one glass of wine all have the same amount of alcohol. Don't fall for the myth that beer and wine are less intoxicating than hard liquor.
- Most alcoholics are just like people you know. Anyone can become an alcoholic — young, old, rich, poor, single, married, employed, or unemployed.
- Drinking alcohol does not quench your thirst; it causes dehydration.
- Alcohol interferes with your central nervous system. You lose balance, coordination, and judgment.
- Alcohol ages and damages the brain.
- Alcoholism is hereditary.
- Many people die in alcohol related traffic accidents.

### Take Action

- Too much alcohol can cause the central nervous system, which controls breathing, to shut down. Death can result.
- Don't ride with someone who has been drinking.
- Encourage someone you think has a drinking problem to get help.

### Drinking

Drinking alcohol is dangerous for kids and teens and sometimes for adults, too. Alcohol is a drug, and it is the drug most abused by teens. Many kids have their first drink at an early age, as young as 10 or 11 or even younger.

It's easy for kids to get the wrong message about alcohol. They might see their parents drink or watch TV commercials that make drinking look like a lot of fun. You might see people drinking and watching sports together or having a big party but alcohol is actually a depressant. That means it's a drug that slows down or depresses the brain. Like many drugs, alcohol alters a person's ability to think, speak, and see things as they really are. A person might lose his or her balance and have trouble with walking properly. The person might feel relaxed and happy and later start crying or start an argument.

#### *What Happens When People Drink?*

When people drink too much, they might do or say things they don't mean. They might hurt themselves or other people, especially if they drive a car, ride a motorbike or a bicycle. Someone who

drinks too much also might throw up and wake up the next day feeling awful — that's called a hangover which means the dizziness, headache and tiredness you feel after become sober from heavy drinking of alcohol.

Drinking too much of alcohol can lead to alcohol poisoning, which can be lethal. Over time, people who abuse alcohol can do serious damage to their bodies. The liver, which removes poisons from the blood, is especially at risk.

### *How does alcohol affect you?*

Alcoholism is an endemic act in some communities. This is because some people think that if you don't drink, life could be boring and meaningless. This is not true at all because you have millions of people who never drink and life is even better with them than with those who drink. There are many negative ways how alcohol can affect you, that are not good for your emotional, psychological, and physical functioning. Some of the ways how alcohol affects are:

- You see objects in double
- The speed of your speaking slows down
- Distorted sense of distance
- Lost of inhibitions
- Warrants you to make bad judgments that might lead to a carcrash, violence, unwanted pregnancy, sexual transmission of diseases or even rape.
- A significant number of violence and vandalism performed by youth involves the use of alcohol.
- Using alcohol can cost you your freedom as you could be detained for a crime you committed under the influence of alcohol.
- You can get sick or you can die as a result of alcohol poisoning.
- Poor academic performance can be a result of increased alcohol use.
- You might lose a job in schools, NGOs and with the Government.
- You put your life at high risk
- You bring shame to yourself and to your family members
- You easily run short of money which causes you an inability to shoulder your responsibility as a parent.
- Loss of appetite leading to hunger and draining the body of all its growth-supporting substances.
- Alcoholism injects diseases into the system of the consumer leading to illness and damage of body cells.

### **What Is Alcoholism?**

**Alcoholism is a disease that is characterized by the following:**

#### *Loss of control*

The frequent inability to stop once a person has started drinking.

#### *Physical dependence*

This is the occurrence of withdrawal symptoms, such as sweating, shakiness, and anxiety, when alcohol use is stopped after a period of heavy drinking. These symptoms are usually relieved by drinking alcohol or by taking another sedative drug.

#### *Psychological dependence and environment*

This has little to do with what kind of alcohol one drinks, how long one has been drinking, or even exactly how much alcohol one consumes. But it has a great deal to do with a person's uncontrollable need for alcohol. This description of alcoholism helps us understand why most alcoholics can't just

“use a little willpower” to stop drinking. He or she is frequently in the grip of a powerful craving for alcohol, a need that can feel as strong as the need for food or water. While some people are able to recover without help, the majority of alcoholic individuals need outside assistance to recover from their disease.

### **What Is Alcohol Abuse?**

Alcohol abuse differs from alcoholism in that it does not include an extremely strong physical dependence, loss of control, or craving for alcohol. In addition, alcohol abuse is less likely than alcoholism to include tolerance. Alcohol abuse is defined as a pattern of drinking that is accompanied by one or more of the following situations within a 12-month period:

- failure to fulfill major work, school, or home responsibilities;
- drinking in situations that are physically dangerous, such as while driving a car or operating machinery;
- recurring alcohol-related legal problems, such as being arrested for driving under the influence of alcohol or for physically violating someone while drunk;
- Continuing to drink despite having ongoing relationship problems that are caused or worsened by the effects of alcohol.

### **Alcoholism Treatment**

The nature of treatment depends on the severity of an individual's alcoholism and the resources that are available in his or her community. Treatment may include detoxification (the process of safely getting alcohol out of one's system), taking doctor-prescribed medications, or individual and/or group counseling. This helps to prevent returning to drinking once the drinking has stopped. There are promising types of counseling that teach recovering alcoholics to identify situations and feelings that trigger the urge to drink and to find new ways to cope that do not include alcohol use. Any of these treatments may be provided in a hospital or in a residential treatment setting or on an outpatient basis.

#### *Can Alcoholism Be Cured?*

While alcoholism is a treatable disease, a cure is not yet available. That means that even if an alcoholic has been sober for a long while and has regained health, he or she remains susceptible to relapse and must continue to avoid all alcoholic beverages. “Cutting down” on drinking doesn't work; cutting out alcohol is necessary for a successful recovery.

However, even individuals who are determined to stay sober may suffer one or several “slips,” or relapses, before achieving long-term sobriety. Relapses are very common and do not mean that a person has failed or cannot eventually recover from alcoholism. Keep in mind, too, that every day that a recovering alcoholic has stayed sober prior to a relapse is extremely valuable time, both to the individual and to his or her family. If a relapse occurs, it is very important to try to stop drinking once again and to get whatever additional support is needed to abstain from drinking.

### **3. Conflict prevention and management**

#### **Advantages and disadvantages of conflict**

Wherever there are human beings, conflict is bound to take place in one form or another. Conflict can occur in the workplace, at home, or between large groups of people. While the word "conflict" usually has negative connotations, some good can also result from it. The key is to properly manage the conflict before it gets out of hand. Some of the advantages and disadvantages of conflict are:

#### *1. Clarification of issues*

Conflict brings all sides of an issue out into the open. Each involved party will likely have strong feelings about the issue and should be encouraged to state their case. This allows for an open exchange of ideas and opinions between the parties, which can ultimately lead to discovering the best solution for everyone involved. Those who may be mediating the conflict will be able to hear a wide range of ideas, which can help in the resolution process.

#### *2. Unification*

Conflict can result in the strengthening and cohesion of a group. Those who take one side of an issue can unite around a cause, which can strengthen bonds or result in the fostering of new relationships. People may develop the type of comradeship that can develop from "being in the same foxhole" together.

#### *3. Igniting passion*

Conflict may stir passions in a dormant environment, creating a new-found sense of motivation. For example, workers who are bored or unchallenged by their jobs may lose motivation and become less productive. The introduction of conflict, such as a new boss with a strong personality who comes in and attempts to "shake things up" by making drastic changes, may motivate the workers to take interest in their work again.

#### *4. Fractured relationships*

Conflict can be detrimental if it's not managed properly or if it's allowed to explode. People who are friends may find themselves on opposite sides of an issue, resulting in an irreparable rift. In the case of group conflict, factions may form that cause damage to operations of an organization. The whole organization runs the risk of developing an "us against them" mentality.

#### *5. Violence*

In extreme cases, conflicts can become violent. In personal situations, conflict at home can lead to domestic violence or child abuse. On a much larger scale, conflict between nations can lead to acts of war in which innocent citizens and non-citizens will perish.

#### **Conflict management strategies**

In the 1970s Kenneth Thomas and Ralph Kilmann identified five main styles of dealing with conflicts that vary in their degrees of cooperativeness and assertiveness. They argued that people typically have a preferred conflict resolution style. However they also noted that different styles work in different conflict situations. They developed the Thomas-Kilmann Conflict Mode Instrument (TKI) which helps you identify which style you tend towards when conflicts arise. This indicates that there is no single style self-sufficient enough to handle all conflict situations.

The 5 styles identified by Thomas-Kilmann are as follow:

#### *1. Competitive/Forcing*

People who tend towards a competitive style take a firm stand, and know what they want. They usually operate from a position of power, drawn from things like position, rank, expertise, or

persuasive ability. This style can be useful when there is an emergency and a decision needs to be made fast; when the decision is unpopular; or when defending against someone who is trying to exploit the situation selfishly. However, it can leave people feeling bruised, unsatisfied and resentful when used in less urgent situations.

## *2. Collaborative*

People tending towards a collaborative style try to meet the needs of all people involved. These people can be highly assertive but unlike the Competitor, they cooperate effectively and acknowledge that everyone is important. This style is useful when you need to bring together a variety of viewpoints to get the best solution; when there has been conflicts before inside the group; or when the situation is too important for a simple trade-off.

## *3. Compromising*

People who prefer a compromising style try to find a solution that will at least partially satisfy everyone. Everyone is expected to give up something and the Compromiser also expects to relinquish something. Compromise is useful when the cost of conflict is higher than the cost of losing ground, when equal strength opponents are at a standstill and when there is a deadline looming.

## *4. Accommodating*

This style indicates a willingness to meet the needs of others at the expense of the person's own needs. The Accommodator often knows when to give in, but can also be persuaded to surrender a position even when it is not warranted. This person is not assertive but is highly cooperative. Accommodation is appropriate when the issues matter more to the other party, when peace is more valuable than winning, or when you want to be in a position to collect on this "favor" you gave. However, people might not return favors, and overall this approach is unlikely to give the best possible outcomes.

## *5. Avoiding*

People tending towards this style seek to evade the conflict entirely. This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings. It can be appropriate when victory is impossible, when the controversy is trivial, or when someone else is in a better position to solve the problem. However, in many situations this is a weak and ineffective approach to take.

Once you understand the different styles, you can use them to think about the most appropriate approach (or mixture of approaches) for the situation you are in. You can also think about your own instinctive approach, and learn how you need to change it if necessary. Ideally you can adopt an approach that meets the situation, resolves the problem, respects people's legitimate interests, and mends damaged working relationships.

## **Conflict resolution process**

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style employed by yourself, your team or your organization. Over time, people's conflict management styles tend to mesh, and a "right" way to solve conflict emerges. It's good to recognize when this style can be used effectively, however make sure that people understand that different styles may suit different situations. Look at the circumstances, and think about the style that may be appropriate. Then use the process below to resolve the conflict:

### *1. Step one: Set the scene*

If appropriate to the situation, agree the rules of the **IBR Approach** (or at least consider using the approach yourself.) Make sure that the people involved understand that the conflict may be a mutual problem that could be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your personal perception of the problem. Use active listening skills to ensure you hear and understand other's positions and perceptions.

- Restate
- Paraphrase
- Summarize

And make sure that when you talk, you're using a mature, assertive approach rather than a submissive or aggressive style.

## *2. Step two: Gather information*

Try to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem. Try to understand his or her motivations and goals, and see how your actions may be affecting these. Also, try to understand the conflict in objective terms: Is it affecting work performance? Damaging the delivery to the client? Disrupting team work? Hampering decision-making or so on? Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.
- Use "I" statements.
- Remain flexible.
- Clarify feelings.

## *3. Step three: Agree the problem*

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution. Sometimes different people will see different but interlacing problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

## *4. Step four: Brainstorm possible solutions*

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

## *5. Step five: Negotiate a solution*

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all. However, you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be calm, Be patient, and Have respect.

## **Key points**

Conflict in the workplace can be incredibly destructive to teamwork. Managed in the wrong way, real and legitimate differences between people can quickly spiral out of control, resulting in situations where co-operation breaks down and the team's mission is threatened. This is the case particularly there where the wrong approaches to conflict resolution are used. To calm these situations down, it helps to take a positive approach to conflict resolution, where discussion is courteous and non-confrontational, and the focus is on issues rather than on individuals. If this is done, as long as people

listen carefully and explore facts, issues and possible solutions properly, conflict can often be resolved effectively.

### **Rational and effective resolution of conflict**

In many cases, conflict just seems to be a fact of life. We've all seen situations where different people with different goals and needs have come into conflict. And we've all seen the often-intense personal animosity that can result. The fact that conflict exists, however, is not necessarily a bad thing: As long as it is resolved effectively, it can lead to personal and professional growth. Effective conflict resolution often makes the difference between positive and negative outcomes. The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, along with achieving benefits that you might not at first expect:

#### *Increased understanding*

The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.

#### *Increased group cohesion*

When conflict is resolved effectively, team members can develop stronger mutual respect and a renewed faith in their ability to work together.

#### *Improved self-knowledge*

Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness. However, if conflict is not handled effectively, the results can be damaging. Conflicting goals can quickly turn into personal dislike. Teamwork breaks down. Talent is wasted as people disengage from their work. And it's easy to end up in a vicious spiral of negativity and recrimination.

If you're to keep your team or organization working effectively, you need to stop this downward spiral as soon as you can. To do this, it helps to understand two of the theories that lie behind effective conflict resolution.

### **The "Interest-Based Relational Approach to conflict resolution" (IBR)**

This type of conflict resolution respects individual differences while helping people avoid becoming too rooted in one position. To resolve a conflict using this approach, follow these rules:

#### *Make sure that good relationships are the first priority*

As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.

#### *Keep people and problems separate*

Recognize that in many cases the other person is not "just being difficult" – real and valid differences can lie behind conflicting positions. By separating the problem from the person, real issues can be debated without damaging any relationships.

#### *Pay attention to the interests that are being presented*

By listening carefully you'll most likely understand why the person is adopting his or her position.

#### *Listen first, talk second*

To solve a problem effectively you have to understand where the other person is coming from before defending your own position.

### *Set out the "Facts"*

Agree and establish the objective, observable elements that will have an impact on the decision.

### *Explore options together*

Be open to the idea that a third position may exist, and that you can get to this idea jointly. By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the blaming and dislike which so often causes conflicts to spin out of control.

### **Types of conflict**

Conflict types can be categorized in different ways. However, for our purpose, we can categorize conflict according to **Levels** and according to **issues**.

#### *Levels of conflict*

1. **Intra-personal conflict** – A conflict occurring within one person. Usually people need to work on their own inner struggles and issues in order to be constructive in social conflict.
2. **Inter-personal conflict** – A situation where conflicts occur between individuals or small groups of people. An example could be cited on former presidents of South Africa – Nelson Mandela and F W de Klerk. They had to engage with each other and overcome the conflict between them before negotiating broader social change.
3. **Intra-group conflict** – This refers to those conflicts that happens within one group, whether it is a religious, ethnic, political or any kind of an identity group. It is important to be able to manage the conflicts within your own group and be able to communicate with others inside your group in order to build support for long term peace process. Mandela had to work with multiple groups including the African National Congress (ANC), the xhosa tribe and the Liberation movement in order to build up support among black South African for the new political system and the Truth and Reconciliation Commission.
4. **Inter-group conflict** – this occurs between large and organized social groups. Such conflict could be associated with differences in ideology, system, beliefs etc.

Can you mention another type of conflict you are familiar with?

#### *Types of conflict according to issues*

Conflict could be described according to levels as stated above and according to issues which is now our focus. Some issue based conflict are:

1. **Conflicts of interest** – These are conflicts related to material and/or immaterial resources that are limited. Conflicting factors compete for these resources to be left at their disposal.
2. **Conflict over value** – Two worldviews clash and each side has the aim of imposing their own over the other. These conflicts are not related to resources but to symbolic representation, e.g. conflict between two religions, or between customary laws and legal codes.
3. **Conflict over means** – The parties of the conflict agree on the issue/problem but not on the solution that would be appropriate for addressing the problem. The parties continue to oppose each other over the means that should be applied to solve the problem.
4. **Unreal conflict (self-fulfilled or performative)** – Such conflict issues are objectively seen to be problem-free but there is high level existence of conflict between the parties which leads finally to an escalation. This could be caused by lack of proper communication between the parties concerned. Such conflict erupts as a result of false rumours.

It is important to note that in most cases, several of these conflict types may be found at the same time. Also, conflicts may change their nature over time and transform from one type to another.

## 4. Gender

### What is the difference between Sex and Gender?

**Sex** = male and female

**Gender** = masculine and feminine

**Sex** refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs.

**Gender** describes the characteristics that a society or culture determines as masculine or feminine.

Your sex as male or female is a biological fact that is the same in any culture. What that sex means in terms of your gender role as a 'man' or a 'woman' in society can be quite different cross-culturally. These 'gender roles' have an impact on the health of the individual.

In sociological terms 'gender role' refers to the characteristics and behavior that different cultures connect to the sexes. What it means to be a 'real man' in any culture requires male sex plus what the respective culture defines as masculine characteristics and behavior. Likewise, a 'real woman' needs female sex and feminine characteristics.

**man** = male sex + masculine social role (a 'real man', 'masculine' or 'manly')

**woman** = female sex + feminine social role (a 'real woman', 'feminine' or 'womanly')

### Gender related terms

"**Gender**" refers not to male and female, but to masculine and feminine - that is, to qualities or characteristics that society associates with each sex. People are born female or male, but learn to be women and men. In all cultures, gender determines power and resources for females and males. Rural women have less access than men to productive resources, services and opportunities, such as land, livestock, financial services and education. Numerous studies underscore the social costs of rural women's lack of education and assets, linking it directly to high rates of under-nutrition, infant mortality and HIV/AIDS infection. There are also high economic costs: wasted human capital and low labor productivity that hinder rural development and progress in agriculture, and ultimately threaten food security - both for women and men.

**Gender roles** are those behavioral traits, tasks and responsibilities that a society considers appropriate for men, women, boys and girls. Women and girls play an important, though largely unpaid, role in generating family income, by providing labor for planting, weeding, harvesting and threshing crops, and processing produce for sale. Usually they are responsible for taking care of smaller animals. These gender roles can vary considerably depending on the geographical area, culture and other factors.

**Gender relations** are the ways in which a society defines rights, responsibilities and the identities of men and women in relation to one another. Although women make substantial contributions to agricultural production and household well-being, men largely control the sale of crops and animals and use of the income. The failure to value their work limits women's bargaining power in economic transactions, the allocation of household resources, and wider community decision-making.

**Gender discrimination** is any exclusion or restriction made on the basis of gender roles and relations that prevents a person from enjoying full human rights. Rural women suffer systematic discrimination in the access to resources needed for agricultural production and socio-economic development. Credit, extension, input and seed supply services usually address the needs of male household heads. Rural women are rarely consulted in development projects that may increase men's production and income, but add to their own workloads. When work burdens increase, girls are removed from school more often than boys, to help with farming and household tasks.

**Gender equality** is when women and men enjoy equal rights, opportunities and entitlements in both civil and political life. Gender equality is equal participation in decision-making of women and men,

equal ability to exercise their human rights, equal access to resources and the benefits of development, and equal opportunities in employment and in all other aspects of their livelihoods.

**Gender balance** is the equal and active participation of women and men in all areas of decision-making, and in access to and control over resources and services. The United Nations considers gender balance fundamental to the achievement of equality, development and peace. To accomplish it in agriculture and rural development, action is needed by rural communities, governments and international development agencies. At local level, for example, gender balance means men and women are actively involved in decision-making bodies, including those managing community facilities and infrastructure.

**Gender mainstreaming** is the globally recognized strategy for achieving gender equality. Gender mainstreaming is defined by the United Nations as the process of assessing the involvement for women and men of any planned action in all areas and at all levels. That means making both the concerns and experiences of women and men an integral dimension of all agriculture and rural development efforts.

## Gender Roles

Gender roles are cultural and personal. They determine how males and females should think, speak, dress, and interact within the context of society. Learning plays a role in this process of shaping gender roles. These **gender schemas** are deeply embedded cognitive frameworks regarding what defines masculine and feminine. While various **socializing agents** — parents, teachers, peers, movies, television, music, books, and religion—teach and reinforce gender roles throughout the lifespan, parents probably have the greatest influence, especially on their very young offspring.

As mentioned earlier, sociologists know that adults perceive and treat female and male infants differently. Parents probably do this in response to themselves having been recipients of gender expectations as young children. Traditionally, fathers teach boys how to fix and build things; mothers teach girls how to cook, sew, and keep house. Children then receive parental approval when they conform to gender expectations and adopt culturally accepted and conventional roles. All of this is reinforced by additional socializing agents, such as the media. In other words, learning gender roles always occurs within a social context, the values of the parents and society being passed along to the children of successive generations.

Gender roles adopted during childhood normally continue into adulthood. At home, people have certain presumptions about decision-making, child-upbringing practices, financial responsibilities, and so forth. At work, people also have presumptions about power, the division of labor, and organizational structures. None of this is meant to imply that gender roles, in and of themselves, are good or bad; they merely exist. Gender roles are realities in almost everyone's life.

### *Words commonly used to describe femininity*

- dependent, emotional, passive, sensitive, quiet, graceful, innocent, weak, nurturing, self-critical, soft, sexually submissive, accepting etc.

### *Words commonly used to describe masculinity*

- independent, non-emotional, aggressive, tough-skinned, competitive, clumsy, experienced, strong, active, self-confident, hard, sexually aggressive, rebellious etc.

Feminine traits are ways of behaving that our culture usually associates with being a girl or a woman. Masculine traits are ways of behaving that our culture usually associates with being a boy or a man. Clearly, society's categories for what is masculine and feminine are unrealistic. They may not capture how we truly feel, how we behave, or how we define ourselves. All men have some so-called feminine traits, and all women have some so-called masculine traits. And we may show different traits at different times. Our cultures teach women and men to be the opposite of each other in many ways. The truth is that we are more alike than different.

Each person has a sex, a gender, and a gender identity. These are all aspects of your sexuality. They are all about who you are, and they are all different elements that are related to each other.

- Sex is biological. It includes our genetic makeup, our hormones, and our body parts, especially our sex and reproductive organs.
- Gender refers to society's expectations about how we should think and act as girls and boys, and women and men. It is our biological, social, and legal status as women and men.
- Gender identity is how we feel about and express our gender and gender roles — clothing, behavior, and personal appearance. It is a feeling that we have already as early as age two or three.

#### **Four basic kinds of gender stereotypes**

- **Personality traits** — Women are often expected to be passive and submissive, while men are usually expected to be self-confident and aggressive.
- **Domestic behaviors** — Caring for children is often considered best done by women, while household repairs are often considered best done by men.
- **Occupations** — Until very recently most nurses and secretaries were usually women, and most doctors and construction workers were usually men.
- **Physical appearance** — Women are expected to be small and graceful, while men are expected to be tall and broad-shouldered.

#### **Hyper-femininity and Hyper-masculinity**

**Hyper femininity** is the exaggeration of stereotypical behavior that is believed to be feminine. Hyper feminine women, as well as some gay men and male-to-female transgender people, exaggerate the qualities they believe to be feminine. They believe they are supposed to boost men's egos by being passive, naive, innocent, soft, graceful, nurturing, and accepting.

**Hyper masculinity** is the exaggeration of stereotyped behavior that is believed to be masculine. Hyper masculine men, as well as some lesbians and female-to-male transgender people, exaggerate the qualities they believe to be masculine. They believe they are supposed to compete with other men and dominate women by being aggressive, worldly, sexually experienced, hard, physically imposing, ambitious, and demanding.

These exaggerated gender stereotypes can create difficult relationships. Hyper feminine women are more likely to accept physical and emotional abuse from their sexual and/or romantic partners. Hyper masculine men are more likely to be physically and emotionally abusive to their partners. Gender roles are the way people act, what they do and say, to express being a girl or a boy, a woman or a man. These characteristics are shaped by society. Gender roles vary greatly from one culture to another, from one ethnic group to another, and from one social class to another. But every culture has gender roles — they all have expectations for the way women and men, girls and boys, should dress, behave, and look.

Children learn gender roles from an early age — from their parents and family, their religion, and their culture, as well as the outside world, including television, magazines, and other media. As children grow, they adopt behaviors that are rewarded by love and praise. They stop or hide behaviors that are ridiculed, shamed, or punished. This happens early in life. By age three, children have usually learned to prefer toys and clothes that are considered “appropriate” to their gender.

**Discuss the relationship between gender stereotyping and development**

### **Domestic violence**

#### **Definition of domestic violence**

Domestic violence is: "the inflicting of physical injury by one family or household member on another; also: a repeated / habitual pattern of such behavior."

**Domestic violence**, also known as **domestic abuse**, **spousal abuse**, **battering**, **family violence**, and **intimate partner violence (IPV)**, is a pattern of behavior which involves the abuse by one partner against another in an intimate relationship such as marriage, cohabitation, dating or within the family. Domestic violence can take many forms, including physical aggression or assault (hitting, kicking, biting, restraining, slapping, throwing objects, battery), or threats thereof; sexual abuse; emotional abuse; controlling or domineering; intimidation; passive/covert abuse (e.g., neglect); and economic deprivation.

#### *Intimate partner violence types*

1. **Common couple violence (CCV)** is not connected to general control behavior, but arises in a single argument where one or both partners physically lash out at the other.
2. **Intimate terrorism (IT)** may also involve emotional and psychological abuse. Intimate terrorism is one element in a general pattern of control by one partner over the other. Violent resistance (VR), sometimes thought of as "self-defense", is violence perpetrated by victims against their abusive partners.
3. **Mutual violent control (MVC)** is a rare type of intimate partner violence occurring when both partners act in a violent manner, battling for control.
4. **Physical abuse** is abuse involving contact intended to cause feelings of intimidation, pain, injury, or other physical suffering or bodily harm.
5. **Sexual abuse** is any situation in which force or threat is used to obtain participation in unwanted sexual activity. Coercing a person to engage in sexual activity against their will, even if that person is a spouse or intimate partner with whom consensual sex has occurred earlier, is an act of aggression and violence.
6. **Marital rape/spousal rape** is non-consensual sex in which the perpetrator is the victim's spouse. As such, it is a form of partner rape, of domestic violence, and of sexual abuse.
7. **Emotional abuse** (also called psychological abuse or mental abuse) can include humiliating the victim privately or publicly, controlling what the victim can and cannot do, withholding information from the victim, deliberately doing something to make the victim feel diminished or embarrassed, isolating the victim from friends and family, indirectly blackmailing the victim by harming others when the victim expresses independence or happiness, or denying the victim access to money or other basic resources and necessities. Degradation in any form can be considered psychological abuse.
8. **Verbal abuse** is a form of emotionally abusive behavior involving the use of language. Verbal abuse can also be referred to as an act of threatening. Through threatening a person can blatantly say they will harm you in any way. That is also considered as abuse.
9. **Economic abuse** is a form of abuse when one intimate partner has control over the other partner's access to economic resources. Economic abuse may involve preventing a spouse from resource acquisition, limiting the amount of resources to use by the victim, or by exploiting economic resources of the victim.

#### **Types of violence against women**

##### *Domestic violence*

Women are more likely to be victimized by someone that they are intimate with, commonly called "Intimate Partner Violence" (IPV). The impact of domestic violence in the sphere of total violence against women can be understood through the example that 40–70% of murders of women are committed by their husband or boyfriend. Studies have shown that violence is not always perpetrated as a form of physical violence but can also be psychological and verbal. In unmarried relationships this is commonly called Dating violence, whereas in the context of marriage it is called Domestic Violence.

Though this form of violence is often portrayed as an issue within the context of heterosexual relationships, it also occurs in lesbian relationships, daughter-mother relationships, roommate relationships and other domestic relationships involving two women. Violence against women in lesbian relationships is about as common as violence against women in heterosexual relationships.

#### *Mob violence*

According to Amnesty International, some women have been sexually abused and were targeted not just because they are women, but because they are living alone and are economically independent.

#### *State violence*

War rapes are rapes committed by soldiers, other combatants or civilians during armed conflict or war, or during military occupation, distinguished from sexual assaults and rape committed among troops in military service. It also covers the situation where women are forced into prostitution or sexual slavery by an occupying power.

### **Sierra Leone Parliament Passes the Gender Bills into Law**

**The Registration of Customary Marriage and Divorce Act** - provides that children cannot marry below the age of 18 and introduces the requirement that both parties must consent. It provides that women are entitled to acquire and dispose of property in their own right, and that dowries do not have to be returned in the event of divorce or separation. It also enables women to apply for child maintenance if a father refuses to take responsibility for his child. In addition, customary marriages and divorces will have to be registered, like other marriages, and this will enable people to prove their marital status if their spouse denies responsibility.

**The Domestic Violence Act** - introduces both a new offence of domestic violence and the legal instrument of protection orders to regulate violent relationships, including, if necessary, excluding men from the home. The Act will also require the Government to provide temporary safe homes for victims of domestic violence.

**The Devolution of Estates Act** - will introduce considerable changes to the economic standing of women, as most wealth in Sierra Leone is inherited. Whereas currently if someone dies without a will, the estate usually reverts to the deceased person's parents and brothers, with the enactment of the new law, the majority will devolve to the wife and children. The Act will also end the widespread practice of wife inheritance whereby women are forced to marry their husband's brother. However, it will not provide for unmarried partners if one of the partners is already married, and people must therefore be warned of the dangers of cohabiting with someone who may have separated from their former partner but is not yet divorced. In addition, dependants may not apply to vary a will, so people must be conscious that if they make a will they must update it regularly.

The enactment of these laws is a huge step forward, but implementation will nevertheless be an uphill struggle. While the Government will be formally responsible for the process, it will be up to civil society to be dynamic in supporting government efforts and ensuring that the rights enshrined in the new Acts are realised.

<p><b>What are you going to do at community level to ensure that these acts are implemented and monitored?</b></p>
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**"The Constitution provides for equal rights for women, but in practice women face both legal and societal discrimination. In particular, their rights and status under traditional law vary significantly depending on the ethnic group to which they belong."**

## 5. Sanitation

### What is sanitation?

Sanitation literally means measures necessary for improving and protecting health and well-being of the people. Sanitation is any system that promotes proper disposal of human and animal wastes, proper use of toilet and avoiding open space defecation.

#### *What is defecation?*

It is the practice of passing out excrement in open field and indiscriminately. This excrement often find their way into sources of drinking water and food, and may lead to disease.

*A drop can kill: One gram of excreta can contain*

- 10,000,000 viruses
- 1,000,000 bacteria
- 1,000 parasites cysts
- 100 parasite eggs

#### *What is germ?*

Germs are very small living things which we cannot see with our naked eyes. In fact, they are only visible through a microscope. Germs make us sick when they get into our body.

There are four major types of germs:

- bacteria
- viruses
- fungi
- protozoa

Once germs invade our bodies, they eat up nutrients and produce toxins. These toxins can cause symptoms of common infections, like fever, rashes, coughing, vomiting, and diarrhea.

Most germs are spread through many ways, including:

- sneezing, coughing
- touching dirty hands
- changing dirty diapers
- through contaminated water and food
- through droplets released during a cough or a sneeze via contaminated surfaces
- through contact with a sick person's body fluids (sweat, saliva, and blood)

**Remember the two words germs fear SOAP and WATER**

#### *Why should I stop open defecation?*

To prevent the spread of excrement-related diseases such as typhoid, cholera, diarrhea and dysentery.

#### *Why must I use the latrine always?*

To prevent the spread of excrement-related diseases.

#### *Can poor people afford to build safe latrines?*

Yes, poor people can build latrines using locally available materials as well.

## **Waste management**

Waste management is the systematic method used to eradicate things that are useless, rejected as spoiled and no longer required for their original purpose, in a way that would not cause any hazard to the community or serve as a nuisance.

Waste is referred to as substance produced by man by our daily activities which are no longer useful to man.

### *House waste*

- Some house waste is from vegetables (vegetables, fruits skins, seeds that people don't eat)
- Some waste is from the garden (grass, weeds, roots etc.)
- Some waste is solid waste (tins, plastic, bottles, pieces of glass, bone)

### *Human waste*

Human waste is the urine and stools passed by human beings. It is the waste material that the body cannot use anymore. There are always germs in human waste, that should not spread around.

## **What are the safe sources of water?**

Protected springs and boreholes, treated pipe borne water and protected hand dug wells.

### *Why should I drink water from safe sources only?*

To prevent diseases like guinea worm, cholera, diarrhea, typhoid and to remain healthy.

### *Why must we live in a clean and healthy environment?*

To prevent diseases that come from unsanitary sources, and enjoy good health.

## **How can we ensure a clean and healthy environment?**

Undertake individual and collective actions by sweeping, cleaning, clearing the drainage, proper disposal of human and animal wastes, proper use of toilet and avoiding open space defecation.

<p style="text-align: center;"><b>HANDWASHING IS THE MOST EFFECTIVE WAY TO PREVENT THE SPREAD OF DISEASES?</b></p>
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## **What is hygiene?**

The word hygiene has evolved from the Greek term "Hygeia" which means "Goddess of health". Hygiene is the practice of keeping yourself and your surroundings clean, especially in order to avoid illness or the spread of disease.

### *The main subject areas of hygiene include:*

- Personal Hygiene
- Environmental Hygiene

### *Personal hygiene*

Personal hygiene is the self-care which people practice on themselves such as bathing, toileting, general body hygiene and grooming. Hygiene is a highly personal matter determined by individual values and practices. It involves care of the skin hair, nails, teeth, oral and nasal cavities, eyes, ears, and genital areas. It is important to know, understand and practice good personal hygiene from as early as childhood to ensure a healthy lifestyle.

## *Environmental hygiene*

Environmental hygiene is the development of the health level of a community, it includes e.g. social, physical, biological environments. Environment hygiene is greatly concerned with community, so the term community hygiene is used as a synonym for environmental hygiene.

### *What is hygiene education?*

The process that helps people learn about the things and practices that prevent sickness and promote good health. It enables people to understand their situation, empowers them to plan and act to prevent diseases.

### *What is hygiene promotion?*

The process of changing hygiene behavior using systems and messages on what people know, do and want. It involves working with people to understand their beliefs, practices, taboos and building on this to achieve the beneficial hygiene behavior.

## **Hand washing**

- Hand washing is an easy way to prevent infection.
- It is a simple habit that helps keep you healthy.
- Learn the benefits of good hand hygiene, when to wash your hands and how to wash them properly.
- Hand washing is something most people do without thinking. Yet hand washing, when done properly, is one of the best ways to avoid getting sick.
- This simple habit requires only soap and water.

### *Important*

- How to clean the hands off of bacteria or viruses and chemicals which can cause personal harm or disease?
- Hand washing prevents the transfer of infectious diseases that are commonly spread through hand-to-hand contact and contact with fomites (e.g. doorknobs). These diseases include the common cold, flu and several gastrointestinal disorders, such as infectious diarrhea.
- Inadequate hand hygiene contributes to food-related illnesses, such as salmonella and E. coli infection.

### *Procedure*

1. Wet your hands with warm, running water and apply liquid soap or use a clean bar soap. Lather well.
2. Rub your hands vigorously together for at least 15 to 20 seconds.
3. Scrub all surfaces, including the backs of your hands, wrists, between your fingers and under your fingernails.
4. Rinse well.
5. Dry your hands with a clean or a disposable towel.

### *Why should I wash my hands regularly?*

Your hands can carry seen and unseen dirt that cause diseases. Always wash hands with soap/ash and water to prevent infections.

### *When is it important for me to wash my hands?*

- After going to the toilet and after changing a baby's nappies
- Before handling and eating food

- After blowing or cleaning nose, coughing, or sneezing
- After cleaning around the house
- After touching animals, including family pets
- Before and after visiting or taking care of any sick friends or relatives
- After being outside (playing, gardening, walking the dog, etc.)

*What should I use for hand washing?*

Clean water with soap. If soap is not available, you can use ash for hand washing.

*What types of diseases can good hand washing prevent?*

Good hand washing prevents the spread of diseases that occur as a result of open defecation and other unhygienic practices. These diseases include; cholera, typhoid fever, diarrhea, dysentery and avian influenza.

### **Oral care**

Maintain good oral health by practicing regular dental care and reporting problems to your dentist promptly. Don't take your smile for granted.

*Important*

- Oral care prevents losing your teeth and gives you a wide good smile.
- Cleaning your teeth daily and visiting your dentist once or twice a year prevents gum disease and other oral health problems.

*Procedure*

1. Brush your teeth at least once a day and ideally after every meal, using fluoride-containing toothpaste.
2. Use a soft-bristled toothbrush — it's more gentle on your gums.
3. To brush properly, hold your toothbrush at a slight angle against your teeth and use short back-and-forth motions.
4. Brush the inside and chewing surfaces of your teeth.
5. Brush your teeth for about two minutes each time you brush.
6. Brush your tongue.
7. Avoid vigorous or harsh scrubbing, that can irritate your gums.
8. Replace your toothbrush every three or four months, or more frequently if it becomes frayed.

*Why should I clean my teeth every day?*

To prevent tooth decay and bad mouth odor.

### **Hair and nails**

The hair follicles (which the hair grows from) produce oil which keeps the hair smooth. You also have sweat glands in your scalp, and dead skin cells come off the scalp. The oil, sweat and dead cells all add together and can make the hair greasy and look dirty unless you wash it regularly.

*Important*

- Gives a good impression to other people.
- Prevents acquiring of infestations and different parasitic organisms.
- Cutting your nails helps to avoid an environment for germs to live and breed.
- Wearing nail polish adds color and style to your nails but may harbor microorganisms and may be harmful to health.

- Nail biting must not be practiced even if hands have been washed.

### *Procedure*

1. Wash hair regularly with shampoo (cheap ones are often as good as very expensive ones).
2. Massage your scalp well. This will remove dead skin cells, excess oil and dirt.
3. Rinse well with clear water.
4. Conditioner is helpful if you have longer hair, as it makes the hair smoother and easier to comb, but hair doesn't necessarily need to have washed with a conditioner.

### **Bathing and body care**

According to the experts, young kids may sweat but they don't start having body odor (BO) until they reach puberty. That's when special sweat glands under the arms and around the genitals roar into full production, pouring out sweat which smells! Even if you're not heavily in a puberty style sweating, clothes can get stained, dirty and generally grubby, so you need to change them often.

Underclothes are right next to your skin and collect dead skin cells, sweat and possibly other unmentionable stains. Overnight bacteria start to work on these stains so your clothes do not smell as nice on the second day of wearing.

### *Important*

- Prevents body odor.
- Helps refresh the body and the mind.
- Prevents acquiring pimples and having an oily face.
- Gives a good impression to other people.

### *Procedure*

1. Take a bath every day or after sweating or getting dirty.
2. You may use scented body soaps but germ-free soaps are more effective.
3. Scrub off thoroughly especially on the elbows, knees and armpit parts.
4. Use a separate facial wash for the face.
5. Rinse well.
6. Change clothes after every bath or when soaked with sweat.
7. Use deodorants or antiperspirants to block sweating and odor.
8. Clean your ears after every bath.

*Why should I take bath every day?*

To prevent skin diseases and body odor.

### **How can children participate in the campaign activities?**

Children can be encouraged to gain knowledge, attitudes and skills that support the adoption of good hygiene practices and healthy living.

Children can be agents of change to their peers, families as well as their communities, and promote the importance of drinking safe water, good hygiene practice and the use of safe sanitation facilities.

### **Who should be responsible for hygiene and sanitation in the family?**

Every member of the family has a responsibility for hygiene and sanitation.

## 6. Nutrition

The word “nutrition” means how the food we eat makes our bodies grow. When we have good nutrition it means we are eating good and proper food and our bodies grow strong. Good nutrition also helps our bodies to fight disease. To be healthy people must eat enough, and they must eat the right foods.

### Classification of food

Good nutrition makes strong bodies. Strong bodies fight disease. Our bodies use food in three (3) different ways:

#### 1) Proteins

Some food helps the body grow. They are body-building foods. They are called **proteins**.

##### *Function*

- Proteins help us grow.
- Proteins help us have healthy muscles.
- Proteins help us have healthy brain.

*These foods give us lots of proteins-see flip chart and nutrition tray:*

- Eggs
- Chicken
- Meat
- Fish
- Bennimix
- Groundnuts
- Insects
- Peas
- Beans
- Milk
- Less protein: maize, millet

#### 2) Carbohydrates and oils

Some foods give us the energy (strength) to work. They are energy foods. They are called carbohydrates and oils.

##### *Function*

- Carbohydrates and oils give us energy and strength so we can work hard.

The following foods give us lots of carbohydrates:

- Rice
- Millet
- Maize
- Sugar
- Honey
- Cassava
- Sweet potato

- Plantain

### 3) Vitamins and minerals

Some foods make the body strong and healthy in a way that we will not become sick so easily. These are protective foods. They are called vitamins and minerals.

#### *Function*

Vitamins help our bodies work well and they keep our skin healthy. There are many different vitamins but to be healthy we need them all.

*These foods give us lots of vitamin A:*

- mango
- pawpaw
- guava
- eggs
- milk
- liver
- dark green
- leaves

*These foods give us lots of vitamin B:*

- maize
- fish
- liver
- milk
- eggs
- peas
- groundnuts
- green
- vegetables

*These foods give us lots of vitamin C:*

- orange
- lemons
- guavas
- mango
- grapefruits
- ripe bananas
- pawpaw
- groundnuts
- dark green

Minerals make your blood, bones and teeth healthy. Iron is a very important mineral for people who are anemic.

*These foods give us lots of iron:*

- meat
- liver
- fish
- beans
- dark green

At every meal, we should have one food element from each of these groups. We should have a body-building food, an energy food and a protective food, i.e. proteins, carbohydrates and vitamin and minerals. Some foods we eat belong in more than one of these food categories. For example, beans contain protein-so they are body building food. Beans also contain carbohydrate-so they also give the body energy. Therefore, beans are a very healthy food.

## **Malnutrition**

Malnutrition means poor nutrition:

- bad feeding
- wrong feeding
- not enough feeding

A child who is not fed enough with the right foods, will become malnourished.

## **Types of malnutrition**

### *1. Marasmus*

This means that they weigh less than they should for their height and age. A child with Marasmus is very seriously underweight. This is caused by starvation, which means the child does not get enough to eat. This is a special problem during the months before harvest (the hunger season). Children of any age can get Marasmus, but it is often seen in children under one year.

*Marasmus is easy to recognize with the following signs and symptoms:*

- The child is thin and wasted. He/she has wasted muscles and wrinkled skin over his/her bones.
- His/her face is like that of a little old man.
- He/she is very alert.
- He/she quickly accepts food.

### *Treatment for Marasmic child*

A child's mother (or whoever takes care of him/her) must learn that the only cure for this sickness is proper food. The child needs food made of:

- Milk and body-building foods (**proteins**)
- Energy foods (**carbohydrates**)
- Protective foods (**vitamins**)

### *2. Kwashiorkor*

This disease is caused by bad feeding. It usually occurs when a child stops breast feeding. A child is given mostly carbohydrate and not enough of other foods. Kwashiorkor is seen most often in children between the age of 6 months and 3 years. Occasionally older children get it.

*Kwashiorkor is easy to recognize with the following signs and symptoms:*

- Swelling (bipedal pitting edema of the lower extremities).

- Sometimes, the skin peels as if the child has been burned.
- The child has a reddish hair which can be pulled out easily.
- The child is not interested in anything.

### **Why malnutrition in Sierra Leone?**

- 1) Malnutrition is not seen as a disease and therefore the mother only seeks help when the child develops serious health problems.
- 2) Beliefs about malnutrition and behavior during illness could have implications for the child's health and nutrition
- 3) Marasmus is associated to a broken taboo during pregnancy. If the child is slim the mother is accused of having eaten a chameleon during pregnancy. The animal is slim and therefore Marasmus is attributed to the consumption of this animal.
- 4) Kwashiorkor is associated to witches. The witch has thrown hot water on the child in the night in a dream and as a result the skin is going off.
- 5) If a mother starts having sex with her husband or another man during breastfeeding the child has continuously diarrhea that leads to malnutrition. So the child got ill because the mother broke a taboo.
- 6) The mother has wet dreams with a spirit and for that reason the breast milk is not good anymore so she has to stop breastfeeding the child.
- 7) The mother has weaned the child too early in order to be allowed to restart sexual intercourse with her husband.
- 8) When the child starts to walk it is separated from the mother and from that moment on the mother-in-law or the grandmother is responsible for the child. Some grandmothers are not able to take care of the child and the child ends up with malnutrition.
- 9) Hunger gaps between the rainy seasons until harvesting starts.
- 10) Some mothers don't care enough about for their child, they care more for their husbands and try to give the best food for him. The mother might neglect the child because of competition with her co-wives.
- 11) Hot water feeding: Hot water is seen as food.
- 12) ORS and sugar water is given to infants.
- 13) Mothers might interpret the problem of the child as being a punishment from the ancestors and show indifference towards their child. By doing so they prepare themselves to the death of their child. This attitude can be seen as a coping mechanism; a part of the mourning process. This coping mechanism can be reversed when the child shows signs of recovery.

### **Summary**

- 1) Tell the mothers in the village about how important proper food is for their children's health.
- 2) Tell the mothers of malnourished children what foods to give to their children.
- 3) Tell them how to give the food.

- 4) Malnutrition is a sickness. The right medicine for malnutrition is good food.
- 5) Children with kwashiorkor do not want to eat. It is often difficult to make them eat. It will take time and lot of patience to feed the child with kwashiorkor.
- 6) Severe malnutrition without proper treatment can result into death.

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